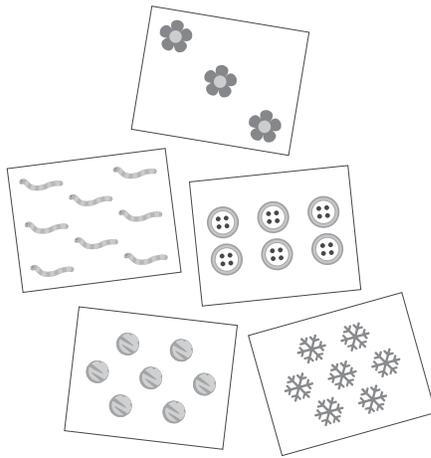

Core Focus

- Number: Identifying quantities that are more or less (up to 10)
- Number: Comparing numbers (1 to 10) represented as numerals
- Measurement: Comparing length, mass, and capacity

Numbers 0–10

- Students build on the sense of numerical relationships developed from real-life experiences.



In this small group activity, students compare pictures of quantities shown on cards to see which has more.

- Students use these new skills to recognize numerical displays in everyday life, such as noticing the page numbers in a book, counting days on a calendar, and reading the face of a clock. These experiences help students learn which of two numbers comes later or earlier in a number sequence, and therefore which is larger or smaller.

Ideas for Home

- Write the numerals 1 to 10 on small pieces of paper. Ask your child to match the correct numeral to small collections they have counted, such as toy cars, buttons, spoons, or pebbles.
- Follow up by asking your child to compare two of the collections and tell you which has more and which has less. Be sure to ask how they know.

Number: Identifying groups that have more or fewer (up to 10)

I. Write the numeral to match each group of dots. Then circle the group that has **more**.

3.2

a.

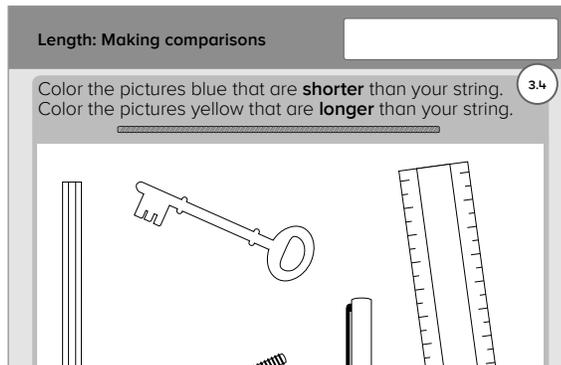
6	4

b.

In this lesson, students compare quantities shown as pictures (dots) and as numerals to see which is greater than the other.

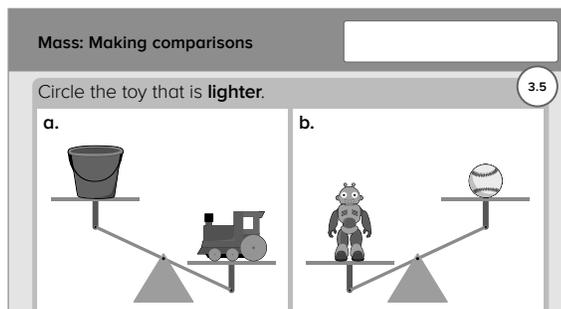
Measurement

- Students use **comparison language** like *tall, taller, tallest, or big, bigger, biggest* to compare and order three or more things. They learn they can compare lengths just by looking at objects, or by comparing them directly (placing the objects side by side).



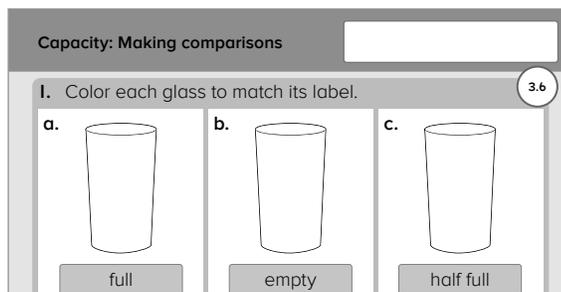
In this lesson, students sort objects by length by directly comparing them.

- Students compare the weight of objects by lifting them and identifying which are heavy and which are light. They confirm their observations by using a pan balance to compare the objects.



In this lesson, students identify which item is lighter.

- Students learn through experience that sometimes we want to compare the capacity of two or more objects at the same time. They use comparison language like *more, less, least, full, half full, empty* to compare three containers.



In this lesson, students show the amount of water to match the label.

- Students learn that capacity relates to the amount that something can hold. They compare the capacity of the glasses by comparing the filling of the containers directly.

Ideas for Home

- Gather several shoes from your house and ask your child to order them by size. Be sure to ask them to describe the shoes using language such as: "This shoe is little, this shoe is littler, and this shoe is the littlest."
- Notice everyday experiences with weight to expand your child's language. E.g. talk about moving heavy objects such as chairs or lighter objects such as pillows.
- Collect a range of containers and allow your child to compare the amount they can hold. Use opportunities such as bath time or when cooking to talk about filling containers and comparing the amount they can hold. Encourage your child to talk about what they observe and use language such as: "The blue bucket has more sand than the red bucket, but the yellow bucket has the most sand."

Glossary

- Students use **comparison language** to compare three objects by length or size, or to compare three same-sized containers by the amount they are holding.

