





Topic: Number and place value

Comparing quantities

Lesson concepts

-  **Equivalence** — Language
-  **Number** — Subitising
-  **Number** — Counting
-  **Number** — Quantity

Today students will:

- ▶ compare quantities using more, less, same.

Resources

Digital

Learning object — Number track

Sheet

Sheet — Numbers 0 to 9 (from a previous lesson)

Find and prepare

blindfold

2 paper plates

range of materials to represent numbers to 10
(for example: plastic animals, buttons, shells, beads)

deck of playing cards

(with jokers and picture cards removed)

Key terms

count, forwards, backwards,
order, compare, more, less,
same, quantity, before, after,
numerals

For definitions and
explanations of terms,
please see the [Glossary](#).

Lesson

Introduce the lesson

Explain to students that today they will be counting in ones from different starting points

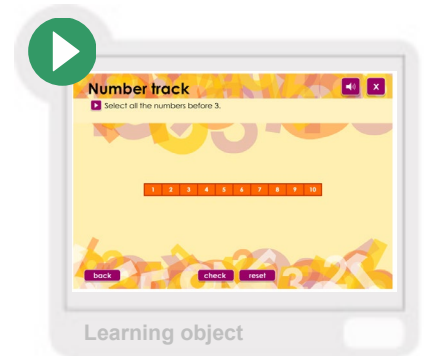
Recall counting sequences

Place the 0 card cut from **Sheet — [Numbers 0 to 9](#)** on the floor.

Ask students to:

- place the remaining cards to 10 in order beside the 0 card to create a number track
- say the numbers as each card is placed down
- identify the direction in which the cards are read (left to right and forwards).

Explore a number track or use the **Learning object — Number track**.



Help students to:

- count forwards as the numbers are highlighted
- identify what comes next, before and after the highlighted number
- suggest what happens to the total as you count forwards.

Focus questions

- Q: *What do you notice about counting forwards?*
- Q: *How does the total change as you count forwards?*
- Q: *How do you know that?*
- Q: *How could you show that?*

Compare quantities

Discuss how the numerals on a number track can represent a quantity.

Match quantities to the numerals on a number track by asking students to:

- count forwards and move on the number track
- stop
- say the number
- show that many objects
- asking the student to go to the next number.

Focus questions

- Q: *What number is this?*
- Q: *How many objects did you show?*
- Q: *Are they the same quantity? How would you describe the second quantity?*

Explain that students will complete activities to practise comparing quantities.

Activity 1: Compare cards

Provide each student with one card from a standard deck of playing cards (with jokers and picture cards removed).

Ask students to:

- read their card or count to find the quantity value of their card
- compare their card with a partner
- decide if they have 'more', 'less' or 'the same' as their partner
- repeat with other cards.

Focus questions

- Q: *How did you decide which number is represented on your card?*
- Q: *How could you check?*
- Q: *What did you do to decide whether you had more, less or the same as your partner?*

Activity 2: A handful of counters

Ask students to:

- take a handful of counters (or shells, beans, beads, or the like) from a container
- display their counters on a paper plate
- count to find the quantity of counters
- compare their plate with a partner
- decide if they have 'more', 'less' or 'the same' as their partner
- repeat with other quantities.

Focus questions

- Q: *How did you decide how many counters you had?*
- Q: *How did you check?*
- Q: *What did you do to decide whether you had more, less or the same as your partner?*