








Topic: Number and place value

Comparing quantities

Lesson concepts

-  Equivalence — Conservation
-  Equivalence — Language
-  Equivalence — Balance
-  Number — Quantity
-  Addition and subtraction — Process/operation

Today students will:

- ▶ compare quantities
- ▶ make small collections equal.

Resources

Digital

eBook — Level Neville

Find and prepare

Container with a collection of uniform materials (for example, empty ice-cream container with 18 blocks inside)

Key terms

equivalent (equal), equivalent/equal to, greater than, less than, not equal

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

Lesson

Introduce the lesson

Explain to students

‘ In this lesson, you will compare quantities to find out if they are equal. ‘Equal’ means ‘the same’. ’

Compare quantities

- Provide students with a container holding a small collection of uniform materials, such as 18 blocks.
- Ask students to:
 - place their hand in the container
 - collect a handful of objects
 - predict how many they have in their hand
 - count them (the most efficient way they can)
 - collect another handful from the container, trying to collect exactly the same number of objects
 - compare the quantities
 - describe the quantities using comparative language (such as ‘more’, ‘less’, ‘the same’, ‘equal’, ‘not equal’, ‘smaller number’, ‘larger number’)
 - repeat the activity until students have the same number.

Focus questions

Q. *How did you compare the quantities?*

A. For example: I counted them; placed them side-by-side.

Q. *How could you describe the groups when they have the same number?*

A. For example: I could say they are the same, or equal.

Explain to students

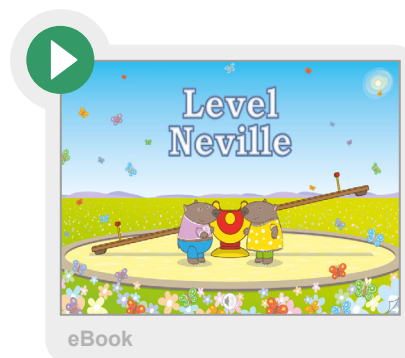
‘ When collections have the same number, we say they have an equal number. ’

Note

The collections may not be exactly the same, for example: they may be different colours but have the same quantity.

- View the **eBook — Level Neville**.

In this digital story, students are introduced to the language of equivalence.



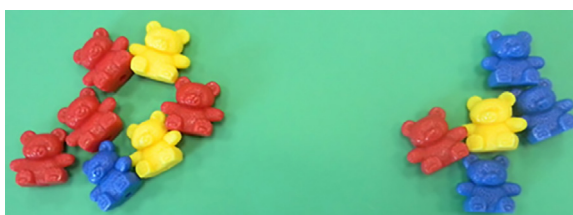
Focus question

Q. *What did the seesaw look like when it was balanced?*

A. For example: It was level; neither side was touching the ground.

Equalise quantities

- Share a group of 12 blocks with students, putting seven in your pile and five in their pile.



Focus questions

Q. *Is there an equal number of blocks in both collections? How do you know?*

A. No. For example: I counted them; your collection looks bigger.

Q. *How many blocks are in your collection?*

A. 5

Q. *How many blocks are in my collection?*

A. 7

Q. *How could you rearrange the collection to make sure there is an equal number of blocks in each collection?*

A. For example: I could move one block from your collection and put it in my collection.

- Ask students to make the collections equal or 'the same'.

Focus question

Q. *Is there an equal number of blocks in your collection and my collection? Explain.*

A. Yes. For example: We both have six blocks; we have the same number of blocks.