

Mathematics: Counting and Cardinality

K.CC.6 K.CC.7	Cluster Heading: K.CC.C Compare numbers Content Standards: K.CC.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g. by using matching and counting strategies. K.CC.7 Compare two numbers between 1 and 10 presented as written numerals. Practice Standard: MP.2 Construct viable arguments and critique the reasoning of others.
Problem/Task Suggestions	Formative Assessment Suggestions
Biggest Number Wins Students play in pairs and each will have his/her own deck of cards. Each deck will have cards that show one of the numerals 0-10 that is accompanied by a picture that represents the corresponding quantity, and each deck should contain four of each number. Each deck should be a different color so they can be separated at the end. <ul style="list-style-type: none">• Students sit side-by-side. The cards are shuffled and the students place their deck face down in front of them. Each student flips over one card.• Together, the students discuss which of the two numbers shown has the greater value. The student with the card with the greatest number keeps both cards.• In the event that both cards show the same number, each student places another card directly on top of the first and the new cards are compared. The student with the greater number shown on the top takes all four cards.• The game continues in the same way until all cards are used. The student with the most cards wins. Differentiation Support After students become proficient with this task, a mixture of cards could be used in the game. For example, one student has a deck of number pattern cards and the other student has a deck of 10-frame cards. Extension Practice using domino dot, 10-frame, or finger pattern cards as a scaffolding activity to build the concept of grouping numbers and counting on needed in First Grade. Note It is important that students have previous experience recognizing patterns. The game should not be played with cards showing only numbers until students have had experiences with counting items and comparing quantities.	Does the Student <ul style="list-style-type: none">• Recognize numbers 1-10?• Associate the written number with the quantity?• Understand how to count how many are in a set? Questions to Guide Student Thinking <ul style="list-style-type: none">• What is the difference between greater than, and less than?• How do we know a number is greater than or less than another number?• How can we connect numbers to the quantities they represent? Vocabulary Considerations Greater than, less than, equal, more, less
Adapted from: http://www.illustrativemathematics.org/illustrations/453	