

#### Vertical Progression:

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| <b>TS Gold</b>              | <p><b>20. Uses number concepts and operations.</b></p> <p><b>20b. Quantifies</b></p> <p>6. Makes sets of 6-10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many.</p> <p><b>20c. Connects numerals with their quantities.</b></p> <p>6. Identifies numerals to 10 by name and connects each to counted objects.</p> |
| <b>Kindergarten</b>         | <p><b>K.CC.C Compare numbers.</b></p> <ul style="list-style-type: none"> <li>○ <b>K.CC.C.6</b> 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.</li> <li>○ <b>K.CC.C.7</b> Compare two numbers between 1 and 10 presented as written numerals.</li> </ul>                  |
| <b>1<sup>st</sup> Grade</b> | <p><b>1.NBT.B Understand place value.</b></p> <ul style="list-style-type: none"> <li>○ <b>1.NBT.B.3</b> Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols <math>&gt;</math>, <math>=</math>, and <math>&lt;</math>.</li> </ul>  |

#### Students will demonstrate command of the ELG by:

- Identifying which group of objects is greater than another group of objects.
- Comparing two groups of objects to determine which group has more, less, or they are equal groups.
- Using objects (e.g., cubes, tiles, counting bears) to create groups that show the same (equal), less than, and more than.
- Drawing pictures of groups that show more, less, or the same (equal) as a specific set.
- Comparing two written numbers (1-10).

#### Vocabulary:

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|---|--|
| <ul style="list-style-type: none"> <li>• compare</li> <li>• equal</li> <li>• greater than</li> <li>• less than</li> </ul> | <ul style="list-style-type: none"> <li>• more than</li> <li>• number</li> <li>• numeral</li> </ul> |
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### Sample Instructional/Assessment Tasks:

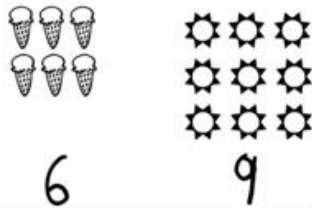
#### 1) Standard(s): K.CC.C.6

**Source:** Illustrative Mathematics

<https://www.illustrativemathematics.org/content-standards/K/CC/C/6/tasks/1210>

**Item Prompt:** Which number is greater? Which number is less? How do you know?

**Setup:** This task should be done as a whole group. The teacher will show the class two groups of objects or drawings of objects.



The class will chorally count the two groups and the teacher or a student can record the number below the group. The teacher will then ask the class to chorally say which number is greater and which number is less. The teacher will then instruct students to turn to their talking partner and tell them how they know which number is greater or less than the other number.

**Teacher Note:** This task could also be done with a small group or individuals.

#### 2) Standard(s): K.CC.C.7

**Source:** Illustrative Mathematics

<https://www.illustrativemathematics.org/content-standards/K/CC/C/7/tasks/697>

**Item Prompt:** Guess the Marbles in the Bag

**Setup:**

This activity can be done as a whole class or in small groups. Materials needed: paper bags and marbles. (Whole class version) The teacher secretly places between 1 to 10 marbles in a paper bag, and then shows the bag to the class. After shaking it enough times for students to hear the marbles inside, have 4 to 5 students guess how many marbles are in the bag. The teacher writes the guesses on the board. Afterwards the contents of the bag are revealed and counted out. The teacher writes the number representing the total on the board, and the students then help sort their guesses into less than, greater than, or equal to the number of marbles in the bag. The game repeats until everyone has had a chance to guess at least once. (Small group version) This works like the class version but one student in a group fills the bag with marbles themselves and the rest of the group tries to guess the number. With this variation it is practical to allow the students to both hear and feel the marbles inside the bag before they make their guess.