

RIGOROUS CURRICULUM DIALOGUE



KINDERGARTEN

MATH

UNIT 3

UNIT STANDARDS



Students will learn how to:

- Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.
- Use matching and counting strategies to compare objects and numbers.
- Compare two numbers between 1 and 10 when written as numerals.

WHAT STUDENTS ARE EXPECTED TO KNOW



- Compare two numbers between 1 and 10 presented as written numerals with at least one number being between 6 and 10 (e.g., hold up the written numbers, point to, or circle the number)
- Solve real-world problems involving comparison of numbers of objects between 1 and 10 using counting strategies (greater than, less than, equal to)
- Solve real-world problems by comparing two written numbers greater than 10, communicating their comparisons using words, models, or symbols

WORDS TO KNOW

Compare
Less than
More than
Greater than
Quantity
Equal
Taller and shorter
Shorter and longer
Heavier and lighter



STRATEGY



Help your child practice comparing quantities by identifying which group has more or less using the matching strategy.

EXAMPLE



Work with your child to find household objects to use to make comparisons of quantities.

Examples of items you can use are listed below:

- Crayons
- Pencils
- Pieces of candy
- Toy cars

Then place a handful of two objects such as 4 crayons and 3 pencils on a table. Demonstrate to your child how to line up one crayon with one pencil and repeat until you run out of items. Explain to them that there is one extra crayon so there are more crayons than pencils.

Use this matching strategy with different household objects in various amounts between 1 and 10.

STRATEGY



Help your child make comparisons of quantities by using the adding and subtracting strategy.

EXAMPLE



Work with your child to find small household objects to use to make comparisons of quantities.

Examples of items you can use are listed below:

- Toy cars
- Plastic figures
- Lego blocks
- Puzzle pieces

Then place a handful of two objects in a pile on a table or the floor. Take away one of the first object and one of the second object. For example, if you were using plastic figures and toy cars, every time you take away a toy car, also take away a plastic figure.

Continue taking away objects until only one type of object is left, like a toy car. Explain to your child that there are more toy cars than plastic figures because all of the plastic figures have been taken away and there is still one toy car left. This means there are more toy cars.

You can also draw 'parking lots' on blank sheets of paper that consist of lines or boxes about the size of each toy car to use as parking spaces. You can make one parking lot with more parking spaces than cars, and one parking lot with less parking spaces than cars. Have your child 'park' their toy cars in the parking lot and discuss if there are more or less parking spaces than cars.

STRATEGY



Help your child compare quantities and explain their comparison in words and sentences by using the counting strategy.

EXAMPLE



Work with your child to find household objects such as plastic spoons and plastic forks to use to model the counting strategy. Then place a handful of two different objects (such as 5 plastic spoons and 3 plastic forks) in a basket, bag, or container.

Then have them sort the plastic utensils into 2 separate sets. They should first count the 5 plastic spoons, write the numeral 5 on a post-it note or small piece of paper, and place it by the 5 plastic spoons. Then have your child count the 3 plastic forks, write the numeral 3 on a post-it note or small piece of paper, and place it by the 3 plastic forks.

Next, have them review the total number of plastic utensils in each set. Explain to your child that there are more spoons than forks because there are 5 spoons and only 3 forks. Since 5 is bigger than 3, there are more spoons than forks.

If your child is comfortable spelling words phonetically now, encourage them to write sentences explaining why one group has more or less. If your child wants to use precise spelling, or needs help, you can write a list of words your child might want to use when writing about comparing the sets of utensils.

Sample sentences your child might write:

- I counted all the spoons and all the forks. There were five spoons and three forks. Since five is more than three, there are more spoons.

RESOURCES



- [GKIDS readiness check math online resources for families: Counts to 20 and Counts 10 Objects](#)
- [Big numbers song](https://www.youtube.com/watch?v=e0dJWfQHF8Y): <https://www.youtube.com/watch?v=e0dJWfQHF8Y>
- [Chicken coop game](https://pbskids.org/peg/games/chicken-coop): <https://pbskids.org/peg/games/chicken-coop>
- [Interactive ten frame activity link: Ten Frame Activity](#)

*The listed resources are not endorsed by GSCS but are offered as possible tools that families may utilize.



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