

# INSTRUCTIONAL GUIDANCE: MAGNITUDE COMPARISON

## Explicit Instruction Routines

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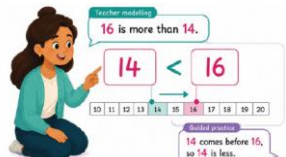
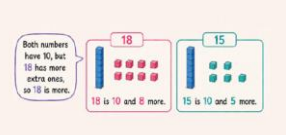
### Learning intention

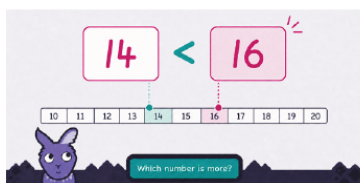
We are learning to compare numbers and explain which number is more, less, or the same.

### Success criteria

- I can read and compare two numerals.
- I can identify which number is more, less, or the same.
- I can use counting order, number tracks, number paths, ten-frames, Base-10 materials, or other representations to prove or explain my thinking.
- I can explain my comparison using a sentence stem.

### Explicit Instruction Guidance

| Context and Presentation                                                                                                                                                                                                                                              | Teacher Modelling                                                                                                                                                                                                                                                                                    | Guided Practice / Correction Routine                                                                                                                                                                                                                                                                                                                                                                 | Supported Independent Practice                                                                                                                                                                                                                                                       |
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| <b>Comparing familiar numbers within 10</b><br>Display two numerals, such as <b>4 and 6</b> , with a number track, number path, fingers, counters, or ten-frame available to prove the comparison if needed.                                                          | “The numbers are 4 and 6. I am comparing them to decide which number is more.” Point to both numbers on the number track. “6 comes after 4, so 6 is more. 4 comes before 6, so 4 is less.” “Say it with me: 6 is more than 4. 4 is less than 6.”                                                     | Display <b>7 and 5</b> . Ask: “Which number is more? How do you know?” Students respond chorally, on mini-whiteboards, or to a partner: “7 is more than 5.”<br>Correction: If students choose incorrectly, point to both numbers on the number track. “Which number comes after? Numbers that come after are more.”                                                                                  | Students compare pairs within 10, such as <b>3 and 8, 6 and 6, 9 and 2</b> . Students circle or write the number that is more, then say or write the comparison sentence: “___ is more than ___.” “___ is less than ___.” “___ and ___ are the same.”                                |
| <b>Comparing teen numbers using a number track or number path</b><br>Display two teen numerals, such as <b>14 and 16</b> , with a number track or number path to 20.               | “The numbers are 14 and 16. I will use the number track to compare them.” Point to 14, then 16. “16 comes after 14. Numbers that come after are more. So, 16 is more than 14.” “14 comes before 16. Numbers that come before are less. So, 14 is less than 16.”                                      | Display <b>18 and 15</b> . Ask: “Which number is more?” Students respond: “18.” Prompt: “Use the stem sentence.” Students: “18 comes after 15, so 18 is more.”<br>Correction: If students say 15 is more, point to both numbers on the number track and restate: “15 comes before 18, so 15 is less. 18 comes after 15, so 18 is more.”                                                              | Students compare teen-number pairs using a number track or number path, such as <b>12 and 17, 19 and 16, 11 and 11, 13 and 15, 20 and 18</b> . For each pair, students read both numerals, identify which is more or less, and explain using: “___ comes after ___, so ___ is more.” |
| <b>Comparing teen numbers as 10 and some more</b><br>Display two teen numerals, such as <b>14 and 16</b> , with Base-10 materials, ten-frames, bead strings, or grouped counters.  | “The numbers are 14 and 16. I will build each number as 10 and some more.” Build 14 as 10 and 4 more. Build 16 as 10 and 6 more. “Both numbers have 10. Now I compare the extra ones. 16 has 6 extra ones and 14 has 4 extra ones. Six extra ones is more than 4 extra ones, so 16 is more than 14.” | Display <b>18 and 15</b> . Students build both numbers as 10 and some more. Ask: “Do both numbers have 10? Which has more extra ones?” Students: “18 has more extra ones, so 18 is more.”<br>Correction: If students compare only the last digit or count inaccurately, rebuild both numbers carefully: “First make 10. Now add the extra ones. Both numbers have 10, so we compare the extra ones.” | Students compare teen-number pairs using Base-10 or structured materials, such as <b>13 and 17, 12 and 19, 16 and 16, 15 and 11</b> . Students build each number, compare the extra ones, and say: “Both numbers have 10, but ___ has more extra ones, so ___ is more.”              |
| <b>Comparing two-digit numbers using tens and ones — Year 1 extension.</b>                                                                                                                                                                                            | “The numbers are 35 and 30. When we compare two-digit numbers, we compare the tens first.” Build or place each number on a place-value chart. “35 has 3 tens and 5 ones. 30                                                                                                                          | Display <b>46 and 42</b> . Ask: “What do we compare first?” Students: “Tens.” Ask: “Are the tens the same? What do we compare next?” Students: “The ones.”                                                                                                                                                                                                                                           | Students compare two-digit pairs using Base-10 materials and a place-value chart, such as <b>35 and 30, 46 and 42, 54 and 38, 67 and 72, 81 and 81, 40 and 46</b> . Students build or                                                                                                |



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| <p>Display two numerals, such as <b>35</b> and <b>30</b>, with Base-10 materials and a place-value chart.</p> | <p>has 3 tens and 0 ones. The tens are the same, so I compare the ones. 5 ones is more than 0 ones, so 35 is more than 30."</p> | <p>Correction: If students say <b>38 is more than 54 because 8 is more than 4</b>, respond: "You compared the ones before the tens. In two-digit numbers, we compare tens first. 54 has 5 tens. 38 has 3 tens. Five tens is more than 3 tens, so 54 is more."</p> | <p>write each number, compare tens first, compare ones only if needed, and say or write the comparison sentence.</p> |
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Once students can accurately compare numbers within the taught range, move those comparisons into brief daily review. Review should use numerals first, with number tracks, number paths, ten-frames, counters, Base-10 materials, hundreds charts, or place-value charts used to support, check, or explain when students are unsure or inaccurate.

If many students are inaccurate during review, pause the review routine and return to explicit modelling with the relevant representation before continuing.