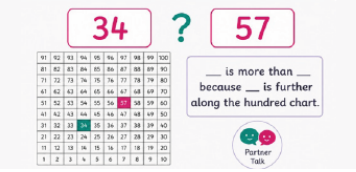


INSTRUCTIONAL GUIDANCE: MAGNITUDE COMPARISON

Vocabulary and Stem Sentences

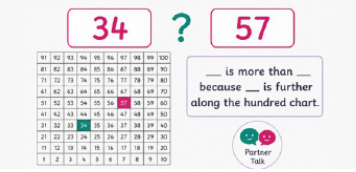
Consistent mathematical language helps students compare numbers accurately and explain how they know. Use simple, high-utility language first, such as **more**, **less**, **same**, **before**, and **after**. Introduce more formal language, such as **greater**, **equal**, **tens**, and **ones**, as students are ready. Representations should support students to explain or check a comparison, but the main goal is for students to compare the value of numerals.

Relevant mathematical vocabulary

Vocabulary	Child-friendly definition	Questions and stem sentences
more	A number or amount that is bigger.	"___ is more than ___."
greater	Another way to say more.	"___ is greater than ___."
less	A number or amount that is smaller.	"___ is less than ___."
smaller	Another way to say less.	"___ is smaller than ___."
same	Both numbers or amounts match.	"___ and ___ are the same."
equal	The same amount or value.	"___ is equal to ___."
before	Comes earlier in the counting order.	"___ comes before ___, so ___ is less."
after	Comes later in the counting order.	"___ comes after ___, so ___ is more."
compare	Decide which number is more, less, or the same.	"I compared ___ and ___. ___ is more."
numeral	A written number symbol.	"This numeral is ___."
ten	One group of ten.	"___ is 10 and ___ more."
ones	Single units.	"___ has ___ ones."
tens	Groups of ten. Use mainly for Year 1 extension work.	"___ has more tens than ___."

Representations and stem sentences

Representation	When to use	Stem sentences
 **Hundreds chart / Place-value chart**	Use in Year 1 to compare numbers within 100 and notice decade patterns. Use as a Year 1 extension for two-digit comparisons within 100.	"___ is further along the hundreds chart, so ___ is more." "___ comes before ___, so ___ is less." "First compare the tens." "___ has more tens than ___, so ___ is more." "The tens are the same, so compare the ones."
Number track or number path	Core representation for Foundation comparisons within 20 and Year 1 review within 20. Useful when students are using counting order to decide which number is more or less.	"___ comes after ___, so ___ is more." "___ comes before ___, so ___ is less."
Counters or blocks	Use when students need to build and compare visible quantities. Useful for early comparisons and for checking understanding.	"I made ___ and ___." "___ has more." "___ has less."
One-to-one matching	Use when students are unsure which collection has more. Matching objects one-to-one helps students see whether one set has extras left over.	"I matched them." "___ has some left over, so ___ is more."
Fingers	Use for small numbers only, especially when students need a quick concrete support.	"I showed ___ fingers." "___ is more because I need more fingers to show it."



INSTRUCTIONAL GUIDANCE: MAGNITUDE COMPARISON

Vocabulary and Stem Sentences

Ten-frame	Use for numbers within 10 and for early teen-number structure. Useful when students are beginning to see 10 and some more.	"___ fills a ten-frame and has ___ more." "___ is 10 and ___ more."
Base-10 materials	Use to show teen numbers as 10 and some more, then extend in Year 1 to two-digit numbers within 100.	"___ is 10 and ___ more." "___ has ___ tens and ___ ones."
Hundreds chart	Use in Year 1 to compare numbers within 100 and notice decade patterns.	"___ is further along the hundreds chart, so ___ is more." "___ comes before ___, so ___ is less."

Using stem sentences

Stem sentences should be used throughout instruction. They help all students participate, rehearse mathematical language, and explain their thinking. Use them during teacher modelling, choral response, partner rehearsal, mini-whiteboard practice, and independent explanation.

Useful comparison stems include:

- "___ is more than ___."
- "___ is less than ___."
- "___ and ___ are the same."
- "___ comes after ___, so ___ is more."
- "___ comes before ___, so ___ is less."
- "I know ___ is more because ___."
- "I know ___ is less because ___."
- "___ is 10 and ___ more."
- "Both numbers have 10, but ___ has more ones, so ___ is more."
- "___ has more tens than ___, so ___ is more."
- "The tens are the same, so I compare the ones."