



# Building Numbers

## First Grade: Math

DECISIONS  
&  
OUTCOMES



**Gifted behaviors to look for:**  
Resourceful-  
Strategic-  
Perspective

<b>SBI Indicator(s)(s)</b>	MTH.G1.2.a.6
<b>Materials</b>	  Playing Cards
<b>ESOL Accommodations</b>	Model thinking process. Use sentence frames. Provide visuals.
<b>Marzano Strategy</b>	Nonlinguistic Representations
<b>Patterns of Thinking</b>	RELATIONSHIPS

<b>Link</b>	<b>Say</b> , “We have been learning how to count objects in a given set. Today we will count objects in two different sets and decide if the number of objects in one set is less than, greater than, or equal to the number of objects in the second set.”
	<b>Assessment:</b> A “Resourceful” student might say “I am 7 and my brother is 4, my age is greater than his age.”
<b>Engage and Educate</b>	Read <i>More, Fewer, Less</i> by Tana Hoban or <i>Is a Blue Whale the Biggest Thing There Is?</i> By Robert E. Wells. <b>Ask:</b> <ul style="list-style-type: none"> <li>• “What can we say about numbers and their patterns after reading this book?”</li> <li>• “What groups of things around the classroom can you find that are greater than others?”</li> <li>• “Can you think of items around your home that are greater than others?”</li> </ul> Chart responses.  Game: Students will place a set of playing cards facedown in a stack. Both students will take one card off the stack and place it face up on the desk. For example, if the first card is a two and the second card is a seven, they would together say, 7 is greater than 2. They will continue this with approximately six cards. Use the symbols attached to show greater than, less than, or equal to.
	<b>Assessment:</b> “Communicative” students will clearly communicate what is greater than, less than and equal to without being asked.
<b>Active Learning</b>	Give each student a piece of drawing paper and have the students fold the paper in half to from a crease down the middle of the paper. Students will create their own number problems to show how one number is greater than another number. They will use illustrations to represent each number then compare the two numbers.  Students can share with a shoulder partner.
	<b>Extension(s):</b> Students will use the deck of cards and instead of only using 1 digit number use 2 digits. For example: The student will draw 2 cards and the partner will do the same. Then they will say 32 is greater than 28.
	<b>Assessment:</b> A “Strategic” student will organize a method to the game. They may use two digits, or three digits and clearly understand the concept without assistance.
<b>Reflect</b>	Use Cooperative Learning Structure <i>Pairs Check</i> and allow pairs of students to check each other’s work. If a student finds an error on their partner’s paper, they will help correct the mistake.
<b>Now and Then</b>	<b>Say</b> , “We have previously learned how to count numbers in a given set. Today we extended our knowledge by determining whether numbers in a set were greater than or less than numbers in a second set.”