

Game SN2: Comparing and ordering

Strand: Number

Strand Unit: Comparing and ordering

Curriculum Objectives Covered:

- Compare equivalent and non-equivalent sets 0-10 by matching
- Order sets of objects by number, 0-10
- Use the language of ordinal number: first, second, third, last

Name: “Higher, Lower or the Same?”

Aim: To correctly predict whether a card showing a set of dots will be higher, lower or the same as a previous card showing a set of dots, and then to order sets by number, 0-10.

Activity Area: Classroom

Duration: 20 minutes

Resources:

- 11 cards, each showing a set of dots from 0 - 10 (attached).

Set Up:

1. Photocopy (x2) the attached cards showing sets of dots from 0-10.
2. The pile of 22 cards is shuffled and held by the teacher beside the whiteboard ledge.
3. The children sit at their desks.

Start Playing:

1. The teacher explains to the children that the pile of cards in his/her hand is made up of 22 cards, each showing either 0 dots, 1 dot, 2 dots, 3 dots, 4 dots, 5 dots, 6 dots, 7 dots, 8 dots, 9 dots or 10 dots, and that each of those cards is in the pile twice .
2. The teacher turns over the first card and places it on the beginning of the whiteboard ledge where everyone can see it. The class count the dots together and everyone says the number of dots on the card, e.g. 3 dots.
3. The teacher then encourages the children to think about whether the set of dots on the next card is likely to be a higher amount, a lower amount or the same amount.
4. The teacher asks the children to show their predictions by a show of hands i.e. “Hands up if you think the next card will show a higher number of dots?”, “Hands up if you think the next card will show a lower number of dots?” and finally “Hands up if you think the next card will show an equal number of dots?”
5. The teacher then turns over the next card and places it on the whiteboard ledge beside the first card.
6. The play continues in this manner until all of the 22 cards have been used.
7. The teacher then removes 11 of the cards from the ledge, leaving only one card of each of

the numbers 0-10 on the ledge.

8. The teacher guides a class discussion asking the children to think about how they would rearrange and order the cards correctly, to start with the card showing 0 dots and to continue up, in order, to the card showing 10 dots.
9. The teacher should make sure to use and encourage the language of ordinal number throughout the discussion e.g. "Which card goes first/second/last etc?"
10. As in the earlier part of the game the teacher should find answers from the children by asking various questions and asking for a show of hands.
11. Then one child is chosen at random each time to come up to the whiteboard ledge and move one of the cards to its correct position.
12. The game is over when all 11 cards have been ordered on the whiteboard and are in the correct sequence from left to right of 0, 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10.



















