

Making Comparing Numbers Accessible During Routines and Transition

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- Building learning into existing routines and transitions is an effective way to engage children through repetition and predictability (Jenning, Hanline, & Woods, 2012). By incorporating **Comparing Numbers** into everyday routines and transitions, the learner is offered multiple opportunities to practice these skills throughout authentic and diverse environments.

Embedding Comparing Numbers into Routines

Centers/Free Play	<ul style="list-style-type: none"> Set up multiple opportunities for children to engage with Counting during free play or classroom centers. Ask “which has more?” type questions throughout the day like, “Are there more trucks or more dinosaurs?” during block play. Have children create art with groups of objects with prompts like, “Pick three objects and use the same number of each of the objects to make a picture!”
Snack and Shared Mealtimes	<ul style="list-style-type: none"> Encourage children to engage with the trajectory during mealtimes. Include a balance of teacher-led questions and peer-led discussion. Include simple first-second ordinality at mealtimes to help the language become familiar and encourage comparisons of groups by asking questions. <ul style="list-style-type: none"> “Are you going to eat your noodles or your carrots first?” “I’m going to serve Maeve first, and you will get your food second.” “Do you have more than five strawberries or fewer than five?”
Outdoor Time	<p>Highlight Comparing Numbers outside of the classroom during outdoor experiences, highlighting how math exists in the natural world. This can be through structured activities or simply through free play. Always be sure to follow the child’s lead.</p> <ul style="list-style-type: none"> Have the children count how many steps, hops, or jumps it takes to get to certain landmarks and compare these distances. For example, “It takes six hops to get the tree and ten hops to get to the slide. Which one is more?” Have the children stand in a giant number line and have them estimate unlabeled values. This may sound like, “Margie is 1 and Charlee is 10. If Sven is 7, and Tian is between Sven and Charlee, what number do you think she is?”
Story Time	<ul style="list-style-type: none"> Incorporate Comparing Numbers into class read-alouds. Any book about counting or numbers can be used. Books to use for Comparing Numbers: <ul style="list-style-type: none"> 365 Penguins by Jean-Luc Fromental One Gorilla by Anthony Browne The 17th Hat by Trevor Eissler Make number comparisons in any book: <ul style="list-style-type: none"> “Are there more monkeys or gorillas?” “Which page has the most penguins?” “Who is first in line in this picture? The child in the blue shirt or the

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Embedding Comparing Numbers into Transitions

- Children love to be first in line, but you can also incorporate other ordinal numbers while lining up to transition to another room or outside. “Who is third in line? What about sixth? How do you know?”
- At cleanup time, have children compare the toys and other items they pick up. “Are there the most cars or the most dolls? Which toy is there the least of?”
- When giving children a list of directions, start every step with an ordinal number like, “First, hang up your coat. Second, wash your hands. Third, get your lunch box. Fourth, go sit at your table.” Ask questions to check for understanding, such as “what step is third?”
- Before going to a new location, have the children imagine how far away the destination is, and estimate how many steps away it is. You may provide scaffolding like, “the music room is down the hallway, two classrooms away” or “the gym is on the other side of school. It’s pretty far away!” You may also have them estimate the number of other markers along the journey, like doors or windows.