



Bridging for Math Strength Resources

[Standards of Learning \(SOL\) Curriculum Framework](#)

Standard of Learning (SOL) 1.2B Compare two numbers between 0 and 110 represented pictorially or with concrete objects, using the words *greater than*, *less than* or *equal to*.



Student Strengths	Bridging Concepts	Standard of Learning
Students can compare and describe a set as having more, fewer, or the same number of objects as another set.	Students can represent two digit numbers pictorially. Students can count and represent numbers from 100-110. Students can correctly use the words <i>greater than</i>, <i>less than</i>, and <i>equal to</i>.	Students can compare two numbers between 0 and 110 represented pictorially or with concrete objects, using the words <i>greater than</i> , <i>less than</i> or <i>equal to</i> .

Understanding the Learning Trajectory

Big Ideas:

- *Greater than* is more, *less than* is fewer, and *equal to* means the same as.
- Concrete models, pictorial models, and written numbers can be compared by deciding which has a higher value.
- The digit in the tens place is more important when determining the size of a two digit number (Common Core Writing Team, 2019, pg 6).
- [Math Strength Instructional Video](#) ↗

Formative Assessment:

- VDOE [Math Strength Assessment 1.2B \(Seesaw\)](#)
- VDOE [Quick Check 1.2B \(PDF\)](#)

Important Assessment Look Fors:

- Student understands and can use the terms *less than*, *greater than*, and *equal to*.
- Student uses the model to determine how many are in each set.
- Student recognizes each tens block as a unit of ten when counting.
- Student determines that the tens place is more important than the ones place when determining which value is greater.

Purposeful Questions:

- What do you notice about the two sets of blocks?
- How can you decide which set has more?
- Which numbers helped you decide how to compare the two?

Bridging Activity to Support Standard	Instructional Tips
Routine Would You Rather?	Students may need to start with pictorial representations.
Rich Tasks Comparing Points (Teacher PDF)	The purpose of this task is for students to explore and deepen their understanding of greater than and less than number relationships. In this task, students will investigate relationships among numbers through the context of points earned during a game. Students will use words to describe their number comparisons.
Games Compare card game	Directions: These cards are designed to be played like the card game “War,” where students flip their cards over, compare, and the one with the bigger number wins. If there is a tie (the numbers are equal), students repeat the procedure and the winner gets all the cards, including the ones from the previous round. The teacher can edit and adapt the cards as needed to suit the classroom needs, with more, less, or a certain number representation or combination, etc.

Supporting Resources:

- VDOE Mathematics Instructional Plans (MIPS)
 - [1.2abc - Comparing Numbers with Linking Cubes](#) (Word) / [PDF Version](#)
 - [1.2bc - More or Less?](#) (Word) / [PDF Version](#)
- VDOE Co-Teaching Mathematics Instruction Plans (MIPS)
 - [1.2bc - Comparing Numbers](#) (Word) / [PDF Version](#)
- VDOE Word Wall Cards: Grade 1 ([Word](#)) | ([PDF](#))
 - Place Value
 - Counting by ones
 - Counting by tens
 - Less than
 - Greater than
 - Equal to

- **VDOE Instructional Videos for Teachers**
 - [Developing Early Number Sense \(grades K-2\)](#)

[Using A Beaded Number Line \(grades K-2\)](#)

Learning Trajectory Resources:

- Charles, R. (2005). Big ideas and understandings as the foundation for elementary and middle school mathematics. *Journal of Mathematics Education Leadership*, 7(3), NCSM.
- Clements, D. H., & Sarama, J. (2019). Learning and teaching with learning trajectories [LT]2. Marsico Institute, Morgridge College of Education, University of Denver. <https://www.learningtrajectories.org/>
- Common Core Standards Writing Team. (2019). [Progressions for the Common Core State Standards for Mathematics](#). Tucson, AZ: Institute for Mathematics and Education, University of Arizona.
- Richardson, K. (2012). How Children Learn Number Concepts: A Guide to Critical Learning Phases. Bellingham: Math Perspectives Teacher Development Center.
- Van De Walle, J., Karp, K. S., & Bay-Williams, J. M. (2018). *Elementary and Middle School Mathematics: Teaching Developmentally*. (10th edition) New York: Pearson (2019:9780134802084)
- VDOE Curriculum Framework for All Grades - [Standard of Learning Curriculum Framework \(SOL\)](#)