

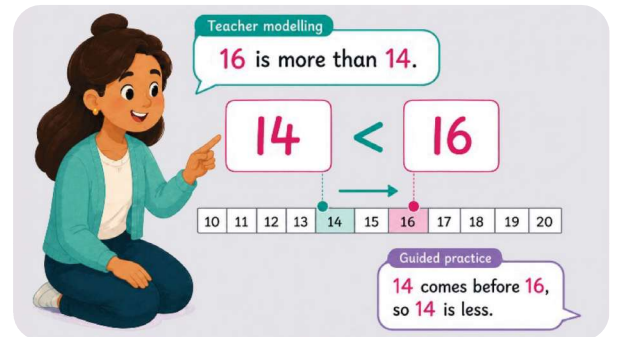
# INSTRUCTIONAL GUIDANCE: MAGNITUDE COMPARISON

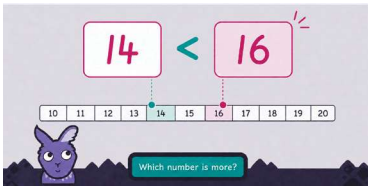
## Review and Practice

### Core instructional routine

Use this routine for brief, explicit, high-response teaching..

Step	Teacher move	Student language
1. Show two numerals	Display 7 and 9	"The numbers are 7 and 9"
2. Ask which is more	"Which number is more?"	"9 is more than 7"
3. Justify using counting order	Point to the number track	"9 comes after 7, so 9 is more"
4. Ask which is less	"Which number is less?"	"7 is less than 9"
5. Prove with a representation if needed	Use number track, fingers, ten-frame, or blocks	"I can see 9 is more than 7"
6. Repeat with quick examples	Compare 4/6, 8/5, 10/10	" ___ is more than ___. ___ is less than ___. They are the same"





## Review and Practice

### Daily practice/daily review

Daily review should be brief: about **5–10 minutes**. Use numerals first, with representations used to support, prove, or explain.

Use high rates of active participation so all students respond.

Use **4–8 quick examples** each day.

Activity	Teacher action	Student response
Name the numbers	Display two numerals, eg, 7 and 9	"The numbers are 7 and 9"
Which number is more?	"Which number is more?"	"9 is more than 7"
Which number is less?	"Which number is less?"	"7 is less than 9"
Prove it on a number track	Point to both numerals on the number track	"9 comes after 7, so 9 is more"
Same or different?	Display 8 and 8	"They are the same. 8 is the same as 8"
Mini-whiteboard response	Display 6 and 10. Ask students to write the number that is more	Students write 10, then say, "10 is more than 6"
Partner rehearsal	Display 12 and 15. Ask students to tell a partner which is more and how they know	"15 is more than 12 because 15 comes after 12"
Quick mixed review	Display 4–6 pairs: 4/6, 8/5, 10/10, 11/14	Students respond chorally or on mini-whiteboards

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## Cumulative review

Previously taught comparison skills and number ranges should be revisited at staggered intervals. Once a skill has been acquired, practice is best delivered as “a little bit, often.”

Begin with reviewing each focus as a block, e.g. comparing numbers within 10 one week, within 15 the next. Then when established:

- the next day,
- later in the same week,
- the following week,
- across later number-sense lessons

This strengthens long-term retention and helps students become more automatic when comparing numerical magnitude.

### Example cumulative review sequence

Day	Review focus
Monday	Compare numbers within 10
Tuesday	Compare numbers within 15
Wednesday	Compare teen numbers using a number track
Thursday	Compare teen numbers using 10 and some more
Friday	Mixed review: small numbers, teen numbers, same numbers

### Example Year 1 cumulative review sequence

Day	Review focus
Monday	Compare numbers within 20 using a number track
Tuesday	Compare decade numbers: 20/40, 50/30, 80/90
Wednesday	Compare two-digit numbers with different tens: 34/56, 72/48
Thursday	Compare two-digit numbers with the same tens: 46/42, 73/79
Friday	Mixed review within 100 using numerals first, then base-10 or place-value support if needed.