



Total Time: 5 minutes  
 Instructional Time: 3 minutes  
 Independent Practice: 2 minutes

# Magnitude Comparisons

## Which Number is Bigger?

**Objective:** Students will correctly compare numbers from 14 to 19 to determine which number is bigger, or if they are the same.

**Vocabulary:** 19, bigger

- Materials:**
- Teacher Master (pp. 53-55)
  - Student Booklet (pp. 31-32)
  - index cards (T & S)

Which Number is Bigger?  
Modeling

Which Number is Bigger?  
Modeling

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19

19 18    19 19

Which Number is Bigger?  
Guided Practice

Which Number is Bigger?  
Guided Practice

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19

☆ 16 19    15 18    17 17

Which Number is Bigger?  
Independent Practice

Which Number is Bigger?  
Independent Practice

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19

☆ 17 16    15 18    17 19

18 19    18 18    16 18

15 15    19 16    18 14

## Preview

Instructional Time: 3 minutes

**(allow the majority of time for Guided Practice)**

*We are going to look at two numbers and tell which number is bigger, or if they are the same.*

## Modeling (My Turn)

1. Write the number 19 on an index card.

*This is the number 19. What number? (19)*

2. Write the number 18 on another index card.

*This is the number 18. What number? (18)*

3. Compare the two numbers. Ask students to tell which is bigger.

*I want to know which is bigger, 19 or 18.*

*I can look at the 9 part of 19 and the 8 part of 18 to see which is bigger.*

*I know that 9 is bigger than 8, so 19 is bigger than 18.*

4. Use the number line on the modeling page to model how to count and check.

*I count and check on the number line to see which number is bigger.*

*The numbers get bigger as we count up.*

*Start at 10 and count up.* (model counting from 10-19)

*19 (point to 19) is after 18 (point to 18) on the number line, so 19 is bigger than 18.*

5. Demonstrate how to circle the bigger number on the modeling sheet.

*Now I will circle the bigger number on my paper.*

*I have 2 numbers in a box, 18 and 19.*

***I will circle the bigger number, 19.***

6. In the next example, demonstrate how to circle both numbers if they are the same.

***Look at the next box.***

***Read the numbers. (19, 19)***

***19 and 19 are the same number.***

***I circle both numbers because they are the same.***  
(demonstrate)

## Guided Practice (Our Turn)

Pass out student booklets.

7. Provide guided practice using the teaching sequence from modeling. Use the numbers from the examples on the guided practice page for the numbers on the index cards. Students take turns reading the numbers and answering the question, “Which number is bigger?” using the number line on the guided practice sheet to confirm their response. Students then circle the correct answers on their guided practice sheet.

**ERROR CORRECTION:** If students have difficulties identifying the number, model the number name and have students repeat. If students have difficulties identifying which number is larger, model how to use the number line to locate the two numbers and determine which number is larger. If students have difficulty identifying the numbers that are the same, point out the features of the number, tell the number name and have students repeat. If students circle the incorrect answer, tell them the correct answer.

## Independent Practice/Progress Monitoring (Your Turn)

**Time: 2 minutes**

1. Give the following directions for the Independent Practice sheet.

***Put your finger on the star. Read the 2 numbers in the box next to the star. Circle the number that is bigger, or both numbers if they are the same.***

2. Provide 1.5 minutes for students to work and 30 seconds for correcting.
3. Give the students a signal to use to let you know when they are finished.
4. Score + if student correctly circles the larger number or circles both if they are the same. Score – for incorrect responses.
5. Record data as # correct/total possible.