

Viewer Worksheet for:

Supporting Mathematical Development in Young Children: Comparison

This [video](#) describes children's ability to compare two groups and notice if one has more or less.

Routine – As part of an arrival routine, a teacher asks children to comment on the number of girls and boys present in his group. He shows four fingers on each hand and a child says, "They are the same".

Additional ideas for practicing comparison during routines:

Explicit Teaching – In a small group, 2 children have stacked wooden cubes. A teacher prompts a third child to figure out who has more. The child uses counting to solve the problem, while her peer guesses that she has more.

Additional strategies for supporting comparison:

Play – A toddler has stacked blocks to make two towers side-by-side. A teacher asks about their size. The child describes one stack as smaller and one as bigger.

Additional ideas for including comparison in play:

A lot of mathematics learning occurs within the context of classroom play, especially when teachers are talking with children about how to solve problems involving number.

What are some vocabulary words that adults could use with children to support comparison?

Identify the materials that you noticed in the video:

What are some additional materials that could be used to encourage comparison?

A meaningful curriculum is integrated so that learning experiences include many developmental domains and content areas. This video focused solely on mathematics. Think about ways that comparison could be integrated into a larger topic of study in authentic ways.

Topic: _____

Write your ideas here.