

Memphis-Shelby County Schools

Division of Early Childhood

Math Small Group Activity Ideas

These activities were developed by Teachers during the November 5th District Learning Day (DLD) cohort planning activity.

Week of December 2-6

Standard:

PK.CC.B.3 Uses comparative language, such as more/less than or equal to; compare and describe collections of objects.

Objective:

I can identify two groups of objects as greater than or less than.

| Group 1 (High) | Group 2 (Medium High to Medium) | Group 3 (Medium to Medium Low) | Group 4 (Low) |
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| Use 2 different colors of leaves (cut outs) and put on tree trunk. Write or copy a sentence stating which color leaves were more and which color was less. Use dice and laminated sheet to compare who rolled the higher number. | Same as above but may require more assistance with writing the sentence. | Use 2 different colored leaves to put on tree (cut out) and label n T chart more or less. Yes leaves and acorns on the tree cut out and put results on T chart | Use leaves and acorns to place on tree trunk (cut out) and put results on T-chart. |
| Student will create greater than and less than groups using manipulatives. | Student will label which group is greater or less than by drawing the greater than less than symbol. | Students will circle which group is less or greater than with teacher assistance. | Students will place a chip on which group is less than with teacher assistance. |
| The students will be given a mixture of blue & red bears. TLW separate the bears into two groups & have more blue bears than red bears. TLW then count their bears to make sure there are more blue bears than red bears and label each group with that specific number using a | The teacher will tell the students to separate the bears and place 8 blue bears in a group & 5 blue bears in the other group. The students will then place the correct number card with the specific number of bears and count to check their work. | The teacher will tell the students to separate the bears & place 5 blue bears in one group & 3 red bears in the other group. The students will count their bears out loud & select amongst two of the given number cards & place them with its matching group. | The students will trace the four bears & color them blue, as well as trace two bears and color them red. TLW then trace the number for each group & count out loud to check their work. |

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| pencil. TLW check their work to make sure they counted correctly. | | | |
| Student will roll dice twice and count out the quantity of each roll and identify which number has more/less | Students will play gator greater. teacher will place 2 numbers out and have the gator eat the greater number. | Student will have card with numbers and have to count out the quantity for each card and read out the statement. (2 is less than 5) | Students will be given 2 numbers and will count the quantity and determine which group has more/less. |
| Grab, count and compare. Students grab 2 handfuls of cubes. They count how many they have individually then compare the quantities. They will use a Grab, Count and Compare hand template. They will each write the number represent the number of cubes they have. | Number tower Students pick a card with a number 1-9 Students will build a tower using connecting cubes and compare which number is more or less. The Students will trace the number they pulled with a dry erase marker. | Number tower Students pick a card with a number 1-5. Students will build a tower using connecting cubes and compare which number is more. Students will look for the matching number on the number wall. | Reviewing how to make 5 using counting bears. |
| Nature Hunt and Compare Materials: Two baskets or bags for collecting items, a small outdoor or classroom "nature" area with leaves, rocks, or other natural items. Activity: Take the children outside or have a setup with different nature items indoors. Let each group collect items in their baskets. Once they return, have them compare their collections with another group's basket. Ask questions like, "Does your group have more leaves or fewer rocks?" and guide them to use comparative language. | Button Sorting and Comparison Materials: Two bowls, a collection of buttons (or other small items) of varying colors and sizes. Activity: Divide students into pairs or small groups and give each group two bowls filled with buttons. Ask them to count the buttons in each bowl and decide which bowl has "more" buttons and which has "less." Encourage students to use the words "more than," "less than," or "equal to" as they compare. After each round, they can mix the buttons up and count again, reinforcing the concept. | Lego Tower Challenge Materials: Small Lego blocks or connecting cubes. Activity: Give each group a handful of Legos or cubes and ask them to build two towers. They should compare the heights of their two towers and describe one as "taller" (more blocks) and the other as "shorter" (fewer blocks). Afterward, they can build more towers and compare again. | Materials: Two small containers, snacks (like crackers or fruit pieces), paper, and pencils. Activity: Place a different number of snacks in each container for each group, asking them to count how many are in each. Then, encourage them to compare the amounts in each container, using language like "This one has more," "This one has less," or "These are equal." |

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| Students will be shown two groups of objects (up to 10) and will identify which group has more or less. The teacher will introduce symbols for greater than/less than/equal to. | Students will be shown two groups of cubes (up to 10) and will identify which group has more and which has less. | The students and teacher will count out two groups of objects (up to 5) and students will identify which group has more and which has less. | The students and teacher will count out two groups of objects (up to 5) and students will identify which group has more and which has less. |
| The teacher will model and teach vocabulary. Students will use blank paper to write 3 problems on their own using two numbers and will write greater than ">" or less than "<" to complete the equation then verbally explain their problems and answers. | The teacher will model and teach vocabulary. Students will use frogs and/or blank paper to write 2 problems on their own using 2 given numbers to compare and with prompting and support by their teacher/teacher assistant the students will use > or < to compare. | The teacher will model and teach vocabulary. Students are given 2 groups of frogs and a card baring the less than/greater than symbol which they will use to compare with prompting and support. | The teacher will model and teach vocabulary. Students are given 2 groups of frogs on a ten frame and a card baring the less than/greater than symbol which they will use to compare prompting and support. |
| I can use a scale to weigh and compare objects using acorns, pinecones and pecans for less/greater than an equal using a chart. | I can use a scale to count how many objects it took to weigh less/greater than using acorns/pecans using a chart. | I can match and count the quantity of objects to number 0 to 10. | I can count the objects of acorns and pecans less than 0-5. |
| Activity: Greater than, less than or equal to Christmas candy activity. The students will create their own greater than less than equations using Christmas themed boxes and numbers. | Greater Gator. The students will choose a playing card and place the corresponding number of manipulatives on one side of the math then choose a 2nd card and use the other side of the mat. Use the gator to gobble the side that has more. | Students will compare numbers to 10 Boom Cards December Math. | Activity: Students will sort greater than/less than Christmas trees with gifts (erasers). |
| Students compare different amounts of objects in pictures to determine which set has more or less. Amounts that range from 1-20. But also, are able to write the corresponding number for | Students compare different amounts of objects in pictures to determine which set has more or less. Amounts that range from 1-10. But also, are able to write | Students compare different amounts of objects in pictures to determine which set has more or less. Amounts that range from 1-10. But also, are able to write | Students compare different amounts of objects in pictures to determine which set has more or less. Amounts that range from 1-5. But also, are able to write |

each set. If items are taken away
students can adjust their answer

the corresponding number for
each set.

the corresponding number for
each set.

the corresponding number for
each set.