

Purpose & SOL

- Students will compare numbers to decide which is greater by playing a game similar to war.
- Math K.1, 2.1c, 3.1c, 4.1b

Materials

- Number and/or picture cards (#1-30 is attached, along with objects 1-15).
 - Make 2-3 sets of these cards for one class.
- If playing with older grades, you can make decimal or fraction cards.
- Cones or painter's tape.

Length
25 min.

Introduction

Review the concept of comparing numbers by using exercises to describe more or less. Have the class do 5 jumping jacks freeze, then do 7 jumping jacks... Which number is greater? You may choose to write the comparison on the board ($5 < 7$) Continue with a few more examples and exercises.

Implementation

Retrieval (Modified)

- 1) Split the class in half and line them up on the wall on either sides of the room. Students should be facing the other half. You may want cones or painter's tape as a "starting line."
- 2) Set the cards face down in the middle of the room in a line.
- 3) On "go", students will hop to the middle line and pick up a card. Students cannot cross the center line!
- 4) They will quickly find a partner from the opposing line to compare numbers. Both students will say their number and hold out their card. Whoever has the higher number gets both cards, and hops with them back to their line on the wall. They will make a pile of their cards they've won (like the card game, war).
- 5) If there's a tie, students will place the card down back on the middle line and hop back to their spot on the wall, empty handed.
- 6) When all students return to the wall, do an exercise while repeating this poem. "Numbers are big and numbers are small, we can compare them all!"
- 7) Continue with remaining time or until the cards run out.

Cool Down

Allow students to count their cards and assign an exercise for the whole class to complete. On the count of 3, students will do the exercise as many times as they had cards.

Modifications

Do this with any grade level, by changing the cards (place value, equivalent fractions/decimals, etc.).



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