

KEY CONCEPT OVERVIEW

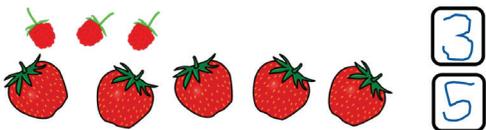
During the next week, our math class will use counting skills to compare two sets of objects, saying which number is more than and which number is less than the other number. One strategy we will learn is to line up the objects in each set and match them one-to-one (making as many pairs as possible), and then see whether either set has extra objects. As we learn more, our class will count and compare without using physical objects; for example, students will compare 3 claps to 5 stomps just by listening and counting.

You can expect to see homework that asks your child to do the following:

- Count and compare sets of objects arranged in two lines. Tell which set has more or fewer objects.
- Using squares to represent a tower or train of cubes, draw more or fewer squares than a given tower or train. Then count and compare.
- Compare numbers without using drawings or physical objects. For example, shown two numbers, students record which number is more and which is less than the other number.

SAMPLE PROBLEM (From Lesson 25)

Count the objects in each line. Write how many in the box. Then fill in the blanks in the sentence to compare the numbers.



5 is more than 3.

Additional sample problems with detailed answer steps are found in the *Eureka Math Homework Helpers* books. Learn more at GreatMinds.org.

HOW YOU CAN HELP AT HOME

- Invite your child to show a number of fingers, between one and nine, the Math Way (counting from left to right, starting with the pinky of the left hand). For example, hold up the left pinky, left ring finger, and left middle finger to show three fingers. Ask how many more fingers make ten (7). When showing numbers the Math Way, students can easily see that the fingers held down can be added to the fingers held up to make ten.
- Use playing cards to compare numbers. Take out the jacks, queens, kings, aces, and jokers. Then place the deck facedown between partners. Each partner takes a card. Partners flip over their cards at the same time and compare numbers. The partner with the greater number takes both cards and states, for example, “9 is more than 6.” Partners continue until all cards have been flipped over. The partner with more cards wins. Play again, only this time the partner with the smaller number collects both cards and states, for example, “6 is less than 9.”