

K-2 Dining Out Menu Item Descriptions

Rock, Paper, Scissors, Compare	Students play Rock, Paper, Scissors with a partner, but instead of showing a rock, paper, or scissors, the partners show a quantity with 0-10 fingers. Partners then verbalize the quantity each partner shows and decides who has more and how much more. To extend this activity, students can record their comparisons for each round with $>$, $<$, $=$ symbols. Points could also be given in each round to the partner with the higher value (giving the difference of the two partners hands to the winner of the round) and then summed at the end of 10 rounds to determine an overall winner.
Stars in 1 Minute*	Students time each other to see how many stars they can draw in 1 minute. When each partner has had a turn to draw, students count their stars and determine who has more and how much more. Students record their comparisons for each round with $>$, $<$, $=$ symbols. To extend this activity, students can use different colors to group their stars in fives and then tens and compare those amounts with comparison symbols as well (i.e. 6 groups of five is greater than 4 groups of five so $30 > 20$). Students could also identify the value of the tens and ones place in their star count and justify why one set is greater than another based on place value.
Pinch a 10*	Students take a pinch of beans, beads, etc. and then count them. They then classify their items in a chart with three columns labeled <i>Fewer than 10</i>, <i>10</i>, <i>Greater than 10</i>, using tally marks to record their quantities. Students repeat 5 times. To extend this activity, students can write a summary statement about their results, including any strategies they used to get better at pinching 10.
Build a Stack*	Students take turns with a partner drawing cards that contain directions on how to build a stack of cubes (i.e. <i>Build a stack that has one more than four</i>, <i>Build a stack that has one less than seven</i>). While one partner builds the stack, the other watches and checks its accuracy. If the observing partner disagrees with the build, the partners discuss what changes need to be made to match the directions on the card. Once an agreement has been reached, the stack is left on the table. Each partner should make three cube stacks, determined by drawing the direction cards. When six correct stacks are created, the partners should work together to order the stacks from least to greatest. To extend this activity, teachers can create cards with place value clues as directions.

*Activities have been adapted from Burns, Marilyn. *About Teaching Mathematics: Fourth Edition*. Sausalito, CA: Math Solutions Publications, 2015

1

K-2 Dining Out Menu Item Descriptions

Grab, Compare, Share	Partners each grab a handful of color tiles or other counters from a paper bag. They organize their items into two lines, one above the other. Students then count their collection, determine the quantity, and decide which line has a greater number of items and how many more it has. Students must then record their comparison statement using the comparison symbols $>$, $<$, $=$. Repeat this process five times. To extend this activity, students could continue to line up their draws from the bag and re-order them from least to greatest. They could also make multi-step comparisons (i.e. 7 is greater than 5, but less than 9 or $9 > 7 > 5$) based on their lines of data. If the focus is on place value comparison in the tens place, students could use smaller items such as beans to provide larger numbers. They could then make comparison statements based on the number of tens in each of their draws.
Trace and Compare*	Students trace around one of their shoes. They predict whether it will take more color tiles to fill their foot shape or to trace around it like a fence. Then, they measure with the tiles to find out which takes more. They compare their findings using the comparison symbols $>$, $<$, $=$. They also write a sentence explaining why the results of their experiment turned out the way it did. To extend this activity, students can repeat the investigation by tracing other shapes—a book, their hand, a board eraser, and so on. Students can then make comparisons with the different objects. Another extension would be for students to order their data by perimeter and then by area and identify any patterns they see.
Five-Tower Game*	Partners take turns rolling 2 dice. They add the numbers together and then build a cube tower to represent their sum. After each round, players compare their towers using verbal descriptions and the comparison symbols $>$, $<$, $=$. Play continues until each partner has 5 towers. Students then find the sum of all their towers and make a final comparison. The student with the larger number of total cubes wins the game. To extend this activity, interlocking cubes can be replaced by base ten blocks. Students can use the dice to roll a ten and ones digit to create a number. Then, they build the number with base ten blocks (making three dice available could extend this to the hundreds place) and play the game as described above, but with a focus on identifying comparisons involving place value. Students could also record their numbers in a place value chart, aligning the digits appropriately.

*Activities have been adapted from Burns, Marilyn. *About Teaching Mathematics: Fourth Edition*. Sausalito, CA: Math Solutions Publications, 2015

K-2 Dining Out Menu Item Descriptions

More or Less	In this activity, students use two-color counters to think about part-part-whole relationships and comparisons. Visit the link below for the lesson, which can be played as a game after students understand the directions. https://mathsolutions.com/wp-content/uploads/More_or_Less.pdf
Game of More	This game uses playing cards to give students practice with adding and subtracting two to three-digit numbers, and then making comparisons between the number to determine who has more. Visit the link below for the lesson. https://mathsolutions.com/wp-content/uploads/the-game-of-more-lesson.pdf
Slap Card War	Partners take two cards from a pile and place them in front of them. They make comparisons about the numbers, verbalizing the multiple ways to state the comparison (i.e. 5 is less than 7, 7 is more than 5, 5 is two less than 7, 7 is two more than 5). Once the students identify the difference between the two numbers, they play a game of <i>Slap Jack</i>, flipping over one card at a time until a card with the difference is shown. Whichever player slaps the card first takes all the cards below that one in the pile. Two new cards are then turned over, and the game continues for five more rounds. At the end of six rounds (six sets of cards turned over, comparisons made, and slapping the difference), the person with the most cards wins. To extend this activity, students can turn multiple cards over, creating a number with multiple digits. Students then play the game in a similar way but adjust their comparisons to identify the place value of each number and how these values related to comparing the numbers (i.e. In the number 42, 4 tens and 2 ones is larger than 23, which has only 2 tens and 3 ones.) The slap portion of the game would have to be adjusted as well, and this can be done by slapping the difference between the number of tens, hundreds, etc.