

Tall towers

Focus of activity: Comparing two numbers up to 10; Comparing heights.

Working together: conceptual understanding

- Lay out a set of 1 to 10 cards. Give one card, e.g. 4 to one child and another card, e.g. 7 to a second child. They each build a tower with that number of cubes. *Which tower is taller? So, which is the bigger number? Which tower is shorter? So, which is the smaller number? 7 is more than 4.*
- Repeat with other pairs of cards and different chn.
- Give the number 5 to one child and ask them to build a tower using 5 cubes. Ask another child to choose a number card, explaining that they are going to try and build a taller tower. They make a tower with that number of cubes. *Did they choose a bigger number? How do we know?*
- Give the number 7 to a different child. Ask another child to choose a number bigger than 7, and to build a tower with the matching number of cubes. Compare the two towers. Did they choose a bigger number?

Up for a challenge?

What's the smallest number on these cards? What's the biggest number on these cards? Do you know a number that is even bigger than 10?

Now it's the children's turn:

- Chn play in pairs. They shuffle a set of 1 to 10 cards and spread out face down on the table. They each take a card and build a tower with that number of cubes. *Who has the bigger number?* That person wins a cube. Both chn write their pair of numbers down and ring the larger number.
- Repeat until there are no cards left. *Who collected more cubes?*
- Go round the group and help them to write their pairs of numbers down, and then to ring the larger number. Ensure that chn realise that when we ask them which is the bigger number we are referring to the quantity this number represents, rather than the size of the actual numeral!

S-t-r-e-t-c-h:

If chn cope well, ask them to choose three number cards, make matching towers and arrange them in order of height, shortest first. They write the three numbers, smallest first.

Things to remember

What words can we use to compare numbers? (e.g. bigger, larger, smaller, more than, less than)

Shuffle a set of 1 to 10 cards. Show two to the group. Ask chn to point to the larger number. Repeat, asking chn to point to the smaller number.

You may want to add something that has emerged from the activity. This may refer to misconceptions or mistakes made.

Resources

- 1-10 number cards
- Cubes

Outcomes

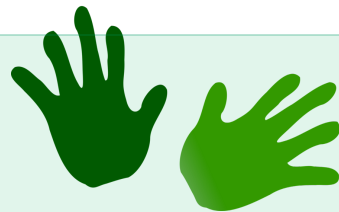
1. Chn can compare two numbers up to 10.
2. Chn begin to order three numbers up to 10.

Tall towers

Work in pairs

Things you will need:

- A set of 1-10 cards
- Cubes



What to do:

- Shuffle a set of 1 to 10 cards. Spread out face down on the table.
- Each take a card. Build a tower with that number of cubes.
- Who has the bigger number? That person wins a cube.
- Write down your pair of numbers. Ring the larger number.
- Repeat until there are no cards left.
- Who can make the tallest tower using all their cubes?
Who has collected the most cubes?

	7	3
	2	5

S-t-r-e-t-c-h:

Choose three number cards. Make towers using these numbers. Arrange them in order of height, shortest first. Write the three numbers, smallest first.

Learning outcomes:

- I can compare two numbers up to 10.
- I am beginning to order three numbers up to 10.