

Matching to compare activities



1 Line them up — one to one

Give students two rows of objects. They pair one to one, top to bottom, until a row runs out, then name which row has more, fewer, or the same.

“One from the top with one from the bottom — keep going until one row runs out.”

“Which row has leftovers? Say it — the top row has more, or they have the same.”

2 Bigger rows — still just line up

Give students two rows a little bigger than five. They pair one to one — without counting — and read which row has objects left over.

“These rows are bigger than five — do not count. Just line one up with one.”

“Which row has objects left over? The matching still tells us — no counting needed.”

3 Matching beats looking

Show a spread-out smaller row above a compact larger row. Ask which looks like more, then match one to one to reveal the truth.

“Which looks like more? Now match one to one — what does the matching tell us?”

“The matching shows what the eyes could not. Which row really has more?”

4 Non-example: putting them near is not matching

Push the two rows close together without pairing, or stop matching before a row runs out. Ask whether that tells us which has more.

“I put them near each other — is that matching? Does each one have a partner?”

“I stopped before the row ran out. Can I tell which has more yet? Why not?”