

ACTIVITY 3

Providing Opportunities to Compare and Order Objects



INTENT:

Become familiar with the information in the *California Preschool Learning Foundations* (PLF), Volume 1 and the *California Preschool Curriculum Framework* (PCF), Volume 1.



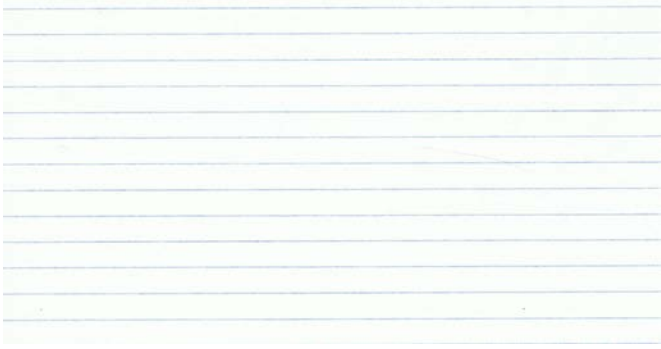
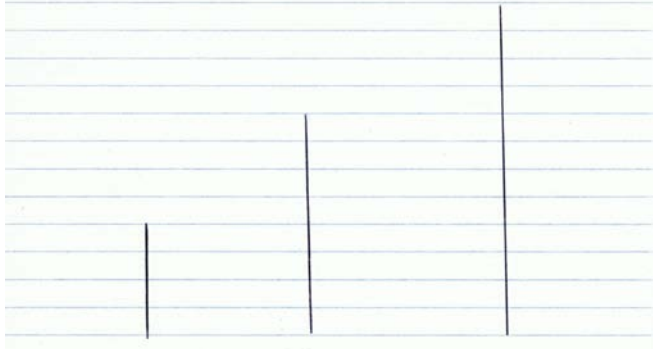
OUTCOME:

Participants differentiate instructional support approaches when introducing opportunities to compare and order objects.



MATERIALS REQUIRED:

- PLF (Mathematics domain measurement foundations 1.1 and 1.2)
- PLF (page 146 - Measurement)
- PCF (page 277 - *Provide opportunities to compare and order objects*)
- Pipe cleaner (one 1" piece and one 3" piece)
- For **each** participant, a length of pipe cleaner 2 ½" long
- For **each** participant, prepare Envelope A & Envelope B as follows:

Envelope A	Envelope B
Pipe cleaner cut into following lengths: 1" 3" 5"	Pipe cleaner cut into following lengths: 1" 3" 5"
4" x 6" ruled (lined) index card	4" x 6" ruled (lined) index card with vertical lines drawn (1", 3", 5")
	



TIME: 20-25 min.

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PROCESS:

1. Individual activity: Participants read through the measurement sections listed above.
2. Dyad activity: Discuss with an elbow partner the way to use this information to support children.
3. Large group discussion:
 - What is the difference between mathematics foundations 1.1 and 1.2?
 - What kinds of preschool measuring experiences are considered precursors of later measurement competency (PLF, page 146)?
 - What examples were provided as opportunities to compare and order objects in the PCF (page 277)?
4. Hands-on activity:
 - 1st-Demonstration of small/large:
 - Hold up 1" and 3" lengths of pipe cleaner. Ask participants to compare the two pipe cleaners and articulate "small" and "large."
 - 2nd-Ordering three objects:
 - Give each participant envelope A. Ask participants to order the pipe cleaners from smallest to largest. Ask why it is important to provide horizontal lines for this comparison activity.
 - Answer: Horizontal lines serve as reference point of where to place the BOTTOM of items being compared. This ensures items are at same starting point.
 - 3rd- Ordering three objects with additional supports:
 - Give each participant envelope B. Ask participant to order the pipe cleaners from smallest to largest. Ask how this activity is different from the activity in envelope A. Ask which activity would be more difficult for children?
 - Answer: The index card in envelope B with vertical lines serves as a matching activity; the index card without vertical lines is more advanced because the child creates a mental model to order the objects. Therefore, envelope A is more difficult.
 - 4th- Ordering four objects:
 - Distribute a 2 ½" long pipe cleaner to each participant. Ask them to place that pipe cleaner in the proper position if the pipe cleaners are being ordered from smallest to largest.
 - Answer: Correct placement is between the 2" and 3" pipe cleaner.)

Note: This entire activity serves as a visual demonstration for children to see the comparison of identical objects while providing vocabulary articulation opportunities (smallest/largest). Participants are reminded that the PLF and PCF suggest ongoing measurement opportunities using a variety of objects in the preschool environment.

