FOR GROWN-UPS

Answer Key

CORA IS 5 and just beginning to compare numbers — do this WHOLE packet WITH a grown-up. Read every italic 'READ ALOUD' line out loud; she does the circling, drawing, matching, and writing. THE ONE BIG SKILL is MATCHING: line up two rows, pair them up one-to-one; whoever has leftovers has MORE, and if everyone has a partner the groups are EQUAL (the same). Counting is a second way to check that always agrees. The >,=,< symbols come last and light — the 'hungry mouth' opens its wide part toward the BIGGER number. Grade GENTLY: the goal is that she SEES more/fewer/equal by matching and counting, not perfect symbol writing. Page 3 is the big idea: 5 spread out is NOT more than 5 bunched — matching proves it. Page 7's snack story has a trap: 3 BIG cookies is FEWER than 6 small crackers — big things are not automatically more, you COUNT. Praise her for counting instead of eyeballing.

Page 2 · More and Fewer (Line Them Up!)

- Ex 1 (circle the group with MORE): the TOP row has 6, the bottom row has 4. When you line them up and match, 2 on top have NO partner — they stick out. So the top group has MORE. She circles the TOP group. (It isn't about which looks bunchy — it's who has leftovers after matching.)
- Ex 2 (fewer): the group with fewer is the one whose row runs OUT first (the bottom, 4). 'Fewer' just means 'less than' — the shorter matched row. She circles/points the bottom group as having FEWER.

Page 3 · Tricky! Spread Out Is NOT More

- Ex 1 (the trick): BOTH rows have 5. The top row is spread out WIDE and the bottom row is squished together. It LOOKS like the top has more — but match them one-to-one and every top dot has exactly one partner. They are the SAME (equal). Answer to 'who has more?': NEITHER — they are equal. Circle SAME. (This is the big idea: spreading things apart does NOT make more. Only matching/counting tells the truth.)

Page 4 · The Same (Equal)

- Ex 1 (match, are they equal?): the top has 5 and the bottom has 5 — every dot has a partner, none left over, so they are EQUAL / THE SAME. She draws the matching lines (any reasonable straight line pairing top-to-bottom columns is fine) and circles SAME.
- Ex 2 (draw to make equal): the top group has 6, the bottom has 4. She draws 2 MORE dots in the bottom group so both have 6 and every one has a partner (accept 2 added dots — 4 + 2 = 6 = equal). Grading: count the bottom group after — it should be 6.

Page 5 · Count, Then Compare

- Ex 1 (top ten-frame = 7): count the filled cells — SEVEN. She writes 7.
- Ex 2 (bottom ten-frame = 9): count the filled cells — NINE. She writes 9.
- Ex 3 (compare the two numbers): 9 is MORE than 7 (the second/bottom group has more). She circles the group with MORE (the 9). Counting AGREES with matching — the bigger count is the bigger group. (Accept: she may also say 7 is FEWER than 9.)

Page 6 · The Hungry Mouth

- Ex 1 (8 __ 3): 8 is MORE than 3, so the mouth's WIDE part opens toward the 8. The right sign is >. She draws a mouth opening LEFT (toward 8). Read it: 'eight is greater than three.'
- Ex 2 (pick the mouth for 4 and 9): 9 is bigger, the mouth opens toward the 9 (to the RIGHT). The correct pick is < (opens right). Circle the < mouth.
- Ex 3 (6 and 6): they are EQUAL, so the mouth is not hungry — it is the flat = sign. She draws/circles =. Read it: 'six equals six.'

Page 7 · Who Has More? (Real Stories)

- Ex 1 (marbles): Cora has 12 marbles, the tripod has 8. 12 is more than 8, so CORA has more. How many more? Match/count: 12 - 8 = 4 more. Answer: Cora, 4 more. (Accept 'Cora' for the who; 4 for how many more.)
- Ex 2 (the snack TRAP): 3 BIG cookies vs 6 small crackers. The cookies are bigger, so they LOOK like more — but you COUNT: 3 is FEWER than 6. There are MORE crackers. Big things are not automatically more! Circle CRACKERS. (Praise counting over eyeballing.)