



INSTRUCTIONAL GUIDANCE: MAGNITUDE COMPARISON

Implementation Summary

Summary

- Magnitude comparison means deciding which number is more, less, or the same
- The main goal is for students to compare **numerals**, using representations to prove or explain their thinking
- For Foundation, number tracks or number paths are the strongest core representation for comparison within 20
- For Year 1, instruction should extend to comparing numbers within 100
- Teen numbers as **10 and some more** can begin in Foundation as emerging understanding and should be revisited in Year 1 as a bridge into two-digit place value
- For Year 1, base-10 blocks should be used to connect teen numbers to broader two-digit numbers as tens and ones
- Place-value charts and two-digit comparison should be clearly labelled as a **Year 1 extension from Foundation work**, not as the starting point for students still insecure within 20
- Stem sentences should be used consistently to support participation, reasoning, and precise mathematical language

Instruction should include explicit modelling, guided practice, independent practice, brief daily review, and cumulative review.