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Place Value: Representing And Comparing Numbers (1st grade)

Marian R. Zelaya
Trinity University, rebecca.zelaya@gmail.com

Leah Sanchez
Trinity University, leah.sanchez@nisd.net

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UNDERSTANDING BY DESIGN

Unit Cover Page

Unit Title: Place Value: Representing and Comparing Numbers

Grade Level: 1st Grade

Subject/Topic Area(s): Math

Designed By: Leah Sanchez & Rebecca Zelaya

Time Frame: 15 days

School District: NISD

School: Bonnie Ellison Elementary

School Address and Phone: 7132 Oak Dr., San Antonio, TX 78256

210-398-1850

Brief Summary of Unit (Including curricular context and unit goals):

This unit was designed for first grade to teach how to represent, order, and compare numbers using place value. Students will be using their knowledge about numbers to determine and justify the quantity of a real-world item they want, as well as representing that quantity in various ways.

Stage 1 – Desired Results

Established Goals

1.2B use concrete and pictorial models to compose and decompose numbers up to 120 in more than one way as so many hundreds, so many tens, and so many ones;

1.2D generate a number that is greater than or less than a given whole number up to 120 1.2E use place value to compare whole numbers up to 120 using comparative language

1.2F order whole numbers up to 120 using place value and open number lines

1.2G represent the comparison of two numbers to 100 using the symbols >, <, or =.

Transfer

Students will independently use their learning to…

Pick a number that represents the quantity of an item that they would want, justify their reasoning for choosing that amount, and represent that number (either pictorially or using manipulatives).

Meaning

Understandings

Students will understand that….

- We use numbers to represent a quantity and to compare quantities
- There are many ways to represent a number

Essential Questions

- Why do we need numbers?
- How can we show a number?
- What makes the numbers 2 and 20 different from each other?

Acquisition

Knowledge

Students will know…

- There is a relationship between any two given numbers that allows us to compare them to each other
- Numbers can be represented through standard, written form, using one to one correspondence through pictorial models, using base-ten blocks, and using other manipulatives
- Know and understand the following vocabulary and symbols:
  - Greater than >
  - Less than <
  - Equal to =
  - Tens, ones
  - Value: how much something is worth

Skills

Students will be able to…

- Identify and order any 2-digit number up to 30
- Represent a number using pictorial and concrete models
- Use comparative language to explain the relationship between two numbers
- Use the symbols >, <, or = to compare two numbers

Stage 2 – Evidence		
CODE (M or T)	**Evaluative Criteria** (for rubric)	
T	Represent a number (20-50). Accurately compare their number to one that is more and a number that is less. Justify their reasoning for the number chosen. Show 2 different ways to represent their number using base-ten blocks.	Performance Task(s) *Students will demonstrate meaning-making and transfer by…* **Part I:** 1) Have students pick a number to represent the quantity they would want of an item they really like (ex. 20 shoes). Have them show it in number and picture form. 2) Have them represent a number that is less than their chosen number (both numerically and pictorially). Have them represent a number that is more than their chosen number (numerically and pictorially). 3) Have them practice explaining their picture to a partner. Why did they choose that number? Why wouldn't they want less or more of that item? (They will eventually confer with you and justify their reasoning then as well). 4) When conferring, have them represent their chosen number at least two different ways using base-ten blocks An example of wording for introducing this performance task would be: "I love shoes! If I could pick however many shoes I wanted from these numbers [show a number chart with numbers 10-30], I would probably pick 20. I want to have plenty of shoes to pick from for when I go running, for when I need to dress up, for when I need to be warm, etc. I wouldn't want only 2 pairs of shoes because that wouldn't be enough for all the types of things I like to do. I wouldn't pick 50 shoes because they wouldn't all fit in my closet. [Show my example of performance task as I am justifying my reasoning for the number of shoes - see appendix]. "Now, in your head, think of something you *really really* like. Give me a thumbs up once you've thought of one. [Once everyone is ready]. Now choose a number from this number chart that shows how many you would want of that something. If you're having trouble thinking of something, here are some examples of things you might want [show options picture poster]. Now, you're going to show me in the middle of your construction paper what the perfect number of your item would look like [by either drawing a picture, cutting out magazine clippings,etc]. Now, show me on the left side a number that would be less than the number you picked. Show me on the right side a number that would be more than the number you picked [refer back to example]. **Part II:** (Conferring one on one) Have student bring their completed construction paper drawing. "I see that you chose the number ___. Can you tell me more about why you

T M M	Teacher observation: which students are having difficulty representing the number?	chose that number of items? Why wouldn't you want less of that? Why wouldn't you want more? I have some base-ten blocks here. Can you show me one way to represent your number? Can you show me a different way?" See appendix for a poster displaying possible item options as an example for students ---------- Other Evidence (e.g., formative) **Table Group Activity:** Roll 2 die to create a 2-digit number. Have each student in that table group represent that number in a different way (i.e. in written form on a dry erase board, using base-ten blocks, using cubes, by drawing a picture, etc.) Discuss the amt of ways we came up with to represent one number. Pre- & Post-Assessment Formative assessment of greater than, less than, equal symbols - Use a cut and paste sort

Stage 3 – Learning Plan

CODE (A, M, T)	Pre-Assessment *How will you check students' prior knowledge, skill levels, and potential misconceptions?* See attached pre-assessment	
A	**Learning Activities** Day 1 <u>Hook</u>- "In first grade, we know that we need letters to make sounds and words. But do we need numbers? Why do we need numbers? What do they help us do?" [Allow a few answers]. Then show an open number line with numbers 1-10 out of order on it. "Now, I have numbers on my number line, but something doesn't seem right. What do you notice? Do my numbers need to go in a certain order?" [Have students help put in correct order]. Why is it helpful to have the numbers this way? Why do we need numbers?" "For the next couple of weeks, we will be learning about how to show numbers in different ways, and how to compare them.	Progress Monitoring (e.g., formative data) Pre-assessment

	But first, I want to know what you already know." - Administer Pre-assessment Day 2	
A	EQ: *Why do we need numbers?* Bring students to the carpet and ask for 10 volunteers. Have one student stand alone, then 2 students stand one in front of the other, then 3, etc. to make a growing pattern. "What do you notice about what I just did? We're making a pattern that gets bigger! We can make a growing pattern with cubes too." Introduce "Staircases" activity from Investigations (pg. 61). Introduce this activity by showing students labeled single cubes facing up and out of order. Ask students: What numbers do you see? What's the smallest number? What's the largest? Complete discussion whole group. Have students work in partner pairs to make staircases with cubes. - Release Ss to math centers when done	Teacher observation while students work in pairs.
A,M	Day 3 "Just like we made a growing pattern with cubes yesterday, numbers on a number line do the same thing!" [Introduce anchor chart - see appendix]. Numbers go from smaller to bigger. See Investigations Activity 1: "Start With/Get to" (see appendix). Using a green clothespin on the starting number and a red clothespin on the ending number, practice counting by ones to get to the end point on a number line. Independent Work: "Label the Number Lines 0-10" worksheet	Independent work: Number Line Worksheet
A	Day 4 EQ: *How can we show a number?* "The past couple of days, we've shown numbers with cubes and on a number line. Did you know that there are even *more* ways to show a number? When we look at numbers, we can look at the value of a number to help us understand how much it is. Value means how much something is worth. We already know that a nickel has a value of 5 cents. Let's watch this video to learn more about the value of numbers." Show Brainpopjr. Video: "Place Value" Introduce base-ten blocks. Introduce a ones cube. Show numbers getting bigger using ones. Explain that when we get 10 ones cubes, we can change them out for a long, or a tens rod. Show them a flat (hundred) and explain that they will get to use these too later in the year as they get better at counting bigger numbers. Discuss how going from 9 ones to 1 ten is still increasing (put the two sets of cubes next to each other to show that 9 ones is shorter than 1 ten)	Independent Work: Number Line Worksheet

	- Practice counting by ones and tens using base ten blocks - Practice counting on IP: "Label the Number Lines 0-20" worksheet	
A,M	Day 5 EQ: *What makes the numbers 2 and 20 different from each other?* Discuss the difference between the value of a number and the number of groups (ex: the value is 10 but I have 1 group of 10) - Read book: "A Place for Zero" - Play "Place Value Pick Up Sticks" (see appendix) whole group - Practice verbally telling them "I have 0 tens and 5 ones" and having them write out the number on dry erase boards - Explain that this game will then go into stations for them to play with a partner IP: Ss will complete "Place Value Tens and Ones Practice" worksheets	Have students give a thumbs up when they have the answer written on dry erase board. Then have the class hold up their boards for a quick check. Independent work: Place Value Tens and Ones Practice
A,M	Day 6 EQ: *How can we show a number?* "Boys and girls, here is the number 12. Is this the only way I can show 12? How else might I make that same number using my blocks?" Show different ways to make a number using base-ten blocks and cubes - Whole group come up with as many ways as we can to make the numbers: 22, 16, 30 - Ss who need an extra challenge can be assigned larger numbers to complete independently on dry erase boards - Table Group Activity: Provide each group with a white board, base ten blocks, and a pile of beans or some other small manipulative. Either assign a number or have Ss roll 2 die to create a 2-digit number. Have each student in the group represent that number in a different way. Continue this for 2-3 rounds. - Reconvene at carpet. Discuss the amt of ways we came up with to represent one number. - Math centers	As students work in groups the teacher rotates to each group and is observing the students' work and prompting/guiding the students if needed.
A,M	Day 7 Pass out one number card (ranging from 10-30, may use primary number cards from the compare activity. See appendix.) to each student. In partner pairs have students tell each other their number. Then as a whole group activity have them work together to put themselves in order from least to	Teacher observation: look to see who does not know their number

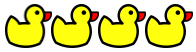
	greatest (can have them do this silently for extra challenge). Once Ss have done this successfully, have each student keep their number, and represent it on a sheet of construction paper folded into fourths. Have students write number in standard form, draw it pictorially, and draw two different ways to make the number using base ten blocks.	
A	Day 8 EQ: *Why do we need numbers?* Start with "Which Number is More?" worksheet (see appendix) as a warm-up. Give Ss a few minutes to complete then go over together. "You used your knowledge of numbers to help you answer this page. So why do we need numbers?" [Facilitate discussion to get to the concept that we can use numbers to compare] Introduce vocabulary: greater than, less than "Boys and girls, today we are going to be comparing numbers by telling which number has more and which has less. You just showed me you already know how to do that! When we have a number that is more in math, we call it greater. When we have a smaller number, we call it less. If we aren't sure which number is greater or less, where could we look? (hundreds chart, number line, anchor chart, etc.)	Independent work: "Which Number is More?" worksheet
A	Model playing Investigations game "Compare" with a partner in front of the class (see appendix for picture cards and directions to game), then release Ss to play in partner pairs.	
A,M	Day 9 Bridges "Cube Collections" Activity (see appendix)	Monitor Ss as they count and label their collections of cubes from least to greatest.
	Day 10 "If you could choose between 12 pieces of candy or 15 pieces, how much would you want? Why? I would probably want the group with more candy, because I love candy. If you could choose between eating 5 pieces of broccoli or 3 pieces, which would you choose? Boys and girls, we just used numbers to compare! What symbol makes you think of stop? What about go? Just like these symbols help us know when to stop and go, we can use symbols in math to help us compare more and less. We're going to watch this video to help us understand more of how to compare numbers using more and less." Brainpopjr. Video: "Comparing Numbers"	Monitor students while they are playing the "Compare" game to see who is grasping the concept.
	Use "Comparing Numbers" anchor chart (see appendix) to introduce symbols: >, <, = . Practice comparing numbers using symbols whole group (can create an interactive symbol by attaching two parallel lines to a piece of construction paper using brads). Be sure to draw out a picture representation of	Have Ss hold up the correct symbol with their hands during the review

	each number to help Ss understand each number has a value and we are comparing quantity. - Send Ss to math centers - Pull groups of 2-4 Ss at a time. Have Ss play "Compare" game again but this time manipulating a symbol to demonstrate greater than, less than, or equal to. Monitor to see who is grasping the concept and who needs more practice. - Students who need more practice may play the abcya "comparing numbers" computer game or play more rounds with teacher	
A,M	Day 11 - Quick warm-up: Review greater than, less than, equal to symbols and vocabulary. Teacher can write 2 numbers on the board. Have Ss make the correct symbol with their hands **Introduce Places Please Game** (play whole group only) Compare numbers using place value mat Have Ss roll one dice. Then decide if they should put their number in the ones place, tens place, or in the trash (Ss have the option of discarding their number in the "trash" once per turn and may roll the dice again). The Ss complete this twice. Once they have a number in the ones and tens place, they compare to see who has the greater number. - Complete the "Alligator Greater" page using goldfish (see appendix)	Independent work: "Alligator Greater" worksheet *Independent work: Comparing numbers base ten mini-assessment *Pull Ss who need reteaching based on teacher observation throughout the week
M	Day 12 Complete "comparing numbers base ten" mini-assessment - Go to stations - Pull Ss who need reteaching to work with teacher in small group	
T	Day 13 Intro. Performance Task. Show Ss the performance task checklist.	Performance task
T	Day 14 Performance Task (conferring)	Performance task-conferring with Ss
T	Day 15 Post-assessment Performance Task (conferring continued)	Performance task-conferring with Ss Post-assessment

Performance Task Rubric

	Approaches Expectations	**Meets Expectations**	**Exceeds Expectations**
Represents numbers	Student does not accurately represent three numbers using standard form and a corresponding picture representation for each.	Student accurately represents three numbers using standard form and a corresponding picture representation for each.	N/A
Comparing using more and less	Student is unable to demonstrate understanding of more and less by showing one number that is less than their chosen number and one that is more. Student is unable to identify which one is more and which is less with prompting.	Student demonstrates understanding of more and less by showing one number that is less than their chosen number and one that is more. Student is able to identify which one is more and which is less with prompting.	Student demonstrates understanding of more and less by accurately comparing more than just three numbers. Student is able to identify which one is more and which is less with little to no prompting.
Justify reasoning	Student is unable to justify their reasoning. Student is unable to verbalize why they would not want less of that item and why they would not want more in a way that demonstrates an understanding of quantity.	Student is able to justify their reasoning for choosing their number. Student can verbalize why they would not want less of that item and why they would not want more in a way that demonstrates an understanding of quantity.	Student is able to justify their reasoning for choosing their number. Student can verbalize why they would not want less of that item and why they would not want more in a way that demonstrates an understanding of quantity, and of what would be realistic in a real-world setting.
Composing and Decomposing a Number	Student shows less than two different ways to represent a number using base-ten blocks	Student is able to show two different ways to represent a number using base-ten blocks	Student is able to show more than two ways to represent a number

Performance Task Checklist (for students):

☐ I showed my numbers with a picture. 4 

☐ I can show a number that is more. 6 

☐ I can show a number that is less. 1 

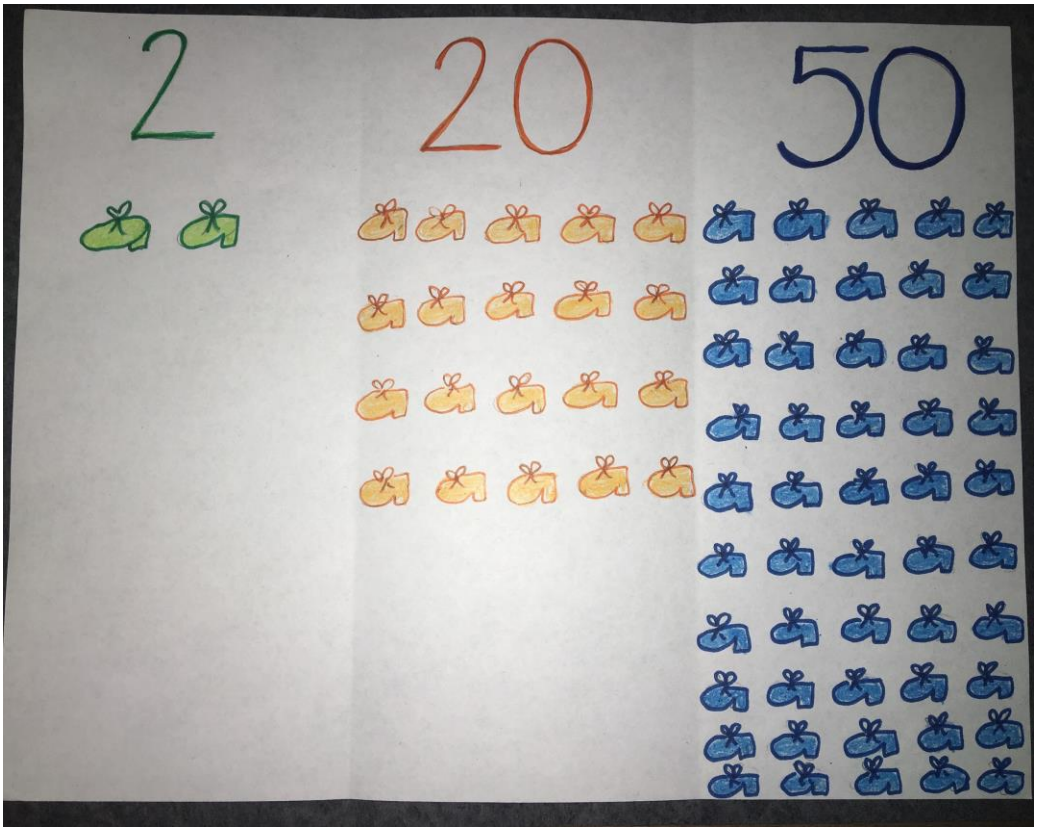
☐ I can explain my picture to a partner. 

☐ I can make my number in 2 ways. 30 III and II.....

Possible Item Options

Shoes	
Backpacks	
Dollars	
Candy	
Baby dolls	
Stickers	
Stuffed animals	
Soccer balls	
Basketballs	
Apples	
Pokemon Cards	
Shopkins	

Teacher Example of Performance Task:



Pre & Post Assessment

1. Draw me the number 25.

2. Draw 25 using base-ten blocks 2 different ways.

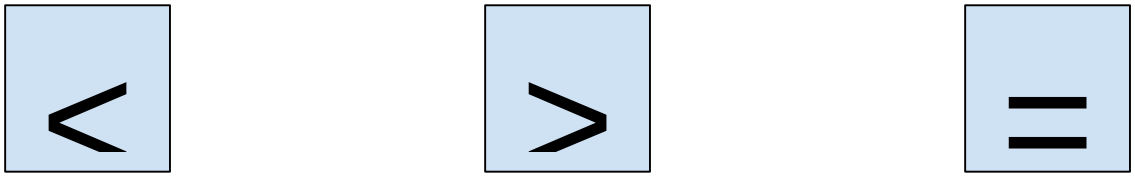
3. Cut and paste the symbols where they belong.

20 _____ 30

15 _____ 15

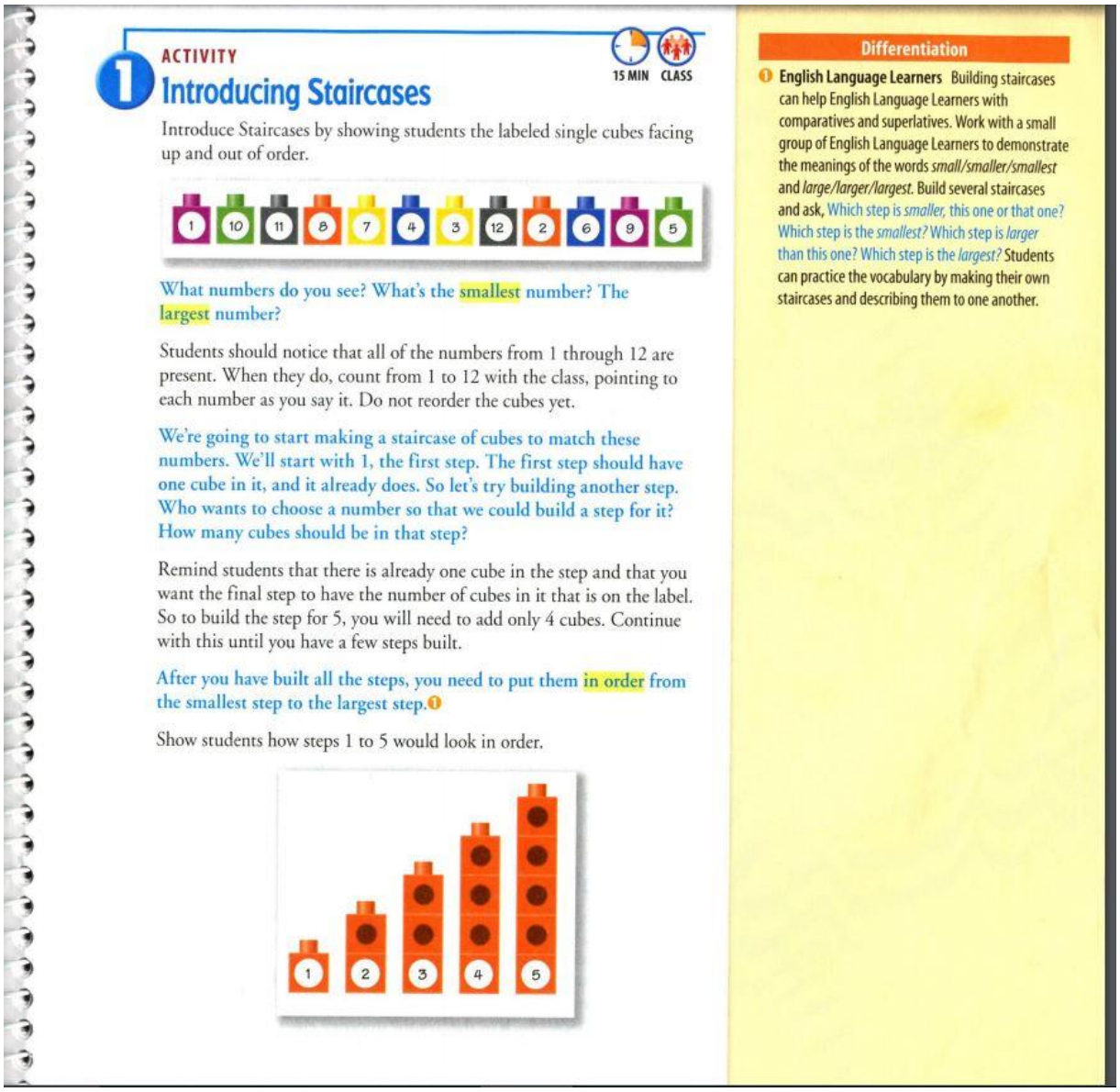
12 _____ 6

✂----------



APPENDIX

Investigations pg. 61 Staircases (see following page for image of staircases)



ACTIVITY

1 Introducing Staircases

15 MIN CLASS

Introduce Staircases by showing students the labeled single cubes facing up and out of order.

What numbers do you see? What's the smallest number? The largest number?

Students should notice that all of the numbers from 1 through 12 are present. When they do, count from 1 to 12 with the class, pointing to each number as you say it. Do not reorder the cubes yet.

We're going to start making a staircase of cubes to match these numbers. We'll start with 1, the first step. The first step should have one cube in it, and it already does. So let's try building another step. Who wants to choose a number so that we could build a step for it? How many cubes should be in that step?

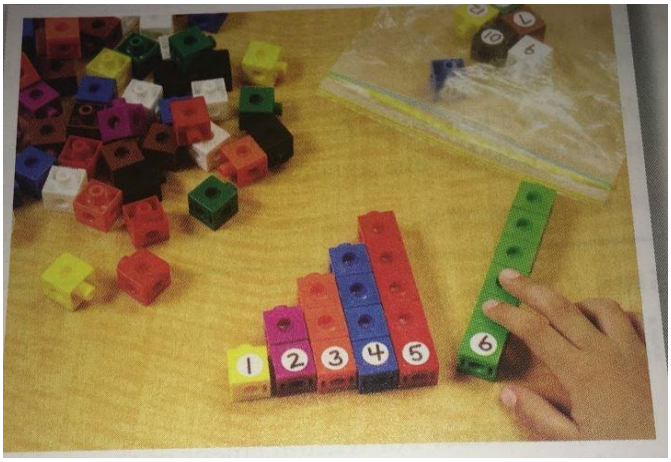
Remind students that there is already one cube in the step and that you want the final step to have the number of cubes in it that is on the label. So to build the step for 5, you will need to add only 4 cubes. Continue with this until you have a few steps built.

After you have built all the steps, you need to put them in order from the smallest step to the largest step.❶

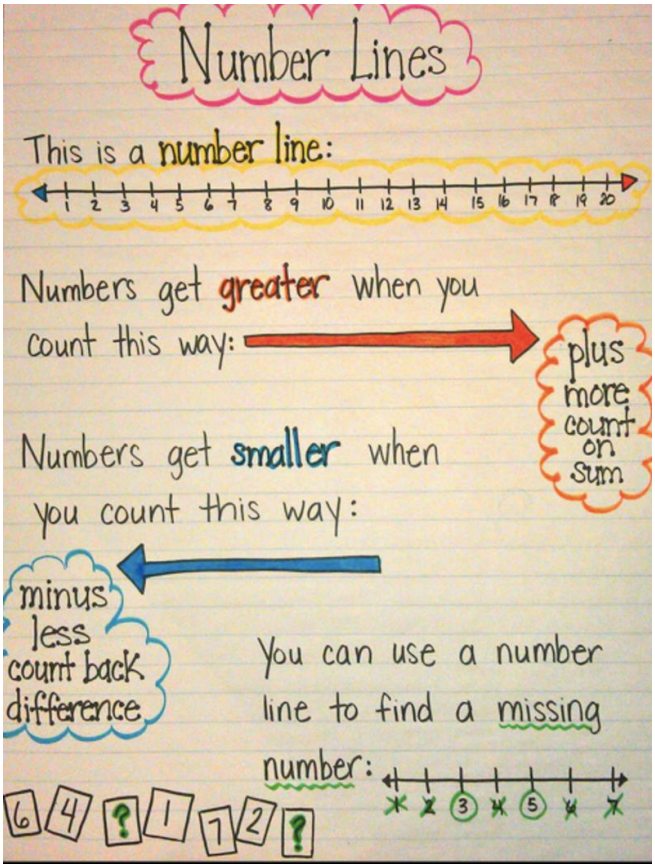
Show students how steps 1 to 5 would look in order.

Differentiation

❶ **English Language Learners** Building staircases can help English Language Learners with comparatives and superlatives. Work with a small group of English Language Learners to demonstrate the meanings of the words *small/smaller/smallest* and *large/larger/largest*. Build several staircases and ask, Which step is *smaller*, this one or that one? Which step is the *smallest?* Which step is *larger* than this one? Which step is the *largest?* Students can practice the vocabulary by making their own staircases and describing them to one another.



Number Line Anchor Chart http://firstgradeatoz.blogspot.com/2013/09/back-to-grind-and-lots-of-freebies.html



Investigations pg.55-56 Start With/Get to

ACTIVITY

1 Introducing *Start With/Get To*

15 MIN CLASS

Start With/Get To is another of the ongoing classroom routines in Grade 1.❶

Before introducing this activity to students, select the highest number you will use—the number of students in your class—and set it aside so that it will be the first number used for this sample activity.

Today we're going to learn another routine that we will do all year. It's called *Start With/Get To*. First, we pick a number to start with; next, we pick a number to get to; and then we count. Today I'd like to start with 1. And we're going to get to, or count to, the number I pull from this basket. [Pull out the number that represents the number of students in your class.] The number is [25]. [Hold up the card.] What number is this? Suppose that we did not know this number. How could we figure out what number this is?

Students might say:

"We could look on the number line."

"We could look at the calendar."

We're going to start with 1 and get to [25]. One place in our classroom that you can look to find the numbers in order is here on this number line. See how it starts at 1 and then goes up 1 by 1, all the way to [the last number]? How could we find [25]?

Have students help you find [25] on the number line. Some might "just know" the number; others might count up to it. After students have found it, mark your starting and ending numbers on the number line, using a green clothespin for the *start with* number and a red clothespin for the *get to* number. Count from 1 together as a class, pointing to each number on the number line as students say it.❷

Name Date

Start With/Get To Cards (page 1 of 2)

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15

M6 Unit 1

▲ Resource Masters, M6

Professional Development

❶ **Part 4: Classroom Routines** in *Implementing Investigations in Grade 1:* Start With/Get To

❷ **Dialogue Box:** *Start With/Get To*, p. 225

Name Date

Start With/Get To Cards (page 2 of 2)

16	17	18	19	20
21	22	23	24	25
26	27	28	29	30

The Start With/Get To *routine helps students practice the rote counting sequence.*

Repeat the activity, asking a different student to pick the *get to* card. Have students count forward together as a class. You can keep the numbers that have been chosen out of the basket until the next variation is introduced, or you can put them back in the basket.

Because every number from 1 to [25] is in the basket, you may have some very short counting sequences. Use those examples to have conversations with students about the distance between those numbers.

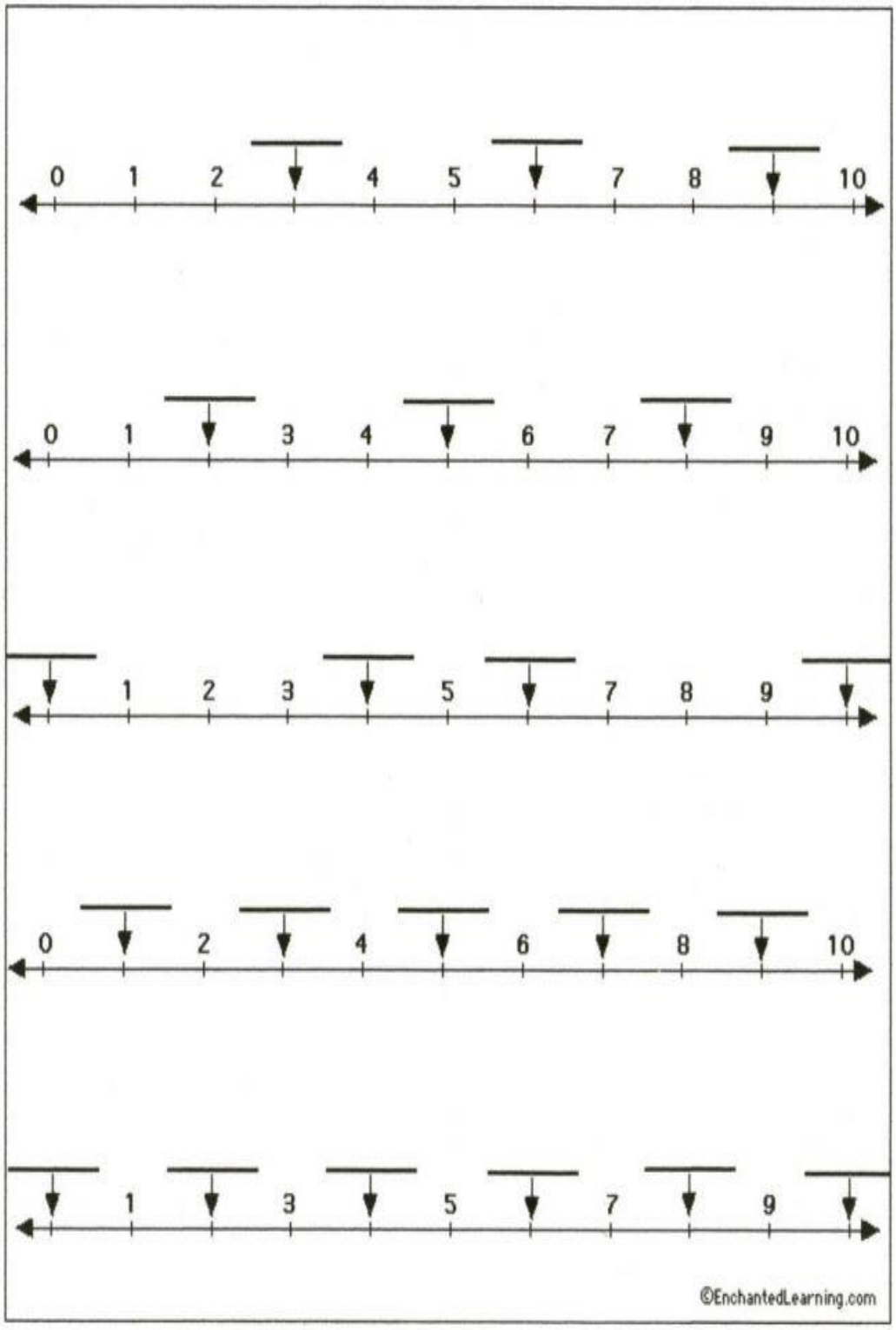
[Neil] picked the 3. Will we say a lot of numbers this time? How many numbers will we say if we start at 1 and get to 3? How do you know?

ONGOING ASSESSMENT: Observing Students at Work

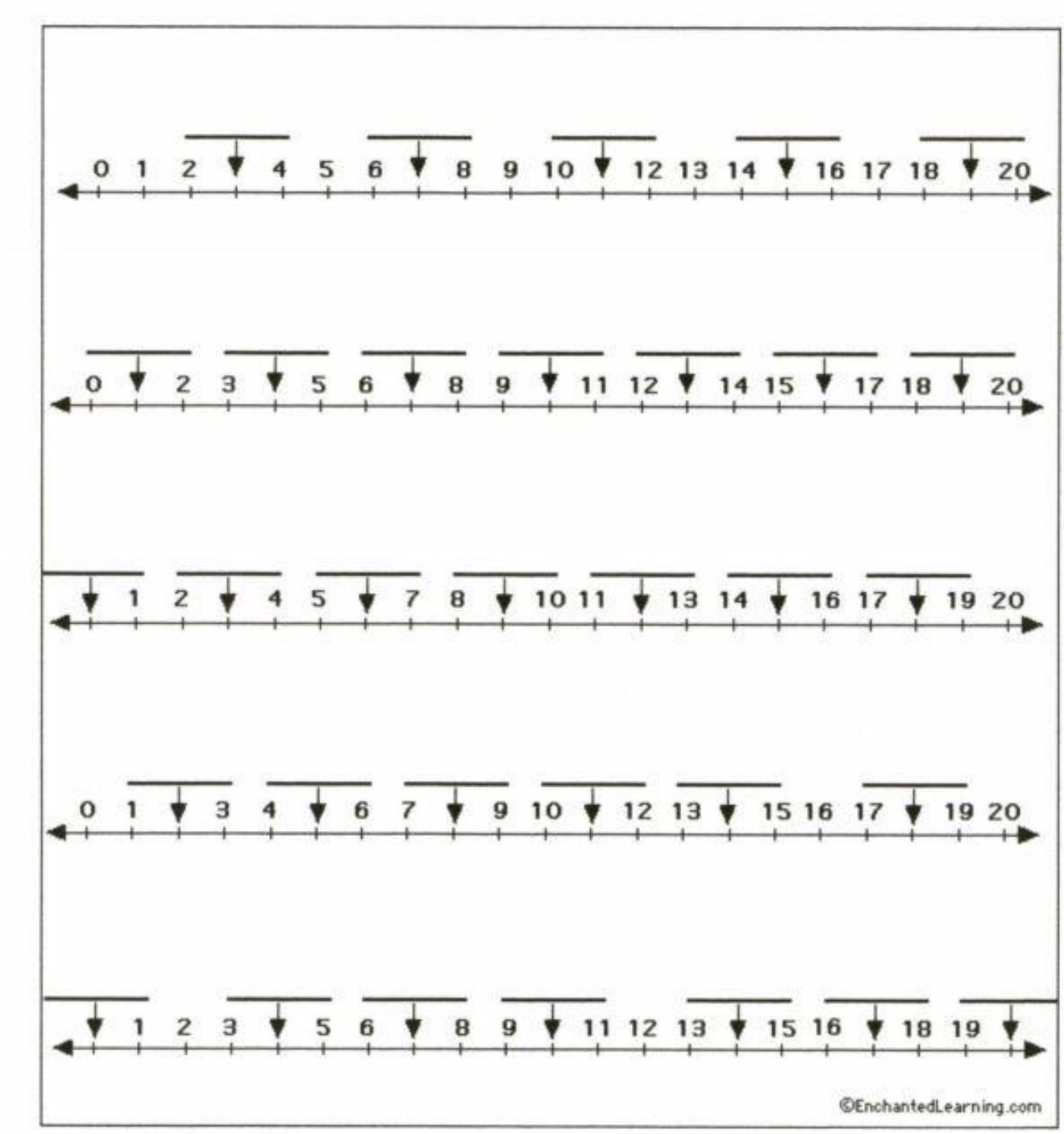
As students count, they are connecting the counting numbers to the written numbers on the number line.

- **How comfortable are students with the rote counting sequence?** What errors do you notice?
- **Do students use the number line to figure out what comes next in the counting sequence?** Are they connecting the number names to the numbers on the line?
- **Do any students comment on how far apart the numbers will be on the number line?** About how many (a lot or a few) numbers will be said?

Label the Number Lines 0-10 Worksheet



Label the Number Lines 0-20 Worksheet

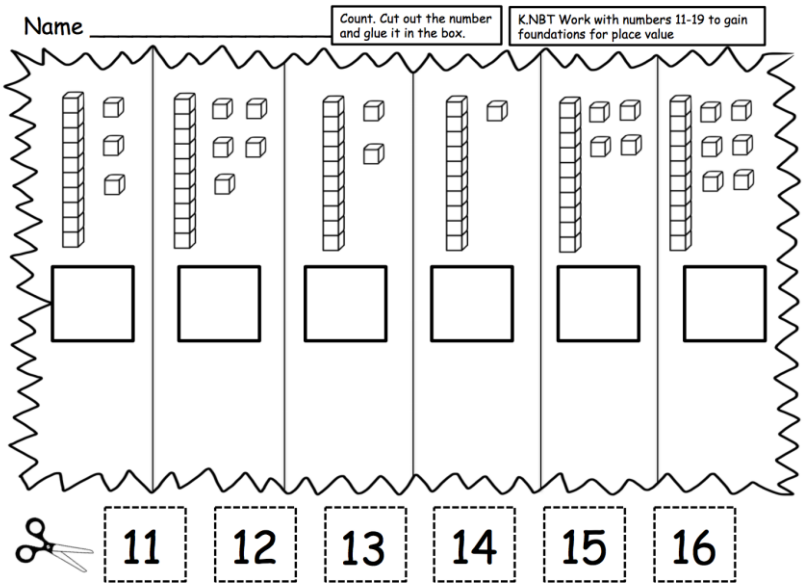


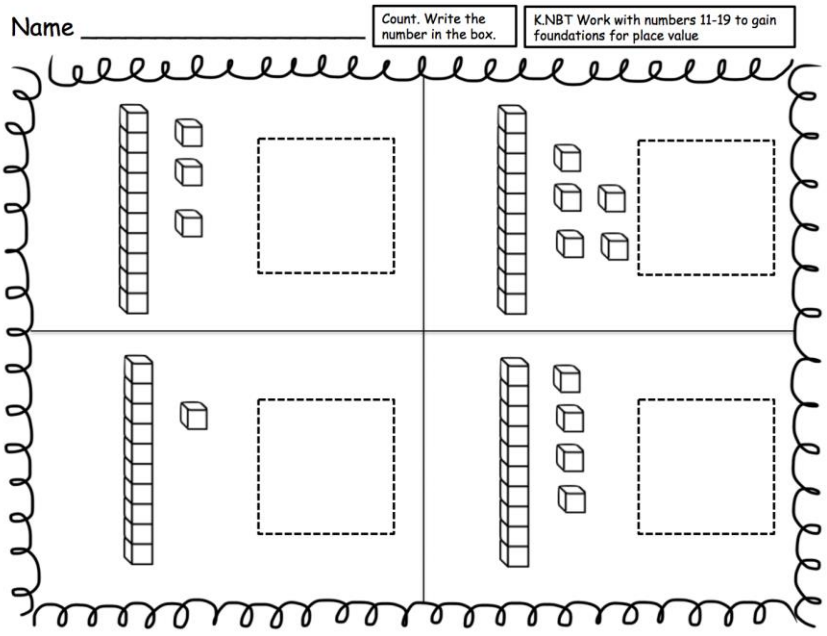
Place Value Pick Up Sticks

http://firstgradewow.blogspot.com/search?q=pick+up+sticks

Place Value Tens and Ones Practice

http://laura-armstrong-martinez.blogspot.com/2013/01/place-value.html?spref=bl

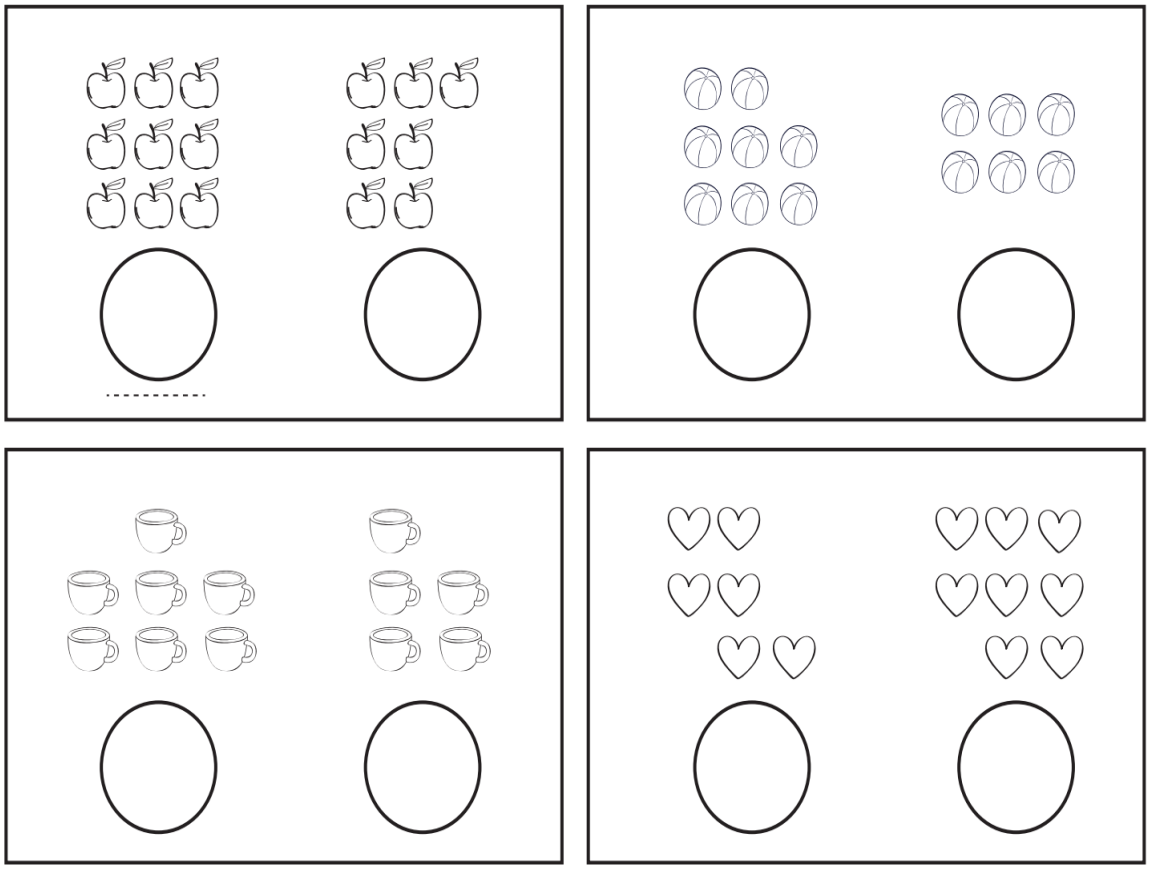




“Which Number is More?” Worksheet

http://cleverlearner.com/number-activities/images/theme-numbers-more-and-less-activity-for-children-1.pdf

Activity: Which number is more?
Each box has two sets of items. Count them aloud and write the numbers in the circle below them.
Draw a line under the number which is more.



Name_____

Free number activities from www.cleverlearner.com

“Compare” Game Directions:

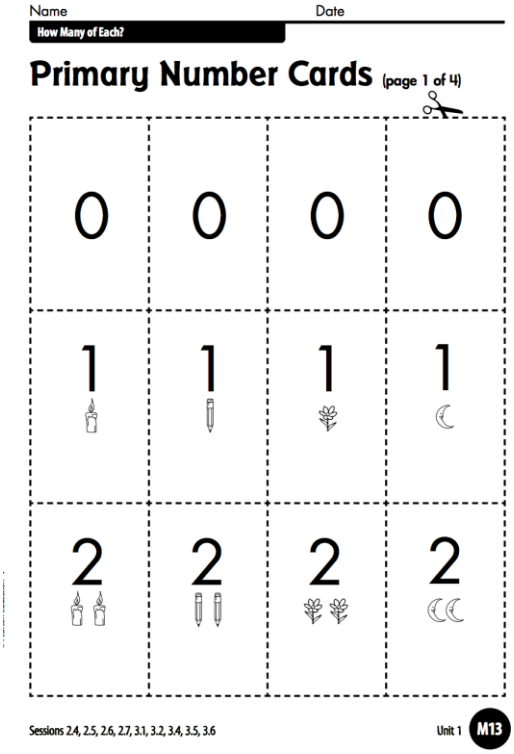
Materials Needed: a deck of Primary Number Cards (without Wild Cards)
http://www.sbschools.org/schools/bc/class_pages/first_grade/docs/NumberCards.pdf

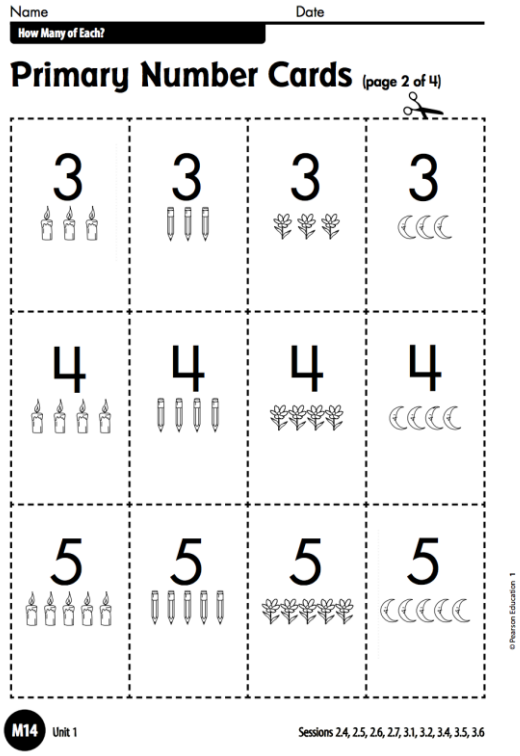
Play with a Partner:

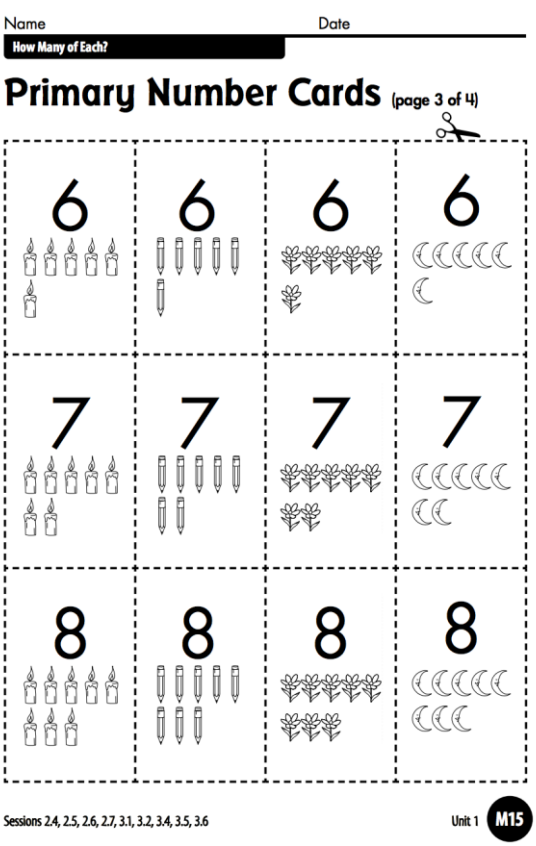
- Deal the cards face down
- Both players turn over the top card
- The player with the larger number says “Me!” and takes the cards. If the cards are the same, both players turn over another card
- Keep turning over cards. Each time, the player with the larger number says “Me!” and takes the cards
- The game is over when there are no more cards to turn over

More Ways to Play:

- The player with the *smaller* number says “Me!”
- Play with 3 players
- Play with the Wild Cards. A Wild Card can be any number







Name Date

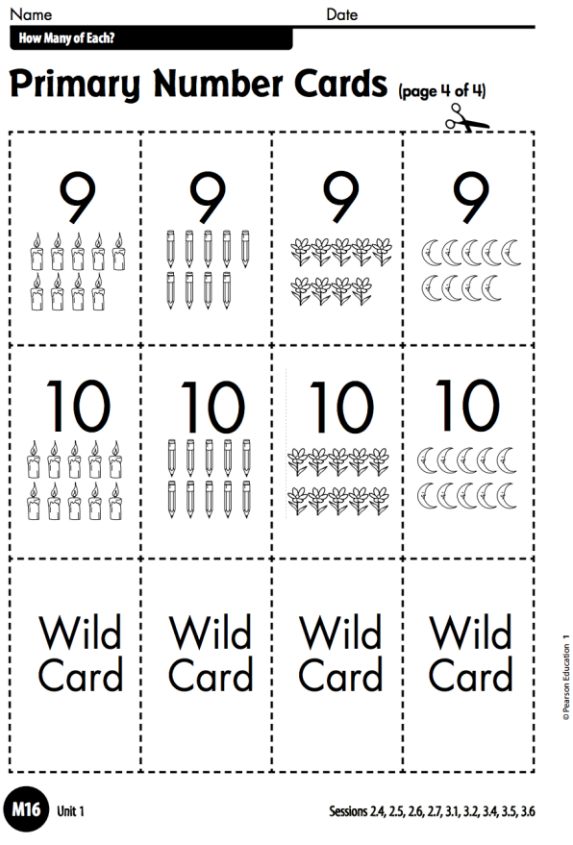
How Many of Each?

Primary Number Cards (page 3 of 4)

6	6	6	6
7	7	7	7
8	8	8	8

Sessions 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.4, 3.5, 3.6

Unit 1 M15



Name Date

How Many of Each?

Primary Number Cards (page 4 of 4)

9	9	9	9
10	10	10	10
Wild Card	Wild Card	Wild Card	Wild Card

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M16 Unit 1

Sessions 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.4, 3.5, 3.6

"Cube Collections":

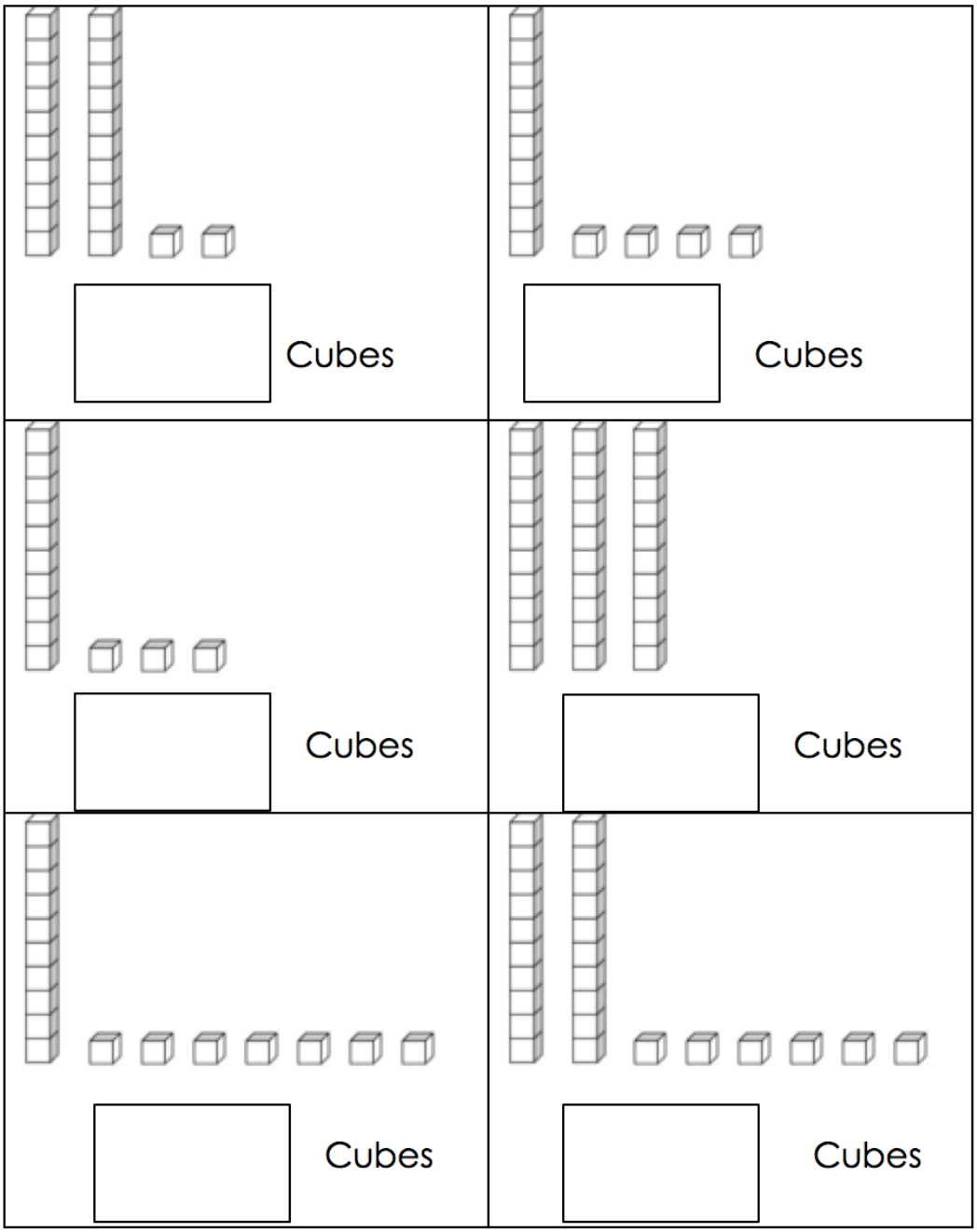
http://bridges1.mathlearningcenter.org/media/Bridges_Gr1_OnlineSupplement/B1SUP-A5_NumPlVal_0709.pdf

**Note: We used the same directions as indicated for this activity, but modified the lesson to only include numbers 30 and less. Below is a modified version of the cards to cut out.

Name_____ Date_____

Cube Collections

Label each collection of cubes to show how many there are. Then cut the collections apart on the dotted lines.



Comparing Numbers Anchor Chart:

Comparing 2-Digit Numbers

How can I compare 2-digit numbers using symbols?

	Tens	Ones
15		
18		

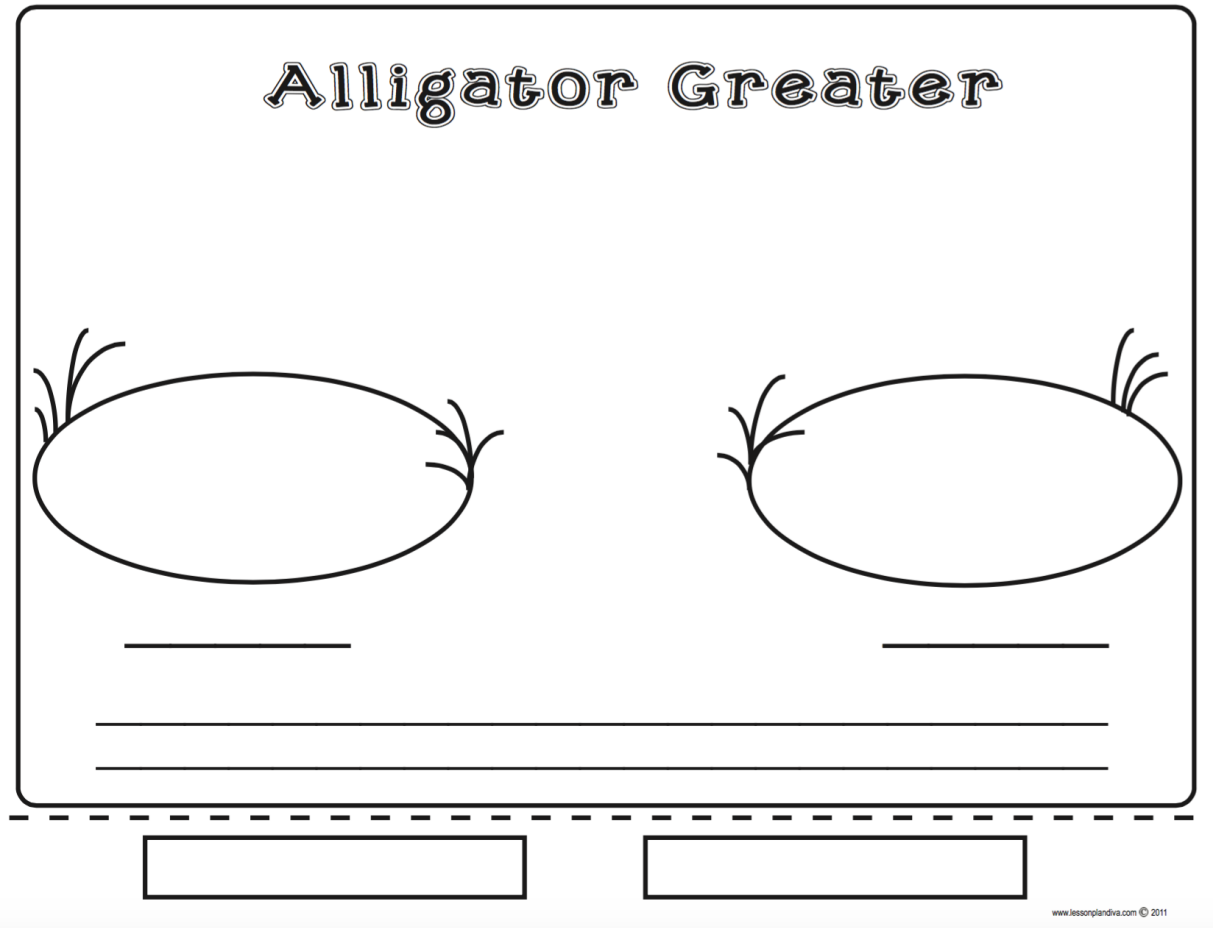
Symbol	It means…	Use it when…	Example
<	"is less than"	The 1st number is smaller than the 2nd number	12 < 15
=	"is equal to"	Both numbers are the same	14 = 14
>	"is greater than"	The 1st number is bigger than the 2nd number	13 > 11
* Remember, the alligator mouth ALWAYS wants to eat the bigger number!			

** Modified from an anchor chart found on http://www.truelifeimateacher.com/p/anchor-charts.html

Alligator Greater Compare sheet

(refer to link for a sample and a downloadable copy)

http://www.lessonplandiva.com/2012/02/freebies-ideas-and-science-activities.html

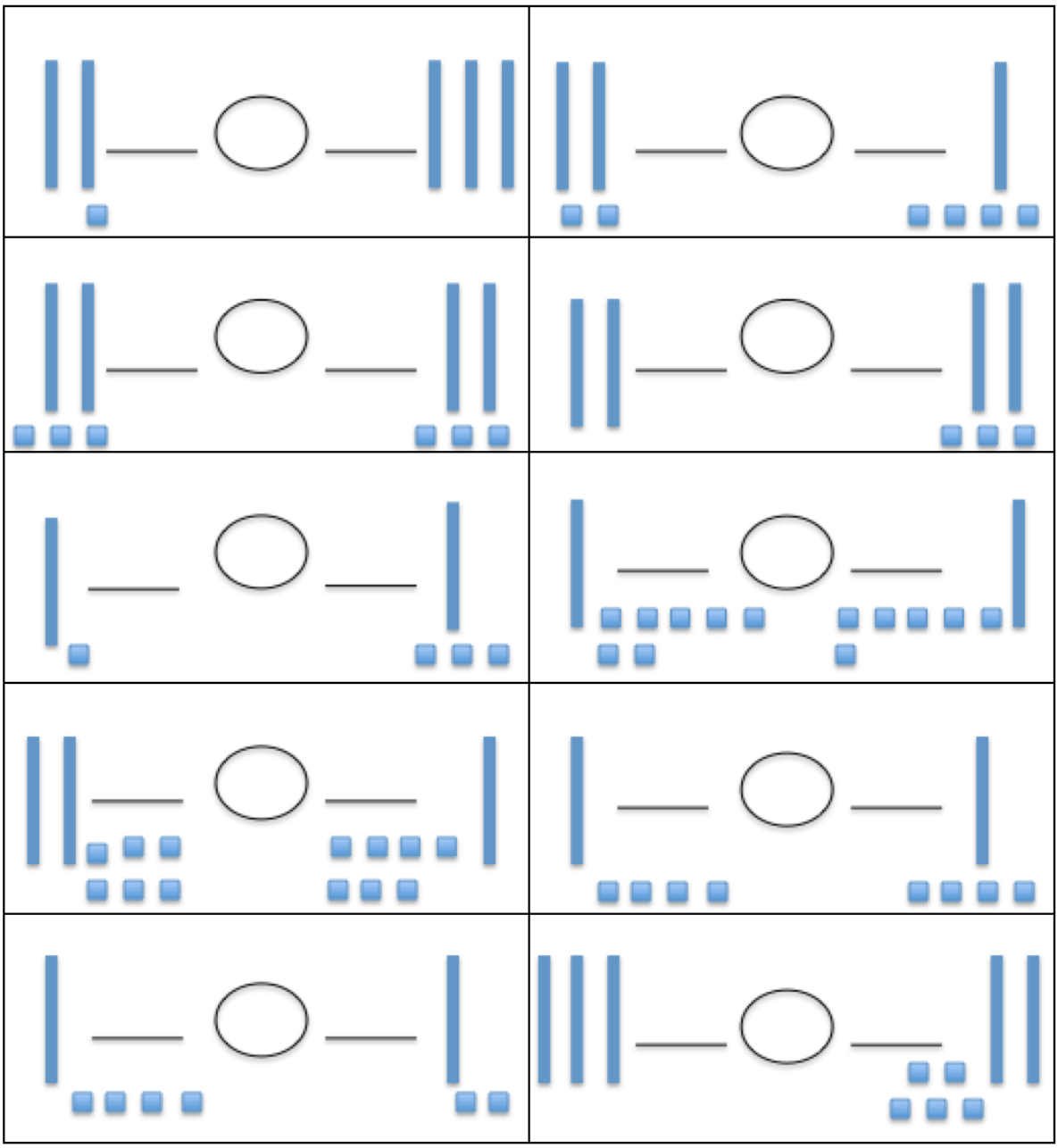


Comparing Numbers Base Ten Mini-Assessment

Name_____ Date_____

Comparing Numbers Using Base Ten

Write the number in the blank. Write >, <, = in the circle.



Additional (Optional) Resources:

Online Place Value Games:

Place Value game - match the value of the base ten blocks to the correct number	http://www.ictgames.com/partition.html
Shark Numbers -Place Value game -choose level (numbers up to 29,59,99,999) - match the value of the base ten block to the correct number bubble	http://www.ictgames.com/sharkNumbers/sharkNumbers_v5.html
Shark Numbers-cup version -Place Value game -choose level (numbers up to 29,59,99,999) - match the value of the cups to the correct number bubble	http://www.ictgames.com/sharkNumbers/sharkNumbers_cups.html
The Learning Box -Place Value game -make the number that is given using base ten blocks -can choose to include one, all, or a mix of ones, tens,hundreds	http://www.learningbox.com/Base10/BaseTen.html
Balloon Pop Math -Compare Number Values -pop the lesser number or pop the greater number	http://www.sheppardsoftware.com/mathgames/earlymath/BalloonPopComparison.htm
Greater Than and Less Than Game -Compare Number Values (using >, <, =)	http://www.crickweb.co.uk/ks2numeracy-calculation.html#ncmenu
Racing Numbers Game -Compare Number Values (using >, <, =)	http://www.abcya.com/comparing_number_values.htm

Songs:

Number Eating Alligator Song:

https://youtu.be/KPaU4VKkYF8

Books:

A Place for Zero by Angeline Sparagna

Earth Day Hooray! by Stuart Murphy

Equal Shmequal by Virginia Kroll

Math Fables: Lessons that Count by Greg Tang

What's the Place Value? by Shirley Duke