

NORTH CAROLINA MATHEMATICS | 2026-27

Compare Written Numerals Within 10



Kindergarten | Counting and Cardinality

NC.K.CC.7

Seven instructional phases, 30 choice prompts and 30 performance tasks. A reusable bank for short sessions across days, not a 60-item test.

Includes scripts, worked models, student organizers, individual evidence records, exact keys, reteaching and inquiry.

Current-standard edition. Revised 2026 standards are scheduled for implementation in 2028-29.

Free sample | Contents

NC.K.CC.7 | Kindergarten mathematics

This sample contains 19 complete selected pages from the 65-page resource, plus this sample contents page. Original printed page numbers are retained. Gaps are intentional.

Included original pages: 1-18, 50

Representative activities

M01: sample PDF page(s) 18; original page(s) 17

M02: sample PDF page(s) 19; original page(s) 18

O01: sample PDF page(s) 18; original page(s) 17

O02: sample PDF page(s) 19; original page(s) 18

Selected teacher prompts and keys: original page(s) 50

Using this sample

Read the preparation and access guidance before using a selected activity.

Keep teacher keys and private preparation pages separate from student copies.

Use the original resource contents to see the scope of the complete packet.

Complete paid download

The complete resource includes the full PDF task bank and teaching materials.

TEACHER GUIDE

Start here

Print only selected student pages. Keep teacher scripts and keys with adults. The bank has 4/4/5/5/5/4/3 choice and performance tasks across warm-up, I Do, We Do, collaborative, independent, small-group and exit sections.

Plan three to five short sessions of about 10-15 minutes, with individual conferences spread across days. Pause for movement or fatigue. The seven phases are a teaching sequence, not a single timed lesson.

Suggested route: Session 1 warm-up and adult model; Session 2 shared comparison; Session 3 partner work; Session 4 individual demonstrations; Session 5 targeted reteaching and exit checks. Select one M/O pair from each phase, then vary later practice as needed.

Navigation: teacher guide and seven scripts come first; reusable organizers and cards follow; then 30 paired student pages, evidence forms, exact keys and source notes. Page headers identify the current section and item IDs.

Choice questions are adult-read, three-option prompts. Children may point, speak, sign, use AAC or eye gaze. No handwriting, English decoding, speed or comparison-symbol writing is required.

TEACHER GUIDE

Standard and evidence

Compare two numbers, within 10, presented as written numerals.

There are no lettered subparts in this standard. The mathematical target is comparison of two numbers shown as written numerals from 0 through 10. Keep the numerals visible. A comparison of spoken numbers alone or unlabelled object groups does not establish this standard.

I can: look at two written numerals; decide which number is greater or less, or whether they are equal; show how I know using a model or number path.

Essential question: How do written numerals help us compare two numbers?

Collect individual evidence for greater than, less than and equal to, including values near 10 and zero. Record strategy, actual response and support, rather than relying on choice totals. A successful isolated item is evidence for that case, not a state-established mastery decision.

TEACHER GUIDE

Materials, access and vocabulary

Prepare large safe counters, two mats, a pointer, crayons and optional numeral cards. Avoid small choking hazards. Adults cut materials. Use the printed diagrams or construct the exact named quantities with manipulatives; never change the quantities silently.

Prerequisites: one-to-one counting of up to 10 objects and understanding that the last count gives the total. Check recognition of numerals 0-10 separately. Numeral identification and quantity comparison can need different instruction.

Say greater than / more; less than / fewer; equal to / the same number. Explain that equal means the same quantity, not the same color, arrangement or size. Formal $<$ and $>$ symbols are optional adult connections, not required child responses.

Read directions and relationship choices neutrally. During teaching, name numerals and model their quantities. During independent evidence collection, do not name the displayed numerals for the learner; if you do, record the cue and obtain a later written-numeral comparison. Directions and relation words may still be read.

Provide enlarged or tactile models and the learner's established response system. Record whether support merely enabled access or supplied mathematical content. If the written-numeral target cannot be accessed reliably, mark it N/O and plan an accessible numeral presentation with the support team.

TEACHER GUIDE

Worked teacher model

Display written numerals 4 and 6. Say: “This numeral is 4 and this one is 6. I can build each number to compare it. I make 4 counters and 6 counters. The group for 6 has 2 more, so 4 is less than 6.”

Counting check: count 1, 2, 3, 4 in the first group, then 1, 2, 3, 4, 5, 6 in the second. The totals are 4 and 6. Four comes before six in the counting sequence, so 4 is less than 6.

Equal case: show 5 and 5. Make 5 pairs with no leftovers. Both counts end at 5. The quantities are equal, even if one row is stretched out.

Zero case: show an empty mat and 3 counters. The empty mat has 0 objects; the other has 3. Zero is less than 3. With two empty mats, both counts are 0, so they are equal.

Error analysis: a puppet says a longer spread-out row of 4 is more than a compact row of 6. Recheck by pairing or counting: 4 is still less than 6. Moving objects without adding or removing any does not change their quantity.

TEACHER GUIDE

Warm-up | select and observe

Bank: M01-M04 and O01-O04. Select M01 and O01 for the core. Use remaining cards for later practice. Allow about 6-10 minutes, with a break as needed.

0-2 minutes: Say, “Look carefully. Tell which is greater, less, or equal. You may show your thinking.” Read directions neutrally and let the learner examine the display.

2-5 minutes: Invite a response to M01. The left numeral is 2; the right numeral is 4. Teacher key: 2 is less than 4. Keep both written numerals visible while linking them to quantities or number-path positions.

5-8 minutes: Use O01. The required comparison is 3 less than 5. Record the child’s own comparison and strategy. Teach or model after the first attempt when collecting independent evidence.

Look/listen for: attention to the displayed numerals, the correct relation, and a model connected to those numerals.

Access: retain established pointing, oral, signed or AAC responses; record any content cue. Misconception response: if numeral shape or print size controls the answer, build both quantities and reconnect them to the printed numerals.

Early finisher: reverse the two groups or cards and tell the new relation. Record: item, relation, exact strategy, accuracy, support and next step. Leave unobserved learners N/O; obtain another quiet turn later.

TEACHER GUIDE

I Do | select and observe

Bank: M05-M08 and O05-O08. Select M05 and O05 for the core. Use remaining cards for later practice. Allow about 6-10 minutes, with a break as needed.

0-2 minutes: Say, “Look at these two written numerals. I will show what each means, then compare.”

2-5 minutes: Model M05. The left numeral is 4; the right numeral is 6. Teacher key: 4 is less than 6. Keep both written numerals visible while linking them to quantities or number-path positions.

5-8 minutes: Use O05. The required comparison is 5 less than 7. Record the child’s own comparison and strategy. Teach or model after the first attempt when collecting independent evidence.

Look/listen for: attention to the displayed numerals, the correct relation, and a model connected to those numerals.

Access: retain established pointing, oral, signed or AAC responses; record any content cue. Misconception response: if numeral shape or print size controls the answer, build both quantities and reconnect them to the printed numerals.

Early finisher: reverse the two groups or cards and tell the new relation. Record: item, relation, exact strategy, accuracy, support and next step. Adult-modeled and choral answers are teaching participation, not independent performance.

TEACHER GUIDE

We Do | select and observe

Bank: M09-M13 and O09-O13. Select M09 and O09 for the core. Use remaining cards for later practice. Allow about 6-10 minutes, with a break as needed.

0-2 minutes: Say, “Look carefully. Tell which is greater, less, or equal. You may show your thinking.” Read directions neutrally and let the learner examine the display.

2-5 minutes: Invite a response to M09. The left numeral is 8; the right numeral is 6. Teacher key: 8 is greater than 6. Keep both written numerals visible while linking them to quantities or number-path positions.

5-8 minutes: Use O09. The required comparison is 9 greater than 5. Record the child’s own comparison and strategy. Teach or model after the first attempt when collecting independent evidence.

Look/listen for: attention to the displayed numerals, the correct relation, and a model connected to those numerals.

Access: retain established pointing, oral, signed or AAC responses; record any content cue. Misconception response: if numeral shape or print size controls the answer, build both quantities and reconnect them to the printed numerals.

Early finisher: reverse the two groups or cards and tell the new relation. Record: item, relation, exact strategy, accuracy, support and next step. Adult-modeled and choral answers are teaching participation, not independent performance.

TEACHER GUIDE

Collaborative practice | select and observe

Bank: M14-M18 and O14-O18. Select M14 and O14 for the core. Use remaining cards for later practice. Allow about 6-10 minutes, with a break as needed.

0-2 minutes: Say, “Look carefully. Tell which is greater, less, or equal. You may show your thinking.” Read directions neutrally and let the learner examine the display.

2-5 minutes: Invite a response to M14. The left numeral is 9; the right numeral is 3. Teacher key: 9 is greater than 3. Keep both written numerals visible while linking them to quantities or number-path positions.

5-8 minutes: Use O14. The required comparison is 8 greater than 2. Partners take turns explaining, then switch; the teacher hears each child separately. Do not score a partner’s answer as the learner’s.

Look/listen for: attention to the displayed numerals, the correct relation, and a model connected to those numerals.

Access: retain established pointing, oral, signed or AAC responses; record any content cue. Misconception response: if numeral shape or print size controls the answer, build both quantities and reconnect them to the printed numerals.

Early finisher: reverse the two groups or cards and tell the new relation. Record: item, relation, exact strategy, accuracy, support and next step. Leave unobserved learners N/O; obtain another quiet turn later.

TEACHER GUIDE

Independent practice | select and observe

Bank: M19-M23 and O19-O23. Select M19 and O19 for the core. Use remaining cards for later practice. Allow about 3-5 minutes per child across days.

0-2 minutes: Say, “Look carefully. Tell which is greater, less, or equal. You may show your thinking.” Read directions neutrally and let the learner examine the display.

2-5 minutes: Invite a response to M19. The left numeral is 8; the right numeral is 10. Teacher key: 8 is less than 10. Keep both written numerals visible while linking them to quantities or number-path positions.

5-8 minutes: Use O19. The required comparison is 6 less than 9. Record the child’s own comparison and strategy. Teach or model after the first attempt when collecting independent evidence.

Look/listen for: attention to the displayed numerals, the correct relation, and a model connected to those numerals.

Access: retain established pointing, oral, signed or AAC responses; record any content cue. Misconception response: if numeral shape or print size controls the answer, build both quantities and reconnect them to the printed numerals.

Early finisher: reverse the two groups or cards and tell the new relation. Record: item, relation, exact strategy, accuracy, support and next step. Leave unobserved learners N/O; obtain another quiet turn later.

TEACHER GUIDE

Small-group reteach | select and observe

Bank: M24-M27 and O24-O27. Select M24 and O24 for the core. Use remaining cards for later practice. Allow about 6-10 minutes, with a break as needed.

0-2 minutes: Say, “Look carefully. Tell which is greater, less, or equal. You may show your thinking.” Read directions neutrally and let the learner examine the display.

2-5 minutes: Invite a response to M24. The left numeral is 2; the right numeral is 1. Teacher key: 2 is greater than 1. Keep both written numerals visible while linking them to quantities or number-path positions.

5-8 minutes: Use O24. The required comparison is 3 greater than 2. Record the child’s own comparison and strategy. Teach or model after the first attempt when collecting independent evidence.

Look/listen for: attention to the displayed numerals, the correct relation, and a model connected to those numerals.

Access: retain established pointing, oral, signed or AAC responses; record any content cue. Misconception response: if numeral shape or print size controls the answer, build both quantities and reconnect them to the printed numerals.

Early finisher: reverse the two groups or cards and tell the new relation. Record: item, relation, exact strategy, accuracy, support and next step. Leave unobserved learners N/O; obtain another quiet turn later.

TEACHER GUIDE

Exit ticket | select and observe

Bank: M28-M30 and O28-O30. Select M28 and O28 for the core. Use remaining cards for later practice. Allow about 3-5 minutes per child across days.

0-2 minutes: Say, “Look carefully. Tell which is greater, less, or equal. You may show your thinking.” Read directions neutrally and let the learner examine the display.

2-5 minutes: Invite a response to M28. The left numeral is 10; the right numeral is 7. Teacher key: 10 is greater than 7. Keep both written numerals visible while linking them to quantities or number-path positions.

5-8 minutes: Use O28. The required comparison is 10 greater than 5. Record the child’s own comparison and strategy. Teach or model after the first attempt when collecting independent evidence.

Look/listen for: attention to the displayed numerals, the correct relation, and a model connected to those numerals.

Access: retain established pointing, oral, signed or AAC responses; record any content cue. Misconception response: if numeral shape or print size controls the answer, build both quantities and reconnect them to the printed numerals.

Early finisher: reverse the two groups or cards and tell the new relation. Record: item, relation, exact strategy, accuracy, support and next step. Leave unobserved learners N/O; obtain another quiet turn later.

TEACHER GUIDE

Feedback and next teaching moves

If counting is inaccurate: separate counted and uncounted objects, touch each once, and recount. If matching is inaccurate: build pairs in aligned columns and verify that each object has at most one partner.

If the relation is reversed: consistently begin with the first group or left numeral and finish the sentence about the second. Then reverse the order to hear the opposite relation. Equality stays equal after a swap.

If equality is missed: use different arrangements of the same total. If zero is misunderstood: compare an empty mat with a nonempty mat, then two empty mats.

For secure learners, ask for two checking strategies or a counterexample to the puppet's row-length claim. Keep all numbers within 10. Optional extension is reasoning practice, not an added mastery threshold.

Home practice: send one already-taught card. Ask an adult to read directions, allow showing or talking, and write what help was given. Keep it friendly and under five minutes. Home reports inform practice; confirm the target with a school observation.

TEACHER GUIDE

Three-day comparison inquiry

Day 1: Compare 4 and 6, using counters linked to the displayed numerals when working on CC.7. Record an initial claim and a matching model. Exact result: 4 is less than 6; 4 pairs leave 2 with 6.

Day 2: Spread the four objects across a longer distance while keeping the six compact. Predict, check and discuss whether yesterday's relation changed. Exact result: it did not; no objects were added or removed.

Day 3: Reverse the positions and explain the new statement: 6 is greater than 4. Then compare 5 and 5 in unequal-length rows. Exact result: equal; 5 pairs with no leftovers. Children revise a claim using their evidence.

Record each child's initial claim, chosen check and revised or confirmed claim. This short investigation invites reasoning across sessions; it is not labeled DOK 4 and is not a new performance requirement.

REUSABLE STUDENT TOOL

My comparison organizer

Name _____ Date _____

First group / left numeral

Show, build, draw, or ask an adult to record your words.

Second group / right numeral

Show, build, draw, or ask an adult to record your words.

I compared by: matching / counting / number path

My comparison: greater than / less than / equal to

Adult records exact explanation and support; no writing required.

REUSABLE TEACHING TOOLS

Number path and numeral cards

Use this path to connect written numerals to number order. Greater numbers lie farther along the path to the right.

0	1	2	3	4	5	6	7	8	9	10
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Adult cuts the cards. Use only the numbers in the task.

0	1	2	3	4	5
6	7	8	9	10	

For CC.6 these are optional adult quantity labels. For CC.7 the written numerals are essential. Record number-path support during assessment.

WARM-UP | STUDENT BANK

Compare and show

M01 | Choose one

Compare the written numerals. The left number is ___ the right number.

Left numeral**2****Right numeral****4**

A. equal to B. less than C. greater than

001 | Show your thinking

Compare the second pair. Is the left number greater than, less than, or equal to the right? Show how you know.

Left numeral**3****Right numeral****5**

Show, build, draw, or ask an adult to record your words.

Adult: read directions and relation words neutrally. Keep numerals visible; record any numeral-naming cue. No writing required.

WARM-UP | STUDENT BANK

Compare and show

M02 | Choose one

Compare the written numerals. The left number is ___ the right number.

Left numeral**5****Right numeral****3**

A. equal to B. greater than C. less than

002 | Show your thinking

Compare the second pair. Is the left number greater than, less than, or equal to the right? Show how you know.

Left numeral**6****Right numeral****2**

Show, build, draw, or ask an adult to record your words.

Adult: read directions and relation words neutrally. Keep numerals visible; record any numeral-naming cue. No writing required.

TEACHER-ONLY WORKED KEYS

Keys 01-02

M01 | B. less than

Target: Compare two numbers within 10 presented as written numerals.

Count the two quantities: 2 and 4. 2 is less than 4. The numerals stay visible; model their quantities or use their positions on the 0-10 number path.

Distractors: The opposite inequality reverses the relation. An equality choice is wrong when totals differ; an inequality choice is wrong when totals match.

001 | 3 is less than 5.

Target: Compare two numbers within 10 presented as written numerals.

The written numerals name 3 and 5. Build 3 and 5 counters; match 3 pairs. 2 counters remain with 5. Therefore 3 is less than 5. Accept a correct number-path explanation, quantity model or explanation of order; no particular wording is required.

M02 | B. greater than

Target: Compare two numbers within 10 presented as written numerals.

Count the two quantities: 5 and 3. 5 is greater than 3. The numerals stay visible; model their quantities or use their positions on the 0-10 number path.

Distractors: The opposite inequality reverses the relation. An equality choice is wrong when totals differ; an inequality choice is wrong when totals match.

002 | 6 is greater than 2.

Target: Compare two numbers within 10 presented as written numerals.

The written numerals name 6 and 2. Build 6 and 2 counters; match 2 pairs. 4 counters remain with 6. Therefore 6 is greater than 2. Accept a correct number-path explanation, quantity model or explanation of order; no particular wording is required.