

1) 具体物と数字の○を線で対応。  
 2) 「どちらの方が多いか、それとも同じか」を不等号と等号で答える。  
 3) 等号が理解できない場合は、記号の線をバーに見立てて動かし、等・不等をイメージさせる。

a) 具体物と数字をリンクし、不等号と等号を適用する課題。  
 b) 等号・不等号による表現形式になり、記号の体験。  
 c) 等号は不等号より理解が困難なことがある。

Date:

特定用具: 不要



どっちがおおい？

Tomato counting exercise. On the left, 5 tomatoes are connected to a large number 5 by dashed lines. In the center is a dashed box containing a question mark. On the right, 4 tomatoes are connected to a large number 4 by dashed lines.

Apple counting exercise. On the left, 4 apples are connected to a large number 4 by dashed lines. In the center is a dashed box containing a question mark. On the right, 4 apples are connected to a large number 4 by dashed lines.

Eggplant counting exercise. On the left, 2 eggplants are connected to a large number 2 by dashed lines. In the center is a dashed box containing a question mark. On the right, 5 eggplants are connected to a large number 5 by dashed lines.

Onion counting exercise. On the left, 5 onions are connected to a large number 5 by dashed lines. In the center is a dashed box containing a question mark. On the right, 5 onions are connected to a large number 5 by dashed lines.

?には  
 どれを貼ろうか。



Gluing exercise. A dashed box contains four options for the missing sign: a plus sign (+), a minus sign (-), an equals sign (=), and a less-than sign (<). A pair of scissors icon is at the top right corner of the box.