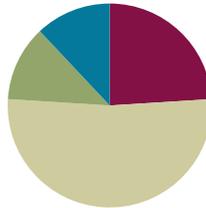# Lesson 22

Objective: Count and match to make sets that are *the same as* a group of objects.

Suggested Lesson Structure

■ Fluency Practice	(6 minutes)
■ Application Problem	(3 minutes)
■ Concept Development	(13 minutes)
■ Student Debrief	(3 minutes)
Total Time	**(25 minutes)**

Fluency Practice (6 minutes)

- Clay Numeral 3 **PK.CC.2**   (4 minutes)
- Swim and Count to 17 **PK.CC.1**   (2 minutes)

Clay Numeral 3 (4 minutes)

Materials: (S) Numeral formation card (Fluency Template), clay

Note: This activity anticipates writing numerals in Module 5 and is intended to familiarize students with numeral formation.

Demonstrate how to roll the clay into a long snake and lay it on top of the first curved part of Numeral 3 on the template, starting at the star. Guide students to use one continuous piece for each part (rather than several smaller pieces) to encourage proper numeral formation. Instruct students to pinch off any excess clay. Repeat for the second curved part at the bottom to complete Numeral 3.

Early finishers can practice making the numbers in order from 0 to 3.

Swim and Count to 17 (2 minutes)

Note: Varying the movement keeps this counting exercise fresh, and it challenges students to remain attentive to the counting sequence while learning a new physical exercise.

Similar to Lesson 20, students count while pretending to swim, but this time, they continue to 17. Keep the movement synchronous with the count. If time permits, complete the exercise counting the regular way and then counting the Say Ten way.

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Application Problem (3 minutes)

Call 3 students forward. Then ask, "How many students need to come up so our friends each have a dance partner?" Have 3 more students come forward, standing face to face with their partners. Count each line of students. Ask, "Does each child have a dance partner?" Guide them to say, "There is the same number of students in each line. Do a little dance."

Continue by calling up varying numbers of students for each line and guiding them to make the statements, "This line has more than that line," or "This line has fewer than that line." Invite each set of students to do a little dance.

Note: This provides a review of *more than* and *fewer than*, as well as anticipating today's Concept Development as students count and match to find the same number in each set.

> **NOTES ON MULTIPLE MEANS FOR ACTION AND EXPRESSION:**
>
> Allow students to pass if they do not feel comfortable dancing in front of the class. Also, consider recommending different types of popular dances, such as the hokey pokey, for each pair to be sure students are choosing school-appropriate dance moves.

Concept Development (13 minutes)

Part 1: Concept Introduction

Materials: (T) 20 building blocks of different colors (or linking cubes)

1. Say, "We are going to be builders today and construct buildings that have the same number of blocks."
2. Say, "Count with me as I construct my building." Stack and count 5 red blocks. Say, "This red building has 5 floors."
3. Ask, "What can I do to make another building that has the same number of floors as this one?" Responses might include, "Make another building with 5 blocks," or "Keep stacking blocks on another building until it is the same as the first building."
4. Say, "Count with me as I make a building with the same number of blocks." Stack and count 5 blue blocks next to the red building.
5. Ask, "How many floors are in this blue building?" (5.) "How many floors are in this red building?" (5.) With the class, say, "This building has the same number of floors as that building."
6. Repeat Steps 1–5 with buildings of 3 and 4 if time permits. Call on students to help stack the blocks to build the buildings.

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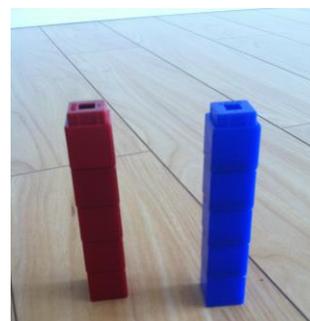
Part 2: Practice

Materials: (S) Varying linking cube towers (of the same color) to 5 for each student, tub of disconnected linking cubes at each table

Prepare a connected linking cube tower for each student (varying in height from 2 to 5 cubes). Place a tub of several disconnected linking cubes at each table.

1. At the tables, give each student a linking cube tower. Say, "Count the cubes in your tower." (Pause.)

2. Say, "It's your turn to make a different-colored tower with the same number of cubes!" (Pause while students build.)

3. Say, "Show your tower to your neighbor, so he can check to make sure it is made of the same number of cubes. If the towers are the same, say, 'I made a (color) tower that has the same number of cubes as my (color) tower.'"

4. While students check one another's towers, make note of which students count the cubes in each tower and which check by sight.

5. Instruct students to break apart one of their towers and return the cubes to the tub on the table.

6. Facilitate students passing their towers to the right at each table. Repeat Steps 2–4 as students continue to build and compare towers as time permits.

Student Debrief (3 minutes)

Lesson Objective: Count and match to make sets that are *the same as* a group of objects.

The Student Debrief is intended to invite reflection and active processing of the total lesson experience. It is also an opportunity for informal assessment. Consider taking anecdotal notes or using a simple checklist to note each child's progress toward meeting the lesson objective.

As students complete the Practice portion of the Concept Development, listen for misconceptions or misunderstandings that can be addressed in the Debrief.
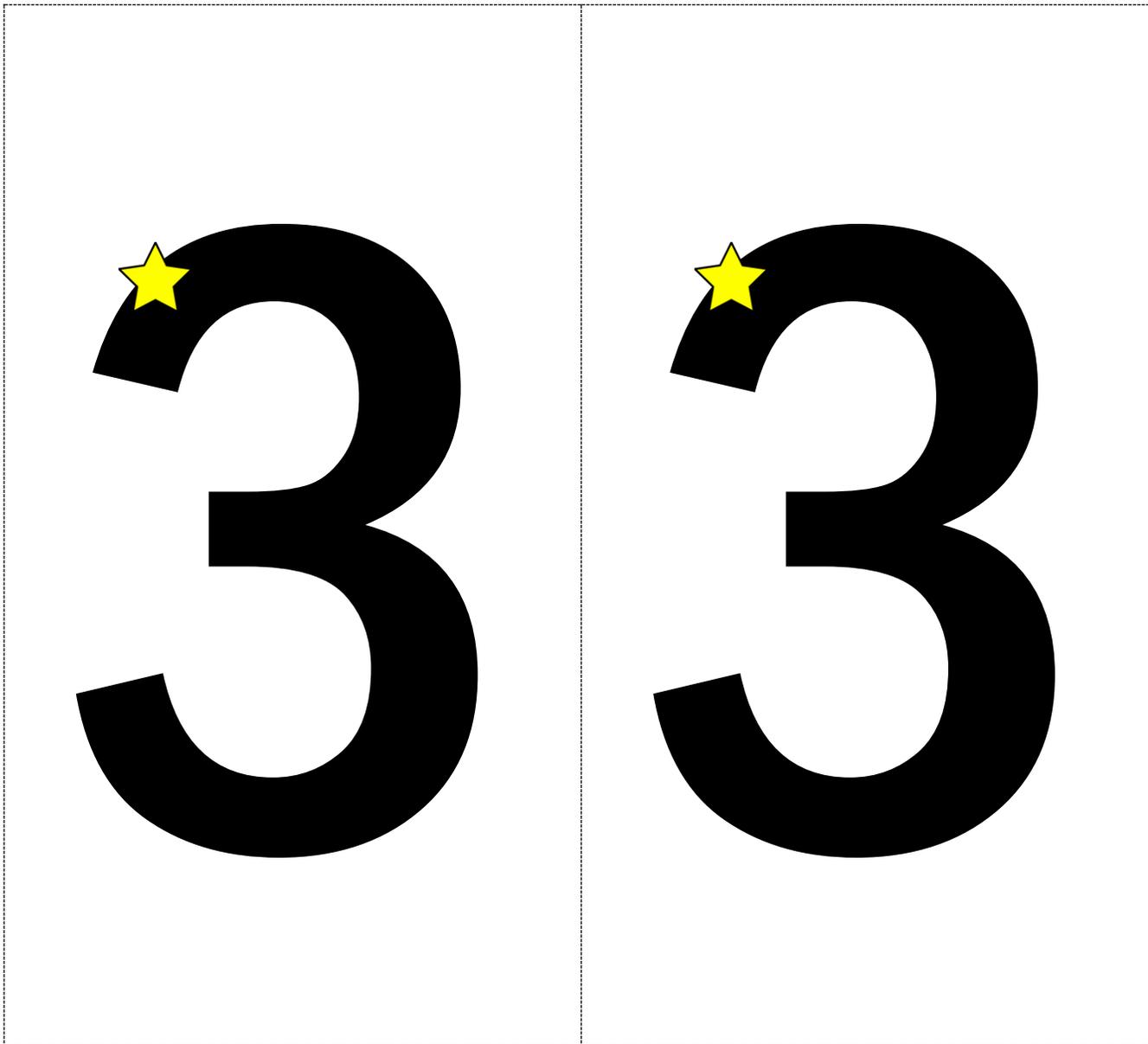
Any combination of the questions below may be used to help students express ideas, make connections, and use new vocabulary.

- Tell a neighbor about two towers you made that were the same. How were they the same?

- If one tower has 3 blocks, and another has 4 blocks, how are they the same? How are they different?

- (Model with stickers, if desired.) If I have 6 friends, and I want to give each friend a sticker, how many stickers do I need? Use the words *same as* to explain.

CENTER CONNECTION:

In the block center, encourage children to work independently or in a group to build a city with many buildings. Invite them to construct buildings that use the same number of blocks. Discuss buildings that might have the same number of blocks but different heights (different shapes) or are the same height but made of different shapes. These comparisons lead to comparing numbers in the next topic.

Cut along dashed lines.

numeral formation cards

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