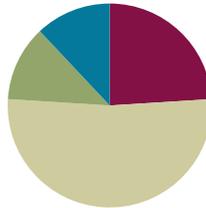


Lesson 25

Objective: Compare a number of objects using *less than* or *the same as* statements.

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)

- Bean Bag Toss **PK.CC.3b** (4 minutes)
- Alligator Snaps **PK.CC.1** (2 minutes)

Bean Bag Toss (4 minutes)

Materials: (T) 3 bean bags, 1 red mat and 1 blue mat placed side by side (bath towels or pieces of bulletin board paper can be used if mats are not available)

Note: This activity develops understanding with decompositions of 3 to anticipate working with addition and subtraction in Module 5.

T: (Show 3 bean bags on a table.) Count the bean bags. Ready?

S: 1, 2, 3.

T: Look at my mat. One side is (point to indicate)...?

S: Red!

T: The other side is (point to indicate)...?

S: Blue!

T: Everyone will get a turn to toss a bean bag, like this (demonstrate). The only rule is that it has to land on one of the mats. (Distribute the bean bags to 3 students.)

S: (Tosses them onto the mats.)

T: How many landed on the blue mat?

S: 2.

T: How many landed on the red mat?

S: 1.

T: How many beans bags are there in all?

S: 3.

T: We can tell about it like this. 2 (point to the 2 bean bags) and 1 (point to the 1 bean bag) make 3. Let me hear you say that.

S: 2 and 1 make 3 (as teacher points to indicate).

Pass the 3 bean bags to the next 3 students and repeat. It may be necessary to direct students to toss all 3 to one side or the other to generate all compositions of 3.

Alligator Snaps (2 minutes)

Note: This activity addresses one of the core fluency goals, rote count to 20.

Demonstrate arms open wide, one above the other, mimicking alligator jaws. Students close arms and hands together to make a snapping sound while saying each number to 20.

Application Problem (3 minutes)

Call a student forward to stand at one end of the board. Ask, “How many students are standing here?” Record the number 1 on the board. Call 3 students forward to stand at the other end of the board. Ask how many are in the new group, and record the number 3 on the board. Guide students to make statements such as, “3 students is *more than* 1 student.” Then, have students compare the numbers, “3 is *greater than* 1.”

Continue the process, calling forward varying numbers of students for each group. Include situations involving equal groups. Save the comparison of 4 and 5 for last because it is slightly more challenging.

Note: This provides repeated counting experiences, as well as practice matching numerals to groups of objects and using the language of *more than* and *the same as*.

Concept Development (13 minutes)

Part 1: Concept Introduction

Materials: (T) 10 stuffed animals, large square of green butcher paper, large square of blue butcher paper, large numeral cards 1–5

Lay the pieces of butcher paper out on the rug. The green butcher paper represents the grass, and the blue butcher paper represents the water.

1. Place 2 animals on the blue paper and 3 on the green paper. Say, “Some animals are playing. Let’s count how many are playing on the grass.”
2. Ask, “Which number shows how many animals are playing on the grass?” Call on a student to find the numeral card and place it by the animals on the grass.
3. Repeat Steps 1–2 with the animals playing in the water.
4. Ask, “Which group has fewer animals, the group in the water or the group on the grass?”
5. After counting and matching numeral cards, say, “2 animals are fewer than 3 animals.”

- Repeat Steps 4–5 using different numbers of animals. Encourage students to use the language of *less than* as more examples are completed. Include at least one example with the same number of animals.

Part 2: Practice

Materials: (S) Small dot and numeral cards 1–5, grass and water (Template), tub of teddy bear counters per table

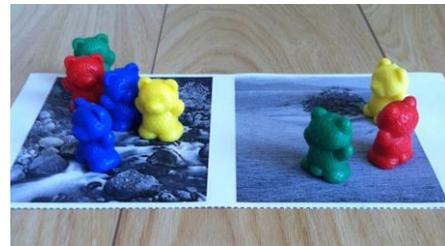
Give each student a template, and put a tub of teddy bear counters at each table so all students at the table can access them. Have students lay out their dot and digit cards so they can see all of the numbers.

- Say, “Count out 3 bears to play on the grass. (Pause.) Find the number card that tells how many bears are playing on the grass.”
- Say, “Count out 5 bears to play in the water. (Pause.) Find the number card that tells how many bears are playing in the water.”
- Allow work time, and then say, “Use the words *less than* to tell about the two groups of bears.” Guide and support struggling students: “3 bears is less than 5 bears.”
- Repeat Steps 1–3 with different numbers of bears. Include scenarios where there is the same number in each group.



NOTES ON MULTIPLE MEANS OF ACTION AND EXPRESSION:

Provide challenging extensions for students who can make comparison statements with numbers to 5 by having them compare up to 10 bears.



Student Debrief (3 minutes)

Lesson Objective: Compare a number of objects using *less than* or *the same as* statements.

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.

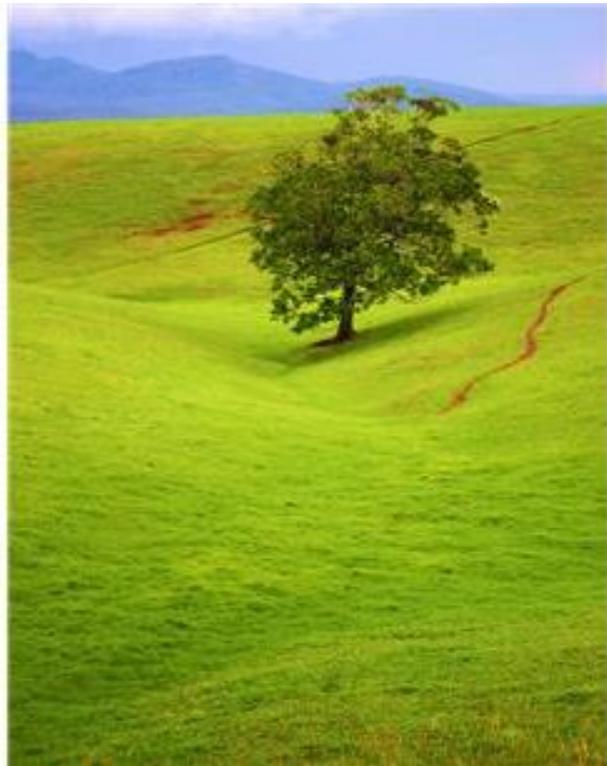
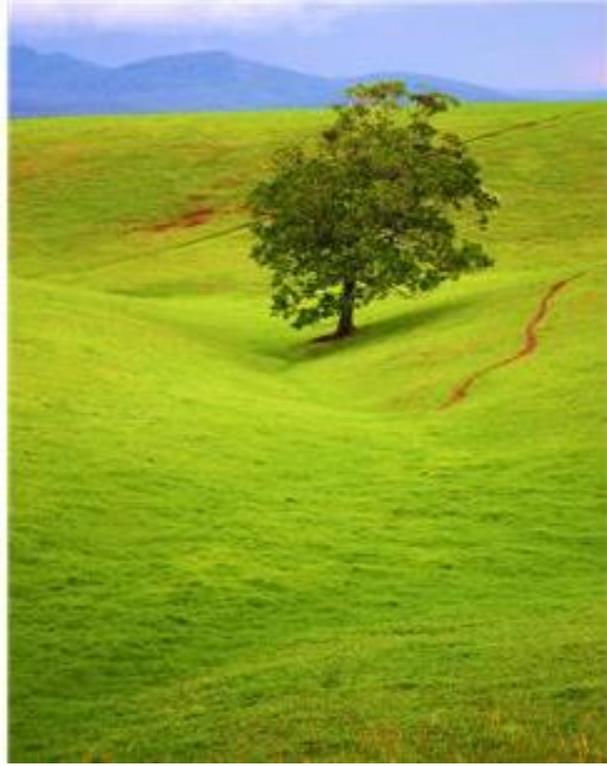


CENTER CONNECTION:

Place the grass and water template and teddy bear counters at the center. Invite students to make up stories about the bears and move and match bears on the grass and in the water. Encourage discussion and storytelling about the bears. Listen as students reason about the number of bears they put in each part of the template, which might be more than 5 bears.

Any combination of the questions below may be used to help students express ideas, make connections, and use new vocabulary.

- Why is it helpful to show the number when we are counting objects?
- (Show 3 bears and 5 bears.) Use our comparison words *more than*, *less than*, *greater than*, *fewer than*, and *the same as* to talk about these groups of bears.
- Do you like to compare? Have you ever heard your parents or friends compare (e.g., “Hey, my brother got more chicken strips than I did!”)?



grass and water