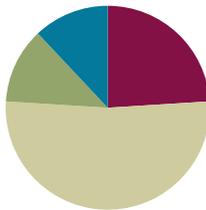


## Lesson 27

Objective: Count and match to compare two sets of linking cube towers.

### Suggested Lesson Structure

■ Fluency Practice	(6 minutes)
■ Application Problem	(3 minutes)
■ Concept Development	(13 minutes)
■ Student Debrief	(3 minutes)
<b>Total Time</b>	<b>(25 minutes)</b>



### Fluency Practice (6 minutes)

- Stars and Stripes **PK.CC.3** (4 minutes)
- Number Walk **PK.CC.1** (2 minutes)

### Stars and Stripes (4 minutes)

Materials: (S) 3 beans, plastic cup, stars and stripes (Fluency Template)

Note: Becoming fluent in decompositions of numbers to 5 supports students' understanding of addition and subtraction concepts in Module 5.

1. Count how many beans (3).
2. Put them in the cup, shake them, and pour them onto the game board.
3. Count how many beans landed on the striped side and how many landed on the stars side.
4. Count how many beans altogether.
5. Instruct students to make a statement (e.g., "2 and 1 makes 3").
6. Return the beans to the cup, and play again.
7. Allow students to work with 3 as long as necessary to develop automaticity. In subsequent lessons, the quantity increases to 4 or 5 as students demonstrate mastery.



#### NOTES ON MULTIPLE MEANS OF ACTION AND EXPRESSION:

For students who have difficulty controlling the beans, prepare a game board by setting the template inside of a tray or box lid so the beans cannot roll outside of the playing surface.

### Number Walk (2 minutes)

Materials: (T) Music (optional)

Note: This activity challenges students to remain attentive to the counting sequence by stopping at a given number.

Similar to Lesson 18, assign a number at which students stop. Students begin walking at the teacher's signal, carefully taking a step for each number as they count aloud. Students then stop at the designated number. Students should only say a number when they step forward.

This time, select stopping points up to 15. Include counting the Say Ten Way and regular way.

### Application Problem (3 minutes)

Materials: (T) Numeral cards 1–5 (S) Bowl of pebbles.

Show one numeral card at a time, first in order, and then out of order. For each card shown, students read the number and count out that number of pebbles. Then, have students make a statement, such as, "There is 1 pebble."

Note: Students practice counting and recognizing numbers, working from abstract to concrete. Working in numeric order provides support for students who may struggle with number recognition before moving to recognizing numbers out of sequence.



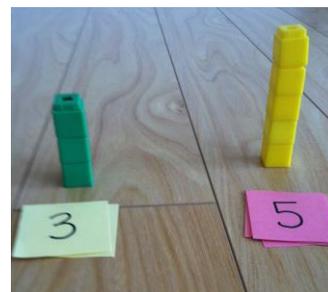
### Concept Development (13 minutes)

#### Concept Introduction and Practice

Materials: (S) 5 linking cubes per student, numeral cards (no dots) 1–5 per student

The Concept Introduction and Practice sections are combined in this lesson because it is a culmination of comparison activities from the entire module. While explaining each step of the game, encourage students to practice. Consider inviting parents, older students, or classroom helpers into the room to facilitate a variety of comparison statements. This is an opportunity for students to show what they have learned to others outside of the classroom.

1. Say, "Today, we are going to play a game with a partner."  
Pass out 5 linking cubes and 1–5 digit cards to each student.
2. Explain, "Mix up your cards, and put them in a pile so that you cannot see the numbers. When I say 'go,' turn over the top card." (Pause.)
3. Say, "Build a tower with the number of cubes that you see on your card." (Pause.)



4. Explain, “When you and your partner are done, put your towers next to each other. Take turns saying a sentence to compare your towers.” (Pause to let students practice.) Below are some examples:
  - “I have fewer cubes.”
  - “4 is less than 5.”
  - “My tower is taller than your tower.”
  - “You have more cubes than I have.”
  - “5 is greater than 3.”
  - “4 is equal to 4.”
5. Say, “We will show our towers and share some of our sentences with the class. Let’s see how many different sentences we hear.” Call on a few pairs of students to show and share their comparison statements.
6. Ask, “Are we ready to play?” Play the game several times. Eventually, the teacher lets capable pairs continue playing the game at their own pace while he or she works with partners who are struggling.

### Student Debrief (3 minutes)

**Lesson Objective:** Count and match to compare two sets of linking cube towers.

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.

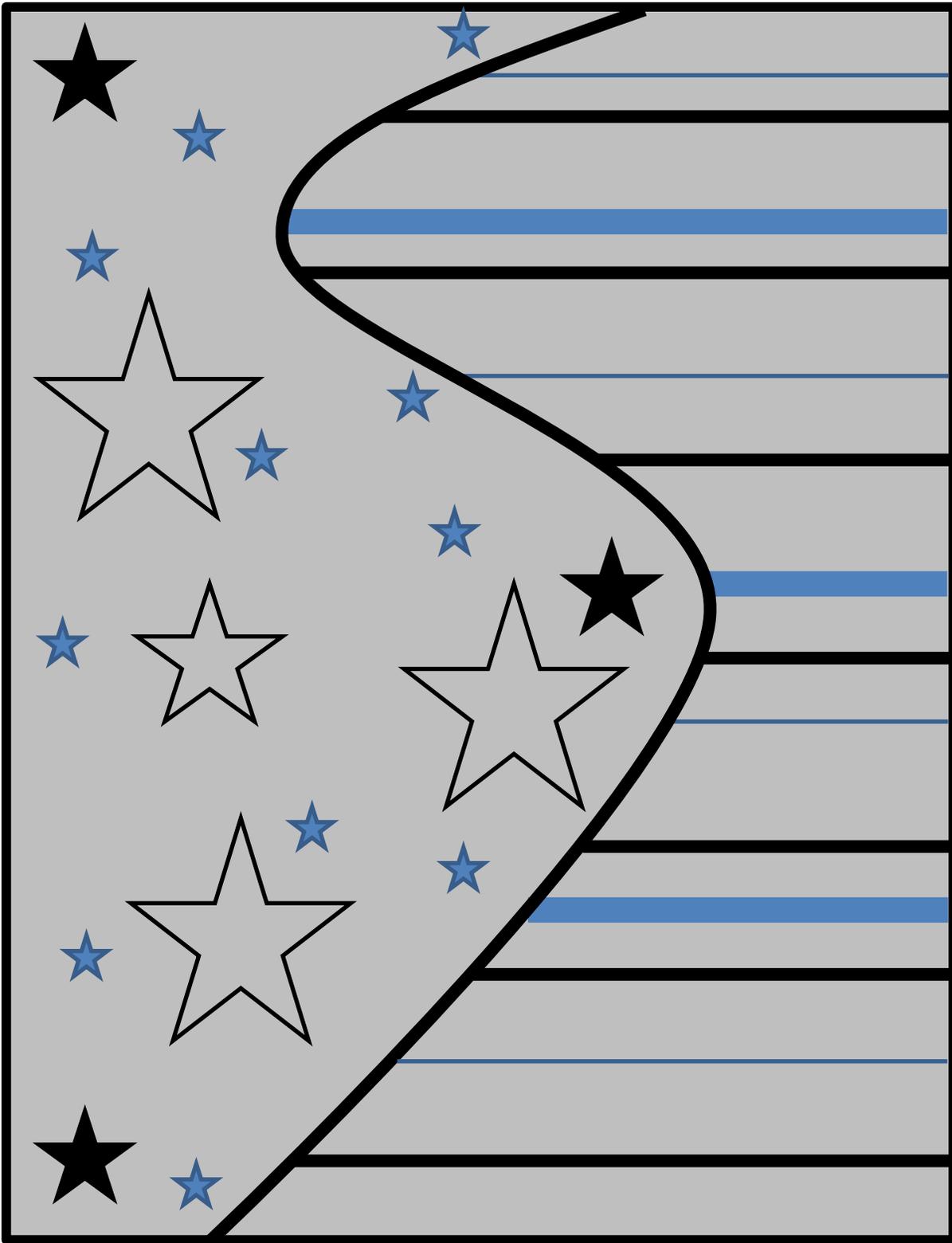
Any combination of the questions below may be used to help students express ideas, make connections, and use new vocabulary.

- What words did you use to compare your tower to your partner’s?
- What does it mean to compare? Think about two things you can compare. Why would you compare them?
- How can you show that 4 is greater than 3? 2 is the same as 2? 1 is less than 5? (Use fingers, cubes, and objects.)



#### CENTER CONNECTION:

Once students learn the game, it can be used at a center intermittently for the rest of the year. This game involves many Pre-Kindergarten skills (counting, numbers to 5, comparison, one-to-one correspondence, matching), so it is a good review of many topics and can be done independently.



stars and stripes