



## Topic G

# Comparison of Sets Including Numerals Up to 5

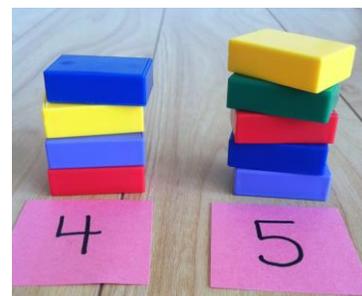
**PK.CC.5, PK.CC.3a, PK.CC.3b**

<b>Focus Standard:</b>	PK.CC.5	Identify whether the number of objects in one group is more, less, greater than, fewer, and/or equal to the number of objects in another group, e.g., by using matching and counting strategies. (1:1 up to 5 objects)
<b>Instructional Days:</b>	5	
<b>Coherence -Links to:</b>	GK–M3	Comparison of Length, Weight, Capacity, and Numbers to 10

In Topic G, students compare quantities using numerals by using the counting and matching strategies they have practiced throughout the module. Connecting both sets to a numeral and indirectly comparing the numbers adds a new level of complexity.

In Lesson 23, two baseball teams are playing. The blue team scores 3 runs, shown with 3 baseballs in a 5-frame. The red team scores 4 runs, also shown in the 5-frame. Students count each group of runs, match a numeral card to the count, and answer the question, “Which team scored more runs?” Students show the group that has more by matching the baseballs in the 5-frame. Then, with the numeral cards in place and the baseballs matched, students can confidently say, “4 runs is *more than* 3 runs!”

Lesson 24 moves to comparing numbers and verifying with materials. Students state, “5 is *greater than* 4,” construct 2 buildings to verify the statement, and then match a numeral to each tower. This is different from the previous lesson because students are recognizing that the number 5 is *greater than* 4 prior to checking with building blocks. It should be noted that, while using *more/fewer than* to compare sets of objects (Topic F), *greater/less than* is used when comparing numbers.



In Lesson 25, some teddy bears are playing, with 3 on the grass and 5 in the water. Students count each group, match numeral cards to the groups, and say, “3 bears is fewer than 5 bears.” Then, in the following lesson, using blocks and linking cube towers as scaffolds, students state, “2 is less than 4.”

In the final lesson of the module, students play a game involving counting, matching, comparing, and building with linking cubes. They play with a partner and start with a container of cubes and a deck of numeral cards to 5 (each student has his or her own deck up to 5). Partners simultaneously flip over a card, build a tower corresponding to his or her numeral card, compare it to their partner’s, and say, “My tower has fewer cubes

than your tower,” “4 is less than 5,” “My tower is taller than your tower,” “You have 1 more cube than I do,” or “Our towers are the same.” This game celebrates and synthesizes the learning throughout Module 4.

In Topic G Fluency Practice, students practice rote-counting skills to 20 through various engaging movements, such as making alligator snaps. They remain attentive to the counting sequence by taking a number walk to 13 and then to 15. As in previous topics, students use numeral formation cards (4–5) to practice forming numerals with clay in anticipation of writing numerals in Module 5.

### A Teaching Sequence Toward Mastery of Comparison of Sets Including Numerals Up to 5

**Objective 1:** Compare a number of objects using *more than* or *the same as* statements.  
(Lesson 23)

**Objective 2:** Compare numbers using *greater than* and *equal to* statements. Verify with materials.  
(Lesson 24)

**Objective 3:** Compare a number of objects using *less than* or *the same as* statements.  
(Lesson 25)

**Objective 4:** Compare numbers using *less than* and *equal to* statements. Verify with materials.  
(Lesson 26)

**Objective 5:** Count and match to compare two sets of linking cube towers.  
(Lesson 27)