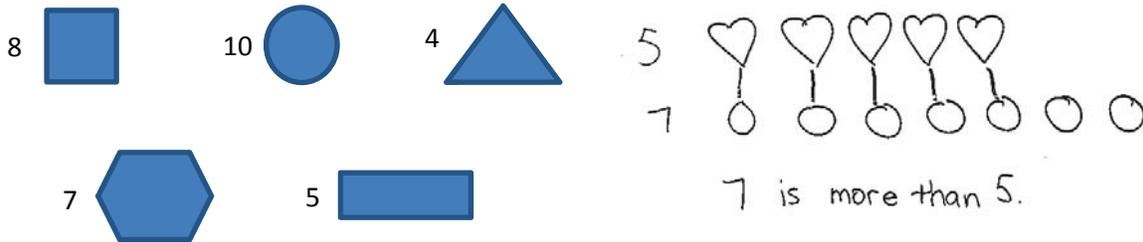


Concept Development (27 minutes)

Materials: (T) White board and markers, cutouts (or drawings) of shapes from previous lessons (as follows) placed in scatter arrangements on the board



- T: What do you notice on the board today?
- S: We have lots of shapes.
- T: Do you remember the names of the shapes?
- S: There are triangles and hexagons. We have circles. There are some rectangles and special rectangles, too. → Yeah, the special ones are squares!
- T: We’ve been talking lately about sets that have *more than* and *less than*. Today we are going to talk about ways to organize our groups of shapes so that it is easier to tell which has more.
- T: Which has more, the circles or triangles?
- S: There are more circles than triangles.
- T: How did you know so fast?
- S: I could just see there were lots more. → Yeah, I didn’t have to count because there are circles all over the place and just 4 triangles. → I didn’t count the circles but I could see there were more than 4.
- T: That makes sense, but what about the squares and the hexagons? Right now it is hard for me to guess which has more. It isn’t so easy to just see. Do you have any ideas?
- S: (Various suggestions. Guide the discussion so that students remember how they worked with the coins and cubes earlier.) Let’s line them up!
- T: I can move our shapes. I will put the squares in a row and the hexagons in a row just underneath. (Demonstrate.) Now what do you notice?
- S: The hexagon line is longer. → The hexagons are bigger. → Maybe there are more but I can’t tell.

NOTES ON MULTIPLE MEANS OF REPRESENTATION:

Scaffold the lesson for your below grade level students who are having trouble grasping the concept of one-to-one correspondence by matching hexagons and squares one at a time. “One hexagon. Let’s count one square. Two hexagons, and two squares,” etc. Once students get the idea, move on to counting one set with more members than the other.

MP.2

- T: We can show which set has more. Let's draw a line between the first hexagon and the first square. (Demonstrate.) Now let's match the second hexagon with the second square. (Continue until all hexagons are matched.) Each of our shapes has a partner in the other set. What do you notice now?
- S: There's a square left over.
- T: I wonder if we could count them to find out which has more. Let's count the hexagons and write that number at the end. 1, 2, 3, 4, 5, 6, 7. Now let's count the squares. 1, 2, 3, 4, 5, 6, 7, 8.
- T: Let's write that number, too. (Write the number.) What do you notice?
- T: Look at the numbers at the ends of the lines. There are 8 squares and 7 hexagons. 8 is more than 7. Repeat with me.
- S: Eight is more than 7.
- T: Here is a question to ask your partner, "Partner, which is more, 8 or 7?" What will your partner say?
- S: Eight is more than 7.
- T: Take turns and ask your partner the question.

Repeat activity several times, using various combinations of shapes. Model the linear configuration and one-to-one correspondence each time. Have the students work with their own drawings representing the shapes as soon as they are ready. They should be able to line things up and match them independently.

Problem Set (10 minutes)

Students should do their personal best to complete the Problem Set within the allotted 10 minutes.

NYS COMMON CORE MATHEMATICS CURRICULUM Lesson 25 Problem Set K•3

Name ABI Date 1-10-14

Count the objects in each line. Write how many in the box. Then, fill in the blanks below. Use your words, *more than*, to compare the numbers.

5 is more than 3

8 is more than 7

10 is more than 8

COMMON CORE Lesson 25: Match and count to compare a number of objects. State which quantity is more. 7/20/13 E.S. PM. engage^{ny} 3.G.6

NYS COMMON CORE MATHEMATICS CURRICULUM Lesson 25 Problem Set K•3

Roll a die and draw a set of objects to match the number rolled. Write the number in the box. Roll the die again and do the same in the next box.

6 is more than 3

5 is more than 4

3 is more than 2

COMMON CORE Lesson 25: Match and count to compare a number of objects. State which quantity is more. 7/20/13 E.S. PM. engage^{ny} 3.G.7