

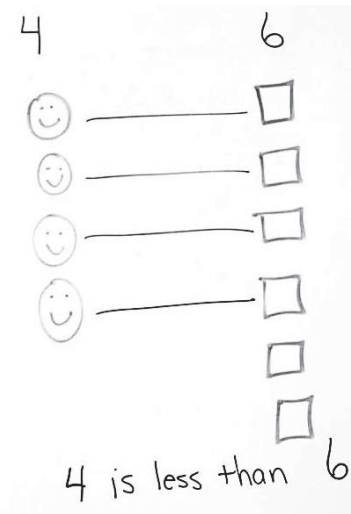
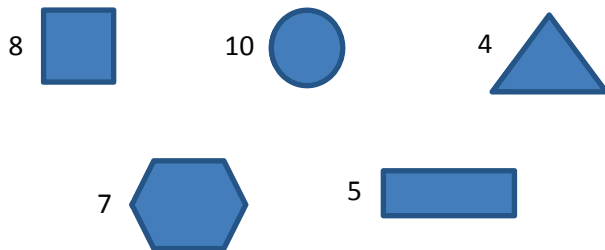
Application Problem (5 minutes)

In a row, quickly draw to show how many people are sitting at your table (or in your row or work group). Now, in another row, draw to show how many pencils are at your table (or in your row or your work group). Draw lines to match each person to one pencil. Remember, each one gets only one partner! Are there more pencils or people? Show your work to your partner.

Note: Use this exercise to see which students demonstrate the concept of one-to-one correspondence. This problem will also serve as a review prior to the *less than* extension of today's objective.

Concept Development (25 minutes)

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



NOTES ON MULTIPLE MEANS OF ENGAGEMENT:

Support English language learners and below grade level students by asking them scaffolding questions to guide toward an understanding of the objective of the Application Problem. For instance, ask, "How many people are at your table? Draw that many faces." And then, "How many pencils are at your table? Draw that many pencils." Finally, ask while pointing from the face to the pencil, "Can you draw a line to connect one face to one pencil?"

- T: Yesterday we talked about how to organize our counting and comparing when we had groups of things. What do you remember?
- S: We made lines of things. → We counted them. → We matched them up to find out which had more.
- T: We are going to work on more of this today. Look at the shapes on the board. How could we quickly find out if there were more circles or squares?
- S: We could line them up.
- T: Yes, we could line them up and match them with partners. What if we put them in towers like your linking cubes? What if we put them in columns? Would that still work?
- S: Yes!
- T: Let's try. (Place circles and squares in columns.) Now, what do I need to remember? How do I match them?
- S: Each shape gets only one partner!

- T: Does it matter which shape is bigger when I am matching?
 S: No.
 T: I will draw lines between the partners. (Demonstrate.) What did we discover?
 S: There are more circles! → There are leftovers.
 T: Let's count the circles.
 S: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.
 T: Now let's count the squares.
 S: 1, 2, 3, 4, 5, 6, 7, 8.
 T: Let's write the numbers above each column.
 T: Let's compare the numbers!
 T: Just like we did yesterday, let's question our partner. Today let's use the word *less*. Who thinks they have a good question?
 S: What is less? → Which is less? → Which number is less, 10 or 8? → Which is less, 8 or 10?
 T: Those questions got better and better. Let's use this one, "Which number is less, 10 or 8?" What will your partner say?
 S: 8 is less than 10.
 T: Great. Begin your interview.



NOTES ON MULTIPLE MEANS OF ENGAGEMENT:

English language learners will benefit from hearing and seeing sentence starters like “___ is less than ___.” which they can refer to as they do their work. Provide them with completed examples of the sentence along with visuals, for example, “8 circles is less than 2 triangles,” along with a picture of 8 circles and 2 triangles.

MP.6

Repeat with several different combinations of shapes, emphasizing the *less than* language in both the set and number comparisons. Model the one-to-one correspondence carefully. Have the students work with their own drawings when they are ready. They should be able to line things up and match them independently.

T: We will work on this more in our Problem Set.

Problem Set (10 minutes)

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

Student Debrief (8 minutes)

Lesson Objective: Match and count to compare two sets of objects. State which quantity is less.

The Student Debrief is intended to invite reflection and active processing of the total lesson experience.

NYS COMMON CORE MATHEMATICS CURRICULUM Lesson 26 Problem Set K•3

Name Ayla Date 7-15-14

Count the objects in each line. Write how many in the box. Then, fill in the blanks below. Use your words, *less than*, out loud as you work.

8 is less than 2

5 is less than 7

8 is less than 5

COMMON CORE Lesson 26 Match and count to compare two sets of objects. State which quantity is less. Date: 7/31/13 engageNY 3.G.5