

Hidden Numbers (4 minutes)

Conduct as described in GK–M3–Lesson 3, but this time guide students to find hidden numbers within a group of 6. Look for opportunities to compare sets within the larger group. Encourage students to use the newly acquired vocabulary of *more*, *less*, and *same as*. Hopefully, students will say, “6 is 4 and 2, but 4 is more than 2.” Or, “6 is 3 and 3. Hey, that’s the same number!”

Note: Finding embedded numbers anticipates the work of Module 4 by developing part–whole thinking.

Show Me Taller/Shorter (3 minutes)

Conduct as described in GK–M3–Lesson 2.

Note: Recalling this vocabulary prepares students for the Concept Development activities in this lesson.

Application Problem (5 minutes)

Materials: (S) Pattern blocks

Work with a partner. Take one handful of pattern blocks out of the bucket. Let your partner do the same. Compare your handfuls of pattern blocks. Who has more? How did you know? Put the blocks back and try the game again.

Note: Circulate during this time to observe student strategies for comparing the sets of blocks. Do the students line them up? Do they match them in pairs? Do they count them? Gather information about their existing strategies to guide your discussions in today’s lesson.



NOTES ON MULTIPLE MEANS FOR ACTION AND EXPRESSION:

Extend your above grade level students’ thinking by challenging them to explain to you either orally or in writing how they knew who had more pattern blocks. Ask them to think of another strategy they can use to know who has more pattern blocks in their hand.

Concept Development (26 minutes)

Materials: (T) 2 sets of student materials (S) 1 ten-sided die, bag of 10 linking cubes, bag of 10 beans, bag of 10 pennies, and bag of 10 counters per pair

- T: We are going to do some more comparing activities together, and then you will repeat them with your partner. Watch carefully. Student A, please come up to help.
- T: I roll the die and take that many cubes out of the bag. You do the same. (Demonstrate.) What would be a simple way to see who has more?
- S: Make towers!



NOTES ON MULTIPLE MEANS OF ENGAGEMENT:

Ask students to verbalize who has more as they take turns every time they play the game. For example, “I have 8 cubes, and you have 3 cubes; 8 is more than 3.” Or, “I have 4 pennies and you have 7 pennies; 4 is less than 7.” English language learners will benefit from the practice and you will be able to assess which students might be confused between *more* and *less*.

MP.6

- T: (Demonstrate.) Student A, how many cubes in your tower?
 S: 6.
 T: I have 8. Let's see whose tower is taller. Which is more, 8 or 6?
 S: The 8!
 T: 8 is more than 6. Use your words.
 S: 8 is more than 6.
 T: Now, you and your partners try the game. (Allow time for comparison and discussion. Continue to encourage the language of *more than* and *less than*.)
 T: Put the cubes away and watch our next game. Student B, please come up to help. Student B and I will each take some pennies out of our bag. (Demonstrate.) How can we see who has more?
 S: Line them up!
 T: We will make rows of our pennies. (Demonstrate.) Student A, how many pennies do you have?
 S: 9.
 T: I have 3. Let's move our pennies pair by pair to see how many are leftover. (Demonstrate.) Who had fewer?
 S: You did! You only had 3.
 T: 3 is less than 9. Use your words.
 S: 3 is less than 9.
 T: Thank you, Student B! You and your partner can play the game now. Line up your pennies each time to find out who has more. (Allow time for comparison and discussion.)
 T: Put your pennies away. Take out your bag of beans. Roll the die to find out how many beans will be in your set. Compare your set with your partner's. Who has more? How do you know? (Circulate during the lesson to observe strategies of comparison. Encourage students to use multiple strategies and to use *more than* and *less than* vocabulary in their discussions.)

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: Strategize to compare two sets.

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