Students work on the Sprint for a second time. Perhaps give an additional three to five seconds, to help students beat their first score. Give the signal to stop, reiterating that is ok not to finish. Continue to emphasize that the goal is simply to do better than the first time. Proceed through the checking answers procedure with more enthusiasm than ever. Then, facilitate a comparison of Sprint A to Sprint B. Because students are still developing understanding of the concept of more, it may be necessary to circulate and facilitate the comparison, either visually, or numerically.

T: Stand up if you beat your score.

T: You worked so hard and I am so proud of you! Let's celebrate (e.g., congratulate each other, give three pats on the back, shake hands, have a parade).

Variation: Allow students to finish, but provide an early-finisher activity to do on the back.

Note: Students get accustomed to the full Sprint routine while completing a task that is relatively simple conceptually. This will build confidence and enthusiasm for Sprints in the future.

Application Problem (5 minutes)

Materials: (S) Paper, crayons, and small ball of clay per student

Draw four snowmen on your paper. With your clay, make little hats and put them on the snowmen. Now, make two more hats for the snowmen that melted yesterday. How many snowmen did you draw? How many hats did you make? Which number is greater? Which number is less?

Note: This problem serves as an anticipatory set for today's lesson.

NOTES ON MULTIPLE MEANS OF REPRESENTATION:

Pair English language learners with a partner to facilitate the development of their understanding of the Application Problem. Teach your students how to ask probing questions such as, "Do you agree?" and, "Why do you think so?" as a way of extending mathematical conversations.

Concept Development (25 minutes)

Materials: (T) Bell, chime, or other gentle noisemaker (S) 1 set of dot cards similar to those used in Module 1

T: You are really good at comparing sets! I wonder if you need to see them to be able to compare them. Please close your eyes, put your heads on your desks, and listen carefully. I'm going to give you sets of sounds to compare. (Tap chime 3 times.) Think about how many chimes you just heard and keep that number in your brain. Now listen again. (Tap chime 6 times.) Think about the number of chimes the second time. Which number was greater?

S: 6!

T: Which number was less?

NOTES ON MULTIPLE MEANS FOR ACTION AND EXPRESSION:

Model the lesson's activity for students who are below grade level. Give one instruction, model it, and ask students to show you while you watch. "I see the number 3." "I see a number, and I see 6 dots on the back." Do this until your students are able to work independently. Model how you want students to compare the numbers they see. "3 dots is less than 6 dots." Keep watching to see who still needs your help.

S: 3! → The first one!

T: Use your *less than* words.

S: 3 is less than 6.

Repeat exercise several times, using both *more than* and *less than* vocabulary, until students are confident in their answers.

T: Now that you are confident, play a tapping game with your partner. Tap a number lightly that is less than 5. Wait. Tap another number less than 5. See if your partner can make a statement about the two numbers you tapped.

Circulate and watch students playing and listen for their comparison words. Allow students who are successful to work within a broader range of numbers.

T: Next, you are going to play a game with your partner. Each of you has a mixed-up deck of number cards. Hide your deck in your hands with the number side up. When I count to three, quickly put the top card in front of you and compare it to your partner's card. Whose number is less?

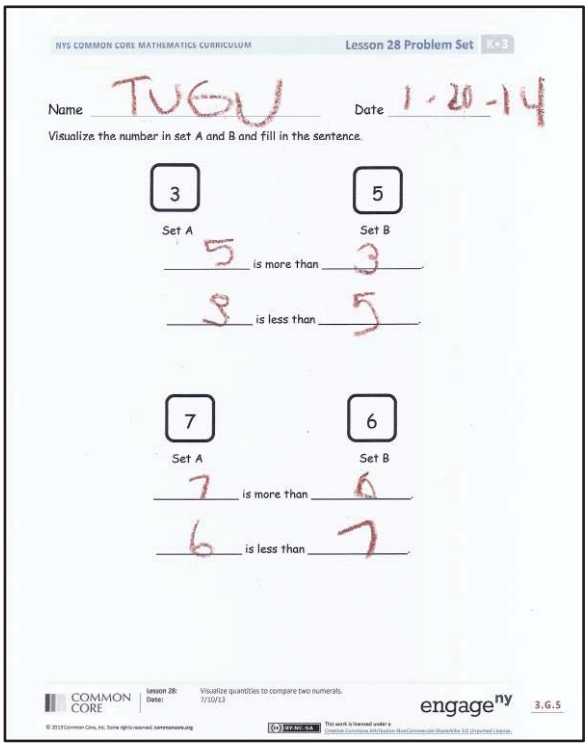
MP.2

T: Close your eyes and try to see how many are in each set. You may use the dots on the back to help you if you need to. When you and your partner agree, continue with the next card. (Circulate and check to ensure understanding.)

After several minutes, repeat the game except this time the students should note which number is more. Circulate as they are playing to see which students still need to look at the sets in order to compare the numbers. Encourage use of *more than* and *less than* language.

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 28 Problem Set K•3

Name TUGU Date 1-20-14

Visualize the number in set A and B and fill in the sentence.

Set A: 3 Set B: 5

5 is more than 3.

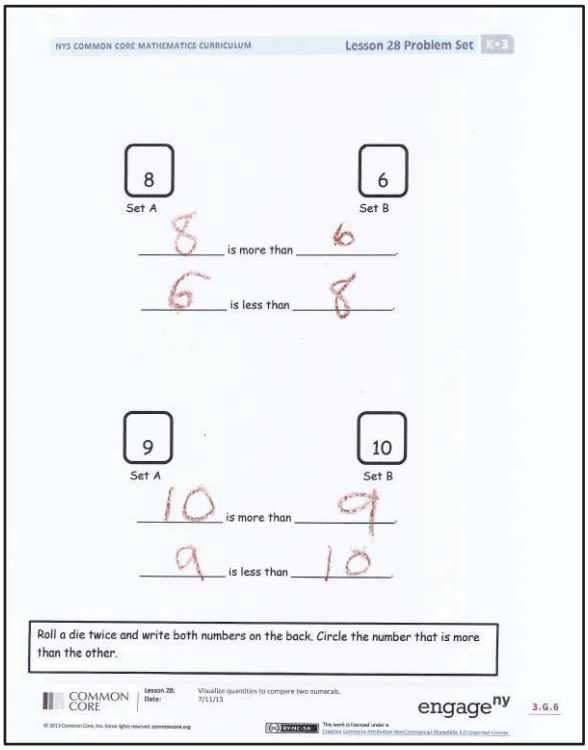
3 is less than 5.

Set A: 7 Set B: 6

7 is more than 6.

6 is less than 7.

COMMON CORE Lesson 28: Visualize quantities to compare two numerals. Date: 7/10/13 engage^ny 3.G.5


NYS COMMON CORE MATHEMATICS CURRICULUM Lesson 28 Problem Set K•3

Set A: 8 Set B: 6

8 is more than 6.

6 is less than 8.

Set A: 9 Set B: 10

10 is more than 9.

9 is less than 10.

Roll a die twice and write both numbers on the back. Circle the number that is more than the other.

COMMON CORE Lesson 28: Visualize quantities to compare two numerals. Date: 7/11/13 engage^ny 3.G.6