

Lesson 9: More, Fewer, or the Same

Standards Alignments

Addressing K.CC.B, K.CC.B.5, K.CC.C.6

Teacher-facing Learning Goals

- Count and compare groups of up to 10 images.
- Identify groups that have more, fewer, or the same number of images as a given group.

Student-facing Learning Goals

- Let's figure out if there are more, fewer, or the same number of images.

Lesson Purpose

The purpose of this lesson is for students to identify groups that have more, less, or the same number as a given group of images.

In previous lessons, students compared the number of images in groups. In some cases, students could visually determine which had more, and sometimes they matched the images in each group to compare them. In this lesson, the groups of images are presented in different arrangements and on separate cards, so matching to compare is more difficult. Students continue their work with counting images by determining how many dots are arranged on the 5-frames. Students may also recognize how many dots there are without counting (subitize) or count on from 5 to figure out how many dots there are. In the first activity, students compare groups of images on 5-frames, which encourages them to use the arrangement to help them compare. In the second activity, students compare groups of objects on 5-frames and fingers, which both have a structure of 5 and some more.

Access for:

Students with Disabilities

- Action and Expression (Activity 2)

English Learners

- MLR8 (Activity 1)

Instructional Routines

Questions About Us (Warm-up)

Materials to Gather

- Counters: Activity 3

Materials to Copy

- Questions About Us Chart (groups of 30):

- Materials from a previous activity: Activity 2
- Materials from previous centers: Activity 3

Warm-up

- Compare 5-frame Cards (groups of 1): Activity 1
- Bingo Stage 1 Cards (groups of 4): Activity 3
- Bingo Stages 1-3 Gameboard (groups of 4): Activity 3

Lesson Timeline

Warm-up	10 min
Activity 1	15 min
Activity 2	10 min
Activity 3	20 min
Lesson Synthesis	5 min

Teacher Reflection Question

Reflect on your experience with the Act It Out routine in the curriculum. What moves or questions have improved the learning for each or your students during this routine? What improvements would you make next time?

Cool-down (to be completed at the end of the lesson)

 0 min

Unit 2, Section B Checkpoint

Standards Alignments

Addressing K.CC.B.5, K.CC.C.6

Student-facing Task Statement

Lesson observations

Student Responses

- Say one number for each object.
- Answer how many without counting again.
- Use the structure of 5 (in 5-frames or fingers) to count on from 5 to tell how many.
- Compare the number of images in groups.
- Use “more,” “fewer,” and “the same number” to describe comparisons.
- Make groups with more, fewer, or the same number of images than a given group.