

# Lesson 8: Comparemos emparejando imágenes

## 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 or fewer images than a given group.

### Student-facing Learning Goals

- Descubramos de qué tenemos más y de qué menos.

## Lesson Purpose

The purpose of this lesson is for students to compare groups of up to 10 images.

In the previous lesson, students counted images lines, arrays, dot cube arrangements, on 5-frames, and on fingers. While counting is not required to determine which group has more images in this lesson, students continue to practice counting and keeping track of images in organized arrangements. In the first activity, the images are arranged in lines and matched, so the comparison is visually obvious. In the second activity, students need to match or count the images to compare. “Are there enough” questions are asked to prompt students to consider matching the images that go together.

### Access for:

#### Students with Disabilities

- Representation (Activity 2)

#### English Learners

- MLR8 (Activity 1)

## Instructional Routines

Questions About Us (Warm-up)

### Materials to Gather

- Materials from previous centers: Activity 3

### Materials to Copy

- Questions About Us Chart, Spanish (groups of 30): Warm-up

## Lesson Timeline

Warm-up 10 min

## Teacher Reflection Question

Revisit the norms you established as a class about doing mathematics. Which norms are

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Activity 1	10 min	working and which might need revision? Are there any norms you or your students might want to add?
Activity 2	10 min	
Activity 3	25 min	
Lesson Synthesis	5 min	

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

 0 min

Unidad 2, punto de chequeo de la sección B

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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.
- Compare the number of images in groups.
- Use “more,” “fewer,” and “the same number” to describe comparisons.