Lesson 20: More or Less than 10?

Standards Alignments

Addressing   K.CC, K.CC.B.4

Teacher-facing Learning Goals

- Estimate whether a group has more or fewer than 10 objects or images.

Student-facing Learning Goals

- Let's decide if there are more or fewer than 10 things in a group.

Lesson Purpose

The purpose of this lesson is for students to estimate whether a group has more or fewer than 10 objects or images.

In previous lessons and units, students represented 10 in many different ways and used these representations to compose and decompose 10. In this lesson, students use their understanding of 10 to estimate how many images there are. Students also assess the reasonableness of given estimates. The focus on understanding the magnitude of 10 prepares students for work with place value in the base-ten system in grade 1.

If students need additional support with the concepts in this lesson, refer back to Unit 6, Section B in the curriculum materials.

Access for:

♿ Students with Disabilities

- Engagement (Activity 2)

🌐 English Learners

- MLR8 (Activity 2)

Instructional Routines

Estimation Exploration (Warm-up)

Materials to Gather

- Materials from previous centers: Activity 3

Lesson Timeline

Warm-up	10 min

Teacher Reflection Question

In grade 1, students learn that a group of 10 ones makes a new unit called a ten. How has

Activity 1	10 min
Activity 2	10 min
Activity 3	25 min
Lesson Synthesis	5 min

this work prepared students to understand 10 ones as 1 new unit?

Cool-down (to be completed at the end of the lesson)   🕐 0 min

Unit 8, Section D Checkpoint

Standards Alignments

Addressing   K.CC

Student-facing Task Statement

Lesson observations

Student Responses

- Use 10 as a benchmark to estimate and count.