



Numbers 1–10

Kindergarten : Unit 2

Standards addressed: K.CC, K.CC.A.1, K.CC.A.3, K.CC.B.4, K.CC.B.4.b, K.CC.B.5, K.CC.C.6, K.G.B

Unit 2 Progression Overview

Math In Our World

Section A Lessons 1-6 K.CC, K.G.B

- Connect quantities with spoken number words.
- Count and compare up to 10 objects and know the number remains the same regardless of the arrangement of the objects.

Section B Lessons 7-11 K.CC

- Connect quantities with spoken number words.
- Count and compare up to 10 images in organized arrangements and know the number remains the same regardless of the order in which the images are counted.

Section C Lessons 12-16 K.CC

- Connect quantities with spoken number words and written numbers.
- Understand the relationship between number and quantity.

Section D Lessons 17-22

- Compare written numbers 1–10.

Unit 2 Quick Links



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Fingers as a Math Tool



Let's show numbers with our fingers.

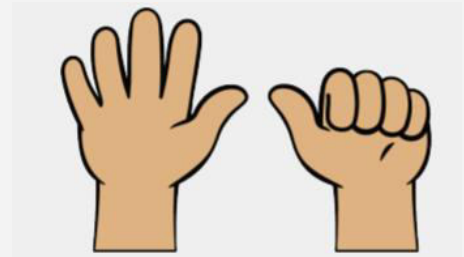
Warm
up

Choral Count: Fingers and Counting

Let's count to 10.

How Many Fingers?

- How many fingers am I holding up?
- One partner holds up some fingers. The other partner has to figure out how many fingers they are holding up. Take turns playing with your partner



Show Some Fingers

When I say a number, hold up that many fingers. Then check with your partner to see if you are holding up the same number of fingers.



1

3

5

4

6

8

10

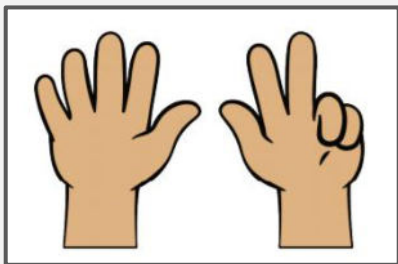
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2

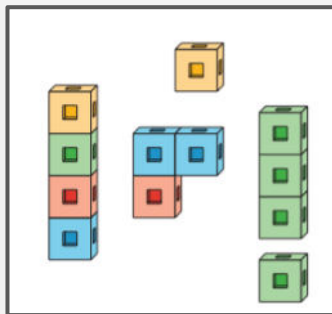
7

Centers: Introducing Math Fingers: Show and Say, Stage 1

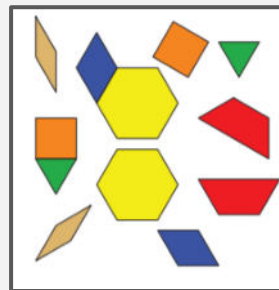
Math Fingers



Connecting Cubes



Pattern Blocks



Lesson
Synthesis

Today we used our fingers as math tools to show numbers. Tell your partner which number was your favorite to show using your fingers and why it was your favorite.



Count and Arrange



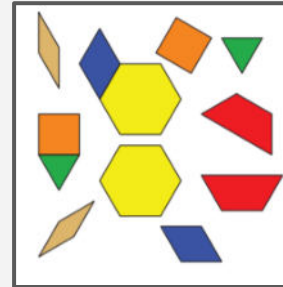
Let's figure out how many counters we have

Choral Count: Fingers and Numbers

- *As I count to 10, put up 1 finger as I say each number.*
- *Now let's count to 10 with our fingers. Each time you say a number, put up 1 finger.*

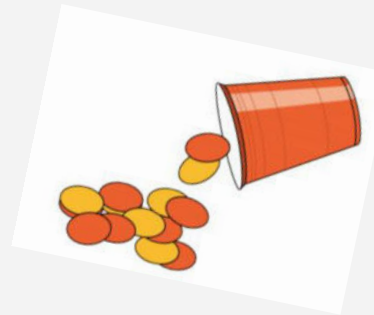
Grab and Count

- We are going to play a game called *Grab and Count*.
- One person will grab a handful of pattern blocks, count them, and tell their partner how many there are.
- Then the other person will rearrange the pattern blocks using the 5-frame, count them, and tell their partner how many there are.
- Then switch roles.



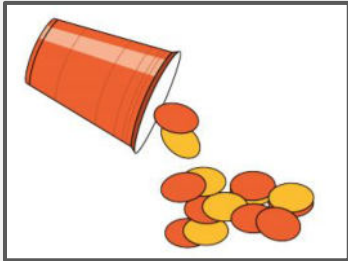
Introducing Shake and Spill: Count, Stage 1

- We're learning a new game called Shake and Spill. Let's play a round together
- Start with all the counters in the cup. Partner A shakes the cup and spills the counters out on the table and figures out how many there are.
- How could we figure out how many counters are here?
- Their partner should also count the counters to see if they agree. When both partners agree, Partner B puts the counters back in the cup, shakes them, and spills them out on the table. Partner B figures out how many counters are there and Partner A checks
- After both partners have had a chance to shake and spill the counters, play again but take some counters away so you are playing with a different number of counters.

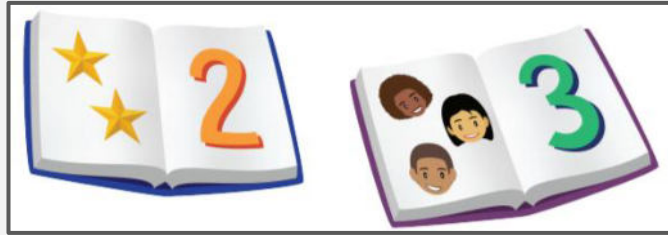


Centers: Choice Time

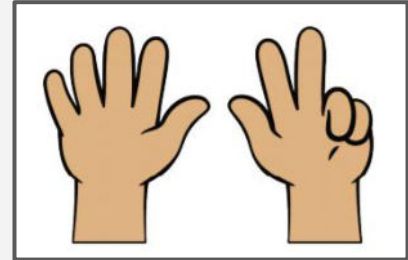
Shake and Spill



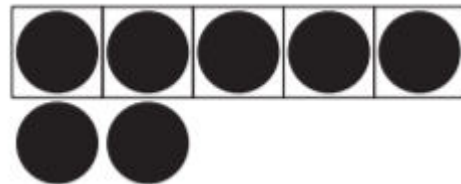
Picture Books



Math Fingers



Lesson
Synthesis



Groups that Look Very Different



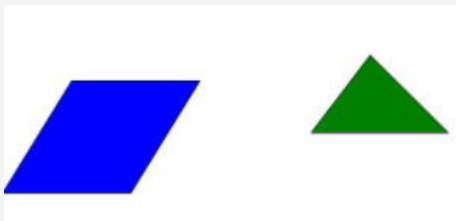
Let's figure out if there are more green triangles or more orange squares.

Choral Count: Represent with Fingers and Numbers

- *Count to 10 with your fingers. Each time you say a number, put up 1 finger.*
- *As you count and put up your fingers, I will write the numbers.*

More or Fewer Pattern Blocks

Activity
#1

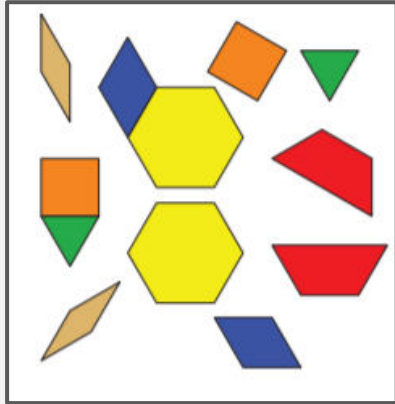


What do you notice?

What do you wonder?

More or Fewer Pattern Blocks

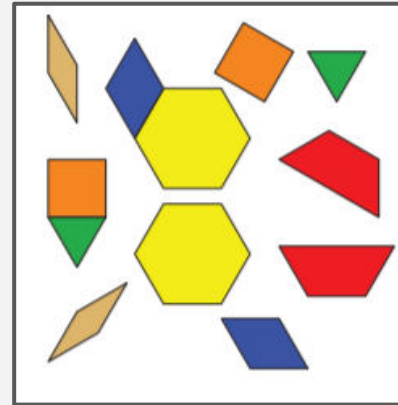
Activity
#1



- Take the pattern blocks out of your bag.
- Are there more orange squares or more green triangles?
- How do you know which has more?
- Count your orange squares. Count your green triangles.
- Switch your bag of objects with another group. Are there more orange squares or more green triangles?

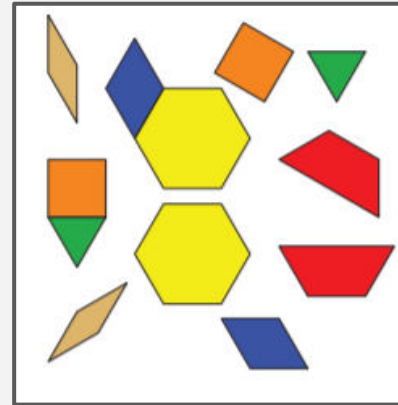
Creating Groups with More and Fewer

- Make a group of counters that has more than the green triangles.
- Count your counters and triangles and tell your partner how many of each you have.
- Make a group of counters that has fewer counters than orange squares.
- Count your counters and squares and tell your partner how many of each you have.



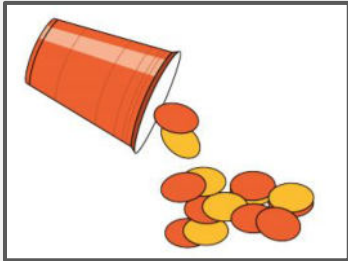
Creating Groups with More and Fewer

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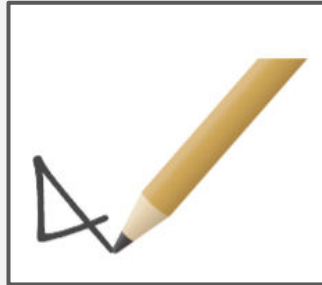


Centers: Introducing Number Race: Trace It, Stage 1

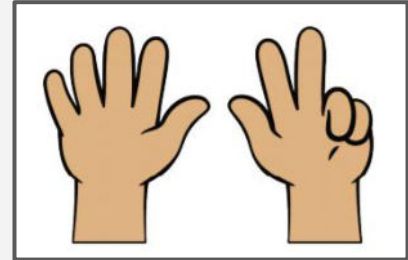
Shake and Spill



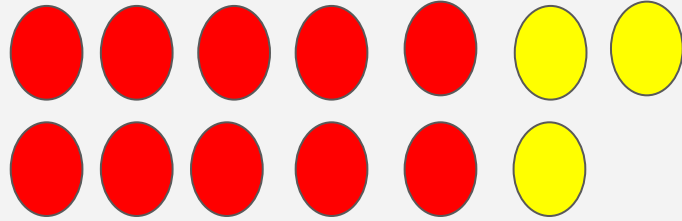
Number Race



Math Fingers



Lesson
Synthesis



Are there fewer
yellow counters
or red
counters? How
do you know?



We can just see that
there are a lot of red
counters and only a
few yellow counters.
There are fewer
yellow counters than
red counters. There
are more red
counters than yellow
counters

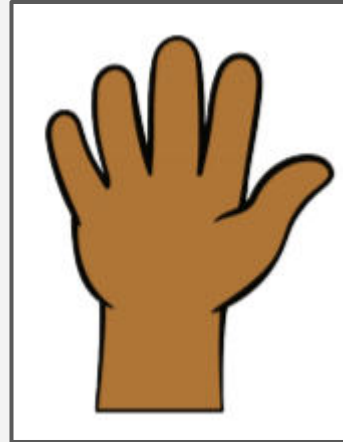
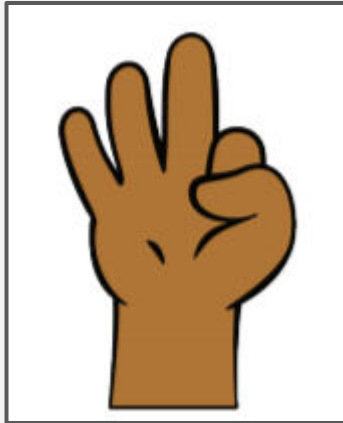
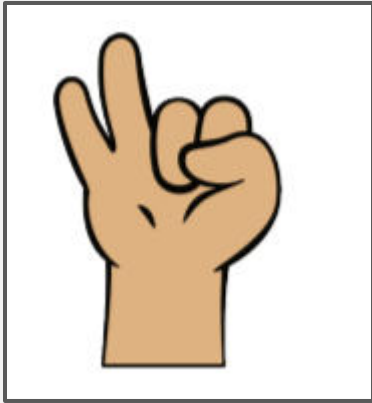
Groups that Look Alike



Let's find groups that have more, fewer, or the same number.

How Many Do You See?

How many do you see? How do you see them?



Which Has More?

There were 4 bears in the kitchen.
They want to sit down at the table to eat.
There are 6 chairs at the table.



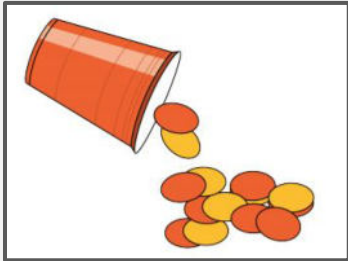
Introducing Shake and Spill: Count, Stage 2

- We are going to play a new Shake and Spill game.
- First we shake the counters in the cup and spill them out onto the table. Then we find out which color there are more of and which there are fewer of. It might be helpful to see if they are the same first. If not you can see which color has more.
- Do we have more red or more yellow counters? How do you know?
- Repeat after me. 'There are more red counters than yellow counters'
- Repeat after me. 'There are fewer yellow counters than red counters.'
- Now you will play with your partner. Take turns shaking and spilling the counters. Then work together to say which color there are more of which there are fewer of.

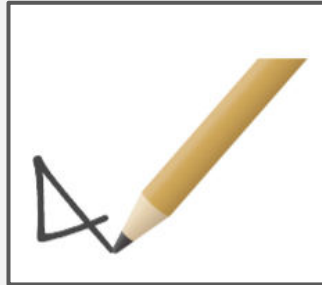


Centers: Choice Time

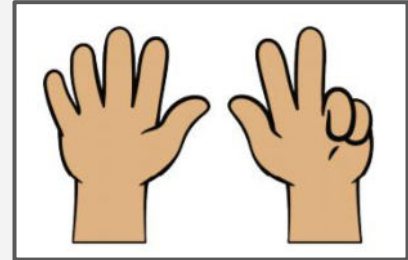
Shake and Spill



Number Race



Math Fingers



Today we saw that sometimes you can compare 2 groups just by looking at them, but sometimes you need to match or count the objects. Tell your partner why you might need to match or count the objects in order to compare groups.



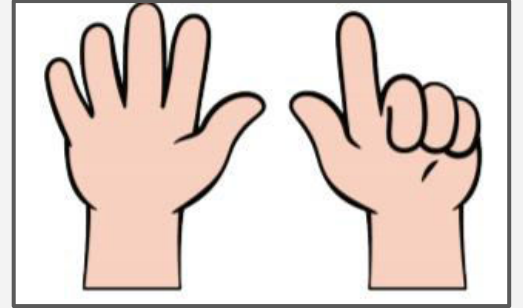
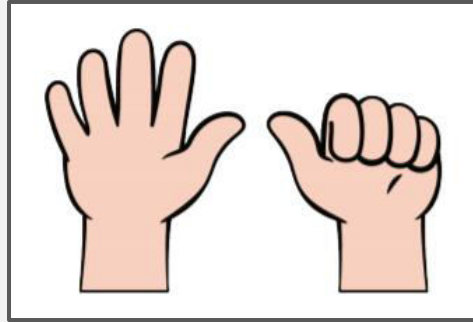
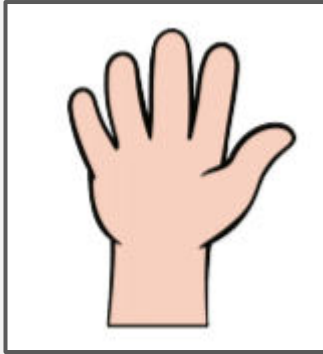
Make Groups of More, Fewer, or the Same



Let's make groups of objects that have more, fewer, or the same number of objects as another group.

How Many Do You See?

How many do you see? How do you see them?



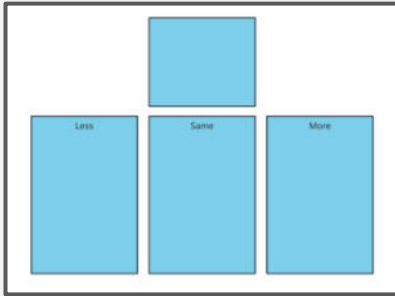
Introducing Less, Same, More: Groups of Objects, Stage 1

- Choose a group of objects and place them in the box at the top of the mat.
- Use cubes to make a new group of objects for each box below. Make a group that has fewer objects, a group that has the same number of objects, and a group that has more objects.
- Discuss with your partner how you know each group has more, fewer or the same number of objects.

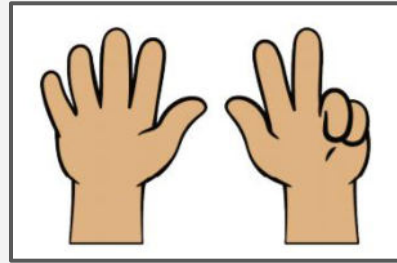
1 More and 1 Fewer

- You are going to work with your partner to make 2 groups of objects.
- First, Partner A makes a group of objects in the box at the top of the mat.
- Then, Partner B makes a group that has 1 more and a group that has 1 fewer object than Partner A's group. Partner B also says a sentence using "more" or "fewer" to describe each group and explains how they know it is 1 more or 1 fewer. You do not have to make anything in the middle box.
- When both partners agree, switch roles and continue playing.

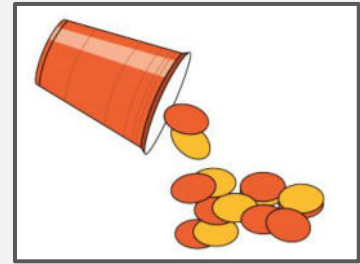
Choice Time



Less, Same, More



Math Fingers



Shake and Spill

Today we made groups that had more, fewer, or the same number of objects as a given group.
We made groups with just 1 more or 1 fewer than a given group.

Show a group of fingers that is more than the group I am showing



Now show a group of fingers that is 1 more than the group I am showing

There are lots of numbers that are more than 4, but there is only 1 number that is 1 more than 4.

6

Use More, Fewer, or the Same to Describe Groups

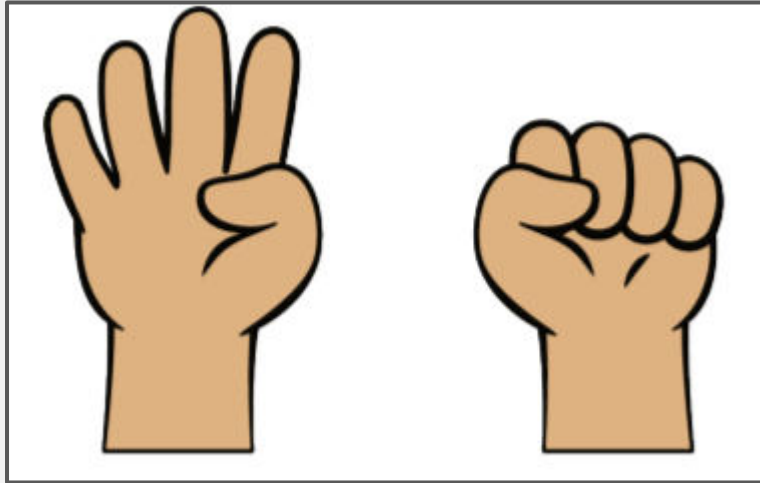


Let's use “more”, “fewer” and “the same as” to describe groups.

How Many Do You See: Fingers 1-10

Warm
up

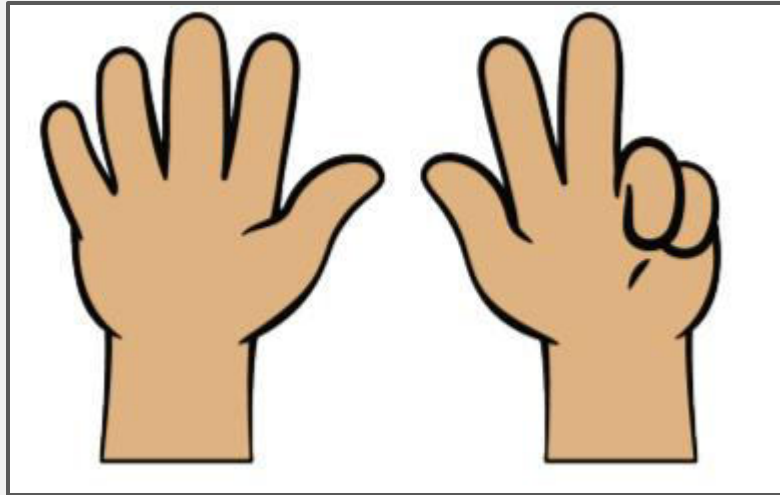
How many do you see? How do you see them?



How Many Do You See: Fingers 1-10

Warm
up

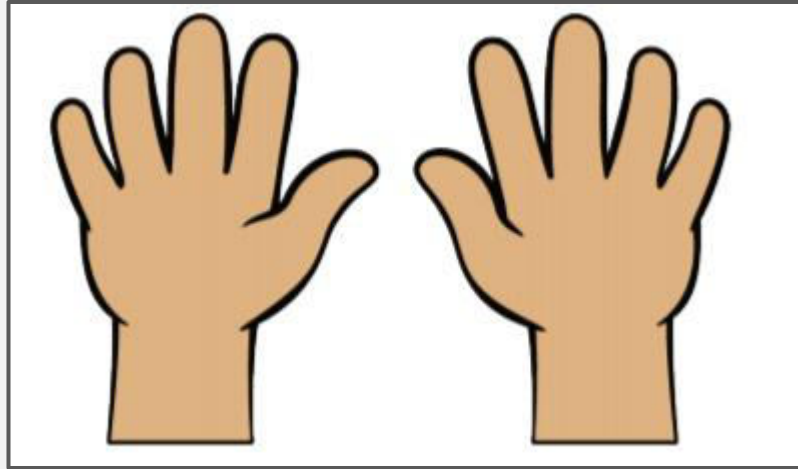
How many do you see? How do you see them?



How Many Do You See: Fingers 1-10

Warm
up

How many do you see? How do you see them?



Match Bags to Comparison Statements

- Each group will be given 3 bags of cubes.
- I am going to read a statement to you about the cubes. Your job is to find the bag of cubes that matches the statement.
- In this bag, there are more red cubes than blue cubes.



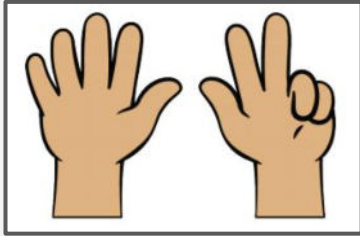
- How did you know that bag matched the statement?
- Let's all say, 'There are more red cubes than blue cubes.'
- There are fewer red cubes than blue cubes.
- There are the same number of red cubes and blue cubes.

Cube Tower Walk and Talk

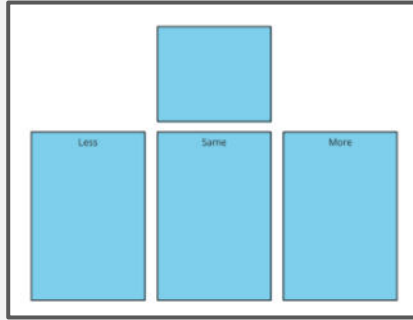
- Take a handful of cubes and put them together into a tower.
- You are going to walk around the room with your cube tower. When you hear the signal, find a partner.
- Figure out whose tower has more cubes and whose tower has fewer cubes.
- We will repeat these steps so you can work with a few different towers.



Introducing Math Fingers: Fewer or More, Stage 2



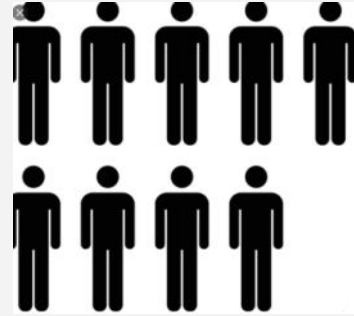
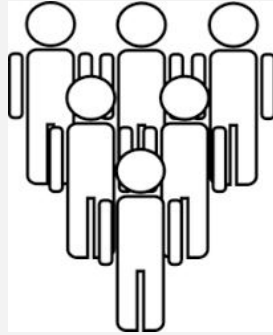
Math Fingers
Number Race



Less, Same, More



Lesson
Synthesis



How can we use
“more,” “fewer,” or “the
same as” to describe
the number of students
in these groups?



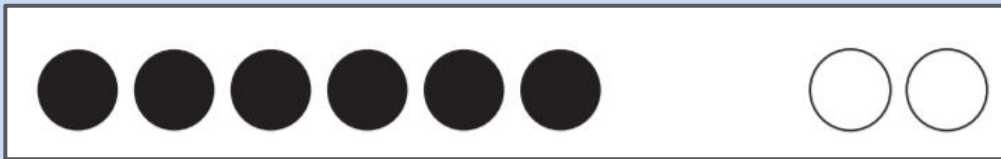


Section Summary

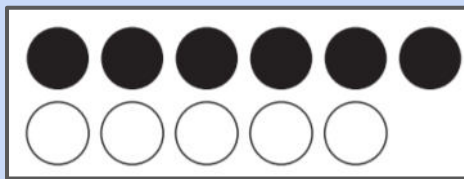


In this section, we found groups that had fewer, the same, or more objects than another group. Sometimes we could tell just by looking.

There are more black dots than white dots



If you can't tell by looking, you can match up objects. There are more black dots than white dots.



We used the words “more,” “fewer,” and “the same” in sentences to describe objects in different groups.

Count Images in Different Arrangements



Let's figure out how many images there are.

Warm
up

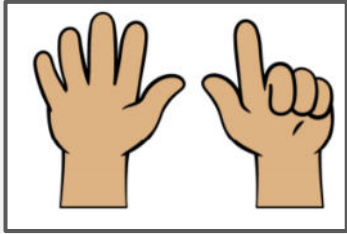
Questions About Us: Dogs or Cats? (Part 1)

Which animal do you like better: dogs or cats?"

Stand up if you like dogs better.



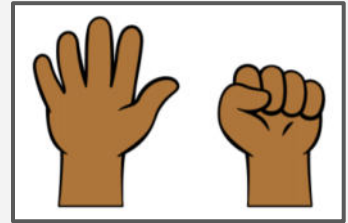
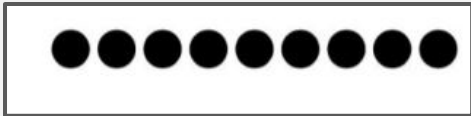
Stand up if you like cats better.



Images in Stations

At each station, there is a card with images on it.

- Take turns figuring out how many images are on the card.
- Show your group how you figured out how many images are on the card.
- When I give the signal, move to the next station.



Counting Images (optional)

Image 1:



- What do you notice
- What do you wonder?

Image 2:

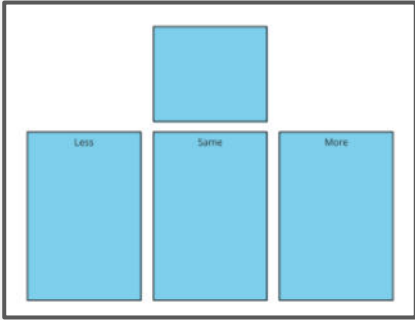


- How many dots are there? You can use the counters to help you.

Centers: Introducing Math Stories: How Many, Stage 1

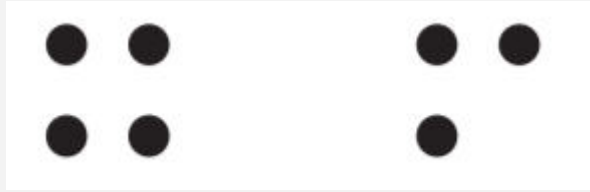


Math Stories
Number Race



Less, Same, More





How would you figure
out how many dots
there are? Which dot
would you count first?
Which dot would you
count next?



Comparing Matching Images



Let's figure out what we have more and fewer of.

Are There Enough?

What do you notice? What do you wonder?



1.

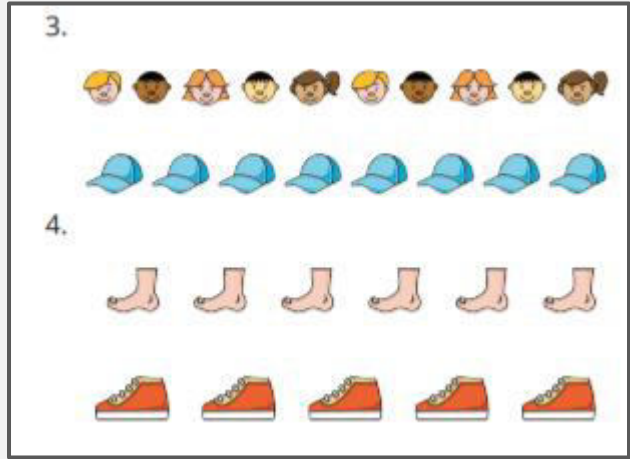
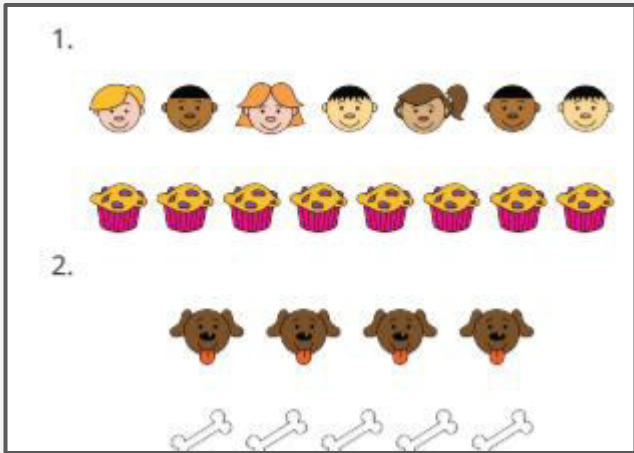
2.

3.

4.

Comparing Images That Aren't Matched

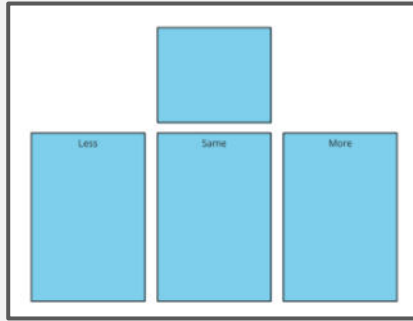
How are these images different from the ones we worked with in Activity 1?



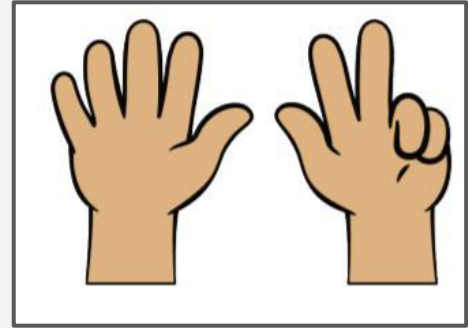
Centers: Introducing Math Stories: How Many, Stage 1

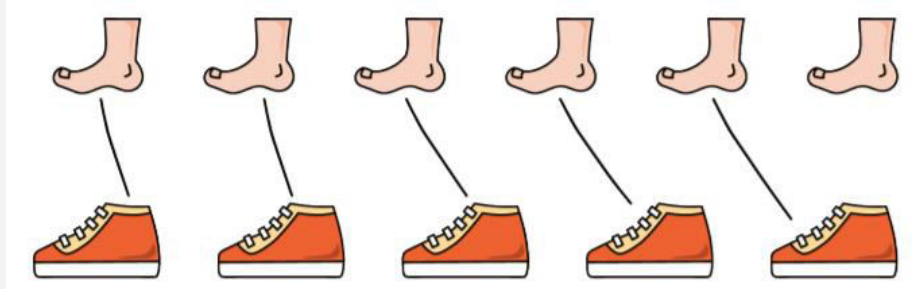


Math Stories
Math Fingers



Less, Same, More





Tell your partner
about the feet and
shoes using 'more'



Tell your partner
about the feet and
shoes using
'fewer'.

More, Fewer, or the Same



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

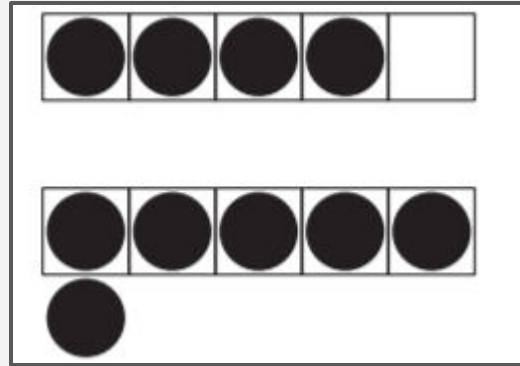
Questions About Us: Apples or Bananas? (Part 1)

Which fruit do you like better: apples or bananas?

apples	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
bananas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

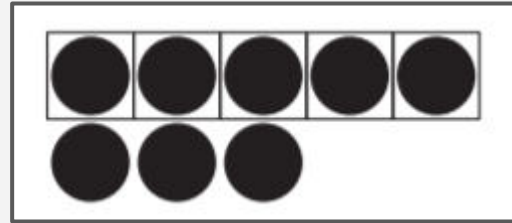
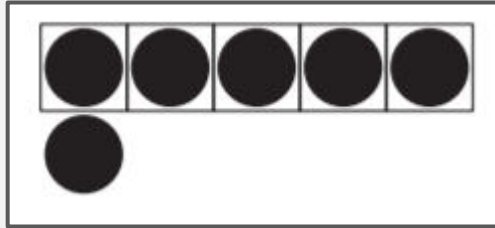


Compare 5-frame Cards



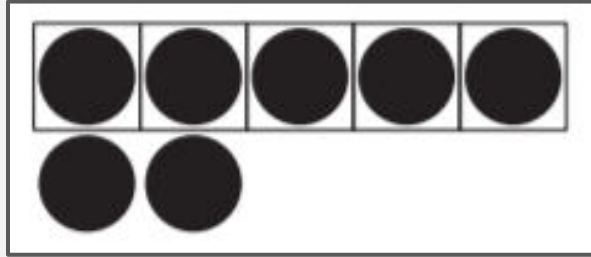
What do you notice? What do you wonder?

Compare 5-frame Cards



Which card has more dots?

More and Fewer with 5-frames and Fingers



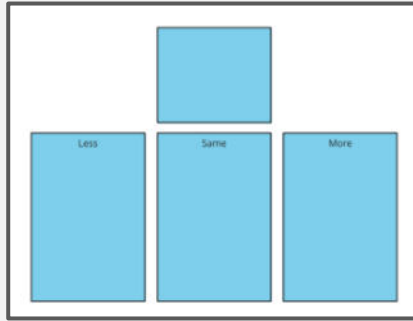
Show how many dots there are on this card on your fingers.

- We are going to use our fingers to show more and fewer than the dots.
 - Use your fingers to show more.
 - Use your fingers to show fewer
1. Take turns flipping over a card.
 2. Figure out how many dots there are and show more on your fingers.
 3. Then your partner shows fewer on their fingers.

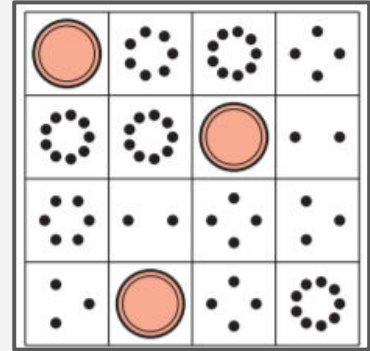
Centers: Introducing Cover Up: Images Stage 1

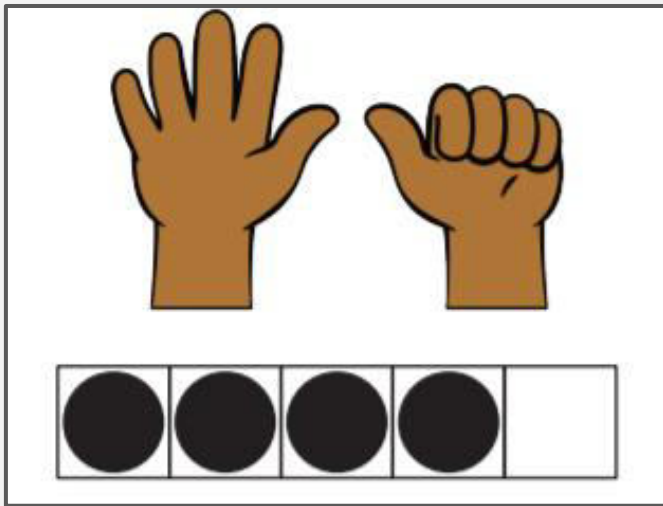


Math Stories
Cover Up



Less, Same, More





Diego and Lin flipped over these cards while they were playing. Diego said, 'There are more fingers than dots.' Lin said, 'There are fewer dots than fingers.' Who do you agree with? Why?

Find More or Fewer



Let's compare groups of images using the words "more," "fewer," or "the same."

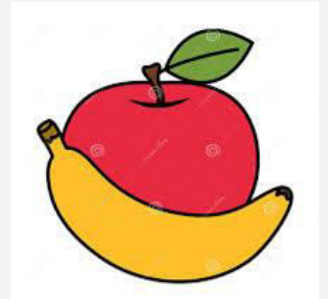
Questions About Us: Apples or Bananas? (Part 2)

What do the circles represent?

How can we figure out how many students like apples better?

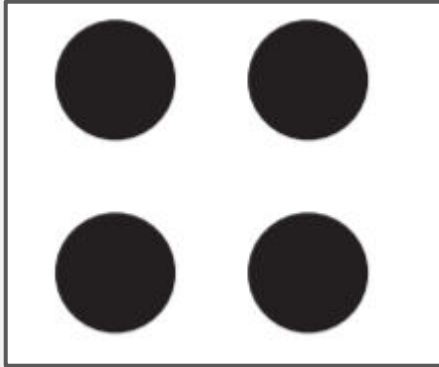
How many students like apples better?

How can we figure out how many students like bananas better?

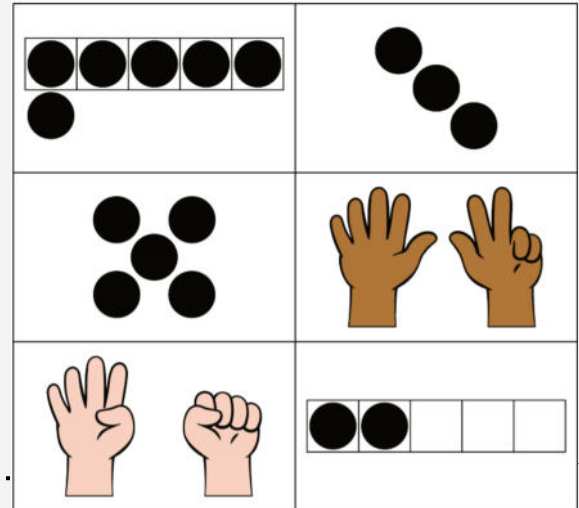


Circle More, Circle Fewer

How many dots are there?

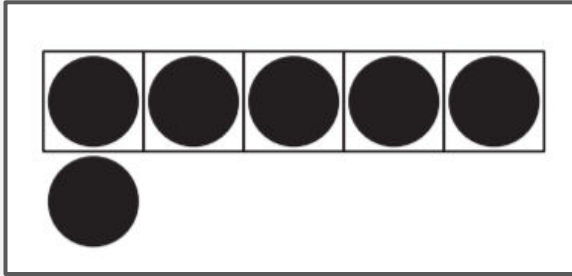


- Look at the images below.
- Circle the 3 images that show more than 4.
- For each image, tell your partner a statement

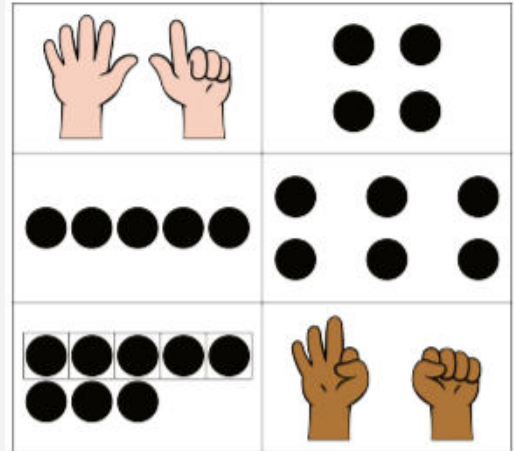


Circle More, Circle Fewer

How many dots are there?

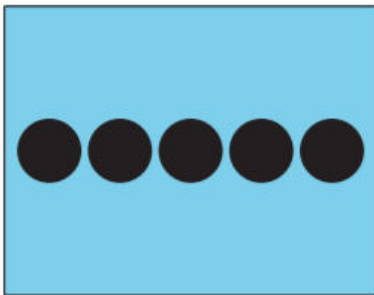


- Look at the images below.
- Circle the 3 images that show more than 4.
- For each image, tell your partner a statement



Introducing Less, Same, More: Images, Stage 2

Activity
#2

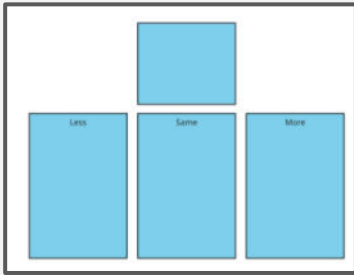


Fewer

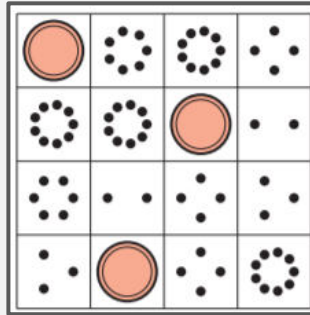
Same

More

Centers: Choice Time



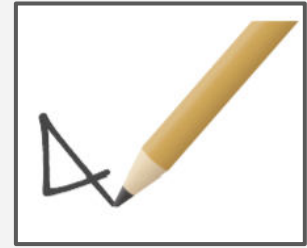
Less, Same, More
Number Race



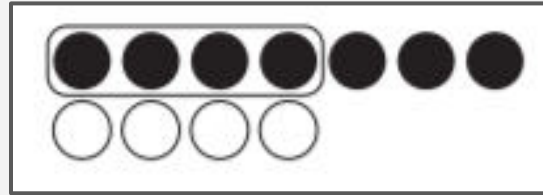
Cover Up



Math Stories



“Today we counted and compared
groups of images.”



How does this
picture help you
see that 7 is more
than 4?



Create Groups of Images



Let's make groups that have more, fewer, or the same number of images.

Questions About Us: Slide or Swings?

Would you rather play on the slide or on the swings?

slide

swings



Drawing Groups of Images

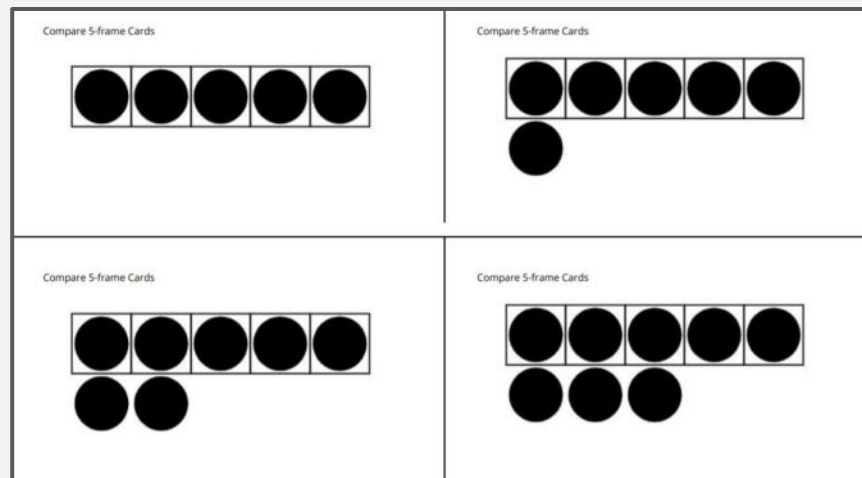
- You are going to draw a group of things.
- Then show your group to your partner and say one of the sentences.
 - Draw a group that has more things than my group.
 - Draw a group that has fewer things than my group.
 - Draw a group that has the same number of things as my group.
- Your partner will draw a group next to yours, tell you how many things are in the group, and say a sentence comparing the groups using 'more', 'fewer', or 'the same as'."
- Switch roles and repeat.

my group	my partner's group

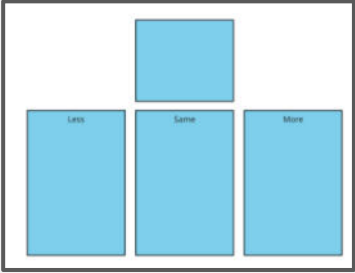
Introducing Less, Same, More: Drawings, Stage 3

Activity
#1

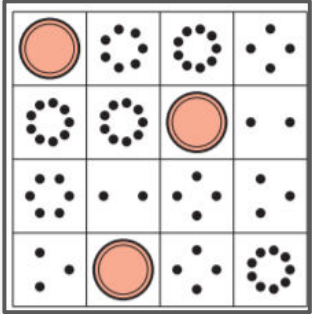
- We are going to work on a new stage of the Less, Same, More center.
- First, draw a card and place it at the top of the mat. Figure out how many things are on the card.
- Draw 3 groups below. Draw one that has fewer things, one that has the same number of things, and one that has more things.
- Switch mats with your partner. Check to be sure you agree with the groups your partner made.”
- Choose 1 of your groups to describe with a sentence using ‘more’, ‘fewer’, or ‘the same’.”



Centers: Choice Time



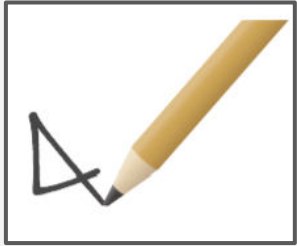
Less, Same, More
Number Race



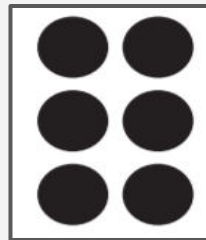
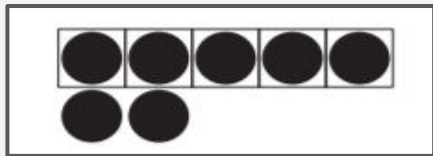
Cover Up



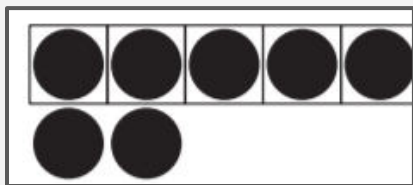
Math Stories



Today we made groups with more, fewer, or the same number of images as another group. We have also been counting and comparing given groups of images



Tell your partner how you would compare these groups of images. Describe your comparison using 'more', 'fewer', or 'the same'.



Tell your partner how many images you would draw to make a group that has fewer images.

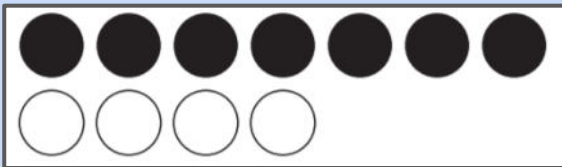


Section Summary

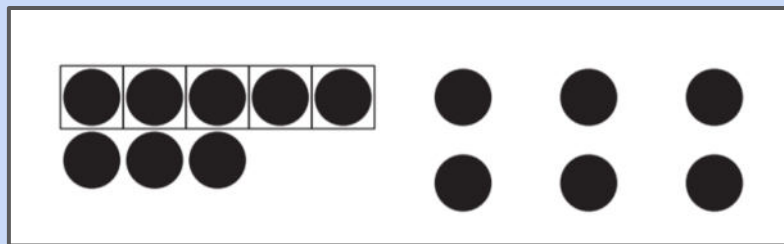
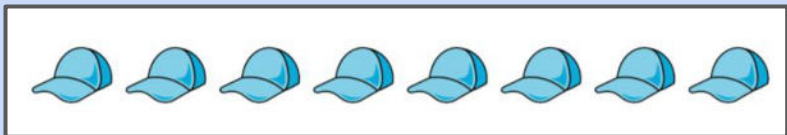
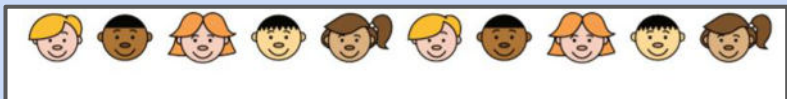


In this section we counted images. We also compared images using “more”, “fewer”, and “the same”.

When images are lined up, it can be easy to compare just by looking.



Sometimes they aren't lined up and matched, and we need to compare a different way.



Connect Quantities and Numbers

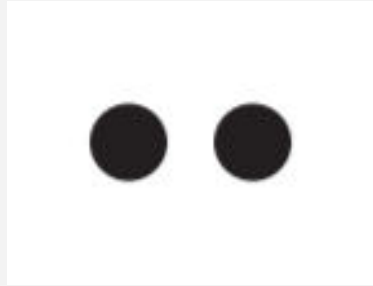


Let's figure out which groups of objects go with which numbers.

Warm
up

How Many Do You See?

How many do you see?

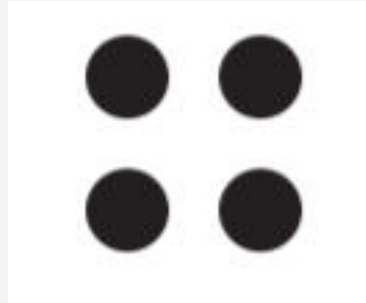


How do you see them?

Warm
up

How Many Do You See?

How many do you see?

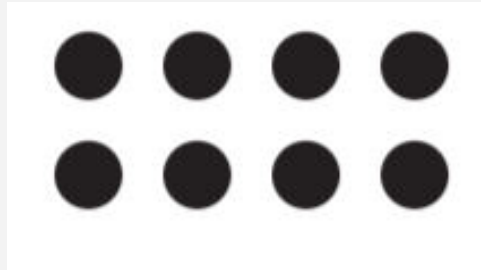


How do you see them?

Warm
up

How Many Do You See?

How many do you see?



How do you see them?

Which Bag?



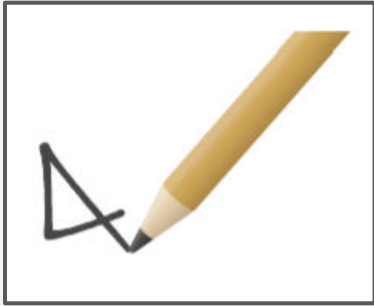
Find the bag with the number of objects that is said.

Counting Stations

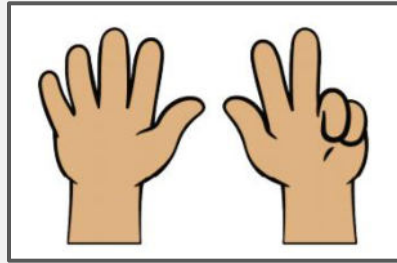
number of objects	bag name
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Centers: Introducing Number Race: Write It, Stage 2

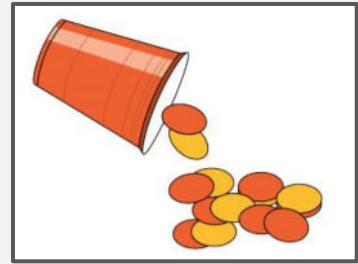
Activity
#3



Number Race

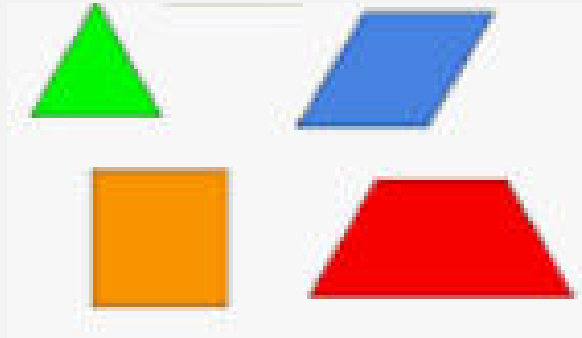


Shake and Spill



Math Fingers

“Tell your partner about these pattern blocks.”



Numbers in Many Ways



Let's figure out how many things there are.

Warm
up

How Many Do You See?

How many do you see?



How do you see them?

Warm
up

How Many Do You See?

How many do you see?

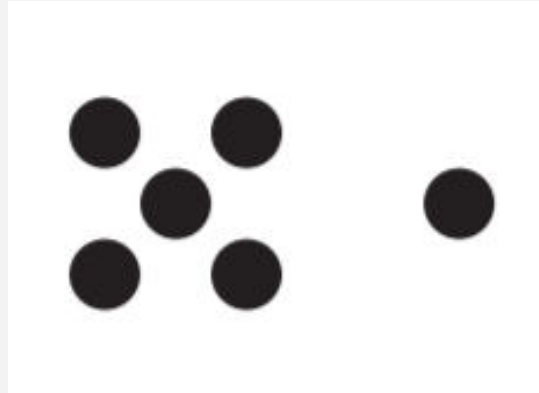


How do you see them?

Warm
up

How Many Do You See?

How many do you see?



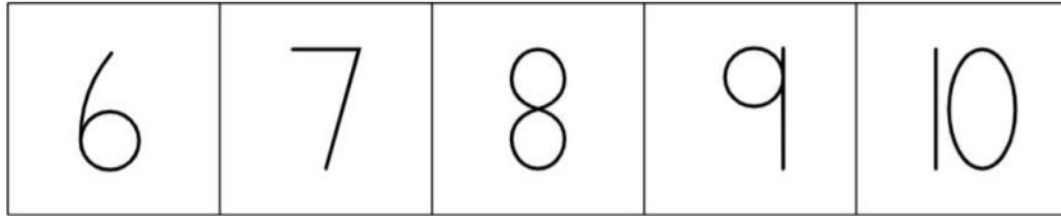
How do you see them?

Matching Groups of Images and Numbers

- What numbers do you see on this page?
- Let's say each number together.
- Point to and say each written number on the student page.
- Draw a line from each number to the group of dots that it matches.

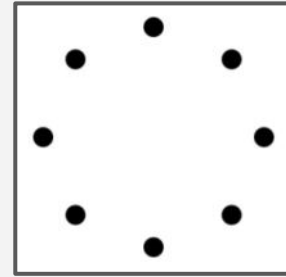
A rectangular box containing a vertical list of numbers on the left and seven groups of dots on the right. The numbers are 4, 10, 7, 8, 6, and 9. The groups of dots are: a horizontal row of 6 blue dots; a 2x3 grid of 6 orange dots; a 2x4 grid of 8 green dots; a circle of 10 white dots; a horizontal row of 5 black dots; and a circle of 10 yellow dots.

Different Arrangements, Same Number



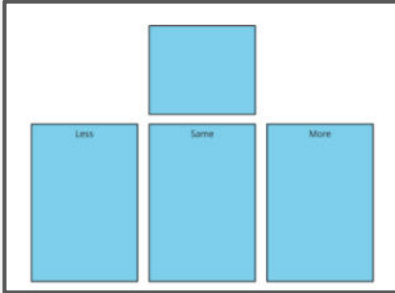
What do you notice?

What do you wonder?

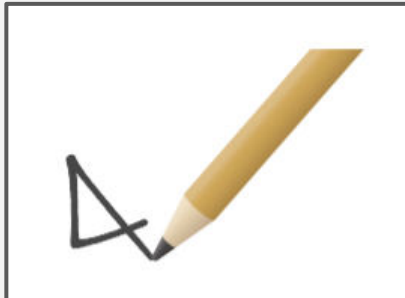


Where do you think I should place this card? Why do you think that?

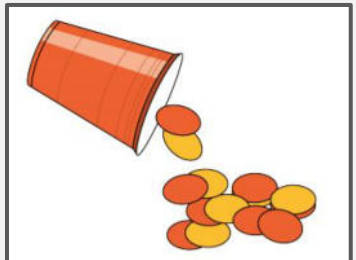
Centers: Choice Time



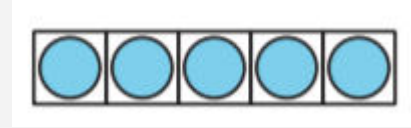
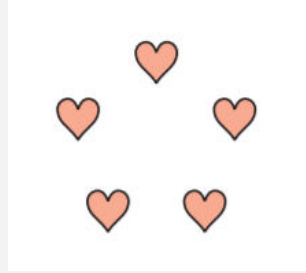
Less, Same, More



Shake and Spill



Number Race



“Mai matched the dots in the 5-frame and the hearts to the number 5. Diego says that the hearts and dots can’t both show 5 because the hearts are in a circle and the dots are in a line in a 5-frame.”

What do you think?”

Count Out Objects



Let's figure out how many toppings we need to put on our pizza.

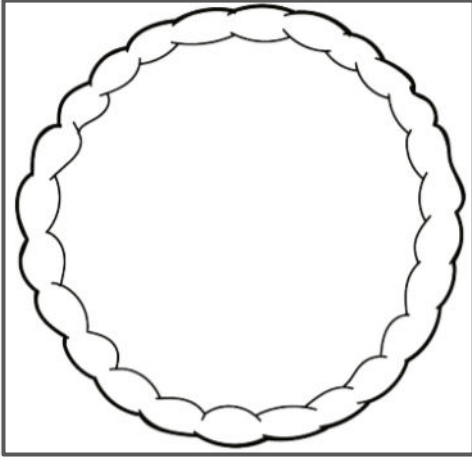
Warm
up

Choral Count: Extending the Count Sequence

Let's count to 20.



Toppings on Pizza



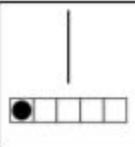
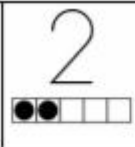
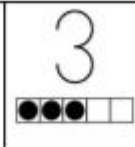
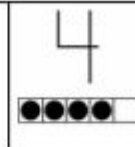
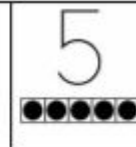
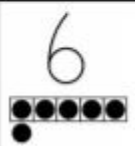

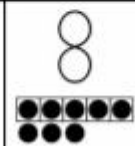
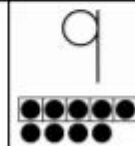
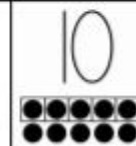
1	2
3	4
5	6
7	8
9	10

What is your favorite pizza topping?

If my partner showed me this card, how many pizza toppings should I add to my pizza?

Pick a card and show it to your partner. Your partner puts that many pizza toppings on the pizza. Check to make sure your partner put the right number of toppings on the pizza. Take turns until you use all of the cards.

Number Posters with Objects

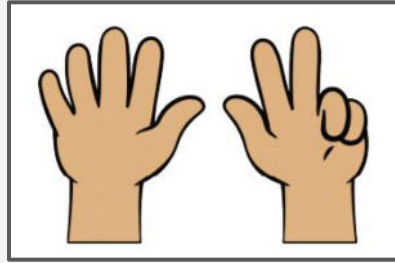
1 	2 	3 	4 	5 
6 	7 	8 	9 	10 

- You are going to make a poster with your group. Use things from our classroom to make groups of objects to show the number on your poster.
- Walk around and look at the posters that other groups made. What do you notice? How are the other posters the same as your poster? How are they different?

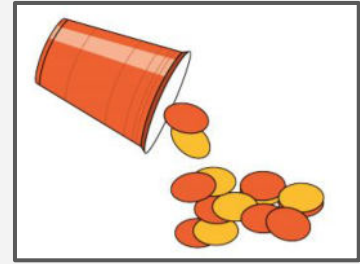
Centers: Choice Time



Math Stories



Shake and Spill



Math Fingers

Today we found 1 less and 1 more than a given number. ”

What other things could we do to show the number 9?



Draw Images



Let's figure out how many things to draw.

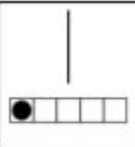
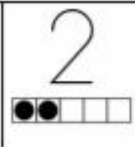
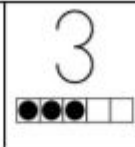
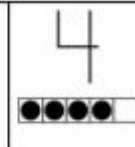
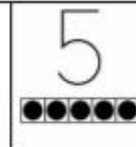
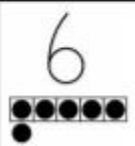

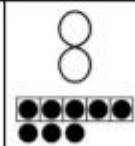
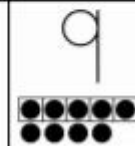
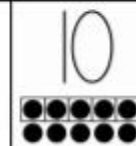
Warm
up

Choral Count: Count 1-20

Let's count to 20.







Number Posters with Drawings

1	2	3	4	5
				
6	7	8	9	10
				

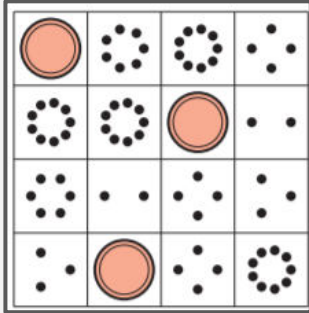
- You are going to make a poster with your group. Draw as many groups as you can to show the number on your poster.
- Walk around and look at the posters that other groups made. What do you notice? How are the other posters the same as your poster? How are they different?

Introducing Math Libs: Draw 1-10, Stage 1

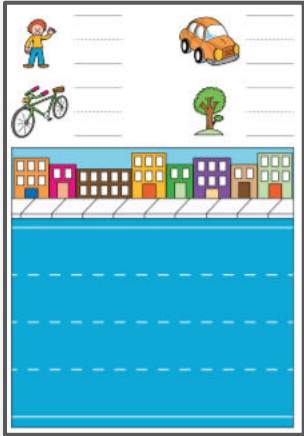
- Take turns playing with your partner.
- Roll the cube and tell your partner the number.
- Then they choose where to write the number and draw that many things in their picture.

	_____ ----- _____		_____ ----- _____
	_____ ----- _____		_____ ----- _____

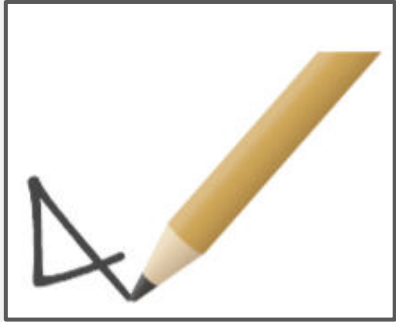
Centers: Choice Time



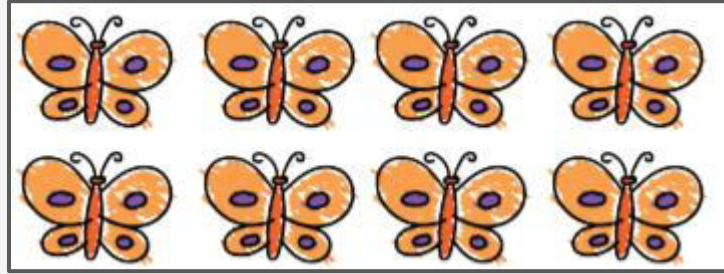
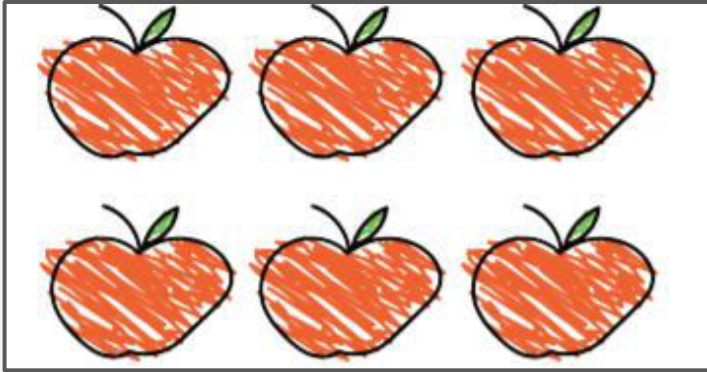
Cover Up



Number Race



Math Libs



Han wrote down the
number 8 for his
picture. Which picture
did Han draw?



Write Numbers to Represent Quantities



Let's write numbers to show how many there are.

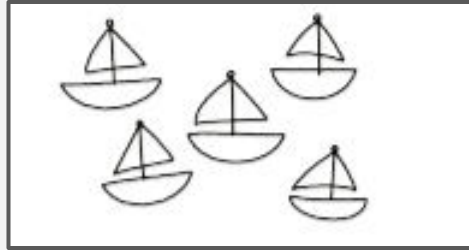
Warm
up

What Do You Know?

What do you know about the number 5?



Math Stories: Write the Number



- Think of 1 'how many' question that you can ask your partner about this picture.
- Take turns with your partner asking 'how many' questions about the picture.
- When your partner asks you a 'how many' question, make a representation to show how many there are.
- Show your thinking using drawings, numbers, and words."

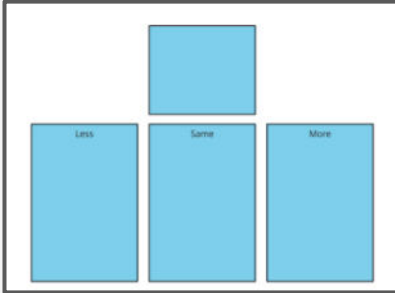
Labeling Mystery Bags

Today we're going to play a game called 'Mystery Bags'.

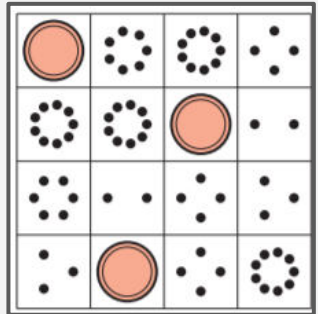


- There are some objects inside each bag but we can't see how many.
- We need to figure out how many objects are in the bag
- Then put a label on the bag so that the next group knows how many objects are inside.

Centers: Choice Time



Less, Same, More
Math Stories



Cover Up

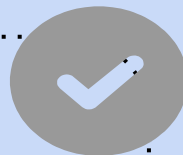


Why are
numbers
helpful?

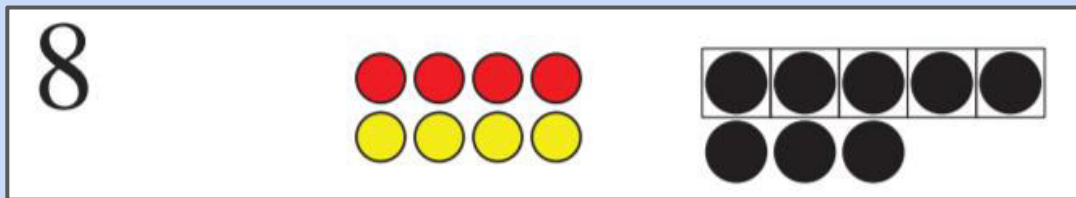




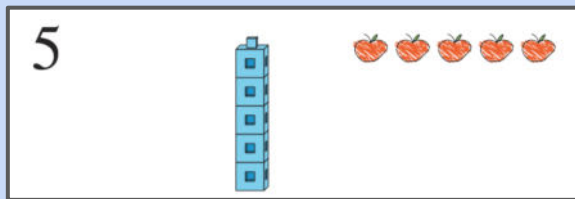
Section Summary



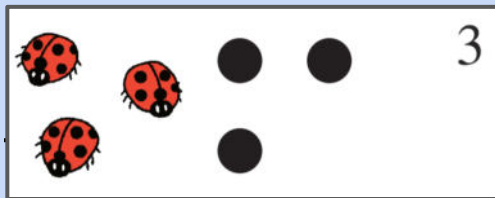
In this section, we matched numbers with groups of objects and images.



We also counted out objects and drew pictures to represent numbers.



We wrote numbers to show how many things there are.

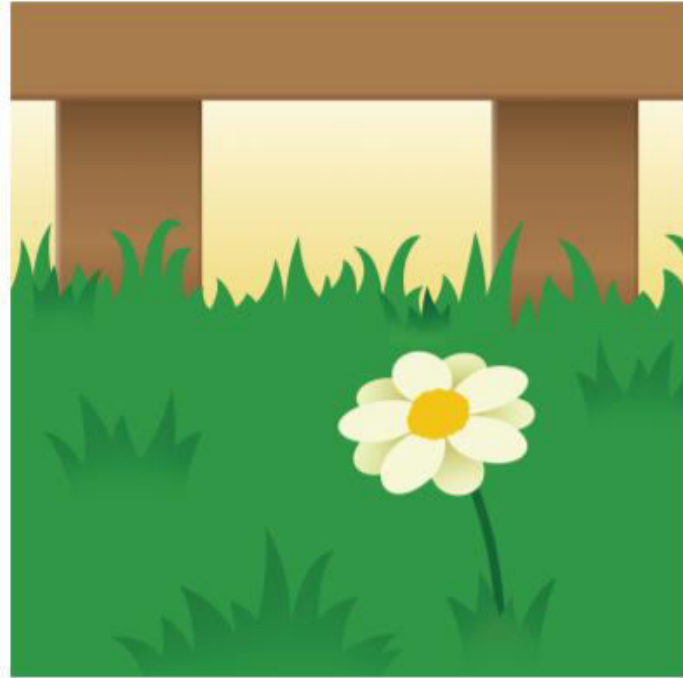


Order Towers and Numbers



Let's put numbers and cube towers in order from 1-10.

Act It Out: Flowers in the Garden



Clare found eight flowers in
the garden.

How can she represent the
flowers?

Cube Towers

- We are going to make cube towers.
- First, choose a number card.
- Then build a cube tower with that number of cubes.
- When both partners agree that the tower has the correct number of cubes, choose another number card and build the next tower.

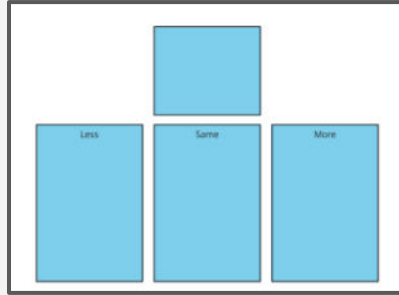


Order Towers and Numbers

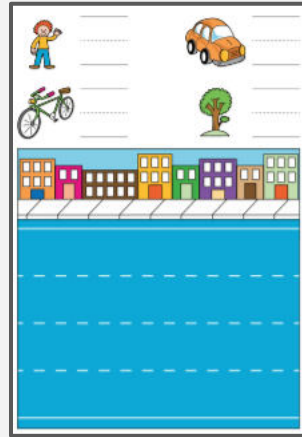


Put your cube towers and your numbers in order from 1–10.

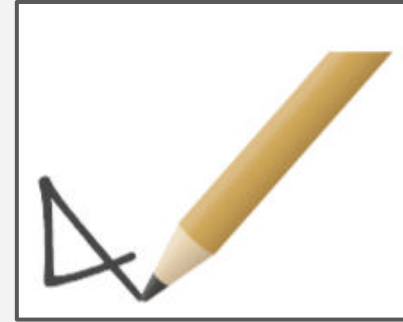
Centers: Choice Time



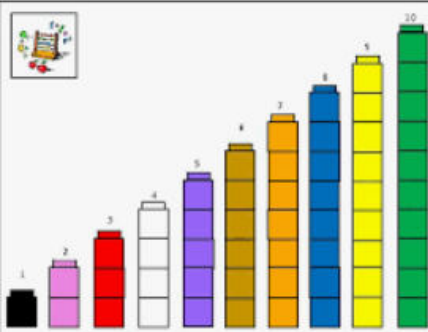
Less, Same, More
Number Race



Math Libs



Today we made cube towers to match each number. We put the towers and numbers in order.



What do you notice about the towers and the numbers?

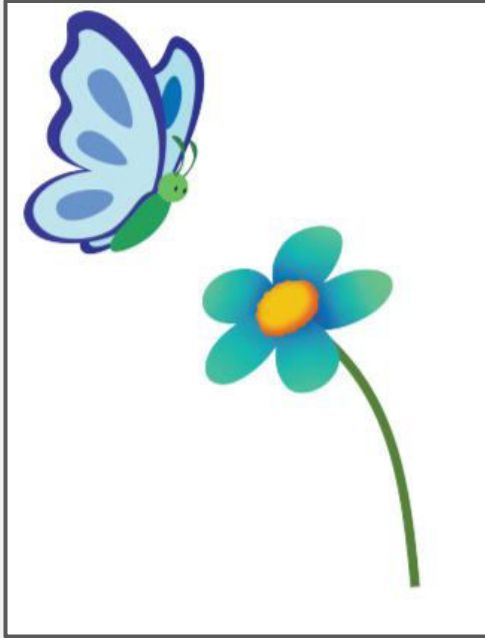


1 More or 1 Less with Towers and Numbers



Let's find 1 more or 1 less than a number.

Act It Out: Flowers and Butterflies



There are 9 butterflies and 7 flowers.

Are there enough flowers for each butterfly to land on one?

How can you act out this story?

What's Missing?

- Put your towers and numbers in order from 1–10.
- Put the number under each tower.
- Now one person will close their eyes and their partner will remove one tower

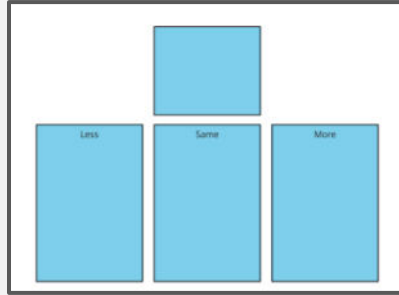


One Less, One More

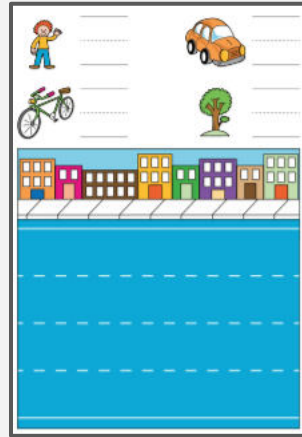
my tower	my partner's tower
_____	_____
-----	-----
_____	_____

- You will work with your partner to find 1 less and 1 more.
- First, one person builds a tower with the cubes and writes down a number to show how many cubes are in the tower.
- Then, their partner makes a new tower with either 1 fewer or 1 more cube than this tower.

Centers: Choice Time



Less, Same, More
Number Race



Math Libs



Today we found 1 less and 1 more than a given number.

Tell your partner
how you can
figure out what
number is 1 less
than 9.



Compare Numbers and Images



Let's compare images and numbers.

Act It Out: Picking Flowers From the Garden



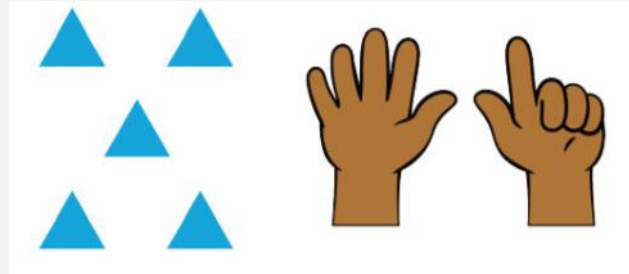
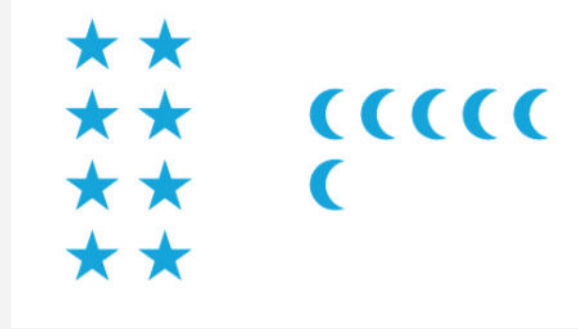
Diego picked 6 flowers from the garden.

How many flowers will Diego have if he picks 1 more flower?

How can you act out this story?

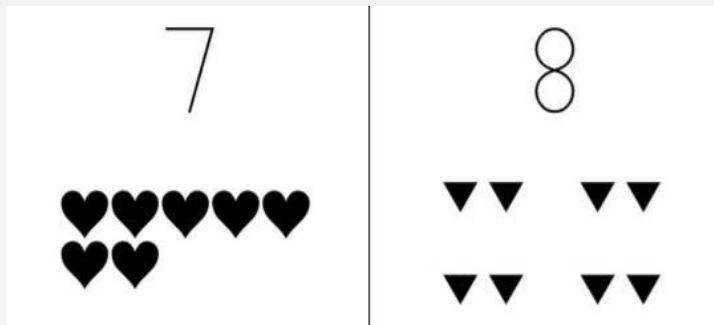
Which Has More?

- Figure out how many images there are in each group.
- Write the number.
- Then circle the group that has more.



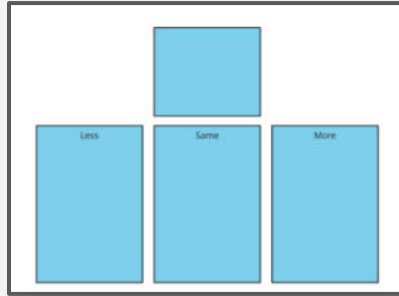
Introducing Less, Same, More: Numbers and Images, Stage 4

Activity
#2

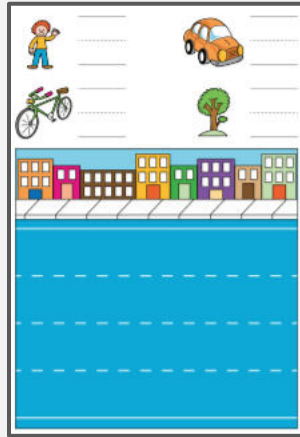


- We are going to work on a new stage of the Less, Same, More center.
- First, draw a card and place it at the top of the mat.
- Then, for each of the other cards, decide if they show less than, the same, or more than the card in the middle.
- Place each card in the appropriate box on the bottom of the mat.
- After you place each card, say a sentence using the words 'less than', 'the same as', or 'more than' to compare the card to the card in the middle

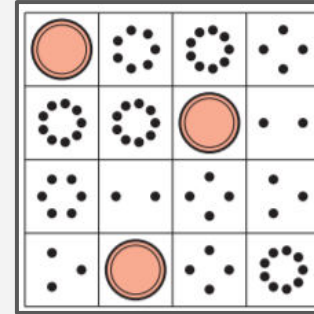
Centers: Choice Time



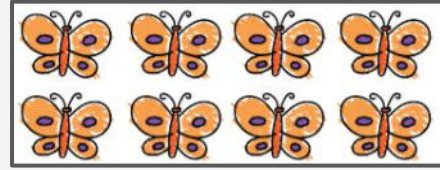
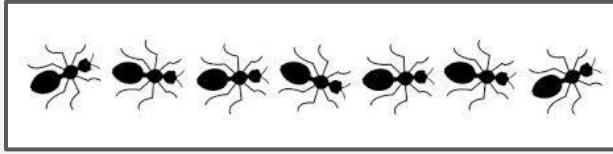
Less, Same, More
Cover Up



Math Libs



Lesson
Synthesis



How can we
figure out which
is more?



Represent and Compare Numbers

20



Let's represent and compare numbers.

Warm
up

Act It Out: Who Picked More Flowers?



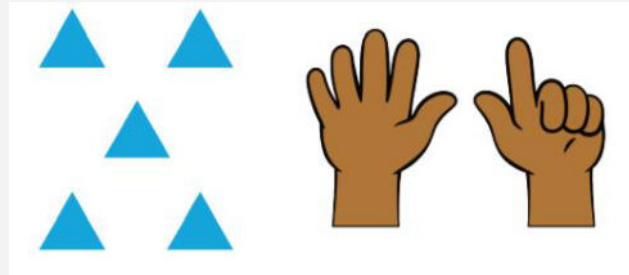
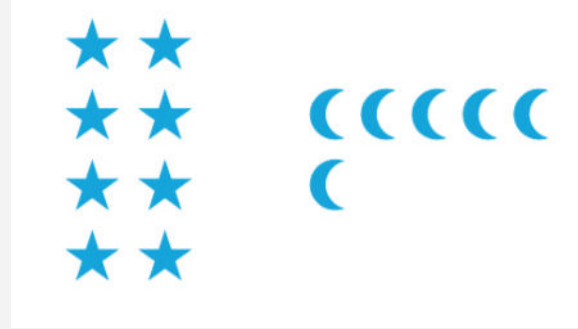
Lin picked 8 flowers from the garden. Tyler collected 6 flowers from the garden.

Did Lin or Tyler collect more flowers?

How can you act out this story?

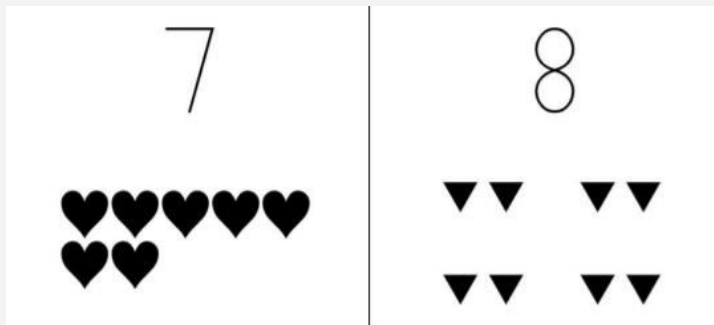
Representing Numbers

- Figure out how many images there are in each group.
- Write the number.
- Then circle the group that has more.



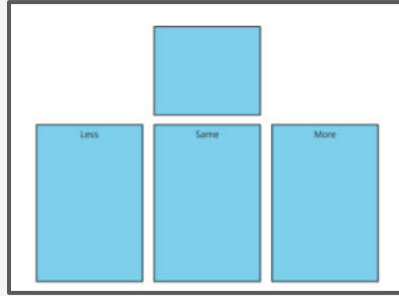
Introducing Less, Same, More: Numbers and Images, Stage 4

Activity
#2

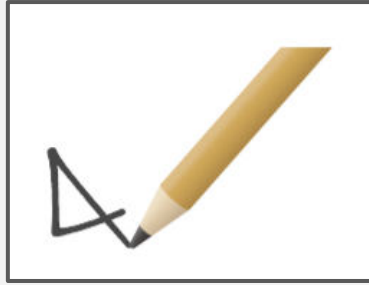


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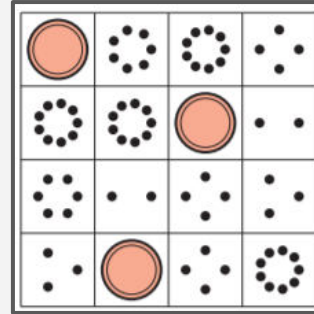
Centers: Choice Time



Less, Same, More
Cover Up



Number Race



During the gallery walk today, did you compare the images or the numbers on the charts? Why?



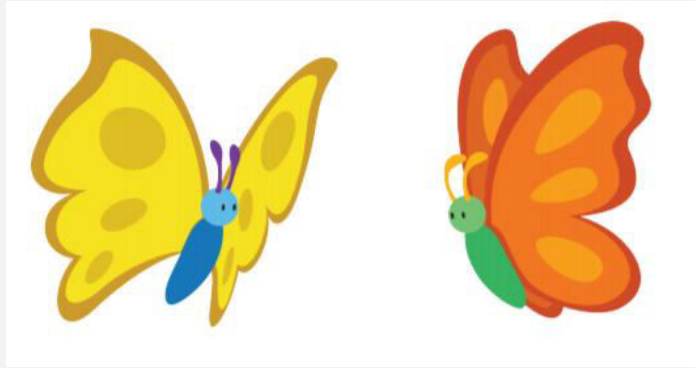
Compare Numbers



Let's compare numbers.

Warm
up

Act It Out: Colorful Butterflies



There are 9 yellow butterflies and 5 orange butterflies in the air.

Are there fewer yellow or orange butterflies?

How can you act out this story?

Which is More?

- Work with your partner to figure out which number is more.
- Circle the number that is more.

1.



2.

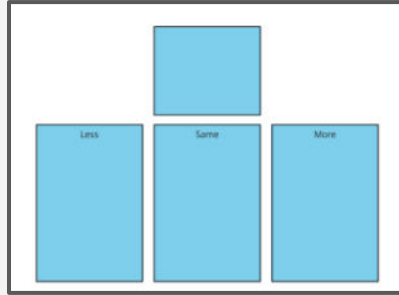


Introducing Roll and Record: Which Is Less, Stage 1

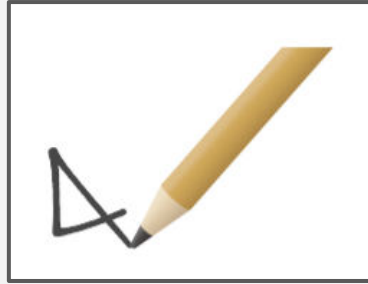


- We're going to play a game called 'Roll and Record'."
- First we each roll a cube onto the number mat.
- Next we write the numbers we landed on in the boxes.

Centers: Choice Time



Less, Same, More
Roll and Record



Number Race

Diego doesn't
know if 7 is more
or less than 4.
How could you
help Diego
understand that 7
is more than 4?

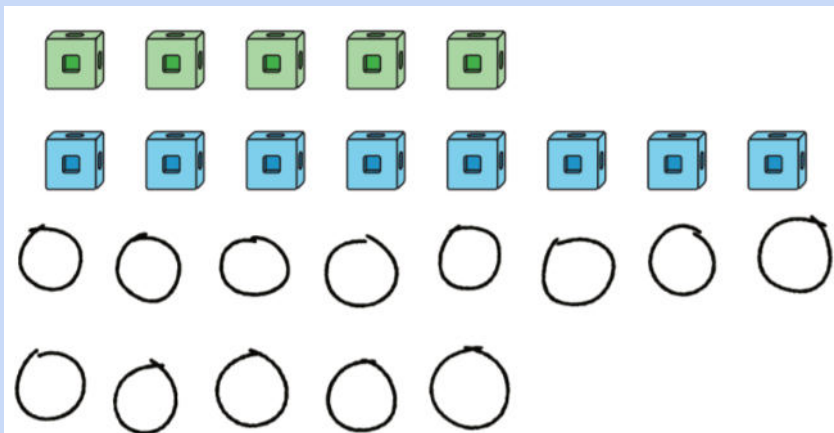




Section Summary



In this section we compared numbers. We used objects and images to help us compare numbers.



We also learned that we can use the count sequence to compare numbers. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

The Pizzeria

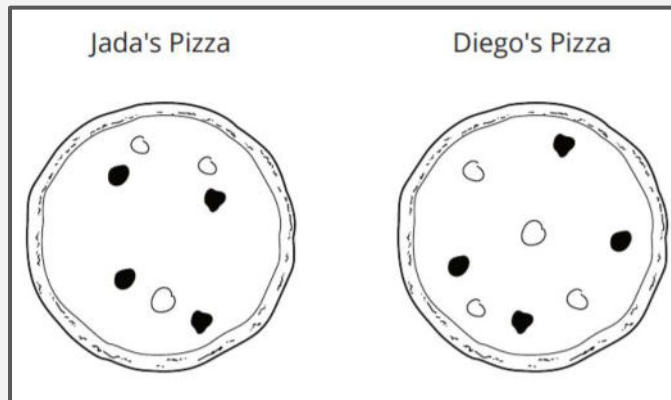


Let's count pizza toppings.

Warm
up

Notice and Wonder: Pizza Toppings






What do you notice?

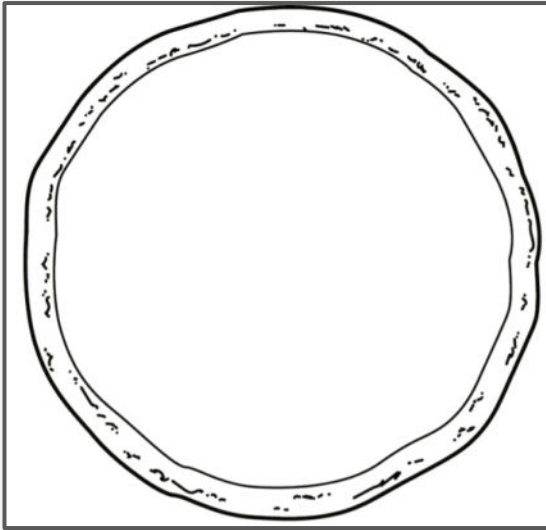


What do you wonder?

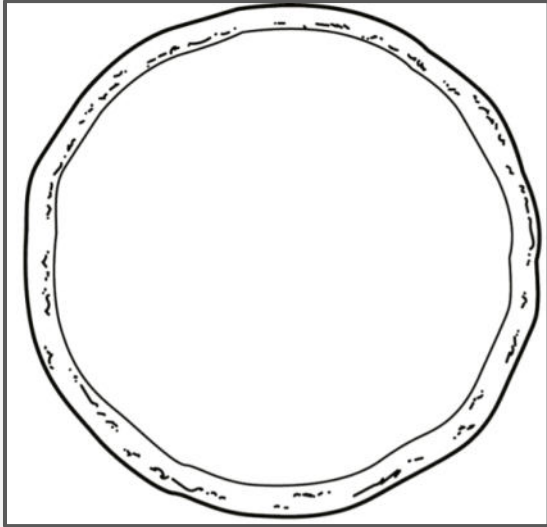
Class Pizza Order

- When you call a pizza shop to order pizzas, they usually have lots of toppings on their menu to choose from. The person who answers the phone has to tell the chef exactly what kind of toppings to put on the pizza and how many of each.
- We will create a class order for just one pizza. Our topping choices are pepperoni, sausage, olive, bell pepper, and pineapple. We can have up to 10 of any topping.

Pepperoni	Sausage	Olive	Bell Pepper	Pineapple
				
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____



More Pizza Orders



- Take orders from your group. You can order a pizza with up to 3 kinds of toppings. You can have up to 10 of those toppings.
- Each person will take turns as an order giver and taker. Everyone will listen to the order, write down the number, and then make the pizza.

Today we said, wrote, read, and compared numbers while we made pizzas by counting out and drawing different toppings for our pizzas.

