Eureka Math

Kindergarten Module 3 Lesson 21

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Reflecting your Teaching Style and Learning Needs of Your Students

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Icons





Read, Draw, Write











Manipulatives Needed







Lesson 21

Objective: Compare sets informally using more, less, and fewer.

Suggested Lesson Structure

(13 minutes) Fluency Practice Application Problem Concept Development Student Debrief **Total Time**

(5 minutes) (25 minutes) (7 minutes) (50 minutes)





Materials Needed

Teacher

• Shapes (template 1, cut out)



Materials Needed

Students

- 1 copy of the Count and Circle How Many Sprint (Lesson 20)
- Linking cubes
- Dry erase marker
- More than, fewer than recording sheet (template 2)



I can compare sets informally using *more, less*, and *fewer*.



Today, you will get to do a math race called a Sprint. (Remind students of the previous day's activity.)

Take out your pencil and one crayon of any color.

(Distribute the Sprint papers face down.) On your mark, get set, go!



My First Sprint

(Ring the bell, or give another signal for students to stop.

Although it will not be necessary to time the students in this short practice Sprint, be sure to give the stop signal before students finish so as to not develop the expectation of finishing every time.)

Pencils up!



My First Sprint

Pencils down and crayons up! It's time to check answers. What do you do if the answer is righ

T: What do you say?

T: We'll begin with the hearts. Ready? 1.

T: 2.



My First Sprint

Continue checking the remaining answers.

Then, have students count the number correct and write the number at the top. Maintain the celebratory mood. Praise students for learning a new procedure, as well as their strong effort and hard work.

Note that only one Sprint is delivered this time. The two-part Sprint is introduced in a future lesson.



Finger Number Pairs-5 min.

Conduct as outlined in Lesson 18, but this time, invite students to explain why certain combinations cannot be shown on two hands.

A student might say, "I can show 10 as 5 on one hand and 5 on the other, but I can't show 10 as 6 and 4." Guide them to use some of their newly acquired vocabulary and be precise with respect to explaining their thoughts.

Application Problem 5 min.

Use your dry erase markers to write the letters of your name on linkingcubes.

Make a train out of your cubes. Compare your train to at least one friend's train.

Which train is longer? Count the

cubes in your trains.



Which number is more? Which number is less?

Concept Development 25 min.

What do you notice on the board today?

What types of shapes do you see on the board?

(Use this as an opportunity to discuss and review

the shape types from Kindergarten Module 2.)

Are there more squares or triangles?

How do you know?



Are there fewer circles or hexagons?

(Continue informally comparing sets of shapes, and encourage students to discuss their strategies for finding more or less than.)

Which two groups have the same number of shapes?



Let's compare our sets of shapes on the recording sheet.

In each row, count how many of the shapes are on the board. Then, draw a shape that makes each sentence true.

(Demonstrate. Pass out recording sheets, and circulate to ensure accuracy in terms of counting and comparison.)

Problem Set

Problem Set-10 min.

Name	Date
Color the shapes. Count h Write the number next to	ow many of each shape is in the shape robot. the shape.
Red	
Green	
Orange	



Debrief-7 min.

Lesson Objective: Compare sets informally using *more, less, and fewer.*



Debrief

- Were there more circles than hexagons?
- Were there more squares than triangles?
- Were there fewer hexagons than triangles?
- Were there fewer rectangles than triangles?
- Which sets of shapes on the board had the same number?
- On the Problem Set, were there more circles than triangles?
 Were there fewer hexagons than rectangles?
- What new (or significant) math vocabulary did we use today to communicate precisely?