



## Topic E

## Are There Enough?

## K.CC.6

<b>Focus Standard:</b>	K.CC.6	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Include groups with up to ten objects.)
<b>Instructional Days:</b>	4	
<b>Coherence</b>	<b>-Links from:</b>	GPK–M4 Comparison of Length, Weight, Capacity, and Numbers to 5
	<b>-Links to:</b>	G1–M3 Ordering and Comparing Length Measurements as Numbers

After the Mid-Module Assessment, the module shifts toward comparison of numbers, opening in Topic E with four lessons in which students consider, “Are there enough?” in a variety of contexts. Students explore and compare area by participating in everyday activities, such as comparing two pieces of paper to determine which one will allow them to create a larger drawing.

In Lesson 16, students consider and establish that a square has enough space to fit a circle inside it and then discover that the same square fits many small squares perfectly if they are arranged in rows.

In Lesson 17, students work to determine whether there are enough forks for every plate, chairs for every child, and pails for every shovel.

In Lessons 18 and 19, the language of *enough* shifts to the language of *more than* and *fewer than*. There are more forks than plates. There are fewer chairs than children. There are the same number of pails and shovels.

**A Teaching Sequence Toward Mastery of Are There Enough?**

**Objective 1:** Make informal comparison of area.  
(Lesson 16)

**Objective 2:** Compare to find if there are enough.  
(Lesson 17)

**Objective 3:** Compare using *more than* and *the same as*.  
(Lesson 18)

**Objective 4:** Compare using *fewer than* and *the same as*.  
(Lesson 19)