Teacher: Jim McLure
Grade Level: Kindergarten (K5)
Pearson Focal Lesson: Unit 4- Lesson 4

Common Core State Standards Addressed:

CCSS.MATH.CONTENT.K.CC.C.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.

CCSS.MATH.CONTENT.K.CC.C.7

Compare two numbers between 1 and 10 presented as written numerals.

Unit 4 Essential Question: How can we compare quantities?

Learning Intention: We are learning to compare the quantities 0-10
Success Criteria: We will be successful when we can compare numbers and identify when a number is fewer or greater than or equal to another number.

Launch:
Guess My Number- A student leader will walk behind the whiteboard and circle a mystery number on the number line from 0 - 10. Once the mystery number has been selected, the student will come out from behind the whiteboard and call on students to guess the mystery number. With each incorrect guess, the lead student will give clues such as, too high or too low. Students will continue guessing until one student guesses the mystery number correctly. We will play three rounds of this warm up game.

Solve and Share: The teacher will display the "Solve and Share" associated with Unit 4: Lesson 4. The students will listen to the directions given by the teacher or online prompt. Following these directions, the students will have some wait time to think of their response to the question. The students will have an opportunity to speak and listen to their elbow partner and share their thoughts on the math problem presented. Once their turn and talk time has expired, groups will be invited to share their thoughts or the thoughts of their elbow partners in a whole group discussion. Following this, the students will prepare to transition to math stations.

Math Stations (Explore)
Chomebooks:
1. Number Values Jr. & Fuzz Bugs Count and Compare- ABCYa.com

Independent Learning
2. Shake, Spill and Compare with 10
Students will each have a cup with exactly 10 red/yellow counters. They will shake the cup and spill the counters on the table in front of them. After sorting the counters by color, they will record how many red and how many yellow counters they spilled. On their recording sheet, the students will identify which color had the greatest number by circling that group. They will also

identify which group had fewer counters that round by crossing that group out. If there are equal red and yellow counters that round, the students will circle both groups.

Assistant Teacher Led:

3. More or Less Handfuls

Students will take one handful of blocks and place them on the table. They will count the blocks and record the number by drawing the group and writing the numeral in the first column of a recording sheet. The students will then repeat this process and record their grab in the column titled, “2nd Grab”. The students will then compare the first grab to the second grab and identify which amount is greater by circling that amount. They will identify which group is fewer by crossing it out. If the groups are equal, students will circle both groups. Each student will have an opportunity to record up to three rounds of this activity.

Teacher Led:

4. Guess the Marbles in the Bag *(As explained by Illustrative Mathematics)*

The teacher secretly places between 1 and 10 marbles in a paper bag, then shows the bag to the group. The teacher shakes it enough times for students to hear the marbles inside Each student in the group guesses how many marbles are in the bag. The teacher writes the guesses on the board. Afterwards the contents of the bag are revealed and counted out. The teacher writes the number representing the total on the board, and the students then help sort their guesses into less than, greater than, or equal to the number of marbles in the bag.

Math Share Out (Summarize)

Two students will be invited to share out and summarize their math learning from one of the math activities. They will share one new thing that they learned and their favorite part about the activity. Students in the whole group will have an opportunity to give the sharing student a compliment or ask a question that they feel might further their mathematics knowledge.