Lesson 19
Objective: Count and match to compare using fewer than statements.

Suggested Lesson Structure
- Fluency Practice (6 minutes)
- Application Problem (3 minutes)
- Concept Development (13 minutes)
- Student Debrief (3 minutes)
- Total Time (25 minutes)

Fluency Practice (6 minutes)
- Clay Numerals 0 (and 1) PK.CC.2 (4 minutes)
- Balance Challenge PK.CC.1 (2 minutes)

Clay Numerals 0 (and 1) (4 minutes)
Materials: (5) Numeral formation cards (Fluency Template), clay

Note: This activity anticipates writing numerals in Module 5 and is intended to familiarize students with numeral formation.

Demonstrate how to roll the clay into a long snake, and lay it on top of Numeral 1 on the template, starting at the star. Guide students to use one continuous piece (rather than attaching several smaller pieces together) to encourage proper numeral formation. Instruct students to pinch off any excess clay and set it aside. Early finishers can trace the clay numeral with their fingers while saying the number name, or they can remove the clay and make the numeral again.

As time allows, repeat the process with Numeral 0. If rolling out clay is too challenging, have students use their fingers to trace the template, beginning with the star.

Balance Challenge (2 minutes)

Note: This activity addresses one of the core fluency goals for the grade, rote counting to 20. Count up to the number that is appropriate for students.

T: After 10 comes 11, 12, 13, 14. Let me hear you say 10, 11, 12, 13, 14.
S: 10, 11, 12, 13, 14.
T: Let’s balance on one foot while we count to 14. Ready?
S: 1, 2, 3, ..., 14.
Application Problem (3 minutes)

Materials: (T) 1 large and 2 small paper plates, numeral card 5 (index card with the number 5 written on it), 5 raspberries (or other small fruit)

Have students count while briskly placing 5 raspberries on the larger plate. Place the numeral 5 on the plate with the 5 raspberries. Immediately set the 2 smaller plates in front of the larger plate, and ask students to tell different ways of sharing the 5 raspberries between the two smaller plates (e.g., 0 and 5, 1 and 4, 3 and 2). For each decomposition, ask students which plate has fewer raspberries. Have students count and clap while putting the 5 raspberries back on the large plate.

Note: This problem lays a piece of the foundation for thinking of numbers in terms of the part-whole relationship. The plates form the image of a number bond, a model that students see and use throughout Kindergarten and beyond.

Concept Development (13 minutes)

Part 1: Concept Introduction

Materials: (T) 5 pieces of paper, 5 crayons

Have students form a U on the rug so that they can count and see objects laid out on the rug.

1. Call on a student, and hand her 3 pieces of paper (in a stack). Say, “Let’s count as Shelia puts each paper in a row on the rug.”
2. Ask, “How many pieces of paper did we count in the set?”
3. Call on another student, and hand him 2 crayons. Say, “Let’s count as Martin puts a crayon on each paper.”
4. Ask, “How many crayons did we count in the set?”
5. After students answer “2,” say, “Hmmm ... look at the papers and the crayons. What do you notice?” Encourage a discussion about not enough crayons or needing another crayon for the last piece of paper.
6. Culminate the discussion using parallel talk to conclude, “You noticed that there are fewer crayons than papers.” As parallel talk is repeated with more examples (e.g., 2 pieces of paper and 3 crayons), encourage students to make fewer than statements.
Counting each group separately and then making fewer than statements gradually connects concrete sets to abstract number comparisons forthcoming in Topic G (e.g., 3 is less than 5).

Part 2: Practice

Materials: (S) Chairs (Lesson 16 Template), 5 teddy bear counters

1. Distribute the Lesson 16 Template and 5 teddy bear counters to each student. Say, “Our bears want to sit down again. Count the bears in your set. Count the first row of chairs (pointing).”
3. Say, “Put each bear in a chair.” (Pause.)
4. Ask, “Are there fewer bears or chairs?” Guide students to respond, “There are fewer chairs than bears!”
5. Repeat Steps 2–3 for the second row of 3 chairs and third row of 2 chairs on the Lesson 16 Template.

Student Debrief (3 minutes)

Lesson Objective: Count and match to compare using fewer than statements.

The Student Debrief is intended to invite reflection and active processing of the total lesson experience. It is also an opportunity for informal assessment. Consider taking anecdotal notes or using a simple checklist to note each child’s progress toward meeting the lesson objective.

As students complete the Practice portion of the Concept Development, listen for misconceptions or misunderstandings that can be addressed in the Debrief.

Any combination of the questions below may be used to help students express ideas, make connections, and use new vocabulary (set, fewer than).

- Today, you had fewer chairs than bears. What could you have done so that all of the bears could sit down?
- Today, I had fewer pencils than papers. Did I have enough pencils in my set? How do you know?
- Use your math muscles, and think of a time when you had fewer of something than someone else. Tell your neighbor about it. How did you feel?

CENTER CONNECTION:

Place several groups of different counting objects (up to 5) at the center: 3 blocks, 4 nickels, 1 pencil, 2 erasers, 5 fuzzy balls, 3 sticky notes, etc. Invite students to count the different groups of objects and make fewer than comparison statements between the groups of objects. Students might also make more than and the same as statements, which is a precursor to the next two lessons.
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Cut along dashed lines.

numeral formation cards