Lesson 21
Objective: Count and match to compare using *more than* statements.

Suggested Lesson Structure

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Fluency Practice (6 minutes)

- Sort to Decompose **PK.CC.3** (4 minutes)
- Stop and Go Finger Counting **PK.CC.2, PK.CC.3b** (2 minutes)

Sort to Decompose (4 minutes)

Materials: (S) Bags of 5 pattern blocks in 2 different shapes, sizes, or colors

Note: This activity reviews sorting and develops understanding regarding decompositions of 5, which is foundational to the work of addition and subtraction in Module 5.

  T: Open the bag. Count how many blocks there are altogether.
  S: (Count.) 5!
  T: Sort the blocks into 2 piles by color (size or shape).
  S: (Sort into 2 piles by shape, size, or color.)
  T: Push the 2 piles back into 1 pile, and again count how many blocks there are altogether. Notice that the total is the same as before. Now, trade bags with your neighbor, and count the blocks altogether again.
  S: (Trade bag with a neighbor, repeating the process.)

Stop and Go Finger Counting (2 minutes)

Materials: (T) Numerical cards (Lesson 13 Template)

Note: Students’ counting behaviors often become so automatic that they recite numbers as if singing a song. This activity challenges students to remain attentive to the counting sequence and corresponding finger representation.
Briefly review counting on fingers the Math Way. Then, proceed with the following vignette:

T: (Show a numeral card.) Say the number.
S: 3.
T: We’re going to count on our fingers the Math Way, and when we get to 3, we’ll stop (emphasize with a hand gesture or even a real stop sign). What are we going to do when we get to 3?
S: Stop.
T: Ready? Go.
S: 1 (show pinky of left hand), 2 (show pinky and ring finger of left hand), 3 (show pinky, ring, and middle finger of left hand).

Some students inevitably continue counting beyond the assigned number out of habit. Maintain a playful mood, while being careful not to encourage intentional mistakes. Insist that students repeat the task if a mistake occurs.

Continue with other numbers, at first in a predictable pattern, then randomly.

Application Problem (3 minutes)

Materials: (T) 5 craft sticks

Say, “Imagine these sticks are bananas and you all are monkeys.” Have students count while showing them 5 bananas. Call 2 monkeys up, and have the class count while giving 1 banana to a monkey and 4 to a different monkey. Say, “Point to the monkey who got fewer bananas.” Guide students to point and say, “That monkey got fewer bananas than the other monkey.” Ask, “Which monkey has more bananas?” Guide students to say, “That monkey has more bananas than the other monkey.” Have the class count as students return the bananas. Call students forward to repeat the activity with other decompositions of 5.

Note: This problem reviews fewer than in relation to more than, preparing students for today’s Concept Development.

Concept Development (13 minutes)

Part 1: Concept Introduction

Materials: (T) 5 straws, 4 cups, 2 pieces of construction paper

Use 1 piece of construction paper as a mat to lay straws down while counting them and the other construction paper mat to display cups at the lemonade stand.

1. Point to the mat with the cups and say, “I just poured 4 cups of lemonade for my lemonade stand. Each cup needs a straw.”
2. Say, “Let’s count my straws.” Show 5 straws, laying each straw down on the mat similar to drawing tallies.
3. Ask, “How many straws do I need for my cups?” (4) “How many straws do I have?” (5)
4. Say, “Count with me as I put each straw in a cup.” Count and match one straw to one cup on the mat.
5. Hold up the extra straw and say, “I have more straws than I need for my cups! Say this with me, ‘We have more straws than cups.’”

Part 2: Practice

Materials: (T) 5 pieces of construction paper to represent the lemonade stands, 1–5 cups and 1–5 straws for each of 5 stations

Prepare the room by placing the 5 pieces of construction paper on the tables. On each paper, display the cups and straws, varying the amount of each up to 5 (e.g., 3 cups and 4 straws, or 5 cups and 3 straws).

1. Say, “It’s your turn to work at a lemonade stand!” Help students get into pairs, and position each pair at a stand (one of the pieces of construction paper with the cups and straws).
2. Say to the pairs, “Count your straws.” (Pause.) “Count your cups.” (Pause.)
3. Say, “Match 1 straw to each cup.” (Pause.)
4. Say, “Tell your partner that you have more _______ than _________ (straws or cups).”
5. Help students rotate to a new stand with a different number of cups and straws. Repeat Steps 2–4. Rotate pairs through as many stands as time allows.

Student Debrief (3 minutes)

Lesson Objective: Count and match to compare using more 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.

- Jake has 5 sticks. I have more. How many sticks might I have?
- Leslie has 5 sticks. I have fewer. How many sticks might I have?
- On a hot summer day, would you rather work at a lemonade stand with more cups than straws or more straws than cups? Why?