Lesson 23

Objective: Compare a number of objects using more than or the same as 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)

- Number Walk PK.CC.1 (2 minutes)
- Ready, Set, Compare PK.CC.5 (4 minutes)

Number Walk (2 minutes)

Materials: (T) Bell

Note: This activity challenges students to remain attentive to the counting sequence by stopping at a given number. Similarly, as in Lesson 18, assign a number as a stopping point. Students begin walking at the teacher’s signal (bell), carefully taking a step for each number as they count aloud and stopping at the designated number.

This time, select stopping points up to 13. Include counting the Say Ten Way and regular way.

Consider varying the starting point. For example, students might start at 1 and continue to 6 and then start at 6 and continue to 12. Ask, “What number are you starting with?” Then, students count on to the designated number.

Ready, Set, Compare (4 minutes)

Note: Students practice comparing quantities up to 5 visually by matching one-to-one (touch fingertips) or counting in this activity.

1. Assign partners. (Demonstrate with a student if playing for the first time.)
2. Each partner makes a fist with one hand and pounds the palm of the other hand 3 times (same motion as rock, paper, scissors) while saying ‘Ready, set, compare.’
3. On the third tap, both partners show a number of fingers. Zero can be represented as a closed fist.
Lesson 23

4. Partners take turns making comparison statements. For example, if Partner A shows 5, and Partner B shows 3, then Partner A could say, “I have more than you,” and Partner B could say, “I have less than you.”

5. During the demonstration, elicit from students what they should say if both partners show the same number of fingers.

6. Clarify that the goal is to compare, not to compete. Students are winners when they can successfully form the comparison statement.

**Application Problem (3 minutes)**

Materials: (T) Collections of objects (e.g., glue sticks, oranges, buttons, shells, crayons) with 1–5 objects per group, numeral cards 1–5 (Lesson 13 Template)

Show students one collection of objects at a time, and ask them to tell how many objects they see. Provide wait time for students who still count all. Show the dot and numeral card for that quantity, and ask students how many dots there are, again providing wait time. Point to the matching numeral, and ask students to read it. Guide students to make statements such as, “There are 3 buttons and 5 crayons.”

Note: Students count up to 5 objects and recognize numerals 1–5 as they move from concrete to pictorial to abstract. This prepares them for today’s Concept Development.

**Concept Development (13 minutes)**

**Part 1: Concept Introduction**

Materials: (T) Numeral cards used in the Application Problem, baseball cutouts (Template 1), tape or magnets

Draw two rows of 5 frames on the board, one directly above the other. Put a red happy face next to the top row and a blue happy face next to bottom row to indicate a red and blue team.

1. Say, “I went to a baseball game. The red team was playing against the blue team.”

2. Say, “It was a very exciting game. First, the blue team scored some runs.” Tape 3 balls in the blue team’s row.

3. Say, “Then, the red team scored some runs, too!” Tape 4 balls in the red team’s row.

4. Place the numeral cards on the chalk tray and say, “Which team scored more runs?” Call on a student to choose the numeral card that matches the number of balls in each row. Tape it next to the corresponding row.
Lesson 23: Compare a number of objects using more than or the same as statements.

Student Debrief (3 minutes)

Lesson Objective: Compare a number of objects using more than or the same as 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.

- Hold up 1–5 crayons in each hand. Ask students to make more than and the same as statements to compare the number of crayons.
- What is the same about 2 crayons, 2 dots, and the number 2?
- 4 students are more than 3 students, yes? Can you make some more than statements comparing numbers of students?

NOTES ON MULTIPLE MEANS FOR ACTION AND ENGAGEMENT:

Scaffold for students who are having difficulty moving from concrete (balls) to abstract (numerals) by allowing them to use the dot side of the 5-group cards when matching the number of balls to the correct numeral.

CENTER CONNECTION:

At the center, place 5 sets of objects and 5-group cards. The first set should have one object, the second set two objects, and so forth. Have students match the numerals to each group of objects. After they have matched the numerals, listen as students make more than or the same as statements to compare the sets.

Materials: (S) Baseball scoreboard (Template 2), 10 small baseball cutouts (Template 3), 1–5 numeral cards

Pass out baseball cutouts, 5-frame row drawings, and number cards, and then say, “Listen as I tell you about another game between the red team and blue team.”

1. Say, “The red team scored 1 run. Put 1 ball in the red team’s scoreboard to show 1 run. Put the 1 number card next to the scoreboard.”
2. Say, “The blue team scored 3 runs. Put 3 balls in the blue team’s scoreboard to show 3 runs. Put the 3 number card next to the scoreboard.”
3. Say, “Use the words more than to tell your friend about the score or runs.”
4. Repeat by clearing the scoreboards and telling about another game. Have a tie game so that students can use the comparison statement the same as.
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Make 3 copies and cut.

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baseball cutouts
Lesson 23:
Compare a number of objects using *more than* or *the same as* statements.

Baseball scoreboard
Lesson 23:

Compare a number of objects using more than or the same as statements.

small baseball cutouts