Lesson 26

Objective: Compare numbers using less than and equal to statements. Verify with materials.

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 Numeral 5 PK.CC.2 (4 minutes)
- Swim and Count to 20 PK.CC.1 (2 minutes)

Clay Numeral 5 (4 minutes)

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

Materials: (S) Numeral formation cards (Fluency Template), clay

Ask students to make a long snake and lay it over the short horizontal part of numeral 5 on the template, starting at the star. Guide students to use one piece and pinch off any excess. Repeat the process with the short vertical part and, finally, the curved part to complete numeral 5.

Early finishers can trace the clay numeral with their fingers while saying the number name or remake the numeral.

Swim and Count to 20 (2 minutes)

As before, in Lesson 20, students count up to 20 while pretending to swim. Keep the movement synchronous with the count. If time permits, complete the exercise counting the regular way and then counting the Say Ten Way.

Note: Varying the movement keeps this counting exercise fresh and challenges students to remain attentive to the counting sequence while learning a new physical exercise.
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Application Problem (3 minutes)

Materials: (T) 5 oranges (S) numeral cards

Show 1 orange. Instruct students to make a statement, “There is 1 orange.” Then, have students hold up the digit card that matches. Repeat for all numbers in order. Then, repeat with numbers out of order.

Note: Students practice counting and recognizing numbers to prepare for today’s Concept Development, wherein they compare the abstract numbers and verify their statements with materials.

Concept Development (13 minutes)

Part 1: Concept Introduction

Materials: (T) 10 rectangular blocks, large numeral cards

1. Show the 4 numeral card and say, “I was walking down the street again and saw a building with 4 floors.”
2. Say, “With your fingers, show me a number that is less than 4.”
3. Say, “Let’s check Sara’s idea and see if 2 is less than 4.”
4. Count while constructing a building with 4 blocks. Put the 4 numeral card in front of the building. Have Sara construct her building and put the 2 numeral card in front of her building.
5. Say with the class, “2 is less than 4.”
6. Show the 5 numeral card and say, “With your fingers, show me a number that is equal to the number I’m showing. Let’s check to see if 5 is equal to 5.”
7. Construct two buildings, placing the numeral cards in front of the buildings and saying together, “5 is equal to 5.”
8. Repeat with buildings of different and equal heights. Ensure students use the comparison language of less than and equal to.

Note: Allowing student choice regarding the number students show, as long as it is less than the numeral card the teacher shows, adds complexity as they realize that sometimes more than one number satisfies the description.
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NOTES ON MULTIPLE MEANS OF REPRESENTATION:
Students who are struggling to recognize a numeral likely benefit from simultaneously seeing a concrete representation, such as fingers or the dot side of 5-group cards. This provides an explicit connection between the abstract numeral and concrete number of objects.

Student Debrief (3 minutes)

Lesson Objective: Compare numbers using less than and equal to statements. Verify with materials.

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.

- When you were constructing your building, did your neighbor’s building have the same number of floors as yours?
- What are some numbers that are less than 5? Use a complete sentence (e.g., “4 is less than 5”).
- What are some numbers that are greater than 2? Use a complete sentence (e.g., “4 is greater than 2”).
- What is a number that is equal to 2? Use a complete sentence.
- How does constructing the buildings and comparing the number of floors remind you of number stairs?

CENTER CONNECTION:
Place several 1-2-3 books or other picture books with simple, countable objects in the center. Encourage students to look at the objects in the books and count and compare them. For example, “I see 5 children and 2 trees on this page. There are fewer trees than children! 2 is less than 5.”
Cut along dashed lines.

numeral formation cards