



Topic F

Comparison of Sets Within 10

K.CC.6, K.CC.7, K.CC.4c, K.MD.2

Focus Standards:	K.CC.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. (Include groups with up to ten objects.)
	K.CC.7	Compare two numbers between 1 and 10 presented as written numerals.
Instructional Days:	5	
Coherence	-Links from:	GPK–M4 Comparison of Length, Weight, Capacity, and Numbers to 5
	-Links to:	G1–M3 Ordering and Comparing Length Measurements as Numbers

Topic F opens with students shifting from comparison of lengths to comparison of numbers. As students build their confidence by directly comparing the lengths of a pencil and a crayon, they increase their readiness in later grades to indirectly compare length units. “The pencil is longer than the crayon because 7 cubes are more than 4 cubes.”

In Lesson 20, students relate *more* and *less* to length: “A stick of 7 cubes is longer than a stick of 3 cubes; 7 is more than 3. A stick of 3 cubes is shorter than a stick of 7 cubes; 3 is less than 7.”

In Lesson 21, students take two sticks, break them into cubes, and compare the sets. “Which set has more objects? This set has more than that set.”

In Lessons 22–24, students create and identify sets that have the same number of objects, 1 more object, and 1 fewer object.

A Teaching Sequence Toward Mastery of Comparison of Sets Within 10

- Objective 1:** Relate *more* and *less* to length.
(Lesson 20)
- Objective 2:** Compare sets informally using *more*, *less*, and *fewer*.
(Lesson 21)
- Objective 3:** Identify and create a set that has the same number of objects.
(Lesson 22)
- Objective 4:** Reason to identify and make a set that has 1 more.
(Lesson 23)
- Objective 5:** Reason to identify and make a set that has 1 less.
(Lesson 24)