

Lesson 3: Groups that Look Very Different

Standards Alignments

Addressing K.CC, K.CC.A.1, K.CC.A.3, K.CC.B.5, K.CC.C.6

Teacher-facing Learning Goals

- Compare groups of up to 10 objects.
- Identify and create groups that have more or fewer with very different quantities.

Student-facing Learning Goals

- Let's figure out if there are more green triangles or more orange squares.

Lesson Purpose

The purpose of this lesson is for students to compare groups of objects with very different quantities.

Since this is the first activity where students compare the number of objects in groups, the numbers selected allow students to visually determine which groups have more objects and which groups have fewer. Students are introduced to the language “**more**” and “**fewer**”, however they are not required to produce this language until a future lesson. As you ask students to compare quantities, vary between using “fewer” and “more”. Because “more” occurs regularly in everyday speech, students may be comfortable with “more” initially, but need many chances to hear “fewer” to describe the number of objects in groups. In this lesson, students can compare groups of objects without counting, but are asked to count to answer “how many” questions. This continues to give students practice counting up to 10 objects and begins working toward counting to compare.

Access for:

Students with Disabilities

- Engagement (Activity 3)

English Learners

- MLR8 (Activity 1)

Instructional Routines

Choral Count (Warm-up)

Materials to Gather

- Bags (brown paper): Activity 1
- Colored pencils, crayons, or markers: Activity 3

Materials to Copy

- Number Mat 1-10 (groups of 2): Activity 3
- Number Race Stage 1 Recording Sheet for Tracing (groups of 1): Activity 3

- Connecting cubes: Activity 1, Activity 3
- Counters: Activity 2
- Materials from a previous activity: Activity 2
- Materials from previous centers: Activity 3
- Pattern blocks: Activity 1

Lesson Timeline

Warm-up	10 min
Activity 1	10 min
Activity 2	10 min
Activity 3	25 min
Lesson Synthesis	5 min

Teacher Reflection Question

Who got to do math today in class and how do you know? Identify the norms or routines that allowed those students to engage in mathematics. How can you adjust these norms and routines so all students do math tomorrow?

Cool-down (to be completed at the end of the lesson)

 0 min

Unit 2, Section A Checkpoint

Standards Alignments

Addressing K.CC.C.6

Student-facing Task Statement

Lesson observations

Student Responses

- Say one number for each object.
- Answer how many without counting again.
- Answer how many about a group that has been rearranged without counting again.
- Use the structure of 5 (in 5-frames or fingers) to count on from 5 to tell how many.
- Compare the number of objects in groups.
- Make groups with more, fewer, or the same number of objects than a given group.