

# **Lesson 8: Compare Matching Images**

### **Standards Alignments**

Addressing K.CC.B, K.CC.B.5, K.CC.C.6

### **Teacher-facing Learning Goals**

- Count and compare groups of up to 10 images.
- Identify groups that have more or fewer images than a given group.

### **Student-facing Learning Goals**

• Let's figure out what we have more and fewer of.

### **Lesson Purpose**

The purpose of this lesson is for students to compare groups of up to 10 images.

In the previous lesson, students counted images lines, arrays, dot cube arrangements, on 5-frames, and on fingers. While counting is not required to determine which group has more images in this lesson, students continue to practice counting and keeping track of images in organized arrangements. In the first activity, the images are arranged in lines and matched, so the comparison is visually obvious. In the second activity, students need to match or count the images to compare. "Are there enough" questions are asked to prompt students to consider matching the images that go together.

#### Access for:

- **③** Students with Disabilities
- Representation (Activity 2)

# **3** English Learners

MLR8 (Activity 1)

#### **Instructional Routines**

Questions About Us (Warm-up)

#### **Materials to Gather**

Materials from previous centers: Activity 3

### **Materials to Copy**

Questions About Us Chart (groups of 30):
Warm-up

#### **Lesson Timeline**

Warm-up 10 min

# **Teacher Reflection Question**

Revisit the norms you established as a class about doing mathematics. Which norms are



Activity 1	10 min
Activity 2	10 min
Activity 3	25 min
Lesson Synthesis	5 min

working and which might need revision? Are there any norms you or your students might want to add?

 $\textbf{Cool-down} \hspace{0.2cm} \text{(to be completed at the end of the lesson)}$ 

© 0 min

Unit 2, Section B Checkpoint

# **Standards Alignments**

Addressing K.CC.B.5, K.CC.C.6

# **Student-facing Task Statement**

Lesson observations

# **Student Responses**

- Say one number for each object.
- Answer how many without counting again.
- Compare the number of images in groups.
- Use "more," "fewer," and "the same number" to describe comparisons.