# Lesson 11: Hagamos grupos de imágenes

### Standards Alignments

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| --- | --- |
| Addressing | K.CC.B, K.CC.C.6 |
| Building Towards | K.CC.C.6 |

### Teacher-facing Learning Goals

* Create groups that have more, fewer, or the same number of images as a given group.
* Use “more”, “fewer", and “the same number” to describe comparisons.

### Student-facing Learning Goals

* Hagamos grupos que tengan más, menos o el mismo número de imágenes.

### Lesson Purpose

The purpose of this lesson is for students to create groups of images with more, fewer, or the same number of images as a given group.

Throughout the lesson students have multiple opportunities to create groups and use the language “more”, “fewer”, or “the same number.” In the lesson synthesis, students explain the strategies they use for comparing and creating groups of images.

This lesson has a Student Section Summary.

### Access for:

###  Students with Disabilities

* Action and Expression (Activity 1)

###  English Learners

* MLR8 (Activity 2)

### Instructional Routines

Questions About Us (Warm-up)

### Materials to Gather

* Materials from previous centers: Activity 3
* Sheet protectors: Activity 2

### Materials to Copy

* Questions About Us Chart, Spanish (groups of 30): Warm-up
* Image Cards Grade K (groups of 2): Activity 2
* Less, Same, More Mat, Spanish (groups of 2): Activity 2

### Lesson Timeline

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| --- | --- |
| Warm-up | 10 min |
| Activity 1 | 10 min |
| Activity 2 | 15 min |
| Activity 3 | 20 min |
| Lesson Synthesis | 5 min |

### Teacher Reflection Question

In a future section, students will compare written numbers 1–10. What strategies do you anticipate students will use to compare written numbers? How are these strategies the same and different from the strategies students have used to compare the number of images in groups in this section?

## Cool-down

(to be completed at the end of the lesson) 0min

Unidad 2, punto de chequeo de la sección B

### Standards Alignments

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| --- | --- |
| Addressing | K.CC.C.6 |

### Student-facing Task Statement

Lesson observations

### Student Responses

* Use “more,” “fewer,” and “the same number” to describe comparisons.
* Make groups with more, fewer, or the same number of images than a given group.