

Math Vocabulary

- compare
- comparison
- more than
- less than
- fewer than

Materials

Needed per student

- 20 base ten units per student
- Number cards 1-12 – 1 set per student
- Comparison Word Cards (4 each of more than and less than)
- Crayon – 1 per student
- **BLM** Comparing in Word Problems

Time Clue

BB = 1 minute

CI = 26 minutes

AC = 1 minute

ELPS (*English Language Proficiency Standards*)
2B,2C,2I,3G,3J

CCRS

Math

IB.1, IC.1, VIIIA.1,2,3,4,5
VIIIB.1,2 VIIIC.1 IX.A,1,2,3
IX.B.1,2 IX.C.1,2,3

Cross-Disciplinary

I.A.1.2 I.B.1,2,3 I.C.1,2,3 I.E.1

Smart Board

Representations

Classroom Teachers

Circulate the room to make sure students are modeling the problem, and verbalizing the comparisons.

TEACHERS:

“...to represent the number of” may seem difficult language for Kinders – it truly is not. Please use this mathematical language over and over again – that is how children learn.

Unit 4, Lesson 1

Kinder



TV Lesson

Read objectives while pointing to the words in the math lesson objectives. After each math objective, show children what that means.

Math Objectives:

- **Compare sets of base ten units and use comparison phrases**
Compare sets of objects up to at least 20 in each set using comparative language.
- **Use comparison phrases more than or less than to describe two numbers.**
Use comparative language to describe two numbers (up to 20) represented as written numerals.

Language Objectives:

- Listen: Listen to TV Teacher’s directions.
- Speak: Answer TV Teacher’s questions.
- Read: Read the comparison statements.
- Write: Write the comparison phrases in the sentence stems by placing the comparison phrase cards on the correct line.

Building Background, Math

TEACHER:

Before we start our lesson, let’s all stand up and count by 10s to 100. (*count by 10 to 100 twice*) Well done! I think you are really learning how to count by tens!

You worked with comparing today both in your Measurement Lab and your Classroom math lesson. We’re going to continue comparing in our lesson together. Let’s read through our vocabulary words (*do so*).

We have two comparison phrases that we can use today. Let’s read them again. (*Show “more than” and read it. Show “less than” and read it.*)

You should have your number cards 1 – 12, your base 10 units, a crayon, the **BLM** Comparison Word Cards and the 2 **BLM** Comparing in Word Problems for this lesson.

AZULITO: I have all of those materials, and I am ready to learn!

First of all, tell your Classroom Teacher what a pebble is. (*a small rock*) In Aesop’s Fable, *The Crow and the Pitcher*, the crow used pebbles to drop into the pitcher so he could reach the water with his beak. Pebbles can be very important!

Unit 4, Lesson 1

Kinder



TV Lesson - continued

Comprehensible Input, Math

TEACHER: Let's see how pebbles are being compared today. Look at problem number one. Please read the problem with me.

Anna had 4 pebbles.

Now, use your base ten units to represent the number of pebbles Anna has. *(pause)*

AZULITO: I've counted out my base ten units. 1 pebble, 2 pebbles, 3 pebbles, 4 pebbles.

Very good! Do you have four pebbles, too, boys and girls? Now look at your record sheet. What do you suppose you will do with the squares that are next to our sentence, Anna had four pebbles? Tell your teacher what you should do. *(pause)*

AZULITO: I think we should color in what Anna has. She has four pebbles, so we should color in four of the squares.

TEACHER: Yes indeed, Azulito. Everyone please do that.

Now, let's read the next sentence in this problem box.

Matt had 9 pebbles.

Use your base ten units to represent the number of pebbles Matt had. *(pause)*

AZULITO: I have nine base ten units. One pebble . . . nine pebbles. And I know what to do next. Do you know what to do now, boys and girls? *(pause)* Sure, color in what Matt has on the record sheet squares *(do so, counting)*.

TEACHER: We have a comparison statement at the bottom of the box. Let's read that comparison statement. Four is *(blank)* nine.

We are going to decide which one of our comparison phrases *(show each and read each)* we should use to compare the numbers four and nine. We can use our model to help us. Let's see how many partners there are in the two lines of squares.

(Draw a vertical line connecting the blocks in one-to-one correspondence. Obviously you only have four to correspond.)

Unit 4, Lesson 1

Kinder



TV Lesson - continued

TEACHER: *(After a pause, Azulito should answer.)*

- Who has more pebbles, boys and girls? *(Matt)*
- How do you know? *(more pebbles left over after we compared the line of pebbles)*
- Who has fewer pebbles, or less pebbles? *(Anna)*
- How do you know? *(Anna's line of pebbles stops before Matt's line of pebbles.)*
- What does that tell you about the comparison of 4 and 9? *(Nine is more than four; four is less than nine.)*
- Let's complete our sentence stem for this problem.
- Four is *(slight pause)* LESS THAN nine. *(Place the "less than" on the lines, and then have everyone read with you.)*

(Repeat this process for the other three problems.)

TEACHER: You did a wonderful job today of comparing, boys and girls. Your Classroom Teacher is going to teach you a comparison game during the follow-up lesson.

AZULITO: Oh, that will be fun! And I have more fun for you that we can all enjoy together! *(Explain the Azulito Corner Task.)*

Teacher: Thank you, Azulito! It will be interesting to see how those egg weights compared!

Objectives: And now before we go, let's review what we have learned today! *(do so)*

Process

- Read the first part of the comparison with students.
- Model with base 10.
- Color in the squares on the record sheet.
- Repeat with the second number.
- Read the 2 comparison phrases and decide which one fits by showing one-to-one correspondence with the squares on the record sheet.
- Place the comparison phrase in place and read the comparison.

Azulito's Corner Lesson 1

What have you learned in math so far that you would like to share with Azulito? He would like to hear what you are learning!



One of each of two pages per student

My Name is _____

Anna had 4 pebbles.

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Matt had 9 pebbles.

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

4 is _____ 9.

Tod had 12 pebbles.

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Carl had 9 pebbles.

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

12 is _____ 9.



One of each of two pages per student

My Name is _____

Bob had 7 pebbles.

--	--	--	--	--	--	--	--	--	--	--	--	--

Sue had 8 pebbles.

--	--	--	--	--	--	--	--	--	--	--	--	--

7 is _____ 8 pebbles.

Ron had 10 pebbles.

--	--	--	--	--	--	--	--	--	--	--	--	--

Kit had 9 pebbles.

--	--	--	--	--	--	--	--	--	--	--	--	--

10 is _____ 9 pebbles.



One of each of two pages per student

Mi nombre es _____

Bob tenía 7 piedras.

--	--	--	--	--	--	--	--	--	--	--	--	--

Sue tenía 8 piedras.

--	--	--	--	--	--	--	--	--	--	--	--	--

7 son _____ 8 piedras.

Ron tenía 10 piedras.

--	--	--	--	--	--	--	--	--	--	--	--	--

Kit tenía 9 piedras.

--	--	--	--	--	--	--	--	--	--	--	--	--

10 son _____ 9 piedras.

BLM Unit 4, Follow-Up Lesson 1 Comparison Game Direction Sheet



One per student (*Students should not be expected to read these directions, but to follow the pictures once the teacher has carefully directed students through the process. To find the winner, count the number of stars each student has. You could teach the game by playing the other three rounds on this direction sheet.*)

My Name is _____

- Draw 2 number cards. **5** **3**
- Model each number with base ten units.
- Color the squares.

- Write the number that is more than in the box. This is your score.
- Your partner does the same.
- You write your partner's score, too.
- Compare your *more than* number to your partner's *more than* number.
- Put a star on the biggest score.

My Name:	Partner's Name:
 <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"><u>5</u></div> <div style="text-align: center;"><u>3</u></div> <div style="font-size: 2em; margin-left: 20px;">5</div> </div>	 <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"><u>8</u></div> <div style="text-align: center;"><u>9</u></div> <div style="font-size: 2em; margin-left: 20px;">9</div> </div>
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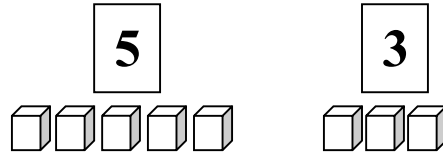
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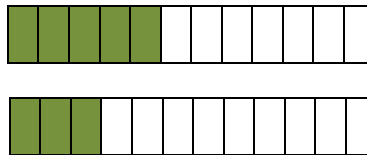
Mi nombre es _____

1. Escoje 2 tarjetas de números.



2. Haz un modelo de cada número con las unidades..

3. Colorea los cuadros.



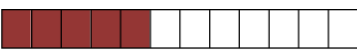


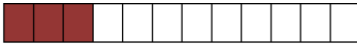



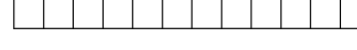

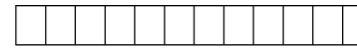


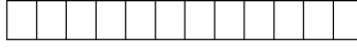

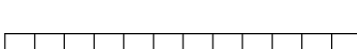
4. Escribe el número que es más en el cuadro. Esto es tu tanto.

5. Tu compañero/a hace lo mismo.

6. Escribe el tanto de tu compañero/a también.

7. Compara tu número más grande con el número más grande de tu compañero/a.

8. Indica el tanto más grande con una estrella.

My Name:		Partner's Name:			
	$\frac{5}{3}$	5		$\frac{8}{9}$	
	$\frac{3}{5}$	3		$\frac{9}{3}$	9
	_____			_____	
	_____			_____	
	_____			_____	
	_____			_____	
	_____			_____	