

SUBJECT **Math**

AGES **5-6**

GROUP **5 students**

DATE

80%

TARGET

STANDARDS ALIGNMENT.

CCSS K.CC.B.4 (Connect counting to cardinality: the last number named tells how many);
CCSS K.CC.B.5 (Count objects to answer how many, up to 20)

More, Fewer, or the Same: Comparing Two Groups

a 30 minute math lesson for a group of 5

The goal, from the IEP. Given two groups of up to 10 objects, the student will count each group and name which group has more, which has fewer, or that the two are the same, in 4 of 5 opportunities.

Today's objective. Students will count two groups of up to ten objects and say which group has more, which has fewer, or that the groups are the same.

You will know it worked when. The student counts both groups with one touch per object and names the comparison correctly on 4 of 5 pairs.

1 Warm-Up

5 MIN

Count to ten together while touching one counter per number, so the count stays one to one

Hold up three fingers on one hand and five on the other and ask which hand shows more.

ENGAGEMENT ○ ○ ○ ○ ○

2 Direct Instruction & Modeling

7 MIN

Build two groups on the mat, four counters and seven counters, and count each group aloud while students touch along

Say the sentence frame every time, seven is more than four, so this group has more. Line the two groups up one under the other so the leftover counters show why the answer is more.

CHECKS ○ ○ ○ ○ ○

3 Guided Practice

9 MIN

Partners build the two groups the teacher calls out, then count each group with a pointing finger

Each pair holds up the word card, more, fewer, or the same, before saying the answer aloud. Start with groups that look very different, three and nine, then move to three and four so the answer has to be counted.

TRIALS ○ ○ ○ ○ ○ ○ ○ ○ ○ ○

4 Independent Practice

6 MIN

Each student sorts five picture card pairs onto their own mat and circles the group with more

Teacher records the answer per pair on the data sheet, noting which pairs were close in size.

CORRECT / TOTAL ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○

5 Closure

3 MIN

Compare two real groups from the room, the crayons on this table and the crayons on that one

Each student shows the answer with two hands, the bigger group held up high.

NOTES

IF THE PLAN NEEDS A RESET

.....
.....

REINFORCEMENT

Choosing which counters the group uses tomorrow. Specific praise naming the count, you touched every one. A turn as the counting helper at snack time.

SENSORY

Two students work standing at the table; keep the counting mats within reach so nobody has to sit still to join in.

the same lesson at
three levels

QUICK TALLY

MATERIALS

- ☐ Two-color counters, twenty per pair of students
- ☐ Comparing mats printed with two ten-frames side by side
- ☐ Word cards for more, fewer, and same, each with a picture cue
- ☐ Picture card pairs showing groups of one to ten
- ☐ Visual timer and a movement break card

VOCABULARY

Count · Group · More · Fewer · Same

SUPPORTS STAGED

Visual Schedule · Movement
Breaks · Errorless Learning ·
First/Then Board · Positive
Reinforcement

MORE SUPPORT

Work with groups of one to five, offer only the more and same word cards, and line the counters up in matched pairs so the leftovers show without counting.

ON LEVEL

Count two groups of up to ten and say which has more, which has fewer, or that the two are the same.

MORE CHALLENGE

Build a group with one more or one less than the group shown, then say how many that new group has.

ACCOMMODATIONS

- ☒ Chunky counters for students still building a pincer grasp
- ☒ Ten-frames printed on the mat so a group can be seen without recounting

- ☒ Standing option at the table
- ☒ Movement break between guided practice and independent work

MODIFICATIONS

How will the task or materials be changed?

A student still building one to one counting matches the two groups into pairs and says which row has one left over, with no number named.

ASSESSMENT TYPE

- ☒ Observation
 ☐ Checklist
☐ Work Sample
 ☒ Data Collection
☐ Other

☐ Checklist

☒ Data Collection

WHAT SUCCESS LOOKS LIKE

The student counts each group with one touch per object, then names the bigger group as more without starting the count over.

Accuracy goal: 80%

STUDENT	TRIAL 1	TRIAL 2	TRIAL 3	ACCURACY	PROMPT LEVEL
B.O. Touch each object once while...					
N.W. Say the last number counted...					
P.C. Choose the more or fewer...					

GENERALIZATION

How will we practice this skill in other settings?

Compare real groups through the day, cups at snack, students in each line, and books back in the basket, so more and fewer get used before they are taught again.

EXTENSION

Ideas to extend learning further.

Students take two handfuls of counters, count each handful, and paste the two number cards on a strip with a circle around the bigger group for the class counting book.

HOME CONNECTION

How can families support this skill at home?

Ask families to compare two small groups at home once this week, forks and spoons on the table, and let the child say which group has more.

AFTER THE LESSON

What worked and what should change?

Keep the two groups close in size once the easy pairs are solid, or a student picks the bigger pile by looking and never counts. Count the counter tubs before the lesson, since one missing counter turns a same pair into a more pair.

1 Set Up The Rows

2 Run The Activity Once

3 Score Each Row Against Its Own Target

4 Close The Loop

EACH STUDENT'S TARGET, IN FULL

P.C. Choose the more or fewer word card before answering aloud.

NOTES AFTER THE LESSON