Math Book 3
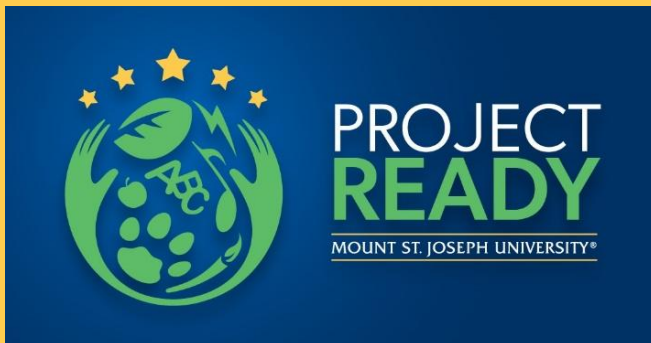
PROJECT READY

MOUNT ST. JOSEPH UNIVERSITY®

Joyful Discoveries Preschool Curriculum

Revised, Warburg 2024

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Table of Contents

Materials Needed:
- Most recently read math book
- Small, identical materials for counting (For example: unifix cubes of two colors)
- Work mat for each student.

Lesson 1

Same/Different

Overview: This lesson introduces students to the concepts of same or different quantities.

Warm Up

Explain:

Let's warm up our brains to get ready to learn. Point to the number line. *This is called a number line. It has all the numbers from 1 to 10. Count with me as I point to each number.* Encourage students to count with you as you point to each number. Repeat once if necessary to get all students engaged. *Thanks for helping me count.*

Lesson 1

Same/Different

CONNECT TO MATH BOOK

- Show students the cover of the most recently read math book.

- Ask if students remember this book.

- Ask if they remember what we counted in this book.

- Connect the book to background knowledge of unit theme.

- Review title, author, and illustrator of the book.

- Spend 2-3 minutes reviewing parts of the book. Count some items in the book. Review the

  vocabulary of the book.

3-4 minutes

TOTAL

Lesson 1

Same/Different

Introduce New Concept

Explain: *Today we are going to look at two groups and decide if they are the same or if they are different. Groups are the same if they have the same amount.*

Model: Point to first red square. Explain, *I'm going to count these red squares. Watch and listen.* Point to each red square as you count. *One, two, three. There are three red squares.* Point to first yellow square and say, *Now let's count the yellow squares. One, two, three. There are three yellow squares.* Point to the red squares. *Three red squares and* Point to the yellow squares *three yellow squares. Three, three.* Make a circle around both groups. *These groups are the same.*

Lesson 1

Same/Different

Introduce New Concept

Explain: *Let's find out if these groups are the same or if they're different.*

Model: Point to first blue square. Explain, *I'm going to count these blue squares. Watch and listen.* Point to each blue square as you count. *One, two, three, four. There are four blue squares.* Point to first orange square and say, *Now let's count the orange squares. One, two, three, four. There are four orange squares.* Point to the blue squares. *Four blue squares and* Point to the orange squares *four orange squares. Four, four.* Make a circle around both groups. *These groups are the same.*

Lesson 1

Same/Different

Introduce New Concept

Explain: *Let's find out if these groups are the same or if they're different.*

Model: Point to first purple square. Explain, *I'm going to count these purple squares. Watch and listen.* Point to each purple square as you count. *One, two, three. There are three purple squares.* Point to first green square and say, *Now let's count the green squares. One, two. There are two green squares.* Point to the purple squares. *Three purple squares and* Point to the green squares *two green squares. Three, two.* Make a circle around both groups. *These groups are different.*
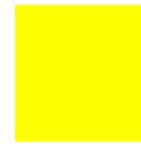
Lesson 1

Same/Different

Introduce New Concept

Explain: *Let's find out if these groups are the same or if they're different.*

Model: Point to the yellow square. Explain, *I'm going to count the yellow squares. Watch and listen.* Point to the yellow square as you count. *One. There is one yellow square.* Point to first orange square and say, *Now let's count the orange squares. One, two, three. There are three orange squares.* Point to the yellow square. *One yellow square and* Point to the orange squares *three orange squares. One, three.* Make a circle around both groups. *These groups are different.*

Lesson 1

Same/Different

Group Practice

Explain: *Let's work together to figure out if these groups are the same or if they are different.*

Group Practice: Point to first yellow square. *Let's count these yellow squares.* Point to each yellow square as students count with you. *One, two. There are two yellow squares.* Point to first blue square and say, *Now let's count the blue squares. One, two. There are two blue squares.* Point to the yellow squares. *Two yellow squares and* Point to the blue squares *two blue squares. Two, two.* Make a circle around both groups. Point to your forehead in thinking gesture. *Are these groups the same or different?* Open hand to note choral gesture. *The same. Yes. These groups are the same.*

⭐ **Error Correction Procedure**

Point to each group. *Two. Two. These groups are the same. They both have two.*

Lesson 1

Same/Different

Group Practice

Explain: *Let's work together to figure out if these groups are the same or if they are different.*

Group Practice: Point to first purple square. *Let's count these purple squares.* Point to each purple square as students count with you. *One, two. There are two purple squares.* Point to first yellow square and say, *Now let's count the yellow squares. One, two, three, four. There are four yellow squares.* Point to the purple squares. *Two purple squares and* Point to the yellow squares *four yellow squares. Two, four.* Make a circle around both groups. Point to your forehead in thinking gesture. *Are these groups the same or different?* Open hand to note choral gesture. *Different. These groups are different.*

⭐ **Error Correction Procedure**

Point to each group. *Two. four. These groups are different.*

Lesson 1

Same/Different

Group Practice

Explain: *Let's work together to figure out if these groups are the same or if they are different.*

Group Practice: Point to first green square. *Let's count these green squares.* Point to each green square as students count with you. *One, two, three, four, five. There are five green squares.* Point to first red square and say, *Now let's count the red squares. One, two, three, four, five. There are five red squares.* Point to the green squares. *Five green squares and* Point to the red squares *five red squares. Five, five.* Make a circle around both groups. Point to your forehead in thinking gesture. *Are these groups the same or different?* Open hand to note choral gesture. *The same. Yes. These groups are the same.*

⭐ **Error Correction Procedure**

Point to each group. *Five. Five. These groups are the same. They both have five.*

Lesson 1

Same/Different

Group Practice

Explain: *Let's work together to figure out if these groups are the same or if they are different.*

Group Practice: Point to first orange square. *Let's count these orange squares.* Point to each orange square as students count with you. *One, two, three. There are three orange squares.* Point to first blue square and say, *Now let's count the blue squares. One, two, three, four, five. There are five blue squares.* Point to the orange squares. *Three orange squares and* Point to the blue squares *five blue squares. Three, five.* Make a circle around both groups. Point to your forehead in thinking gesture. *Are these groups the same or different?* Open hand to note choral gesture. *Different. These groups are different.*

⭐ **Error Correction Procedure**

Point to each group. *Three. five. These groups are different.*

Lesson 1

Same/Different

Individual Practice:

Give each student a work mat. Using two colors of unifix cubes, create two groups with quantities between 1 and 5 on each student's work mat. Encourage students to independently count their groups and identify if they are the same or different.

Monitor student progress and correct errors. Each student should have **one opportunity to count and identify groups that are the same** and **one opportunity to count and identify groups that are different.**

Expand (optional): For students ready for a challenge, ask them to create groups that are the same or different.
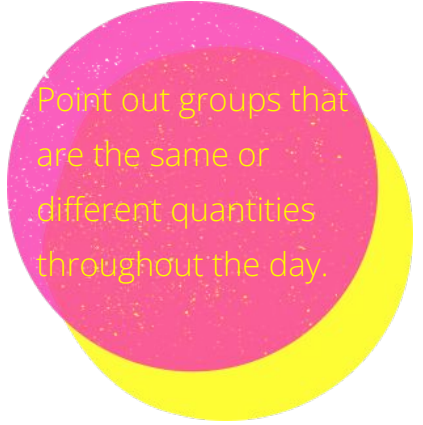
Lesson 1

Same/Different

Wrap Up

Explain: *Today we practiced telling if groups are the same or different.*

Point out groups that are the same or different quantities throughout the day.

Celebrate success:

Let's celebrate our hard work with three cheers. Ready? Raise bent arms with hands in a fist. *Hip, hip* Raise fists high
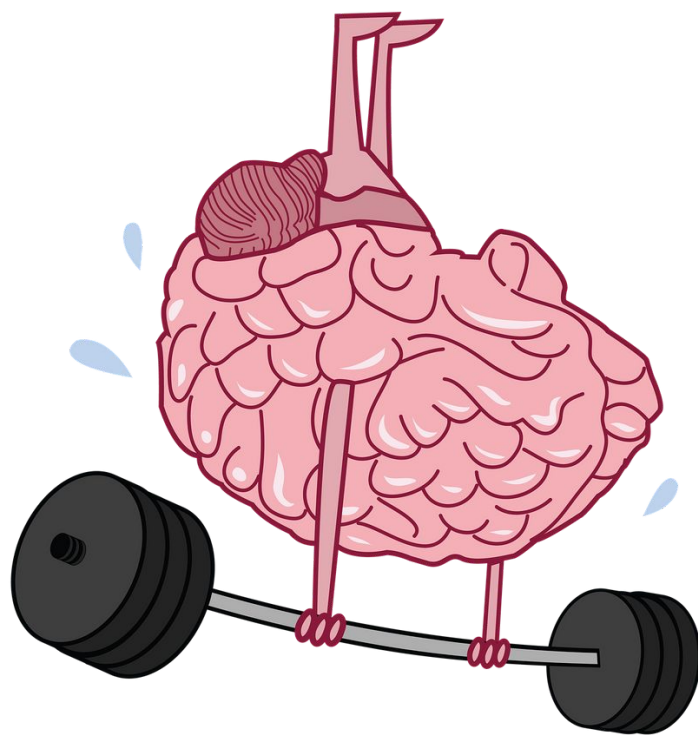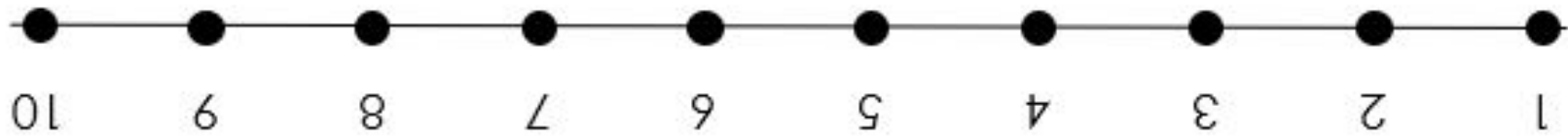
Hooray! Return to bent arms. *Hip, hip* Raise fists high *Hooray!* Return to bent arms. *Hip, hip* Raise fists high *Hooray!*

Great work. We're all done. For extra fun, pretend to shake pom-poms.

Materials Needed:

- Most recently read math book
- Small, identical materials for counting (For example: unifix cubes of two colors)
- Work mat for each student.

Lesson 1A

Same/Different

Overview: This lesson introduces students to the concepts of same or different quantities.

Warm Up

Explain:

Let's warm up our brains to get ready to learn. Point to number line. *This is called a number line. It has all the numbers from 1 to 10. Count with me as I point to each number.* Encourage students to count with you as you point to each number. Repeat once if necessary to get all students engaged. *Thanks for helping me count.*

Lesson 1A

Same/Different

CONNECT TO MATH BOOK

- Show students the cover of the most recently read math book.

- Ask if students remember this book.

- Ask if they remember what we counted in this book.

- Connect the book to background knowledge of unit theme.

- Review title, author, and illustrator of the book.

- Spend 2-3 minutes reviewing parts of the book. Count some items in the book. Review the vocabulary of the book.

3-4 minutes

TOTAL

Lesson 1A

Same/Different

Introduce New Concept

Explain: *Today we are going to look at two groups and decide if they are the same or if they are different. Groups are the same if they have the same amount.*

Model: Point to first red square. Explain, *I'm going to count these red squares. Watch and listen.* Point to each red square as you count. *One, two. There are two red squares.* Point to first yellow square and say, *Now let's count the yellow squares. One, two. There are two yellow squares.* Point to the red squares. *Two red squares and* Point to the yellow squares *two yellow squares. Two, two.* Make a circle around both groups. *These groups are the same.*

Lesson 1A

Same/Different

Introduce New Concept

Explain: *Let's find out if these groups are the same or if they're different.*

Model: Point to first blue square. Explain, *I'm going to count these blue squares. Watch and listen.* Point to each blue square as you count. *One, two, three, four. There are four blue squares.* Point to the orange square and say, *Now let's count the orange squares. One. There is one orange square.* Point to the blue squares. *Four blue squares and* Point to the orange square *one orange square. Four, one.* Make a circle around both groups. *These groups are different.*

Lesson 1A

Same/Different

Group Practice

Explain: *Let's work together to figure out if these groups are the same or if they are different.*

Group Practice: Point to the yellow square. *Let's count this yellow square.* Point to the yellow square as students count with you.

One. There is one yellow square. Point to the blue square and say, *Now let's count the blue square. One. There is one blue square.*

Point to the yellow square. *One yellow square and* Point to the blue square *one blue square. One, one.* Make a circle around both
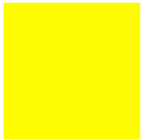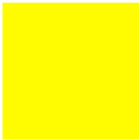
groups. Point to your forehead in thinking gesture. *Are these groups the same or different?* Open hand to note choral gesture.

The same. Yes. These groups are the same.

⭐ **Error Correction Procedure**

Point to each group. *One. One. These groups are the same. They both have one.*

Lesson 1A

Same/Different

Group Practice

Explain: *Let's work together to figure out if these groups are the same or if they are different.*

Group Practice: Point to first purple square. *Let's count these purple squares.* Point to each purple square as students count with you. *One, two, three. There are three purple squares.* Point to first yellow square and say, *Now let's count the yellow squares. One, two, three. There are three yellow squares.* Point to the purple squares. *Three purple squares and* Point to the yellow squares *three yellow squares. Three, three.* Make a circle around both groups. Point to your forehead in thinking gesture. *Are these groups the same or different?* Open hand to note choral gesture. *The same.*

⭐ **Error Correction Procedure**

Point to each group. *Three. Three. These groups are the same.*

Lesson 1A

Same/Different

Group Practice

Explain: *Let's work together to figure out if these groups are the same or if they are different.*

Group Practice: Point to first green square. *Let's count these green squares.* Point to each green square as students count with you. *One, two, three, four, five. There are five green squares.* Point to first red square and say, *Now let's count the red squares. One, two. There are two red squares.* Point to the green squares. *Five green squares and* Point to the red squares *two red squares. Five, two.* Make a circle around both groups. Point to your forehead in thinking gesture. *Are these groups the same or different?* Open hand to note choral gesture. *Different. Yes. These groups are different.*

⭐ **Error Correction Procedure**

Point to each group. *Five. Two. These groups are different.*

Lesson 1A

Same/Different

Individual Practice:

Give each student a work mat. Using two colors of unifix cubes, create two groups with quantities between 1 and 5 on each

student's work mat. Encourage students to independently count their groups and identify if they are the same or different.

Monitor student progress and correct errors. Each student should have **two opportunities to count and identify groups**

that are the same and **one opportunity to count and identify groups that are different.**

Expand (optional): For students ready for a challenge, ask them to create groups that are the same or different.
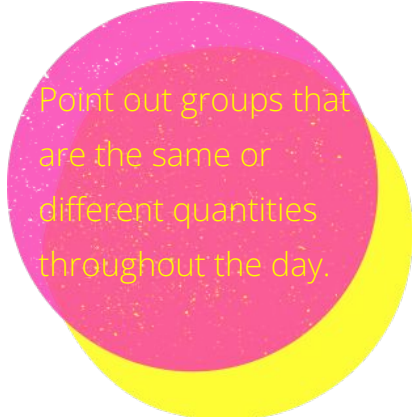
Lesson 1A

Same/Different

Wrap Up

Explain: *Today we practiced telling if groups are the same or different.*

Point out groups that are the same or different quantities throughout the day.
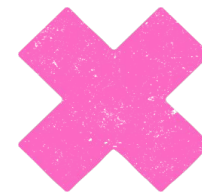
Celebrate success:

Let's celebrate our hard work with three cheers. Ready? Raise bent arms with hands in a fist. *Hip, hip* Raise fists high
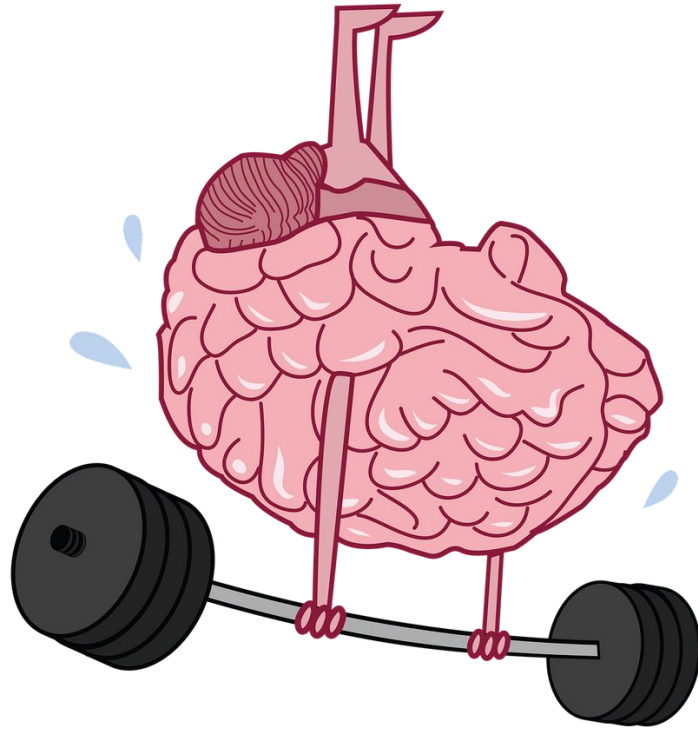
Hooray! Return to bent arms. *Hip, hip* Raise fists high *Hooray!* Return to bent arms. *Hip, hip* Raise fists high *Hooray!*

Great work. We're all done. For extra fun, pretend to shake pom-poms.

Materials Needed:
- Most recently read math book
- Small, identical materials for counting (For example: unifix cubes of two colors)
- Work mat for each student.

Lesson 1B

Same/Different

Overview: This lesson introduces students to the concepts of same or different quantities.

Warm Up

Explain:

Let's warm up our brains to get ready to learn. Point to number line. *This is called a number line. It has all the numbers from 1 to 10. Count with me as I point to each number.* Encourage students to count with you as you point to each number. Repeat once if necessary to get all students engaged. *Thanks for helping me count.*

Lesson 1B

Same/Different

CONNECT TO MATH BOOK

- Show students the cover of the most recently read math book.

- Ask if students remember this book.

- Ask if they remember what we counted in this book.

- Connect the book to background knowledge of unit theme.

- Review title, author, and illustrator of the book.

- Spend 2-3 minutes reviewing parts of the book. Count some items in the book. Review the vocabulary of the book.

3-4 minutes

TOTAL

Lesson 1B

Same/Different

Introduce New Concept

Explain: *Today we are going to look at two groups and decide if they are the same or if they are different. Groups are the same if they have the same amount.*

Model: Point to first red square. Explain, *I'm going to count these red squares. Watch and listen.* Point to each red square as you count. *One, two, three, four, five. There are five red squares.* Point to first yellow square and say, *Now let's count the yellow squares. One, two, three, four, five. There are five yellow squares.* Point to the red squares. *Five red squares and* Point to the yellow squares *five yellow squares. Five, five.* Make a circle around both groups. *These groups are the same.*

Lesson 1B

Same/Different

Introduce New Concept

Explain: *Let's find out if these groups are the same or if they're different.*

Model: Point to first blue square. Explain, *I'm going to count these blue squares. Watch and listen.* Point to each blue square as you count. *One, two. There are two blue squares.* Point to first orange square and say, *Now let's count the orange squares. One, two, three. There are three orange squares.* Point to the blue squares. *Two blue squares and* Point to the orange squares *three orange squares. Two, three.* Make a circle around both groups. *These groups are different.*

Lesson 1B

Same/Different

Group Practice

Explain: *Let's work together to figure out if these groups are the same or if they are different.*

Group Practice: Point to first yellow square. *Let's count these yellow squares.* Point to each yellow square as students count with you. *One, two, three, four, five. There are five yellow squares.* Point to first blue square and say, *Now let's count the blue squares. One, two, three, four. There are four blue squares.* Point to the yellow squares. *Five yellow squares and* Point to the blue squares *four blue squares. Five, four.* Make a circle around both groups. Point to your forehead in thinking gesture. *Are these groups the same or different?* Open hand to note choral gesture. *Different. They are not the same.*

> ⭐ **Error Correction Procedure**
>
> Point to each group. *Five. Four. These groups are different. They're not the same.*

Lesson 1B

Same/Different

Group Practice

Explain: *Let's work together to figure out if these groups are the same or if they are different.*

Group Practice: Point to the purple square. *Let's count this purple square.* Point to the purple square as students count with you. *One. There is one purple square.* Point to first yellow square and say, *Now let's count the yellow squares. One, two, three. There are three yellow squares.* Point to the purple square. *One purple square and* Point to the yellow squares *three yellow squares. One, three.* Make a circle around both groups. Point to your forehead in thinking gesture. *Are these groups the same or different?*

Open hand to note choral gesture. *Different. These groups are different.*

> ⭐ **Error Correction Procedure**
>
> Point to each group. *One. Three. These groups are different.*

Lesson 1B

Same/Different

Group Practice

Explain: *Let's work together to figure out if these groups are the same or if they are different.*

Group Practice: Point to first green square. *Let's count these green squares.* Point to each green square as students count with you. *One, two, three, four. There are four green squares.* Point to first red square and say, *Now let's count the red squares. One, two, three, four. There are four red squares.* Point to the green squares. *Four green squares and* Point to the red squares *four red squares. Four, four.* Make a circle around both groups. Point to your forehead in thinking gesture. *Are these groups the same or different?* Open hand to note choral gesture. *The same. Yes. These groups are the same.*

⭐ **Error Correction Procedure**

Point to each group. *Four. Four. These groups are the same. They both have four.*

Lesson 1B

Same/Different

Individual Practice:

Give each student a work mat. Using two colors of unifix cubes, create two groups with quantities between 1 and 5 on each student's work mat. Encourage students to independently count their groups and identify if they are the same or different.

Monitor student progress and correct errors. Each student should have **two opportunities to count and identify groups that are the same** and **two opportunities to count and identify groups that are different**.

Expand (optional): For students ready for a challenge, ask them to create groups that are the same or different.
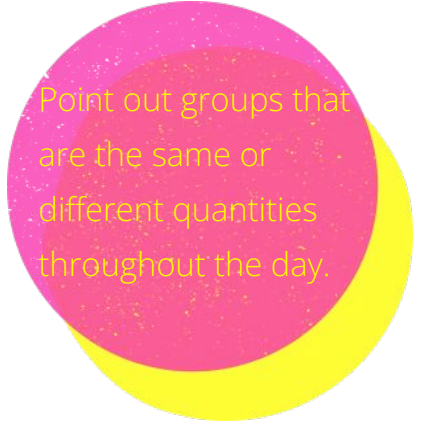
Lesson 1B

Same/Different

Wrap Up

Explain: *Today we practiced telling if groups are the same or different.*

Celebrate success:

Let's celebrate our hard work with three cheers. Ready? Raise bent arms with hands in a fist. *Hip, hip* Raise fists high
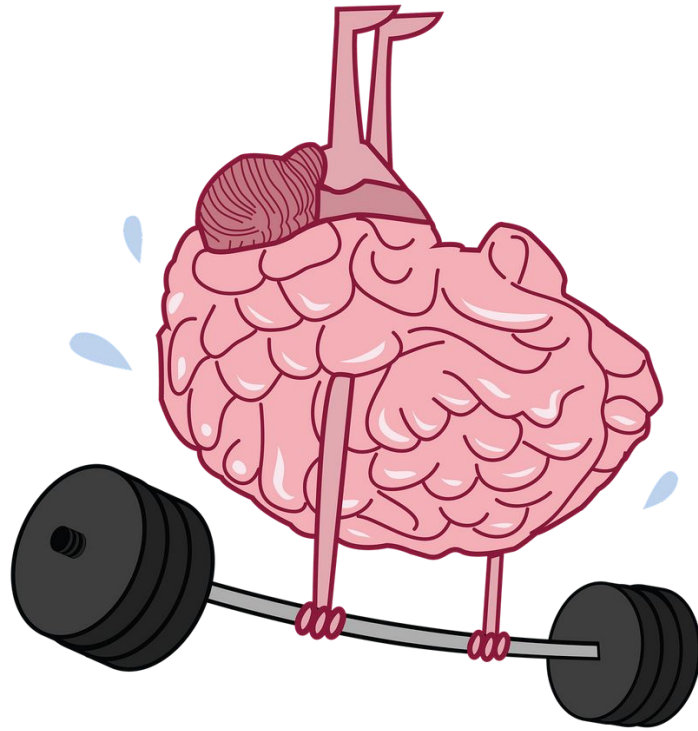
Hooray! Return to bent arms. *Hip, hip* Raise fists high *Hooray!* Return to bent arms. *Hip, hip* Raise fists high *Hooray!*

Great work. We're all done. For extra fun, pretend to shake pom-poms.

Lesson 2

More Than

Overview: This lesson introduces the concept that the group with a higher quantity is "more than" the group with a smaller quantity.

Warm Up

Explain:

Let's get our brains ready to learn. Today we are going to count all the way to ten. Count with me. Point to the dots on the number line as we count. One, two, three, four, five, six, seven, eight, nine, ten. Repeat one time if necessary to gain students' attention.

Lesson 2

More Than

CONNECT TO MATH BOOK

- Show students the cover of the most recently read math book.

- Ask if students remember this book.

- Ask if they remember what we counted in this book.

- Connect the book to background knowledge of unit theme.

- Review title, author, and illustrator of the book.

- Spend 2-3 minutes reviewing parts of the book. Count some items in the book. Review the vocabulary of the book.

3-4 minutes

TOTAL

Lesson 2

More Than

Introduce New Concept

Explain: *Today we are going to look at two groups and decide which one has more.*

Model: Point to first red square. Explain, *I'm going to count these red squares. Watch and listen.* Point to each red square as you count. *One, two, three, four. There are four red squares.* Point to the yellow square and say, *Now let's count the yellow square. One. There is one yellow square.* Point to the red squares. *Four red squares and* Point to the yellow squares *one yellow square. Four, one.* Make a circle around the red squares. *There are more red squares than yellow squares.*

Lesson 2

More Than

Introduce New Concept

Explain: *Let's find out which has group has more.*

Model: Point to first blue square. Explain, *I'm going to count these blue squares. Watch and listen.* Point to each blue square as you count. *One, two. There are two blue squares.* Point to the first orange square and say, *Now let's count the orange squares. One, two, three, four, five. There are five orange squares.* Point to the blue squares. *Two blue squares and* Point to the orange squares *five orange squares. Two, five* Make a circle around the orange squares. *There are more orange squares than blue squares.*

Lesson 2

More Than

Introduce New Concept

Explain: *Let's find out which group has more.*

Model: Point to first purple square. Explain, *I'm going to count these purple squares. Watch and listen.* Point to each purple square as you count. *One, two, three. There are three purple squares.* Point to first green square and say, *Now let's count the green squares. One, two, three. There are three green squares.* Point to the purple squares. *Three purple squares and* Point to the green squares *three green squares. Three, three. These groups are the same. There isn't a group with more!*

Lesson 2

More Than

Group Practice

Explain: *Let's work together to figure out which groups has more.*

Group Practice: Point to first yellow square. *Let's count these yellow squares.* Point to each yellow square as students count with you. *One, two. There are two yellow squares.* Point to first orange square and say, *Now let's count the orange squares. One, two, three, four. There are four orange squares.* Point to the yellow squares. *Two yellow squares and* Point to the orange squares *four orange squares. Two, four.* Make a circle around both groups. Point to your forehead in thinking gesture. *Which group has more?*

Open hand to note choral gesture. *Four. Point to the four orange squares.*

> ⭐ **Error Correction Procedure**
> Point to each group. *Two. four. Four is more than two. There are more orange squares.*

Lesson 2

More Than

Group Practice

Explain: *Let's work together to figure out which group has more.*

Group Practice: Point to first purple square. *Let's count these purple squares.* Point to each purple square as students count with you. *One, two, three, four, five. There are five purple squares.* Point to first yellow square and say, *Now let's count the yellow squares. One, two, three. There are three yellow squares.* Point to the purple squares. *Five purple squares and* Point to the yellow squares *three yellow squares. Five, three.* Make a circle around both groups. Point to your forehead in thinking gesture. *Which group has more?* Open hand to note choral gesture. *Five. Point to the five purple squares.*

⭐ **Error Correction Procedure**

Point to each group. *Five. Three. Five is more than three. There are more purple squares.*

Lesson 2

More Than

Group Practice

Explain: *Let's work together to figure out which group has more.*

Group Practice: Point to the green square. *Let's count the green square.* Point to the green square as students count with you.

One. There is one green square. Point to the red square and say, *Now let's count the red square. One. There is one red square.*

Point to the green square. *One green square and* Point to the red square *one red square. One, one.* Make a circle around both

groups. Point to your forehead in thinking gesture. *Which group has more? Thumbs up when you know.* Call on one student to

answer. *These groups are the same. There isn't a group with more.*

> ⭐ **Error Correction Procedure**
>
> Point to each group. *One. One. These groups are the same. There isn't a group with more.*

Lesson 2

More Than

Group Practice

Explain: *Let's work together to figure out which group has more.*

Group Practice: Point to first orange square. *Let's count these orange squares.* Point to each orange square as students count with you. *One, two, three. There are three orange squares.* Point to first blue square and say, *Now let's count the blue squares. One, two. There are two blue squares.* Point to the orange squares. *Three orange squares and* Point to the blue squares *two blue squares. Three, two.* Make a circle around both groups. Point to your forehead in thinking gesture. *Which group has more?* Open hand to note choral gesture. *Three. There are more orange squares than blue squares.*

⭐ **Error Correction Procedure**
Point to each group. *Three. Two. There are more orange squares than blue squares.*

Lesson 2

More Than

Individual Practice:

Give each student a work mat. Using two colors of unifix cubes, create two groups with quantities between 1 and 5 on each student's work mat. Encourage students to independently count their groups and identify which group has more. Monitor student progress and correct errors. Each student should have **two opportunities to count and identify the group that has more.**

Expand (optional): For students ready for a challenge, ask them to create groups and tell you which has more.

Lesson 2

More Than

Wrap Up

Explain: *Today we practiced telling which group has more.*

Point out groups that have more than other groups throughout the day.

Celebrate success:

Let's celebrate our hard work with three cheers. Ready? Raise bent arms with hands in a fist. *Hip, hip* Raise fists high
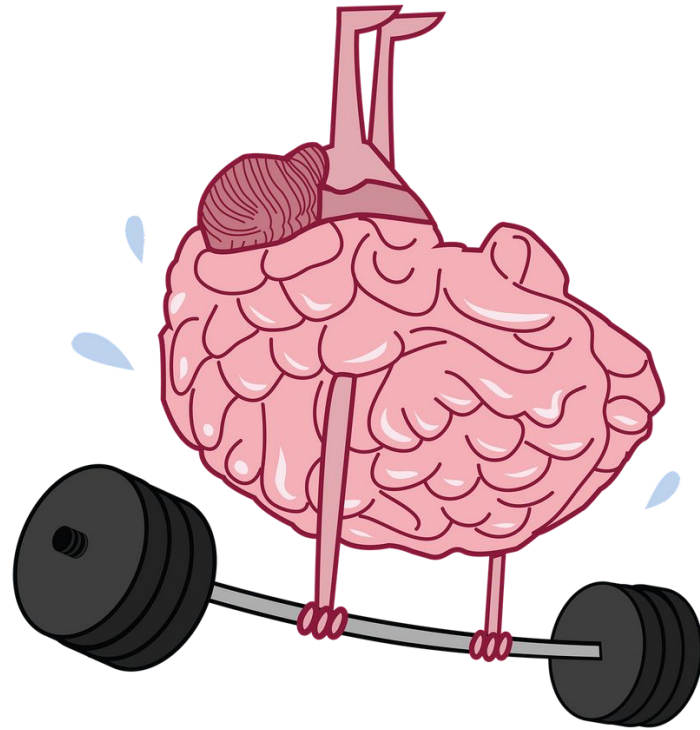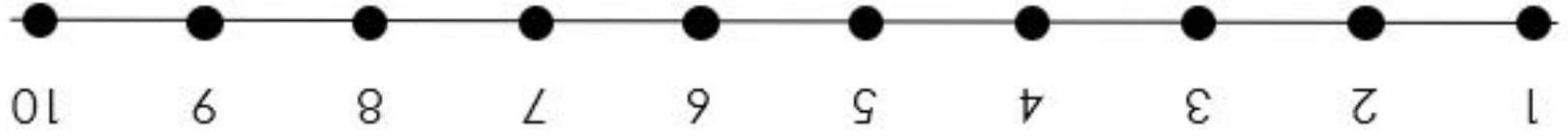
Hooray! Return to bent arms. *Hip, hip* Raise fists high *Hooray!* Return to bent arms. *Hip, hip* Raise fists high *Hooray!*

Great work. We're all done. For extra fun, pretend to shake pom-poms.

Lesson 2A

More Than

Overview: This lesson introduces the concept that the group with a larger quantity is "more than" the group with a smaller quantity.

Warm Up

Explain:

Let's warm up our brains to get ready to learn. Point to number line. *This is called a number line. It has all the numbers from 1 to 10. Count with me as I point to each number.* Encourage students to count with you as you point to each number. Repeat once if necessary to get all students engaged. *Thanks for helping me count.*

Lesson 2A

More Than

CONNECT TO MATH BOOK

- Show students the cover of the most recently read math book.

- Ask if students remember this book.

- Ask if they remember what we counted in this book.

- Connect the book to background knowledge of unit theme.

- Review title, author, and illustrator of the book.

- Spend 2-3 minutes reviewing parts of the book. Count some items in the book. Review the vocabulary of the book.

3-4 minutes

TOTAL

Lesson 2A

More Than

Introduce New Concept

Explain: *Today we are going to look at two groups and decide which group has more.*

Model: Point to the red square. Explain, *I'm going to count the red square. Watch and listen.* Point to the red square as you count.

One. There is one red square. Point to first yellow square and say, *Now let's count the yellow squares. One, two, three. There are three yellow squares.* Point to the red square. *One red square and* Point to the yellow squares *three yellow squares. One, three.*

Make a circle around the yellow squares. *There are more yellow squares than red squares.*
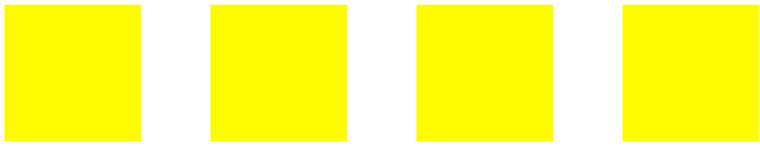
Lesson 2A

More Than

Introduce New Concept

Explain: *Let's find out which group has more.*

Model: Point to first blue square. Explain, *I'm going to count these blue squares. Watch and listen.* Point to each blue square as you count. *One, two, three, four, five. There are five blue squares.* Point to the orange squares and say, *Now let's count the orange squares. One, two, three, four. There are four orange squares.* Point to the blue squares. *Five blue squares and* Point to the orange square *four orange squares. Five, four.* Make a circle around the blue squares. *Five is more than four. There are more blue squares than orange squares.*
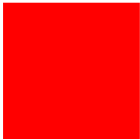
Lesson 2A

More Than

Group Practice

Explain: *Let's work together to figure out which group has more.*

Group Practice: Point to the purple square. *Let's count the purple square.* Point to the purple square as students count with you. *One. There is one purple square.* Point to first yellow square and say, *Now let's count the yellow squares. One, two, three, four. There are four yellow squares.* Point to the purple square. *One purple square and* Point to the yellow squares *four yellow squares. One, four.* Make a circle around both groups. Point to your forehead in thinking gesture. *Which group has more?* Open hand to note choral gesture. *Four. There are more yellow squares than purple squares.*

> ⭐ **Error Correction Procedure**
>
> Point to each group. *One. Four. Four is more than one.*

95

Lesson 2A

More Than

Group Practice

Explain: *Let's work together to figure out which group has more.*

Group Practice: Point to first green square. *Let's count these green squares.* Point to each green square as students count with you. *One, two, three, four, five. There are five green squares.* Point to first red square and say, *Now let's count the red squares. One, two. There are two red squares.* Point to the green squares. *Five green squares and* Point to the red squares *two red squares. Five, two.* Make a circle around both groups. Point to your forehead in thinking gesture. *Which group has more?* Open hand to note choral gesture. *Five. Yes. Five is more than two. There are more green squares than red.*

⭐ **Error Correction Procedure**

Point to each group. *Five. Two. There are more green squares than red squares.*

Lesson 2A

More Than

Group Practice

Explain: *Let's work together to figure out which group has more.*

Group Practice: Point to first green square. *Let's count these green squares.* Point to each green square as students count with you. *One, two, three. There are three green squares.* Point to first red square and say, *Now let's count the red squares. One, two, three. There are three red squares.* Point to the green squares. *Three green squares and* Point to the red squares *three red squares. Three, three.* Make a circle around both groups. Point to your forehead in thinking gesture. *Which group has more?*

Open hand to note choral gesture. *There isn't a group with more. These groups are the same.*

⭐ **Error Correction Procedure**

Point to each group. *Three. Three. These groups are the same. There isn't a group with more.*

Lesson 2A

More Than

Individual Practice:

Give each student a work mat. Using two colors of unifix cubes, create two groups with quantities between 1 and 5 on each student's work mat. Encourage students to independently count their groups and identify which has more. Monitor student progress and correct errors. Each student should have **three opportunities to count and identify the group with more.**

Expand (optional): For students ready for a challenge, ask them to create groups and tell you which group has more.

Lesson 2A

More Than

Wrap Up

Explain: *Today we practiced telling which group has more.*

Celebrate success:

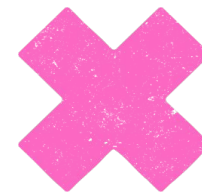*Let's celebrate our hard work with three cheers. Ready?* Raise bent arms with hands in a fist. *Hip, hip* Raise fists high
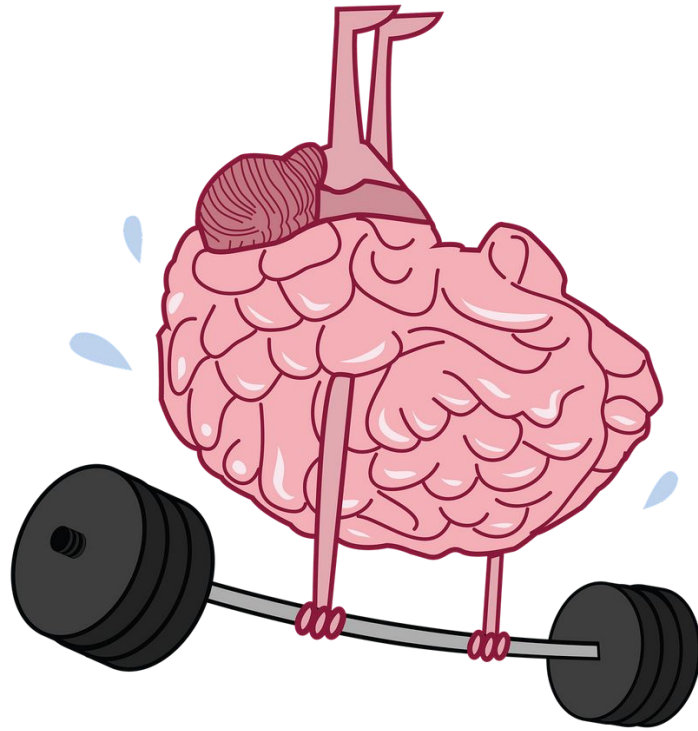
Hooray! Return to bent arms. *Hip, hip* Raise fists high *Hooray!* Return to bent arms. *Hip, hip* Raise fists high *Hooray!*

Great work. We're all done. For extra fun, pretend to shake pom-poms.

Point out groups that have quantities more than other groups throughout the day.

Lesson 2B

More Than

Overview: This lesson introduces the concept that the group with a larger quantity is "more than" the group with a smaller quantity.

Warm Up

Explain:

Let's warm up our brains to get ready to learn. Point to number line. *This is called a number line. It has all the numbers from 1 to 10. Count with me as I point to each number.* Encourage students to count with you as you point to each number. Repeat once if necessary to get all students engaged. *Thanks for helping me count.*

Lesson 2B

More Than

CONNECT TO MATH BOOK

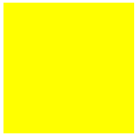- Show students the cover of the most recently read math book.

- Ask if students remember this book.

- Ask if they remember what we counted in this book.

- Connect the book to background knowledge of unit theme.

- Review title, author, and illustrator of the book.

- Spend 2-3 minutes reviewing parts of the book. Count some items in the book. Review the vocabulary of the book.

3-4 minutes

TOTAL

Lesson 2B

More Than

Introduce New Concept

Explain: *Today we are going to look at two groups and decide which group has more.*

Model: Point to the red square. Explain, *I'm going to count these red square. Watch and listen.* Point to the red square as you count. *One. There is one red square.* Point to first yellow square and say, *Now let's count the yellow squares. One, two. There are two yellow squares.* Point to the red square. *One red square and* Point to the yellow squares *two yellow squares. One, two.* Make a circle around the yellow squares. *Two is more than one. There are more yellow squares than red squares.*

Lesson 2B

More Than

Group Practice

Explain: *Let's work together to figure out which group has more.*

Group Practice: Point to first yellow squares. *Let's count the yellow squares.* Point to the yellow squares as students count with you. *One, two. There are two yellow squares.* Point to first blue square and say, *Now let's count the blue squares. One, two. There are two blue squares.* Point to the yellow squares. *Two yellow squares and* Point to the blue squares *two blue squares. Two, two.* Make a circle around both groups. Point to your forehead in thinking gesture. *Which group has more?* Open hand to note choral gesture. *These groups are the same. There isn't one group with more.*

⭐ **Error Correction Procedure**

Point to each group. *Two. Two. These groups are the same.*

Lesson 2B

More Than

Group Practice

Explain: *Let's work together to figure out which group has more.*

Group Practice: Point to the purple square. *Let's count these purple squares.* Point to the purple square as students count with you. *One, two, three, four. There are four purple squares.* Point to first yellow square and say, *Now let's count the yellow squares. One, two, three. There are three yellow squares.* Point to the purple squares. *Four purple squares and* Point to the yellow squares *three yellow squares. Four, three.* Make a circle around both groups. Point to your forehead in thinking gesture. *Which group has more?* Open hand to note choral gesture. *Four. Four is more than three. Point to the purple squares.*

⭐ **Error Correction Procedure**

Point to each group. *Four. Three. Four is more than three.*

Lesson 2B

More Than

Group Practice

Explain: *Let's work together to figure out which group has more.*

Group Practice: Point to the green square. *Let's count the green square.* Point to the green square as students count with you.

One. There is one green square. Point to first red square and say, *Now let's count the red squares. One, two, three, four, five. There are five red squares.* Point to the green square. *One green square and* Point to the red squares *five red squares. One, five.* Make a circle around both groups. Point to your forehead in thinking gesture. *Which group has more?* Open hand to note choral gesture.

Five. There are more red squares than green squares.

⭐ **Error Correction Procedure**

Point to each group. *One. Five. Five is more than one*

Lesson 2B

More Than

Individual Practice:

Give each student a work mat. Using two colors of unifix cubes, create two groups with quantities between 1 and 5 on each student's work mat. Encourage students to independently count their groups and identify which has more. Monitor student progress and correct errors. Each student should have **four opportunities to count groups and identify which has more**.

Expand (optional): For students ready for a challenge, ask them to create groups and tell you which has more.

Lesson 2B

More Than

Wrap Up

Explain: *Today we practiced telling which group has more.*

Celebrate success:

Let's celebrate our hard work with three cheers. Ready? Raise bent arms with hands in a fist. *Hip, hip* Raise fists high

Hooray! Return to bent arms. *Hip, hip* Raise fists high *Hooray!* Return to bent arms. *Hip, hip* Raise fists high *Hooray!*

Great work. We're all done. For extra fun, pretend to shake pom-poms.

Point out groups with more than other groups throughout the day.

Materials Needed:
- Most recently read math book
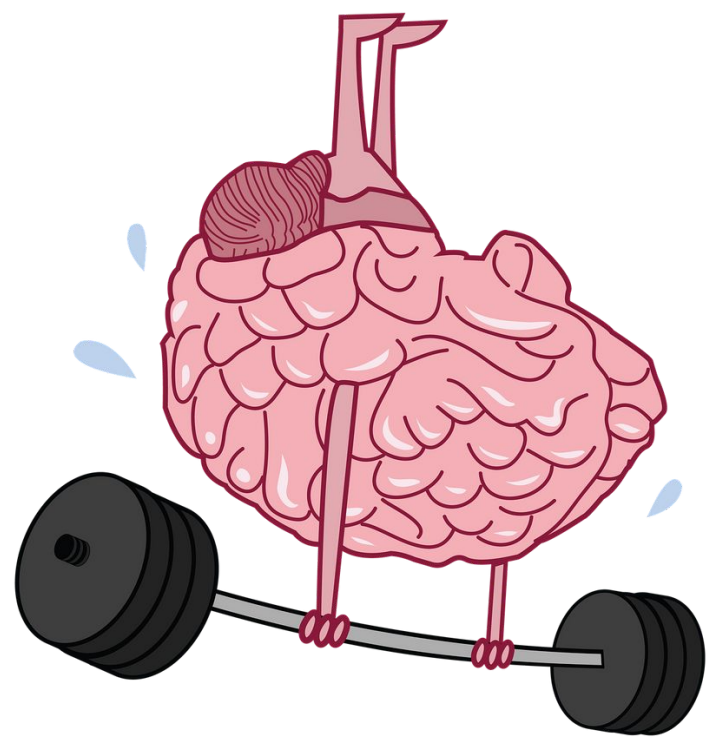- Small, identical materials for counting (For example: unifix cubes of two colors)
- Work mat for each student.

Lesson 3

Less Than

Warm Up

Explain:

Let's get our brains ready to learn. Today we are going to count all the way to ten. Count with me. Point to the dots on the number line as we count. One, two, three, four, five, six, seven, eight, nine, ten. Repeat one time if necessary to gain students' attention.

Lesson 3

Less Than

CONNECT TO MATH BOOK

- Show students the cover of the most recently read math book.

- Ask if students remember this book.

- Ask if they remember what we counted in this book.

- Connect the book to background knowledge of unit theme.

- Review title, author, and illustrator of the book.

- Spend 2-3 minutes reviewing parts of the book. Count some items in the book. Review the vocabulary of the book.

3-4 minutes

TOTAL

Lesson 3

Less Than

Introduce New Concept

Explain: *Today we are going to look at two groups and decide which one has less.*

Model: Point to first red square. Explain, *I'm going to count these red squares. Watch and listen.* Point to each red square as you count. *One, two, three, four. There are four red squares.* Point to the yellow square and say, *Now let's count the yellow square. One. There is one yellow square.* Point to the red squares. *Four red squares and* Point to the yellow square *one yellow square. Four, one.*

Make a circle around the yellow squares. *One is less than four. There are less yellow squares than red squares.*

Lesson 3

Less Than

Introduce New Concept

Explain: *Let's find out which has group has less.*

Model: Point to first blue square. Explain, *I'm going to count these blue squares. Watch and listen.* Point to each blue square as you count. *One, two. There are two blue squares.* Point to the first orange square and say, *Now let's count the orange squares. One, two, three, four, five. There are five orange squares.* Point to the blue squares. *Two blue squares and* Point to the orange squares *five orange squares. Two, five* Make a circle around the blue squares. *Two is less than five. There are less blue squares than orange squares.*

Lesson 3

Less Than

Introduce New Concept

Explain: *Let's find out which group has less.*

Model: Point to first purple square. Explain, *I'm going to count these purple squares. Watch and listen.* Point to each purple square as you count. *One, two, three. There are three purple squares.* Point to first green square and say, *Now let's count the green squares. One, two, three. There are three green squares.* Point to the purple squares. *Three purple squares and* Point to the green squares *three green squares. Three, three. These groups are the same. There isn't a group with less!*

Lesson 3

Less Than

Group Practice

Explain: *Let's work together to figure out which groups has less.*

Group Practice: Point to first yellow square. *Let's count these yellow squares.* Point to each yellow square as students count with you. *One, two. There are two yellow squares.* Point to first orange square and say, *Now let's count the orange squares. One, two, three, four. There are four orange squares.* Point to the yellow squares. *Two yellow squares and* Point to the orange squares *four orange squares. Two, four.* Make a circle around both groups. Point to your forehead in thinking gesture. *Which group has less?*

Open hand to note choral gesture. *Two. Point to the two yellow squares.*

⭐ **Error Correction Procedure**

Point to each group. *Two. four. Two is less than four. There are less yellow squares.*

Lesson 3

Less Than

Group Practice

Explain: *Let's work together to figure out which group has less.*

Group Practice: Point to first purple square. *Let's count these purple squares.* Point to each purple square as students count with you. *One, two, three, four, five. There are five purple squares.* Point to first yellow square and say, *Now let's count the yellow squares. One, two, three. There are three yellow squares.* Point to the purple squares. *Five purple squares and* Point to the yellow squares *three yellow squares. Five, three.* Make a circle around both groups. Point to your forehead in thinking gesture. *Which group has less?* Open hand to note choral gesture. *Three. Point to the three yellow squares.*

Error Correction Procedure

Point to each group. *Five. Three. Five is more than three. There are more purple squares.*

Lesson 3

Less Than

Group Practice

Explain: *Let's work together to figure out which group has less.*

Group Practice: Point to the green square. *Let's count the green square.* Point to the green square as students count with you.

One. There is one green square. Point to the red square and say, *Now let's count the red square. One. There is one red square.*

Point to the green square. *One green square and* Point to the red square *one red square. One, one.* Make a circle around both groups. Point to your forehead in thinking gesture. *Which group has less? Thumbs up when you know.* Call on one student to answer. *These groups are the same. There isn't a group with less.*

⭐ **Error Correction Procedure**

Point to each group. *One. One. These groups are the same. There isn't a group with less.*

Lesson 3

Less Than

Group Practice

Explain: *Let's work together to figure out which group has less.*

Group Practice: Point to first orange square. *Let's count these orange squares.* Point to each orange square as students count with you. *One, two, three. There are three orange squares.* Point to first blue square and say, *Now let's count the blue squares. One, two. There are two blue squares.* Point to the orange squares. *Three orange squares and* Point to the blue squares *two blue squares. Three, two.* Make a circle around both groups. Point to your forehead in thinking gesture. *Which group has less?* Open hand to note choral gesture. *Two. There are less blue squares than orange squares.*

> ⭐ **Error Correction Procedure**
> Point to each group. *Three. Two. There are less yellow squares than orange squares.*

Lesson 3

Less Than

Individual Practice:

Give each student a work mat. Using two colors of unifix cubes, create two groups with quantities between 1 and 5 on each student's work mat. Encourage students to independently count their groups and identify which group has less. Monitor student progress and correct errors. Each student should have **two opportunities to count and identify the group that has less.**

Expand (optional): For students ready for a challenge, ask them to create groups and tell you which has less.

Lesson 3

Less Than

Wrap Up

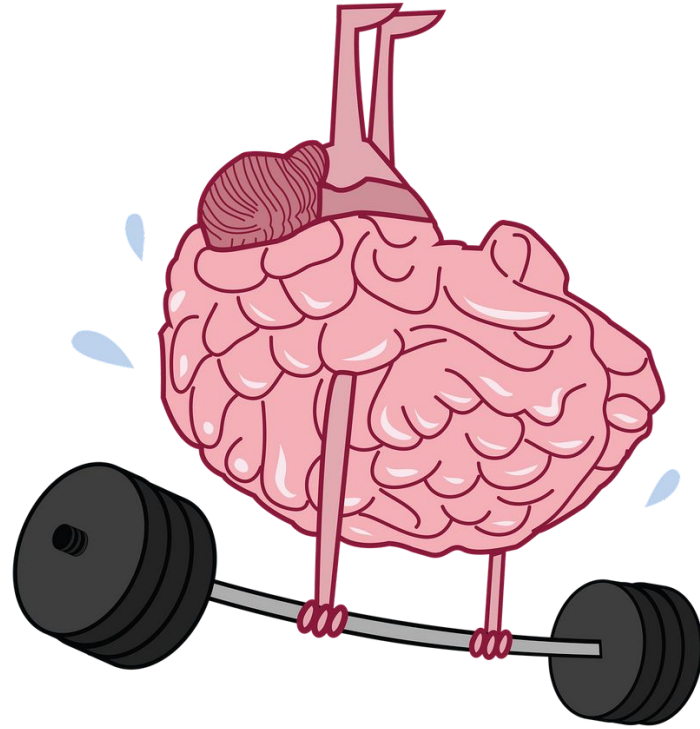Explain: *Today we practiced telling which group has less.*

Celebrate success:

Let's celebrate our hard work with three cheers. Ready? Raise bent arms with hands in a fist. *Hip, hip* Raise fists high

Hooray! Return to bent arms. *Hip, hip* Raise fists high *Hooray!* Return to bent arms. *Hip, hip* Raise fists high *Hooray!*

Great work. We're all done. For extra fun, pretend to shake pom-poms.

Lesson 3A

Less Than

Overview: This lesson introduces the concept that the group with a smaller quantity is "less than" the group with a larger quantity.

Warm Up

Explain:

Let's warm up our brains to get ready to learn. Point to number line. *This is called a number line. It has all the numbers from 1 to 10. Count with me as I point to each number.* Encourage students to count with you as you point to each number. Repeat once if necessary to get all students engaged. *Thanks for helping me count.*

Lesson 3A

Less Than

CONNECT TO MATH BOOK

- Show students the cover of the most recently read math book.

- Ask if students remember this book.

- Ask if they remember what we counted in this book.

- Connect the book to background knowledge of unit theme.

- Review title, author, and illustrator of the book.

- Spend 2-3 minutes reviewing parts of the book. Count some items in the book. Review the vocabulary of the book.

3-4 minutes

TOTAL

Lesson 3A

Less Than

Introduce New Concept

Explain: *Today we are going to look at two groups and decide which group has less.*

Model: Point to the red square. Explain, *I'm going to count the red square. Watch and listen.* Point to the red square as you count.

One. There is one red square. Point to first yellow square and say, *Now let's count the yellow squares. One, two, three. There are three yellow squares.* Point to the red square. *One red square and* Point to the yellow squares *three yellow squares. One, three.*

Make a circle around the red square. *There are less red squares than yellow squares.*
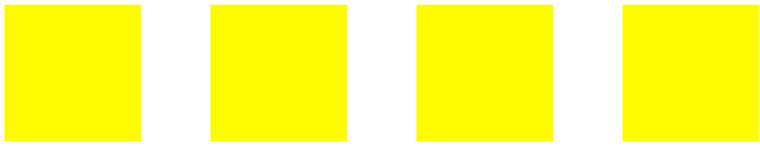
Lesson 3A

Less Than

Introduce New Concept

Explain: *Let's find out which group has less..*

Model: Point to first blue square. Explain, *I'm going to count these blue squares. Watch and listen.* Point to each blue square as you count. *One, two, three, four, five. There are five blue squares.* Point to the first orange square and say, *Now let's count the orange squares. One, two, three, four. There are four orange squares.* Point to the blue squares. *Five blue squares and* Point to the orange square *four orange squares. Five, four.* Make a circle around the orange squares. *Four is less than five. There are less orange squares than blue squares..*

Lesson 3A

Less Than

Group Practice

Explain: *Let's work together to figure out which group has less.*

Group Practice: Point to the purple square. *Let's count the purple square.* Point to the purple square as students count with you. *One. There is one purple square.* Point to first yellow square and say, *Now let's count the yellow squares. One, two, three, four. There are four yellow squares.* Point to the purple square. *One purple square and* Point to the yellow squares *four yellow squares. One, four.* Make a circle around both groups. Point to your forehead in thinking gesture. *Which group has less?* Open hand to note choral gesture. *One. There are less purple squares than yellow squares.*

⭐ **Error Correction Procedure**

Point to each group. *One. Four. One is less than four.*

Lesson 3A

Less Than

Group Practice

Explain: *Let's work together to figure out which group has less*

Group Practice: Point to first green square. *Let's count these green squares.* Point to each green square as students count with you. *One, two, three, four, five. There are five green squares.* Point to first red square and say, *Now let's count the red squares. One, two. There are two red squares.* Point to the green squares. *Five green squares and* Point to the red squares *two red squares. Five, two.* Make a circle around both groups. Point to your forehead in thinking gesture. *Which group has less?* Open hand to note choral gesture. *Two. Yes. Two is less than five. There are less red squares than green.*

⭐ **Error Correction Procedure**

Point to each group. *Five. Two. There are less red squares than green squares.*

Lesson 3A

Less Than

Group Practice

Explain: *Let's work together to figure out which group has less.*

Group Practice: Point to first green square. *Let's count these green squares.* Point to each green square as students count with you. *One, two, three. There are three green squares.* Point to first red square and say, *Now let's count the red squares. One, two, three. There are three red squares.* Point to the green squares. *Three green squares and* Point to the red squares *three red squares. Three, three.* Make a circle around both groups. Point to your forehead in thinking gesture. *Which group has more?*

Open hand to note choral gesture. *There isn't a group with less   These groups are the same.*

⭐ **Error Correction Procedure**

Point to each group. *Three. Three. These groups are the same. There isn't a group with less.*

Lesson 3A

Less Than

Individual Practice:

Give each student a work mat. Using two colors of unifix cubes, create two groups with quantities between 1 and 5 on each student's work mat. Encourage students to independently count their groups and identify which has less. Monitor student progress and correct errors. Each student should have **three opportunities to count and identify the group with less.**

Expand (optional): For students ready for a challenge, ask them to create groups and tell you which group has less.
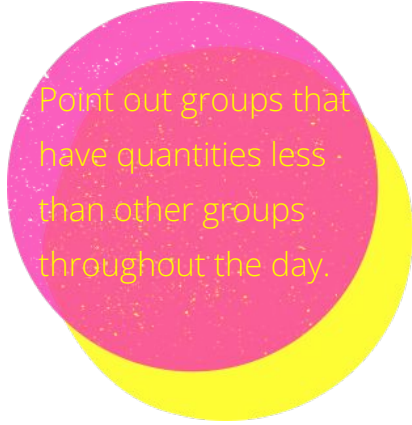
Lesson 3A

Less Than

Wrap Up

Explain: *Today we practiced telling which group has less.*

Point out groups that have quantities less than other groups throughout the day.
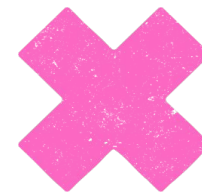
Celebrate success:

Let's celebrate our hard work with three cheers. Ready? Raise bent arms with hands in a fist. *Hip, hip* Raise fists high
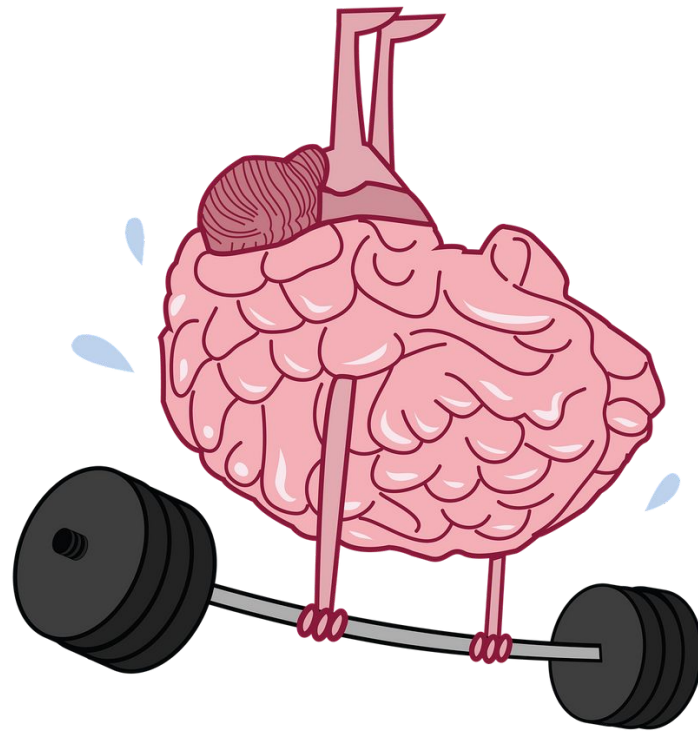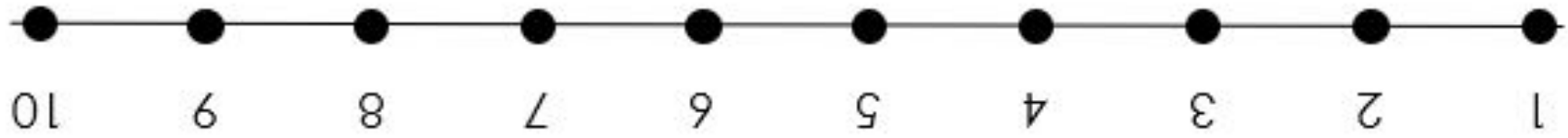
Hooray! Return to bent arms. *Hip, hip* Raise fists high *Hooray!* Return to bent arms. *Hip, hip* Raise fists high *Hooray!*

Great work. We're all done. For extra fun, pretend to shake pom-poms.

Lesson 3B

Less Than

Warm Up

Explain:

Let's warm up our brains to get ready to learn. Point to number line. *This is called a number line. It has all the numbers from 1 to 10. Count with me as I point to each number.* Encourage students to count with you as you point to each number. Repeat once if necessary to get all students engaged. *Thanks for helping me count.*

Lesson 3B

Less Than

CONNECT TO MATH BOOK

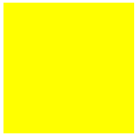- Show students the cover of the most recently read math book.

- Ask if students remember this book.

- Ask if they remember what we counted in this book.

- Connect the book to background knowledge of unit theme.

- Review title, author, and illustrator of the book.

- Spend 2-3 minutes reviewing parts of the book. Count some items in the book. Review the

  vocabulary of the book.

3-4 minutes

TOTAL

Lesson 3B

Less Than

Introduce New Concept

Explain: *Today we are going to look at two groups and decide which group has less.*

Model: Point to the red square. Explain, *I'm going to count the red square. Watch and listen.* Point to the red square as you count.

One. There is one red square. Point to first yellow square and say, *Now let's count the yellow squares. One, two. There are two yellow squares.* Point to the red square. *One red square and* Point to the yellow squares *two yellow squares. One, two.* Make a circle around the red square. *One is less than two. There are less red squares than yellow squares.*

Lesson 3B

Less Than

Group Practice

Explain: *Let's work together to figure out if these groups has less.*

Group Practice: Point to first yellow square. *Let's count the yellow squares.* Point to the yellow squares as students count with you. *One, two. There are two yellow squares.* Point to first blue square and say, *Now let's count the blue squares. One, two. There are two blue squares.* Point to the yellow squares. *Two yellow squares and* Point to the blue squares *two blue squares. Two, two.* Make a circle around both groups. Point to your forehead in thinking gesture. *Which group has less?* Open hand to note choral gesture. *These groups are the same. There isn't one group with less.*

⭐ **Error Correction Procedure**

Point to each group. *Two. Two. These groups are the same.*

Lesson 3B

Less Than

Group Practice

Explain: *Let's work together to figure out which group has less.*

Group Practice: Point to first purple square. *Let's count these purple squares.* Point to the purple squares as students count with you. *One, two, three, four. There are four purple squares.* Point to first yellow square and say, *Now let's count the yellow squares. One, two, three. There are three yellow squares.* Point to the purple squares. *Four purple squares and* Point to the yellow squares *three yellow squares. Four, three.* Make a circle around both groups. Point to your forehead in thinking gesture. *Which group has less?* Open hand to note choral gesture. *Three. Three is less than four. Point to the yellow squares.* .

⭐ **Error Correction Procedure**

Point to each group. *Four. Three. Three is less than four.*

Lesson 3B

Less Than

Group Practice

Explain: *Let's work together to figure out which group has less.*

Group Practice: Point to the green square. *Let's count the green square.* Point to the green square as students count with you.

One. There is one green square. Point to first red square and say, *Now let's count the red squares. One, two, three, four, five. There are five red squares.* Point to the green square. *One green square and* Point to the red squares *five red squares. One, five.* Make a circle around both groups. Point to your forehead in thinking gesture. *Which group has less?* Open hand to note choral gesture.

One. There are less green squares than red squares.

⭐ **Error Correction Procedure**
Point to each group. *One. Five. One is less than five.*

Lesson 3B

Less Than

Individual Practice:

Give each student a work mat. Using two colors of unifix cubes, create two groups with quantities between 1 and 5 on each

student's work mat. Encourage students to independently count their groups and identify which group has less. Monitor

student progress and correct errors. Each student should have **four opportunities to count groups and identify which**

has less.

Expand (optional): For students ready for a challenge, ask them to create groups and tell you which has less.

Lesson 3B

Less Than

Wrap Up

Explain: *Today we practiced telling which group has less.*

Point out groups that have less than other groups throughout the day.

Celebrate success:

Let's celebrate our hard work with three cheers. Ready? Raise bent arms with hands in a fist. *Hip, hip* Raise fists high

Hooray! Return to bent arms. *Hip, hip* Raise fists high *Hooray!* Return to bent arms. *Hip, hip* Raise fists high *Hooray!*

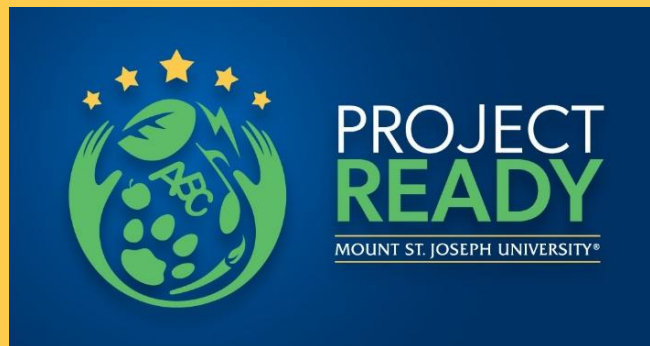*Great work. We're all done.* For extra fun, pretend to shake pom-poms.

Practice & Play
Set 3

Practice & Play #1

Skills: Same/Different, More Than, Less Than

Materials: None

Review Game: Thumbs Up, Thumbs Down

<u>Explain:</u>

We have been practicing telling if groups are the same or different. We've also been practicing telling which group has more and which group has less. I'm going to ask a question. If the answer is yes, you will show me a thumbs up. First, you will hide your answer on your chest. (Point to first photo of thumbs up on chest) *Then, when I say, "Show me" you will hold your answer up high.* (Point to second photo) *If the answer is no, you will show me a thumbs down. First, you will hide your answer on your chest.* (Point to first photo of thumbs down) *Then, when I say, "Show me" you will hold your answer up high.* (Point to second photo) *Let's practice.* (Practice putting a thumb up or down on their chest then raising their hand high when you say, "Show me."

Practice & Play #1

Group Practice: Make a circle around both groups. *Are these groups the same? Thumbs up or thumbs down.* (Allow a few seconds for students to respond with hand on chest.) *Show me.* Make a circle around the **green** squares. *Is this group **more**? Thumbs up or thumbs down.* (Allow a few seconds for students to respond with hand on chest.) *Show me.*

Note: Pay careful attention to **Student #1's** responses as you progress through all pages with red and green squares. Note their mastery on Student Progress Sheet.

⭐ **Error Correction Procedure**

No. These groups are different. (Point to squares as you quickly count each group.) *Two and five. Those are different.*

⭐ **Error Correction Procedure**

No. (Point to red squares.) *This group has more. Five is more than two.*

Practice & Play #1

Group Practice: Make a circle around both groups. *Are these groups the same? Thumbs up or thumbs down.* (Allow a few seconds for students to respond with hand on chest.) *Show me.*

Note: Pay careful attention to **Student #1's** responses as you progress through all pages with red and green squares. Note their mastery on Student Progress Sheet.

⭐ **Error Correction Procedure**

Yes. These groups are the same. (Point to squares as you quickly count each group.) *Three and three.*

Practice & Play #1

Group Practice: Make a circle around both groups. *Are these groups the same? Thumbs up or thumbs down.* (Allow a few seconds for students to respond with hand on chest.) *Show me.* Make a circle around the **red** squares. *Is this group **less**? Thumbs up or thumbs down.* (Allow a few seconds for students to respond with hand on chest.) *Show me.*

Note: Pay careful attention to **Student #1's** responses as you progress through all pages with red and green squares. Note their mastery on Student Progress Sheet.

⭐ **Error Correction Procedure**

No. These groups are different. (Point to squares as you quickly count each group.) *Four and two. Those are different.*

⭐ **Error Correction Procedure**

Yes. This group is less. (Point to squares as you quickly count each group.) *Two is less than four.*

Practice & Play #1

Group Practice: Make a circle around both groups. *Are these groups the same? Thumbs up or thumbs down.* (Allow a few seconds for students to respond with hand on chest.) *Show me.* Make a circle around the **green** squares. *Is this group **less**? Thumbs up or thumbs down.* (Allow a few seconds for students to respond with hand on chest.) *Show me.*

Note: Pay careful attention to **Student #1's** responses as you progress through all pages with red and green squares. Note their mastery on Student Progress Sheet.

⭐ **Error Correction Procedure**

No. These groups are different. (Point to squares as you quickly count each group.) *Four and one. Those are different.*

⭐ **Error Correction Procedure**

No. (Point to red square) *This group is less.* Point to squares as you quickly count each group. *One is less than four* .

Practice & Play #1

Group Practice: Make a circle around both groups. *Are these groups the same? Thumbs up or thumbs down.* (Allow a few seconds for students to respond with hand on chest.) *Show me.* Make a circle around the **red** squares. *Is this group **more**? Thumbs up or thumbs down.* (Allow a few seconds for students to respond with hand on chest.) *Show me.*

Note: Pay careful attention to **Student #1's** responses as you progress through all pages with red and green squares. Note their mastery on Student Progress Sheet.

Error Correction Procedure

No. These groups are different. (Point to squares as you quickly count each group.) *Three and five. Those are different.*

Error Correction Procedure

Yes. (Point to red squares) *This group is more* (Point to squares as you quickly count each group.) *Five is more than three.*

Practice & Play #1

Group Practice: Make a circle around both groups. *Are these groups the same? Thumbs up or thumbs down.* (Allow a few seconds for students to respond with hand on chest.) *Show me.* Make a circle around the **yellow** squares. *Is this group **more**? Thumbs up or thumbs down.* (Allow a few seconds for students to respond with hand on chest.) *Show me.*

Note: Pay careful attention to **Student #2's** responses as you progress through all pages with blue and yellow squares. Note their mastery on Student Progress Sheet.

⭐ **Error Correction Procedure**

No. These groups are different. (Point to squares as you quickly count each group.) *Two and five. Those are different.*

⭐ **Error Correction Procedure**

No. (Point to blue squares.) *This group has more. Five is more than two.*

Practice & Play #1

Group Practice: Make a circle around both groups. *Are these groups the same? Thumbs up or thumbs down.* (Allow a few seconds for students to respond with hand on chest.) *Show me.* Make a circle around the **blue** squares. *Is this group **less**? Thumbs up or thumbs down.* (Allow a few seconds for students to respond with hand on chest.) *Show me.*

Note: Pay careful attention to **Student #2's** responses as you progress through all pages with blue and yellow squares. Note their mastery on Student Progress Sheet.

⭐ **Error Correction Procedure**

No. These groups are different. (Point to squares as you quickly count each group.) *Four and two. Those are different.*

⭐ **Error Correction Procedure**

Yes. This group is less. (Point to squares as you quickly count each group.) *Two is less than four.*
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Practice & Play #1

Group Practice: Make a circle around both groups. *Are these groups the same? Thumbs up or thumbs down.* (Allow a few seconds for students to respond with hand on chest.) *Show me.* Make a circle around the **yellow** squares. *Is this group **less**? Thumbs up or thumbs down.* (Allow a few seconds for students to respond with hand on chest.) *Show me.*

Note: Pay careful attention to **Student #2's** responses as you progress through all pages with blue and yellow squares. Note their mastery on Student Progress Sheet.

⭐ Error Correction Procedure

No. These groups are different. (Point to squares as you quickly count each group.) *Four and one. Those are different.*

⭐ Error Correction Procedure

No. (Point to blue square) *This group is less.* (Point to squares as you quickly count each group.) *One is less than four .*

Practice & Play #1

Group Practice: Make a circle around both groups. *Are these groups the same? Thumbs up or thumbs down.* (Allow a few seconds for students to respond with hand on chest.) *Show me.*

Note: Pay careful attention to **Student #2's** responses as you progress through all pages with blue and yellow squares. Note their mastery on Student Progress Sheet.
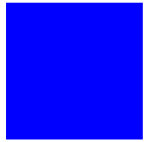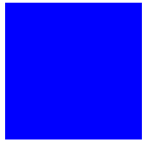
Error Correction Procedure

Yes. These groups are the same. (Point to squares as you quickly count each group.) *Two and two*

Practice & Play #1

Group Practice: Make a circle around both groups. *Are these groups the same? Thumbs up or thumbs down.* (Allow a few seconds for students to respond with hand on chest.) *Show me.* Make a circle around the **blue** squares. *Is this group **more**? Thumbs up or thumbs down.* (Allow a few seconds for students to respond with hand on chest.) *Show me.*

Note: Pay careful attention to **Student #2's** responses as you progress through all pages with blue and yellow squares. Note their mastery on Student Progress Sheet.

★ Error Correction Procedure

No. These groups are different. (Point to squares as you quickly count each group.) *Three and five. Those are different.*

★ Error Correction Procedure

Yes. (Point to blue squares) *This group is more* (Point to squares as you quickly count each group.) *Five is more than three.*

Practice & Play #1

Group Practice: Make a circle around both groups. *Are these groups the same? Thumbs up or thumbs down.* (Allow a few seconds for students to respond with hand on chest.) *Show me.*

Note: Pay careful attention to **Student #3's** responses as you progress through all pages with orange and purple squares.

Note their mastery on Student Progress Sheet.

Error Correction Procedure

Yes. These groups are the same. (Point to squares as you quickly count each group.) *Three and three.*

Practice & Play #1

Group Practice: Make a circle around both groups. *Are these groups the same? Thumbs up or thumbs down.* (Allow a few seconds for students to respond with hand on chest.) *Show me.* Make a circle around the **purple** squares. *Is this group **less**? Thumbs up or thumbs down.* (Allow a few seconds for students to respond with hand on chest.) *Show me.*

Note: Pay careful attention to **Student #3's** responses as you progress through all pages with orange and purple squares.

Note their mastery on Student Progress Sheet.

⭐ **Error Correction Procedure**

No. These groups are different. (Point to squares as you quickly count each group.) *Two and five. Those are different.*

⭐ **Error Correction Procedure**

Yes. (Point to purple squares.) *This group has less. Two is more than five.*

Practice & Play #1

Group Practice: Make a circle around both groups. *Are these groups the same? Thumbs up or thumbs down.* (Allow a few seconds for students to respond with hand on chest.) *Show me.* Make a circle around the **purple** squares. *Is this group **less**? Thumbs up or thumbs down.* (Allow a few seconds for students to respond with hand on chest.) *Show me.*

Note: Pay careful attention to **Student #3's** responses as you progress through all pages with orange and purple squares.

Note their mastery on Student Progress Sheet.

Error Correction Procedure

No. These groups are different. (Point to squares as you quickly count each group.) *Four and two. Those are different.*

Error Correction Procedure

No. (Point to squares as you quickly count each group.) *This group is more. Two is less than four.*

Practice & Play #1

Group Practice: Make a circle around both groups. *Are these groups the same? Thumbs up or thumbs down.* (Allow a few seconds for students to respond with hand on chest.) *Show me.* Make a circle around the **orange** square. *Is this group **more**? Thumbs up or thumbs down.* (Allow a few seconds for students to respond with hand on chest.) *Show me.*

Note: Pay careful attention to **Student #3's** responses as you progress through all pages with orange and purple squares.

Note their mastery on Student Progress Sheet.

⭐ Error Correction Procedure

No. These groups are different. (Point to squares as you quickly count each group.) *Four and one. Those are different.*

⭐ Error Correction Procedure

No. (Point to purple squares) *This group is more.* (Point to squares as you quickly count each group.) *Four is more than one.*

Practice & Play #1

Group Practice: Make a circle around both groups. *Are these groups the same? Thumbs up or thumbs down.* (Allow a few seconds for students to respond with hand on chest.) *Show me.* Make a circle around the **orange** squares. *Is this group **more**? Thumbs up or thumbs down.* (Allow a few seconds for students to respond with hand on chest.) *Show me.*

Note: Pay careful attention to **Student #3's** responses as you progress through all pages with orange and purple squares.
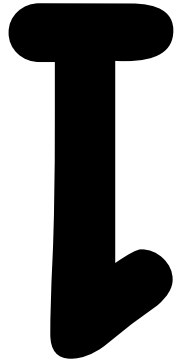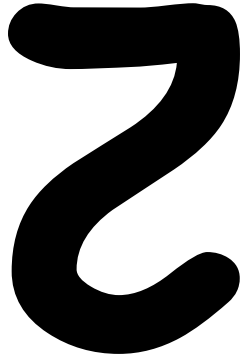
Note their mastery on Student Progress Sheet.

⭐ **Error Correction Procedure**

No. These groups are different. (Point to squares as you quickly count each group.) *Three and five. Those are different.*

⭐ **Error Correction Procedure**

Yes. (Point to orange squares) *This group is more* (Point to squares as you quickly count each group.) *Five is more than three.*

Practice & Play #2

Skills: Same, More Than, Less Than

Materials: Eye Spy page with three groups (2, 5, and 1)

Review Game: Eye Spy

Place response sheets in front of each student so the side with colored blocks is facing up.

Explain: *We are going to play another game today. This is called Eye Spy. We are going to look at groups and decide which is the same, which has more, and which has less. First, you will find the correct group with just your eyes. Then, I will say, "Point to it" and you will point to the group with your finger.* (Practice finding with their eyes then pointing when you give the cue "Point to it.")

Practice & Play #2

Group Practice:

Okay. Let's count this group together. Point to each square as you count. *One two. How many in this group? Two!* Pay close attention

to **Student #1's** answers as you ask the questions below. Note their answers on the Student Progress Sheet.

Now look at your paper. Find a group that has less than two. Find the group with more with your eyes. Now point to it.

Find a group that has more than two. Find the group with more with your eyes. Now point to it.

Which group is the same as two? Find the group that is the same with your eyes. Now point to it.

Practice & Play #2

Group Practice:

Okay. Let's count this group together. Point to each square as you count. *One two, three. How many in this group? Three!* Pay close

attention to **Student #2's** answers as you ask the questions below. Note their answers on the Student Progress Sheet.

Now look at your paper. Find a group that has more than three. Find the group with more with your eyes. Now point to it.

Find a group that has less than three. Find the group with less with your eyes. Now point to it.

Which group is the same as three? Find the group that is the same with your eyes. Now point to it.

Practice & Play #2

Group Practice:

Okay. Let's count this group together. Point to each square as you count. *One two, three, four. How many in this group? Four!* Pay close attention to **Student #3's** answers as you ask the questions below. Note their answers on the Student Progress Sheet.

Now look at your paper. Which group is the same as four? Find the group that is the same with your eyes. Now point to it.

Find a group that has more than four. Find the group with more with your eyes. Now point to it.

Find a group that has less than four. Find the group with less with your eyes. Now point to it.

Joyful Discoveries Preschool Curriculum

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