Objective

Compare groups of 1 to 10 objects.

Common Core State Standards

■ **K.CC.6** Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.

Counting and Cardinality

Comparing Groups

This lesson extends children's investigations of numbers to 10 and takes on the additional focus of comparison. Children will count but will also be engaged in comparing two groups. Children will find that there are lots of ways to talk about how two groups compare.

Try It! *Perform the Try It! activity on the next page.*

Talk About It

Discuss the Try It! activity.

■ Have two volunteers come to the front of the class to demonstrate the game they played during the Try It! activity.

■ After the pair picks their cards, have them display to the class the card showing the number of blankets and the card showing the number of Three Bear Family® Counters to the class. **Say:** *Make a guess.* **Ask:** *Do you think the number of blankets is less than the number of bears? More than the number of bears? The same as the number of bears? Why did you make that guess?*

■ Then have volunteers set up the actual number of blankets and seat the bears. **Ask:** *Is the number of blankets less than the number of bears? More than the number of bears? The same as the number of bears? Was your guess correct?*

Solve It

With children, reread the problem. Tell children that they are the bears and that they will be using sheets of construction paper for blankets. Invite two volunteers to be in charge of picking the cards. Encourage children to make a guess about the number of blankets and the number of bears. Select the number of volunteers required by the "bears" card. Have children set up the correct number of blankets and seat themselves to check their guesses.

More Ideas

For other ways to teach about comparing groups—

■ Have children use Link 'N' Learn® Links to create two chains of different sizes. Have them compare the two chains using the terms *more than* or *less than.*

■ Have each child in a pair pull a handful of Snap Cubes® from a paper bag filled with cubes. Then have children count the cubes, compare the groups, and describe the groups using the terms *less than, more than,* or *same number.*

Formative Assessment

Have children try the following problem.

Is the number of squares less than, more than, or the same as the number of bears?

Try It!   30 minutes | Pairs

Here is a problem about counting and comparing groups.

Tara's class is playing a game. They pick a number to show how many blankets and a number to show how many Three Bear Family Counters. Then they seat the bears on the blankets. Sometimes there will be enough blankets, and sometimes there won't. Do you think the number of blankets is less than the number of bears? Do you think the number of blankets is more than the number of bears? Do you think the number of blankets is the same as the number of bears?

Introduce the problem. Then have children do the activity to solve the problem. Tell children to pretend that the Color Tiles are blankets. Distribute bears, tiles, and Number Cards (BLM 2; cards 1–10) to each pair.

Materials
- Three Bear Family® Counters (10 per pair)
- Color Tiles (10 per pair)
- Number Cards (BLM 2; 2 sets of cards 1–10 per pair)

1. Instruct children to mix up the cards and place them facedown in a stack. Have partners decide who will set up the blankets (tiles) and who will seat the bears on the blankets. Ask each child to draw a card (one for blankets and one for bears).

2. Have children identify the number of blankets and bears and make a guess about whether the number of blankets is less than, more than, or the same as the number of bears. Then have children count out the number of blankets and bears to show each group.

⚠ Look Out!

Some children may be more focused on seating bears and making sure that all bears have a blanket instead of comparing groups. Have these children line up the bears in front of the blankets to show the one-to-one correspondence. This way, children will more easily identify whether the number of blankets is less than, more than, or the same as the number of bears.
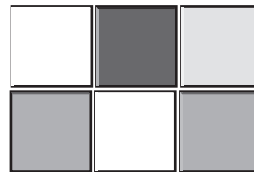

3. Instruct partners to set up the blankets and seat the bears. Ask children to compare the groups and decide whether the number of blankets is less than, more than, or the same as the number of bears.

1.
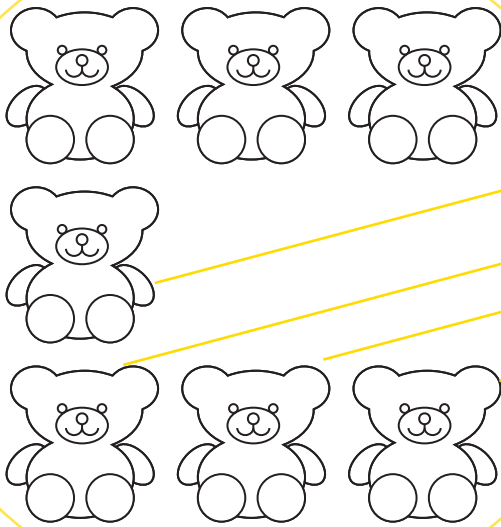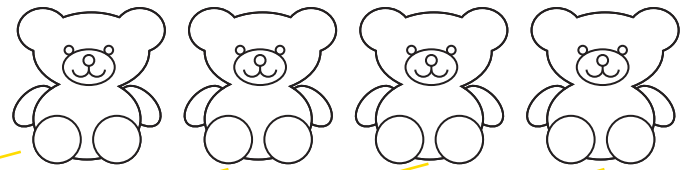
Check children's work.

7   4

2.

5   6

Directions

1. Write the number for each group of counters. Draw a line matching a bear from one group to the other group. Circle the group that has the greater number of bears.   **2.** Write the number for each group of tiles. Circle the group that is less than the other group.

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Hands-On Standards, Common Core Edition

Answer Key

Check children's work.

Challenge

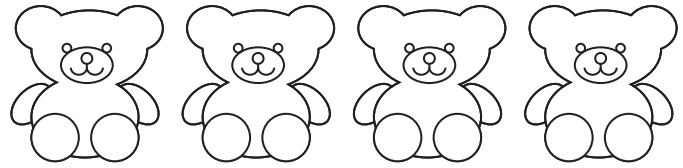Draw a group of bears that is greater than 4. Write the number of bears you drew.
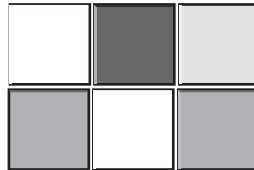
Name _____

1.

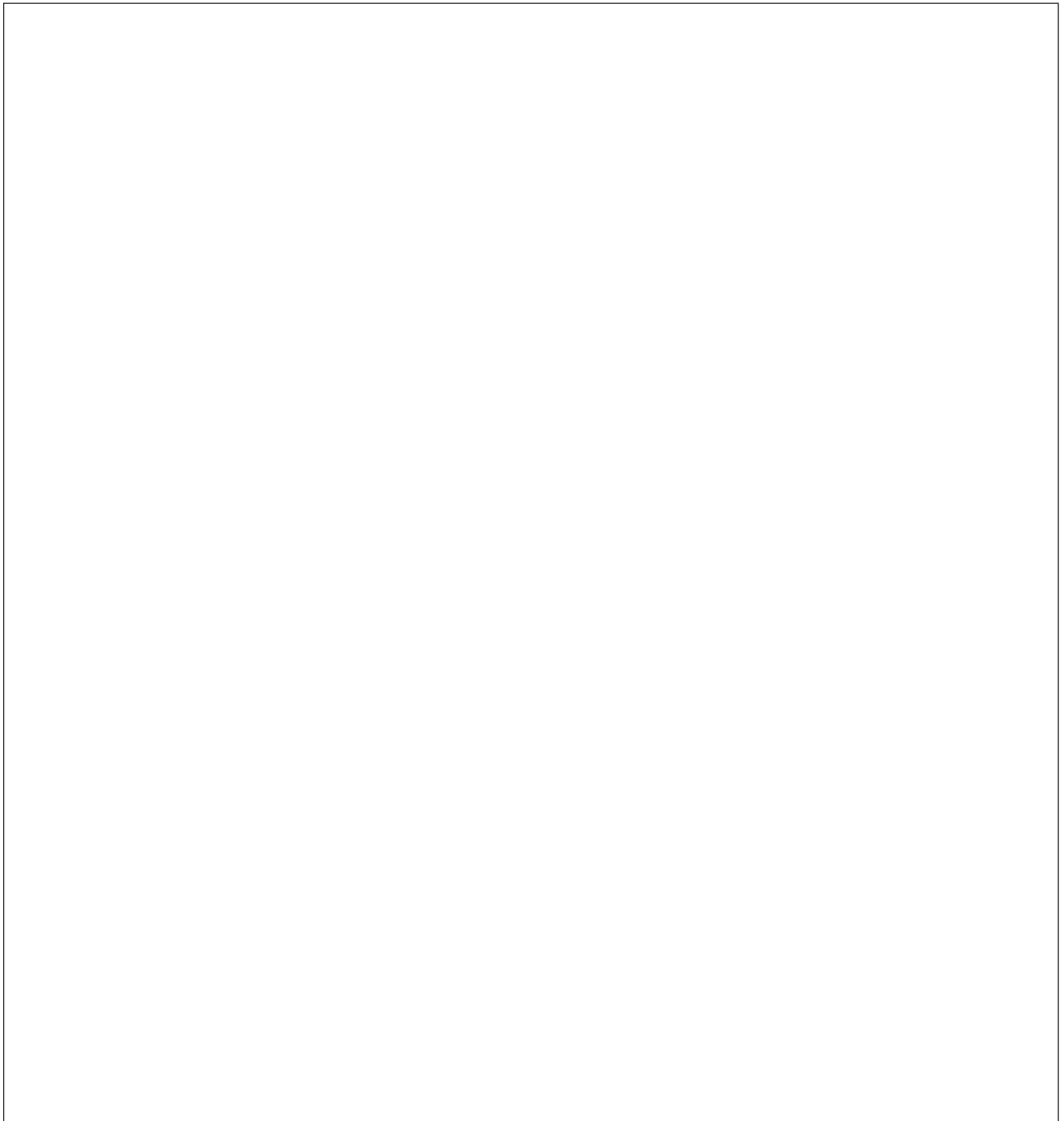
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2.

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Directions
1. Write the number for each group of counters. Draw a line matching a bear from one group to the other group. Circle the group that has the greater number of bears. **2.** Write the number for each group of tiles. Circle the group that is less than the other group.

Name _____

✂

0	
1	2
3	4
5	6
7	8
9	10

Name _____

11	12
••••• • •••••	••••• •• •••••
13	**14**
••••• ••• •••••	••••• •••• •••••
15	**16**
••••• ••••• •••••	••••• ••••• ••••• •
17	**18**
••••• ••••• ••••• ••	••••• ••••• ••••• •••
19	**20**
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