Grade K Module 3

Comparison of Length, Weight, Capacity, and Numbers to 10

Lesson 20: Comparing the Size of Sets of Shapes

Objective	**Materials**
Compare sets informally using *more*, *less*, and *fewer*.	• Personal white board materials

Items to share with families in advance of the lesson:

- Links: Lesson 20 Daily Video, Student Edition (SE) Lesson 20
- Materials list
- Assignment: After watching the video, complete the entire first page, the top "more rectangles or circles", and the middle "fewer rectangles or triangles" on the second page of the Problem Set.
- Students should work on the Problem Set for 10 minutes and should try to complete as many of the assigned problems as they can. Optionally, provide additional suggestions for students who finish in less than 10 minutes.

Remote Learning Recommendations

	Pacing	Activity	Notes
Asynchronous	5–10 minutes	Daily Video	Ideally, students should watch the video and complete the assignment 1 or 2 days before the synchronous meeting for this lesson. Video description: • Compares the size of sets of shapes using *more* and *fewer* • Models and discusses strategies for deciding which set of shapes has more or fewer Note: Students may require additional support with this concept. Refer to the Concept Development section found in the Teacher Edition (TE) for this lesson. Consider inviting students to compare familiar sets of items and practice *more* and *fewer*.
	10 minutes	Assignment	The video asks students to complete the entire first page, the top "more rectangles or circles", and the middle "fewer rectangles or triangles" problems on the second page of the Problem Set. Consider encouraging students to complete additional problems if they finish in less than 10 minutes.
Synchronous (Virtual or In Person)	2–10 minutes	Welcome	Consider using a routine designed to welcome students into the learning environment.
In-Person Delivery (Optional)	8 minutes	My First Sprint	Follow the Fluency activity My First Sprint, found in the TE for this lesson. *"Let's do a Sprint!"*
	5 minutes	Finger Number Pairs	Follow the Fluency activity Finger Number Pairs, found in the TE for this lesson. *"Let's practice breaking apart numbers with our fingers."*

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Synchronous (Virtual or In-Person)	2 minutes	Focus of Today's Lesson	Show 3 circles, 3 squares, and 5 triangles. Ask students if there are more circles or triangles. Discuss which groups have *more, fewer,* and *less*. *"In the video for Lesson 20, we practiced more and fewer. Let's continue thinking about what we learned in the video."*
	5 minutes	Application Problem	Present the Application Problem from the SE, either under the document camera or by screen sharing the PDF of the page or the Topic Facilitation slides. Have students record their work in their books, on a clean sheet of paper, or by using the annotation features of the fillable PDF. Refer to the TE for additional notes on facilitation.
	7 minutes	Student Debrief	The Student Debrief is intended to invite reflection and active processing of the total lesson experience. Refer to the TE for additional notes on facilitation. Share the Topic Facilitation slides for Lesson 20 as you lead the debrief. *On the Problem Set, were there more circles than triangles? Were there fewer hexagons than rectangles? (Impact)* As you facilitate the debrief, take the opportunity to review and reinforce vocabulary presented in the lesson: **fewer, less, more**.

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