

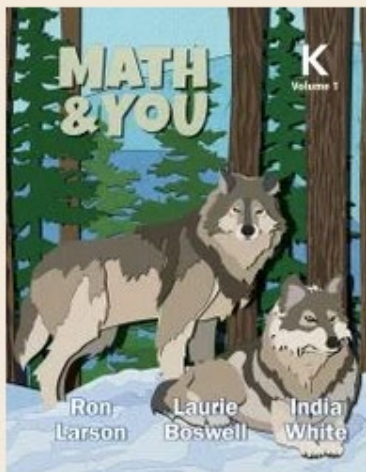
## Math & YOU K-5 Features and Benefits

Visit <https://bigideaslearning.com/mississippi-review> (Password: MSReview2024)

Your one-stop shop for all the information needed to review *Math & YOU*.

### Step 1:

On the [Review Site](#), view the **MS HQIM Rubrics** by grade band and **Scope & Sequence** by grade level, demonstrating 100% alignment of *Math & YOU* to the MS College and Career Readiness Standards for Mathematics (2016).



Title: Math & YOU Grade K

Mississippi Rubric: K-5

Grade K: Scope & Sequence

ISBN Volume 1: 979-8-88698-158-2

ISBN Volume 2: 979-8-88698-167-4

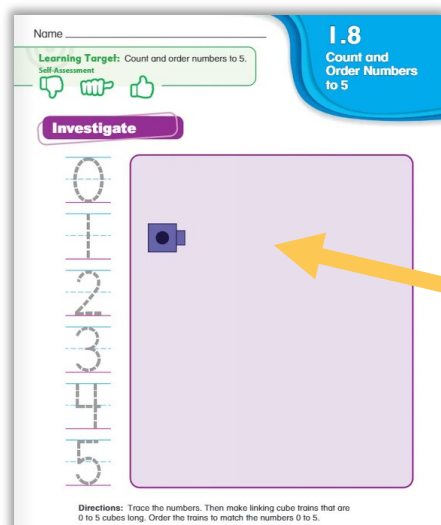
The **Scope and Sequence** and **K-5 Rubric** is provided at point of use for each grade level on the review site.

## Step 2:

Review Volume 1 or 2 of the Teaching Edition. Resources, such as the Table of Contents, show the progression of content taught throughout the grade. At the chapter level, each chapter opens with Coherence through the Grades, which demonstrates the vertical and horizontal alignment to standards progressions and the implementation of the Standards for Mathematical Practices (SMPs). Each chapter opener also provides suggested pacing and, within the digital experience, additional family and teaching resources.

## Step 3:

Identifying rigor in conceptual understanding within *Math & YOU* is the first of three prongs within our lesson design and visible in both the Teaching and Student Editions. Every lesson begins with the development of conceptual understanding through the **Dig In** (Teaching Edition only) and **Investigate** (Teaching and Student Editions). This part of the lesson design is consistent in every grade and allows opportunities for use of models, manipulatives and real-life tools to support rigor and develop deep understanding.



Students utilize manipulatives to develop a concrete understanding of the concept.

*Student Edition Investigate Grade K*

## 1.8 Count and Order Numbers to 5

**Focus**

**Learning Target:**  
Count and order numbers to 5.

**Success Criteria:**

- Count from 0 to 5.
- Identify the starting number.
- Order numbers up to 5.

**Content Standards for Mathematics**

Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

- Understand that each successive number name refers to a quantity that is one larger.
- Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.

**WIDA English Language Development Standards**  
ELD-MA-K-Infuse-Expression Construct mathematical information texts both prompting and support that describe a concept or entity.

**Coherence**

Students have learned to count, model, and write the numbers 0 to 5. In this lesson, students will order the numbers from 0 to 5. It is important to distinguish between knowing the sequence of the words zero, one, two, and so on, and ordering numbers. When students need to repeat the sequence of words to be able to order numbers, their understanding of quantity is not secure. You want students to recognize that when counting in order, the quantity is changing each time. This is the beginning of understanding one.

**Rigor**

- Students will use five frames to develop a conceptual understanding of counting and naming the numbers from 0 to 5.
- In Class Practice, exercises provide opportunities for students to demonstrate their procedural skill and fluency in counting, writing, and ordering numbers from 0 to 5.
- Students will apply their understanding of counting, writing, and ordering numbers to solve real-life problems.

**Vocabulary Cards\***

- Linking cubes
- Number Cards 0-5\*
- Whiteboards and markers

\*Found in the Instructional Resources

**Lesson's Task: Investigate**

**Goal:** Students will build linking cube trains to represent numbers and to understand the order of the numbers from 0 to 5.

- Discuss what a train with zero linking cubes would look like. Acknowledge that there is nothing to show when you model zero.
- Continue the process with the numbers 1 through 5. Say the number and model it with cubes to build a train. Keep the train model on the page.
- When students finish the page, have them put away their linking cube trains by counting backwards for each train. They should say 0 at the end to indicate there are no cubes left. Begin with the 3 train, then 4, and so on.

**English Learner Support**

**Describing Concepts**

Tell EL students that words such as *before* and *after* can help describe how numbers are ordered. Define and demonstrate "before" as in front of something and "after" as behind something. Hold up a number card at random, for example, the number 2 card. Provide students with the number that comes before and the number that comes after the number on the card, but do not reveal which is which. "One before and after to describe the order of these numbers." Repeat with other numbers.

**Entering–Emerging:** Ask EL students to complete the sentences using before and after for example, "2 comes \_\_\_\_\_ 3 4 comes \_\_\_\_\_ 5"

**Developing–Expanding:** Have EL students state the order of the numbers using before and after in a complete sentence.

**Bridging–Reaching:** Ask EL students to explain the order of the numbers using before and after.

**Lesson's Task: Dig In**

**Goal:** Students will begin to connect ordering numbers and quantity.

- Have students crouch low to the ground. Tell students to count to 5 and stand a little taller each time they say the next number. When counting in reverse, students start in a standing position and crouch a little lower each time. You want students to focus on changing their heights each time to correspond with the increasing or decreasing numbers. They are also practicing their number sequences.
- Try a second activity in which you or students hold a few linking cubes. "What number is that? How many you show the next number?" Start with a different number of cubes each time.
- Give each trio of students a collection of cubes. Hold up two fingers and ask each group to make a model of the number. Then ask them to make models of the number that comes before and the number that comes after. Talk about what it means to put things in order. Have the trio put their towers in order.

**English Learner Support**

**Describing Concepts**

Tell EL students that words such as *before* and *after* can help describe how numbers are ordered. Define and demonstrate "before" as in front of something and "after" as behind something. Hold up a number card at random, for example, the number 2 card. Provide students with the number that comes before and the number that comes after the number on the card, but do not reveal which is which. "One before and after to describe the order of these numbers." Repeat with other numbers.

**Entering–Emerging:** Ask EL students to complete the sentences using before and after for example, "2 comes \_\_\_\_\_ 3 4 comes \_\_\_\_\_ 5"

**Developing–Expanding:** Have EL students state the order of the numbers using before and after in a complete sentence.

**Bridging–Reaching:** Ask EL students to explain the order of the numbers using before and after.

The Teaching Edition **Dig In** promotes conceptual understanding, accesses prior knowledge, and encourages classroom discussion. The Teaching Edition also has specific **Rigor** callouts and, in this lesson, demonstrates standards alignment to K.CC.A.3 as noted on the Scope and Sequence for Grade K.

## Step 4:

Developing procedural skill and fluency is the second prong of our consistent lesson design. Again, visible in both the Teaching and Student Editions, there are opportunities for teachers to model and students to practice, all with appropriate scaffolding and pedagogical approaches to instruction. The development of these skills will be visible in the **Key Concept**, **In-Class Practice**, and **Practice** sections of the lesson. In addition to developing fluency and procedural skills throughout the lesson, students also conclude the lesson with **Review & Refresh**, providing a spiral review to maintain fluency on previously learned skills.

**KEY Concept: Showing the Greater Group**

**In-Class Practice**

Directions: Draw lines between the pictures in each group. Circle the group that is greater in number than the other group.

**In-Class Practice**

Name \_\_\_\_\_

Directions: Draw lines between the pictures in each group. Circle the group that is greater in number than the other group.

Chapter 2 Lesson 2

**Key Concept**

- Introduce the vocabulary cards for **more** and **greater than**. Refer to the pictures on each. Have students talk about each definition.
- Use the In-Class Practice for student center work or partner work so that students work collaboratively and share their ideas.

**Data Talk**

1. "Look at the backpacks and shirts. How tall are the cameras and binoculars. What do you notice about the two sets of objects?"  
Sample answer: The backpacks and binoculars are tall up and the cameras and binoculars are not.

2. "How does lining up the backpacks and shirts help you know which group has more?"

3. "How else could you arrange the cameras and binoculars to 'easily' see which group is greater in number?"

**Guiding Student Learning**

**Turn and Talk:** "Tell your neighbor how you decided which group of objects is circled."

- Extension:** For each exercise, ask students to compare the number of objects in each group. For example, students may say "Four is more than three" or "Two is greater than three."
- Supporting Learners:** Use linking cubes to represent the quantity in each group. Students can build towers and then compare the heights of the towers.
- When students have finished the page,** take the time to discuss how they have matched the objects from group to group. Some students may already know that a group of four is greater than a group of two without doing a one-to-one match, but many students will still need to match objects to know which group has more objects.

**KEY Concept: Showing the Greater Group**

**In-Class Practice**

Directions: Draw lines between the pictures in each group. Circle the group that is greater in number than the other group.

66 Chapter 2

**English Learner Support**

**Describing Concepts**

For each In-Class Practice exercise, request EL students to give their answers and describe their reasoning. **Learning Emerger:** "Point to the group that has more objects. Can you show me why?" Students may point to the matching lines.

**Developing/Expanding:** Ask questions such as "Is there one tube of toothpaste for each toothbrush? Are there more toothbrushes or tubes of toothpaste?"

**Bridge/Reaching:** Ask EL students to use the term *greater than* in a complete sentence to compare the two groups of objects.

**Talk About It**

"The arrangement of the objects may affect students' ability to visualize and usually identify which group has more. Matching the objects one-to-one is necessary for many students. Ask students to share how they found which group was greater in number."

1. "Which exercise was the most difficult to answer? Why?"

2. "What did you do that helped you find the answer?"

**Exercise 6:** "What different groups of objects do you see in this picture?"  
Reiterate that the fence in the middle of the group of sheep is not to be counted as part of the group.

**ELL Tip:**

**Differentiating Instruction**

- Emerging students** may compare attributes, such as size, to compare the quantity of the objects in each group. For students who are not secure with the counting sequence, it may be more difficult to identify a group of four objects as being more than a group of three objects.
- Supporting Learners:** Students can use two-color counters to use dot-in-the-histograms. For example, place yellow counters on the shirts and red counters on the shorts. "Which color are there more of? How do you know?"
- Proficient students** can identify the number of objects in a group and use a strategy for deciding which group has more. These students may be using the counting sequence to say that a group of four objects is more than a group of three objects because four is greater than three.
- Extension 3-4:** Have students discuss and compare their strategies.
- Advanced students** identify the number of objects in a group and use a strategy for deciding which group has more. They understand the magnitude of numbers and can compare them easily.
- Extension:** Roll two dice. Students tell which die has more dots on top.

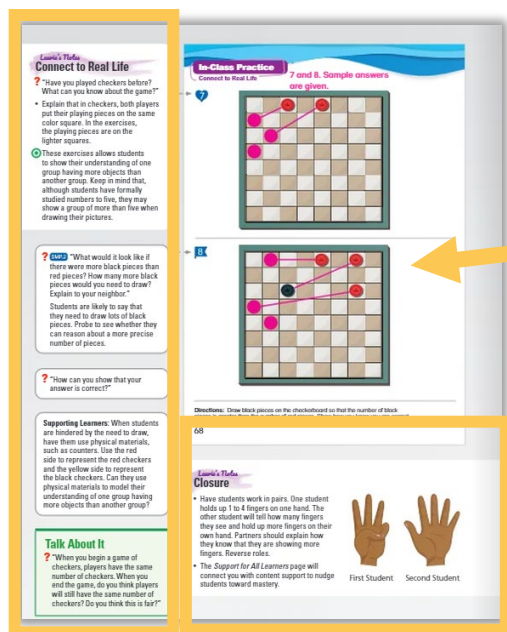
Chapter 2 Lesson 2

**Key Concept and In-Class Practice** with scaffolding opportunities, discussion prompts, SMP actionable callouts, and differentiation options from the Teaching Edition.

## Step 5:

To complete the third prong of rigor, *Math & YOU* lessons conclude with application opportunities. Again, demonstrated in both the Student and Teaching Editions, teachers and students will find math relevant by practicing examples relating to real-world applications. This section strongly concludes the

lesson with final formative check-ins and a closure activity to ensure student understanding. Students will practice applying what they have learned in the **In-Class Practice: Connect to Real Life** sections. This application is reinforced by the teacher’s guidance in the **Talk About It** section found in the Teaching Edition.



**In-Class Practice: Connect to Real-Life** uses real-world examples that students can relate to.

Teaching Edition highlighting **Connect to Real Life**, teacher check-ins through multiple discussion prompts, including **Talk About It** and the **Closure** for this lesson.

## Step 6:

In need of even more ways to provide tailored, rigorous instruction for your students? Look at the chapter openers and closers, which include **Learning Targets and Success Criteria**, **SMP guidance**, **Career Explorations** and connections, corresponding **Performance Tasks**, engaging **Centers, Games** and **Chapter Practice**. Also, in the print **Practice Workbook**, teachers have access to Tier-1 practice for every lesson as well as targeted standards-based practice. Further practice, differentiation and assessments can be found using the online platform, [www.myadamath.com](http://www.myadamath.com). Login credentials and a digital walk through are found on the [Review Site webpage](#) (password: MSReview2024).

CHAPTER 2		Teaching Chapter 2 with		Learning Targets and Success Criteria		
Big Idea of the Chapter: Deciding Which has More						
	Learning Target	Success Criteria	Vocabulary	Materials	Instructional Resources	Suggested Pacing
<b>Chapter 2</b> Compare Numbers 0 to 5	Understand grouping.	<ul style="list-style-type: none"><li>Identify groups of objects.</li><li>Match objects in two groups.</li><li>Compare groups.</li><li>Draw groups to compare numbers.</li></ul>		scissors ■	Vocabulary Cards ■	Career Chapter Opener and Vocabulary 1 Day
<b>2.1</b> Equal Groups	Show and tell whether two groups are equal in number.	<ul style="list-style-type: none"><li>Match objects from two groups.</li><li>Tell whether the numbers of objects in two groups are the same or not the same.</li></ul>	same as equal	two bags ■, linking cubes ■, two-color counters ■	Vocabulary Cards ◄	1 Day
<b>2.2</b> Greater Than	Show and tell whether one group has a greater number of objects than another group.	<ul style="list-style-type: none"><li>Match objects from two groups.</li><li>Identify the group that has more objects.</li></ul>	more greater than	two-color counters ■, collections of objects to match ◄	Vocabulary Cards ◄	1 Day
<b>2.3</b> Less Than	Show and tell whether one group has a fewer number of objects than another group.	<ul style="list-style-type: none"><li>Match objects from two groups.</li><li>Identify the group that has fewer objects.</li></ul>	fewer less than	two-color counters ■, collections of objects to match ◄	Vocabulary Cards ◄	1 Day
<b>2.4</b> Compare Groups to 5 by Counting	Use counting to compare the numbers of objects in two groups.	<ul style="list-style-type: none"><li>Compare the numbers of objects in two groups using the words greater than, less than, or equal to.</li><li>Explain how to compare two groups by counting.</li></ul>	compare	linking cubes ■, two-color counters ■	Vocabulary Cards ◄	1 Day
<b>2.5</b> Compare Numbers to 5	Compare two numbers.	<ul style="list-style-type: none"><li>Tell whether two numbers are the same.</li><li>Use greater than and less than to describe two numbers that are not the same.</li><li>Draw to show how one number compares to another.</li></ul>		linking cubes ■, whiteboards and markers ■, two-color counters ■	Number Cards 0-5 ◄	1 Day
				Performance Task		1 Day
				Chapter Game/Chapter Practice/Chapter Centers	Toss and Compare Numbers from 0 to 5 Recording Sheet ◄, Five Frames ◄, Number Cards 0-5 ◄, Number Paths 1-5 ◄, Lion Cards 0-5 ■, Lion Cards Recording Sheet ■	1 Day
				Chapter Assessment		1 Day
					Key: ◄ teacher only ■ per student □ per pair/group	
						Total Chapter 2 9 Days
						Total Year-to-Date 21 Days

At the beginning of each chapter, teachers can review the Learning Targets and Success Criteria, related to each lesson, to ensure mastery and understanding for all students. This dives into standards at a deeper level, ensuring all parts of a standard are taught and mastered.

## CHAPTER 2 Standards for Content and Mathematical Practice

**COHERENCE Through the Chapter**

Content Standard	2.1	2.2	2.3	2.4	2.5
Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.				•	•
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.	•	•	•	•	•
Compare two numbers between 1 and 10 presented as written numerals.					•

Key: ▲ preparing ● learning ★ extending

**Standards for Mathematical Practice**  
Students have opportunities to engage in the Mathematical Practices throughout this chapter. Below are some suggested examples.

- Make Sense of Problems and Persevere in Solving Them** 2.1, p. 67
- Use Appropriate Tools Strategically** 2.4, p. 77
- Attend to Precision** 2.4, p. 79
- Reason Abstractly and Quantitatively** 2.3, p. 72
- Construct Viable Arguments and Critique the Reasoning of Others** 2.3, p. 74
- Model with Mathematics** 2.1, p. 67

**SEL and Grit**  
Sometimes students lack the ability to express themselves. This can cause them to become discouraged or apathetic. In times like these, they need your support. If you notice that your students are completing, acting out, or physically upset, take a moment to encourage them. Say encouraging statements such as, "It's okay, you can do it!" or "How can I help you?" Students need to know that they can take a moment to calm down and regroup. Connect with your students during their moments of discouragement and coach them back to achievement.

Go online for insights on connections between **Social and Emotional Learning** and the **Mathematical Practices**.

Teaching Edition Chapter Introduction with SMP Guidance and vertical and horizontal alignment with Coherence through the Grades

## CHAPTER 2 Mathematics of the Chapter

**Online Learning Center**  
Explore additional resources that provide professional insights from our authors, or help engage students in their learning using the powerful search and browse features.

### Laurie's Notes

**Overview**  
What we're doing...  
In this chapter, students learn to compare numbers 1 to 5. This learning begins with deciding whether two quantities are the same or not the same. Students at this stage of cognitive development are influenced by many attributes unrelated to quantity, such as size, orientation, color, and arrangement. Matching and comparing by counting are the first two strategies students use to compare two quantities. The third strategy presented is comparing written numerals.

**Why we're doing it...**  
Students are familiar with the counting sequence and should be able to visualize numbers 1 to 5. Understanding the counting sequence allows students to compare two groups by counting.

**Language Routines**  
*Critique, Correct, & Clarify: Most Valuable Mistake*  
To use this routine, strategically select and present student work that is incorrect, has an unclear solution, or shows a common error. Students analyze the work, pair-share what was done correctly, identify where the error occurred, and co-create a solution to be discussed as a whole class.

**Essential Background**  
The concepts of more and fewer (less) are introduced early in the chapter. These concepts are logically connected. If group A has more objects than group B, then group B has fewer objects than group A. Students enter school having experience with the concept of more and are able to decide which group has more, particularly when the difference in quantity is greater. Students have had less experience with the concept of fewer or less, and for that reason, it is important to ask pairs of comparative questions.

There is language, or vocabulary terms, associated with more and less. Students learn the terms *greater than* and *less than* in order to compare numbers. A concrete and visual way to compare the quantities in two groups is to match items. Students can pair the objects from two groups by moving them, or lines can be drawn when students are looking at a picture. When all of the items in each group are not paired (matched), one group has a greater/fewer quantity than the other.

**2 Compare Numbers 0 to 5**

**Doctor Anya**  
Doctors are trained to look after a person's health. When you are sick, a doctor determines what is wrong and how you can get better. A doctor also helps you to stay healthy.

**Share and Discuss**

- Have you ever seen a doctor on television?
- Have you tips a doctor uses to determine what is wrong with a patient?

**Chapter Learning Targets**  
Understand grouping.  
I can identify groups of objects.  
I can match objects to two groups.  
I can compare groups.  
I can use groups to compare numbers.

**India's Notes**  
**Talk About Careers**  
"Becoming a doctor takes many years. Most doctors go to college for at least 10 years!"  
"Many doctors only treat one part of the body, for example, eye doctors or heart doctors. What are some other kinds of doctors?"  
"What kinds of tools have you seen doctors use?"

**Career Explorations Video**  
Get students excited about careers! Hear from a real Doctor and how they use math on the job.

**Launch the Chapter with the Career**

- Show the **Career Explorations Video** to learn more about how Doctors use math.
- Preview the page to gauge students' prior knowledge about doctors.
- Have a class discussion about what doctors do to help people stay healthy and to treat those who are sick.
- Doctors use math to help determine what may be wrong with a patient when the patient's temperature is checked. They check the number on the thermometer and compare it to a normal temperature. Doctors need to know, understand, and compare temperatures to determine if a patient is sick. They also use numbers to help write prescriptions and determine how much medication is needed.

**Conclude the Chapter with the Career**

I See It on page 69 is a rigorous application that encourages students to count symbols and write numbers on an eye chart, apply their understanding of greater than and less than, and compare numbers.

The Mathematics of the Chapter provides teacher support for new and veteran teachers. It explains the relevance of the content, common misconceptions, and introduces a career that relates to the content of the chapter and lessons.

## CHAPTER 2 Performance Task

**Performance Task**

**Conclude the Chapter with the Career**

Students will use their understanding of comparing numbers to 5 and apply their understanding of greater than, less than, and equal to.

**Individual Engagement**

- Count the number of symbols on the top, middle, and bottom line on the eye chart.
- Observe as students are counting. Do they use their fingers to point and count? Are they writing each number correctly? Do they know 1 is less than 2 and 3?
- In Exercise 2, you may need to point to the blank area on the eye chart and instruct students to draw symbols in this space.

**Group Engagement**

- Discuss different types of doctors with students. "Has anyone been to an eye doctor? Why is it important to make sure our eyes are healthy?"
- Explain how an eye chart is used and how the symbols on the chart are smaller in size as you move from the top to the bottom.
- Discuss the symbols students draw on the bottom row of their chart.
- Extension:** Have students make an eye chart with three rows. Have students compare the number of symbols on the bottom row of their chart with the bottom row of their partner's chart.

**ELL English Learner Support: Constructing Mathematical Explanations**

Pair or group EL students with native speakers to complete Exercise 1. As a first step, have students discuss what question the problem is asking. EL students can be engaged in the discussion the following ways:

**Entering- Emerging:** "What do you see on the top line of the eye chart?" As they respond, have them point to the top line on the chart. If necessary, repeat with another line on the eye chart.

**Developing- Expanding:** Ask a question to make sure that EL students understand the problem, such as "Is the problem asking for the number of symbols on the chart, or is it asking for the number of symbols in each line of the chart?" Follow up by asking them to point to each line.

**Bridging- Reaching:** After students have discussed what the problem is asking, ask EL students if they agree with what has been said.


## Chapter Game

**Game Library**  
Check out the interactive version online.

**Materials**

- 1 two-color counter per student
- 1 copy of the Toss and Compare Numbers from 0 to 5 Recording Sheet\* per pair of students
- \*Found in the Instructional Resources

**Toss and Compare**



**Directions:** Take turns tossing a counter onto the board. If the counter lands on Number or Dots, choose the number from 0 to 5. Write the numbers on your Toss and Compare Numbers from 0 to 5 Recording Sheet. Circle the number that is greater than the other number. Circle both numbers if they are equal. Repeat the process until you fill your sheet.

**ELL English Learner Support: Closure**

"How did you compare two numbers when one was written, and one was drawn as a dot pattern?" Sample answer: I counted the dots and wrote that number, then I used the number path to compare the two numbers.

The Career Exploration has a rigorous Performance Task at the end of the chapter that corresponds with the career theme introduced at the beginning of the chapter.

## CHAPTER 2 Vocabulary Support

Students can access interactive Vocabulary Cards and the Multi-Language Glossary online.

**Chapter Vocabulary**

What do you see in the picture? Have you played on any of the objects in this picture?

- Direct students to count and write the number of each type of object in the picture. They may not notice the clouds initially.
- Are there enough swings on each member of your family could have a swing? How many children at a time should go down the slide?

**Extension:** Have students describe other types of objects they might see on a playground.

**Vocabulary Activity**

Show and Tell Have students place their vocabulary cards in front of them with the picture side facing up. Say the word on the vocabulary card, show the word, and describe the picture definition to students. Have students find the corresponding card. Have students take turns showing the card and telling a partner about the word and its picture definition.

**Supporting Learners:** Limit the number of cards the students place in front of them.


**ELL English Learner Support**

**Describing Concepts**

EL students should understand the words count and number. Check their understanding by asking them to count from 1 to 5, first chorally as a class, and then one student at a time. Point to each number and say "One is a number." Two is a number." Demonstrate using all five numbers shown. Teach the words swing, dinosaur, cloud, and slide by pointing to each and stating its name. Have EL students say their answers using sentences such as "I see four swings."

## 2 Chapter Vocabulary

Review Words count number



**Directions:** Count. Say the number. Write the number.


58

The academic math vocabulary launches the chapter and is reinforced throughout all stages of the lesson design while offering ELL support that is in alignment to WIDA levels.



CHAPTER 2

Chapter Centers

 **Online Supports**  
Check out the **Game Library** and **Skills Trainer**.

---

Center 1: Toss and Compare

**Materials:** Student Edition page 90, 1 copy of Toss and Compare Numbers from 0 to 5 Recording Sheet\* per student pair, 1 two-color counter per student  
 Have students complete the activity. See page 90 for more information.

---

Center 2: Skills Trainer

**Materials:** computers or devices with Internet access  
 Have students go online to access the Skills Trainer.

---

Center 3: Bear Match-Up

**Materials per pair:** Five Frames\*, Number Cards 0–5\*, 5 paper clips, 10 bear counters, 1 whiteboard and 1 marker  
 Each student chooses a number card and puts that many bears on a five frame. Have one student lay a paper clip between each match. The other student writes both numbers on the whiteboard. Have students compare the numbers.

---

Center 4: Number Path Clip

**Materials per pair:** Number Paths 1–5\* printed on cardstock or laminated, Number Cards 0–5\*, 2 clothespins, whiteboards and markers  
 Each student chooses a number card and places a clothespin on that number on the number path. Each student writes both numbers on a whiteboard. Students circle the number that is greater and draw a line through the number that is less. Have students clap when the numbers are equal.

---

Center 5: Compare Lion Cards

**Materials:** Lion Cards 0–5\*, scissors, Lion Cards Recording Sheet\*  
 Cut apart the Lion Cards. Each student chooses a lion card and both students write the numbers on their recording sheets. Have students use their thumbs to tell whether the numbers are equal. Students can circle the number that is greater or draw a line through the number that is less.

\*Found in the *Instructional Resources*

*The chapter concludes with rigorous games and centers to reinforce learned content.*

## Step 7:

*Math & YOU* is designed to support teachers with point-of-use professional development in the Teaching Edition. *Math & YOU* embeds proven high-impact strategies within every lesson. These strategies, such as classroom discussion, teacher clarity, and feedback, are proven to be highly effective strategies that are within a teacher’s control from Dr. John Hattie’s *Visible Learning* research. These high-impact strategies are found in every lesson beginning with Learning Targets and Success Criteria, along with opportunities for feedback, and discussion prompts all at point of use in every lesson.

*Learning Targets and Success Criteria align with the high-impact strategy of Teacher Clarity*

*Red Question Marks indicate classroom discussion prompts for the teacher.*

**2.5 Compare Numbers to 5**

**Focus**

**Learning Target:** Compare two numbers.

**Success Criteria:**

- Tell whether two numbers are the same.
- Use greater than and less than to describe two numbers that are not the same.
- Draw to show how one number compares to another.

**Coherence**

Students previously compared two groups by matching and counting. The objects in each group were seen and manipulated by students. In this lesson, students compare two written numerals. To provide support for all students, make sure five one models for each number are visible.

**Rigor**

Students use concrete models to develop conceptual understanding of comparing two numbers. In-Class Practice exercises provide opportunities for students to demonstrate their procedural skill and fluency in identifying the number that is greater than or less than.

- Students will apply their understanding of greater than, less than, and equal when comparing two numbers.

**Materials**

- linking cubes
- whiteboards and markers
- two-color counters
- Number Cards 0-5\*

\*Found in the *Instructional Resources*

**Learn It This**

**Investigate**

**Goal:** Students will model two numbers and compare them.

- Some students may know which number is greater because they recall the counting sequence. The counters allow students to use matching to show they are correct.
- Tell your partner which number is greater. For 2, use your models to explain your answer. Change the comparison term to *less than* and repeat.

**Engage** Select a few students to share their reasoning with the class. What language do they use in communicating their thinking?

**EL English Learner Support**

**Describing Concepts**

Draw a group of 4 counters and a group of 2 counters on the board. Have EL students count each group and write the numbers on the board. Ask EL students to compare the numbers using the terms *greater than* and *less than*. Repeat with different groups of counters.

**Entering-Emerging:** "Which group has more counters? How many counters are in that group?" Is 4 greater than or less than 2?"

**Developing-Expanding:** "Which group has more counters? Which number is greater?" Have EL students use that number and the term *greater than* to compare the numbers. For example, "4 is greater than 2." Then support them as they compare the numbers using the terms *less than*.

**Bridging-Reaching:** Ask EL students to use *greater than* in a complete sentence to compare the numbers. Then have them use *less than* in a complete sentence to compare the numbers.

**Learn It This**

**Dig In**

**Goal:** Students will write on whiteboards and use linking cubes to model numbers.

- Write a number on your whiteboard, but do not reveal it to students.
- Tell students, "Write a number from 1 to 5 on your whiteboard. Use your cubes to show the number."
- Show your number to the students. "Is your number less than my number? Hold up your whiteboard." Select a few students to explain how they know their numbers are less. What reasoning are students using? Do they talk about counting or number order? Do they mention the visual model?

**?** "Is your number greater than my number? Hold up your whiteboard." Select a few students to explain how they know their numbers are greater.

**?** "Has everyone held up their whiteboards? Why not?" Listen for an understanding that the remaining numbers are equal.

- Students will want to repeat the activity in hopes of matching your number! Be sure to write 1 and 5 as one of your number choices.

**Talk About It**

- Linking cube models are one way for students to explain the relationship (greater than, less than, or equal) between two numbers.

**Extension:** Repeat the activity and add movement. Designate three different areas in the room for students to stand based on whether their numbers are greater than, less than, equal to the number on your board. Have students discuss the numbers in the three areas of the room.

**Learn It This**

**Investigate**

**Learning Target:** Compare two numbers.

**Success Criteria:**

- Tell your partner which number is greater. For 3, use your models to explain your answer. Change the comparison term to *less than* and repeat.

**Engage** Select a few students to share their reasoning with the class. What language do they use in communicating their thinking?

**EL English Learner Support**

**Describing Concepts**

Draw a group of 4 counters and a group of 2 counters on the board. Have EL students count each group and write the numbers on the board. Ask EL students to compare the numbers using the terms *greater than* and *less than*. Repeat with different groups of counters.

**Entering-Emerging:** "Which group has more counters? How many counters are in that group?" Is 4 greater than or less than 2?"

**Developing-Expanding:** "Which group has more counters? Which number is greater?" Have EL students use that number and the term *greater than* to compare the numbers. For example, "4 is greater than 2." Then support them as they compare the numbers using the terms *less than*.

**Bridging-Reaching:** Ask EL students to use *greater than* in a complete sentence to compare the numbers. Then have them use *less than* in a complete sentence to compare the numbers.

**Talk About It**

**?** "How do the counters help you find out which number is greater?"

Lesson 2.5 83

*The bullseye icon indicates opportunities for feedback directly relating to the Learning Targets and Success Criteria.*

## Step 8:

Using the digital access credentials found on the [Review Site](#), visit [www.myadamath.com](http://www.myadamath.com) to view summative, formative, and self-assessment options. Once logged in, select **Plan**. Along the left side of your Learning Path, you will find **Pre-Course Tests**, additional **Course Resources**, **Standards-Based Practice**, and **Additional Topics & Lessons**. Expand a chapter to view the **Mid-Chapter Tests**, **Performance Task**, **Chapter Tests**, and in select chapters, a **Multi-Chapter Test**. You will have the opportunity to view reports for all assessments, including **Item Analysis Reports**.

