More, Less, Same Groups

Teacher		**Class**	Kindergarten
Subject	Math	**Topic**	Comparing numbers
Date		**Room**	
Lesson length	60 minutes	**Country**	United States

Students learn to tell if one group has more, less, or the same as another. They build groups, match one to one, and count to check.

Curriculum links

- 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.

Learning objectives

- Students will compare two groups up to 10 as greater than, less than, or equal.
- Students will use matching one to one and counting to compare two groups.

Success criteria

- I can say which group has more, less, or if they are the same.
- I can match objects one to one to see extra leftovers.
- I can count both groups to check my comparison.

What students already know

2-minute count check: hold up 6 fingers. Students count aloud 1 to 6 while touching each finger. Listen for one-to-one counting.

Key words

more	a bigger amount of things [3]
less	a smaller amount of things [3]
same	having an equal amount on both sides [3]
match	putting one thing next to one other thing to pair them [13]
count	saying numbers in order to find how many there are [5]

Materials

- two-color counters
- small trays
- slides 1-12 projected
- Video clip 1 Compare 1 to 5 on slide 6
- Worksheet page 4 copies
- crayons or pencils

Before the lesson

- Print Worksheet page 4 copies, one per student
- Test Slide 6 Video clip 1 (0:00–3:48) with sound
- Set small trays with 10 two-color counters per pair in two short rows area
- Load slides 1-12 in order and check projector

Lesson outline

0–8 min **Starter** 8 min · Whole class

Hook students with mixed trays and review counting before comparing.

YOU DO

1. Show Slide 1: More, Less, Same! Comparing groups together, then Slide 2 mystery: Which side has more? Match one to one to see!
2. Hold up two trays and say hook: Oh no, my two trays of blocks got mixed! Which tray has more, which has less, or are they the same?
3. Let students look only and vote with thumbs: left side, right side, or flat hands for same.
4. Lead quick count to 6 together while touching blocks to check prior counting.

STUDENTS DO

1. Look at both trays and vote with thumbs or flat hands.
2. Count aloud 1 to 6 with the teacher while watching touches.
3. Say more, less, or same with a partner about first guess.

Say: Look at my two trays. One tray has some blocks and the other tray has some blocks. First use your eyes to guess which side has more. Then we will match and count to know for sure.

Ask: Which tray do you think has more? How can we find out for sure? (Match one to one and then count each group.) · What do we say if both trays match with nothing left over? (They are the same.)

Check understanding: Thumbs vote for more, less, or same on two trays with 2 and 6 blocks. If split, keep numbers obviously different and count together again [5].

Support: Use 2 and 6 blocks so difference is easy to see without counting [5]. **Stretch:** Ask who can predict how many extra the bigger tray has before counting.

Use: Slides 1-2

8–20 min **Teaching** 12 min · Whole class

Model matching one to one and counting to tell more, less, or same.

YOU DO

1. Show Slide 3 Three words cards and teach actions: More - One side has extra, Less - One side is short, Same - Both sides match.
2. Show Slide 4 How to tell? Match one to one, Count each group, See what is left, and model 5 red and 3 yellow counters in two rows.
3. Show Slide 5 You vote! How do you like to compare? and take quick hands vote for Match them up or Count them.
4. Play Slide 6 Video clip 1 Compare 1 to 5 (0:00–3:48) with prompt Watch: which is more?
5. Pause and restate: the group with objects left over has more [13].

STUDENTS DO

1. Say and act More, Less, Same with teacher and count both model groups aloud.
2. Vote on Slide 5 by raising hand for matching or counting.
3. Watch video and whisper more, less, or same for each pair shown.

Say: To compare, we line them up one to one. We push one from this group next to one from that group. If one side has extra left over, that side has more [13]. If nothing is left over, they are the same.

Worked example: Left: 5 red counters. Right: 3 yellow counters. Step 1: line up in two rows. Step 2: push 1 red next to 1 yellow three times to match one to one. Step 3: see 2 red left over, so 5 is more than 3. Step 4: count to check 1,2,3,4,5 and 1,2,3 [13][5].

Ask: I matched three pairs and have 2 left on this side. Which side has more? (The side with 2 left over has more [13].) · Why do we count after we match? (Counting checks the match and tells the numbers exactly [5].)

Check understanding: Show 4 vs 4 counters matched: hold up 1 finger for more, 2 for less, flat hands for same. If many miss, remodel with 2 and 6 and repeat language more than, fewer than, and same as [5].

Support: Keep model to 2 and 6 with two colors and touch each counter slowly while counting together [5].
Stretch: Ask students to say how many are left unmatched to tell how many more [13].

Use: Slides 3-6, Video clip 1 (0:00–3:48)

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20–45 min **Main activity** 25 min · Pairs

Pairs build two small groups and compare by matching and counting.

YOU DO

1. Show Slide 9 Your task: Build two groups with cubes. Match one to one. Count and say more, less, or same. Make two small groups and compare them.
2. Show Slide 10 Compare like this: Look, Count both groups, Match, Line them up, Say, More, less, or same? and model one round with Student A and Student B roles.
3. Send pairs to trays to make two short rows with 1 to 6 counters each, then match by pushing one from each group together [13].
4. Circulate, ask pairs to point to leftovers and say This side has more than that side or They are the same [3].

STUDENTS DO

1. Build two rows with 1 to 6 counters and match one to one by pushing pairs together.
2. Count each group and say sentence: Five is more than three or They are the same.
3. Switch who builds first and repeat 4 to 5 times, pointing to leftovers each time.

Say: Student A, build one small group with 1 to 6 counters. Student B, build another small group. Line them up and match one to one. Count each group to check the match. Then tell your partner if it is more, less, or the same.

Ask: Point to your leftovers. What do they tell you? (The side with leftovers has more, and leftovers show how many more [13].) · How can you check your match is right? (Count each group 1,2,3 and compare the numbers [5].)

Check understanding: Walk and listen for comparing number sets using phrases such as more than, less than, and equal [3]. Pull any unsure pair to remodel 2 vs 6 together before they continue.

Support: Start with obviously different-sized collections like 2 and 6 and use the words more than, fewer than, and same as [5]. **Stretch:** Students count both groups and tell how many extra are left unmatched [13].

Use: Slides 9-10

45–60 min **Plenary** 15 min · Whole class

Check comparing with shared question, quick quiz, and ten-frame sheet.

YOU DO

1. Show Slide 11 Think, pair, share: Count the big ducks and the baby ducks. Which group has more? Model matching 4 to 5 in the air one to one.
2. Show Slide 12 Quick quiz and read each: 3 or 5 - which is more? 2 and 2 - same? 6 or 4 - which is less? 7 or 7 - same?
3. Hand out Worksheet page 4 Ten frames: Count the dots and tell which has more. Students circle or point to the side with more and say the sentence.
4. Close by restating goal: we compared by matching and counting to say greater than, less than, or equal.

STUDENTS DO

1. Think, then tell partner which duck group is more and why.
2. Answer quiz with fingers or Yes hands and count together to confirm.
3. Complete Worksheet page 4 on their own, counting dots and saying which ten-frame has more.

Say: Think first, then tell your partner. For big ducks and baby ducks, match one duck to one duck. One duck is left over on the 5 side, so 5 is more than 4 [13]. Now show me you can do it on the quiz and on your ten-frame sheet.

Worked example: Count the big ducks and the baby ducks. Which group has more? Match 1 to 1, 2 to 2, 3 to 3, 4 to 4. One duck on the 5 side has no partner. So 5 ducks is more than 4 ducks. Count to check: 1,2,3,4 and 1,2,3,4,5 [5].

Ask: 3 or 5 - which is more? How do you know? (5, because 5 has 2 extra when matched to 3 [13].) · 6 or 4 - which is less? 7 or 7 - same? (4 is less than 6. Yes, 7 and 7 are the same [16].) · On your ten-frames, how did matching help you? (Lining up one to one showed the side with extra has more [13].)

Check understanding: Collect Worksheet page 4 and use Slide 12 answers: 5, Yes, 4, Yes. Anyone with 2+ errors joins small reteach with counters tomorrow.

Support: For Worksheet page 4, cover one row at a time and count dots by touching each dot slowly [5].
Stretch: Ask students to tell how many more the bigger ten-frame has by counting leftovers [13].

Use: Slides 11-12, Worksheet page 4

Common mistakes

Mistake	How to spot it	How to fix it
Thinks a longer spread-out row has more even with same number	Says 5 spread out is more than 5 pushed together	Line up one to one in two straight rows to show each has a partner and they are the same [13].
Only looks without counting and mixes up less and more words	Points to bigger group but says less	Practice sentence frames with actions: more than means extra left, fewer than means short, same as means all matched [5].
Counts without one-to-one touch and gets wrong total	Skips or recounts counters when counting fast	Touch and move each counter once while saying numbers in order, then count again to check [5].

Support

- Start with obviously different-sized collections like 2 and 6 and use the words more than, fewer than, and same as [5].

Stretch

- Count both groups and tell how many extra are left unmatched [13].

For the LSE or teaching assistant

Sit with pairs needing counting help. Hold the tray steady, guide finger to touch each counter once, and echo their more, less, same sentence.

Check for understanding

Question	Answer
You have 3 counters and your partner has 5 counters. Which group has more?	The 5 group has more than the 3 group.
You have 2 blocks and your partner has 2 blocks. Are they the same?	Yes, they are the same, 2 equals 2.
You have 6 dots and your partner has 4 dots. Which group has less?	The 4 group has less than the 6 group.

Sources

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