

MALLI LESSON PLAN

MALLI Lesson (math lesson with explicit vocabulary)

Comparing the number of objects; Introduce language of more and less

Age Group: Transitional Kindergarten (all students near or at five years of age)

Activity Goals/Key Concepts:

- Standard: Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group up to 10.
- Introduce terms “more” and “less.”
- Provide opportunity to visualize “more” and “less” objects.
- Practice using a grid to count objects.

Review and Bridge-In:

- Previous Math talk – show four red dots and three yellow dot; ask whether there are more red dots or yellow dots; ask for reasoning
- Free exploration with manipulatives before counting and comparing

Materials:

- Miniature erasers – 2 orange, 4 pink, 5 yellow, 6 green, 7 brown, 9 bears (purposely gave different amounts under 10, with no amounts the same; students received the same erasers although some may be lost during free exploration)
- Developed worksheet with a grid 10 squares high, the sentence frame “I have ____.”, and a box labeled “more” with a big heart and a box labeled “less” with a little heart.
- Document camera, multiple copies of worksheet, sentence frame “I have ____.”, and “I have more ____ than ____.”

Activity Procedure:

Introduction: Tell students that we will be counting and comparing with our mini erasers. Ask them to get their erasers and worksheet.

Use grid: Tell students that we will learning how to use a grid to count and compare amounts of things. Model how to place the erasers on the grid with each color in its own column.

Help students fill in the grid correctly by watching and asking. Ask students questions about the erasers as they finish and help students who struggle with matching and keeping erasers in the right column.

When all students have finished, show the sentence frame “I have ____.” Model saying a sentence about one set of their erasers such as I have three lions. Have students take turns using the sentence frame to say how many they have of some of their erasers.

Comparing: Ask them if they have all the same amount of erasers or if they have more or less of some. Use their comments to guide discussion. Make sure to use “more”, “less”, “equal” and “greater than.”

Continue comparing: Introduce the sentence frame, “I have more ____ than ____.” Model putting one color eraser in the “more” box and another color eraser in the “less” box. Put the sentence frame above the boxes on my worksheet under the document camera. Model using the boxes and then expressing your sentence. Ask the students to set up some erasers in their boxes and then share a math sentence. Have students take turns sharing a sentence using the vocabulary.

I have ____.

more



less

