Name(s):		**Lesson length:** 30 Minutes
Grade Level: K	**Subject:** Math	**Topic:** Comparing Numbers

I. Standards	
Utah State Core Curriculum Strand(s) and Standard(s):	**Standard K.CC.6.** Use matching or counting strategies to identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. Include groups with up to ten objects.
Summative Assessment:	We will be doing the Lesson Quiz that was created based on their favorite snacks and desserts
Central Focus:	Comparing Numbers 1-10
Goal Statement/Rationale:	Students will be able to compare numbers between 1 and 10. It is important that students can do this because it helps them build their number sense and will help them to compare bigger numbers later. Students will build on their knowledge of numbers, counting, and comparing numbers to 5 to understand which numbers between 1 and 10 are “greater than,” “less than,” or “equal to.” This unit will help students compare numbers 1 to 10 and use the right vocabulary to compare the numbers by using models, pictures, and numerals.

II. Intended Learning Outcomes	
Learning Objective/Goal/ Target/Indicator: (Know and Do)	Know: Students will know how to compare numbers 1-10 and what more and less means. Do: Students will be able to build two cube trains, compare which one has more, and draw a picture to represent it.

III. Assessment of Student Progress	
Pre-assessment:	Whole class discussion about “What is something that you want more of?” and “What is your favorite snack?” Number comparing worksheets to see what students know.
Informal assessment(s):	Whole group discussions, informal conversation while building cube trains.
Formal assessment:	Snack Exit Ticket

IV. Preparation	
Students' prior knowledge, skills and assets:	Prior Knowledge: - Students have basic knowledge of numbers and quantities. Prior Skills: - Counting and writing numbers Personal Assets: - Snacks and desserts - Excited about learning Cultural Assets: - Some students are bilingual Community Assets: - School Library Resources
Student preparation (if applicable):	N/A
Teacher preparation:	Put cubes out for each student and print out exit tickets.
Technology integration (as applicable):	I-Ready Slideshow

V. Instructional Procedures (including models of instruction, strategies, assessments, differentiation, transitions, etc.)
Number Sense: Show the students the different numbers. Ask "How can you show the number another way?" Vocabulary review: The teacher will point out key vocabulary in the image to support MLs. Identify the following vocabulary to build academic and social language: domino, dots, numeral **Try It:** Show the pictures of the toy dinosaurs. Ask the students which one has more, then ask them how they know which one has more. Show them how matching the objects help them determine which one is more and less. **Investigate It:** Have the students build two cube trains and compare them and decide which one has more. Have them record it in their workbook on pg. 256. Have the students turn to their neighbor at their table and share with them which one of their cube trains is longer and how they know that it is longer. **Exit Ticket:** The students will color the picture that shows more snacks.

VI. Academic Language	
Language Function:	Justify
Language Demand	

	Vocabulary:	Students will be exposed to math tier 2 vocabulary words such as more, less, greater than, less than, domino, numeral.
	Syntax:	Students will use complete sentences when they are answering whole group discussions and talking to each other at the rug.
	Discourse:	Oral
Language Supports:		
	Vocabulary:	I will define the vocabulary words and model them if necessary.
	Syntax:	I will model using complete sentences when answering questions and helping student facilitate questions
	Discourse:	Students will talk to each other about which things are more or less and justify why they think that way.

VII. Addressing Learners' Needs - Use what you have learned in these courses to respond to these items.	
Differentiation/ Individualization:	I will be walking around and helping students one on one if they are having a hard time with the activities, I will also walk some students through feedback loops to help them get to the answer they need to. I will also use positive reinforcement and redirection as much as possible for students who are having a hard time focusing.
Support for ELLs: **Fluency Stage Specific Support:** 1. **Entering** 2. **Emerging** 3. **Developing** 4. **Expanding** 5. **Bridging** 6. **Reaching**	I will make sure to identify key vocabulary words during the lesson to help ML student know what words to use when talking with peers at the carpet. I will also be modeling what we are doing during the activities so that she understands what we are doing.
Accommodations/ Modifications for IEPs/504s:	For my one student on an IEP, I will be staying close to him as he has conversations with his peers to help facilitate the conversation to make sure he is taking turns talking and listening, since that is one of his goals on his IEP.