

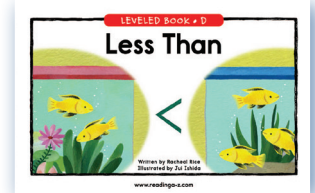
Focus Question:

How do you know which number is less?

Book Summary

Text Type: Nonfiction/Informational

In *Less Than*, students will learn how to compare unequal numbers as they count Sara's and Sam's fish. The colorful, detailed illustrations will support students as they read this informative book about the math concepts of counting and comparing. The book can also be used to teach students how to compare and contrast and how to properly use adjectives in sentences.



Lesson Essentials

Instructional Focus

- ☐ Ask and answer questions to understand text
- ☐ Compare and contrast details from a text
- ☐ Describe information provided by illustrations
- ☐ Discriminate initial consonant /f/ sound
- ☐ Identify initial consonant Ff
- ☐ Recognize and use adjectives
- ☐ Identify and use color words

Materials

- ☐ Book: *Less Than* (copy for each student)
- ☐ Compare and contrast, initial consonant Ff, adjectives worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- **High-frequency words:** *blue*, *has*, *red*
- **Words to Know**
Story critical: *compare* (v.), *count* (v.), *fewer* (adj.), *less than* (adj.), *numbers* (n.), *total* (n.)

Guiding the Reading

Before Reading

Build Background

- Ask students to think about times they have counted or compared items with someone. Ask how they felt when they had less of the item than the other person. Have students share their prior experiences with a partner. Have volunteers share their ideas with the class.
- Have students divide a separate piece of paper in half. Have them draw a group of items on each side of the paper. Ask students to discuss their drawing with a partner using the words *less than* and *fewer*. Invite volunteers to share their picture with the rest of the class.

Introduce the Book

- Give students their copy of *Less Than*. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

Introduce the Reading Strategy:

Ask and answer questions

Explain to students that engaged readers ask questions about a topic before and during reading. Then, they look for answers while reading to help them understand and remember what they read. Point out that the pictures in a story can help readers think of questions to ask. Have students look at the pictures on the front and back cover of the story. Model how to generate questions on the basis of one of the pictures. Have students work with a partner to generate questions about the story. Invite volunteers to share their questions with the rest of the class. Record the questions on the board.

Guiding the Reading (cont.)

Introduce the Comprehension Skill:

Compare and contrast

- Explain to students that one way to understand and remember information in a story is to compare and contrast. Explain that *comparing* tells how things are alike and that *contrasting* tells how things are different.
- Provide an example of comparing and contrasting by using two familiar animals, such as a fish and a snake. Have students work with a partner to think of things that are alike and different about these animals. Have volunteers share their thoughts with the group. Record the information under the headings *compare* and *contrast* on the board.

Vocabulary

Have students turn to the “Words to Know” box on the copyright page. Point out that these words can be found in the story and that understanding the meaning of each word will help them better understand what they read. Read the words aloud to students and as a group, discuss the meaning of each word. On the basis of the definitions discussed, have students work in groups to illustrate each vocabulary word on a poster. Have students share their posters with the class.

Set the Purpose

- Have students read to find out more about which number is less. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer.
- Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in a future discussion.

During Reading

Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *How many fish does Sam have?* (level 1) page 4
- *Who are the characters in the story?* (level 1) page 5
- *Does Sara have fewer red or yellow fish?* (level 2) pages 5–7
- *Why is it important to count and compare fish?* (level 3) multiple pages
- *Why did the author write this book about comparing numbers?* (level 3) multiple pages

Text Features: Illustrations

Explain that pictures, or illustrations, are helpful because they provide the reader with additional information. Have students review the pictures throughout the story. Ask students: *What additional information did you learn from the pictures? Why are pictures important when comparing and contrasting objects? Why did the author include these pictures in the story?* Invite volunteers to share their thoughts with the rest of the class.

Skill Review

- Model for students how you ask and answer questions as you read, and direct them to stop at several points during the reading to share questions or answers they have while reading. Invite volunteers to share their questions and answers with the whole class.
- Have students work in groups to periodically review the fish in the story and tell how they are alike and different. Have groups share their responses with the whole class.
- Model comparing and contrasting using a chart.
Think-aloud: *When comparing and contrasting, I notice things that are the same and different about two objects. For example, when I compare Sam’s fish and Sara’s fish on pages 4 and 5, I know they are the same because they are both yellow and they both swim in water. Because these are characteristics they both share, I will write the information under the compare heading. I also know Sam has three fish and Sara has two fish. This is a difference between the animals, so I will record the information under the contrast heading.*
- Model how to complete the **compare-and-contrast worksheet**. Have students choose two fish from the story to compare and contrast.

After Reading

Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Skill Review

Graphic Organizer: Compare and contrast

Review the compare-and-contrast worksheet that students completed. Have students share their work in groups. Invite volunteers to share with the rest of the class the details they used to compare and contrast the fish. Have the whole class give the thumbs-up signal if they agree with the answers.

Comprehension Extension

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided for extension activities.

Guiding the Reading (cont.)

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Students should include that they counted and compared the numbers of fish to decide which one was fewer.)

Comprehension Checks

- Book quiz
- Retelling rubric

Book Extension Activities

Build Skills

Phonological Awareness:

Initial consonant /f/ sound

- Say the word *fewer* aloud to students, emphasizing the initial /f/ sound. Have students say the word aloud and then say the /f/ sound.
- Have students practice saying the /f/ sound to a partner and then brainstorm to generate a list of words that begin with the /f/ sound. Invite volunteers to share a word with the rest of the class, and have other students give a thumbs-up signal if they agree that the word begins with *Ff*.
- **Check for understanding:** Say the following words one at a time, and have students clap their hands when they hear a word that begins with the /f/ sound: *fish*, *number*, *four*, *zero*, *five*, *find*, and *fins*.

Phonics: Initial consonant Ff

- Write the word *fewer* on the board and read it aloud with students.
- Have students say the /f/ sound aloud. Then, run your finger under the letters in the word *fewer* as students say the whole word aloud. Ask students to identify which letter represents the /f/ sound in the word *fewer*.
- Have students find the words *fewer* and *five* in the book and underline the initial /f/ in each word.
- **Check for understanding:** Write the following words on the board, leaving off the initial consonant: *fins*, *fit*, *fast*, and *fish*. Invite a volunteer to come to the board and add the initial consonant. Have partners read the words aloud to each other.
- **Independent practice:** Introduce, explain, and have students complete the [initial consonant Ff worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics: Adjectives

- Write the following sentence on the board: *There are four red fish.* Draw a line under *fish* and explain that this word is a noun. Circle the words *four* and *red*. Explain that these words are adjectives. Point out that *adjectives* are words that describe nouns.

- Have students turn to page 5. Ask a volunteer to find the words that describe the fish (*two*, *yellow*). Explain that these words are adjectives.
- **Check for understanding:** Have students look through the book to locate two adjectives and circle them. Ask them to share with a partner the adjectives they found. Have volunteers share with the whole class.
- **Independent practice:** Introduce, explain, and have students complete the [adjectives worksheet](#). If time allows, discuss their answers.

Word Work: Color words

- Ask students to name the colors of the fish they read about in the book. Write each color word on the board with a marker of the same color.
- Read each color word from the list, one at a time. Have students work with a partner to generate a list of other things that are also that color. Have volunteers share their ideas with the whole class. Record the names of the things under each color word.
- Have students draw a picture of one of the items named on a separate piece of paper. Ask them to write a sentence telling about the item using the correct color word.
- **Check for understanding:** Have students reread the book. Have them underline the color word with the matching colored marker or crayon.

Connections

- See the back of the book for cross-curricular extension ideas.