

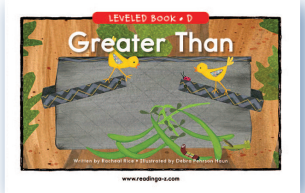
### Focus Question:

*How do you know which number is greater?*

### Book Summary

Text Type: Nonfiction/Informational

Comparing numbers using groups and numerals are important math skills for young students. In *Greater Than*, students will learn how to compare numbers by counting vegetables from a garden. The book can also be used to teach students how to compare and contrast and how to properly use comparative adjectives in sentences. It can also be used in conjunction with math lessons to reinforce reading as an element of math.



### Lesson Essentials

#### Instructional Focus

- ☐ Connect to prior knowledge to understand text
- ☐ Compare and contrast items in a text
- ☐ Describe information provided by illustrations
- ☐ Discriminate initial consonant *gr*-blend
- ☐ Identify initial consonant *gr*-blend
- ☐ Recognize and use comparative adjectives
- ☐ Identify and use the high-frequency word *there*

#### Materials

- ☐ Book: *Greater Than* (copy for each student)
- ☐ Compare and contrast, initial consonant *gr*-blend, comparative 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](http://VocabularyA-Z.com). (\*) word appears in the lesson but not the book

- **High-frequency words:** *many, there, which*
- **Words to Know**  
**Story critical:** *compare* (v.), *greater than* (adj.), *greatest* (adj.), *more* (adj.), *numbers* (n.), *vegetables* (n.)
- **Academic vocabulary:** *compare* (v.), *contrast* (v.)\*

### Guiding the Reading

#### Before Reading

##### Build Background

- Ask students to think about times they have counted items and compared the numbers to find which one was greater. Have students share their prior experiences with a partner. Have volunteers share their ideas with the class.
- Have students divide a 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, including which group has the greater number of items. Invite volunteers to share their picture with the rest of the class.

##### Introduce the Book

- Give students their copy of *Greater 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:

##### Connect to prior knowledge

Explain to students that engaged readers make connections between what they read and what they already know. Remind students that thinking about what they already know about a topic will help them understand what they are reading. Invite students to look at the cover and the title page of the book and think about how the pictures connect to what they already know. Have volunteers share their connections with the group.

##### 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.

### Guiding the Reading (cont.)

- Provide an example of comparing and contrasting by using two familiar vegetables, such as a potato and a carrot. Have students work with a partner to think of things that are alike and different about these vegetables. 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 title 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 greater. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer to the question.
- 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.

- *Where did the vegetables come from?* (level 1) page 3
- *How many carrots are there?* (level 1) page 5
- *Which is greater, the number of carrots or the number of yams?* (level 2) pages 5–7
- *Why is it important to count and compare vegetables?* (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 information about word meanings. Have students review the pictures throughout the story and discuss how they helped them understand new or unfamiliar words, such as *more*, *compare*, *greater than*, and *greatest*. Invite volunteers to share their ideas with the class.

### Skill Review

- Model for students how you make connections as you read, and direct them to stop at several points during reading to share their connections with a partner. Invite volunteers to share their connections with the whole class.
- Have students work in groups to periodically review the vegetables 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 yams and onions, I know they are the same in that they are both vegetables and they both grow under the ground. Because these are characteristics they both share, I will write the information under the compare heading. I also know the onions are white and the yams are orange. This is a difference between the items, so I will record the information under the contrast heading.*
- Model how to complete the [compare-and-contrast worksheet](#). Have students choose two vegetables 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 vegetables. 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.

### 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 or vegetables to decide which one was greater.)

### Comprehension Checks

- [Book quiz](#)
- [Retelling rubric](#)

### Book Extension Activities

#### Build Skills

##### Phonological Awareness:

##### Initial consonant *gr*-blend

- Say the word *greater* aloud to students, emphasizing the initial /gr/ sound. Have students say the word aloud and then say the /gr/ sound.
- Have students practice saying the /gr/ sound to a partner and then brainstorm to generate a list of words that begin with the /gr/ 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 the *gr*-blend.
- **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 *gr*-blend: *grape, grow, good, get, beet, grass, and green.*

##### Phonics: Initial consonant *gr*-blend

- Write the word *greater* on the board and read it aloud with students.
- Have students say the /gr/ sound aloud. Then, run your finger under the letters in the word *greater* as students say the whole word aloud. Ask students to identify which letters represent the /gr/ sound in the word *greater*.
- Have students find the words *greater* and *greatest* in the book and circle the initial /gr/ blend in each word.
- **Check for understanding:** Write the following words on the board, leaving off the initial consonant blend: *grill, grass, grow, and green.* Invite a volunteer to come to the board and add the initial consonant blend. Have partners read the words aloud to each other.
- **Independent practice:** Introduce, explain, and have students complete the [initial-consonant-gr-blends worksheet](#). If time allows, discuss their answers.

##### Grammar and Mechanics:

##### Comparative adjectives

- Write the following sentence on the board: *The carrot is longer than the beet.* Ask students which two nouns are being compared in this sentence. Underline the nouns (*carrot* and *beet*). Explain that the word used to compare the nouns is called a *comparative adjective*. Circle the word *longer*. Point out that comparative adjectives are used to compare two nouns and often end in *-er*.
- Write the following sentence on the board: *The yams are bigger than the onions.* Have a volunteer locate the comparative adjective in the sentence. Have students work with a partner to generate a list of other comparative adjectives. Have volunteers share their answers and record them on the board. Discuss the comparative adjectives and use them in oral sentences.

- **Check for understanding:** Have students look through the book to locate comparative adjectives and circle them. Ask them to share with a partner the comparative adjectives they found. Have volunteers share with the whole class.
- **Independent practice:** Introduce, explain, and have students complete the [comparative adjectives worksheet](#). If time allows, discuss their answers.

##### Word Work: High-frequency word *there*

- Write the word *there* on the board and read it aloud with students. Explain to students that they will often see this word in books they read and they should memorize it so they can decode it right away.
- Spell the word aloud while students write each letter on the top of their desk with their finger.
- Write the following sentence on the board: *There are many vegetables.* Read it aloud with students and discuss with them the meaning of the word *there*.
- Have students practice spelling *there* in shaving cream spread on their desk.
- **Check for understanding:** Have students work in pairs to create oral sentences using the word *there*. Call on students to share a sentence with the rest of the class, and ask other students to give a thumbs-up signal if they used the word *there* correctly. Listen for incorrect usage of the word *there*, making sure the students don't use the homophone *their* or *they're*. Discuss this with students if necessary.

##### Connections

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