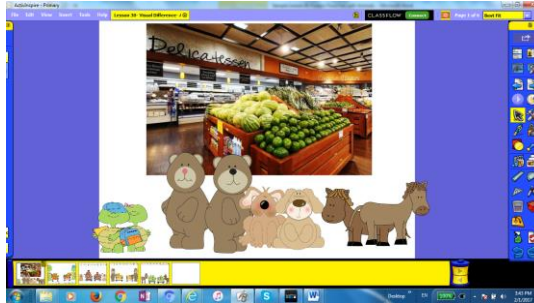|	
	Sample Lesson: 30 Visual Difference
Objective:	Recognize the difference visually in the context of how many more.
Number Word Sequences	Choose from Number Word Bank.
Developing the Context	 Display interactive flipchart. Introduce context. Discuss students' experiences of going to Fosters. Introduce context that the animals are going on to do their shopping at Fosters' Food Fair. Think about what they may buy etc… *Tracy Turtle and Tom Turtle put some carrots into their trolleys. Tom Turtle started to complain saying that it is not fair. Why do you think he is saying that? WCIT* *Tracy said to Tom "Stop complaining just get some more so that we have an equal number of carrots." How many more does Tracy have than Tom? How do you know?* TPS During pair time listen purposefully for student strategies which you want to highlight during share time. It is an idea to remind students of conceptually similar problems i.e. How is this like the towers problem we did yesterday? How can you use the strategies demonstrated yesterday to help you solve the problem? During demonstration time have students share their strategy to the class by manipulating or recording on the image. Sample Strategies: One-one correspondence: Students draw lines saying; they both have one, they both have two… but Tracy has two more (circling the 2 more). One-one correspondence: Students match the carrots by moving them saying: they both have one…. But look Tracy still has two left in her basket. Add up to: Students make the numbers equal by adding more carrots to Tom's basket. Using the number track embedded in context: Students highlight 5 and then 7, and describe what they notice. Again make references to previous lesson- How is this like the tower problem? **Mathematical Model- Double Ten Frame/ Rekenrek** Show both collections on ten frames. Pose questions what do you notice? Which group has more? How many more has Tracy than Tom? How do you know? What would you do to make it equal/ fair?
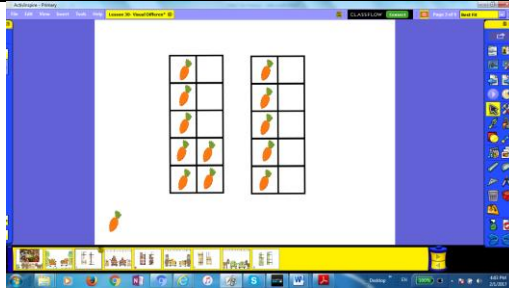
Repeat for different animals (extra slides attached)

Pair Work:
Resources for Pairs: Two ten frames/ dice/ counters
Students take turns rolling a dice and showing their collection on their ten frames. Students compare ten frames discussing who has more/ fewer and how many more the greater collection has than the smaller collection. Teacher circulates conference with students while asking challenging questions.

Resources for Paris: Two Double Ten Frame (Rekenrek) for each student and a bag of number cards to 20. Each student picks out a number and shows on double ten frame (Rekenrek). Discuss who has more and how many more the larger numbers is than the smaller number.

Worksheet
Students identify the collection with more items and say how many more the larger collection has than the smaller collection.

Plenary