### It’s All in the Bag
#### Unit 6: Joining and Separating

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<th>Grade Level</th>
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<td>Kindergarten</td>
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<th>Overview</th>
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Students will work in partner groups to compare two sets of colored blocks. Discussions should include terms more than, less than, and equal. Students will use counting strategies for sets that have been put together, removed, or are compared.

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<th>Key Standards</th>
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MKN1. Students will connect numerals to the quantities they represent.
   e. Compare two or more sets of objects (1-10) and identify which set is equal to, more than, or less than the other.

MKN2. Students will use representations to model addition and subtraction.
   a. Use counting strategies to find out how many items are in two sets when they are combined, separated, or compared.

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<th>Possible Materials</th>
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- One ziploc bag per student
- Items to place in the bag (i.e. blocks, tiles, ribbons, or counters)
- 4-10 items in a bag
- A tub or box to hold all the bags of items

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<th>Task</th>
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**Teacher Preparation:**
- Prepare about 15 bags with different numbers of items in them (counters, blocks, ribbons, etc.).
- Do not put more than 10 items in a bag.
- Place all bags in a tub or a box in the middle of your whole group.

**Task Description:**
- Explain to children that they will compare items between two students. Review the language they are to use when comparing (more, less and equal).
- Tell the students, “You will be given a bag with items inside. Carefully look at how
many items are in your bag and how many are in your partner’s bag. Talk to your partner about how the number of items in your bag compares to the number of items in your partner's bag using the words **more than, less than, and equal to.** Also notice the colors of the blocks and talk about how they can be compared as well. Be ready to describe to everyone how you got your answer explaining how many more/less and or what is the same/equal about you have and how you know.”

- Students will share observations with the class about their blocks. Teacher will encourage connections about similar observations with students.

### Sample Questions

- How many blocks does Dexter have?
- How many blocks does Tyler have?
- Who has more? How many more?
- Who has less? How many less?
- Is there anything about your bags of blocks that is the same/equal?
- How did you figure that out?

### Sample Question Solutions

- “Dexter has 8 blocks and I have 7 blocks.”
- “Dexter has more blocks than I do.”
- “His tower is taller than my tower. His tower is one higher than mine so he has one more block than me. 8 is one more than 7”
- “I have less/fewer blocks than Dexter.”
- “I know this because my tower is shorter/smaller than his tower. I have one less block than Dexter. I know this because if you give me one more then I will have the same as Dexter.”
- “Our towers are not equal because we do not have the same number of blocks. I know this because the towers are not the same size/height/length”.
- “We have the same number of blue blocks, so that part is equal”.

### Assessment Ideas

During this task teachers will be assessing their student’s performance by promoting the development of oral communication. Students should verbally share their thinking strategies and understandings with the entire class. The teacher should be listening for students to correctly use the following terms: more than/greater than, less than/fewer than and equal to when comparing the contents of their bag to their partner’s bag. The teachers should also be looking and listening for evidence of students who are revising their ideas based on teacher feedback, peer feedback, and self-assessment and reflection.