

Session 40



WORK PLACE MINI LESSON

Count & Compare Butterflies

Overview

Today's lesson introduces a new Work Place, Count & Compare Butterflies. It's like the card game, War, with a new twist. Players each select a card showing a set of butterflies organized on a ten-frame. They count the butterflies and compare the cards to determine which has more and which has fewer. In the traditional version of War, the player who draws the card with *the highest value* wins both cards. In this version, the players spin a more/less spinner to determine who gets to keep both cards. Play continues until all the cards are gone. Players then count their cards and use the spinner to determine the overall winner. We suggest you introduce Count & Compare Butterflies by playing it at the overhead with your class today. Then model the game a second time tomorrow by playing it with a partner as you introduce the Work Place version.

You'll need

- ★ Count & Compare Butterflies gameboard (Overhead I.5)
- ★ Count & Compare Butterflies cards (Overhead I.6–I.7, cut cards apart and place in an unsealed envelope.)
- ★ helper jar

Skills

- ★ counting with 1-to-1 correspondence
- ★ comparing sets (more, less, or equal)
- ★ recognizing quantities relative to 5's and 10's
- ★ adding and subtracting



Gather children around the overhead projector so they can all see the screen. Explain that you have a new game to share with them today. This game—Count & Compare Butterflies—will help them learn more about counting and will soon become a new Work Place. Show the gameboard at the overhead and take a minute to have students share observations.

Teacher *Here is a brand new counting game that will become one of our Work Places. This is the board we'll use to play the game together today. What do you notice?*

Children *It has some guys catching butterflies. They have nets.*

The person on top doesn't have as many butterflies to catch. Does that arrow go around?

It has some words. What does it say?

Session 40 Count & Compare Butterflies (cont.)

Teacher *You've made some fine observations. You noticed that one person has more bugs to catch than the other. Which person has fewer bugs?*

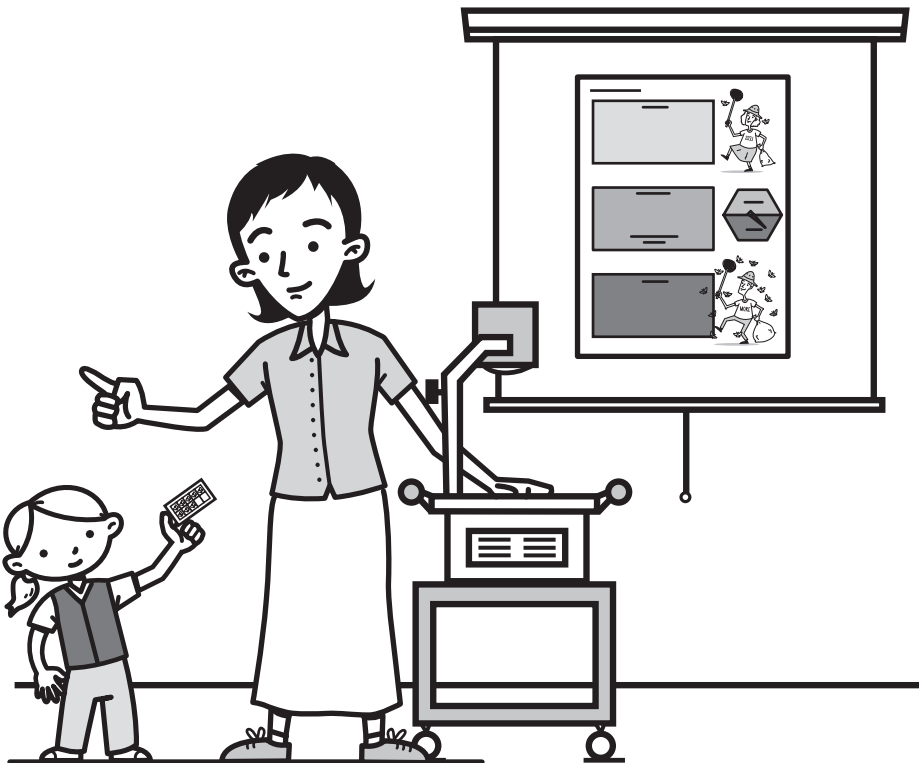
Children *The top, the lady with 2.*

And there are more on the bottom by the man.

I bet it says, more in those great big letters and littler in the little letters.

Teacher *Good reading! The word on the man's shirt does say, more. The word on the lady's shirt does start with L, but it says, less.*

After students have commented on the gameboard, explain that this is a game in which they'll work together to collect cards for their team. Since the instructions are more easily demonstrated than explained, show the children your envelope of cards. Use your helper jar to choose a student to select one of the cards. Have her place it on the overhead below the Count & Compare board. Then explain that you're going to pull out a card for yourself. You'll work together to count and compare the butterflies and use the spinner to see which side wins both cards. To get the most out of this instructional time, encourage children to share the different strategies they're using to determine how many butterflies they see each time.



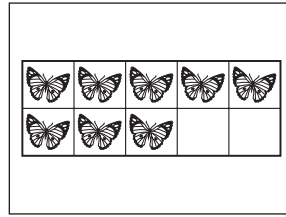
Teacher *Here's the card that Maria selected. What do you notice about the butterflies?*

Children *It has 8—1, 2, 3, 4, 5, 6, 7, 8.*

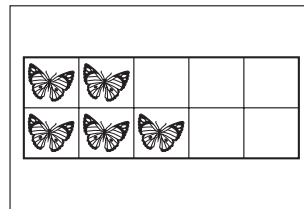
If it had 2 more, it would be 10.

It has 5 and 3. It's like 4 + 4.

Session 40 Count & Compare Butterflies (cont.)



Teacher *You've found a lot of ways to determine that there are 8 butterflies on the card. That will be your card for this turn. I need to choose a card too. I'll reach into the envelope to get my card. Here it is!*



After you've pulled a card out of the envelope and posted it on the overhead, have children figure out how many butterflies are on your card and guide you in moving the two cards onto the gameboard. The card that shows more butterflies should be placed on the *more* part of the board, and the card that shows fewer should be placed on the *less* part of the board.

Children *We win. We have more!*

Teacher *Wait a minute! It's true that you have more butterflies but you haven't beat me yet. How many butterflies are on my card?*

Children *2 and 3.*

It's 5 because $2 + 3$ makes 5.

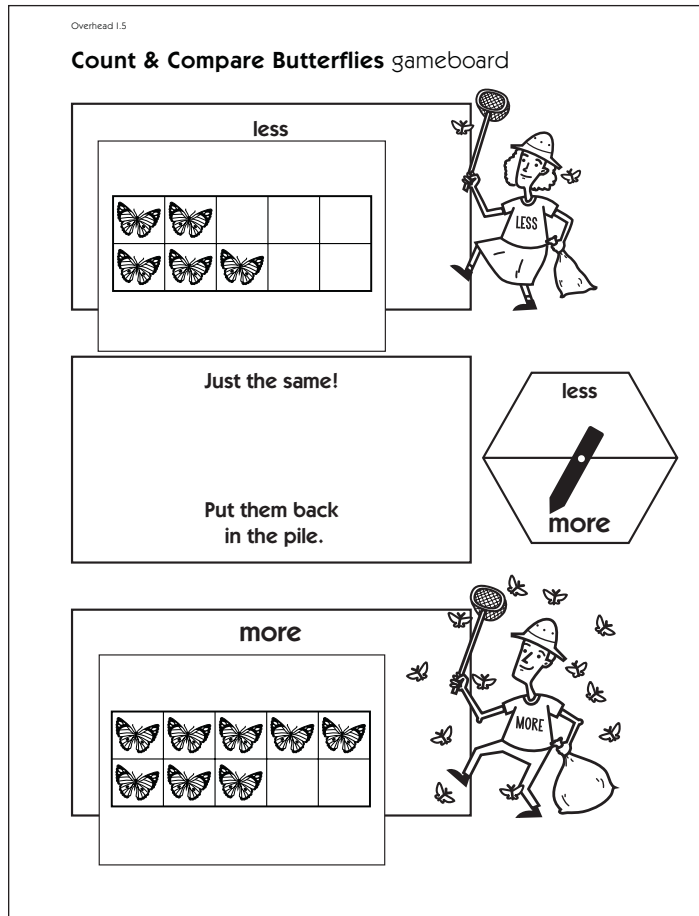
If you had 1 more, it would be 6.

I know that $2 + 2$ is 4 and there's 1 more, so it's 5.

Teacher *Excellent job of finding many ways to count my card. You already noticed that your card had more butterflies so we'll place it on the "more" side and place my card on the "less" side. Now we have to spin to determine whether you get both cards or whether I get both cards.*

Have a student come and spin the spinner to determine whether the class or the teacher gets both cards. If it lands on "more," the side that picked the card that shows more butterflies (the children, in this case), wins both cards. If the spinner lands on "less," however, the side that picked the card that shows fewer butterflies wins both cards.

Session 40 Count & Compare Butterflies (cont.)



Children We get the cards.
Do it again, this is fun!

Continue playing until you've used all the cards in the envelope. Then work with the children to count how many cards they have and how many cards you have. Place the two stacks of cards on the appropriate portions of the board and spin a final time to determine the overall winner of the game.

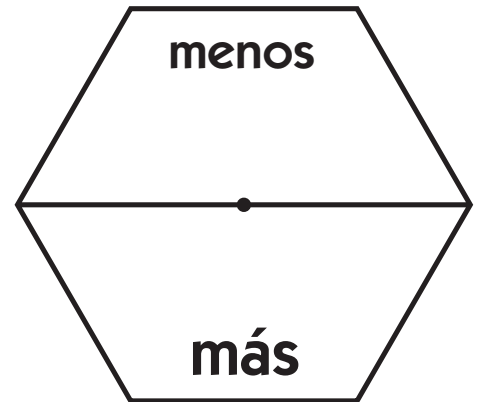
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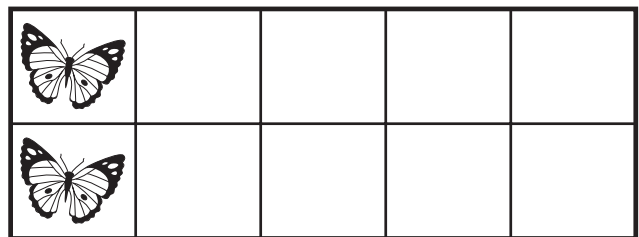
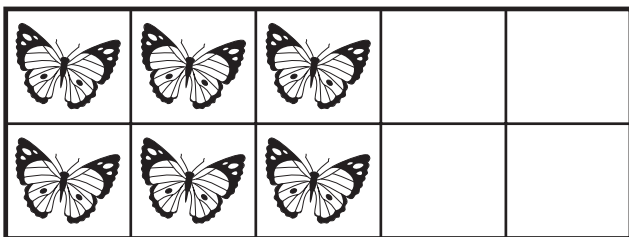
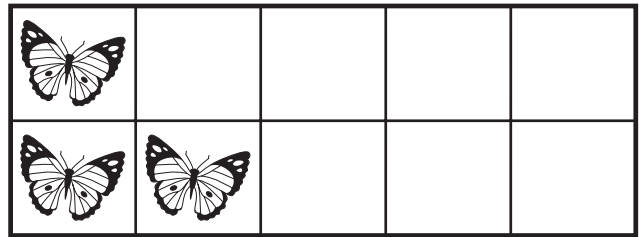
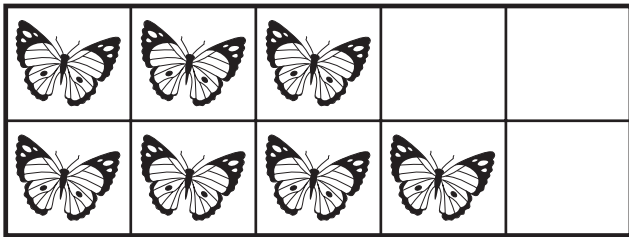
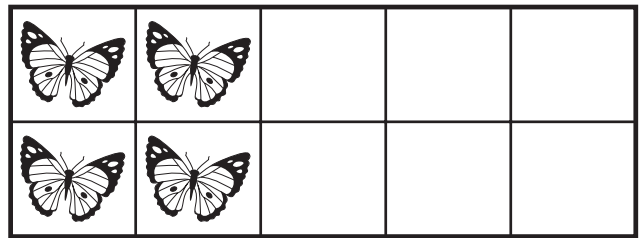
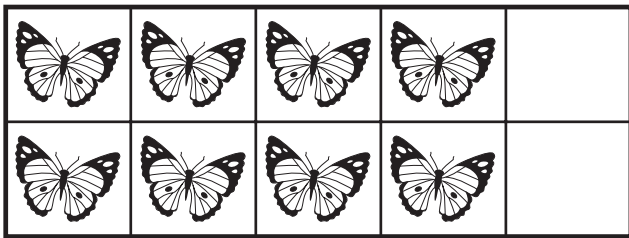
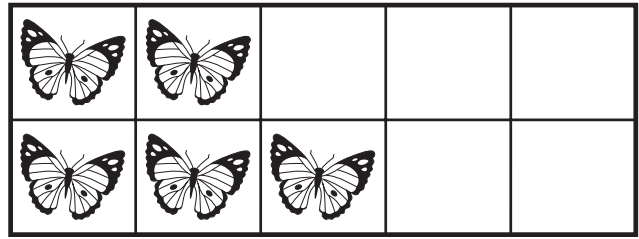
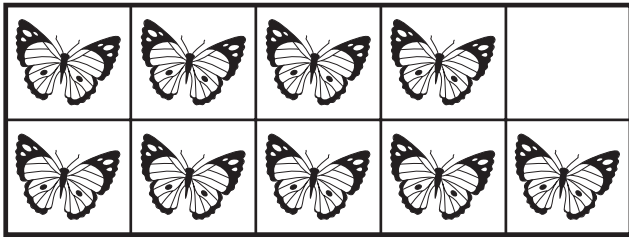
¡Lo mismo!
















































































































































Vuelve a ponerlas
en la pila.



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