

The Berenstain Bears[®]
Financial Literacy Program

LESSON PLAN

Who Has More?

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Credit Union Network
for Financial Literacy

Welcome!

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This lesson plan is provided exclusively for credit unions participating in The Berenstain Bears Financial Literacy Program. It is designed to teach children how to recognize and compare amounts of objects.

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Vocabulary

Different: not the same; not alike

Equal: the same for everyone; having the same value

Less: smaller in size

More: a greater amount

Same: alike in every way; not different



Overview

Students will begin with a discussion of the vocabulary terms. Student will learn the difference between same, different, equal, etc. This will be done by recognizing the number of various items and describing the difference.

Standards

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Standard 1: CC.Math.Content.K.MD.A2. - Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference.

Standard 2: CC.Math. Content.K.MD.A1 – Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.



Objectives

Students will:

- Define the terms more, less, same, different, and equal
- Understand how to explain the difference between more and less
- Use one-to-one counting to show more and less

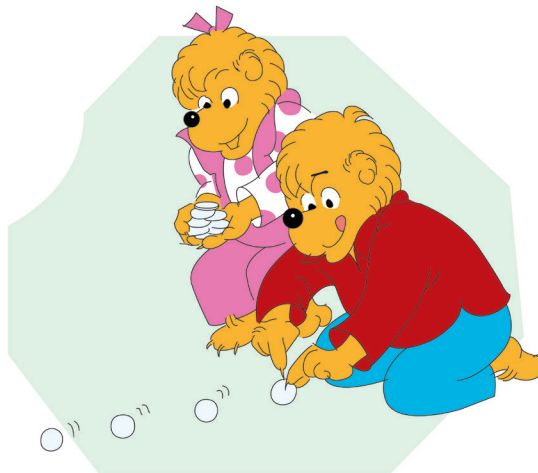
Materials

- PowerPoint
- Copied activity worksheets
- Pencils

Engage

1. Discussion questions

- a. Which picture is better? (show pictures of bears with a lot of something and a little of something – coins, ice cream, honey)
- b. Why did you choose the picture you chose?
- c. What makes that picture look better to you?



Introduction

1. **Explain** to the students that you are going to do a quick activity with them. Divide the class into 2 groups, one with obviously more students than the other. Ask the students which group is bigger? How do they know that? Why is it important to know if a group is bigger than another one?

Today we are going to learn about the concepts of same, different, less, more, and equal.

Explore

- Slide 2: When two things are alike in every way, they are the same. So with these 2 blue circles, they are the same because they're both a circle and they're both blue.
- Slide 3: Now look at these two items. They are different. We know that because one is an orange square and one is a blue circle.
- Slide 4: Let's try out what we just learned. Here are 2 pictures. One is Brother Bear and one is Sister Bear. Are the pictures the same or different? Tell me things about the pictures that make them different.
- Slide 5: And how about these 2 pictures? Are they the same or different? How do you know they're the same?
- Slide 6: Can someone come to the board and point to the pair of coins that are the same? Can you match the other two pairs? After student pairs the coins, reiterate the concepts of same and different.
- Slide 7: Now we're going to look at the concepts more and less. If you have more of something, it means that you have a bigger amount of something. More means a larger amount.
- Slide 8: On this slide, Sister Bear is pointing and she notices there are more butterflies than birds. Do you see that there are more butterflies than birds? How do you know?
- Slide 9: The opposite of more is less, which means a smaller amount of something.
- Slide 10: Here Sister Bear has less butterflies following her than birds. We can see that there are 2 butterflies and 5 birds here. How can you use the word more in a sentence to describe this picture? Students should be able to say there are more birds than butterflies on this slide.

Slide 11: Let's try to test our skills. Look at both sides of this slide.

Which side has more bears? How do you know that?

Use one-to-one correspondence to discuss.

Slide 12: Let's look at another slide. Which side has less bills?

Which side has more bills? How do you know?

Slide 13: The last concept for today is the word equal. When there are the same amount of something, **this** means there is an equal amount.

Slide 14: Brother and Sister Bear have the same out of candy, so they have equal amounts of candy. How do we know that?

Use one-to-one correspondence to count and show equal.

Slide 15: Looking at this slide with bear bills, are both sides equal?

Is there the same amount of bills on both sides? How do you know?

Slides 16 & 17: Read slides aloud and have students fill in the blanks.

Slide 18: Ask students to use as many of the words in this lesson to describe the piggy banks. They should be able to indicate there are equal amounts of piggy banks on both sides. One piggy bank is different than the rest.

Closing

Explain that students will use the terms learned today in their everyday life. They should take note of each time they hear these words from others or they use the words themselves.