

Lesson 55

Lesson Objective

Students will work on more than one skill in a day.

Students will identify groups with the most and fewest items.

Students will draw an object to match each item in a group.

Lesson Preparation

No special preparation is required.

Lesson Plan

From this point on, the Lesson Sheets may have different material on each side. Students will be tackling more than one concept per day.

The problems on the back are intended to review concepts that have already been introduced to the students. Initially these problems will be identical to ones they have already done. This is to facilitate the process.

On this lesson, the problems on the front and the back review concepts they have already learned. In future lessons, the front of the Lesson Sheet will introduce a new concept, and Guided Practice on the back of the Lesson Sheet will review 3 to 5 previously-learned concepts.

On the front of the Lesson Sheet, ask students to select the box that has the most cowboys and cowgirls. If they can write, ask them to write Most, otherwise put an M. Point out that in the third box, they are asked to choose the set with the fewest clowns, so they write F or Fewest.

Review the concepts *over* and *under* first presented in Lesson 1. Have students look at the cowgirls with the ropes or *lariats*. Ask the students what shape the lariats are forming. (*ovals*) Ask students to give a thumbs up (demonstrate thumbs up) if the oval shapes are *over* the cowgirls and give a thumbs down (demonstrate) if the oval shapes are *under* the cowgirls.

Explain that another word for over is *above*. Explain that another word for under is *below*. Ask students to give a thumbs up if the horses are *above* their riders and give a thumbs down if the horses are *below* their riders.

Guided Practice

On the back of the Lesson Sheet, ask students to draw one X for each of the named items in the box. Please read the item label aloud for students so they know which items to count. This is a review of a concept first presented in Lesson 33.

Next, have students look at the picture frame. Ask them to tell you the shape of the frame. (*rectangle*) Have students look at the woman wearing eye glasses. Ask them to tell you the shape of the mirror. (*oval*) Ask students to give a thumbs up if the woman is standing in front of the mirror and a thumbs down if she is behind the mirror.