Grade 2	Lesson: 10-8 Ordering Numbers	Reference to English
Math Standard(s): 2.NBT.4	**Domain: Numbers and Operations in Base Ten**	

Content Objective(s):	Language Objective(s):
Students will order 3 three-digit numbers from least to greatest and greatest to least. *I can put three-digit numbers in order.*	Students will read aloud 3 digit numbers. *I can read aloud 3 digit numbers.*
Essential Understanding: Ordering three or more numbers is similar to comparing two numbers because each number must be compared to each of the other numbers.	**Required Academic Vocabulary for Word Wall:** **Listen:** **Read:** **Write:** **Speak:** **Sentence Frame:** ___ is the least. ___ is the greatest. ____ is between ___ and ____.
Materials: • Teacher made number cards • Whiteboards, Markers, Erasers • Patterns with Numbers on Hundreds Charts (page 325) • Guided Practice (page 326)	**Additional Lesson Vocabulary:** Order, least, greatest, between

Lesson:	Instructional Time: 30 – 35 minutes

Opening: (4 minutes)
- Students will start on the carpet.
- Pass out whiteboards, erasers and markers.

T: "You have learned how to find number patterns. Today, you will learn how to use number patterns to solve problems.
- Write the number 254 on the board.

T: "What number comes before 254, please write it on your board."

S: *will write 253 on their words.*

T: "Show me your boards. Good job, you wrote 253. Yes, 253 comes before 254. (write 253 on the board before 254) **Say 253 with me."**

S: *will say "two hundred fifty three" with the teacher.*

T: "Erase your boards, what number comes after 254? Write it on your board."

S: *will write 255 on their boards.*

T: "Show me your boards. Correct, 255 comes after 254. (write 255 on the board after 254) **That means 254 is between what two numbers? Write them on your board."**

S: *will write 253 and 255 on their boards.*

T: "Show me your boards. Please read the sentence to your neighbor, 254 is between 253 and 255."

S: *will turn to their neighbor and say, "254 is between 253 and 255."*

Introduction to New Material (Direct Instruction): (8 minutes)

T: "When you write the numbers 253, 254, and 255 to show before (point at 253 on the board)**, between** (point at 254 on the board) **and after** (point at 255 on the board) **you are writing the numbers in order from least to greatest."**

T: "I am going to write three more numbers on the board. I need you to put them in order from least to greatest."
- Write 615, 472 and 425 on the board.

T: "How can we compare the three numbers to be able to put them in the correct order? Let's start by comparing the hundreds. Look at the 4 and 4 and 6. Which number is the least? Show me with your fingers."

S: *will show 4.*

T: "Yes, 4 is the least by we have two of them. Now let's look at the tens of 472 and 425. Is 7 or 2 the least? Show me with your fingers."

S: *will show 2 with their fingers.*

T: "Yes, 2 is less than 7. So 425 is less than 472. I will write 425 first. Then what should I write, 472 or 615? Look at the hundreds place first. Which number is the least, 4 or 6? Show me with your fingers."

S: *will show 4."*

T: "Yes, 4 is less than 6 so I will write 472 after 425. (write it on the board) **That means that 615 is the greatest of the three numbers. I will write that last. Your turn."**

T: "Please put these numbers in order from least to greatest."

S: *will write 425, 472 and 615 on their boards.*

T: **"Show me your boards. Read the numbers in order to your neighbor."**

S: *will read, "four hundred twenty five, four hundred seventy two and six hundred fifteen" to their neighbor.*

T: **"Say it with me, four hundred twenty five, four hundred seventy two and six hundred fifteen."**

Guided Practice: (10 minutes)

Using the Modeling Cycle:

Teacher Does:

T: **"Now I need you guys to practice with a partner. Each partnership will fill out the Ordering Numbers page. There are three problems.   Each group will be given a stack of cards with 3 numbers written on each of them. You will choose a card and then work together to put the numbers in order from least to greatest. Let me show you what I mean."**

1 Student Does with Teacher:

T: **"I need one helper."**

• Teacher will choose a student.

T: **"Here is our paper and our cards. Will you please draw a card?"**

S: *will draw a card.*

T: **"Good, what three numbers are on the card?"**

S: *will say the numbers on the card.*

T: **"What number is the least? And don't for get to say, _____ is the least."**

S: *will say, "_____ is the least."*

T: **"You said ___ is the least. I think ___ is the greatest. What number is between ___ and ___?"**

S: *will say, "___ is between ___ and ___."*

T: **"Good job, I think we wrote them in the correct order. Thank you for your help."**

S: *will return to their seat.*

2 Students Do:

T: **"I need two students to come up and demonstrate. While you are demonstrating I need you to draw a card, put those three numbers in order from least to greatest and say, ___ is the least, _____ is the greatest, and ___ is between ___ and ___."**

• Teacher will choose 2 students.

S: *will draw a card with three numbers on it. They will put the numbers in order from least to greatest and then say "___ is the least. _____ is the greatest. ___ is between ___ and ___."*

T: **"Good job. Thank you for saying ___ is the least. ___ is the greatest. ___ is between ___ and ___. You were perfect! Please sit down."**

S: *will return to their seats.*

All Students Do:

T: **"Now I need you all to work with a partner and put three groups of numbers in order from least to greatest. Each group will get 1 Ordering Numbers paper and a deck of number cards. Don't forget I want to hear you saying, ___ is the least, ___ is the greatest, and ___ is between ___ and ___."**

• Teacher will call out the groups and pass out the papers and number cards.

S: *will put three groups of numbers in order from least to greatest and then say, "___ is the least, ___ is the greatest, and ___ is between ___ and ___."*

• Teacher will walk around the room helping the students as needed and reminding them to talk throughout the activity.

T: **"10,9,8,7,6,5,4,3,2,1. Time is up. Turn in your papers, and come sit on the carpet."**

S: *will turn in their papers and sit on the carpet.*

Independent Practice: (8 minutes)

T: **"Now, I need you to work on your own. We will do the first one together, and then you will do the rest of guided practice by yourself."**

T: **"The guided practice problems will give some numbers and we need to put them in order from least to greatest. I will write the three numbers on the board."**

• Write 560, 356 and 439 on the board.

T: **"Which number is the least? Let's look at the hundreds place. Is 5, 3 or 4 the smallest number?"**

S: *will respond, "3 is the smallest" or "3 is the least."*

T: **"Yes, 3 is the least. That means that 356 is also the least. I will write that on the first blank with least written below it."**

T: **"Which number is the greatest? Let's look at the hundreds place again. Is 5 or 4 greater?"**

S: *will respond, "5 is greater than 4."*

T: **"Yes, 5 is greater than 4, so 560 must be the greatest. I will write that on the last blank with greatest written below it."**

T: **"Which number is between 356 and 560? Tell your neighbor."**

S: *will tell their neighbor, "439 is between 356 and 560."*

T: **"Let's say it together, 439 is between 356 and 560."**

T: **"I am going to pass out the guided practice papers. When you get it, go to your desk and you may get started. You have 4 minutes to do the last 3 problems.**

S: *will get started on their work.*

- Teacher will walk around helping students as necessary.

T: **"10,9,8,7,6,5,4,3,2,1. Time is up. Turn in your papers, and come sit on the carpet."**

S: *will turn in their papers and sit on the carpet.*

Closing: (5 minutes)

- Pass out whiteboards, erasers and markers.

T: **"One more problem for the day. I will read you a story problem, you need to write the numbers in the problem from least to greatest on your boards."**

T: **"Three children read books. Order the number of pages they read from least to greatest. Student number one reads 159 pages** (write 159 on the board)**, student number 2 reads 180 pages** (write 180 on the board) **and student number 3 reads 119 pages** (write 119 on the board)**. Please write these numbers on your board from least to greatest."**

S: *will write 119, 159 and 180 on their boards.*

T: **"Show me your boards. Good job, let's put them in order together. First let's look at the hundreds place numbers. 1,1,1. They are all the same. So, let's move to the tens place. 1, 5, 8. Which number is the least? Show me with your fingers."**

S: *will show 1.*

T: **"Yes, 1 is the least so we will write 119 first. Keep looking at the tens we have 5 and 8 left. Which number is the greatest? Show me with your fingers."**

S: *will show 8 with their fingers.*

T: **"Yes, 8 is the greatest. So I will write 180 last. What number comes between 119 and 180? Tell your neighbor."**

S: *will tell their neighbor, "159 is between 119 and 180.*

T: **"Let's say it together, 159 is between 119 and 180. Good job today! Erase your boards and put them away."**

Assessment:
Guided Practice