

Grade 2	Lesson: 10-7 Comparing 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 compare three-digit numbers using the symbols $<$, $=$, $>$. <i>I can compare three-digit numbers using symbols.</i>		Students will use the words bigger, smaller and equal to when answering questions. <i>I can use bigger, smaller and equal to when answering questions.</i>
Essential Understanding: Place value can be used to compare and order numbers.		Required Academic Vocabulary for Word Wall: Listen: Read: Write: Speak: Sentence Frame:
Materials: <ul style="list-style-type: none"> Place- Value blocks (or Teaching Tool 17) Whiteboards, Markers, Erasers Patterns with Numbers on Hundreds Charts (page 321) Guided Practice (page 322) 		Additional Lesson Vocabulary: compare
Lesson:		Instructional Time: 25 minutes
<p>Opening: (2 minutes) –</p> <ul style="list-style-type: none"> Students will start on the carpet. Pass out whiteboards, erasers and markers. <p>T: “You already know how to compare two-digit numbers. Today, you will learn how to compare three-digit numbers.”</p> <p>T: “Maria and Roy are in a school play. If Maria has 5 costumes for the play and Roy has 4 costumes for the play. Who has more costumes? Tell your neighbor, is it Maria or Roy?”</p> <p><i>S: will turn to their neighbor and say, “Maria.”</i></p> <p>T: “How do you know that Maria has more costumes than Roy?”</p> <p><i>S: will respond, “because 5 is more than 4.”</i></p> <p>Introduction to New Material (Direct Instruction): (8 minutes)</p> <ul style="list-style-type: none"> Write 5 and 4 on the board. <p>T: “Which number is bigger?”</p> <p><i>S: will respond, “5 is bigger.”</i></p> <ul style="list-style-type: none"> Write a $>$ on the board between 5 and 4. <p>T: “This is a symbol that I wrote between 5 and 4. It means that 5 is greater than 4. If I wrote $<$ between 5 and 4 it would mean that 5 is less than 4. Is that correct? Is 5 less than 4. Thumbs up or down?”</p> <p><i>S: will show thumbs down.</i></p> <p>T: “You are right, 5 is more than 4 not less. So we need to use $>$ this sign.”</p> <ul style="list-style-type: none"> Write $<$, $>$, $=$ on the board and explain them. With greater than, less than and equal next to each. <p>T: “Look at this first symbol. When the two ends come together that means smaller or less than.”</p> <p>T: “When the two ends are not touching but open, that means more or greater than.”</p> <p>T: “This symbol means equal. When comparing both sides are the same. These three symbols help us compare numbers.”</p> <ul style="list-style-type: none"> Pass out whiteboards, erasers and markers. <p>T: “I am going to write two numbers on the board, I need you to write them on your board and then use one of the symbols.”</p> <ul style="list-style-type: none"> Write 34 and 82 on the board. <p>T: “Write 34 and 82 on the board. You need to decide which symbol to use.”</p> <p><i>S: will write the numbers on their boards with a symbol between them.</i></p> <p>T: “Show me your boards.”</p> <ul style="list-style-type: none"> Teacher will check the students work on the boards. <p>T: “The two numbers are 34 and 82. Thumbs up if they are equal. Thumbs down if they are not.”</p> <p><i>S: will show thumbs down.</i></p> <p>T: “Thumbs up if 34 is greater than 82.”</p> <p><i>S: will show thumbs down.</i></p> <p>T: “Thumbs up if 82 is greater than 34.”</p> <p><i>S: will show thumbs up.</i></p> <p>T: “Very good, 82 is greater than 34. We will use $<$ between the two numbers. Now it says 34 is less than 82. Read the same sentence to your neighbor.”</p>		

S: *will read, 34 is less than 82" to their neighbor.*

T: **"Say it again with me, 34 is less than 82."**

T: **"Let's flip the numbers around. Write 82 ____ 34. Fill in the blank on your board."**

S: *will write > between 82 and 34.*

T: **"Tell your neighbor the comparing sentence."**

S: *will tell their neighbor 82 is greater than 34.*

T: **"Yes, 82 is greater than 34. Say it with me again. 82 is greater than 34."**

T: **"Let's do it again. I will write two new numbers on the board. 57 and 23. Please write these numbers on the board and write the symbol that goes between them."**

S: *will write 57 > 23 on the board.*

- Go through the questioning again with the numbers 57 and 23 as you did with 34 and 82.
- Repeat this exercise 4 more times making sure that the students read the comparing sentence to their neighbors each time.
 - 481 and 418
 - 361 and 347
 - 776 and 774
 - 117 and 171

T: **"Good job!"**

Independent Practice: (10 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: **"You will need to write greater than or less than with the correct symbol."**

- Write 364 is ____ (greater than or less than) 178 on the board with 364 ☐ 178 below it.

T: **"Our two numbers are 364 and 178. Thumbs up if this is a true statement. 364 is less than 178."**

S: *will show thumbs down.*

T: **"Correct, that wasn't true. Thumbs up if this is a true statement, 364 is greater than 178."**

S: *will show thumbs up.*

T: **"Yes, 364 is greater than 178. I will write greater than on the line between the two numbers and write the symbol in the circle between the two numbers. I want you to write the comparing problem on your board."**

S: *will write 364 > 178 on their boards.*

T: **"Good job! Say the comparing sentence to your neighbor."**

S: *will say "364 is greater than 178."*

T: **"I am going to pass out the guided practice papers. When you get it, go to your desk and you may now get started. You have 7 minutes to do the last 7 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.
- Write ____ is ____ (greater than or less than) ____ and ____ ☐ ____ on the board.

T: **"One more problem for the day. I will read you a story problem. I need you to fill in the blanks as I read it."**

T: **"Ming sells 319 tickets (give students time to write 319 on the first blank on their boards). Josie sells 315 tickets. (give students time to write 315 on the second blank) Who sells more tickets? Answer the problem on your board."**

S: *will answer the problem on their boards.*

T: **"Show me your boards."**

S: *will show the teacher their board.*

T: **"Good job, read the problem with me, 319 is greater than 315."**

T: **"Good job today."**

Assessment:

Guided Practice