

Grade 2	Lesson: 5-3	Reference to English
Math Standard(s): 2.NBT.3 Domain: Number and Operation in Base Ten		
Content Objective(s):		Language Objective(s):
Students will compare two-digit numbers using symbols. <i>I can compare two-digit numbers using symbols.</i>		Students will use the words greater than, less than, equal to to compare two-digit numbers. <i>I can use the words greater than, less than, equal to to compare two-digit numbers.</i>
Essential Understanding: Numbers can be used to show how many. In a two digit number, the tens digit tells how many groups of ten, and the ones digit tells the number of ones.		Academic Vocabulary: Listen: greater than, less than, equal to, symbols Read: greater than, less than, equal to Write: greater than, less than, equal to Speak: greater than, less than, equal to Sentence Frame: ____ is ____ than ____. ____ is ____ to ____.
Materials: • Number cards 0-11 (Teaching tool 2) • 2 boxes of crayons, different sizes (optional)		Language and Word Wall: greater than, less than, equal to
Lesson: Using Symbols to Compare Numbers		Instructional Time: 35 mins
<p>Opening: (3 minutes) – T: You’ve learned how to use tens and ones to write numbers. Today we will learn how to compare numbers using symbols by looking at tens and ones. Have you ever seen a box of crayons that holds 64 crayons?! How would you compare it to a box that holds 24 crayons?” If you have boxes of crayons, hold them both up. Otherwise show 64 and 24 with cubes. “Look at these and tell your neighbor which group has more tens.” S: will tell neighbor 64 has more tens</p> <p>Introduction to New Material (Direct Instruction): (8 minutes) You will need number cards T: “ I need two helpers to come up front.” S: 2 volunteers will go to the front T: Hold up the number cards so the class can’t see the numbers. “Each of you choose two cards, but don’t show the class what they are yet.” S: will each choose two cards. T: “Now use those cards to make a two-digit number. On the count of three show your number to the class. 1,2,3!” S: will both show their numbers to the class T: “Now, talk with your neighbor and decide which of these numbers is the greater number and be ready to tell how you know.” S: will discuss with a partner T: “Let’s hear some ideas.” Choose a few partners to share with the class. “When you compared the two-digit numbers, what did you compare first?” S: the tens T: “ Good! Yes. When comparing two-digit numbers, you always look at the tens first. If the tens were the same, what would you do? Tell your partner.” S: will talk with partner. T: “What if the ones were also the same. What could you say about the two numbers then?” S: They were equal.</p> <p>Guided Practice: (12 minutes) Arrange students in pairs Each pair should have page 131 and number cards. T: “Write with your finger in the air how to write “small” in chinese. (part of less than) S: will write xiao T: “ Now write “big” with your finger. (part of greater than)” S: will write da T: Good! Too easy! Now we just add yu to each, written like this. Follow me with your fingers as I write it on the board. Only three strokes! S: will follow along with fingers. Write greater than, less than on the board T: Last we need to know how to write equal to. You all know how to say it. Does it end with yu too? Thumbs up or down.</p>		

S: thumbs up

T: Good! So you already know how to write that. Practice with me as I write it on the board

S: will write yu with fingers in the air

T: “This is how you write deng. For Dengyu. Equal to.

T: “Let’s play a game! Turn your number cards over so you can’t see the numbers. Each partner will pick two cards and make a two-digit number. One partner will write their number in the boxes on the left side, the other will write on the right side. Then work together to decide which number is greater. Now. Point to the space in between the boxes, where it says is _____.”

S: will point

T: “This is where you’ll write in “less than, greater than, or equal to” and write the symbol for it in the circle above. The player with the greater number takes the other players cards. If the numbers are equal, you both keep the cards. Turn to your partner and tell them how you play the game.”

S: will tell partner

T: “Ok. So you are now all ready to play. If you forget how to write the words, look up here. Ready? Go!”

Use the modeling cycle:

Teacher Does:

T: “Look at page 132. Find number one and point to it”

S: Students will point to number 1

T: “This is just like what you did in our game. We’re comparing numbers, by looking first at the tens, then at the ones. Once we know which one is greater, we need to write in the correct symbol for greater than, less than, or equal to.

Number one is comparing 25 and 16. I’m going to look at the tens first. 2 tens is more than 1 ten, so I don’t even have to compare the ones. I already know 25 is greater than 16. Write in the symbol for greater than with me, and read with me “25 is greater than 16”

S: will write in and read the comparison sentence

2 Students Do with Teacher:

T: “Let’s have 2 helpers come show us how to do number 2.”

S: two students will come up and lead the class in doing number 2.

Independent Practice: (5 minutes)

T: “Now you have time to practice on your own. Do through number 13, always comparing the tens first. You have 5 minutes. Go!”

S: will work independently

Walk around the room, watching students work.

Closing: (5 minutes)

Gather students at the rug.

T: “Great job today! Let’s do one last comparison together. If you are a girl, please stand up and line up here. “

S: girls will line up

T: “ If you are a boy, come line up here.”

S: Boys will line up.

T: Let’s count how many of each.

S: count together

T: Write the two digit numbers on the board. “ _____ is _____ than _____.”

Assessment:

Page 134, passed put in English