Lesson Plan

Goal
Introduce the symbols: < > =
less than greater than equal to

Materials:
• 26 sets of # cards (0 thru 9)
• Number and symbol necklaces (2 sets of 0 thru 9)
• Recording sheet x26
• Whiteboard, pens, and dry erase slates

Time | Introduction
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**Purpose** | Our purpose is to teach the symbols for “greater than”, “less than”, and “equal to”. Students will apply their new skills to compare two #’s.

**Task** | • Introduce symbols and concept. Use stuffed duck animal.
• Whole class practice saying “9 is greater than 6” and matching the symbol using # necklaces.
• Practice writing numbers and symbols, for example 9 > 6, on slates.
• Pair up and play “Top It” game to compare 2 #’s and practice writing symbol on recording sheet.
• Share results.

Time | Class at Work
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**What to look for (or what might happen)** | • Students may get confused between < and > symbols. (Remind students about the duck example)
• Using bigger #’s on one side consistently, or vice versa.
• Not using vocabulary “greater than” and “less than”.
• Not having correct order, for example 9 6 >. (Encourage them to say it aloud as they write)

**Qs to ask (or T moves to keep in mind)** | • Can anyone describe an easy way to tell the symbols apart?
• How would you say it? 8 is bigger than 4? Or 8 is greater than 4?
• What do you notice about these numbers?
• What is another way to say it?

**Accommodating students (making task harder or easier)** | Harder: Provide an additional set of # cards for student to add together during Top It.
Easier: Provide manipulatives, drawing/writing, and writing
<table>
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<th>easier) explicit directions on worksheet.</th>
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<td>Take notes here about possible things to share</td>
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<th>Time</th>
<th>Whole Group Share</th>
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| **Qs to ask (or T moves to keep in mind)** | - Who would like to share some of the #’s they got? Let’s practice using the language and symbols we have learned.  
- Did anyone have any discoveries?  
- Did anybody find a new strategy to tell < and > apart? |
| **Notes about whole group sharing** | Share results and have kids practice saying their # relation. |

**Other considerations you might want to include in your lesson plan:**
What if students are done early?
- Have students add their set of # cards during Top It game and then compare their #’s.

ELL/Special Ed. Modifications?
- Preteach vocabulary (big, great, more)
- Use visuals (stuffed animal, chalkboard, student volunteers)
- Students working with partners