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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
<i>Purpose</i>	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.
<i>Task</i>	<ul style="list-style-type: none"> • 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
<i>What to look for (or what might happen)</i>	<ul style="list-style-type: none"> • 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)
<i>Qs to ask (or T moves to keep in mind)</i>	<ul style="list-style-type: none"> • 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?
<i>Accommodating students (making task harder or</i>	<p>Harder: Provide an additional set of # cards for student to add together during Top It.</p> <p>Easier: Provide manipulatives, drawing/writing, and writing</p>

<i>easier)</i>	explicit directions on worksheet.
<i>Take notes here about possible things to share</i>	
Time	Whole Group Share
<i>Qs to ask (or T moves to keep in mind)</i>	<ul style="list-style-type: none"> • 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?
<i>Notes about whole group sharing</i>	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