

LESSON PLAN

UNIT Comparative Values

GRADE 2-3

THEME Equivalent Equations

EQUIPMENT: Computer/Internet/Worksheets

LEARNING OUTCOMES: Students will:

1. compare values to determine whether they are true equations
2. understand the logical operations of equations
3. practice their computation and deductions skills.

TIME	LESSON CONTENT - ACTIVITY
15 minutes	<p>Introductory Activities:</p> <p>Introduce the concept of equations. Explain to the students that equations have to be equal on both sides in order for them to be true. This unit builds on prior knowledge and uses the key instructional strategies of guided practice, cooperative learning, problem solving and assessment. Reinforce their prior knowledge of equality and inequality. Next, have students problem solve using the websites below:</p> <p>http://www.oswego.org/ocsd-web/games/SumSense/sumadd.html</p> <p>http://www.oswego.org/ocsd-web/games/SumSense/sumsub.html</p> <p>Students can practice placing numbers to create true equations.</p>
15 minutes	<p>Main Learning Activities:</p> <ol style="list-style-type: none">1. Students will use website at www.k8websites.com 2-3 Grade Level, “Find the Missing Equivalents” activity in the Mathematics section.2. Students will complete corresponding worksheet after viewing the presentation.
	<p>Curriculum and Content Area Standards <i>Mathematics Standards</i></p> <p>STANDARD 1 : NUMBER AND OPERATION Mathematics instructional programs should foster the development of number and operation sense so that all students —</p> <ul style="list-style-type: none">• understand numbers, ways of representing numbers, relationships among numbers, and number systems;• understand the meaning of operations and how they relate to each other; <p>STANDARD 2 : PATTERNS, FUNCTIONS, AND ALGEBRA Mathematics instructional programs should include attention to patterns, functions, symbols, and models so that all students —</p>

	<ul style="list-style-type: none"> • understand various types of patterns and functional relationships; • use symbolic forms to represent and analyze mathematical situations and structures;
15 minutes	<p>Closure Students can transfer their knowledge to begin analyzing equivalent fractions. Online activities on equivalent fractions can be found at: http://www.learningplanet.com/sam/ff/index.asp</p>
	<p>Evaluation: Students should be evaluated on how well they did on their worksheets. Each correct answer is one point.</p>
	<p>Resources: Another resource for algebraic reasoning can be found at: http://www.mathplayground.com/algebraic_reasoning.html (a little on the hard side)</p>

Name _____ Date _____

Circle the largest number in each set.

24 18	62 58	12 13
34 28	56 61	88 90
44 47	81 79	99 92

Circle the smallest number in each set.

23 19	14 18	36 40
55 59	48 42	41 39
93 89	12 16	65 58