

# LESSON PLAN

**UNIT** Comparative Values

**GRADE** 2-3

**THEME** Greater Than/Less Than/Equal to

**EQUIPMENT:** Computer/Internet/Worksheets

**LEARNING OUTCOMES:** Students will:

1. compare values to determine whether they are greater than, less than or equal to another number.
2. learn the symbols of  $>$ ,  $<$ ,  $=$  that represent the mathematical comparison.
3. practice using each of the symbols

TIME	LESSON CONTENT - ACTIVITY
15 minutes	<p><b>Introductory Activities:</b></p> <p>Explain to the students that they will be doing an activity where they have to compare one number to another number. Tell the students that some numbers have a higher value than another number and sometimes they are equal to each other. Introduce the symbols of <math>&gt;</math>, <math>&lt;</math>, and <math>=</math>. Point out that the greater than or less than sign point to the number that is worth more (kind of like an arrow).</p> <p>You can also use the activity sheet attached as a way of introducing the topic.</p>
15 minutes	<p><b>Main Learning Activities:</b></p> <ol style="list-style-type: none"> <li>1. Students will use website at <a href="http://www.k8websites.com">www.k8websites.com</a> 2-3 Grade Level, "Greater Than, Less Than, and Equal to" activity in the Mathematics section.</li> <li>2. Students will complete corresponding worksheet after viewing the presentation.</li> </ol>
	<p><b>Curriculum and Content Area Standards</b>  <b>Mathematics Standards</b></p> <p><b>STANDARD 1 : NUMBER AND OPERATION</b>            Mathematics instructional programs should foster the development of number and operation sense so that all students —</p> <ul style="list-style-type: none"> <li>• understand numbers, ways of representing numbers, relationships among numbers, and number systems;</li> <li>• understand the meaning of operations and how they relate to each other;</li> </ul> <p><b>STANDARD 2 : PATTERNS, FUNCTIONS, AND ALGEBRA</b>            Mathematics instructional programs should include attention to patterns, functions, symbols, and models so that all students —</p> <p style="padding-left: 40px;">use symbolic forms to represent and analyze mathematical situations and structures;</p>
15 minutes	<p><b>Closure</b></p> <p>Play a game where students are divided into two teams. Write two numbers on the board with a square in the center. Each team has to send up a member to write the</p>

	correct symbol between the two numbers. The team with the highest score wins!
	<b>Evaluation:</b> Students should be evaluated on how well they did on their worksheets. Each correct answer is one point.
	<b>Resources:</b> Practice using the correct symbols at: <a href="http://www.ngfl-cymru.org.uk/vtc/greater_less_than/eng/Introduction/default.htm">http://www.ngfl-cymru.org.uk/vtc/greater_less_than/eng/Introduction/default.htm</a> (choose main session parts 1 and 2)

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