

Unit: Comparing numbers

<p>Standard/Performance Expectation(s) 1.1.E Write, compare, and order numbers to 120.</p>	
<p>Building Block Objective/Learning Target Compare numbers to 120 using greater than, less than, greatest, least, equal to.</p> <p>Student friendly language: <i>I can compare numbers to 120 using math words like greater than, less than, greatest, least and equal to.</i></p>	<p>Common Misconceptions:</p> <ul style="list-style-type: none"> Using the incorrect vocabulary, i.e. greater with more than 2 numbers, instead of greatest, etc. Magnitude of number is unclear (place value understanding is not emerging), the student doesn't understand what the value of the numerals are.
<p>Communication Technique Have students discuss what it means to compare, when have they done this before? Refer to the target above throughout the lesson, pulling out vocabulary, and asking them-What are we learning today? And why are we learning this?</p>	
<p>Elicitation Activity* Show two numbers and ask the students what the relationship is between them, looking for words like bigger, smaller, greater, less than. We want to access any prior knowledge they have.</p> <p>The lesson will be focused around using proper vocabulary when comparing numbers.</p>	
<p>Topic introduction/lesson Activities</p> <p><i>these tasks are during the lesson, after each set of vocabulary words are introduced and used</i></p> <ul style="list-style-type: none"> FORMATIVE ASSESSMENT TASK for greatest and least: I am going to use the language, here are a list numbers: is this one greatest or least? (thumbs up for greatest, thumbs down for least) (ELICITING EVIDENCE-Strategy #2) FORMATIVE ASSESSMENT TASK for greater than and less than: Give them sets of numbers to compare and have them practice the math vocabulary, which is greater than which is less than? Write it on the whiteboard. Ask: What is the difference between greatest and greater than and least and less than? Talk to your partner/table and share what they say... <p>*These should also be posted on the word wall, reference these whenever possible. Use the Marzano 6 steps to vocabulary instruction, if possible.</p> <p><i>Formative Assessment Task for after the lesson:</i> WAR with partners (with no face cards)-for greater than/ less than WAR with 3 students (with no face cards)-for greatest / least *Self-made cards from 1-120, use index cards.</p>	

<p>Formative Task or question*</p> <p><i>Designed to elicit student misconception(s)</i></p> <p><i>See above tasks that will be throughout the lesson</i></p>	
<p>Formative Technique</p> <ul style="list-style-type: none"> • Teacher walks around and observes, using recording sheet to collect data on use of vocabulary. (FEEDBACK-Strategy #3) • Students are self-assessing and correcting use of vocabulary (SELF ASSESSMENT-Strategy #4) • Peers are assessing each other and correcting for proper vocabulary (PEER ASSESSMENT-Strategy #5) 	
<p>Adjustment Trigger <i>What level of student performance will necessitate an instructional adjustment?</i></p>	<p>85% of students will use proper vocabulary when completing the task...</p>
<p>Instructional Adjustment (if needed)</p> <p><i>Tied to common misconception(s)</i></p> <ol style="list-style-type: none"> 1. Go back and focus on greatest and least with the same type of activities and add more. (Add greater than and less than at a later time). 2. To address magnitude of number misconception there are 3 strategies to figure out how “big” the number is: <ul style="list-style-type: none"> • Count it • Read it • Write it <p>Then have the students practice. Use another formative assessment task, such as a sheet of paper with 4 problems on it: 2 with a list of numbers and have them circle</p> <ol style="list-style-type: none"> 1) the greatest 2) the least <p>and 2 with 2 numbers to compare and have them circle</p> <ol style="list-style-type: none"> 3) less than 4) greater than 	
<p>Lesson Closure*</p> <p>Ask students to discuss what vocabulary they learned today and what does each word mean, in their group. Then have groups share out. Referring to the target of the day.</p>	

* Opportunity for formative assessment