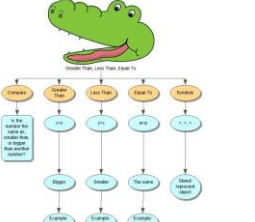


Lesson Plan Model¹

Lesson Title/#: Greater Than, Less Than, Equal To

Grade Level: Second Grade

Learning Central Focus

<p>Central Focus</p> <p>What is the central focus for the content in the learning segment?</p>	<p>Students will be able to take two three-digit numbers and use the symbols greater than, less than, and equal to, in order to compare.</p>	
<p>Content Standard</p> <p>What standard(s) are most relevant to the learning goals?</p>	<p>Common Core Standards will be used for this lesson.</p> <p>2.NBT.A.4: Compare two-digit numbers based on the meaning of the hundreds, tens, and ones digits, using $>$, $<$, $=$ symbols to record the results of comparisons</p>	
<p>Student Learning Goal(s)/ Objective(s)</p> <p>Skills/procedures</p> <p>What are the specific learning goal(s) for student in this lesson?</p> <p>Concepts and reasoning/problem solving/thinking/strategies²</p> <p>What are the specific learning goal(s) for students in this lesson?</p>	<p>Students will be able to take two three-digit numbers and use the symbols greater than ($>$), less than ($<$), and equal to ($=$), in order to compare. They will take numbers that contain three digits and compare them to other three-digit numbers using the definition of each symbol. The goal of this lesson is for the students to understand how numbers increase from ones to tens to hundreds in the base ten system. Once that is mastered, they will have the concept of counting whole numbers 0-1,000 on a number line. With that in mind, the students will be using base ten blocks to represent each number in order to break each place value down to understand $x < y$. They will identify the ones, tens, and hundreds in either a two-digit or three-digit number, as well.</p>	
<p>Prior Academic Knowledge and Conceptions</p> <p>What knowledge, skills, and concepts must students already</p>	<p>Prior to this lesson, students will need to know how a number line works, which increases from a smaller number to a larger number. They will need to know place value to 100, which ties with how and where the column positions are located. Lastly, since the focus is on three digit numbers, the students will need to know how to compare two two-digit numbers.</p>	

¹ The lesson plan template is intended to be used as a **formative** process prior to a candidate's submission of edTPA materials. The template offers an opportunity for candidates to practice documenting their thinking when planning lessons leading up to the learning segment they will teach for edTPA. Lesson plans with this level of detail are not necessary and should not be submitted as part of edTPA. It is intended to prepare candidates to articulate their thinking and justification for plans when responding to the Planning Task commentary prompts

² The prompt provided here should be modified to reflect subject specific aspects of learning. Language here is mathematics related. See candidate edTPA handbooks for the "Making Good Choices" resource for subject specific components.

<p>know to be successful with this lesson?</p> <p>What prior knowledge and/or gaps in knowledge do these students have that are necessary to support the learning of the skills and concepts for this lesson?</p>	
<p>Common Errors, Developmental Approximations, Misconceptions, Partial Understandings, or Misunderstandings</p> <p>What are common errors or misunderstandings of students related to the central focus of this lesson?</p> <p>How will you address them for this group of students?</p>	

Instructional Strategies and Learning Tasks

Description of what the teacher (you) will be doing and/or what the students will be doing.

<p>Launch <u>10</u> Minutes</p> <p>How will you start the lesson to engage and motivate students in learning?</p>	<p>This is a time to see if all students know how to compare two two-digit numbers. I will introduce the symbols $<$, $>$, and $=$. An easier way to understand and use the symbols, is to take the greater than or less than symbol to represent an alligator's mouth. During this launch time I will also show this YouTube video to engage the students and for them to comprehend the alligator mouth strategy. This time is also used for the students to understand the definition of greater than, less than and equal to.</p>
<p>Instruction <u>20</u> Minutes</p> <p>What will you do to engage students in developing</p>	<p>The symbols $<$, $>$, and $=$ will be written on the white board and then will ask the students if they have ever seen them before. I will go in more depth and revisit the alligator method to describe that it "eats" the larger number. I will start with examples that are just one digit, for example 4 and 3 ($4 > 3$). Then move to two-digit numbers, for example 23 and 47 ($23 < 47$). There will be discussion the whole time explain why each number is either more or less, and questions from the students will be answered. Each example will also be read in a sentence for further clarification. To engage the students, each one will have the chance to pick the numbers used for each example problem. There will be a cut out of an alligator</p>

<p>understanding of the lesson objective(s)?</p> <p>How will you link the new content (skills and concepts) to students' prior academic learning and their personal/cultural and community assets?</p> <p>What will you say and do? What questions will you ask?</p> <p>How will you engage students to help them understand the concepts?</p> <p>What will students do?</p> <p>How will you determine if students are meeting the intended learning objectives?</p>	<p>head and some will be called on to place which way it goes on the problem on the board. If most are comprehending and able to provide clear feedback that they understand what is being taught then there will be a transition to students working in pairs.</p>
<p>Structured Practice and Application _10____ Minutes</p> <p>How will you give students the opportunity to practice so you can provide feedback?</p>	<p>Each student will have Game #1 worksheet, and I will also have it displayed on the board using a projector. To model how the game/worksheet is played a volunteer will play with me. There will be flashcards with numbers on them and two will be selected randomly from me. It will be explained that the person that is drawing first needs to TRY to have the larger number. For example, if a 6 and 7 were drawn, then the number will need to be 76. This number will then be written on the worksheet and the volunteer will randomly choose two more cards. The whole class will have the opportunity to decide which number to use determining the two that were picked. Once decided, this number will be written on the worksheet, as well. It will be explained that the next step is to determine which symbol to use in between the two numbers and why. If the volunteer student answers correctly, then he/she can record the result on the worksheet. For the final step of each round, the winner is to be determined by who has the bigger number. This will also be shown with the volunteer</p>

<p>How will students apply what they have learned?</p> <p>How will you determine if students are meeting the intended learning objectives?</p>	<p>student. Depending on how the students grasp the game, will determine how many rounds will be shown as a class before they can work in partners.</p>
<p>Closure __30__ Minutes</p> <p>How will you end the lesson?</p>	<p>After the students have had time to practice in pairs, we will come together as a class to discuss and review what each symbols means. Five problems will be written on the board, and they will help determine which symbol goes in between each problem. Once each problem is completed, as a class we will read each aloud in a sentence.</p>
<p>Differentiation/ Planned Support</p> <p>How will you provide students access to learning based on individual and group needs?</p> <p>How will you support students with gaps in the prior knowledge that is necessary to be successful in this lesson?</p>	<p><i>Whole Class:</i></p> <p><i>Groups of students with similar needs:</i></p> <p><i>Individual students:</i></p> <p><i>Students with IEP's or 504 plans:</i></p> <p><i>Strategies for responding to common errors and misunderstandings, developmental approximations, misconceptions, partial understandings, and/or misunderstandings:</i></p>

<p>Student Interactions</p> <p>How will you structure opportunities for students to work with partners or in groups? What criteria will you use when forming groups?</p>	<p>The students will be in pairs and have ten flashcards to share and each will have their own Greater Than, Less Than, Equal To Game #1 worksheet to record their results. They will also have a set of base ten blocks in case if they need a visual representation of each number. After the lesson is taught, the students will then be able to work in partners for an extended time to practice.</p>
<p>What Ifs</p> <p>What might not go as planned and how can you be ready to make adjustment?</p>	<p>Each student may not be able to compare two two-digit numbers. Before I begin the lesson, I will take an assessment of who can identify ones, tens, and hundreds place value, and if the students are able to compare one-digit numbers. If some are not able to compare two two-digit numbers then I will have a short introduction lesson on how to compare two two-digit numbers and then proceed how to add a hundreds place value to a ten and one value.</p>
<p>Theoretical Principles and/or Research-Based Best Practices</p> <p>Why are the learning tasks for this lesson appropriate for your students?</p>	
<p>Materials</p> <p>What materials does the teacher need for this lesson?</p> <p>What materials do the students need for this lesson?</p>	<ul style="list-style-type: none"> ● Plastic Baggie ● Index Cards (10 per pair of students) ● Greater Than, Less Than, Equal To Game #1 Worksheet (one per student) ● Pencils ● White Board

Academic Language Demand(s):

What language function do you want students to develop in this lesson? What must students understand in order to be intellectually engaged in the lesson?	
What content specific terms (vocabulary) do students need to support learning of the learning objective for this lesson	
What specific way(s) will students need to use language (reading, writing, listening and/or speaking) to participate in learning tasks and demonstrate their learning for this lesson?	
What are your students' abilities with regard to the oral and written language associated with this lesson?	
How will you support students so they can understand and use the language associated with the language function and other demands in meeting the learning objectives of the lesson?	

Assessments:

Describe the tools/procedures that will be used in **this lesson** to monitor students' learning of the lesson objective(s). Attach a copy of the assessment and the evaluation criteria/rubric in the resources section at the end of the lesson plan.

Type of assessment (Informal or Formal)	Description of assessment	Modifications to the assessment so that all students could demonstrate their learning.	Evaluation Criteria - What evidence of student learning (related to the learning objectives and central focus) does the assessment provide?

Analyzing Teaching

To be completed after the lesson has be taught

<p>What worked? What didn't? For whom?</p>	
<p>Adjustments</p> <p>What instructional changes do you need to make as you prepare for the lesson tomorrow?</p>	
<p>Proposed Changes.</p> <p>If you could teach this lesson again to this group of students what changes would you make to your instruction?</p>	<p><i>Whole class:</i></p> <p><i>Groups of students:</i></p> <p><i>Individual students:</i></p>
<p>Justification</p> <p>Why will these changes improve student learning?</p>	

What research/ theory supports these changes?	
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Resources:

Attach each assessment and associated evaluation criteria/rubric.