

Math: Grade 1, Lesson 16, Greater Than

Lesson Focus: Model and compare two-digit numbers to determine which is greater.

Practice Focus: Students will focus on practicing comparing two numbers in order to find which is greater.

Objective: Students will use drawings to represent and compare two numbers with a focus which is greater.

Key Vocabulary: is greater than $>$, tens place, ones place

TN Standards: 1.NBT.B.3

Teacher Materials:

- Snap cubes
- Base 10 blocks
- Place value chart
- Document camera or interactive board
- Markers
- Student practice packet

Student Materials:

- Paper
- Pencil

Teacher Do	Student Do
<p><u>Opening</u> (1 min)</p> <p>Hello! Welcome to Tennessee's At Home Learning Series for math! Today's lesson is for all our 1st graders out there, though all children are welcome to tune in. This lesson is the sixteen in our series.</p> <p>My name is ____ and I'm a ____ grade teacher in Tennessee schools! I'm so excited to be your teacher for this lesson! Welcome to my virtual classroom!</p> <p>If you didn't see our previous lesson, you can find it on the TN Department of Education's website at www.tn.gov/education. You can still tune in to today's lesson if you haven't see any of our others. But, it might be more fun if you first go back and watch our other lessons since we'll be talking about things we learned previously.</p> <p>Today we will be learning about how to model and compare two-digit numbers to determine which is greater in mathematics! Before we get started, to participate fully in our lesson today, you will need:</p> <ul style="list-style-type: none">• Paper• Pencil	<p>Students get materials ready for the lesson.</p>

<ul style="list-style-type: none"> • The student packet for Math, Grade 1, Lesson 16 which can be found at www.tn.gov/education <p>Ok, let's begin!</p>	
<p><u>Intro</u> (3 min.)</p> <p>[Teacher lays out two piles of cubes. The piles need to be difficult to visually see how many cubes are in each pile. One pile contains 5 cubes of one color (ex: red); the second pile contains 8 cubes of another color (ex: blue).]</p> <p>I have some cubes here that I need your help comparing. Can you tell me which pile has the most, or the greatest, amount of cubes? Will it be the red pile or the blue pile?</p> <p>[Pause]</p> <p>What's that?.....</p> <p>[Pause]</p> <p>You're right, it is hard to tell which pile has the most, or greatest, amount of cubes. Let me see if I could put the cubes in a new arrangement to make it easier for us to compare.</p> <p>I will arrange the two piles of cubes into two cube trains. One red cube train and one blue cube train.</p> <p>[Teacher rearranges cubes into two cube trains made up of single unifix/snapping cubes. One of length 5 and one of length 8.]</p> <p>I think this new cube train arrangement helps me better compare the two piles of cubes....don't you?</p> <p>[Pause]</p> <p>Now I am ready to tell which pile of cubes has the greater amount...That means the pile with the most cubes in it.</p> <p>[Pause]</p> <p>[Stack the two cube trains on top of one another. Blue (8) on top; red (5) underneath.]</p> <p>How do you know which cube train has more cubes?</p> <p>[Pause]</p> <p>You're right. The blue cube train is longer than the red cube train. That means the blue pile of cubes has the greater amount of cubes.</p> <p>Thank you for helping me compare numbers.</p>	<p>Students get materials ready for the lesson.</p>
<p><u>Teacher Model</u> (10 mins.)</p> <p>Objective 1: Teacher will model using base 10 blocks to compare two 2-digit numbers.</p>	<p>Objective #1: Students will be observing how to use base 10 blocks to compare two</p>

<p>[Teacher posts and reads the problem aloud.]</p> <p>Which number is greater? 65 or 56? I think I will use base 10 blocks to compare the two numbers. I will use a place value chart to help me compare the two numbers.</p> <p>[Teacher models and verbalizes laying out two 2-digit numbers built from base 10 blocks. The number 65 and the number 56. 65 will be stacked on top. 56 will be placed underneath. - NOTE - DO NOT REMOVE THE MODEL AFTER YOU COMPLETE OBJECTIVE #1 - YOU WILL USE THE MODEL AS A REFERENCE DURING OBJECTIVE #2.]</p> <p>Both numbers have a 5 and a 6. How are the numbers different? [Pause] Yes. The number 65 has 6 tens and 5 ones. [Teacher will touch the 6 tens and 5 ones while stating.] The number 56 has 5 tens and 6 ones. [Teacher will touch the 5 tens and 6 ones while stating.] How do we know which number is more, or is greater? [Pause] I can compare the tens to see which number has more tens. The number with more tens is the greater number.</p> <p>[Teacher models counting 6 tens v. 5 tens.] The number 65 has 6 tens. 10-20-30-40-50-60. [Teacher touches the 6 tens as he/she counts.] The number 56 has 5 tens 10-20-30-40-50. [Teacher models counting 5 tens as he/she counts.] The number 65 has more tens and is the greater number.</p> <p>Fantastic! Now let's see what our problem would look like as a quick draw.</p> <p>Objective 2: Explicit Instruction, Example(s), Guided Practice Teacher will model using a quick draw to compare two 2-digit numbers.</p> <p>[Teacher will need 1 sheet of paper and marker.] I will use a quick draw to represent base 10 blocks. I will draw a place value chart to help me model comparing the two numbers. [Teacher will model drawing a place value chart (with tens and ones).] I will draw a vertical line down the middle of my paper. I will label the tens column and ones column.</p>	<p>2-digit numbers. Students will be prompted to activate prior knowledge of the terms more and greater.</p> <p>Objective #2: Students will be observing how to use quick draws to compare two 2-digit numbers. Students will be prompted to build upon prior knowledge of the terms more and greater.</p>
--	---

[Teacher models labeling the tens place and ones place.]

Now I will draw the number 65. I will use a line to represent a group of 10 and a circle to represent a one.

[Teacher models drawing the number 65 speaking aloud as he/she draws; 6 lines in the tens place and 5 circles in the ones place.]

Now I will model drawing the number 56.

[Teacher models drawing the number 56 speaking aloud as he/she draws; 5 lines in the tens place and 6 circles in the ones place.]

How can we use the drawing to compare the numbers?

[Pause]

I can compare the tens to see which number has more tens.

The number with more tens is the greater number.

[Teacher models counting 6 tens v. 5 tens.]

The number 65 has 6 tens. 10-20-30-40-50-60.

[Teacher touches the 6 tens as he/she counts.]

The number 56 has 5 tens 10-20-30-40-50.

[Teacher models counting 5 tens as he/she counts.]

The number 65 has more tens and is the greater number.

Wonderful. We have now compared two 2-digit numbers with base 10 blocks and a quick draw.

Objective 3: Students will write greater than sentences with words and symbols for the numbers they model.

Let me show you how I can compare two 2-digit numbers using a number sentence.

[Teacher has 2 models now visible for students to view; the base 10 block model and the quick draw model. Both models represent the numbers 65 and 56.]

[Teacher writes on paper the number sentences below.]

_____ is greater than _____.

_____ > _____.

I have shown the number 65 is greater than the number 56 because 65 had more tens than the number 56.

Now I can complete my number sentence.

[Teacher writes and reads aloud _____ 65 _____ is greater than _____ 56 _____.]

65 is greater than 56.

There is a symbol we can use to represent greater than. The second number sentence uses the greater than symbol.

Objective 3:

Students will be observing how to represent the comparison of two 2-digit numbers using a number sentence and the symbol >. Students will be prompted to build upon prior knowledge of the terms greater.

<p>[Teacher points to the greater than symbol.] I will complete the 2nd number sentence. [Teacher writes and reads aloud <u>65</u> > <u>56</u> .] 65 is greater than 56.</p> <p>Great job! Thanks for following along with me. So far, we have learned that we can compare numbers using base 10 blocks, model with a quick draw, and write a number sentence using the greater than symbol.</p>	
<p><u>Guided Practice</u> (13 mins.)</p> <p>[I Do – A think aloud where the student works alongside the teacher.] Now let's look at our next problem. I will read the problem aloud. [Teacher posts and reads the problem aloud.]</p> <p>Which number is greater? 25 or 17?</p> <p>_____ is greater than _____.</p> <p>_____ > _____.</p> <p>Which number is greater? 25 or 17? I will use base 10 blocks to compare the two numbers. I will use a place value chart to help me compare the two numbers. [Teacher models and verbalizes laying out two 2-digit numbers built from base 10 blocks. The number 25 and the number 17. 25 will be stacked on top. 17 will be placed underneath.]</p> <p>I will compare the two numbers by counting the tens. You can count along with me. [Teacher models counting 2 tens v. 1 tens.] The number 25 has 2 tens; 10-20. [Teacher touches one ten as he/she counts.] The number 17 has 1 tens 10; 10. [Teacher models counting 1 tens as he/she counts.] The number 25 has more tens and is the greater number.</p> <p>I have shown the number 25 is greater than the number 17 because 25 had more tens than the number 17. Now I can complete my number sentence. [Teacher writes and reads aloud <u>25</u> is greater than <u>17</u> .]</p>	<p>Students will listen to the teacher do a think aloud to compare two 2-digit numbers from the start of the problem to completing each number sentence.</p>

25 is greater than 17.

Remember there is a symbol we can use to represent greater than. The second number sentence uses the greater than symbol.

[Teacher points to the greater than symbol.]

I will complete the 2nd number sentence.

[Teacher writes and reads aloud $\underline{25} > \underline{17}$.]

25 is greater than 17.

Great job! Thanks for following along with me.

[We Do - Intentional pauses for student to do work and then receive answers along the way.]

[Teacher will prompt students to model using a quick draw to compare two 2-digit numbers. Teacher will need 1 sheet of paper and marker.]

For our next problem, I would like for you to get your paper and pencil ready.

[Pause]

To get us started let's draw a place value chart.

I will draw a vertical line down the middle of my paper. You draw a vertical line down the middle of your paper, too.

[Teacher models drawing a vertical line down the middle of her paper.]

Great! Now, I will label the tens column and ones column.

You label the tens column and ones column.

[Teacher models labeling the tens place and ones place.]

OK! Now let's take a look at our problem.

[Teacher posts and reads the problem aloud.]

Which number is greater? 52 or 25?

_____ is greater than _____.

_____ > _____.

Which number is greater? 52 or 25?

Let's start by drawing the number 52.

I will draw 5 lines to represent 5 groups of 10 and 2 circles to represent 2 ones. You draw with me.

[Teacher models drawing the number 52 speaking aloud as he/she draws; 5 lines in the tens place and 2 circles in the ones place.]

Now we will model drawing the number 25.

I will draw 2 lines to represent 2 groups of 10 and 5 circles to represent 5 ones. You draw with me.

Students will follow along and draw a model in order to compare two 2-digit numbers from the start of the problem to completing each number sentence.

[Teacher models drawing the number 25 speaking aloud as he/she draws; 2 lines in the tens place and 5 circles in the ones place.]

How can we use the drawing to compare the numbers?

[Pause]

Yes. We can compare the tens to see which number has more tens. The number with more tens is the greater number.

Use your drawing to count along with me.

[Teacher models counting 5 tens v. 2 tens.]

The number 52 has 5 tens. Count the 5 tens with me. 10-20-30-40-50.

[Teacher touches the 5 tens as he/she counts.]

The number 25 has 2 tens. Count two tens along with me. 10-20.

[Teacher models counting 2 tens as he/she counts.]

Which number do you think is the greater number?

[Pause]

You got it! The number 52 has more tens and is the greater number.

We have shown the number 52 is greater than the number 25 because 52 had more tens than the number 25.

Now we can complete our number sentence.

Can you copy your number sentence along with me.

[Teacher writes and reads aloud 52 is greater than 25.]

52 is greater than 25.

Can you help me complete the 2nd number sentence?

[Pause]

That's right....

[Teacher writes and reads aloud 52 > 25.]

52 is greater than 25.

That was fun! Thanks for working with me.

[You Do - The student independently working and then the teacher showing their work and answer.]

Now it is your turn.

[Teacher posts and reads the problem aloud.]

Which number is greater? 62 or 46?

_____ is greater than _____.

_____ > _____.

Students will independently draw a model in order to compare two 2-digit numbers from the start of the problem to completing each number sentence.

Listen along as I read the problem.

Which number is greater? 62 or 46?

You will use a quick draw to model the problem and complete the two number sentences.

[Teacher pauses to allow students time to work model problem and complete two number sentences.]

Alright.....I am going to complete my number sentence.

Compare your answer to mine.

[Teacher fills in blanks in number sentences and verbalizing as he/she goes.]

62 is greater than 46.

62 > 46.

Additional Problems (if needed):

1. Which number is greater? 21 or 42?

_____ is greater than _____.

_____ > _____.

2. Which number is greater? 37 or 87?

_____ is greater than _____.

_____ > _____.

Independent Practice (3 min.)

Great work! Today, we practiced comparing two numbers in order to find which is greater. You sure did a great job! After the video, you will have some tasks practicing on your own.

I will show you the independent practice tasks now, or you can find them in the student practice for this lesson posted on our website, www.tn.gov/education.

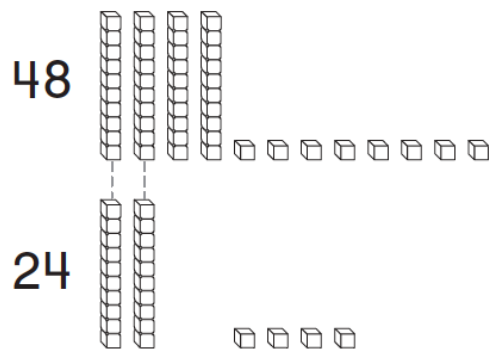
[Teacher shows student practice page under document camera or camera zooms in on student practice page.]

Good luck and do your best! To get you started, I will read the problems aloud.

[Teacher posts student work page.]

[Teacher reads directions.]

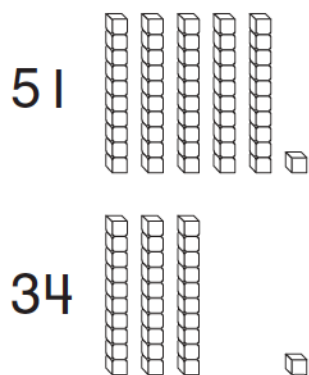
1.



48 is greater than 24.

$$\underline{48} > \underline{24}$$

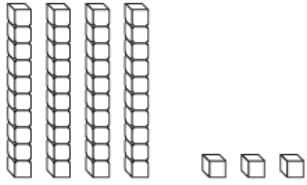
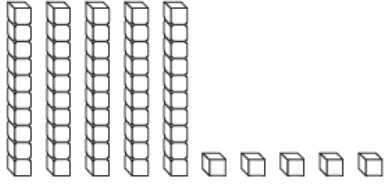
2.



_____ is greater than _____.

$$\text{_____} > \text{_____}$$

3.

<p>43 </p> <p>55 </p> <p>_____ is greater than _____.</p> <p>_____ > _____</p> <p>4. 45</p> <p>65</p> <p>_____ is greater than _____.</p> <p>_____ > _____</p>	
<p><u>Closing</u> (1 min)</p> <p>I enjoyed learning how to compare two 2-digit numbers with you today. Thank you for inviting me into your home. I look forward to seeing you in our next lesson in Tennessee's At Home Learning Series!</p>	

Copyright © by Houghton Mifflin Harcourt Publishing Company. All rights reserved. Reproduced by permission of the publisher, Houghton Mifflin Harcourt Publishing Company. Content is made accessible by a Special School Closing Emergency License that is limited to the 2020 academic year and shall conclude on June 30 2020. Use does not imply affiliation with or endorsement by the third party.