

**CSUMB Lesson Plan Template**  
**5E MODEL: MATH**

**Lesson Title: Comparing Two 3-digit Numbers**

**Lesson Duration: 60 min**

**NAME:** Yessenia Sebastian  
**SCHOOL:** Jesse G. Sanchez

**SUBJECT:** MATH  
**GRADE LEVEL:** 2

**Class Description:**

There are 24 students in the class. Twelve are boys and Twelve are girls. All students have Hispanic/Latino ancestry. Around eighty five percent of the class speaks a second language, that language being Spanish. There are 18 students classified as English Language Learners and 6 are EO's (English Only). Three students receive speech therapy.

<b>Background Knowledge</b>	Students have been introduced to place values up to hundreds place. They have been practicing forming three-digit numbers with place value disks. Finally, they have experience adding and subtracting two-digit numbers.
<b>Standards</b> <ul style="list-style-type: none"> <li>● Content</li> <li>● English Language Development (ELD)</li> </ul>	CA Common Core Math Standard(s): <ul style="list-style-type: none"> <li>● 2.NBT.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> symbols to record the results of comparisons</li> </ul> ELD Standard(s): <ul style="list-style-type: none"> <li>● CA ELD. P1.2.1 Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics</li> </ul>
<b>Central Focus/Learning Target</b>	In this unit students are learning to compare three-digit numbers and will be able to utilize their knowledge of three-digit numbers where the three-digit number represents amounts of hundreds, tens, and ones.
<b>Lesson Learning Objective/Target</b>	Students will be able to compare two three-digit numbers by using $>$ , $=$ , and $<$ symbols to record the results of comparisons in their exit ticket.
<b>Academic Language Objective</b> <ul style="list-style-type: none"> <li>● Demands</li> <li>● Functions</li> <li>● Forms</li> </ul>	Students will be able to verbally participate in partner and whole group discussions using key vocabulary when comparing two three-digit numbers.  Key Vocabulary: Hundreds, tens, ones, greater than, less than, equal to
<b>Assessment Plan, Rubric, and Feedback Procedures After Student Work Analysis</b>	Teacher will informally listen to students work collaboratively and listen for key vocabulary. Teacher takes mental notes on what students are having the most difficulty.  Students will be formatively assessed with an exit ticket. Exit tickets will be graded based on rubric and returned the next day. Students that receive scores below two will be working with teacher during small math groups for re-teaching and be provided with additional support.
<b>Materials</b>	<a href="#">Google Slides</a> <a href="#">Place Value Template</a> <a href="#">Place Value Disks</a>

	<p><a href="#">Comparison Symbols</a>  <a href="#">Pairs Worksheet</a> (Student work in pairs to complete)  <a href="#">Video 1</a>  <a href="#">Hungry Alligator Video</a>  <a href="#">Individual Worksheet</a> (Students work alone but with teacher/peer support if needed)  <a href="#">exit ticket</a>  <a href="#">link to the game</a>  Rubric (attached at bottom of lesson plan)</p>	
<p>Instruction and/or <b>ENGAGEMENT</b> Activity  (Identify necessary supports/scaffolding/modifications)</p> <p><i>[Time Allotted: 10 min ]</i></p> <p>Scaffolds written in bold</p>	<p>Teacher Does:</p> <ol style="list-style-type: none"> <li>1. Teacher does: Introduce Today's Goal: "Students will be able to compare three-digit numbers by using these three symbols: <math>&lt;</math>, <math>&gt;</math>, <math>=</math>" (slide 2 )</li> <li>2. Teacher says: Before I go over the meaning of these symbols I have a question to ask you.(open Slide 3) " Let's pretend you are going to the store, would you rather have \$1 in your pocket or \$10 in your pocket, and why would you choose one over the other?" (call on 2-3 students to answer)</li> <li>3.) Teacher says: It seems like many of you would rather have \$10 dollars in your pocket because \$10 is more/greater than \$1 and \$1 is smaller/less than \$10. I want to keep what you said in mind because this ties in to what we are learning today.</li> <li>4. Teacher does: <b>goes over the meaning of each symbol and example of each.</b> (Side # 4 )</li> <li>5. Teacher says: With your partner, review the meaning of each symbol. (Slide 4)</li> </ol> <p><b>Provide sentence frames:</b>  The first symbol means _____.  The second symbol means _____.  The Last symbol means _____.</p> <ol style="list-style-type: none"> <li>6. Teacher does: Calls on random students to ask what each symbol means</li> <li>7.) Teacher says: Now that we have reviewed each symbol, I will show you how we can use our place value disks to determine if a number is greater than, less than, or equal to another number.</li> </ol>	<p>Students Do:</p> <ol style="list-style-type: none"> <li>1. Students Listen</li> <li>2.Students answer question</li> <li>3. Students Listen</li> <li>4.Students Listen</li> <li>5.) Students discuss each symbol in pairs</li> <li>6. Students answer</li> <li>7. Students Listen</li> </ol>
<p><b>Formative (Informal) Assessment</b></p>	<p>Listens as students discuss with their partner the meaning of each comparison symbol.</p>	

<p><b>Instruction and/or EXPLORATION Activity</b></p> <p>(Identify necessary supports/scaffolding/modifications)</p> <p>[Time Allotted: 20 min ]</p>	<p>Teacher Does:</p> <ol style="list-style-type: none"> <li>1. Teacher does: Turn on Projector, grab place value template, place value disks, comparison symbols, and Pair's worksheet.</li> <li>2. Teacher does: Review example one of <a href="#">paris worksheet</a> (230__340). Form each three-digit number using place value disks with student support. <ul style="list-style-type: none"> <li>• How many one hundreds do we need?</li> <li>• How many tens do we need?</li> <li>• How many ones do we need?</li> </ul> </li> <li>3. Teacher says: Now that we have formed each number we can begin comparing. When comparing three-digit numbers, start on the left side with the hundreds place. You always want to start on the left side of each number. (Point to hundreds place of each number.) Do we have more place value disks on the number her (pont to #2 of 230) or here? (point to number 3 of 340).</li> <li>4. Teacher says: Yes we have more place value disks on this side (point to it). This means that 230 is smaller/less than 340. Place less than symbol in the middle and write the symbol on the worksheet.</li> <li>5. Teacher says: What if I have the same number of place value disks on the hundreds place, what do we do then?</li> <li>6. Teacher says: If we have the same number on the hundreds place we move on to the tens place (point to tens place) and if we have the same number on the tens place we move to the ones place.</li> <li>7.What if we have the same number of place value disks in all three of our place values?</li> <li>8. Teacher says: If we have the same number in all three place values, our numbers are equal. (Show equal sign)</li> <li>9. Teacher does: <b>play video <a href="#">LINK</a> (link also on slide 5 of google slides)</b></li> <li>10. Teacher says: Now you will all be working in pairs (Each table already has an assigned partner) to compare two three-digit numbers, just as we just did as a class. First, form your two numbers using place value disks and then starting at the hundreds place begin comparing the two numbers. Finally, decide which of the three symbols best compares the two numbers. (Ring table captain bell)</li> </ol>	<p>Students Do:</p> <ol style="list-style-type: none"> <li>1. Students wait quietly</li> <li>2.Students assist the teacher forming each three-digit number by answering the teacher's questions.</li> <li>3.Students answer</li> <li>4.Students Listen</li> <li>5. Students answer</li> <li>6. Students listen</li> <li>7. Students Answer</li> <li>8. Students listen</li> <li>9. Students watch video</li> <li>10. Students Listen to directions</li> </ol>
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	<p>11. Table captains come up and grab the worksheets and place value disks for your table.</p> <p>12. Teacher does: Walk around and assist students as they work on the worksheet.</p>	<p>11. Table captains come up to get worksheet</p> <p>12. Students work in pairs to complete worksheet</p>
<p><b>Formative (Informal) Assessment</b></p>	<p>Teacher observes how well students are working together. Teacher takes mental notes on what students are having the most difficulty.</p>	
<p><b>Instruction and/or EXPLANATION Activity</b></p> <p>(Identify necessary supports/scaffolding/modifications)</p> <p><i>[Time Allotted: 10 min]</i></p>	<p>Teacher Does:</p> <p>1. Teacher does: Brings students back together to discuss Pairs worksheet</p> <p>2. Teacher does: Ask students (in pairs) to come up to the projector and solve problem number two of the worksheet (did #1 together earlier). Explain that each student will build one three-digit number and then place the comparison symbol they believe is correct.</p> <p>Teacher does: As they are demonstrating ask questions such as:</p> <ul style="list-style-type: none"> <li>● Can you explain what you just did?</li> <li>● Is ___ greater, than, less than, or equal to ___?</li> <li>● How do you know that ___ is greater than /less than/equal to ___?</li> </ul> <p>3. Ask another student to re-vice what they just heard the pair of students say and do.</p> <p>4. Teacher does: Ask students if they agree or disagree with the answer.</p> <p>5. Teacher does: Ask the rest of class if they have any questions or comments about what the pair just demonstrated.</p> <p>6. Teacher does. Thanks the first pair of students for their collaboration.</p> <p>7. Teacher does(if time allows): Asks another pair of students to come up to the projector</p> <p>8. (IF time allows) Teacher does: Repeat steps 2-6 for question number 3.</p> <p>9. Teacher does: Thanks the whole class for their participation</p>	<p>Students Do:</p> <p>1. Students listen to teacher</p> <p>2. Students come up to projector in pairs to demonstrate/explain work</p> <p>3. Student re-voices what they just heard/saw</p> <p>4. Students agree or disagree</p> <p>5. Students share any questions/comments they might have</p> <p>6. Students Listen</p> <p>7. Students come up to projector</p> <p>8. Students repeat steps 2-6 for question number three.</p> <p>9. Students Listen</p>

	<p>10. Teacher does: <b>Remind students that they have been comparing two three-digit numbers using the three comparison symbols.</b></p> <p>11. Teacher reviews strategy: “When comparing two three digit numbers we begin by forming our two numbers using our place value disks. Second, we start our comparison by looking at the hundreds place of each number. If the number is the same you go to the tens place, and if that number is the same, you go to the ones place. While comparing the numbers you will decide which of the three symbols best compares our two numbers.</p> <p>12. <b>Take any questions students may have and clear any confusions and allow students to write their own questions if they are too shy to ask the whole class.</b> (write questions down or collect already written questions).</p>	<p>10. Students Listen</p> <p>11. Students Listen</p> <p>12. Students ask/write questions</p>
<p><b>Formative (Informal) Assessment</b></p>	<p>Listen to students explain what they just did in pairs. Take note of what students are still confused about as you observe their work on the projector. Listen to the questions students may still have and write them down for future reference and collect any written questions.</p>	
<p><b>Instruction and/or ELABORATION Activity</b> Pose Purposeful Questions to Elicit Student Thinking (Identify necessary supports/scaffolding/modifications)</p> <p><i>[Time Allotted: 10 min ]</i></p>	<p>Teacher Does:</p> <ol style="list-style-type: none"> <li>1. <b>Teacher does:</b> <a href="#">Play Hungry Alligator Video</a></li> <li>2. Teacher says: You will all now have a chance to work on some problems on your own. If you still need help, raise your hand and I will come over to assist you. If you notice that I am busy you can also ask your classmates for help. If you are done you may quietly read.</li> <li>3. Teacher does: (Ring table captain bell) Table captains, come up and get a <a href="#">worksheet</a> (individual) for everyone in your group.</li> <li>4. Teacher does: Walk around and assist students on the worksheet.</li> </ol>	<p>Students Do:</p> <ol style="list-style-type: none"> <li>1. Students Watch video</li> <li>2. Students Listen</li> <li>3. Table captains grab worksheet</li> <li>4. Students complete worksheet (may ask teacher or peer support if needed)</li> </ol>
<p><b>Closure with Outcomes Assessment or EVALUATION Activity</b></p> <p><i>[Time Allotted: 10 min ]</i></p>	<p>Teacher Does:</p> <ol style="list-style-type: none"> <li>1. Teacher does: Bring students back together. Ask students to clear their desk except place value template, place value disks, comparison symbols, and pencil.</li> <li>2. Teacher says: You will all now complete an <a href="#">exit ticket</a>, try to answer as best as you can. You will be filling out this exit ticket completely on your own. If you do not know how to solve a question, just skip to the next one. Do not work with your partner. I want to know what you know without the help of anyone. However you may still use your place value disks and template for assistance. The class should be silent for the next ten minutes. If you are done you may open up your chromebook to google classroom and open</li> </ol>	<p>Students Do:</p> <ol style="list-style-type: none"> <li>1. Students clear desk but keep place value template, place value disks, comparison symbols and pencil</li> <li>2. Students Listen to directions</li> </ol>

	<p>the <a href="#">link to the game</a> I just sent you. Remember to use your headphones if you are playing the game.</p> <p>3. Teacher does: Ring table captain bell and hand out exit ticket.</p> <p>4. Teacher does: Monitor class during exit ticket</p> <p>5. Teacher does: After ten minutes, collect the exit ticket.</p>	<p>3. Table captains grab exit ticket for group</p> <p>4. Students complete exit ticket individually</p> <p>5. Students turn in exit ticket</p>
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### Rubric

1- Not Proficient	2- Minimally Proficient	3- Proficient	4- Advanced
Student leaves exit ticket blank or gets all questions incorrect	Student Answers one/three answers correct	Student answers two/three answers correct	Student answers three/three answers correct