

Mathematical Development		Week: 6	Topic: Comparing Numbers	Day: 1	Class: Kindergarten	
Learning Outcomes	Activity Plan/Methodology			Time: 40 minutes	Assessment of Learning	Resources
Upon the completion of this lesson, Students will be able to: Compare and write numbers using greater than, less than, and equal to signs.	Recap: Teacher will be asked students write the tell the spellings of ordinal number first to tenth. We Are Learning to: Compare and write numbers using greater than, less than, and equal to signs. What I am looking for: How well you compare and write numbers using greater than, less than, and equal to signs. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: For students to demonstrate that they can compare quantities, they need to be able to use terms like more, less, the same, and fewer. Students usually understand and can accurately use more and less but need experience with developing their understanding of the concept. This comes with practice, practice, and more practice! In a classroom collect chairs on one side of the room compared to chairs on the other side. Ensure that there is a clear difference between the chairs being compared and allow students to become familiar with the terms 'more' and 'less'. Explain that students will be comparing numbers by deciding which is larger. Write the symbols on board. Students should recognize the following symbols and what they mean: The symbol < means less than. The symbol > means greater than. The symbol = means equal to. Have you learner imagine the symbol is an alligator's mouth. When its mouth is open, the wide open part of the mouth should be toward the greater number because the alligator is VERY HUNGRY and wants to eat whatever the biggest amount is! https://youtu.be/E34PAQGYRNk Focused task: Provide the number flashcards and blocks on each table. This activity is an example of a matching strategy that students can use to determine which quantity is more. They pick 2 cards, build the numbers with blocks and then count the blocks. Ask them line them up to compare to figure out which is more, less, or the same. Ask students to open book pgs. no 27, 28 & 29. Ask them look at the pictures. Tell their names. Tell them look at the numbers on each page and their signs which are greater than >, less than < and equal to =. Talk about the blocks which are more, less and equal. Talk about French fries in each packet e.g. 25 is greater than 22. Roam around in the class and help students to complete the task. Wrap up: Show the flashcards of different groups and ask them tell which group has more objects. Reflection :			5 mins	Students will be assessed on Comparing and write numbers using greater than, less than, and equal to signs.	Flashcards Number flashcards, blocks  Book pgs. no 27, 28, 29
				5 mins		
				25 mins		
				5 mins		

Mathematical Development		Week: 6	Topic: Comparing Numbers	Day: 2	Class: Kindergarten	
Learning Outcomes	Activity Plan/Methodology			Time:40 minutes	Assessment of Learning	Resources
Upon the completion of this lesson, Students will be able to: Compare and write numbers using greater than, less than, and equal to signs.	Recap: Students will be asked to reinforced numbers 1-30. We Are Learning to: Compare and write numbers using greater than, less than, and equal to signs. What I am looking for: How well you compare and write numbers using greater than, less than, and equal to signs. Gained skill: This will help us to improve our cognitive, social and visual skills. Introduction: Begin by showing students two plates of candy. Make the plate on the left obviously have more candy than the one on the right. Ask students if they get to eat the candy from one of the two plates, which one would they choose and why. Ask students I'm going to go out on a limb here and say that students are going to choose the plate with the greatest amount of candy. Who doesn't want the most candy, right? Now, ask your students how they knew the plate had the most candy. They'll probably say something along the lines of "It looked like it had more candy" or "I could tell there was more candy on that plate than the other one." Point out that they compared the two amounts of candy. Explain that when we compare numbers or amounts, we decide if one is greater, less than, or equal to the other. When we look at the plates, we see the amount on the left is greater than the amount on the right. Count the amount of candy on each plate and write it on an index card under the plate. Place a card with the words "is greater than" between the two numbers. https://youtu.be/nQ86eK7x_sE			5 mins	Students will be assessed on Comparing and write numbers using greater than, less than, and equal to signs.	Flashcards Disposable cups, blocks, buttons, counters, Book pg. no 30 Book pg. no 32
	Focused task: Mystery Cup is a great way to get students to compare 2 quantities using more and less as well as have that added bit of mystery! Put several objects in a cup and have students pick 2 cups and count them. Then, have them discuss which cup has more or fewer objects. If you want to add a written component, you can have them draw a picture of how many objects are in each cup and circle the quantity that is the most or least.			5 mins		
	Ask students open book pg. no 30. Ask them tell the names of objects. Tell them Circle the objects with greater number in each group. Ask students to count objects in each set. Tell them that you have read about the number which value is more than other called greater number. Roam around in the class and help them to complete the task.			25 mins		
	Wrap up: Show the flashcards of different groups and ask them tell which group has more objects. Reflection : Homework: Do the book pg. no 32.			5 mins		

Mathematical Development		Week: 6	Topic: Comparing Numbers	Day: 3	Class: Kindergarten	
Learning Outcomes	Activity Plan/Methodology			Time:40 minutes	Assessment of Learning	Resources
Upon the completion of this lesson, Students will be able to: Compare and write numbers using greater than, less than, and equal to signs.	Recap: Students will be asked to reinforced numbers 1-30. We Are Learning to: Compare and write numbers using greater than, less than, and equal to signs. What I am looking for: How well you compare and write numbers using greater than, less than, and equal to signs. Gained skill: This will help us to improve our fine motor, cognitive, social and visual skills. Introduction: For students, the absolute best way to start comparing numbers is using a hands-on approach. Grab some number cards, an extra set of calendar numbers, playing cards (numbers only), or even write numbers on a 3x5 card. Then grab some manipulatives like counting blocks, mini erasers, buttons or pom-poms. Have the students count out the manipulatives to make a set for each number. It works really well to have them line up the items so they can clearly see which one has more. After lining up sets for each number, ask students these questions: https://youtu.be/Fui9VPoiWc Which has more? How do you know? Can you make a sentence with these numbers using the word more? Which has less? How do you know? Can you make a sentence with these numbers using the word less? Focused task: Ask your students collect small rocks from around the schoolyard. Then have students bring in their rocks and count them. Then divide the class into small groups and have them make inequalities using their collections. Have them write their number sentences in words and using numbers and symbols. As an extension you can ask them to figure out how many more or less rocks they have than another member of their group. Ask students to open book pg. no 31. Ask them tell the names of picture in that page. Ask them circle the objects with smaller number in each group. Ask students to count objects in each set. Tell them that you have read about the number that value is less than other numbers called smaller number. Give them a set amount of time to complete the task and monitor their progress. Wrap up: Show the flashcards of different groups and ask them tell which group has less objects. Reflection :			5 mins	Students will be assessed on	Flashcards
				5 mins		
					Comparing and write numbers using greater than, less than, and equal to signs.	Small rocks
				25 mins		
				5 mins		Book pg. no 31

Mathematical Development		Week: 6	Topic: Comparing Numbers	Day: 4	Class: Kindergarten	
Learning Outcomes	Activity Plan/Methodology			Time:40 minutes	Assessment of Learning	Resources
Upon the completion of this lesson, Students will be able to: Compare and write numbers using greater than, less than, and equal to signs.	Recap: Students will be asked to reinforced numbers 1-30. We Are Learning to: Compare and write numbers using greater than, less than, and equal to signs. What I am looking for: How well you compare and write numbers using greater than, less than, and equal to signs. Gained skill: This will help us to improve our fine motor, cognitive, social and visual skills. Introduction: Together with your students, count different objects. For example, you might count the number of chairs and then count the number of tables. Then have your student say and write a number sentence comparing the number and use the greater than, less than, or equal to symbols. Then ask your students to find objects that are greater than, less than, or equal to a number. Explain to students that today they will learn about the less than and the greater than symbols. Define symbol, or a representation of another thing, to your students. Draw and name the less than $<$, the greater than $>$ and equal to $=$ symbols on the board. Remind your students that the word less means smaller or fewer, and the word greater means bigger or more and equal to mean same. Draw two empty circles on the board, and label them A and B, respectively. Explain to students that they can use the less than symbol if the number of items in circle A is less than the number of items in circle B. Tell them that they can use the greater than symbol if the number of items in circle A is greater than the number of items in circle B. Focused task: Write numbers 1 - 30, symbols $<$, $>$, $=$ and make flashcards and place them in a container. Provide each container on each table. Ask students pull two numbers from the container, and have your student decide which number is bigger (using manipulatives as needed like blocks or counters). Ask students put the numbers on table and decide which symbol will come in the middle of numbers. Ask students they can use the blocks or counters for the correct answer. Repeat this activity with all students. Ask students to open book pg. no 33. Ask them tell the name of the fruit. Wait for their replies. Ask them draw $<$ for lesser number and $>$ for greater number. Encourage students to mark $<$, $>$ correctly. Roam around in the class and help students complete the task. Wrap up: Write random numbers on board and ask students to make signs. Reflection : Homework: Do copy work write your own numbers and make sentence and write the symbol in the middle.			5 mins	Students will be assessed on Comparing and write numbers using greater than, less than, and equal to signs.	Flashcards  Book pg. no 33 Copy work
				5 mins		
				25 mins		
				5 mins		

Mathematical Development		week: 6	Topic: Comparing Numbers	Day: 5	Class: Kindergarten	
Learning Outcomes	Activity Plan/Methodology			Time:40 minutes	Assessment of Learning	Resources
Upon the completion of this lesson, Students will be able to: Compare and write numbers using greater than, less than, and equal to signs.	Recap: Students will be asked to reinforced numbers 1-30. We Are Learning to: Compare and write numbers using greater than, less than, and equal to signs. What I am looking for: How well you compare and write numbers using greater than, less than, and equal to signs. Gained skill: This will help us to improve our fine motor, cognitive, social and visual skills. Introduction: Put two numbers on the board and ask the students to be an alligator and "chomp" the greater number. An alligator puppet is also a great way to get students actively involved lessons on comparing numbers. They will love it. To introduce comparing numbers, we talked about how the greater alligator eats the bigger number. We then took turns "eating" the bigger number using our Board! Ask students Addy Gator is hungry! Help feed him by finding the biggest number while you learn about greater than, less than, and the same! Use Addy to find the mystery number he can chomp on! Tell your students to think of the < symbol as a crocodile's mouth, with its jaws open wide. The crocodile is very hungry and always wants to eat the biggest thing it can find! Its open jaws always point towards the biggest amount. If a number is bigger, we say it is greater than. If a number is smaller, we say it is less than. If it is the same, we say it is equal. Write on board greater than >, less than <, and equal to = symbols. Remind students to line up the digits vertically when comparing numbers like this: https://youtu.be/YhOfOH_gLP8 2 > 1 5 > 2 8 ____ 9 13 ____ 18 29 ____ 16 Focused task: Provide playing cards or number cards to have a number battle. Students can play in groups of 2, 3, or 4. Divide the cards equally amongst all the players with the numbers facing down. At the same time, each student will turn over one card. The player with the greatest number gets to keep all the cards from that round. Ask students to open book pg. no 34. Ask them tell the names of picture. Ask them encourage students to mark <, > correctly. Help students to circle the correct crocodile. Roam around in the class and help students to complete the task. Wrap up: Write random numbers on board and ask students to make signs. Reflection: Homework: Do the worksheet pasted on copy.			5 mins	Students will be assessed on Comparing and write numbers using greater than, less than, and equal to signs.	Flashcards
				5 mins		
				25 mins		Number cards
				5 mins		Book pg. no 34 Worksheet



Student Name: _____ Date: _____

Fill in the blanks by writing the symbols $>$, $<$, $=$.

