

# Lesson 16: Escribamos comparaciones con símbolos

## Standards Alignments

Addressing 1.NBT.B.2, 1.NBT.B.3

### Teacher-facing Learning Goals

- Read and write comparisons using  $\$$ , or  $\$=\$$ .

### Student-facing Learning Goals

- Usemos símbolos para escribir comparaciones.

## Lesson Purpose

The purpose of this lesson is for students to compare numbers based on the value of the tens and ones digits and read and write comparisons using  $<$ ,  $>$ , or  $=$ .

In this lesson, students use the symbols they learned in the previous lesson to write comparison statements. In the first activity, students play a game in which they make the greatest number possible by strategically placing digits in the tens place or ones place. In the second activity, students make comparison statements true using  $<$ ,  $>$ , or  $=$ . Students are encouraged to read each comparison statement that they write. As students create and compare two-digit numbers and use symbols to record the results of their comparisons, they look for and make use of the structure of two-digit numbers and attend to precision (MP6, MP7).

### Access for:

#### Students with Disabilities

- Action and Expression (Activity 1)

#### English Learners

- MLR8 (Activity 2)

## Instructional Routines

Notice and Wonder (Warm-up)

### Materials to Gather

- Connecting cubes in towers of 10 and singles: Activity 2
- Number cards 0–10: Activity 1

### Materials to Copy

- Greatest of Them All Stage 1 Recording Sheet, Spanish (groups of 1): Activity 1

## Lesson Timeline

Warm-up	10 min
Activity 1	20 min
Activity 2	15 min
Lesson Synthesis	10 min
Cool-down	5 min

## Teacher Reflection Question

What evidence have students given that they understand the value of tens and ones in two-digit numbers?

## Cool-down (to be completed at the end of the lesson)

 5 min

Haz afirmaciones de comparación

### Standards Alignments

Addressing 1.NBT.B.3

### Student-facing Task Statement

Compara cada número. Escribe  $<$ ,  $>$  o  $=$  en cada espacio en blanco.

1. 35 \_\_\_\_\_ 38
2. 67 \_\_\_\_\_ 67
3. 52 \_\_\_\_\_ 42
4. 8 \_\_\_\_\_ 28

### Student Responses

1.  $<$
2.  $=$
3.  $>$
4.  $<$