# Lesson 16: Write Comparisons with Symbols

### 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

* Let’s use symbols to write comparisons.

### 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 (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) 5min

Make Comparison Statements

### Standards Alignments

|  |  |
| --- | --- |
| Addressing | 1.NBT.B.3 |

### Student-facing Task Statement

Compare each number. Write <, >, or = in each blank.

### Student Responses

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