Lesson 15: Greater Than, Less Than

Standards Alignments

Addressing   1.NBT.B.3, 1.NBT.C.5, 1.OA.D.7

Teacher-facing Learning Goals

- Interpret comparison statements that use <, >, or =.
- Understand that the > symbol means greater than and the < symbol means less than.

Student-facing Learning Goals

- Let's make sense of comparisons and decide if they're true.

Lesson Purpose

The purpose of this lesson is for students to learn the meaning of the symbols < and >. Students interpret comparison statements that use these symbols and the equal sign.

This lesson introduces students to the symbolic notation for greater than and less than. In the first activity, students are introduced to the < and > symbols, and invited to make meaning out of them in context. Students observe that the larger open space of the symbol faces the greater value. It is important for students to relate each symbol to the language "greater than" or "less than". Avoid using any non-mathematical language or representations to supplement this lesson or future lessons where students interpret and use comparison symbols. In the second activity, students read comparison statements aloud to determine which statements are true and which are false. By reading statements aloud, students have an opportunity to practice using the language represented by each symbol. Learning the meaning of the < and > symbols and how to evaluate statements involving these symbols is the first step toward using them fluently and accurately (MP6).

Access for:

♿ Students with Disabilities

- Engagement (Activity 1)

🌐 English Learners

- MLR7 (Activity 1)

Instructional Routines

Number Talk (Warm-up)

Materials to Gather

- Connecting cubes in towers of 10 and singles: Activity 1, Activity 2

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

Think about who volunteered to share their thinking with the class today. Are the same students always volunteering, while some students never offer to share? What can you do to help the class understand the value of hearing the ideas of every mathematician?

Cool-down (to be completed at the end of the lesson)   🕐 5 min

True Comparisons

Standards Alignments

Addressing   1.NBT.B.3, 1.OA.D.7

Student-facing Task Statement

Circle **2** statements that are true.

- $43 > 47$
- $12 < 52$
- $78 = 7$
- $68 > 64$

Student Responses

$12 < 52$ and $68 > 64$