

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)

 5 min

Make Comparison Statements

Standards Alignments

Addressing 1.NBT.B.3

Student-facing Task Statement

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

1. 35 _____ 38

2. 67 _____ 67

3. 52 _____ 42

4. 8 _____ 28

Student Responses

1. $<$

2. $=$

3. $>$

4. $<$