

# Lesson Plan

## Number Sense - Comparing Numbers Up To 1,000,000

Fourth (4) - Math

### LEARNING TARGET

Learners can show ways to compare numbers up to 1,000,000.

### LEARNING PROGRESSION

#### PREREQUISITE SKILL

Number Sense - Comparing Numbers Up To 100,000

#### EXTENSION SKILL

Number Sense - Comparing Numbers Up To 100,000

#### DURATION

- 8 min Guided Practice
- 20 min Independent Practice
- 7 min Exit Ticket

#### MATERIALS

- Hundreds Chart
- Base 10 Blocks
- Number Line

#### VOCABULARY

- expanded form
- place value
- standard form

### INTRODUCTION

### INSTRUCTION

### GUIDED PRACTICE

Start the lesson by introducing the new concept to be learned and explaining how to complete the problem, demonstrating how to do it step-by-step. The students will work on a problem together, with the teacher circulating to provide learning support as needed. Once students have finished, the teacher will review the solutions and explain any misconceptions.

### INDEPENDENT PRACTICE

Students are expected to work independently on most tasks. However, there are some activities where pair or group work may be more appropriate. These should be used sparingly and with a clear purpose.

## **HOMEWORK**

Homework is not practiced in all schools. In this curriculum, homework is used for additional practice from daily lessons. Assignment of homework should be done on a case-by-case basis and working in conjunction with the student's home support team.

## **EXIT TICKET**

After the practice and misconception review, instruct the students to complete the Exit Ticket. This is a formative assessment to inform teaching for future lessons.

## **SUMMATIVE**

Summative assessment evaluates student learning at the end of a large lesson or unit. Summative assessments are the end progress monitoring point in data collection.

## **CLOSING**

Closing the lesson is an important part of the instructional process. It allows students to summarize what they have learned and gives them a chance to ask any final questions. The closure should also provide a smooth transition to the next lesson.

## **TEACHING TIPS**

A helpful teaching tip for introducing students to comparing numbers is to give them opportunities to use the symbols of greater than, less than, and equal to in various contextual problems. Encouraging students to use visual models such as number lines can help reinforce their understanding of each symbol. For example, ask students to place the given number on a number line and then identify whether it is greater or less than another given number.

## **MISCONCEPTIONS**

Some students may believe that the greater than and less than symbols mean the same thing or even that the equal to symbol is a combination of both. To help prevent this misconception, clearly explain each symbol and provide concrete examples of how they are used in the comparison. Additionally, please encourage students to use a number line when comparing numbers, as this will give them an intuitive understanding of each symbol's meaning.

## **EXTENSION**

## **INTERVENTION**

Lesson extension for additional independent practice or pair work opportunities to solidify learning in longer-term memory.

**COMMON CORE STANDARD**

4.NBT.A.2 - Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using  $>$ ,  $=$ , and  $<$  symbols to record the results of comparisons.

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