Chloe Laundrie
Diff 598: Observation 1

Topic: Comparing Two and Three-Digit Numbers (Mini Lesson, 10-15 minutes each group)

Unit essential questions:
- What is a two-digit number?
- What is a three-digit number?
- Which number is in the ones, tens, and hundreds place?

Lesson question(s):
- Do both numbers have the same number of tens?
- Which number has more tens?
- Can you tell which number is great just by looking at the tens?
- Which number is greater?
- Which number is less?

NYS or other appropriate standard(s) addressed:

Common Core Mathematics Standards
Grade 2: Numbers and Operations in Base Ten
Understand place value
CCSS.MATH.CONTENT.2.NBT.A.1
Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:

CCSS.MATH.CONTENT.2.NBT.A.1.A
100 can be thought of as a bundle of ten tens — called a "hundred."
CCSS.MATH.CONTENT.2.NBT.A.1.B
The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).

CCSS.MATH.CONTENT.2.NBT.A.4
Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.

Lesson objective: Students will compare and contrast two and three digit numbers.

Assessment: Students will show understanding of place value in two and three digit numbers using a greater than-less than manipulative.

Opening: The teacher will start by using base ten blocks to review the ones, tens, and hundreds place so students will understand that these numbers are comprised of ones, tens, and hundreds.

Procedure: The teacher will begin by holding up a card with a two-digit number written on it. The teacher will choose one student and ask him or her to read this number out loud.
1. The teacher will then ask another student what number is in the ones place, and what number is in the tens place.

2. The teacher will ask students to show this number using their base ten blocks.
3. The teacher will hold up another card and ask students to do the same thing.
4. The teacher will ask a question "Which number is larger? How do we know?
5. If the students do not know why, the teacher will ask if both the numbers have the same amount of tens. Then the teacher will ask, "Which number has more tens? Then will ask "Can you tell which number is greater just by looking at the tens place?"
6. The teacher will then review the greater than, less than, and equal to signs using a less than-greater than manipulative.
7. The teacher will give students their own greater than-less than manipulatives. The teacher will explain how they will use these manipulatives correctly.
8. When the teacher shows two numbers, students will use their manipulative to show if the numbers are greater than, less than, or equal to each other.
9. To differentiate the lesson for students that are excelling in the lesson, the teacher will give a few examples of comparing three digit numbers.

Tiered by: Student weakness and learning type
In this particular class students who are advanced in the area of mathematics are grouped together. It is called Math Block. I am working with two different groups of students who are not struggling in math, but with the right tools can become more advanced in certain areas. Students usually complete an I-Ready program, which is computer based throughout the whole class. During class I take students from their computers review certain topics.

Tiers:
1. Students in this group tend to become distracted easily, when given their manipulative I am making sure they know it is not something to "play with" it is a tool to use. Students in this group also tend to call out answers without fully completing the problem because they assume "they get it." When using the computer program they sometimes do not fully understand the "background" on how they are completing their math problems. The students are either scoring on level (or a little below level) in numbers and operations. I will work with this group to review two and three digit numbers and teach them a way to recognize which numbers are smaller and larger using place value.

2. Students in this group are also either on level or a little below level in numbers and operations. Using the base ten block manipulatives will help them to physically see the difference between the ones, tens, and hundreds place. The students in this group will greatly benefit from having a mini lesson to review what they have completed on I-Ready.

Closure:
Teacher will show two numbers to each student individually. The teacher will ask the student to read each number, explain why which one is greater, less than, or equal to one another, and than show the appropriate sign using their manipulative.

Materials:
1. Place value blocks
2. Greater than-less than manipulative (4)
3. Two digit and three digit number cards