Title: Comparing and Ordering Numbers

Subject Matter Emphasis and Level: Math Grade 3

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Brief Description of the Lesson/Unit:
The students will order and compare whole numbers using correct words and symbols.

SD Content Standards:
3.N.1.1. Students are able to place in order and compare whole numbers less than 10,000, using appropriate words and symbols.

Unpacked:
I can place whole numbers less than 10,000 in order.
I can use correct words (greater than, less than, equal to) and symbols (<,>,=) to compare whole numbers.

Stage 1: Identify Desired Results

1. What enduring understandings are desired?
The students will understand how to compare and order whole numbers using the correct words and symbols.
2. **What essential questions will guide this unit and focus teaching/learning?**

   How do I compare numbers?
   How do I order numbers?
   What are the correct words to compare numbers?
   What are the correct symbols to compare numbers?

3. **What key knowledge and skills will students acquire as a result of this unit?**

   The students will understand how to compare and order numbers. The students will understand the correct words to use when comparing numbers. The students will understand the correct symbols to use when comparing numbers.

4. **What prior learning, interests, misconceptions, and conceptual difficulties might be brought to this unit?**

   Prior Knowledge- students will come with an understanding of comparing and ordering numbers from grade 2. Conceptual difficulties might be that the students have a hard time comparing larger numbers.

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**Stage 2: Determine Acceptable Evidence**

1. **What evidence will show that students understand?**

   The evidence will come from pretesting, assignments, small group work, quizzes, and tests.

   **Performance Tasks:**

   Hands on work.
   White Board work.
   Group work with teacher.

   **Other Evidence:**
Quizzes, Tests, Prompts, Work Samples (summarized):

Quizzes given by teacher.
Tests given by teacher.

Unprompted Evidence: (observations, dialogues, etc.)

Observing as the students complete center activities and white board activities.

Student Self-Assessment

Center work using white boards.

Stage 3: Plan Learning Experiences and Instruction

1. What sequence of teaching and learning experiences will equip students to develop and demonstrate the desired understandings?

Major Learning Activities:

Place value worksheets
Center activities
White board activities together with teacher.

Materials & Resources (technology & print):

White Boards
White Board Markers
Center activities
Management:

Have white boards and markers ready to go.  
Have center activities ready to go.

Support Services and Special Teacher Notes:

Title I support as well as SPED support from those teachers.

Extensions and Adaptation:

Extensions: Have those students work with higher numbers into the millions rather than the ten thousands place.  
Adaptation: Have those students work with numbers into the tens and hundreds place rather than the ten thousands place.

Stage 4: Plan Differentiation

2. What differentiated instruction strategies are being used in this lesson/unit?

Differentiated Process:

Giving initial assessment to divide the students into working groups.

Differentiated Content:

Leveled problem solving for kids.
Differentiated Product:

Correct the different leveled assignments.