Using < > or = and ordering numbers lesson plan

DAY	We Are Learning To (WALT):	MODEL / INTRODUCTION	INDEPENDENT WORK	PLENARY
	Mental: Main: Compare and order numbers	Mental: Main: Have TA take G+T children to work on comparing and ordering numbers to one decimal place: Show children a stick of ten in units and a similar stick divided in to tenths Explain how each unit in the second ten has been split in to tenths Give each child a unit that has been split in to tenths and have them cut it up in to ten strips. Explain that each of these is called a tenth, so a unit is made up of ten tenths Show children some examples of numbers, representing them using these units squares and tenths strips e.g. 3.2 would be 3 unit squares and 2 tenth strips, 8.9 would be 8 unit squares and 9 tenth strips etc Ask the children to show you some examples of their own Show children how 1.0 and 1, 2.0 and 2, 3.0 and 3 (etc) are the same Emphasise how 1.0 is not worth more than 1 even though it has more digits. Same for 2.0 and 2, 3.0 and 3 etc Model how to order numbers with one decimal place Teacher (with remainder of class) For each explanation below you can use the Place Value ITP (which allows you to see a representation of each / all digits in a number) (http://www.taw.org.uk/lic/itp/place_val.html) to compare the numbers: 1. Choose a number to display by clicking on the arrows above the boxes in the bottom right-hand corner and clicking on the numbers 2. Use the arrows to change the number you wish to display, click on the numbers again and you should have both numbers there to compare Revise how the first thing that you need to do to compare numbers is to see how many digits each number has. If one number has more digits than another, the one with more digits is the highest e.g. 50 is higher / more than 5, and 500 is greater than 50. Repeat with similar examples e.g. 56 and 8, 243 and 87 If two numbers have the same number of digits e.g. 45 and 72, first you need to look at the number furthest on the left e.g. the 4 in 45 or the 7 in 72, because the tens are worth more than the units. Repeat with similar examples e.g. 81 and 32 If two numbers have the same number furthest on the left e.g. 45 and 41, then you need to look at the next number along and compare them e.g. the 5 in 45 and the 1 in 41. Repeat with similar numbers e.g. 67 and 62. Repeat these explanations for numbers with 3 digits. Revise how < means 'less than' and > means 'more than'. Write these on the board. Explain that each one is a picture of a crocodile's mouth. Crocodiles are always hungry so the crocodile always gets ready to eat the biggest / highest / greatest number. Model how to use these symbols with several examples, always reminding children that the crocodile eats the biggest / highest / greatest number Model how to order numbers **from highest to lowest (keep reminding children of this)**	Lower ability – compare numbers below 20 (use number line if needed) Middle ability – compare numbers up to 100 Higher ability – compare numbers up to 1,000 Gifted and talented – compare numbers up to 10,000 and to 1 decimal place Extension – play game on IWB at http://www.crickweb.co.uk/ks2numeracy-calculation.html (3rd game down) as a reward and to reinforce lesson	ICT activity on IWB at http://www.crickweb.co.uk/ks2numeracy-calculation.html (3rd game down) where children need to choose < > or = and drag and drop it between two numbers