ORDERING OF NUMBERS

Subject

Mathematics

Prepared By

[Instructor Name]

Grade Level

2

Objectives

By the end of this unit, students should be able to:

1. Arrange a list of numbers in ascending order.
2. Arrange a list of numbers in descending order.
3. Compare two numbers correctly using the appropriate symbols (<, =, >).
4. Identify the smallest and largest numbers in a list of sorted numbers.

Overview

This lesson plan covers teaching content for:

1. **Ordering of numbers in ascending order**
2. **Ordering of numbers in descending order**
3. **Ordering numbers using symbols (< or >)**

Introduction/Activity Starter

1. The teacher takes two random numbers from the students (e.g **45** and **86**), represents them on the board with counters, and use the correct symbol to order them. In this case, **45 < 86**.
2. The teacher brings at random **10** students to the front of the class. The teacher instructs them to try arrange one another according to their heights in increasing order and later in decreasing order.
3. The teacher writes the ages of **8** student board. Then the teacher arranges the list both in ascending and descending order.

Introduction/Activity Starter

1. The teacher represents three types of complexion: dark, brown and fair with the numbers **1**, **2** and **3**. The teacher takes at random 15 students to rate their complexion and writes on the board. For example,

   1, 2, 2, 1, 1, 1, 1, 2, 2, 2, 3, 3, 3, 3, 2

   Then the teacher sorts in both in ascending and descending order.

Materials Required

- Number Cards,
- Elbow Sign,
- Counter,
- Place Value Chart,
- Worksheets,
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Additional Resources

- https://youtu.be/78IjfHS0mAY
- http://www.aaamath.com/grade2.htm
- http://www.ask-math.com/ordering-nu
- https://www.dadsworksheets.com/wo numbers.html
- https://www.topmarks.co.uk/maths-ga years/ordering-and-sequencing-numbe
- https://www.mathsisfun.com/ordering
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Additional Notes

Teacher Guide

Day 1 / Lesson 1 – 30 mins

Ordering Using Symbols

Guided Practice

Day 2 / Lesson 2 – 30 mins

Ascending or Descending Ordering

1. The teacher notes that when comparing or ordering, there are three possibilities. They are **< (less than)** or **= (equal to)** or **> (greater than)**.
2. The teacher guides students to use place value to order and compare numbers.
3. For example, **1,712** and **1,699** have the same place value for thousand but different for hundreds. And since **7 > 6** we have **1,712 > 1,699**.
4. The teacher guides the student to solve more problems. For example, compare the following numbers using correct symbols (**< , = , >**) :
   23 & 28, 35 & 35, 97 & 79 etc.
5. The teacher demonstrates the symbols to the students. The left elbow for **less than** sign,
   the right elbow for **greater than** sign and
   the first hand parallel and horizontally over the second hand for **equal to** sign.

1. The teacher estimates and writes the heights of different objects in the class. For example, the heights of the board, the teacher, a table, a chair etc. and forms a list of numbers.
2. The teacher guides the students to arrange or sort in ascending numbers by using place value and symbols together.
3. For example, a list of
   6, 12, 3, 23, 14, 10, 20, 6, 24
   can be sorted by looking at the place value.
4. Sort the numbers with **tens** first i.e. 12, 23, 14, 10, 20 and 24.
   Then sort the **units** after i.e. 6, 3, and 6.
   The final answer in descending order is 24, 23, 20, 14, 12, 10, 6, 6, 4, 3

Assessment Activity

1. Students should be able to compare two numbers and use the correct order symbol (<, =, >).
2. Students should be able to solve basic

Assessment Activity

1. Students should be able to arrange a random group of whole numbers in ascending or descending order (using place value and symbols).

problems involving
ordering of two or
more numbers.

Summary