



Total Time: 6 minutes
 Instructional Time: 4 minutes
 Independent Practice: 2 minutes

Unit 10
 Booster Lesson 17
 MC



Day 6

Magnitude Comparison:

Compare Graphs

Objective: Students will look at a graph, table, or thermometer, say and write the amount shown in the graphs, and compare the numbers in the graphs.

Vocabulary: Graph, table, thermometer, greater, more, equal, compare

- Materials:**
- Teacher Master pp. 34-35
 - Student Booklet pp. 21-22

Guided Practice
 Compare Graphs
 Guided Practice

Directions: Write how many each graph has. Then circle the number that is GREATER, or MORE. Circle both numbers if they are equal.

Pigs	83
Cows	82

Pigs ___ Cows ___

Independent Practice
 Compare Graphs
 Independent Practice

Directions: Write how many each graph has. Then circle the number that is GREATER, or MORE. Circle both numbers if they are equal.

Cats	87
Dogs	78

Cats ___ Dogs ___

Preview

Instructional Time: 4 minutes

(allow the majority of time for Guided Practice)

We will look at graphs, thermometers, and tables and compare which number is greater, or more.

Modeling (My Turn)

1. Show students the modeling problem on the Guided Practice sheet.

My picture shows two thermometers.

I need to figure out which thermometer shows more degrees.

The first thermometer shows 70 degrees. Count 50, 55, 60, 65, 70. (Write 70 on the line underneath the first thermometer)

The second thermometer shows 75 degrees. Count 50, 55, 60, 65, 70, 75. (Write 75 on the line underneath the second thermometer)

Now I compare 70 and 75. Which is greater? Which has more degrees?

75. (Circle 75.)

Guided Practice (Our Turn)

2. Give students the Guided Practice sheet in their student booklets.
3. For each graph, count up and write how many of each item (e.g. degrees, apples, bananas, etc.) there are for each part of the graph on the line below. As a group, write how many of each item on the line below the graph, then compare the two numbers and decide which is greater. Have students circle the number that is greater.
4. Call on students to explain how they can tell which number is greater. Explanations include that the greater number is taller on the graph, the tens or ones place is greater, and that you can count up from the smaller to the bigger number.

- Complete all Guided Practice items as a group.

ERROR CORRECTION: If students have problems figuring how many are on the graph, show students how to read the graph by looking at where the thermometer/column stops and then looking at what number it stops at. If students have problems figuring out which number is greater, tell them to first compare how many tens, and if the number of tens is different, then the greater number will have more tens. If the tens are the same, tell students to look at how many ones, and the greater number will have more ones.

Independent Practice/Progress Monitoring (Your Turn)

Time: 2 minutes

- Give students the Independent Practice sheet.

Look at the charts, graphs, or thermometers and write how many are in each part of the graph on the line below.

Then, circle the number that is greater, or both numbers if they are equal.

- For 1.5 minutes, have students complete the Independent Practice Sheet.
- Go through problems with students telling them the correct answers for 30 seconds. They should put a ✓ if answer is correct and correct any errors.
- Record data as # correct / # possible.