

Title: Math Unit: Greater Than/Less Than and Equal or Not Equal

Learning Intention/Description of Learning Activity:

This assessment is for the Math unit on *Greater Than/Less Than symbols and on Equal or Not Equal symbols*. The unit consisted of developing an understanding that a picture showing an amount and a number can represent the same thing (equal) or not the same thing (unequal) and that if it is unequal then is one number or picture image greater than or less than the other number or picture image. Why do we use greater than and less than symbols? Greater than and less than symbols are used to show the relationship between two numbers. The wide open side of the sign always faces the number with the higher value. These symbols are especially useful in math problems where there is no clear answer. The greater than sign ($>$) is used to show that the number to the left of the sign has a higher value than the one on the right. The less than sign ($<$) is used to show that the number on the left of the sign has a smaller value than the one on the right. In learning about equal or not equal students began developing an understanding that different coins can be used to create an equal amount of value. Students learned what the not equal sign looks like as well as the concept that two groups are called equal groups if they have the same number of objects. So, in equal groups, equal number of objects or things are grouped.

Teacher Comments/Feedback:

NAME is currently at an “emerging” level of understanding for grade-level expectations.

HE/SHE required some reminders and prompts to listen carefully to the instructions and to try to demonstrate HIS/HER best effort. HE/SHE struggled to complete the work and so support was given one-to-one to complete most of the worksheet pages. HE/SHE required reminders and prompts to watch and listen to the videos and instructions appropriately and to follow along with the instructions, examples and modelling shown such as, with the worksheet walk-through videos. HE/SHE was unable to demonstrate the ability to solve questions for equal/not equal, less than/greater than equations independently.

NAME is currently at an “developing” level of understanding for grade-level expectations.

HE/SHE participated in completing many of the worksheet pages in the Math Duo-tang with some one-to-one support. HE/SHE required some reminders and prompts to listen carefully to the instructions and to try to demonstrate HIS/HER best effort. HE/SHE is encouraged to socialize less and instead to focus on

completing the task at hand first and to also focus on being able to follow along with the instructions, examples and modelling shown. HE/SHE was unable to demonstrate the ability to solve questions for equal/not equal, less than/greater than equations independently.

NAME is currently at an “proficient” level of understanding for grade-level expectations.

HE/SHE participated in completing many of the worksheet pages in the Math Duo-tang with little or support. HE/SHE was also able to watch and listen to the videos and instructions appropriately and to follow along with the instructions, examples and modelling shown. HE/SHE was able to demonstrate the ability to solve questions for equal/not equal, less than/greater than equations independently.

NAME is currently at an “extending” level of understanding for grade-level expectations.

HE/SHE participated fully, completing all the worksheet pages independently. HE/SHE was also able to watch and listen to the videos and instructions appropriately and to follow along with the examples and modelling shown such as, with the worksheet walk-through videos. HE/SHE was able to demonstrate the ability to solve questions for equal/not equal, less than/greater than equations independently. HE/SHE was often willing to accept more challenging work considered to be above grade level expectations and was able to demonstrate skills that showed an understanding beyond the learning outcomes.

Unfortunately, NAME was absent for most or all this theme unit. There is insufficient data in which to assess HIM/HER at this time.

NAME is recognized as an English Language Learner (ELL) student who is currently at a reception level/developing level in HIS/HER understanding of the English language. Because English is an additional language (EAL) for HIM/HER, HE/SHE needs extra support/assistance with some of the seat work activities. HE/SHE struggles to complete the work without assistance, so support was given one-to-one to complete most/some of the worksheet pages or portions of the worksheet pages.

NAME is working towards the goals in HIS/HER IEP and is assisted by HIS/HER School Support Educational Assistant (EA/SEA/SSSW). HE/SHE struggles to complete the work without assistance, so

support was given one-to-one to complete most of the worksheet pages. Therefore, there is no proficiency scale being used to assess HIS/HER level of understanding.

Next steps:

Continue discussing the understanding of when something is equal or not equal. Use a scale to balance out items and make them equal. Using money make equal values using different coins. What things are often equal and what things being often not equal? Practice using the greater than and less than symbols. Think of the mouth of a hungry crocodile who is greedy and only eats the bigger number. Practice reading the number sentence correctly using the greater than term when the greater than sign ($>$) is used to show that the number to the left of the sign has a higher value than the one on the right. And that the less than sign ($<$) is used to show that the number on the left of the sign has a smaller value than the one on the right.

Student Self Reflection:

Proficiency Scale

Emerging	Developing	Proficient	Extending
Just beginning to demonstrate learning in relation to the Learning Standards of the Curriculum	Demonstrating learning in relation to Learning Standards of the Curriculum with growing consistency	Demonstrates the expected learning in relation to the Learning Standards of the Curriculum	Demonstrating learning in relation to Learning Standards with increasing depth and complexity

Emerging	Developing	Proficient	Extending
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