

Teacher Guide for the Lesson on **greatest to least**

Standard:
6.2(C)

Content Objective:

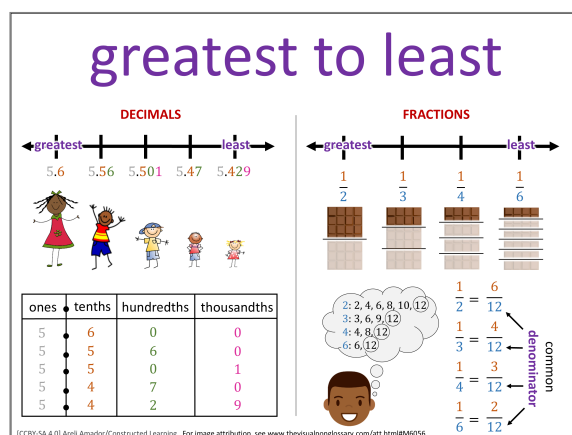
We can order positive and negative **rational numbers** from **greatest to least** using place value understanding and number lines.

Language Objective: Answer the following question in complete sentences using the sentence stem and the key vocabulary of the lesson:

How can negative and positive **integers** be ordered from **greatest to least**?

*Negative and positive **integers** can be ordered **greatest to least** by...*

Other key vocabularies: [least to greatest](#), [integers](#)



By studying this visual, students might:

Notice	Wonder
The numbers are lined up from greatest to least.	Why are fractions and decimals being compared together?
The visual shows fractions and decimals being compared.	How do you know which fraction is greater if the denominators are different?
Some fractions have different denominators.	How does the place value representation show which number is greater?
One number includes digits after the decimal point.	What makes one decimal greater than another?

• The visual uses different ways to represent the values.	• Can different representations help us order numbers from greatest to least?
---	---

EXTENDING THE DISCUSSION

- After randomly calling on students, if there is anything from this list that was not mentioned, then ask the class, "Did anyone notice...?"
- After students have shared what they notice, ask the class, "Did anyone wonder...?" using the suggestions above or anything else you might think is interesting or relevant to the lesson.

Structured Conversation Prompts

OBSERVATIONAL	RELATIONAL	INFERENTIAL
What does the phrase "greatest to least" mean? The phrase "greatest to least" means...	How is the phrase "greatest to least" related to the phrase "least to greatest"? The phrase "greatest to least" is related to the phrase "least to greatest" because...	How can negative and positive integers be ordered from greatest to least? Negative and positive integers can be ordered greatest to least by...

Example Student Responses to the Observational Question

Low-Level	High-Level
The phrase greatest to least means biggest to smallest.	The phrase greatest to least means putting numbers in order from the one with the greatest value to the one with the least value.

RESPONDING TO RESPONSES

Emphasize and celebrate each student's use of the key vocabulary to support a culture of "no wrong answers."

STRUCTURING STUDENT CONVERSATIONS

Have students list observations from the visual as a warm-up, then use the Q-SSS-A process to guide small-group conversations. In the slide decks, brackets can be moved to prepare the structured conversation. In the example to the right, students will be instructed: [Q-SSS-A](#).

- To put a thumb up, then lower their hand when they are ready to answer the question
- To share with their elbow/shoulder partner, and that the student with the darkest shoe will share first
- That they will be randomly called on after the conversation



[Here is an example](#) of structuring a conversation with Q-SSS-A.

Note: the inferential question is the same as the language objective. It is recommended that students answer the inferential question in a small-group discussion before answering it individually as the closure or exit ticket of the lesson.

Structured Reading

READING PURPOSE	PAT LIST	POST-READING DISCUSSION
The purpose for reading is to understand how to decide which numbers are greater or less and put them in the correct order from greatest to least .	• How numbers are compared • What makes a number greater or less • How positive and negative numbers are described • What the term greatest to least means • How denominators affect comparison	How did the passage show how different numbers can be placed in order from greatest to least? <i>The passage showed how to order numbers from greatest to least by...</i>

STRUCTURING THE READING

Communicate the purpose of reading to the students and instruct them to make a note every time they see something on the PAT ("Pay Attention To") list. How you have students note items on the PAT list is up to you. This could include:

- Putting an asterisk in the margin
- Underlining text that supports the PAT list
- Putting a comment in the margin

Follow the reading with the post-reading discussion. Structure this discussion using the Q-SSS-A process just like the structured conversations in this lesson.

Note: you might find the relational question is better discussed before or after the reading. This depends on whether the relational question is directly related to the reading or might make connections across units.

DIFFERENTIATING THE READING

You will notice that three different reading passages are provided with this lesson. Look at the shapes in the top-left of each passage to determine the grade level.

BELOW GRADE LEVEL	ON GRADE LEVEL	ABOVE GRADE LEVEL
 <i>Triangle is bottom-left</i>	 <i>Square is bottom-left</i>	 <i>Circle is bottom-left</i>

In a class with students at diverse reading level proficiencies, you can give the appropriate reading passage to different students, while having all students follow the same PAT list and post-reading discussion.