**Ms. Borden: Greater Than, Less Than**

Ms. Borden: All right. You should have two different signs. Can anybody tell me what this sign is? Can anybody tell me what that sign is? Allen.

Allen: Equals.

Ms. Borden: Good. Can anybody tell me what this sign is?

Student: I think it’s…

Ms. Borden: Just put it down.

Student: An alligator mouth.

Ms. Borden: We got—a lot of times when you’re in kindergarten, first grade, and second grade they call it an alligator mouth, but any- does anybody know what the real words are?

Student: No

Student: Higher than?

Ms. Borden: Higher than or- or less than. Just depends on where I’m putting it. Yes, I know. It’s okay. So I made a little alligator mouth to help you remember. Okay? So if your alligator mouth is open big on this side, is the higher number or the less- the littler number?

Student: Big.

Ms. Borden: Big?

Student: Small. Big

Ms. Borden: So the-if you’re bigger-so if it’s the small side it’s going towards the…

Student: Smaller.

Ms. Borden: Smaller number. Okay. Amy, you’re shouting out your answers. That’s why I’m having trouble getting back to you. Okay? Alright. And then we have an equal. What has to happen on the equal sign with your numbers?

Student: Like, equal numbers like fifteen and fifteen or four and four.

Ms. Borden: So if I have the same on both sides, I would use the equal sign. If they’re not the same, I have to decide which one is greater than. So our word is greater than, not bigger. Okay? And if it’s-if it’s on the closed side, it’s going to be-it’s pointing towards the lesser than number. And this one is equal. And so both sides are the same number. Okay. Jennifer, quit playing with your pencils. We don’t need any pencils.