

<p>2(2) Number and operations. The student applies mathematical process standards to understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value.</p>	<p>2(2)(D) The student is expected to use place value to compare and order whole numbers up to 1,200 using comparative language, numbers, and symbols (>,<, or =).</p>
<p>Materials</p> <ul style="list-style-type: none"> Paper and pencil 	
<p>Procedure: Record and display two numbers between 0 and 1,200 (e.g., 405 and 450; 676 and 767; 1,031 and 1,041; 229 and 229).</p> <p>Record the less than, greater than, or equal to symbol to describe the relationship between these two numbers. Justify your answer.</p> <p><i>Repeat this task with other numbers as needed.</i></p>	
<p>Check Student’s Responses:</p>	<p>Check Student’s Strategies:</p>
<p>1. Numbers _____ and _____</p> <p>Responses:</p> <p><input type="checkbox"/> Correct <input type="checkbox"/> Incorrect</p> <p>Symbol:</p> <p><input type="checkbox"/> Correct <input type="checkbox"/> Incorrect</p>	<p>The student:</p> <p><input type="checkbox"/> Used place value to compare</p> <p><input type="checkbox"/> Compared digits without reference to the place value</p> <p><input type="checkbox"/> Other:</p>
<p>2. Numbers _____ and _____</p> <p>Responses:</p> <p><input type="checkbox"/> Correct <input type="checkbox"/> Incorrect</p> <p>Symbol:</p> <p><input type="checkbox"/> Correct <input type="checkbox"/> Incorrect</p>	<p>The student:</p> <p><input type="checkbox"/> Used place value to compare</p> <p><input type="checkbox"/> Compared digits without reference to the place value</p> <p><input type="checkbox"/> Other:</p>
<p>3. Numbers _____ and _____</p> <p>Responses:</p> <p><input type="checkbox"/> Correct <input type="checkbox"/> Incorrect</p> <p>Symbol:</p> <p><input type="checkbox"/> Correct <input type="checkbox"/> Incorrect</p>	<p>The student:</p> <p><input type="checkbox"/> Used place value to compare</p> <p><input type="checkbox"/> Compared digits without reference to the place value</p> <p><input type="checkbox"/> Other:</p>

2(2)(D) The student is expected to use place value to compare and order whole numbers up to 1,200 using comparative language, numbers, and symbols ($>$, $<$, or $=$).

Possible interpretations, issues to follow up on, and implications for teaching

What did you observe?

- The student **correctly compared the numbers using the comparison symbol**. This student may be ready to compare and order three whole numbers.
- The student **correctly compared the two numbers but compared the digits without reference to the place value**. This student may need additional questioning such as, “What is the value of [one of the digits in the numbers]?”
- The student **correctly compared the numbers but incorrectly used the comparison symbol**. The student may need practice connecting comparison language to the symbol.
- The student **incorrectly compared the numbers using the comparison symbol**. If the student is struggling with comparing numbers, the student may need additional time using concrete or pictorial models to compare numbers.

A teaching strategy might include asking the student to use base ten blocks to represent two numbers. Prompt the student to compare the number of hundreds, tens, and ones, as appropriate, in each set by asking, “How many tens are represented in each set? What is the value of these tens?”