

<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"> Number cards up to 1,200 	
<p>Procedure: Display three number card such as, 409, 705, 901; 676, 767, 776; 829, 843, 851. Prompt the student to use number cards to order numbers from least to greatest and greatest to least.</p> <p>Place these numbers in order from least/greatest to greatest/least. Justify your answer.</p> <p><i>Repeat this task with other numbers as needed.</i></p>	
<p>Record Student’s Responses:</p>	
<p>1. Numbers _____, _____, _____ least to greatest greatest to least <input type="checkbox"/> Correct <input type="checkbox"/> Incorrect</p>	
<p>2. Numbers _____, _____, _____ least to greatest greatest to least <input type="checkbox"/> Correct <input type="checkbox"/> Incorrect</p>	
<p>3. Numbers _____, _____, _____ least to greatest greatest to least <input type="checkbox"/> Correct <input type="checkbox"/> Incorrect</p>	
<p>4. Numbers _____, _____, _____ least to greatest greatest to least <input type="checkbox"/> Correct <input type="checkbox"/> Incorrect</p>	
<p>Notes:</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 ordered the numbers**. This student may be ready to order whole numbers with larger values.
- The student **incorrectly ordered the numbers**. The student may need additional time using concrete or pictorial models to compare and order numbers. Additionally, if the student is able to correctly compare two numbers, he or she may simply need more practice comparing and ordering three numbers.

A teaching strategy might include asking the student to compare and order numbers that vary by the digit in the hundreds place (129, 229, 529). This will encourage the student to pay attention to the value of the digit in the hundreds place.