

# 2.NBT.4

This math unit provides lesson plans and math group resources to use while teaching the standard **2.NBT.4**, which states that students will be able to...

**“Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using  $>$ ,  $=$ , and  $<$  symbols to record the results of comparisons.”**

2nd Grade  
**COMPARING NUMBERS**

**FALSE**

**TRUE**

Comparing 3-Digit Numbers  
Use the place value when comparing numbers. Start with the hundreds place.

$472 > 376$

230  
875  
303

425  $<$  463  
255  $<$  256  
746  $<$  748

**2.NBT.4**

Created by Jessica Tobin

## Using This Unit

Let's look at the structure of this unit.

### Pre-Assessment

- A pre-assessment is included that will help give you an idea of where your students are with this specific standard. Give this pre-assessment prior to any lessons on the standard.

### Daily Lessons



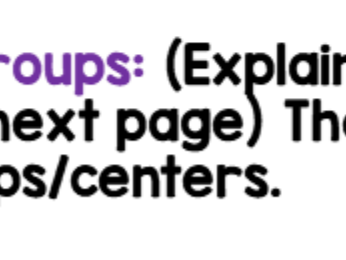

- Whole Group- The whole group lesson will typically involve an anchor chart or poster to discuss. This should take about five minutes to complete.
- Partner Practice- The whole group activity will be followed up with a partner practice activity. It will build on the knowledge the students learned or reviewed in the whole group lesson. This should take between 5-10 minutes.
- MATH Groups- There are four break-apart groups to do a day. Each rotation can last between 10-15 minutes depending on how long you get for your math block.
  - *Math Writing*- 2 writing options are given each day (one full sized page OR a cut and glue strip for a math journal)
  - *Apply Skills*- You will find a variety of practice resources here, such as printables, interactive notebooks, or partner activities.
  - Teacher Time- Small group differentiation can happen here. Most days will include a 'Remediation' activity, an 'On-Level' activity, and an 'Enrichment' activity.
  - Hands-on Practice- These centers will give your students chances to get practice with manipulatives and other engaging activities.
- Exit Slip- Every single day will come with an exit slip for students to show what they learned that day. Teacher will cut apart the three strips.

### Assessment

- This is to be completed after all lessons and math groups are taught.

# Daily Lesson Plans

Each standards-based math unit comes with daily lessons. Some are 3 days, while others may be 5+ days, depending on how complex the standard is. There are **4 main components** of each daily lesson.

2 <sup>nd</sup> Grade Math: 2.NBT.4 Lesson #1	<b>2.NBT.4 Lesson 1</b>	
I can compare two 3-digit numbers using $<$ , $>$ , and $=$ symbols.		
Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $<$ , $=$ , and $>$ symbols to record the results of comparisons.		
Activities		
Materials		
Whole Group	Teacher will create anchor charts for comparison symbols and comparing numbers with students or display mini posters and discuss. Then, teacher will ask one student at a time for a 2-digit number. He/she will write the numbers on the board and model how to compare two numbers.	
Partner Practice	Teacher will show a number strip on the board with a missing symbol. Students will quickly discuss with partners which symbol is missing, then hold up the $<$ , $>$ , or $=$ symbol. Repeat until all comparison strips are complete.	
Math Groups	M- Students will write about comparing numbers. Teacher will choose the full-page writing sheet OR the cut-apart strips for math journals. A- Teacher will either copy the two printables front/back for students to complete with pencils or slide them into sheet protectors for students to complete with dry erase markers. T- Teacher time will not be differentiated today. Instead, teachers and students will get a guided review lesson of the new material while setting up their input and first output page of their interactive notebook. Students will cut and glue the two pages into their math notebooks, while discussing. H- Students will draw comparison sentences with missing symbols. After looking at the numbers, they will sort the comparison sentences under the correct categories. Then, they will record their answer on the recording sheet.	
Exit Slip	Students will complete an exit slip independently. Students will trade papers with a nearby classmate and grade their paper with a marker/pen while teacher reviews answers as a whole group.	

**Whole group activity:** This activity will typically include an anchor chart mini poster, plus some sort of teacher modeling activity.





**Partner practice:** This will be a hands-on partner activity following the whole-group.

**M.A.T.H. groups:** (Explained in depth on next page) There are four groups/centers.

**Exit slip:** There are 3 exit slips to a page to cut out and administer for student learning.

# M.A.T.H. Groups

Each day comes with four group activity suggestions and materials for 'M.A.T.H.' groups. This is your small group time, splitting the class up into four groups to rotate around the room, participating in different activities for 10-20 minutes a piece.

<b>M</b>	<b>Math Writing</b>	2 options... worksheet or cut/glue notebook strips	
<b>A</b>	<b>Apply New Skills</b>	Worksheet or interactive notebook activities to apply the skill learned in whole group	
<b>T</b>	<b>Teacher Time</b>	Differentiated time for 3 levels (remediation, on-level, enrichment)	
<b>H</b>	<b>Hands-On Math</b>	Engaging center to follow up on the whole group/partner practice	



# Day 1 Activities

Here's a look at day 1's whole group, partner practice, MATH group activities, and exit slip.

2<sup>nd</sup> Grade Math: 2.NBT.4 Lesson #1

I can compare two 3-digit numbers using  $<$ ,  $>$ , or  $=$  symbols.

Compare two three-digit numbers based on meanings of the hundreds and tens digits, using  $<$ ,  $>$ , and  $=$  symbols to record the results of comparisons.

Activities

Teacher will create anchor charts for comparison symbols and comparing numbers with students or display the posters and discuss. Then, teacher will use one student at a time for 3-digit number. He/she will write the numbers on the board and make sure to compare the numbers.

Teacher will show number strips to students with a missing digit. Students will partner with partners who partner's missing number is 100, 10, or 1. Partners will compare the number strips and complete.

Students will create number sentences using the number strip they use for comparing each of the 10 number strips for each partner.

Teacher will allow students to complete handout for students to complete all parts or take from the sheet. Teachers will allow students to compare with their own numbers. Teacher will allow the students to compare.

## Comparison Symbols

When comparing numbers, we use symbols. The  $<$  or  $>$  symbol needs to "open up" towards the larger number.



**Greater than.**  
This shows the first number in a number sentence is larger (or greater) than the second number.  
 $25 > 21$   
 $65 > 28$



**Less than.**  
This shows the first number in a number sentence is smaller (or less) than the second number.  
 $19 < 23$   
 $36 < 41$

## Comparing 3-Digit Numbers

Use place value when comparing numbers. Start with the hundreds place.

$$472 > 376$$



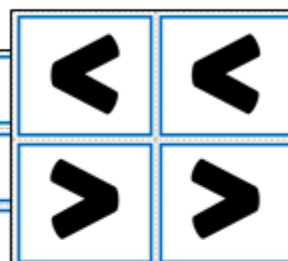
If the hundreds are the same, move to the tens place.

$325 \quad \underline{\quad} \quad 532$

$847 \quad \underline{\quad} \quad 874$

$259 \quad \underline{\quad} \quad 256$

$325 \quad \underline{\quad} \quad 273$



2.NBT.4

The shoe store has 325 pairs of tennis shoes and 356 pairs of sandals. What does the shoe store have more of?

a. Write a comparison sentence for this.  
b. Explain the place value strategy that helped you solve this.

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## Comparing Numbers

874	847	659	695
652	369	365	638
966	966	320	302
524	544	254	245
844	478	845	845
622	626	742	744
522	522	528	528
984	980	659	695
329	309	120	120

## Comparing Numbers

874	847	659	695
652	369	365	638
966	966	320	302
524	544	254	245
844	478	845	845
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522	522	528	528
984	980	659	695
329	309	120	120

2.NBT.4

I can compare two numbers using the symbols  $<$ ,  $>$ , and  $=$ .

Use place value when comparing numbers.

1. Look of the hundreds. If they are different, the number with the larger hundreds value is greater.

2. If the hundreds are the same, look of the tens. The number with the larger tens value is greater.

3. If the tens are the same, look of the ones. The number with the larger ones value is greater.

The  $<$  or  $>$  symbol will "open up" towards the larger number.

Practice

Use place value to compare these numbers.

$632 > 523$   
 $504 > 504$   
 $325 < 624$   
 $862 < 850$

Day 1 Math On-Task

## Comparing Numbers

LIFT the flap and write  $<$ ,  $>$ , or  $=$ .

352	804	320	324	654	654
874	784	562	258	774	777
750	705	945	945	253	256

Day 1 Math On-Task

236	269	850	863
522	522	658	658
385	332	523	825
356	521	856	412

Day 1 Math On-Task

745	745	230	203
956	965	854	845
522	525	874	847
748	874	365	365

Day 1 Math On-Task

523	832	542	52
856	856	302	32
368	366	521	52
653	652	985	985

Day 1 Math On-Task

Equal to...  $=$

Less than...  $<$

Greater than...  $>$

Day 1 Math On-Task

2.NBT.4

Fill in the missing symbol,  $>$ ,  $<$ , or  $=$ .

$325 \quad \underline{\quad} \quad 356$	$367 \quad \underline{\quad} \quad 365$
$845 \quad \underline{\quad} \quad 851$	$521 \quad \underline{\quad} \quad 521$
$775 \quad \underline{\quad} \quad 775$	$740 \quad \underline{\quad} \quad 740$
$352 \quad \underline{\quad} \quad 350$	$205 \quad \underline{\quad} \quad 250$

2.NBT.4 Exit Slip #1

Write the missing symbol.

$325 \quad \underline{\quad} \quad 356$	$367 \quad \underline{\quad} \quad 365$
$845 \quad \underline{\quad} \quad 851$	$521 \quad \underline{\quad} \quad 521$
$775 \quad \underline{\quad} \quad 775$	$740 \quad \underline{\quad} \quad 740$
$352 \quad \underline{\quad} \quad 350$	$205 \quad \underline{\quad} \quad 250$

2.NBT.4 Exit Slip #1

Write the missing symbol.

$325 \quad \underline{\quad} \quad 356$	$367 \quad \underline{\quad} \quad 365$
$845 \quad \underline{\quad} \quad 851$	$521 \quad \underline{\quad} \quad 521$
$775 \quad \underline{\quad} \quad 775$	$740 \quad \underline{\quad} \quad 740$
$352 \quad \underline{\quad} \quad 350$	$205 \quad \underline{\quad} \quad 250$

2.NBT.4 Exit Slip #1

Write the missing symbol.

$325 \quad \underline{\quad} \quad 356$	$367 \quad \underline{\quad} \quad 365$
$845 \quad \underline{\quad} \quad 851$	$521 \quad \underline{\quad} \quad 521$
$775 \quad \underline{\quad} \quad 775$	$740 \quad \underline{\quad} \quad 740$
$352 \quad \underline{\quad} \quad 350$	$205 \quad \underline{\quad} \quad 250$

# Day 2 Activities

Here's a look at day 2's whole group, partner practice, MATH group activities, and exit slip.

This collage features various math activities for comparing numbers, including:

- 2<sup>nd</sup> Grade Math: 2.NBT.A Lesson #2** cards with problems like  $245 \underline{\quad}$ ,  $358 \underline{\quad}$ ,  $652 \underline{\quad}$ , and  $742 \underline{\quad}$ .
- 553** and **415** comparison cards:  $874 \underline{\quad}$ ,  $956 \underline{\quad}$ ,  $204 \underline{\quad}$ ,  $415 >$ ,  $328 <$ ,  $667 >$ .
- 328 > 823** and **640 > 640** cards with green checkmarks and red X marks.
- 285 < 582** and **942 < 942** cards with green checkmarks.
- 362** and **20** comparison cards with base ten blocks.
- 142** and **37** comparison cards with base ten blocks.
- 236** and **3** comparison cards with base ten blocks.
- 251** and **13** comparison cards with base ten blocks.
- 425** and **855** comparison cards.
- 255** and **652** comparison cards.
- 746** and **317** comparison cards.
- 355** and **655** comparison cards.
- 331** and **742** comparison cards.
- 998** and **350** comparison cards.
- 608** and **742** comparison cards.
- 1,236** and **1,326** comparison cards.
- 2,856** and **2,865** comparison cards.
- 3,367** and **3,376** comparison cards.
- 3,320** and **3,330** comparison cards.
- 4,415** and **4,414** comparison cards.
- 3,365** and **3,3** comparison cards.
- 4,263** and **3,2** comparison cards.
- 4,856** and **4,5** comparison cards.
- 3,330** and **3,3** comparison cards.
- 1,746** and **1,746** comparison cards.
- 1,893** and **2,893** comparison cards.
- 3,220** and **3,22** comparison cards.
- 3,621** and **3,63** comparison cards.
- 1,425** and **1,44** comparison cards.
- 54** and **3** comparison cards.
- 632** and **586** comparison cards.
- 521** and **203** comparison cards.
- 485** and **932** comparison cards.
- 284** and **254** comparison cards.
- 636** and **985** comparison cards.
- 412** and **256** comparison cards.
- 745** and **966** comparison cards.
- 745** and **485** comparison cards.
- 633** and **652** comparison cards.

Other cards include instructions for using base ten blocks and exit slips for 2.NBT.A.

# Day 3 Activities

Here's a look at day 3's whole group, partner practice, MATH group activities, and exit slip.

The collage features various educational resources for Day 3:

- Lesson Plan:** A page titled "2<sup>nd</sup> Grade Math: 2.NBT.4 Lesson 3" with a focus on comparing two-digit numbers.
- Comparison Cards:** Numerous cards with numbers and comparison symbols, such as  $423 > 432$ ,  $527 < 635$ ,  $385 < 362$ ,  $402 < 463$ ,  $475 < 36$ ,  $338 < 56$ ,  $684 < 6$ ,  $409 < 38$ ,  $395 < 354$ ,  $485 < 65$ ,  $521 < 57$ ,  $528 < 36$ ,  $245 > \underline{\quad}$ ,  $576 > \underline{\quad}$ ,  $332 > \underline{\quad}$ ,  $\underline{\quad} > 584$ ,  $246 \begin{matrix} \bigcirc \\ + \\ + \end{matrix} 325$ ,  $854 \begin{matrix} \bigcirc \\ + \\ + \end{matrix} 855$ ,  $563 \begin{matrix} \bigcirc \\ + \\ + \end{matrix} 536$ ,  $923 \begin{matrix} \bigcirc \\ + \\ + \end{matrix} 932$ ,  $285$ ,  $329$ ,  $147$ ,  $230$ ,  $875$ ,  $763$ ,  $442$ ,  $586$ ,  $352$ ,  $842$ ,  $2,163$ ,  $3,63$ ,  $3,263$ ,  $5,21$ ,  $4,522$ ,  $3,74$ ,  $2,598$ ,  $1,56$ ,  $2,968$ ,  $652$ ,  $326 > 362$ ,  $885 > 888$ ,  $968 < \underline{\quad}$ ,  $953 > 95$ ,  $653 < 652$ ,  $652 > 6$ ,  $843 < 83$ ,  $548 = 545$ ,  $795 = 7$ ,  $930 = 90$ ,  $625 > 652$ ,  $650 > 6$ ,  $741 > 744$ ,  $845 > 855$ ,  $625 > 622$ .
- Exit Slips:** Three "2.NBT.4 Exit Slip #3" forms with sections for "On my homework, I saw an incomplete comparison sentence..." and "I needed to fill in the missing numbers..."
- Activity Cards:** Cards with "Comparing Numbers" and "If the flag and explain with place value strategies..." instructions.
- Visuals:** A "FALS" sign with a thumbs-down icon and a "TRUE" sign with a thumbs-up icon.

# Assessments

Each unit comes with a pre-assessment to give to students before you teach the standard. This will come before any introduction to the standard. There is also an assessment to give after your unit is complete.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## 2.NBT.4 Pre-Assessment

Circle the symbol that completes the comparison sentences.

426 \_\_\_\_\_ 642  
a) >  
b) <  
c) =

388 \_\_\_\_\_ 386  
a) >  
b) <  
c) =

247 \_\_\_\_\_ 274  
a) >  
b) <  
c) =

502 \_\_\_\_\_ 502  
a) >  
b) <  
c) =

Fill in the missing symbols.

256 _____ 652	748 _____ 874
801 _____ 810	368 _____ 268
554 _____ 554	655 _____ 655
352 _____ 325	659 _____ 695

Explain the place value reasoning behind  $254 > 245$ .

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## 2.NBT.4 Assessment

Circle the symbol that completes the comparison sentences.

352 \_\_\_\_\_ 852  
a) >  
b) <  
c) =

652 \_\_\_\_\_ 625  
a) >  
b) <  
c) =

742 \_\_\_\_\_ 740  
a) >  
b) <  
c) =

587 \_\_\_\_\_ 587  
a) >  
b) <  
c) =

Fill in the missing symbols.

857 _____ 875	741 _____ 741
652 _____ 656	596 _____ 586
633 _____ 636	320 _____ 319
854 _____ 584	998 _____ 999

Explain the place value reasoning behind  $242 > 224$ .

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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