STEMscopes TEXAS MATH
POWERED BY ACCELERATE LEARNING

Grade 2

Lesson Sample

Content Review

Built for Texas Math

Table of Contents

A Math Program for Texas Educators

3 Welcome to Your Lesson Sample

4 Log In and Review

5 Lesson Design

6 Scope and Sequence

7 Grade 2: Compare and Order Numbers

GUIDED LESSON TOUR

8 **Home: Teacher Support and Resources**

15 **Engage: Pre-Assessment and Engagement**

23 **Explore: Hands-On Learning**

30 **Explain: Deepen Understanding**

40 **Elaborate: Differentiation**

48 **Evaluate: TEKS-Aligned Assessments**

56 **Intervention: Targeted Support**

62 **Acceleration: Enrichment**

Welcome to Your Lesson Sample

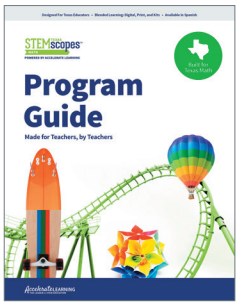
The following pages feature resources that mirror what teachers and students can access digitally. Each section includes clear navigation steps that seamlessly guide you through the content online, ensuring quick and easy access. Look for red circle callouts in the top left corner, which correspond directly to the titles of online documents.

Our lessons are also referred to as Scopes online. Scopes are built on a solid foundation of proven educational strategies, featuring a wealth of resources and materials fully aligned to the TEKS.

From our online platform, you can:

- Personalize your experience by bookmarking your favorite elements, crafting lesson plans, and effortlessly managing your students and classes.
- Access detailed preparation instructions, facilitation prompts, discussion questions, and sample student answers, providing everything you need for successful hands-on learning.
- Preview assignments from the student's view.
- Assign activities and assignments to students digitally, grade submissions, and provide feedback seamlessly within our user-friendly interface.
- Download and print files for added flexibility!

Explore the STEMscopes Texas Math Program Guide for a deeper dive into our lesson design and comprehensive program details.



Log In and Review!

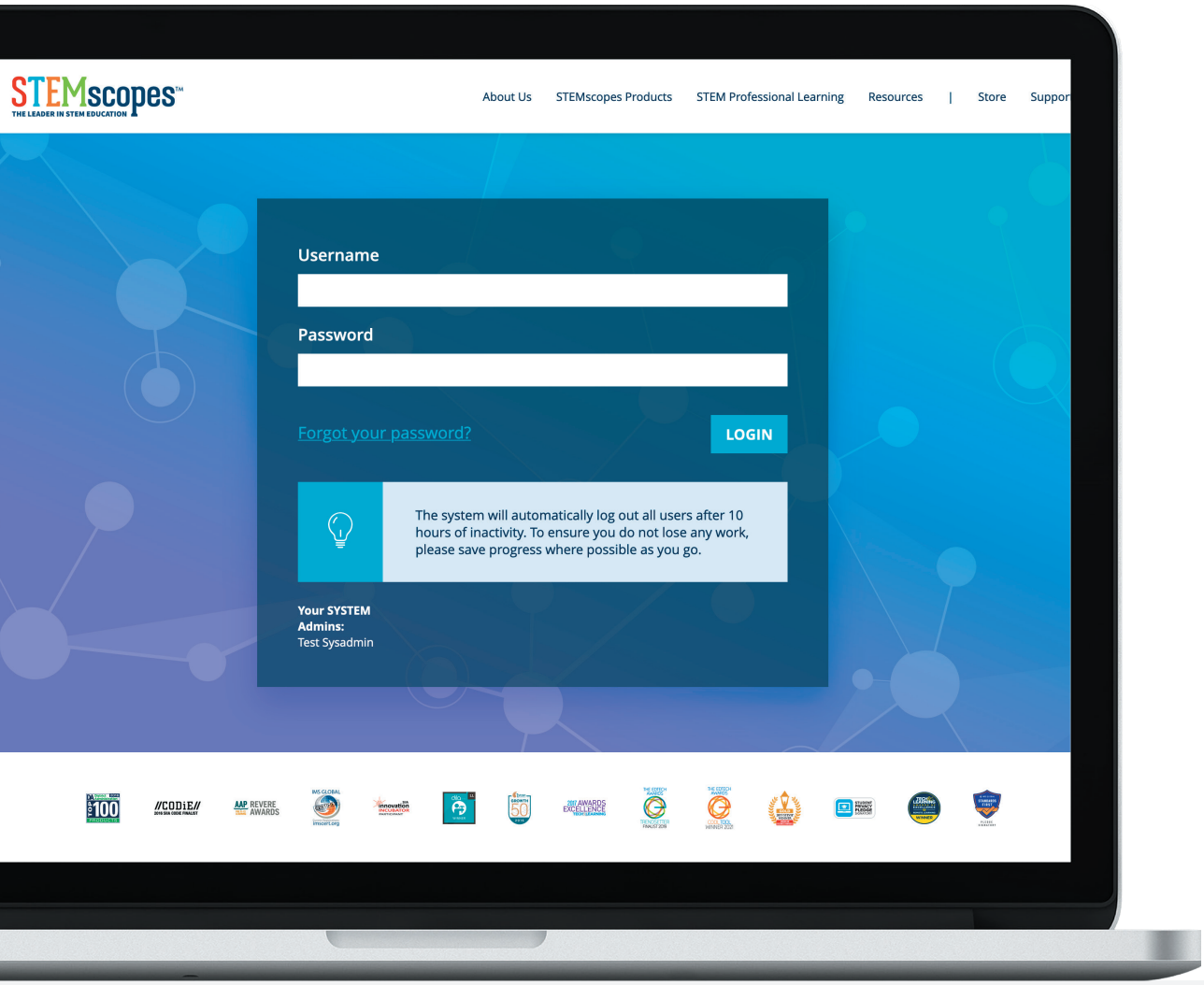
The entire STEMscopes Texas Math curriculum is online.

Use the **navigation steps** to follow along online and explore all that STEMscopes Texas Math offers educators and students.

Access our full curriculum online in two easy ways:

1. Log in using your district's unique review URL and credentials.
2. Sign up at ***accelerateLearning.com/math/tx***.

All student digital and print resources are available in English and Spanish.



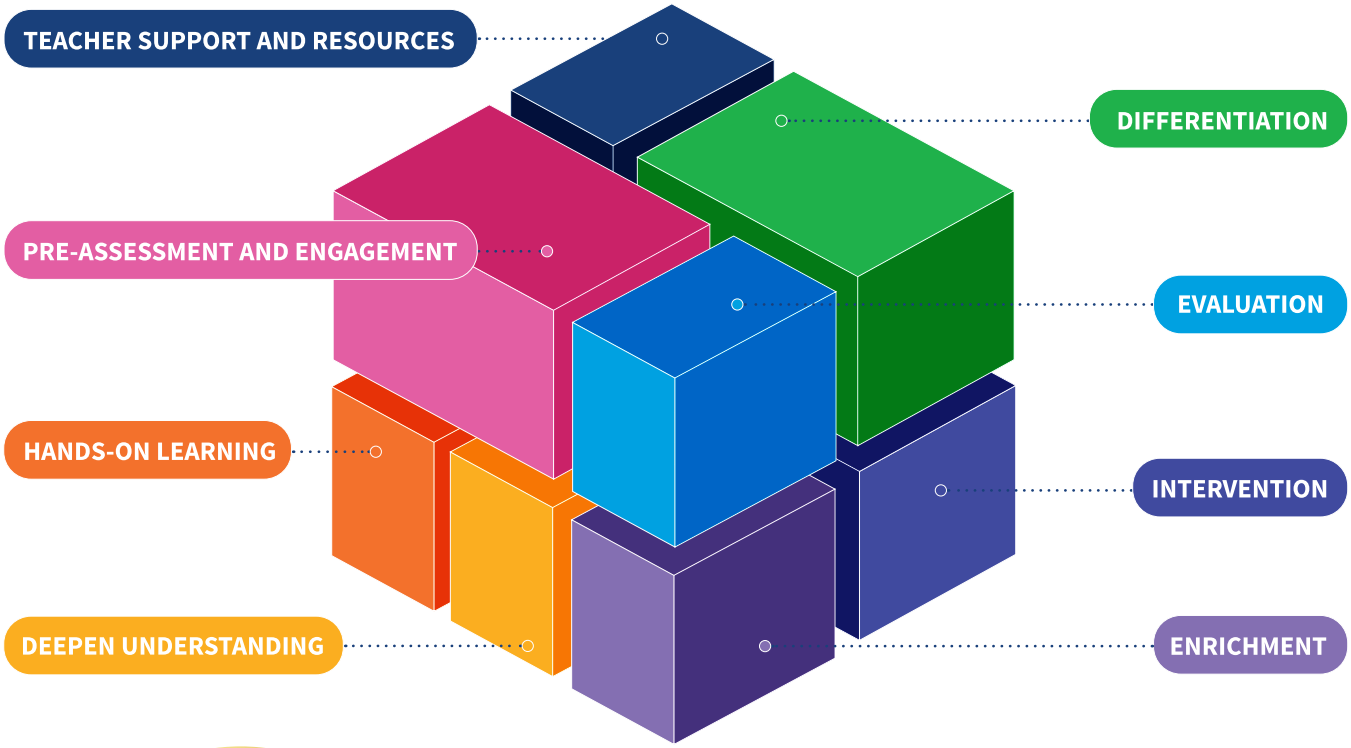
AccelerateLEARNING
THE LEADER in STEM EDUCATION

Lesson Design

A Comprehensive Math Solution

Each lesson is intentionally designed to provide teachers and students with everything they need for engaging and meaningful math instruction and learning.

Everything You Need, All In One Place



Grade 2 Lessons

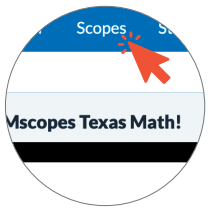
LESSON	TEKS
Represent Numbers to 1,200	2.2A, 2.2B, 2.7A
Numbers on a Number Line	2.2E, 2.2F
Compare and Order Numbers	**2.2C, 2.2D, 2.7B**
Fractions	2.3A, 2.3B, 2.3C, 2.3D
Add and Subtract Two-Digit Numbers	2.4A, 2.4B
Money	2.5A, 2.5B
Multiply and Divide	2.6A, 2.6B
Two-Dimensional Shapes	2.8A, 2.8C, 2.8D, 2.8E
Three-Dimensional Solids	2.8B, 2.8D
Length	2.9A, 2.9B, 2.9C, 2.9D, 2.9E
Area	2.9F
Time	2.9G
Addition and Subtraction Problem Solving	2.4C, 2.7C
Add and Subtract Three-Digit Numbers	2.4C, 2.4D
Data Analysis	2.10A, 2.10B, 2.10C, 2.10D
Personal Financial Literacy	2.11A, 2.11B, 2.11C, 2.11D, 2.11E, 2.11F

Grade 2,
Compare and Order Numbers

NAVIGATION STEPS

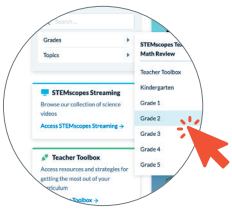
Log In

Use Your Credentials



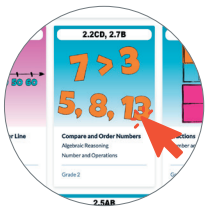
Click Scopes

Click on Scopes in the Blue Navigation Bar



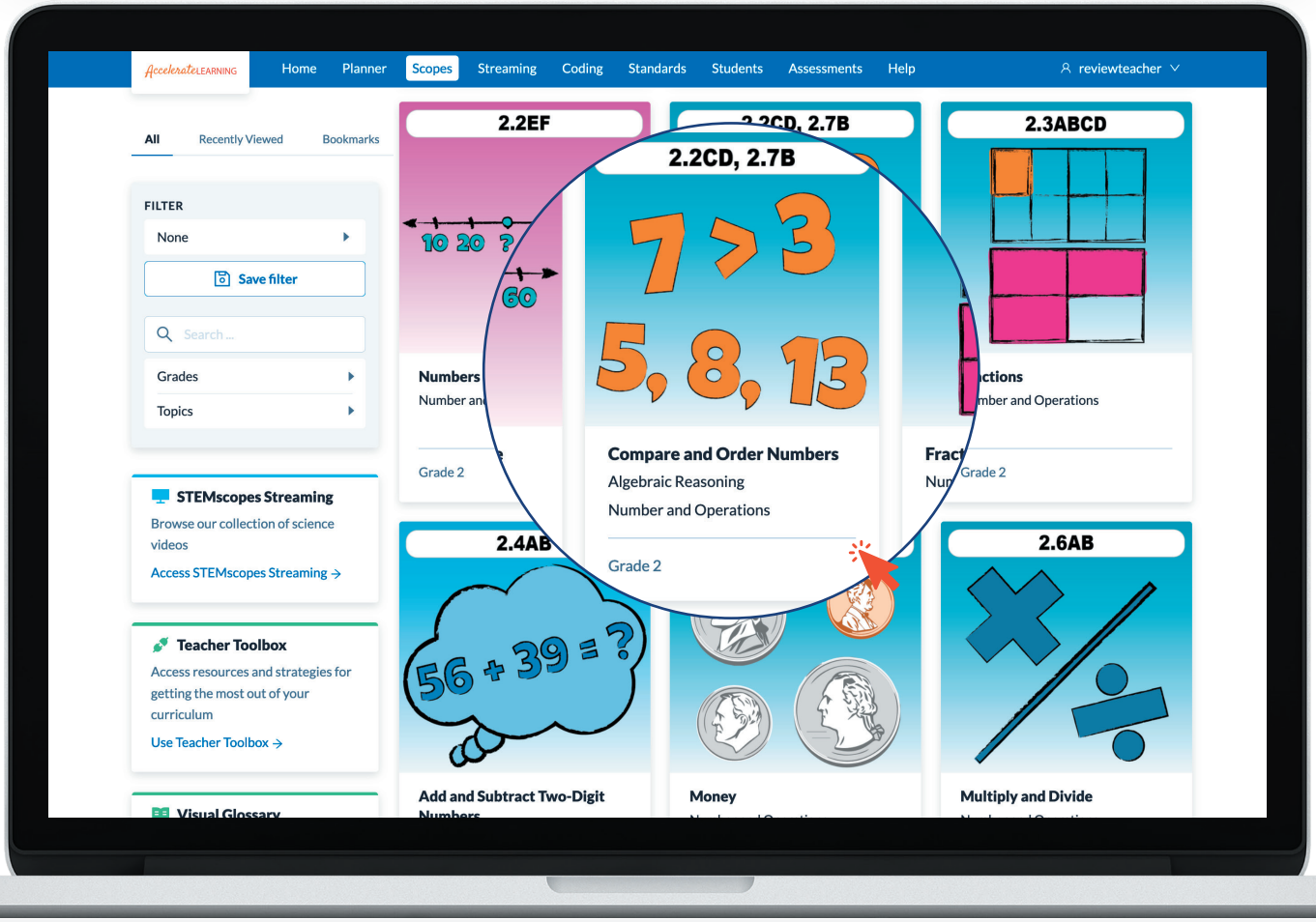
Filter

Filter to 2nd Grade on the Left-Hand Side



Select Tile

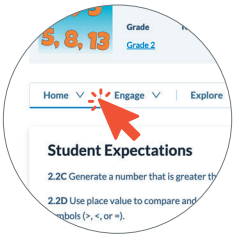
Select and Click on the Compare and Order Numbers Scope Tile



Home | Engage | Explore | Explain | Elaborate | Evaluate | Intervention | Acceleration

Home

NAVIGATION STEPS



Click Home

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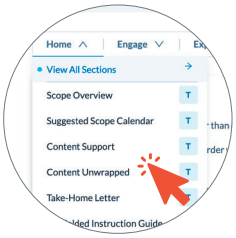


Review Content

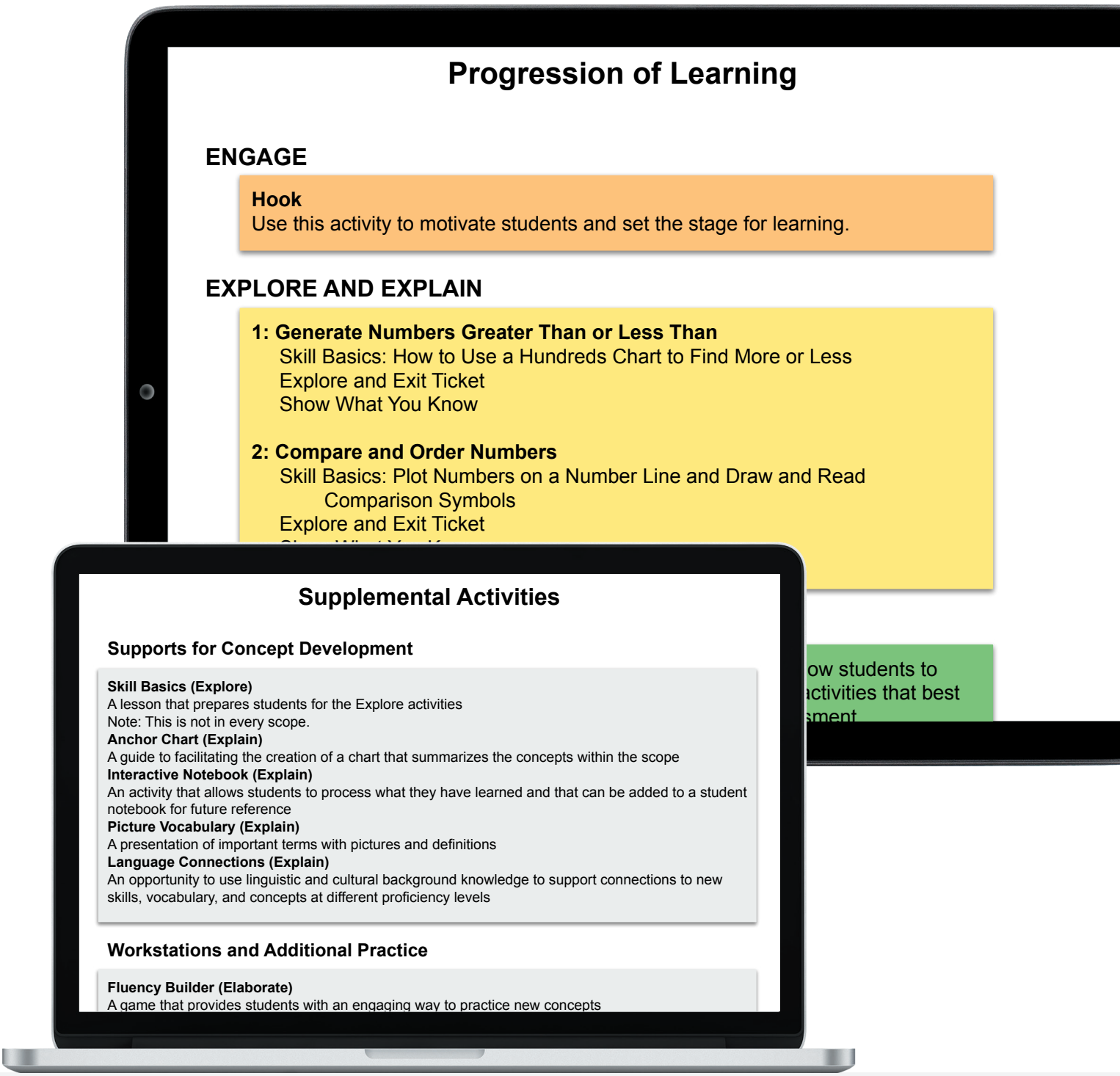
Use the Dropdown to Review Teacher Support and Resources

Our program is built by practicing and former teachers, so we know what you need to teach and that your curriculum should provide it all.

Each lesson starts with a tailored **Home** section with planning essentials, including a daily lesson calendar, comprehensive standards analysis, and letters for communicating with families.

SCOPE OVERVIEW

The Scope Overview provides a comprehensive insight into the key components that enable teachers to deliver a well-rounded and effective learning experience. It includes a Progression of Learning, which details the essential elements for mastering the standards and offers Supplemental Activities that present various options for assessment, intervention, and enrichment of the core content.



CONTENT SUPPORT

Content Support is a comprehensive unit overview that provides the background content knowledge and academic vocabulary necessary to effectively teach the concepts in the unit.

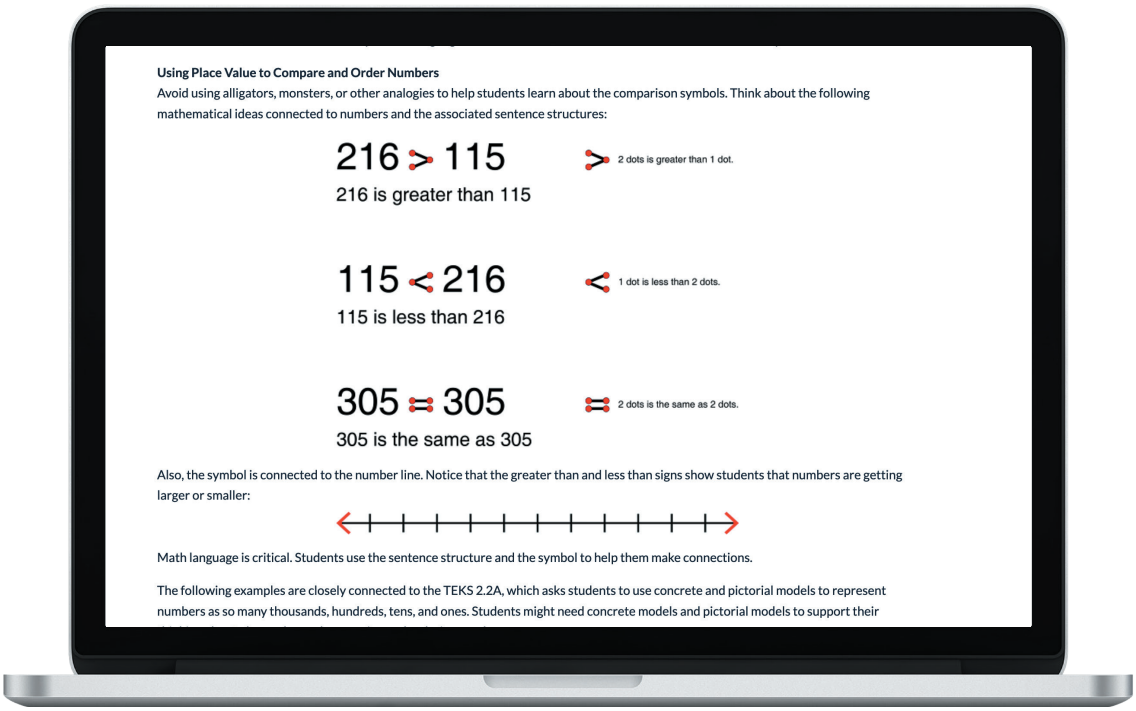
2.2C Generate a number that is greater than or less than a given whole number up to 1,200.

2.2D Use place value to compare and order whole numbers up to 1,200 using comparative language, numbers, and symbols (>, <, or =).

2.7B Use an understanding of place value to determine the number that is 10 or 100 more or less than a given number up to 1,200.

Background Knowledge

In prekindergarten, students learn to count aloud to 30 and to count objects using both concrete models and pictorial models. They compare items in different groups and are introduced to the concepts of greater than, less than, and equal to. In kindergarten, students create concrete and pictorial sets of one more or one less, or an equal amount of a given set. They transition to doing this with written numerals up to a value of 20. Students also compare sets up to 20 by using comparative language as well as using comparative language to describe two written numbers up to 20. In first grade, students generate numbers that are greater than or less than a given whole number up to 120. They use place value and models such as number lines to compare whole numbers up to 120 using comparative language such as greater than, less than, and equal to. In addition to using comparative language, students learn to use the comparative symbols >, <, and = to compare two numbers up to 100.



CONTENT UNWRAPPED

Content Unwrapped breaks down the TEKS by identifying the nouns and verbs within the standards, includes a list of instructional implications, and provides a vertical alignment.

Standards

2.2C Generate a number that is greater than or less than a given whole number up to 1,200.

2.2D Use place value to compare and order whole numbers up to 1,200 using comparative language, numbers, and symbols (>, <, or =).

2.7B Use an understanding of place value to determine the number that is 10 or 100 more or less than a given number up to 1,200.

Verbs: What should students be doing?

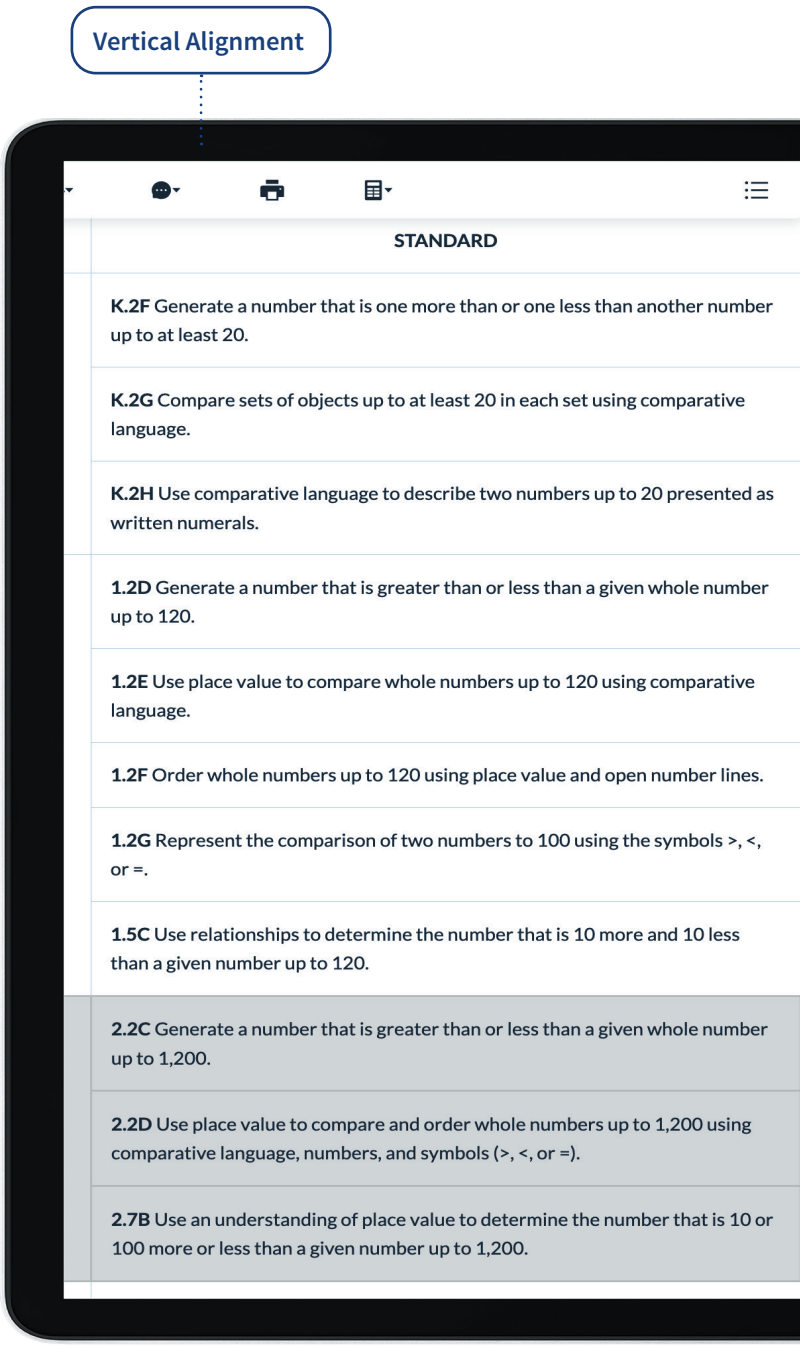
- *generate*: to create or produce something
- *compare*: to determine similarities or differences between two or more objects or numbers
- *order*: to arrange into a sequence
- *determine*: to come to a decision or to decide something

Nouns: What concrete words should students know?

- *whole number*: a numerical value with no decimal or fractional part
- *place value*: the value of a digit that depends on its location within a number
- *comparative language*: words and symbols such as greater than, less than, and equal to that demonstrate an understanding of numeric values
- *symbol*: a character used to represent a value or process

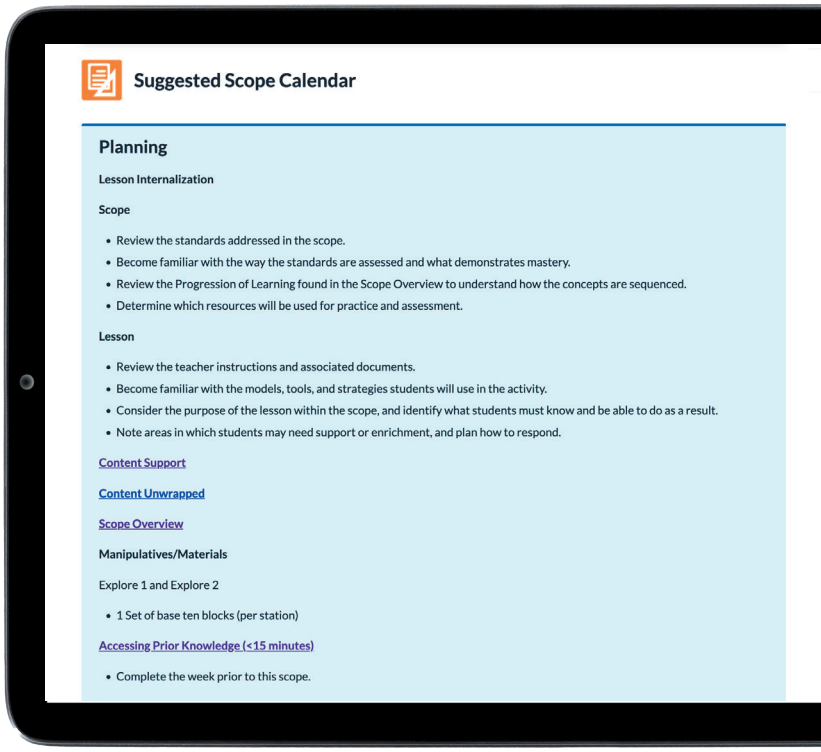
Implications for Instruction

- Students have represented a comparison using symbols with numbers to 120.
- A place value chart is a tool that should be used when comparing and ordering numbers. Students can use a large place value chart with manipulatives or draw a place value chart with numbers on their paper. Students need to connect place value and which number is greater than and less than another number.
- Students have used a Hundreds Chart to determine numbers that are 10 more and 10 less than a given number up to 120. Students continue to use the Hundreds Chart as a tool, but they must also rely on their knowledge of place value to determine a number that is 10 or 100 more or less than a given number up to 1,200.

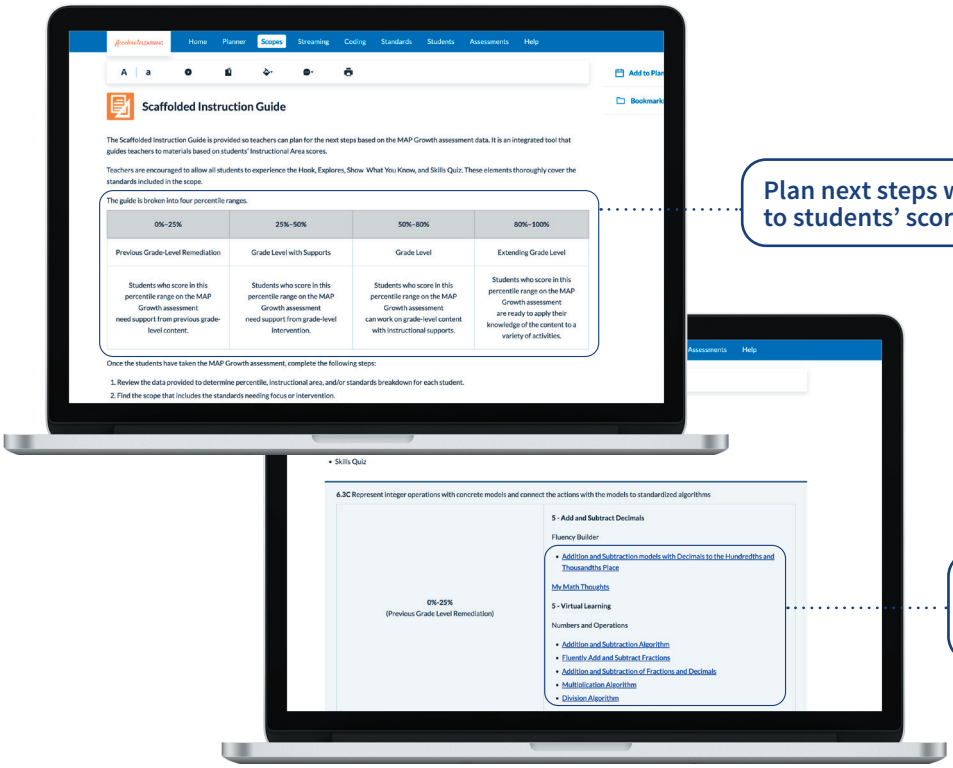


SUGGESTED SCOPE CALENDAR

Dive deep into comprehensive, structured unit and lesson plans that detail daily objectives, questions, tasks, materials, instructional assessments, and suggested timing.



SCAFFOLDED INSTRUCTION GUIDE



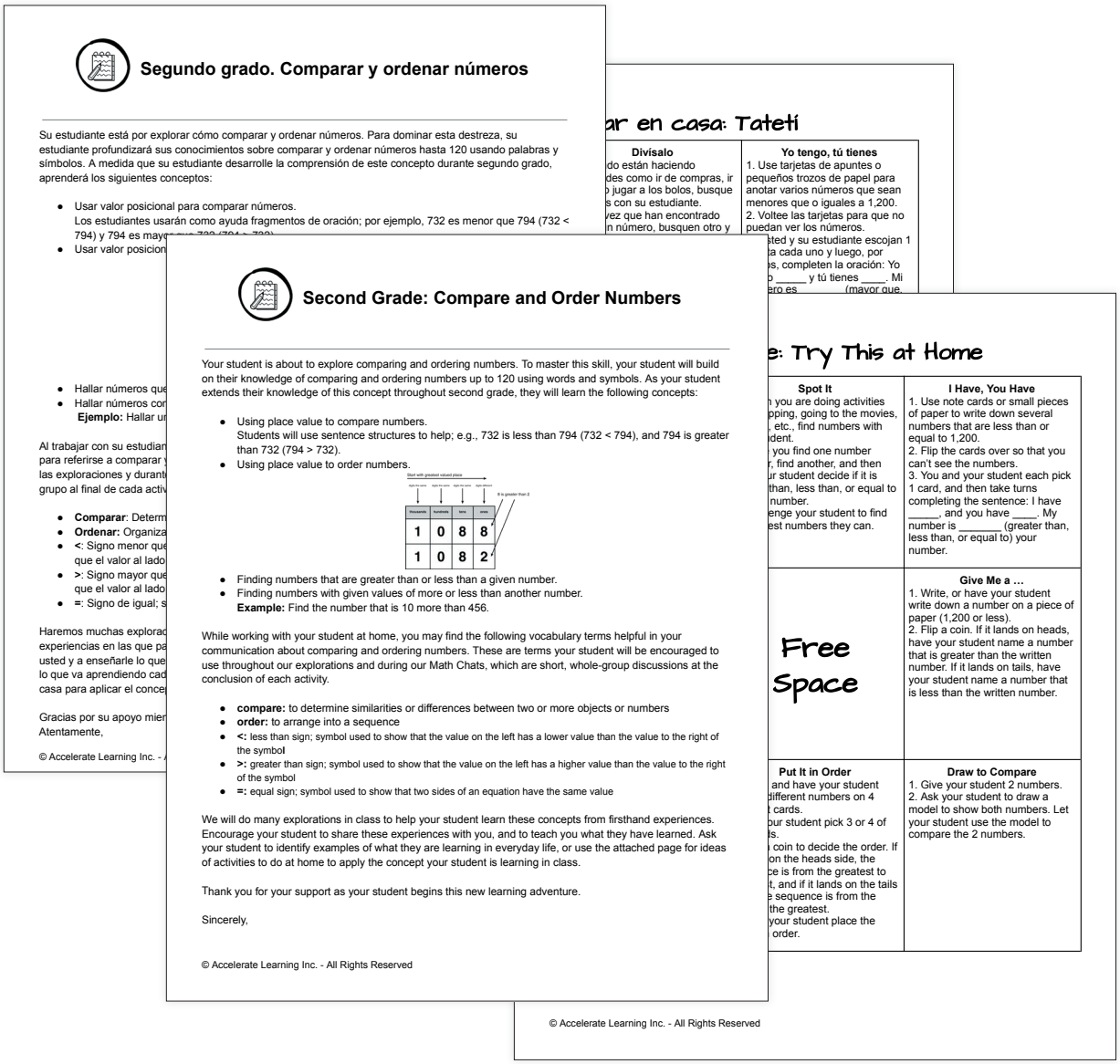
Plan next steps with activities tailored to students' scores.

Access activities through direct links and then print or digitally assign.

TAKE-HOME LETTER

Procedure and Facilitation Points

1. As you prepare for each scope, send a Take-Home Letter with students the week before to explain planned concepts and ways to help at home.
2. Have students return a signed copy of the Tic-Tac-Toe: Try This at Home page when completed to share with the class.
3. Be prepared to explain activities as questions arise. Some letters include resources that should be cut out and used with students.



Segundo grado. Comparar y ordenar números

Su estudiante está por explorar cómo comparar y ordenar números. Para dominar esta destreza, su estudiante profundizará sus conocimientos sobre comparar y ordenar números hasta 120 usando palabras y símbolos. A medida que su estudiante desarrolle la comprensión de este concepto durante segundo grado, aprenderá los siguientes conceptos:

- Usar valor posicional para comparar números.
  Los estudiantes usarán como ayuda fragmentos de oración; por ejemplo, 732 es menor que 794 (732 < 794) y 794 es mayor que 732 (794 > 732).
- Usar valor posicion

- Hallar números que
- Hallar números cor
  Ejemplo: Hallar u

Al trabajar con su estudian
para referirse a comparar
las exploraciones y durant
grupo al final de cada activ

- **Comparar**: Determ
- **Ordenar:** Organiza
- **<**: Signo menor que
  que el valor al lado
- **>**: Signo mayor que
  que el valor al lado
- **=**: Signo de igual; s

Haremos muchas explorac
experiencias en las que pa
usted y a enseñarle lo que
lo que va aprendiendo cad
casa para aplicar el conce

Gracias por su apoyo mien
Atentamente,

© Accelerate Learning Inc. - A

Second Grade: Compare and Order Numbers

Your student is about to explore comparing and ordering numbers. To master this skill, your student will build on their knowledge of comparing and ordering numbers up to 120 using words and symbols. As your student extends their knowledge of this concept throughout second grade, they will learn the following concepts:

- Using place value to compare numbers.
  Students will use sentence structures to help; e.g., 732 is less than 794 (732 < 794), and 794 is greater than 732 (794 > 732).
- Using place value to order numbers.

thousands	hundreds	tens	ones	
1	0	8	8	
1	0	8	2	

- Finding numbers that are greater than or less than a given number.
- Finding numbers with given values of more or less than another number.
  Example: Find the number that is 10 more than 456.

While working with your student at home, you may find the following vocabulary terms helpful in your communication about comparing and ordering numbers. These are terms your student will be encouraged to use throughout our explorations and during our Math Chats, which are short, whole-group discussions at the conclusion of each activity.

- **compare:** to determine similarities or differences between two or more objects or numbers
- **order:** to arrange into a sequence
- **<:** less than sign; symbol used to show that the value on the left has a lower value than the value to the right of the symbol
- **>:** greater than sign; symbol used to show that the value on the left has a higher value than the value to the right of the symbol
- **=:** equal sign; symbol used to show that two sides of an equation have the same value

We will do many explorations in class to help your student learn these concepts from firsthand experiences. Encourage your student to share these experiences with you, and to teach you what they have learned. Ask your student to identify examples of what they are learning in everyday life, or use the attached page for ideas of activities to do at home to apply the concept your student is learning in class.

Thank you for your support as your student begins this new learning adventure.

Sincerely,

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ar en casa: Tateti

Divisalo do están haciendo des como ir de compras, ir jugar a los bolos, busque s con su estudiante. vez que han encontrado n número, busquen otro y	**Yo tengo, tú tienes** 1. Use tarjetas de apuntes o pequeños trozos de papel para anotar varios números que sean menores que o iguales a 1,200. 2. Voltee las tarjetas para que no puedan ver los números. tted y su estudiante escojan 1 a cada uno y luego, por s, completen la oración: Yo _____ y tú tienes ____. Mi ero es (mayor que,

e: Try This at Home

Spot It you are doing activities pping, going to the movies, , etc., find numbers with dent. you find one number , find another, and then ur student decide if it is than, less than, or equal to number. enge your student to find est numbers they can.	**I Have, You Have** 1. Use note cards or small pieces of paper to write down several numbers that are less than or equal to 1,200. 2. Flip the cards over so that you can't see the numbers. 3. You and your student each pick 1 card, and then take turns completing the sentence: I have _____, and you have ____. My number is _____ (greater than, less than, or equal to) your number.
Free Space	**Give Me a …** 1. Write, or have your student write down a number on a piece of paper (1,200 or less). 2. Flip a coin. If it lands on heads, have your student name a number that is greater than the written number. If it lands on tails, have your student name a number that is less than the written number.
Put It in Order and have your student different numbers on 4 cards. ur student pick 3 or 4 of s. coin to decide the order. If on the heads side, the e is from the greatest to t, and if it lands on the tails sequence is from the the greatest. your student place the order.	**Draw to Compare** 1. Give your student 2 numbers. 2. Ask your student to draw a model to show both numbers. Let your student use the model to compare the 2 numbers.

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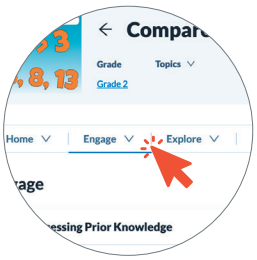
Home | **Engage** | Explore | Explain | Elaborate | Evaluate | Intervention | Acceleration

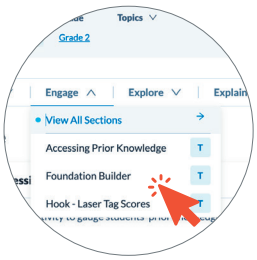
Engage

NAVIGATION STEPS



Click Engage

Click on Engage in the White Menu Bar



Review Content

Use the Dropdown to Review Engage Content

Our **Engage** activities kick off student learning by capturing students' attention and making math approachable! Use these elements to pinpoint knowledge gaps and inform your instructional approach.

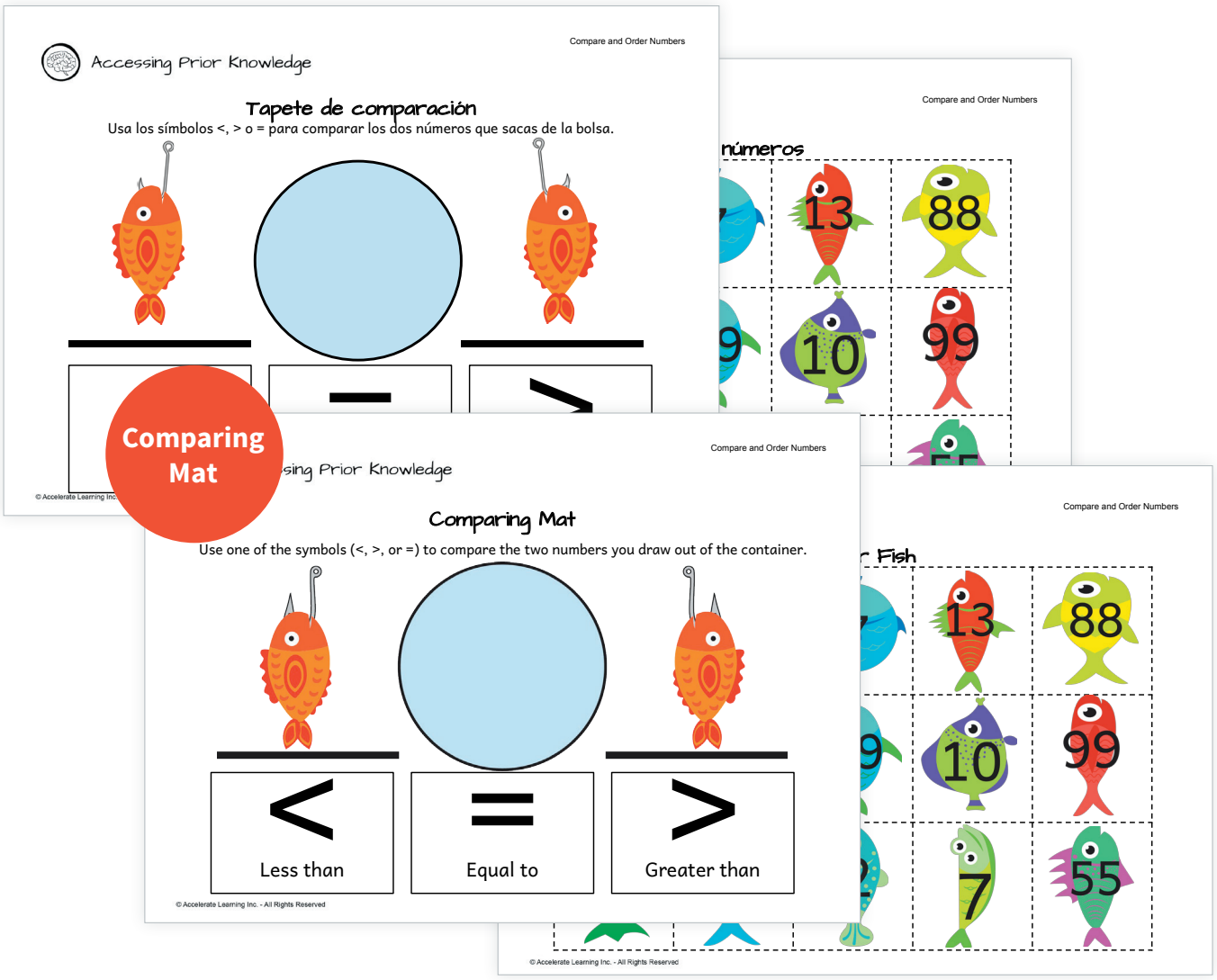
ACCESSING PRIOR KNOWLEDGE

Diagnostic

Accessing Prior Knowledge is a brief, teacher-led activity to gauge students' prior knowledge before engaging in the inquiry process. This diagnostic assessment is aligned with previously taught content standards. Students use comparing mats to compare two randomly selected numbers using the symbols >, <, or =.

Procedure and Facilitation Points

1. Give each group of students a container filled with one set of Number Fish. Tell students not to touch the container until you have given instructions.
2. Tell students that they will be going fishing for numbers today. Each time they reach into the bin, they will catch two fish. They will place their fish on the hooks located on opposite sides of the comparing circle. They will look at the numbers and compare them by using >, <, or = by writing the symbol in the comparing circle. Students will clear the Comparing Mat prior to catching new fish.
3. Encourage students to read the sentence aloud—for example, "Sixty-four is less than 100." Encourage students to explain to their groups why that is the case.
4. Facilitate a class discussion about their comparisons. This provides an opportunity to gather an understanding of prior student knowledge before beginning the lessons. Encourage students to support their answers, and check for understanding and misconceptions. Ask the following discussion questions:
    a. What does each comparison symbol mean? *> means "greater than," < means "less than," and = means "equal to/same as."*
    b. How do you know this number is less than/greater than this number? *Answers will vary. I know 100 is greater than 7 because it has a hundred.*
    c. Can you write a different comparison statement using the same numbers? *Answers will vary: 100 > 7 or 7 < 100.*
5. If students are struggling to complete this task, do the Foundation Builder to fill the gap in prior knowledge before moving on to other parts of the scope.


Compare and Order Numbers
Accessing Prior Knowledge
Tapete de comparación
Usa los símbolos <, > o = para comparar los dos números que sacas de la bolsa.
Comparing Mat
Compare and Order Numbers
Comparing Mat
Use one of the symbols (<, >, or =) to compare the two numbers you draw out of the container.
Less than
Equal to
Greater than
© Accelerate Learning Inc. - All Rights Reserved
Compare and Order Numbers
13
88
10
99
7
55

FOUNDATION BUILDER

This early intervention activity fills gaps in understanding before diving into new content.

Procedure and Facilitation Points

Part I

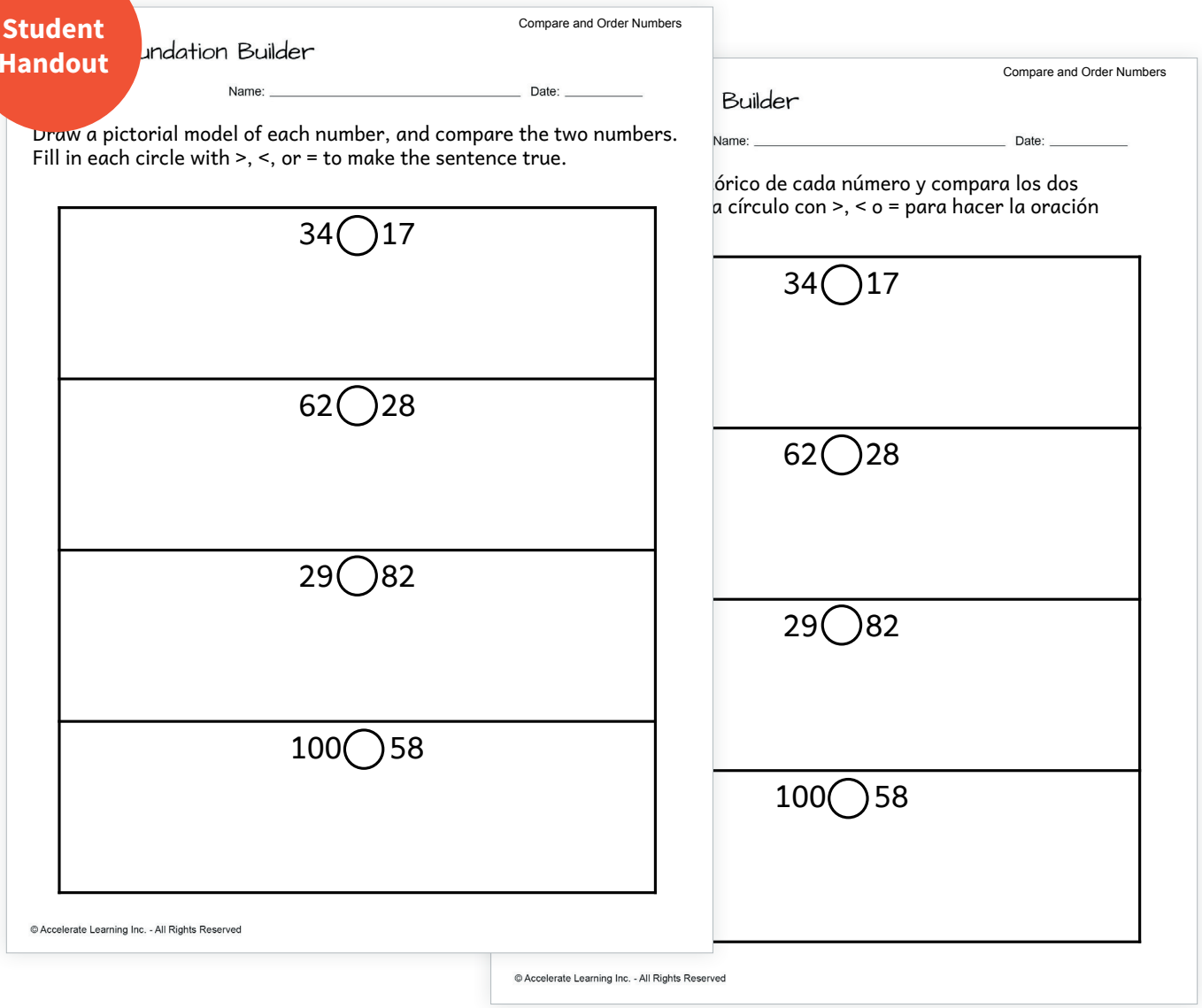
1. Divide the class into pairs, and give each pair a bag of base ten blocks.
2. Project the first slide, and ask students to talk to their partners about what they notice or wonder about. Allow time for students to build each number by using the base ten blocks. After you have given some time for discussion, ask students to share aloud, using the following questions:
   a. How would you read these numbers? *Forty-five and sixty-eight*
   b. What do you know about the relationship between these two numbers? *Forty-five is smaller than sixty-eight; forty-five is less than sixty-eight; sixty-eight is bigger than forty-five.*
   c. What strategies did you use to know which number is greater and which number is less than the other? *I used base ten blocks to create the numbers, and it takes less blocks to create forty-five than sixty-eight. I know that forty-five is less than sixty-eight because there are only four tens in that number, and there are six in sixty-eight. Six tens are greater than four tens.*
3. Show Slide 2, and ask students to talk to their partners about what they know about the symbols being used. Allow time for students to build each number using the base ten blocks. Confirm student observations by explaining symbols and how they are read.
4. Show Slides 3 and 4, and allow time for students to build each number using the base ten blocks. Ask the following questions:
   a. What do you notice about these numbers? *They are the same numbers on both slides, but now sixty-eight comes first and then forty-five.*
   b. Tell your partner how you would read this number sentence. *Sixty-eight is greater than forty-five.*
   c. How did you know to read the number sentence that way? *I looked at the base ten blocks, and I can see that sixty-eight is a greater number than forty-five; I know that I need to read the sentence from left to right.*
5. Project Slides 5–9. Allow time for students to practice reading the number sentence using comparative language, and discuss the comparisons.

Part II

1. Keep students in pairs with their base ten blocks. Give a Student Handout to each pair of students.
2. Project Slides 10–13 one at a time. Instruct students to build each number by using the base ten blocks to compare the numbers. Encourage students to discuss what they notice with their partners.
3. Ask students to record a pictorial model of each number and answer each question by writing >, <, or = in the circle on the Student Handout. Walk around, listen, and confirm student understanding by using guiding questions.

4. Discuss the following questions:
   a. What strategies can we use to compare two numbers? *You can look at the tens place and see which one has more tens. This is the bigger number. You can build the numbers with base ten blocks to see which number is larger.*
   b. What do you know about number sentences that compare two numbers? *You read number sentences from left to right; we can use the symbols for less than, greater than, and equal to to show the relationship between the numbers.*
   c. If I reverse the numbers and comparison symbol, how is this number sentence read now? *Answers will vary. 34 is greater than 17 changes to 17 is less than 34.*

Student Handout



Compare and Order Numbers

ndation Builder

Name: _____ Date: _____

Draw a pictorial model of each number, and compare the two numbers. Fill in each circle with >, <, or = to make the sentence true.

34 ◯ 17

62 ◯ 28

29 ◯ 82

100 ◯ 58

Compare and Order Numbers

Builder

Name: _____ Date: _____

órico de cada número y compara los dos
a círculo con >, < o = para hacer la oración

34 ◯ 17

62 ◯ 28

29 ◯ 82

100 ◯ 58

HOOK - LASER TAG SCORES

Use the Hook to motivate students and start to connect their learning to real-world contexts.

Procedure and Facilitation Points

Part I: Pre-Explore

1. Introduce this activity toward the beginning of the scope. The class will revisit the activity and solve the original problem after students have completed the corresponding Explore activities.
2. Show the Phenomena. Ask students the following questions: What do you notice? Where can you see math in this situation? Allow students to share all ideas.
3. Explain the scenario to the class: You and a friend just finished a game of laser tag. You earned 617 points. You noticed that your friend's score had the same digits but was larger than your score. What are the possible numbers that could have been your friend's score?
4. Allow the students to ask questions and clarify the context as needed. Encourage them to share their thoughts and experiences with the class using the following questions:
    a. Do you enjoy playing laser tag?
    b. How do you earn points in laser tag?
    c. What can you do to figure out who has a greater score in laser tag?
5. Discuss the following questions with the class:
    a. **DOK-1** What information do we know? *I earned 617 points. My friend's score used the same digits but was a larger number.*
    b. **DOK-1** What information do we need to find out? What are the possible numbers that could have been my friend's score?
6. Allow students time to discuss what they know about comparing numbers to determine which is larger.
7. Move on to complete the Explore activities.

Part II: Post-Explore

1. After students have completed the Explore activities for this topic, show the Phenomena again, and repeat the scenario.
2. Discuss the following questions with the class:
   a. **DOK-1** What information do we know? *I earned 617 points. My friend's score used the same digits but was a larger number.*
   b. **DOK-1** What information do we need to find out? What are the possible numbers that could have been my friend's score?
3. Give each student a Student Handout. Have students determine three possible scores that are larger than 617 but have the same digits (6, 1, and 7) as the given score in the scenario. Finally, have them write a comparison statement using symbols to compare the given score and one of the possible other scores.
4. Discuss the following questions with the class:
   a. **DOK-2** When you have a three-digit number, such as the number that was given in the scenario, and you want to create a larger number, which place value do you look at first? *You look at the hundreds place.*
   b. **DOK-2** Can you create a larger number than 617 while keeping a 6 in the hundreds place? If so, how? *Yes, we can switch the 7 to the tens place and the 1 to the ones place because 671 is larger than/greater than/more than 617.*
   c. **DOK-2** Are there other possible ways to create a number greater than 617 while keeping the 6 in the hundreds place? *No.*
   d. **DOK-3** How did you rearrange the digits to find the last two possible scores that would be greater than 617? *We moved the 7 to the hundreds place. Then, we put the 6 in the tens place and the 1 in the ones place. Finally, we kept the 7 in the hundreds place and moved the 1 to the tens place and the 6 to the ones place.*
   e. **DOK-2** What are all the possible scores your friend could have earned that would be greater than yours but still have the same digits? *671, 761, or 716*
   f. **DOK-3** Why couldn't you move the 1 to the hundreds place? *Because that would give us a score that was less than mine*
   g. **DOK-2** Name the different statements using symbols that could be used to compare your score and your friend's possible score. *617 < 671, 617 < 761, 617 < 716, 671 > 617, 761 > 617, 716 > 617*
   h. **DOK-1** How do you read the symbol > ? *Greater than*
   i. **DOK-1** How do you read the symbol < ? *Less than*
5. As an extension, allow students to pick four digits and come up with possible laser tag scores within 1,200 using those digits. Have students compare the different numbers using the greater than and less than symbols.

Hook

Compare and Order Numbers

Name: _____

Puntuación de laser

¿Cuál fué tu puntuación? _____

¿Qué dígitos hay en tu resultado? _____

Rellena la tabla de valor posicional con tu punt

Centenas	Decenas	

Mantén el lugar de las centenas igual. Ordena l
para crear una puntuación que sea mayor a la t
de valor posicional.

Centenas	Decenas	

Ordena los dígitos de dos formas nuevas, donde
centenas sea el dígito mayor. Estos números de
puntuación. Rellena la tabla de valor posicional

Centenas	Decenas	

¿Cuáles son las posibles puntuaciones que tu a

Student Handout

Hook

Compare and Order Numbers

Name: _____ Date: _____

Laser Tag Scores

What was your score? _____

What digits are in your score? _____

Fill in the place value chart below with your score.

Hundreds	Tens	Ones

Keep the hundreds place the same. Arrange the other two digits to create a score that is larger than yours. Fill in the place value chart below.

Hundreds	Tens	Ones

Arrange the digits in two new orders, where the hundreds place is the largest digit. These numbers should be larger than your score. Fill them in, in the place value chart below.

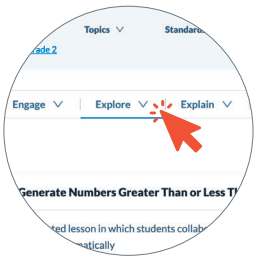
Hundreds	Tens	Ones

Scan and Watch the Hook Phenomena Video

Home | Engage | Explore | Explain | Elaborate | Evaluate | Intervention | Acceleration

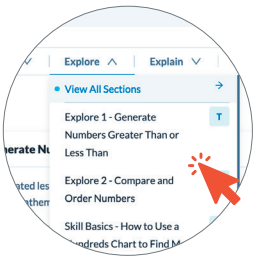
Explore

NAVIGATION STEPS



Click Explore

Click on Explore in the White Menu Bar



Review Content

Use the Dropdown to Review Explore Content

Scaffolded, hands-on **Explore** activities are at the heart of each lesson. We know students learn best by doing, so we go beyond worksheets and memorization, providing opportunities to engage in rich mathematical discourse within real-world contexts.

EXPLORE 1 - GENERATE NUMBERS GREATER THAN OR LESS THAN

Mathematical Process Standards

- (A)Apply mathematics to problems arising in everyday life, society, and the workplace.
- (B) Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution and evaluating the problem-solving process and the reasonableness of the solution.
- (F) Analyze mathematical relationships to connect and communicate mathematical ideas.

Procedure and Facilitation Points

1. Read the following scenario to the class: *The local electronics store is creating a new ad for the week. The owners want the original price of the item displayed, but they also want to show customers the discounted price and the price a local competitor is offering for the same item. The store needs our help finding those two prices so they can be added to the store ad. Can we help the electronics store identify those prices?*
2. Help students access the task by asking the following guiding questions:
    a. Do you enjoy shopping for electronics?
    b. What do you picture in your mind when you think of an electronics store?
    c. What does a store ad look like?
    d. What do you recall when it comes to generating numbers more or less than a given number?
3. Divide the class into 6 groups, and place one group at each station.
4. Direct students' attention to the base ten blocks and Store Ads. Allow students a few moments to discover the blocks and experience how they work with their groups.
5. Give each student a Student Journal. Have them record their work as they build numbers at their stations.
6. Challenge students to build the numbers for both the discounted price and the competitor's price and then write the totals in each place value. Ask students to include the totals from the Place Value Chart and the pictorial models on their Student Journals.
7. Monitor and talk with students as needed to check for understanding by using the following guiding questions:
    a. DOK-3 What patterns are you noticing? *Answers will vary. When generating a number less than, the tens/hundreds place decreases. When generating a number greater than, the tens/hundreds/thousands place increases.*
    b. DOK-3 How did you determine the discounted price? *We subtracted the amount from the original price.*
    c. DOK-2 Is this number less than or greater than the original price? *Less than*
    d. DOK-3 How do you know? *The digit in the tens/hundreds place is less than the digit in the tens/hundreds place in the original price.*
    e. DOK-3 How did you determine the competitor's price? *We added the amount to the original price.*
    f. DOK-2 Is this number less than or greater than the original price? *Greater than*
    g. DOK-3 How do you know? *The digit in the tens/hundreds/thousands place is greater than the digit in the tens/hundreds/thousands place in the original price.*
8. Have students rotate to each station and repeat the process.
9. When students have completed each station and their Student Journals, bring the class together as a whole group.
10. Ask students to share their strategies, and encourage students to ask each other questions and make connections. Encourage students to notice the similarities and differences between the processes used to generate a number greater than or less than a given number.

Student Journal

Compare and Order Numbers

plore

Name: _____ Date: _____

Generate Numbers Greater Than or Less Than

Look at each store ad. Build the original price with the base ten blocks. Use the blocks to determine the discounted price and the competitor's price. Complete the table by writing the numbers and drawing a pictorial model for each number.

Store Ad 1	Discounted Price	Original Price	Competitor's Price
	$ ___	$23	$ ___

Store Ad 2	Discounted Price	Original Price	Competitor's Price
	$ ___	$245	$ ___

Compare and Order Numbers

d Price	Original Price	Competitor's Price
___	$519	$ ___

greater than the original prices?

_____

_____

less than the original prices?

_____

_____

nges when you add or take away 10?

_____

_____

nges when you add or take away 100?

_____

_____

Store Ads

Compare and O

Store Ad 1

eless Bluetooth Game Controller

Discount price is 10 less.

$ _____

Original Price

$ 23

Competitor's price is 10 more.

$ _____

- Three Connection Type.
- Games Support: Allowing you to play native gamepad-supported games.
- Rechargeable Battery and Dual Vibration: Built-in 600mAh battery, dual vibration feedback motors.
- Turbo Function: The turbo function will create continuous button activation.
- Familiar Console-Style Layout: pick up and play. Crafted for a console-like controlling experience and innovated from traditional design.

Place Value Chart

Compare and Order Numbers

Thousands

Total = _____

Student Journal

Compare and Order Numbers

plore

Name: _____ Date: _____

Generar números
Mayor que o menor que

Mira cada anuncio de tienda. Forma el precio original con los bloques de base diez. Usa los bloques para determinar el precio de descuento y el precio de la competencia. Completa la tabla al escribir los números y al dibujar un modelo pictórico para cada número.

	Precio de descuento	Precio original	Precio de la competencia
Anuncio de tienda 1 	$_____	$23	$_____

	Precio de descuento	Precio original	Precio de la competencia
Anuncio de tienda 2 	$_____	$245	$_____

Compare and Order Numbers

o de ento	Precio original	Precio de la competencia
___	$519	$_____

ayores que los precios originales?

_____

_____

enores que los precios originales?

_____

_____

cambia cuando sumas o restas 10?

_____

_____

cambia cuando sumas o restas 100?

_____

_____

_____

Store Ads

Compare and O

Anuncio de tienda 1

ontrol de juego inalámbrico *Bluetooth*

El precio de descuento es de 10 menos.

$ _____

Precio original

$23

El precio de la competencia es de 10 más.

$ _____

- Tres tipos de conexión.
- Soporte de juego: Permite jugar juegos nativos compatibles con mando de videojuegos.
- Batería recargable y doble vibración: Batería de 600 mAh integrada, motores *feedback* con doble vibración.
- Función turbo: La función turbo crea una activación continua de los botones.
- Diseño cómodo y familiar: Tómalo y juega. Versión innovada a partir del diseño tradicional y creada para una experiencia controlada del juego.

Place Value Chart

Compare and Order Numbers

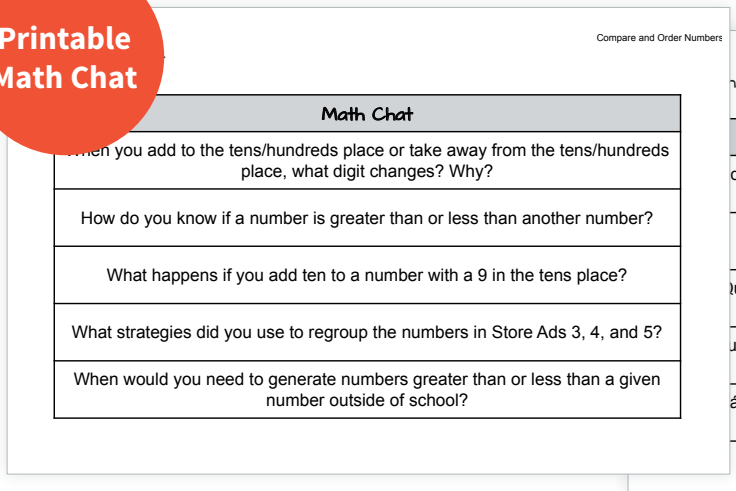
Millares
Total = _____

Math Chat

After the Explore, invite the class to a Math Chat to share their observations and learning.

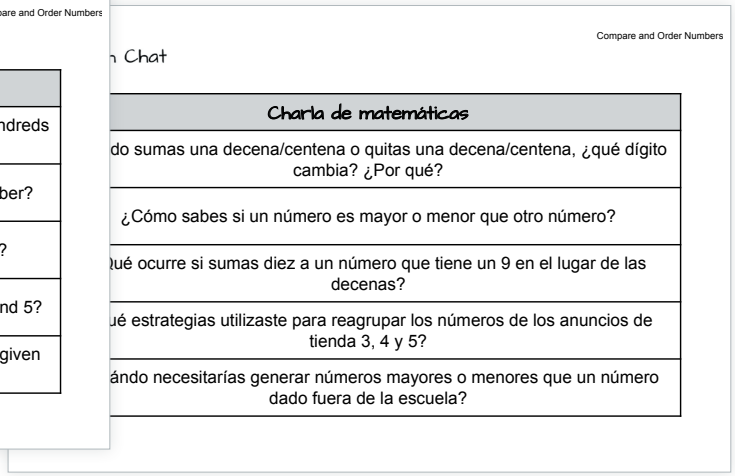
Questions	Sample Student Responses
DOK-3 When you add to the tens/hundreds place or take away from the tens/hundreds place, what digit changes? Why?	The tens/hundreds place will change because you are adding or taking away tens/hundreds. The digit will increase or decrease.
DOK-3 How do you know if a number is greater than or less than another number?	You start at the place value farthest to the left. If the numbers both have digits in the same place value, the largest digit will be the greater number. If one number has a digit in a place value that is greater than the other number, then it is the larger number.
DOK-2 What happens if you add ten to a number with a 9 in the tens place?	The 9 has to be regrouped because you can't have 10 in the tens place. So the digit in the tens place will become a 0, and 1 will be added to the digit in the hundreds place.
Choose a Structured Conversation routine to facilitate the following question: **DOK-3** What strategies did you use to regroup the numbers in Store Ads 3, 4, and 5?	I used my base ten blocks to add/subtract the amount asked. I drew a pictorial model on my Place Value Chart.
DOK-4 When would you need to generate numbers greater than or less than a given number outside of school?	When playing video games, I try to generate a number greater than the other player to win the game. When following a recipe with my grandma, sometimes we have to generate a number less than what it calls for because we don't need as much.

Printable Math Chat



Compare and Order Numbers

Math Chat
When you add to the tens/hundreds place or take away from the tens/hundreds place, what digit changes? Why?
How do you know if a number is greater than or less than another number?
What happens if you add ten to a number with a 9 in the tens place?
What strategies did you use to regroup the numbers in Store Ads 3, 4, and 5?
When would you need to generate numbers greater than or less than a given number outside of school?



Compare and Order Numbers

h Chat

Charla de matemáticas
do sumas una decena/centena o quitas una decena/centena, ¿qué dígito cambia? ¿Por qué?
¿Cómo sabes si un número es mayor o menor que otro número?
ué ocurre si sumas diez a un número que tiene un 9 en el lugar de las decenas?
ué estrategias utilizaste para reagrupar los números de los anuncios de tienda 3, 4 y 5?
ándo necesitarías generar números mayores o menores que un número dado fuera de la escuela?

Instructional Supports

1. If students need additional support with the concept of greater than or less than, review vocabulary with examples and nonexamples, such as *greater* means more, and what does *less* mean? Show students sets of pictures or items, and ask them to label them *greater than* or *less than* and explain how they know. Make sure language and vocabulary are parallel throughout the Explore.
2. If students need additional support with greater numbers, it might be helpful to review or work with lesser numbers and build up to greater numbers.
3. If students need additional support in finding more or less, consider revisiting and reviewing the Skill Basics on how to use a hundred chart to find more or less in a small group or one-on-one with the teacher.
4. As an extension, ask students to highlight or circle the digit that changed in each discounted price and competitor's price. Have students discuss how this relates to adding or subtracting from a number.
5. Challenge students to extend the patterns they explored through a partner activity. One student will say a three-digit number and then ask their partner to either add or subtract a multiple of ten or hundred. Their partner will say the new three-digit number.

Language Supports

Provide examples of what is meant by the terms *discounted price* and *competitor's price*.

Allow time for students to explore the base ten blocks. Provide examples of the following terms to support students in participating in class discussions: *ones*, *tens*, *hundreds*, *thousands*, and *regroup*.

Table is a word that has multiple meanings in English. Support multilingual learners by explaining that the word *table* in this context refers to the chart used to show sets of numbers on the Student Journal.

When answering the reflection questions, allow the option for students to verbally state their answers. If needed, assign one partner to scribe for the other student. In addition, students can take turns first saying their answers aloud to a partner, receiving feedback from their partner, and then writing out their response on the Student Journal. Students can make revisions as needed.

The following English Language Proficiency Standards are supported:
1.ABCFH, 2.CDI, 3.ADEFJ, 5.BDEFG

Embedded supports in every lesson!

Post-Explore - Exit Ticket Formative

Have students complete the Exit Ticket to formatively assess their understanding of the concept.

Exit Ticket

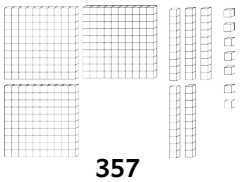
Compare and Order Numbers

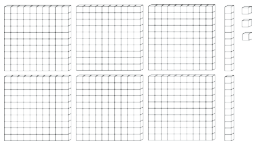
xplore

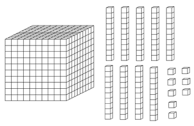
Name: _____ Date: _____

Generate Numbers Greater Than or Less Than Exit Ticket

Complete the tables by writing the numbers and drawing pictorial models.

10 less	Given Number	10 more
	 357	

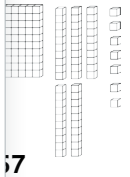
50 less	Given Number	50 more
	 623	

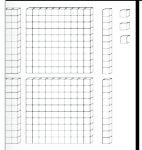
100 less	Given Number	100 more
	 1,098	

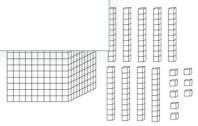
Compare and Order Numbers

_____ Date: _____

números
o menor que
de salida
úmeros y al dibujar modelos

o dado	10 más
 57	_____

o dado	50 más
 23	_____

o dado	100 más
_____	 1,098	_____

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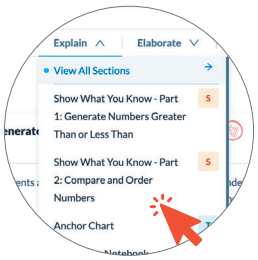
Home | Engage | Explore | **Explain** | Elaborate | Evaluate | Intervention | Acceleration

Explain

NAVIGATION STEPS

Click Explain

Click on Explain in the White Menu Bar



Review Content

Use the Dropdown to Review Explain Content

In the **Explain** section, students form authentic connections and apply their learning to various contexts. They deepen their understanding and build confidence as they master the lesson standards.

More practice and formative assessment opportunities!

SHOW WHAT YOU KNOW - PART 1: GENERATE NUMBERS GREATER THAN OR LESS THAN

Formative

Students apply the knowledge and skills learned during the Explore using this practice.

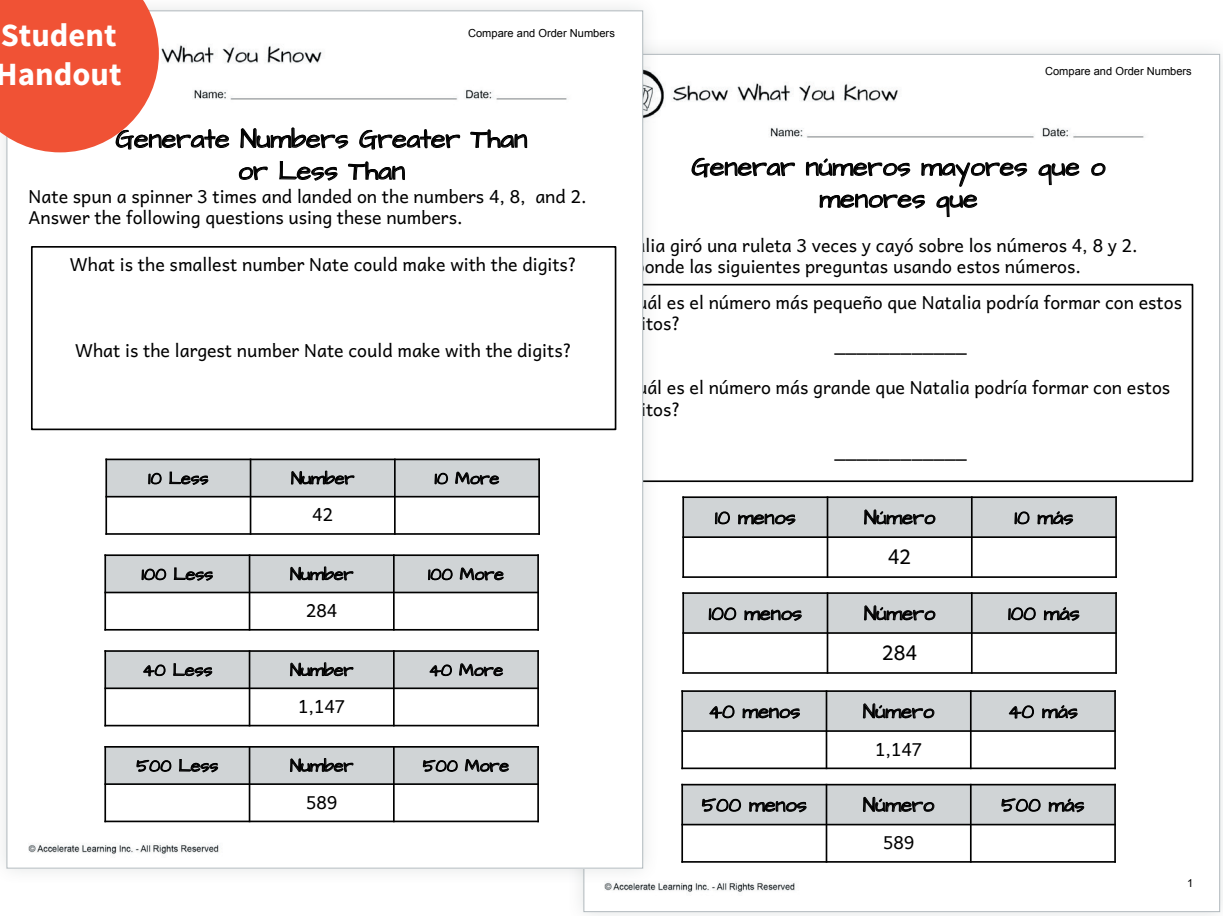
Preparation

- Print a Student Handout for each student.
- The Show What You Know correlates with the Explore of the same title.

Procedure and Facilitation Points

1. Reading assistance may be needed for some students to complete this activity.
2. Students should individually complete the Show What You Know activity that correlates with the Explore activity already completed.
3. Provide manipulatives as needed, especially those manipulatives used in the Explore.
4. This element can be used to assess whether intervention is needed for each student.

Student Handout



Compare and Order Numbers

What You Know

Name: _____ Date: _____

Generate Numbers Greater Than or Less Than

Nate spun a spinner 3 times and landed on the numbers 4, 8, and 2. Answer the following questions using these numbers.

What is the smallest number Nate could make with the digits?

What is the largest number Nate could make with the digits?

10 Less	Number	10 More
	42	

100 Less	Number	100 More
	284	

40 Less	Number	40 More
	1,147	

500 Less	Number	500 More
	589	

Compare and Order Numbers

Show What You Know

Name: _____ Date: _____

Generar números mayores que o menores que

lia giró una ruleta 3 veces y cayó sobre los números 4, 8 y 2. onde las siguientes preguntas usando estos números.

ál es el número más pequeño que Natalia podría formar con estos itos?

_____

ál es el número más grande que Natalia podría formar con estos itos?

_____

10 menos	Número	10 más
	42	

100 menos	Número	100 más
	284	

40 menos	Número	40 más
	1,147	

500 menos	Número	500 más
	589	

1

INTERACTIVE NOTEBOOK

Students take notes, express ideas, and/or process the information presented in class using the activity and notebook.

Preparation

- Print a Student Handout for each student.

Procedure and Facilitation Points

1. Prepare an Interactive Notebook using a spiral or composition notebook for each student. Students can use the first few pages to create a Table of Contents with page numbers to keep track of activities.
2. Pre-cut or allow students to cut the pieces for each Student Handout according to the teacher instructions given in the box on the first page.
3. Allow time for students to complete the activity and then glue the pieces in their Interactive Notebook.
4. Interactive Notebooks can be used as a student reference during independent work and can be sent home at the end of the year as a record of their learning.

Student Handout

Compare and Order Numbers

...active Notebook

...structions:
...ut out (or have students cut out) the chart on the dotted lines.
Model how to move step by step to compare and order the numbers.
- Have students glue the chart into their notebooks.

How to Compare Numbers Using a Place Value Chart

Compare 1,189 and 1,098.

TH	H	T	O
1	1	8	9
1	0	9	8

Step 1: Look at the largest place value first.
Step 2: Circle the place value when numbers are different.
Step 3: Which digit is greater?
Step 4: Write a number sentence using symbols.

How to Order Numbers Using a Place Value Chart

Place 898, 789, 988, and 1,089 in order from least to greatest.

TH	H	T	O
	8	9	8
	7	8	9
	9	8	8
1	0	8	9

Step 1: Look at the largest place value first.
Step 2: Write a number 1 next to the least and a 4 next to the greatest.
Step 3: Write the numbers in order from least to greatest.

Compare and Order Numbers

Interactive Notebook

Instrucciones para el maestro:
- Recorte (o pida a los estudiantes que recorten) la tabla a lo largo de las líneas punteadas.
- Modele cómo moverse paso a paso para comparar y ordenar los números.
- Haga que los estudiantes peguen la tabla en sus cuadernos.

Cómo usar una tabla de valor posicional para comparar números

Compara 1,189 y 1,098.

M	C	D	U
1	1	8	9
1	0	9	8

Paso 1: Mira primero el valor de posición más grande.
Paso 2: Encierra con un círculo el valor de posición cuando los números son diferentes.
Paso 3: ¿Qué dígito es mayor?
Paso 4: Escribe una oración numérica con el uso de símbolos.

Cómo usar una tabla de valor posicional para ordenar números

Coloca 898, 789, 988, y 1,089 en orden de menor a mayor.

M	C	D	U
	8	9	8
	7	8	9
	9	8	8
1	0	8	9

Paso 1: Mira primero el valor de posición más grande.
Paso 2: Escribe un número 1 al lado del menor y un 4 al lado del mayor.
Paso 3: Escribe los números en orden de menor a mayor.

LANGUAGE CONNECTIONS

Students have the opportunity to use their linguistic and cultural background knowledge to support connections to new skills, vocabulary, and concepts at their proficiency levels.

Preparation

- Determine each student's English proficiency level.
- Print a Student Handout for each student at their English proficiency level.
- Allow students to have access to the Picture Vocabulary for this scope.
- Print a Place Value Chart for each student.
- Gather a set of base ten blocks for each student.

Procedure and Facilitation Points

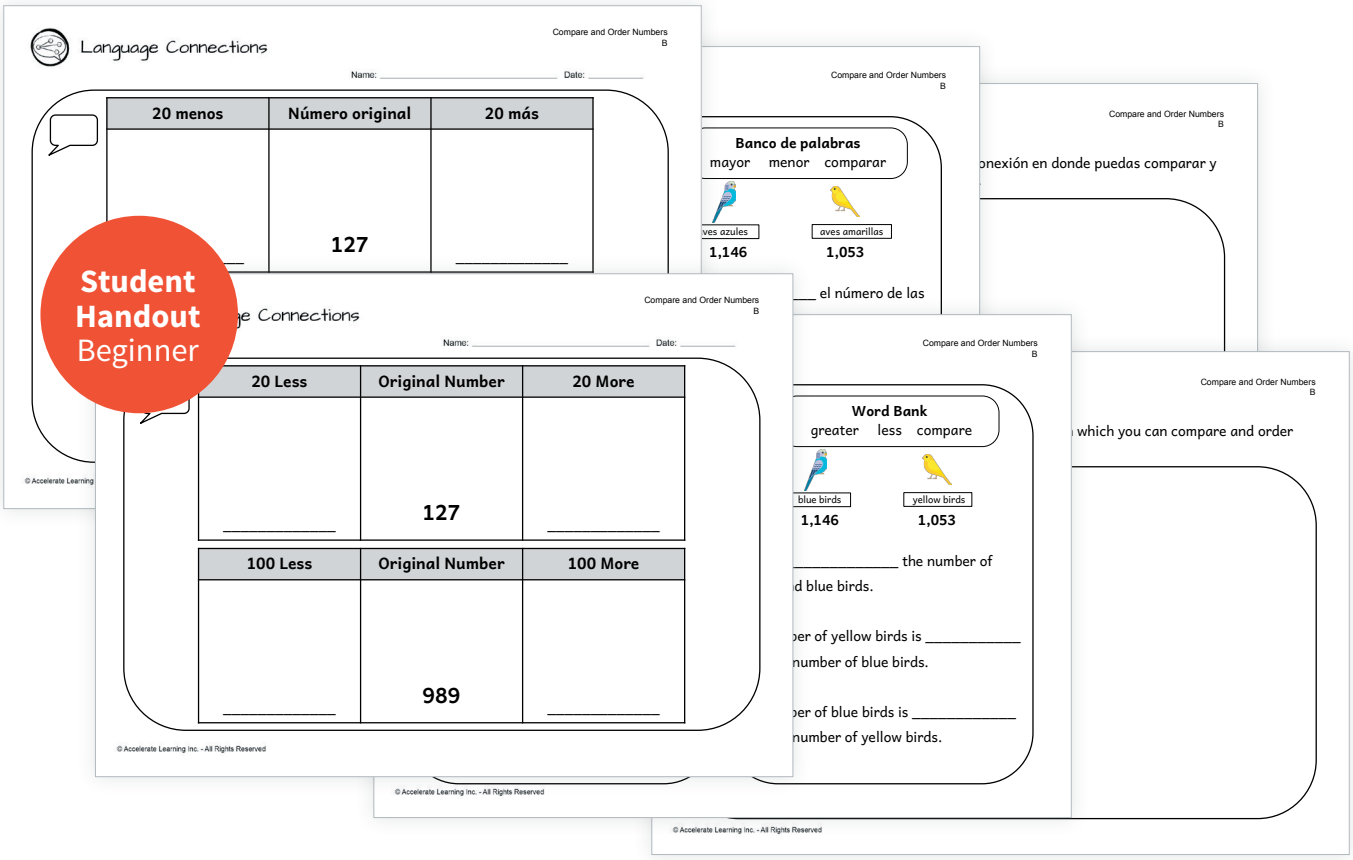
1. Distribute a Student Handout at the appropriate proficiency level to each student.
2. Use the prompts for the listening, speaking, reading, and writing portions. Use gestures, pointing at objects, and visuals as appropriate. See prompts for suggestions.
3. Allow time for students to think with their neighbors before responding.
4. Encourage students to persevere through their thinking and to use mathematical tools and models.
5. Invite students to respond appropriately to each linguistic domain.

Multilingual Learner Support!

Beginner

Have base ten blocks and the Place Value Chart readily available for students to use. Read the following prompts one at a time:

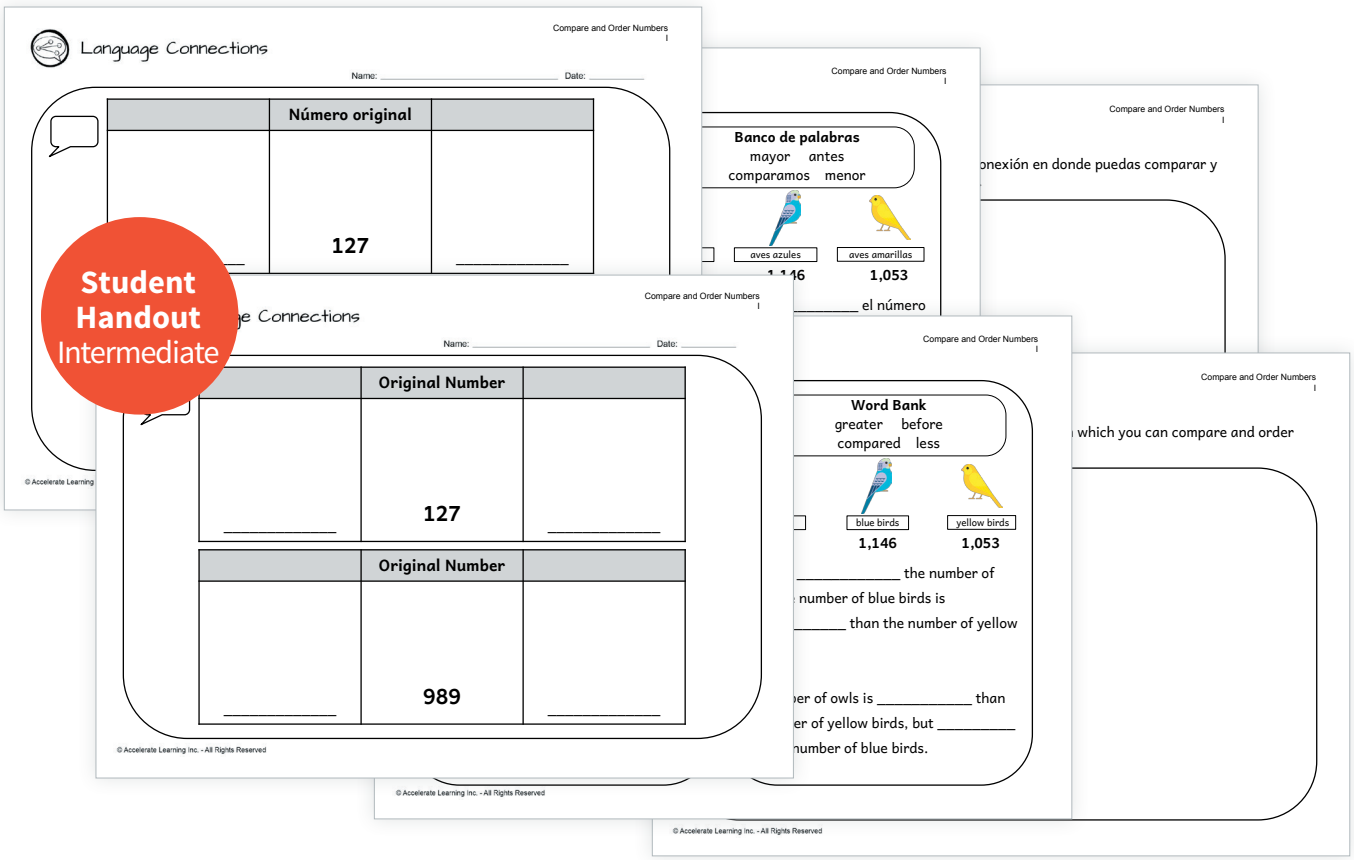
- *Look at the first table (point to the table). Point to the original number* (point to the number).
- *Build the number with base ten blocks* (point to the base ten blocks).
- *Draw a pictorial model of the number in the table* (point to the table).
- *Point to 20 less* (point to 20 less). *Will this number be larger* (place your hands far apart) or smaller (place your hand closer together)*?*
- *Show me on your fingers* (wiggle your fingers) *how much less* (place your hand closer together) *this number will be.*
- *Build the number with base ten blocks* (point to the base ten blocks).
- *Draw a pictorial model of the number in the table* (point to the table).
- *Write the number on the line* (point to the line).
- *Circle the digit* (point to each digit in the less than number) *that is different from the original number* (point to the original number).
- Repeat these prompts for 20 more, 100 less, and 100 more.



Intermediate

Have base ten blocks and the Place Value Chart readily available for students to use. Read the following prompts one at a time:

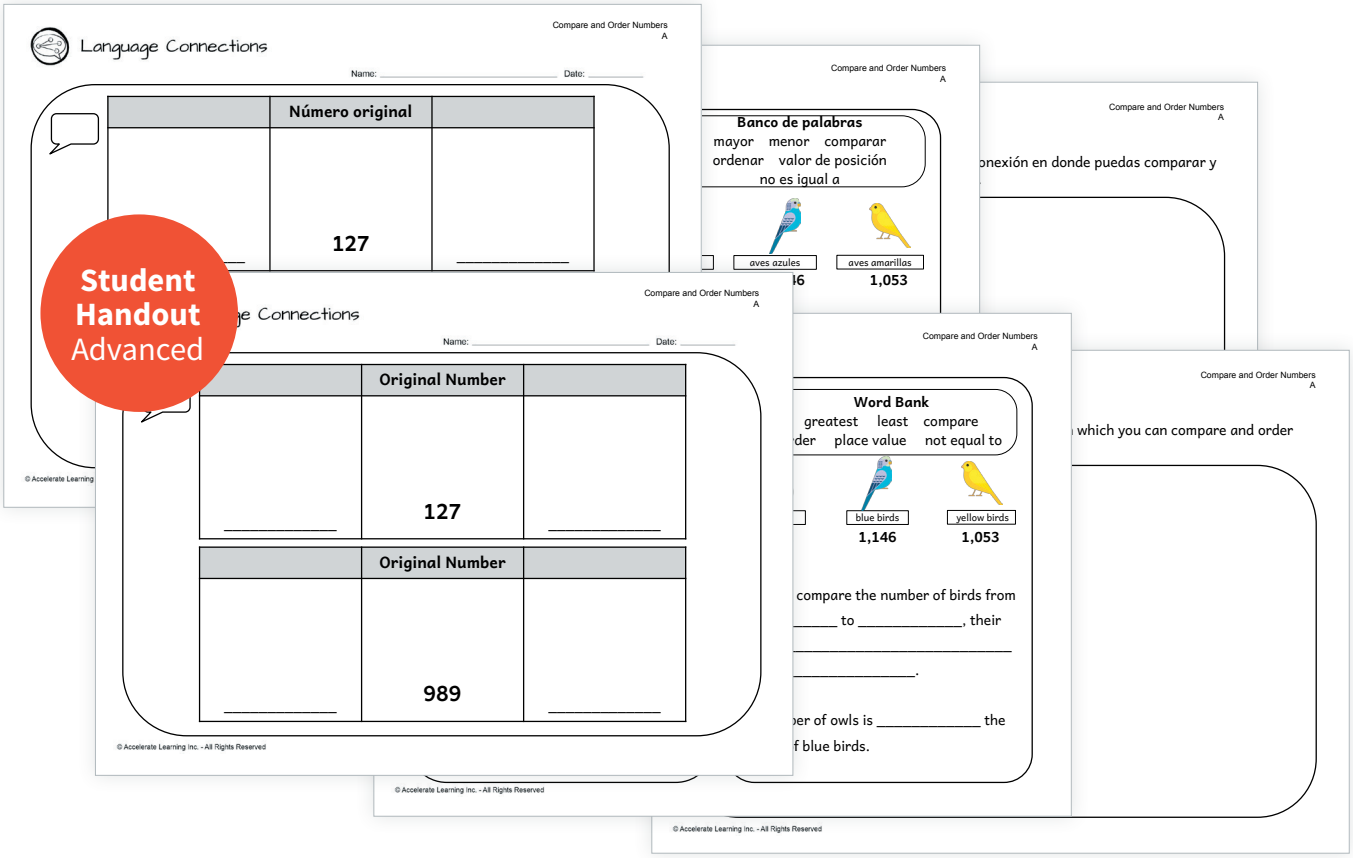
- Have students discuss the following with their partners:
  - *What does less than mean? If a number is less than another number, is it larger or smaller?*
  - *What does greater than mean? If a number is greater than another number, is it larger or smaller?*
- *Look at the first table.*
- *Build the numbers with base ten blocks.*
- *Draw pictorial models of the numbers in the table.*
- *Compare the pictorial models of the original number with the other numbers. Circle the digits that are different from the original number.*
- *Write how much greater than or less than the numbers are compared to the original number on the table.*
- Repeat these prompts for the numbers in the other table.



Advanced

Have base ten blocks and the Place Value Chart readily available for students to use. Read the following prompts one at a time:

- Have students discuss the following with their partners:
  - *What does less than mean? If a number is less than another number, is it larger or smaller?*
  - *What does greater than mean? If a number is greater than another number, is it larger or smaller?*
- *Build the original number in the first table with your base ten blocks.*
- *Use your base ten blocks to find the numbers that are 20 less and 20 more than the original number.*
- *Draw pictorial models of the numbers in the table.*
- *Write the numbers that are 20 less and 20 more than the original number.*
- *Circle the digits in the place value that changes.*
- *Build the numbers in the second table with base ten blocks.*
- *Draw pictorial models of the numbers in the table.*
- *Compare the pictorial models of the original number with the other numbers. Circle the digits that are different from the original number.*
- *Write how much greater than or less than the numbers are compared to the original number in the table.*



MY MATH THOUGHTS

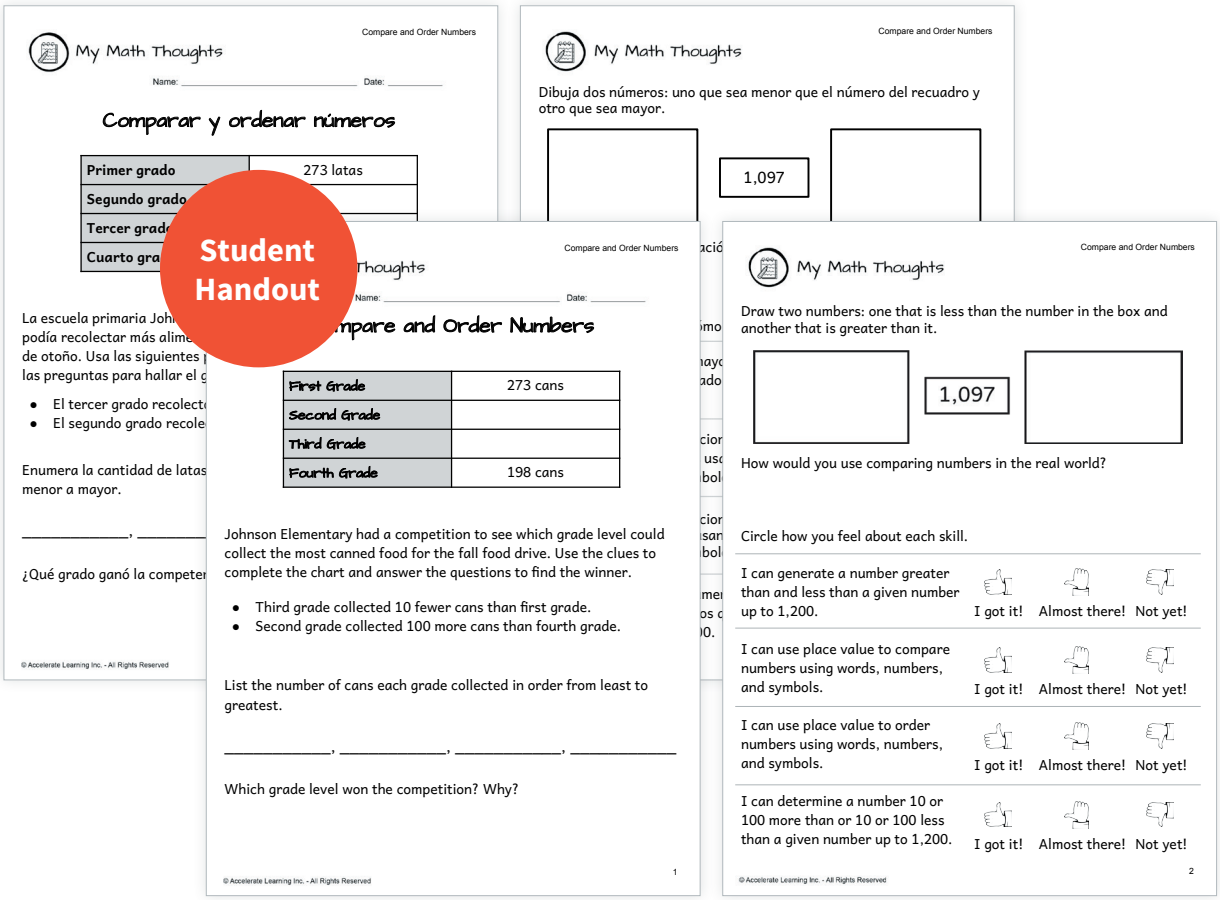
Students have the opportunity to write out their mathematical thoughts and ideas using several avenues.

Preparation

- Print a Student Handout for each student.
- Gather any mathematical tools and models used in this scope to aid students in the writing process.

Procedure and Facilitation Points

1. Reading assistance may be needed for some students to complete this activity.
2. Allow students to discuss their thinking with neighbors before writing their thoughts on paper.
3. Encourage students to persevere through their thinking and to use mathematical tools and models as necessary. Remind students of the word banks provided on most handouts.
4. Invite students to write their answers in complete sentences, using correct spelling, grammar, and punctuation when applicable.



PICTURE VOCABULARY

Students build academic vocabulary and connect vocabulary to their experiences. This element is meant to be used in tandem with Explores.

Preparation

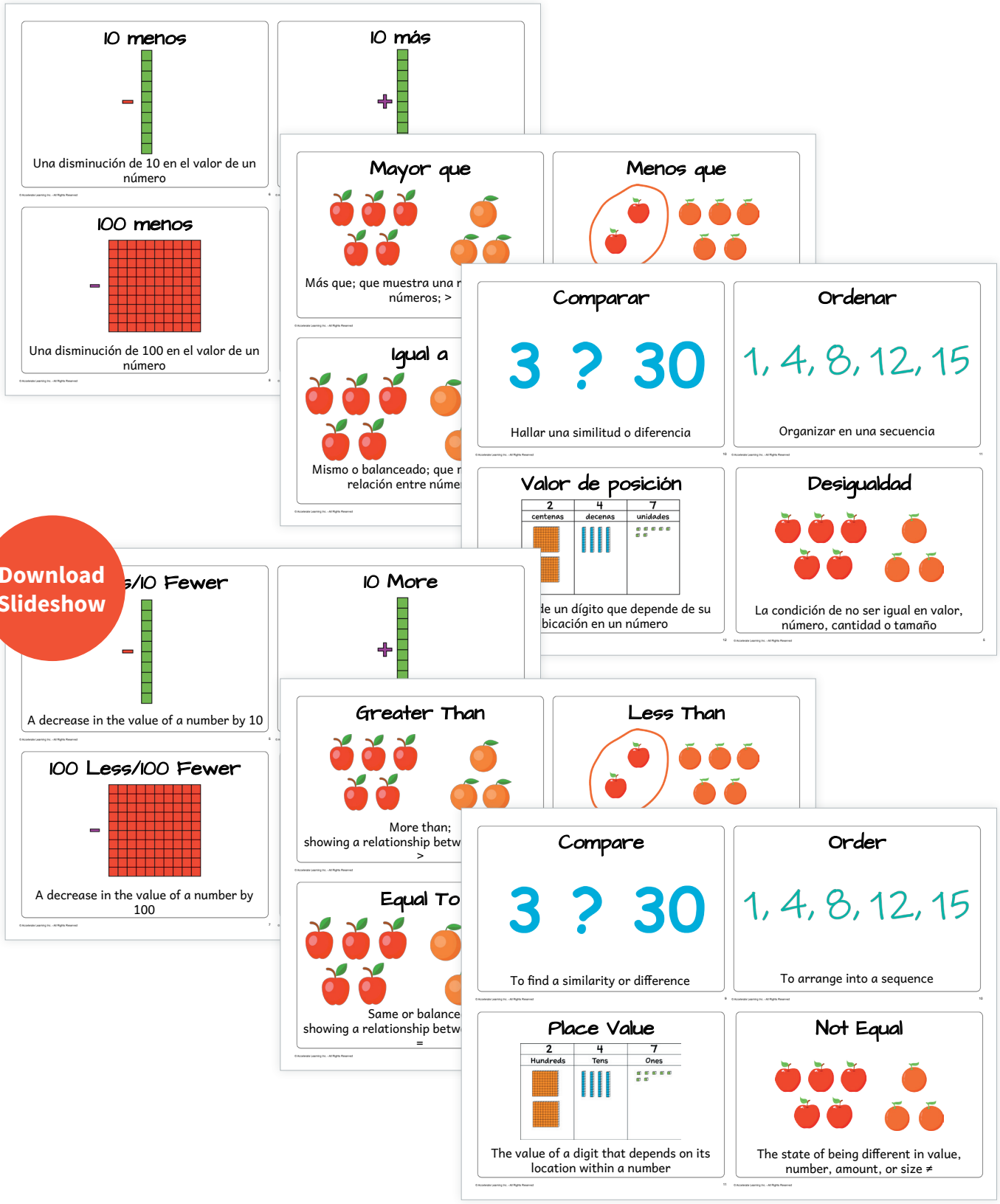
- Prepare to project the Slideshow for the class.
- Print the Student Handout with multiple slides on one page for students to cut and add the Picture Vocabulary to their Interactive Notebooks.

Procedure and Facilitation Points

1. Project the Slideshow for the class.
2. Read words and/or definitions with students. Discuss words or definitions that are unfamiliar to students.
3. Discuss the following questions:
    a. How can you connect this word to your work in the Explore?
    b. How would you rephrase the definition in your own words?
    c. What do you picture in your mind when you hear this word?
4. To practice vocabulary with an engaging game, see Vocabulary Strategies in the Explain section of each Launch scope.
5. Refer to the Slideshow to review Picture Vocabulary as students complete each Explore.

Tips and Tricks

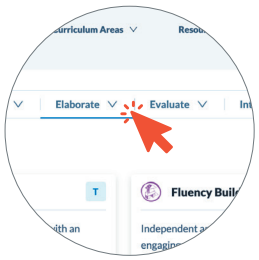
- Print the Student Handout with four slides on a page. Cut out each slide, and create a math word wall in the classroom.
- Download the Picture Vocabulary slides in the Teacher Toolbox under Essentials. Use this to create a slideshow without pictures, and print with multiple slides on one page. To foster student ownership of their own learning, allow students to add their own pictures.


10 menos
Una disminución de 10 en el valor de un número
10 más
100 menos
Una disminución de 100 en el valor de un número
Mayor que
Más que; que muestra una r
números; >
Menos que
Igual a
Mismo o balanceado; que r
relación entre núme
Comparar
3 ? 30
Hallar una similitud o diferencia
Ordenar
1, 4, 8, 12, 15
Organizar en una secuencia
Valor de posición
2 centenas
4 decenas
7 unidades
de un dígito que depende de su
bicación en un número
Desigualdad
La condición de no ser igual en valor, número, cantidad o tamaño
Download Slideshow
s/10 Fewer
A decrease in the value of a number by 10
10 More
100 Less/100 Fewer
A decrease in the value of a number by 100
Greater Than
More than;
showing a relationship betw
>
Less Than
Equal To
Same or balance
showing a relationship betw
=
Compare
3 ? 30
To find a similarity or difference
Order
1, 4, 8, 12, 15
To arrange into a sequence
Place Value
2 Hundreds
4 Tens
7 Ones
The value of a digit that depends on its location within a number
Not Equal
The state of being different in value, number, amount, or size ≠

Home | Engage | Explore | Explain | **Elaborate** | Evaluate | Intervention | Acceleration

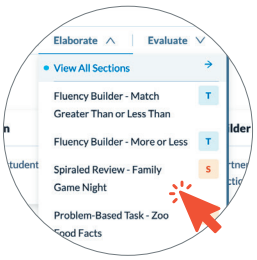
Elaborate

NAVIGATION STEPS



Click Elaborate

Click on Elaborate in the White Menu Bar



Review Content

Use the Dropdown to Review Elaborate Content

Learning math requires a personalized approach. Each lesson's **Elaborate** section offers various resources and activities to differentiate instruction and deepen understanding of diverse learners. This section is ideal for small group instruction, center and station activities, and independent practice.

FLUENCY BUILDER - MATCH GREATER THAN OR LESS THAN

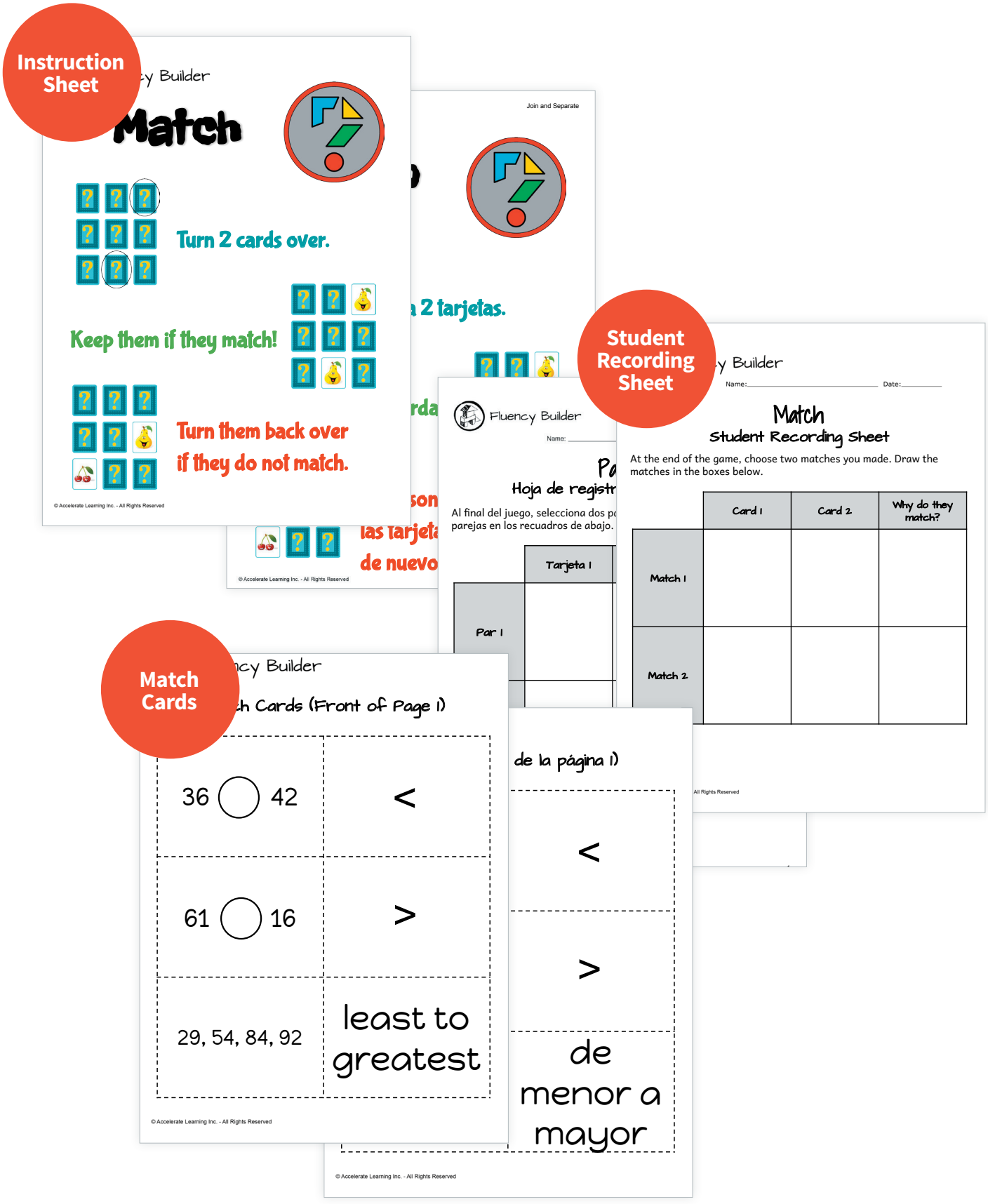
Students turn over two cards and look to match the pictures, numbers, and/or words.

Preparation

- Print and cut out a set of Match Cards for each pair. When printing the cards, be sure to print them double-sided so the game logo is on one side of each card.
- Print an Instruction Sheet to go with each set of Match Cards.
- Consider laminating all printed materials except for the Student Recording Sheet for long-term use. You can place smaller pieces in envelopes or resealable bags.
- Print the Student Recording Sheet for each student.

Procedure and Facilitation Points

1. Show students how to shuffle the cards, and place them facedown in a 4 × 6 array.
2. Demonstrate playing the game with a student.
   a. The first player flips over two cards to try to find a match.
   b. If the player matches two cards, the player keeps the matched set and goes again.
   c. If the player does not find a match, they place the turned cards facedown again, and it is the next player's turn.
   d. Players continue taking turns until all of the matches have been found.
   e. The player who collects more cards wins.
3. Distribute materials.
4. Have students play the game.
5. At the end of the game, have each player record two of the matches they made on the Student Recording Sheet. Have students explain why the 2 cards are a match. Encourage students to share their responses with their partners.


Instruction Sheet
Match
Turn 2 cards over.
Keep them if they match!
Turn them back over if they do not match.
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Join and Separate
Student Recording Sheet
Match
Student Recording Sheet
At the end of the game, choose two matches you made. Draw the matches in the boxes below.
Card 1
Card 2
Why do they match?
Match 1
Match 2
Match Cards
36 ◯ 42
<
61 ◯ 16
>
29, 54, 84, 92
least to greatest
de menor a mayor

FLUENCY BUILDER - MORE OR LESS

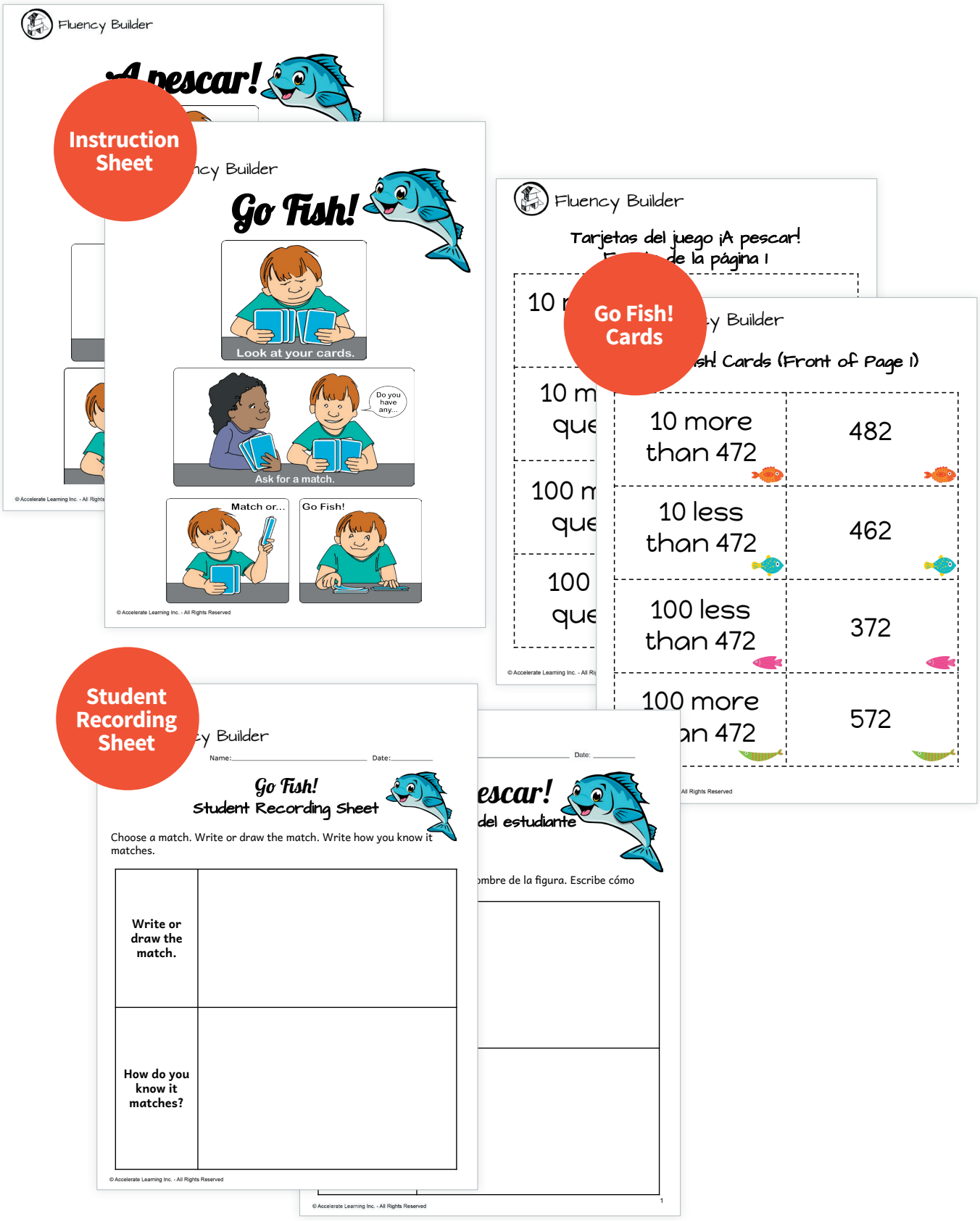
Students work in small groups to play a Go Fish! card game.

Preparation

- Print and cut enough sets of Go Fish! Cards for students to share in small groups. (Groups should be no more than four students.) When printing the cards, be sure to print them double-sided so the game logo is on one side of each card.
- Print an Instruction Sheet to go with each set of Go Fish! Cards.
- Consider laminating all printed materials except for the Student Recording Sheet for long-term use. You can place smaller pieces in envelopes or resealable bags.
- Print a Student Recording Sheet for each student.

Procedure and Facilitation Points

1. Demonstrate playing the game with a group of students.
    a. The dealer gives each player five cards and places all other cards facedown in a pile.
    b. Play moves clockwise. Each player chooses one card from their hand and asks another player for a match. Matching pairs also have matching fish images. If someone asks a player for a card in their possession, the player must give it to them. If the player does not have that type of card, the opponent must “go fish” by taking a card from the facedown pile.
    c. Players put any matches they receive faceup on the table in front of them.
    d. The game continues until all hands are empty and there are no more cards to be drawn.
    e. Each pair of matching cards is worth one point. The player with the most points is the winner.
2. Distribute materials.
3. Have students play the game.
4. At the end of the game, have each player choose one match from the game to complete the Student Recording Sheet. Have students explain why the 2 cards are a match. Encourage students to share their responses with their groups.


Instruction Sheet
Fluency Builder
Go Fish!
Look at your cards.
Do you have any...
Ask for a match.
Match or...
Go Fish!
© Accelerate Learning Inc. - All Rights Reserved
Go Fish! Cards
Fluency Builder
Tarjetas del juego ¡A pescar!
10 more than 472
482
10 less than 472
462
100 less than 472
372
100 more than 472
572
Student Recording Sheet
Fluency Builder
Name: Date:
Go Fish!
Student Recording Sheet
Choose a match. Write or draw the match. Write how you know it matches.
Write or draw the match.
How do you know it matches?
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SPIRALED REVIEW - FAMILY GAME NIGHT

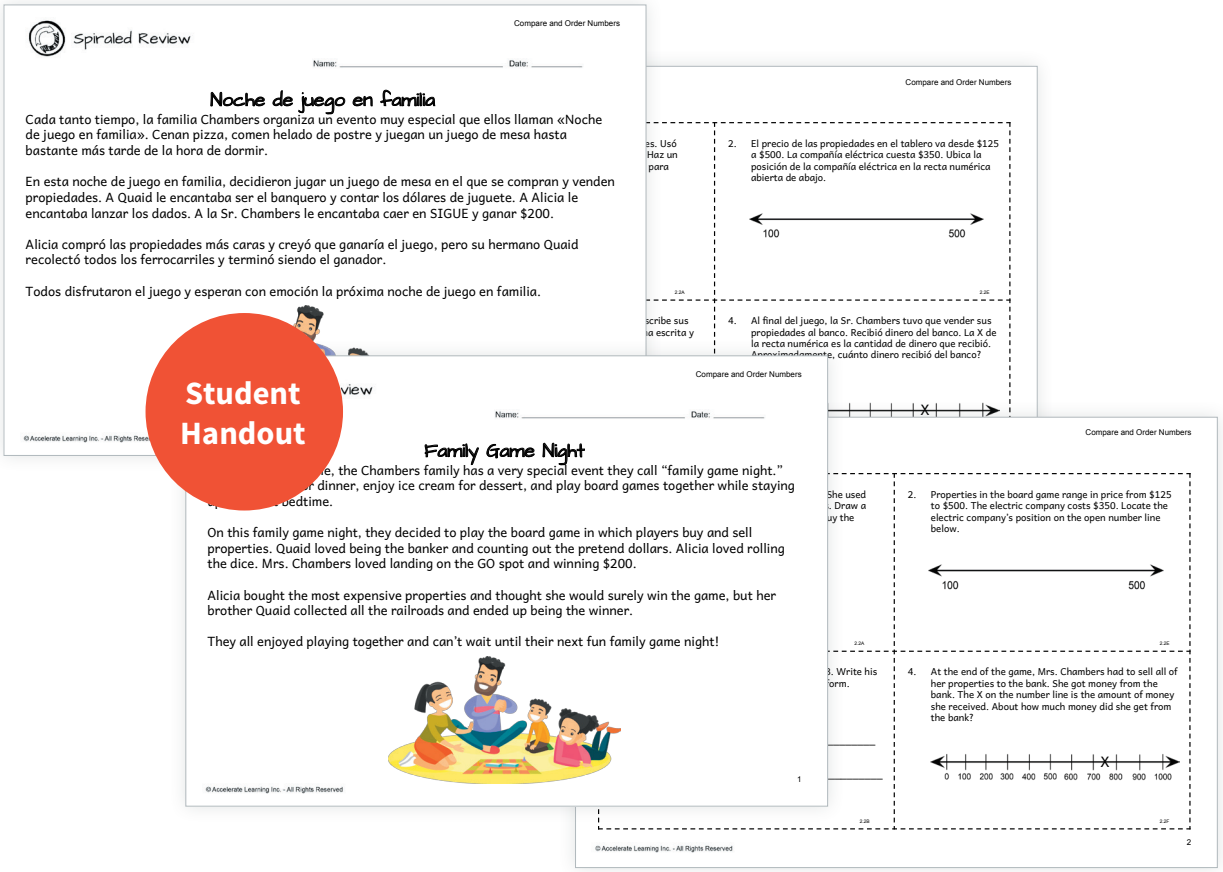
Students review previous or current grade-level content based on the focal points set for each grade.

Preparation

- Print a copy of the Spiraled Review handout for each student.

Procedure and Facilitation Points

1. You may need to provide reading assistance in order for some students to complete this activity.
2. Read the story on the first page to engage student interest before moving on to the questions.
3. Use this spiraled review as a warm-up in class, or send it home for homework, but be sure to discuss answers and strategies with the class as a whole group.
4. Refer to the standard in the lower right-hand corner of each question box to assess the students' content knowledge or need for further intervention.

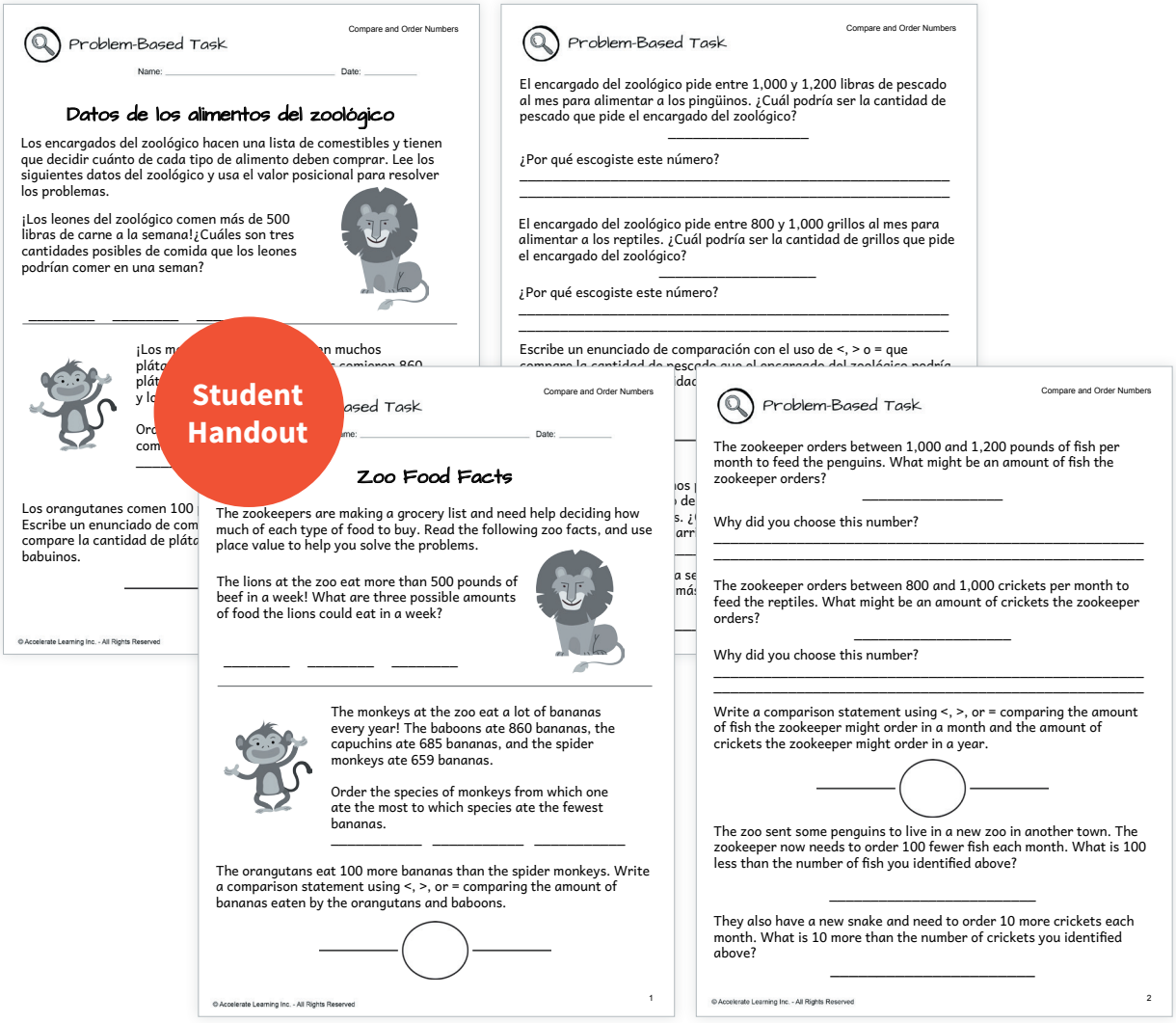


PROBLEM-BASED TASK - ZOO FOOD FACTS

Students work collaboratively to apply the knowledge and skills they have learned to an open-ended, real-world challenge.

Procedure and Facilitation Points

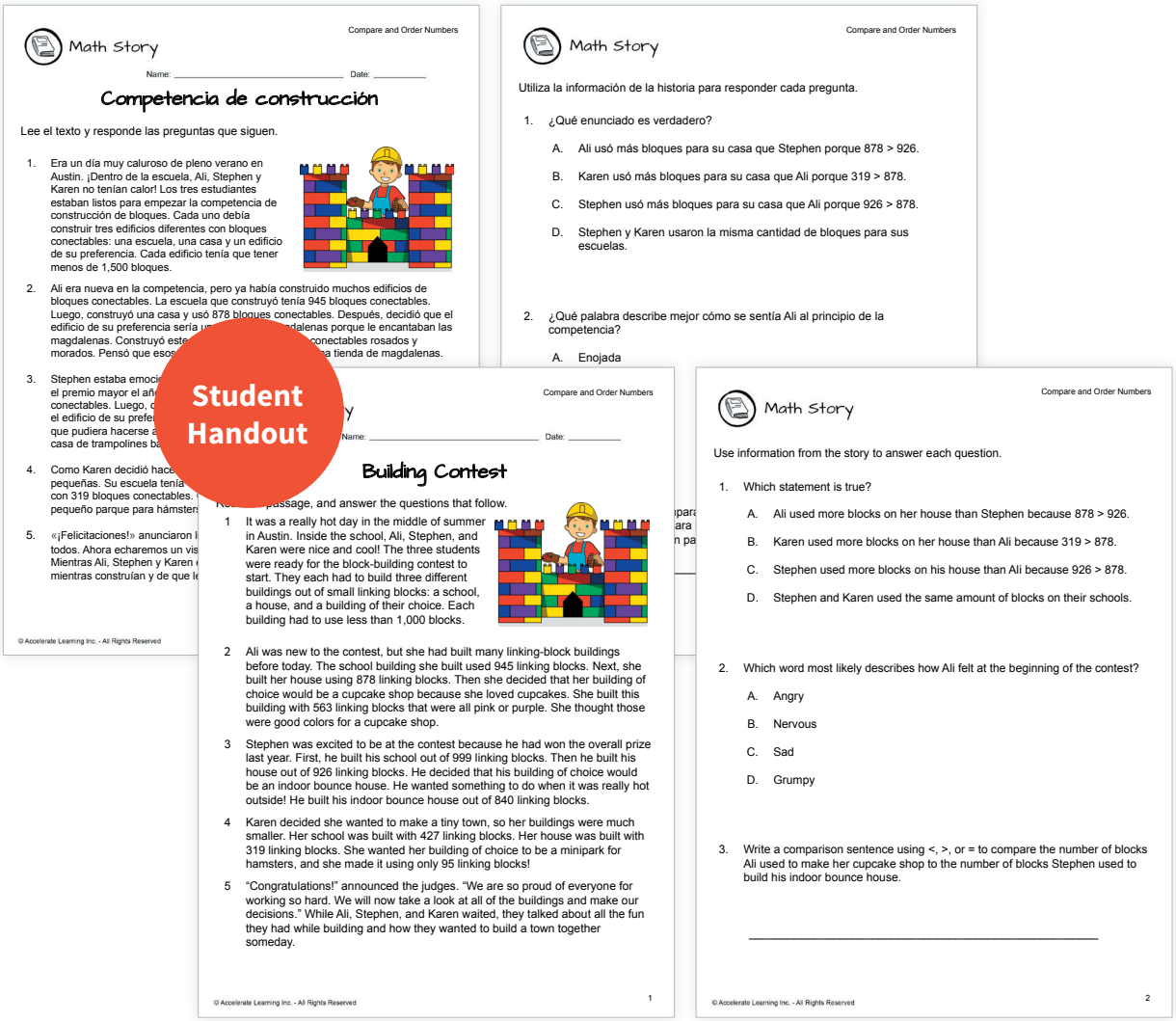
1. Allow students to work in groups.
2. Encourage students to look back at their Student Journals from the Explore activities if they need to review the skills they have learned.
3. If students are stuck, use guiding questions to help them think through it without telling them what steps to take next. If time permits, allow each group to share their solution with the class.
4. Discuss how different groups tackled the challenge in different ways.



MATH STORY - BUILDING CONTEST

Lexile® 410-600L

Read the passage, and answer the questions that follow.



Math Story

Compare and Order Numbers

Name: _____ Date: _____

Competencia de construcción

Lee el texto y responde las preguntas que siguen.

1. Era un día muy caluroso de pleno verano en Austin. ¡Dentro de la escuela, Ali, Stephen y Karen no tenían calor! Los tres estudiantes estaban listos para empezar la competencia de construcción de bloques. Cada uno debía construir tres edificios diferentes con bloques conectables: una escuela, una casa y un edificio de su preferencia. Cada edificio tenía que tener menos de 1,500 bloques.
2. Ali era nueva en la competencia, pero ya había construido muchos edificios de bloques conectables. La escuela que construyó tenía 945 bloques conectables. Luego, construyó una casa y usó 878 bloques conectables. Después, decidió que el edificio de su preferencia sería u… …dalenas porque le encantaban las magdalenas. Construyó este… …conectables rosados y morados. Pensó que eso… …a tienda de magdalenas.
3. Stephen estaba emoci… el premio mayor el añ… conectables. Luego, d… el edificio de su prefe… que pudiera hacerse … casa de trampolines ba…
4. Como Karen decidió hace… pequeñas. Su escuela tenía… con 319 bloques conectables. … pequeño parque para hámster…
5. «¡Felicitaciones!» anunciaron l… todos. Ahora echaremos un vis… Mientras Ali, Stephen y Karen … mientras construían y de que l…

Math Story

Compare and Order Numbers

Utiliza la información de la historia para responder cada pregunta.

1. ¿Qué enunciado es verdadero?
   - A. Ali usó más bloques para su casa que Stephen porque 878 > 926.
   - B. Karen usó más bloques para su casa que Ali porque 319 > 878.
   - C. Stephen usó más bloques para su casa que Ali porque 926 > 878.
   - D. Stephen y Karen usaron la misma cantidad de bloques para sus escuelas.
2. ¿Qué palabra describe mejor cómo se sentía Ali al principio de la competencia?
   - A. Enojada

Student Handout

Compare and Order Numbers

Name: _____ Date: _____

Building Contest

…passage, and answer the questions that follow.

1 It was a really hot day in the middle of summer in Austin. Inside the school, Ali, Stephen, and Karen were nice and cool! The three students were ready for the block-building contest to start. They each had to build three different buildings out of small linking blocks: a school, a house, and a building of their choice. Each building had to use less than 1,000 blocks.

2 Ali was new to the contest, but she had built many linking-block buildings before today. The school building she built used 945 linking blocks. Next, she built her house using 878 linking blocks. Then she decided that her building of choice would be a cupcake shop because she loved cupcakes. She built this building with 563 linking blocks that were all pink or purple. She thought those were good colors for a cupcake shop.

3 Stephen was excited to be at the contest because he had won the overall prize last year. First, he built his school out of 999 linking blocks. Then he built his house out of 926 linking blocks. He decided that his building of choice would be an indoor bounce house. He wanted something to do when it was really hot outside! He built his indoor bounce house out of 840 linking blocks.

4 Karen decided she wanted to make a tiny town, so her buildings were much smaller. Her school was built with 427 linking blocks. Her house was built with 319 linking blocks. She wanted her building of choice to be a minipark for hamsters, and she made it using only 95 linking blocks!

5 "Congratulations!" announced the judges. "We are so proud of everyone for working so hard. We will now take a look at all of the buildings and make our decisions." While Ali, Stephen, and Karen waited, they talked about all the fun they had while building and how they wanted to build a town together someday.

1

Math Story

Compare and Order Numbers

Use information from the story to answer each question.

1. Which statement is true?
   - A. Ali used more blocks on her house than Stephen because 878 > 926.
   - B. Karen used more blocks on her house than Ali because 319 > 878.
   - C. Stephen used more blocks on his house than Ali because 926 > 878.
   - D. Stephen and Karen used the same amount of blocks on their schools.
2. Which word most likely describes how Ali felt at the beginning of the contest?
   - A. Angry
   - B. Nervous
   - C. Sad
   - D. Grumpy
3. Write a comparison sentence using <, >, or = to compare the number of blocks Ali used to make her cupcake shop to the number of blocks Stephen used to build his indoor bounce house.

_____

2

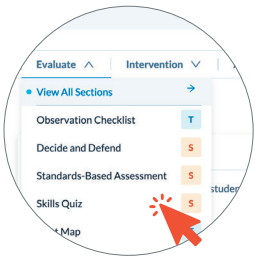
Home | Engage | Explore | Explain | Elaborate | **Evaluate** | Intervention | Acceleration

Evaluate

NAVIGATION STEPS

Click Evaluate

Click on Evaluate in the White Menu Bar



Review Content

Use the Dropdown to Review Evaluate Content

Assessments are intentionally integrated so that you can **evaluate** student progress and mastery. Collect data through TEKS-aligned assessments, along with student self-reflections and performance tasks.

OBSERVATION CHECKLIST

Diagnostic | Formative

This element provides a breakdown of the key concepts and skills in the scope. It can be used as a formative assessment for teachers and as a self-assessment for students.

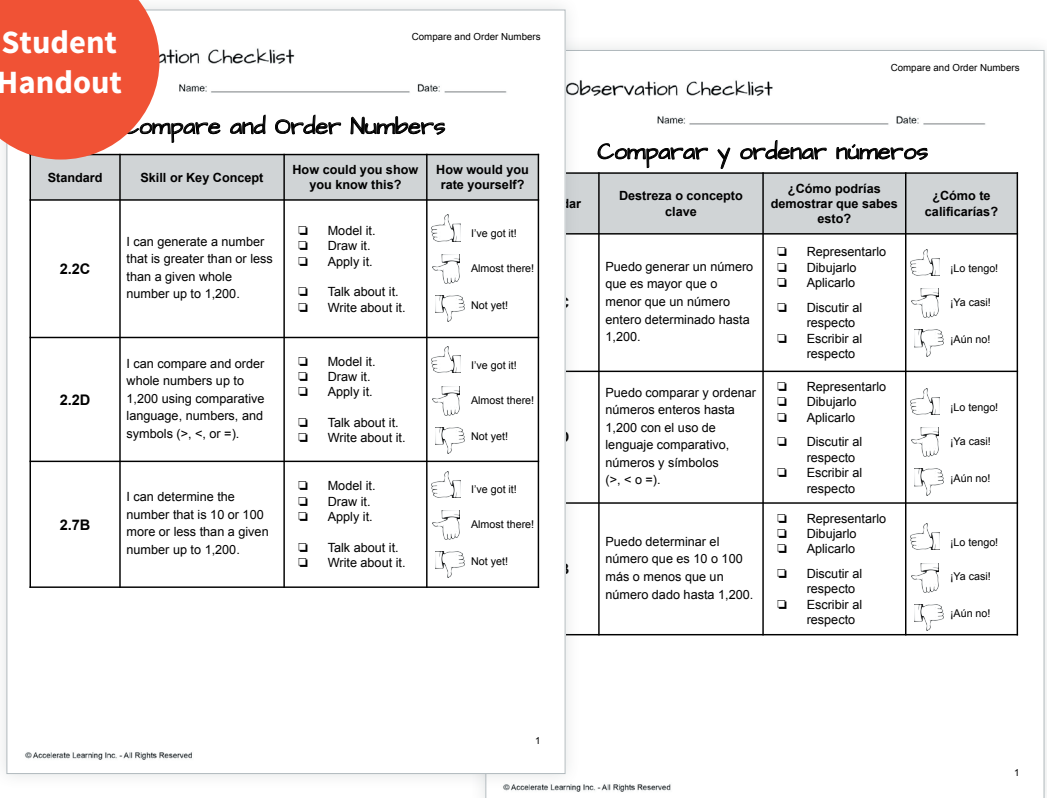
Preparation

- Print a Teacher Handout and Student Handout for each student.

Procedure and Facilitation Points

1. Distribute a Student Handout to each student.
2. As students are working through the Explore and Explain activities in the scope, formatively assess their progress by taking anecdotal notes on how key concepts and skills were observed. Reflection questions can be considered to measure the impact of whole-group and small-group activities.
3. Have students reflect on ways they can demonstrate their understanding and self-assess their progress on each key concept or skill as they work through both whole-group and small-group activities.
4. Students can reflect on their thinking, learning, and work in the scope; identify ways they have improved; and establish new learning goals.
5. Colleagues who provide instructional support to students can be equipped with the accommodations and modifications noted on the Teacher Handout.
6. Anecdotal notes provided on the Teacher Handout can be used as documentation for standards-based report cards.

Student Handout



Compare and Order Numbers

ation Checklist

Name: _____ Date: _____

Compare and Order Numbers

Standard	Skill or Key Concept	How could you show you know this?	How would you rate yourself?
2.2C	I can generate a number that is greater than or less than a given whole number up to 1,200.	❑ Model it. ❑ Draw it. ❑ Apply it. ❑ Talk about it. ❑ Write about it.	I've got it! Almost there! Not yet!
2.2D	I can compare and order whole numbers up to 1,200 using comparative language, numbers, and symbols (>, <, or =).	❑ Model it. ❑ Draw it. ❑ Apply it. ❑ Talk about it. ❑ Write about it.	I've got it! Almost there! Not yet!
2.7B	I can determine the number that is 10 or 100 more or less than a given number up to 1,200.	❑ Model it. ❑ Draw it. ❑ Apply it. ❑ Talk about it. ❑ Write about it.	I've got it! Almost there! Not yet!

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1

Compare and Order Numbers

Observation Checklist

Name: _____ Date: _____

Comparar y ordenar números

lar	Destreza o concepto clave	¿Cómo podrías demostrar que sabes esto?	¿Cómo te calificarías?
	Puedo generar un número que es mayor que o menor que un número entero determinado hasta 1,200.	❑ Representarlo ❑ Dibujarlo ❑ Aplicarlo ❑ Discutir al respecto ❑ Escribir al respecto	¡Lo tengo! ¡Ya casi! ¡Aún no!
	Puedo comparar y ordenar números enteros hasta 1,200 con el uso de lenguaje comparativo, números y símbolos (>, < o =).	❑ Representarlo ❑ Dibujarlo ❑ Aplicarlo ❑ Discutir al respecto ❑ Escribir al respecto	¡Lo tengo! ¡Ya casi! ¡Aún no!
	Puedo determinar el número que es 10 o 100 más o menos que un número dado hasta 1,200.	❑ Representarlo ❑ Dibujarlo ❑ Aplicarlo ❑ Discutir al respecto ❑ Escribir al respecto	¡Lo tengo! ¡Ya casi! ¡Aún no!

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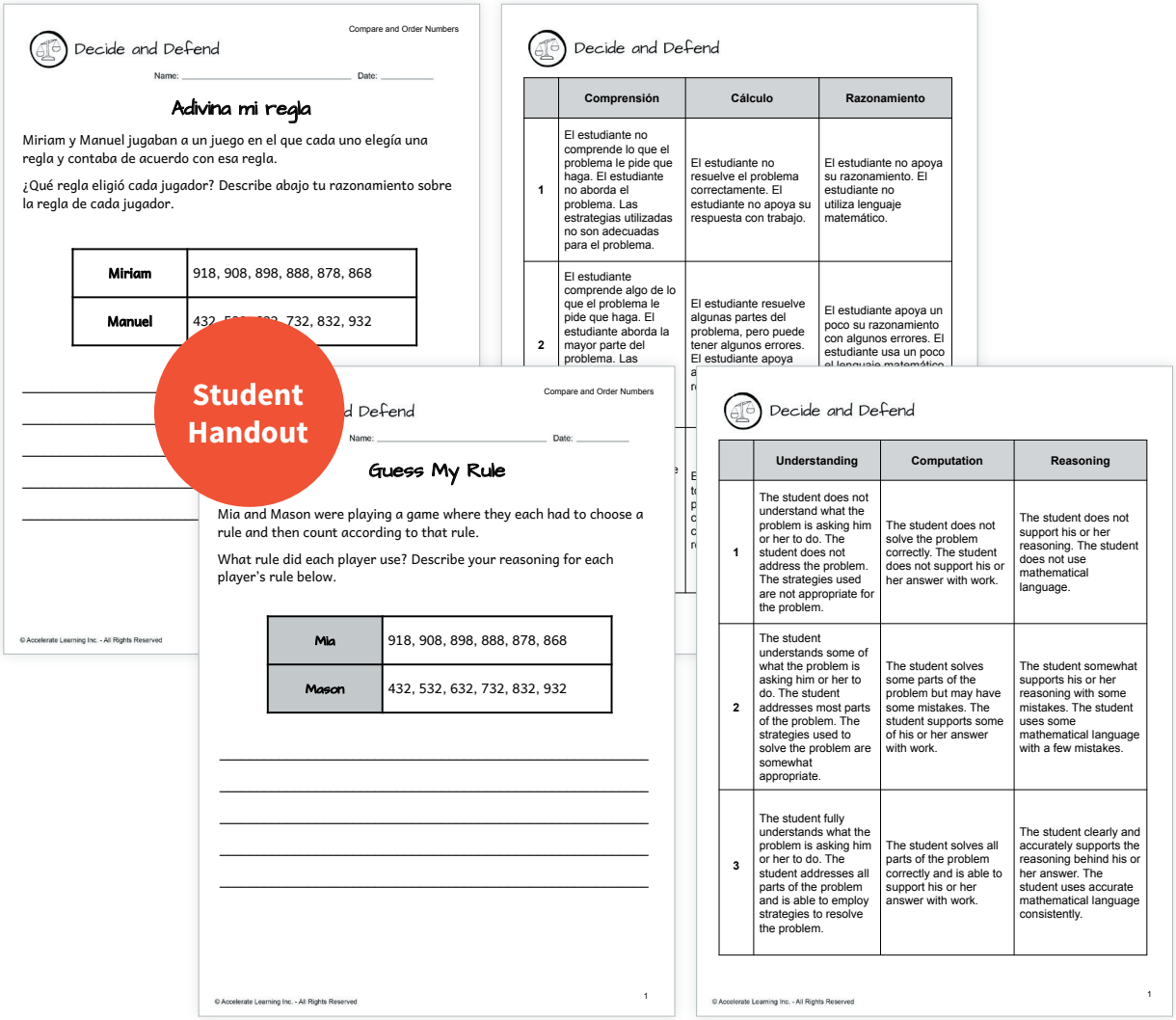
1

DECIDE AND DEFEND

Formative

Decide and Defend is an open-ended assessment that prompts students to reason mathematically and support their ideas with evidence.



STANDARDS-BASED ASSESSMENT

Summative

Students demonstrate mastery of the key concepts and skills in the scope through a standards-based summative assessment.

Preparation

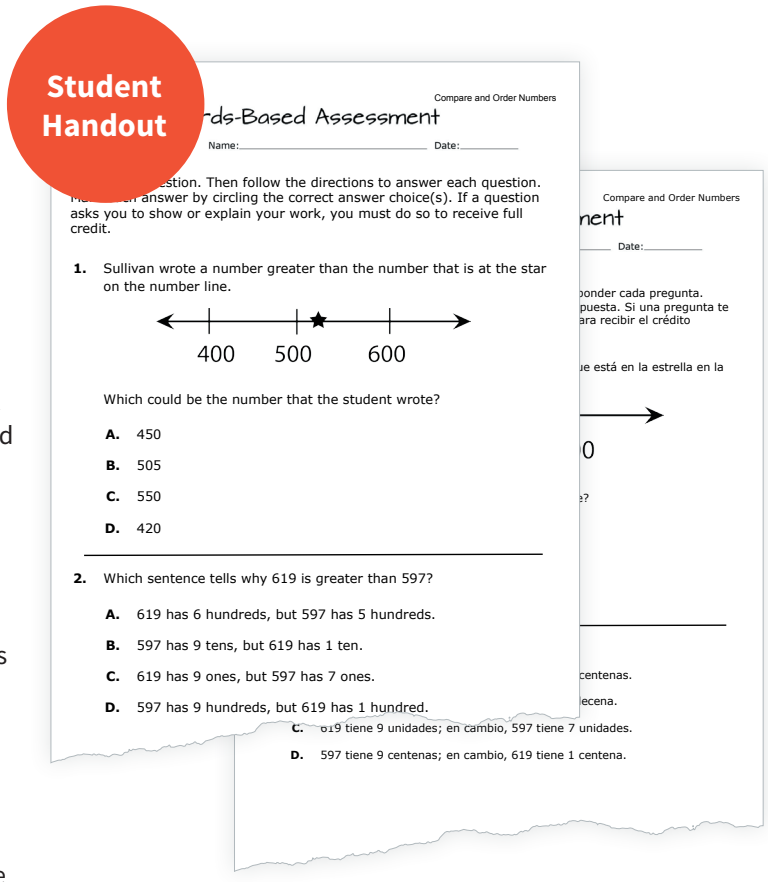
- Print a Student Handout for each student. The Student Handout can also be assigned digitally.
- Allow students to use manipulatives by request.
- Prepare Supplemental Aids for students who meet eligibility criteria.

Procedure and Facilitation Points

1. Distribute the Student Handout to each student.
2. Prompt students to show what they know in completing the assessment.
3. Allow students to reflect on their performances using the Heat Map.
4. Once student data has been collected after the assessment, refer to the Scaffolded Instruction Guide in the Home section of this scope to differentiate instruction for each student.

Tips and Tricks

- This element can be used as an assessment of learning and is intended to be assigned to students independently at their seats.
- Allow students to work with partners to review and rework problems they may have missed. Provide assistance as needed.
- The questions from this assessment can be found in the Assessment Bank and can be used to build a customized assessment.
- For test prep, print the Standards-Based Assessment, and cut out individual problems. Hang the problems along with chart paper around the classroom. Allow students to rotate through and solve each problem with partners. Challenge students to review the strategies already on the chart paper and use a different representation.
- The data from this assessment can be used to provide specific support and intervention.



SKILLS QUIZ

Formative Summative

Skills Quiz is a short, standards-based formative assessment to determine student mathematical fluency with the key concepts and skills in the scope.

Preparation

- Print a Student Handout for each student. The Student Handout can also be assigned digitally.
- Allow students to use manipulatives by request.
- Prepare Supplemental Aids for students who meet eligibility criteria.

Procedure and Facilitation Points

1. Distribute the Student Handout to each student.
2. Prompt students to show what they know in completing the assessment.
3. Allow students to reflect on their performances using the Heat Map.
4. Once student data has been collected after the assessment, refer to the Scaffolded Instruction Guide in the Home section of this scope to differentiate instruction for each student.

Tips and Tricks

- This element can be used as an assessment for learning and can be assigned to students to complete independently at their seats or as part of a workstation.
- For kindergarten and first grade, this element can be used as a one-on-one assessment or a guided small-group task to check for mastery of the standards.
- This element is a perfect opportunity to have a one-on-one conference with each student to discuss their performance, and it can be used as a foundation for setting individualized goals.
- The data from this assessment can be used to provide specific support and intervention.
- A Skills Quiz from a previous unit can also be used as a spiral review.

Compare and Order Numbers

Skills Quiz

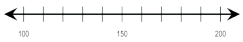
Name:_____ Date:_____

Comparar y ordenar números

Para las preguntas 1–4, coloca cada número en la recta numérica. Escribe <, > o = en cada círculo para que lo declarado sea verdadero.

1. 598 ◯ 543

2. 109 ◯ 142



3. 254 ◯ 389

4. 875 ◯ 875

Para las preguntas 5–8 número dado.

5.

10 menos		

6.

100 menos		

Compare and Order Numbers

Skills Quiz

7.

50 menos	Número	50 más
	1,132	

8.

200 menos	Número	200 más
	761	

9. Coloca cada número en la recta numérica. Enumera los números en orden de menor a mayor.

457, 507, 491

Student Handout

Compare and Order Numbers

Quiz

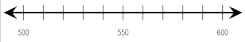
Name:_____ Date:_____

Compare and Order Numbers

For questions 1–4, place each number on the number line. Complete each statement using words, and then put a <, >, or = in each circle to make the statement true.

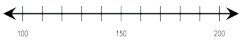
1. 598 is _____ 543

598 ◯ 543



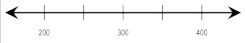
2. 109 is _____ 142

109 ◯ 142



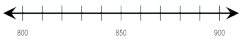
3. 254 is _____ 389

254 ◯ 389



4. 875 is _____ 875

875 ◯ 875



For questions 5–8, write the number that is more or less than the given number.

5.

10 less	Number	10 more
	597	

6.

100 less	Number	100 more
	324	

Compare and Order Numbers

Skills Quiz

7.

50 less	Number	50 more
	1,132	

8.

200 less	Number	200 more
	761	

9. Place each number on the number line.

457, 507, 491

List the numbers in order from least to greatest using symbols.

_____

10. Place each number on the number line.

776, 682, 804

Describe the order of the numbers from greatest to least using words.

_____

_____

HEAT MAP

Student Self-Reflection

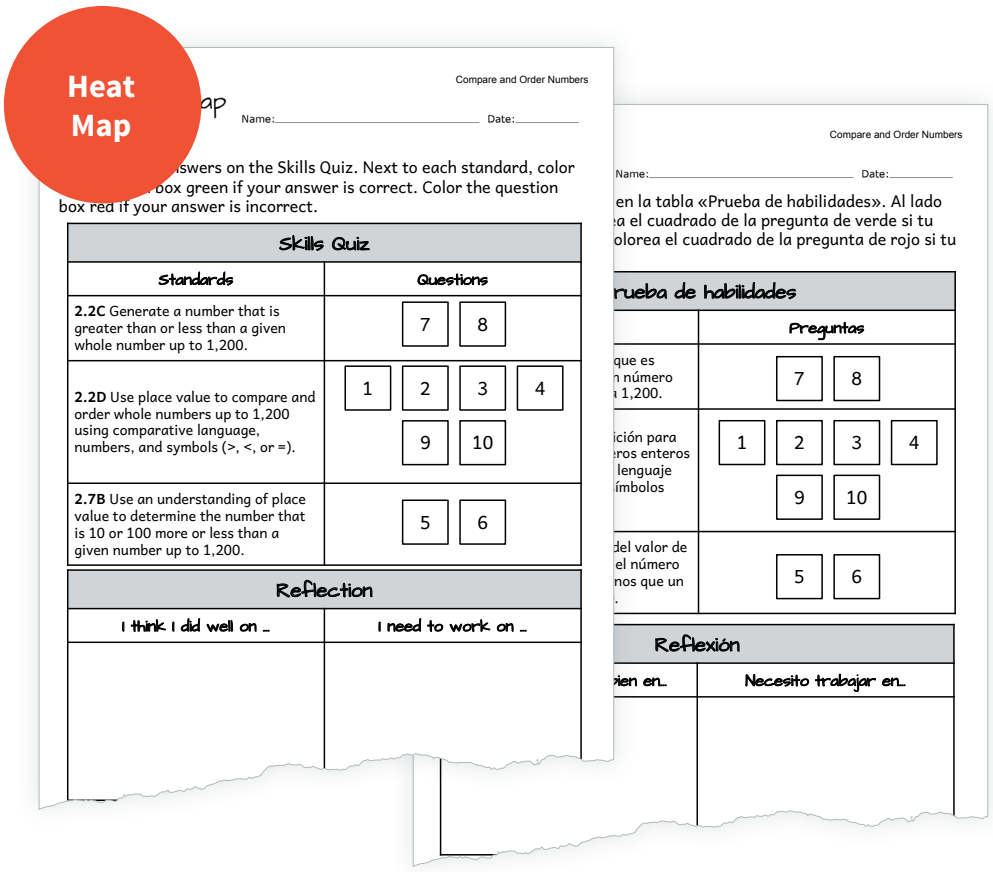
Students analyze their assessment results and determine what they did well and where they can improve.

Preparation

- Determine if students will analyze their Skills Quiz, Standards-Based Assessment, or both.
- Print a Heat Map for each student.
- Gather a red crayon and a green crayon for each student.

Procedure and Facilitation Points

1. Distribute a Heat Map to each student along with red and green crayons. Students should have their graded assessment(s) available.
2. Students use their graded assessment(s) to color-code the Heat Map. For each question answered correctly, students color the corresponding box green. For each question answered incorrectly, students color the corresponding box red.
3. Encourage students to look for patterns in their data, such as a certain standard that was missed more frequently or a standard they have clearly mastered, and use this information to reflect and set goals in the provided table.
4. Refer to the Scaffolded Instruction Guide found in the Home section to provide extension or additional support.



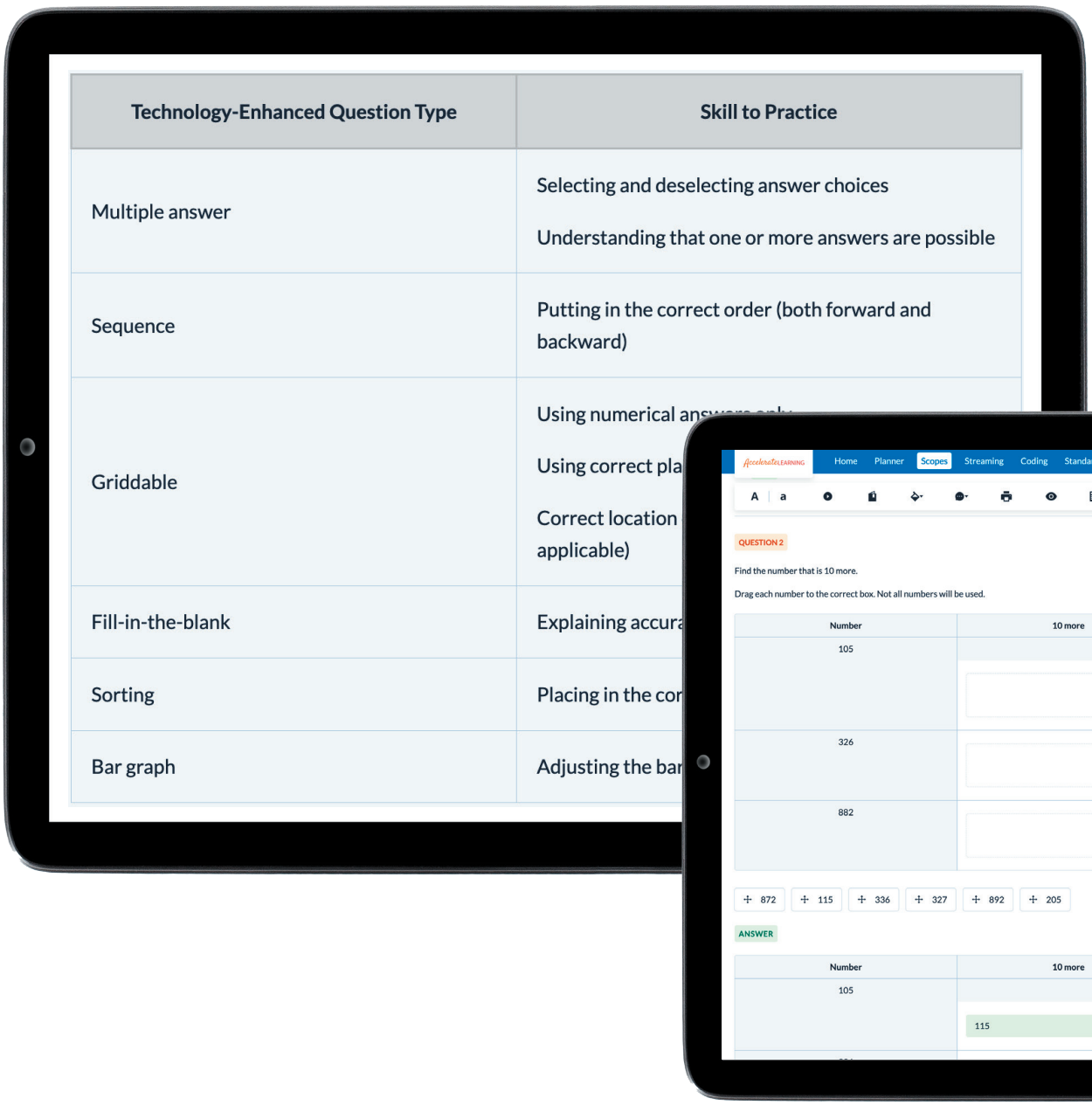
TECHNOLOGY-ENHANCED QUESTIONS

Summative

Technology-Enhanced Questions are designed to allow students to answer question types that are not possible in a paper/pencil format. These computer-based questions use formats that allow for non-conventional question types, including multiple answer, sequence, griddable, fill-in-the-blank, sorting, and bar graph.

Procedure and Facilitation Points

1. Students work individually to complete the questions digitally. This assessment is only available in a computer-based format. Assign students to the assessment before they begin so the system captures their responses and produces data on their performances.



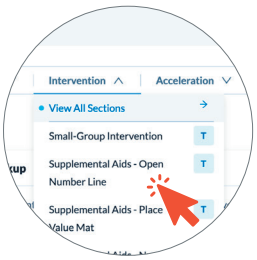
Technology-Enhanced Question Type	Skill to Practice
Multiple answer	Selecting and deselecting answer choices Understanding that one or more answers are possible
Sequence	Putting in the correct order (both forward and backward)
Griddable	Using numerical ans Using correct pla Correct location applicable)
Fill-in-the-blank	Explaining accura
Sorting	Placing in the cor
Bar graph	Adjusting the bar

Intervention

NAVIGATION STEPS

Click Intervention

Click on Intervention in the White Menu Bar



Review Content

Use the Dropdown to Review Intervention Content

Unleash the power of hands-on learning to provide targeted instruction and tackle conceptual misunderstandings head-on! Perfect for **intervention**, re-teaching, or test preparation, these dynamic resources are your go-to tools for transforming math challenges into triumphs in the classroom.

SMALL-GROUP INTERVENTION

Students generate numbers that are greater than or less than a given number. They use number lines and place value to compare and order whole numbers up to 1,200.

Preparation

- Gather a whiteboard and dry-erase marker for each student.
- Print and cut out the Number Line and Place Value Mats, and give one to each pair of students. They can be printed double-sided so that the front can be used to compare two numbers and the back can be used to compare and order three numbers. Laminate them or place them in plastic sheet protectors for use with dry-erase markers.'
- Prepare a resealable bag of base ten blocks for each student (9 ones, 9 tens, 9hundreds, 1 thousand).
- Print a Teacher Checklist.
- Print a Checkup for each student.

Procedure and Facilitation Points

Part I: Generate Numbers Greater Than or Less Than

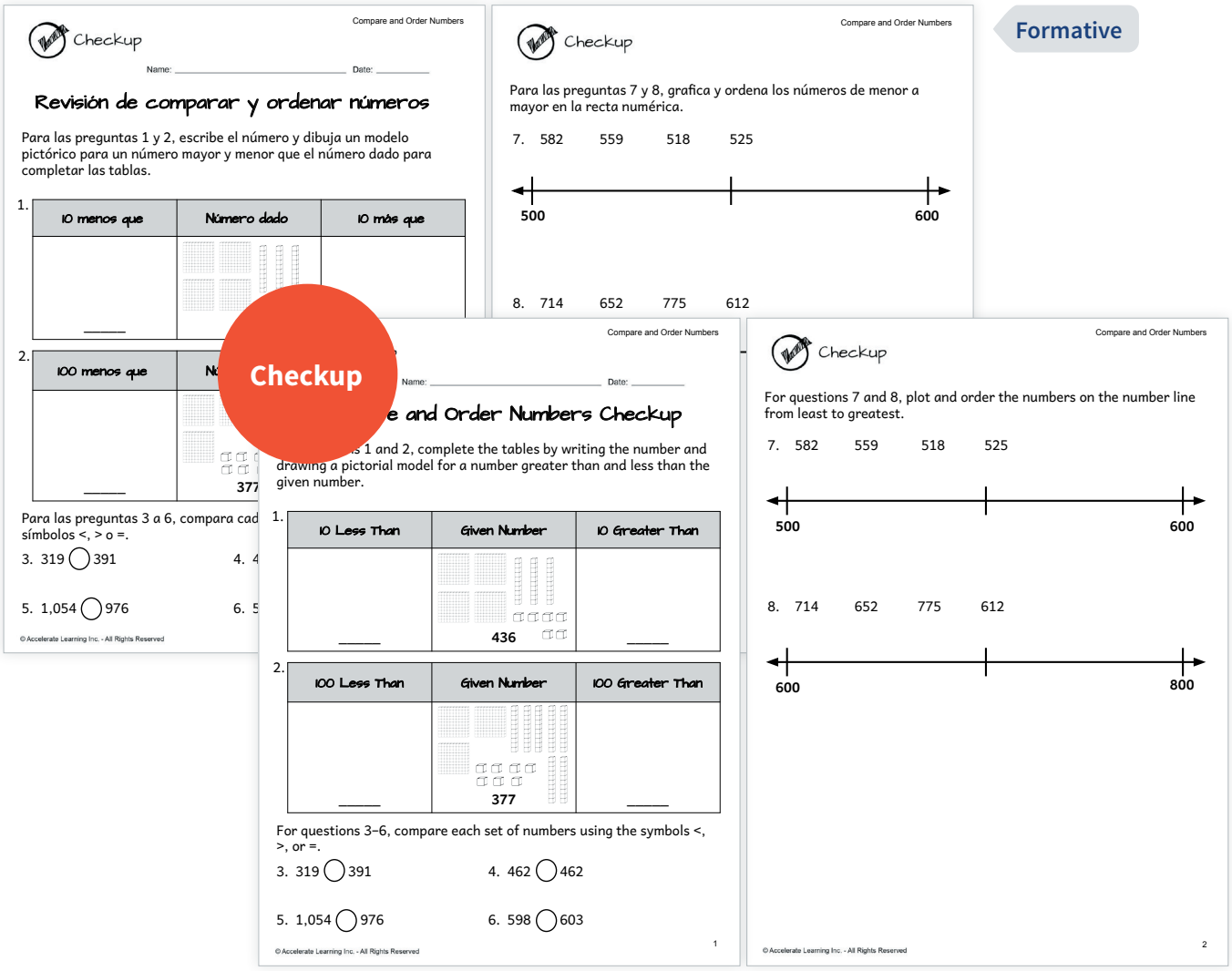
1. Before the activity, ask students to tell you everything they know about generating numbers greater than and less than a given number. As students answer, check to see whether they understand the concepts of greater than and less than. Identify student misconceptions.
2. Give a bag of base ten blocks, whiteboard, and dry-erase marker to each student.
3. Ask students to build a number between 500 and 1,000 using base ten blocks. Have them write their numbers in the center of their whiteboards and place their whiteboards next to their blocks.
4. Ask the following questions:
    a. What number did you create? *Answers will vary: 576.*
    b. How could you create a number that is greater than your number? *I could add more blocks to my build.*
    c. Add more blocks to your build. Write this number to the right of the other number on your whiteboard. What number did you create now? *Answers will vary: 598.*
    d. What blocks did you add? *Answers will vary. I added two rods and two units.*
    e. How do you know this number is greater than your first number? *I added more blocks. Also, I can look at the digits in my written numbers and see that the digit in the tens place increased.*
    f. Rebuild your original number.
    g. How could you create a number that is less than your number? *I could take away blocks from my build.*
    h. Take away some blocks from your build. Write this number to the left of the other number on your whiteboard. What number did you create now? *Answers will vary: 426.*
    i. What blocks did you take away? *Answers will vary. I took away one flat and five rods.*
    j. How do you know this number is less than your first number? *I took away some blocks. Also, I can look at the digits in my written numbers and see that the digit in the hundreds place decreased.*
5. Repeat the process and discussion several more times.
6. Guide students to make the connection that adding blocks generates a number that is greater than a given number and taking away blocks generates a number that is less than a given number.

7. Discuss the following questions:
    a. When you add a ten/hundred or take away a ten/hundred, what digit changes? Why? *The tens/hundreds place will change because you are adding or taking away one ten/hundred. The digit will increase or decrease by one.*
    b. How do you know whether a number is greater than or less than another number? *You start at the place value farthest to the left. If the numbers both have digits in the same place value, the largest digit will be the greater number. If one number has a digit in a place value that is greater than the other number, then it is the larger number.*

Part II: Compare and Order Numbers

1. Have students work in pairs.
2. Have each student use their set of base ten blocks from Part I.
3. Give a Number Line and Place Value Mat and a dry-erase marker to each pair of students. Students will begin with the side that has two rows in the chart.
4. Instruct one partner to build the number 628 and the other partner to build the number 681. Encourage students to discuss similarities and differences between the two numbers.
5. Ask the following guiding questions:
    a. What is the same about your models? *They both have six flats*.
    b. What is different about your models? *They have a different number of rods and units.*
6. Instruct students to plot these numbers on the open number line. Discuss the following questions:
    a. What benchmarks will you add to your number line? *Answers will vary. Since both numbers are between 600 and 700, I labeled the left side of my number line with a tick mark and 600 and the right side with a tick mark and 700.*
    b. Where did you plot the number 628? *I plotted 628 closer to 600.*
    c. Where did you plot the number 681? *I plotted 681 closer to 700.*
    d. How can you use the number line and where you plotted each number to determine which number is greater? *I can look to see which number is farther to the right. The number that is farther to the right on the number line is the greater number.*
7. Instruct students to write the two numbers on the table on their Number Line and Place Value Mats. Then ask the following questions:
    a. When we compare numbers, which place value do we start looking at? *The farthest place to the left.*
    b. What place would we begin looking at when comparing these numbers? *The hundreds place.*
    c. What do you notice? *They are the same.*
    d. What do we do if they are the same? *Move to the next place value, which is the tens place.*
    e. What do you notice? *One digit is a 2, and one is an 8.*
    f. Which digit is greater? *8.*
    g. What does that mean? *It means the number 681 is greater.*
    h. Compare these two numbers in words. *The number 681 is greater than 628.* Can you compare these numbers in a different way? *The number 628 is less than 681.*
8. Ask students to write these two comparisons using symbols on their Number Line and Place Value Mats.
9. Check for accuracy.

10. Repeat the process using different pairs of numbers. When students are ready, repeat the process using three numbers and the back side of their Number Line and Place Value Mats. Be sure to state whether students should list the numbers in order from least to greatest or greatest to least. Ask students to plot the numbers on the number line, list the numbers in order using symbols, and describe the order using comparative language.
11. Guide students to make the connection that place value is used to compare each digit of a number when determining which is greater than or less than the other.
12. Afterward, allow time for students to complete the Checkup individually.

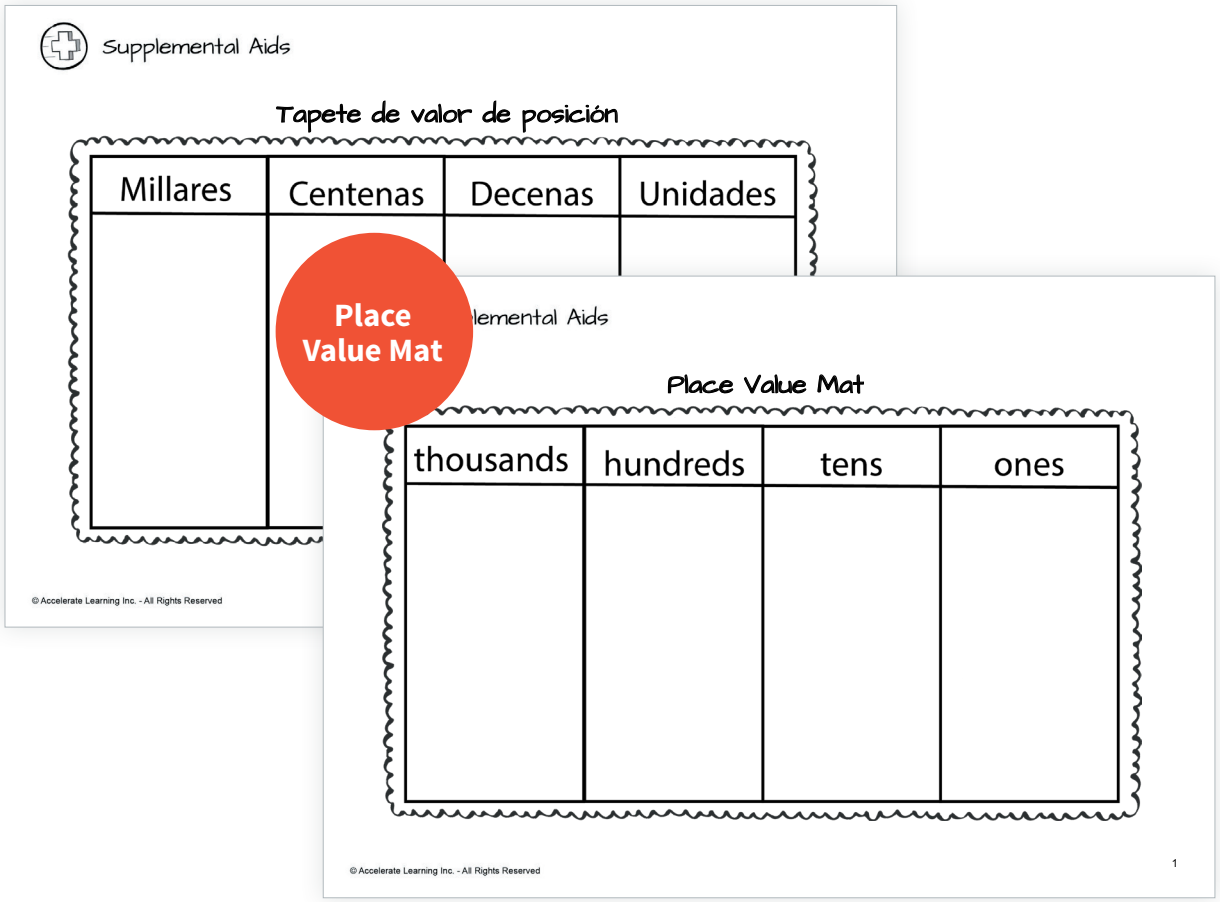


SUPPLEMENTAL AIDS - PLACE VALUE MAT

Students use a place value mat to visualize place value of three digit numbers, as well as addition and subtraction.

Facilitation

- Place value mats can be used to assist students in visualizing place value up to three digits. This can be used for both number concepts, or operations.
- Model how to use the place value mat:
  - Display the place value mat for students to observe. Just as we read a number, the mat is read left to right. The first column represents hundreds, the middle column represents tens, and the last column represents ones.
  - Select a number to represent on the place value mat, such as 236. Use manipulatives, such as base ten blocks, to represent that number.
  - Once this concept is understood, model an addition problem of two three digit numbers. Use the mat to represent each number, combining the manipulatives. As the ones place reaches ten, that group must move to the tens place. This can be phrased as making a "trade".
- It is recommended to laminate the place value chart so that it can be used repeatedly.
- Encourage students to draw a place value mat on their paper during assessments as needed.

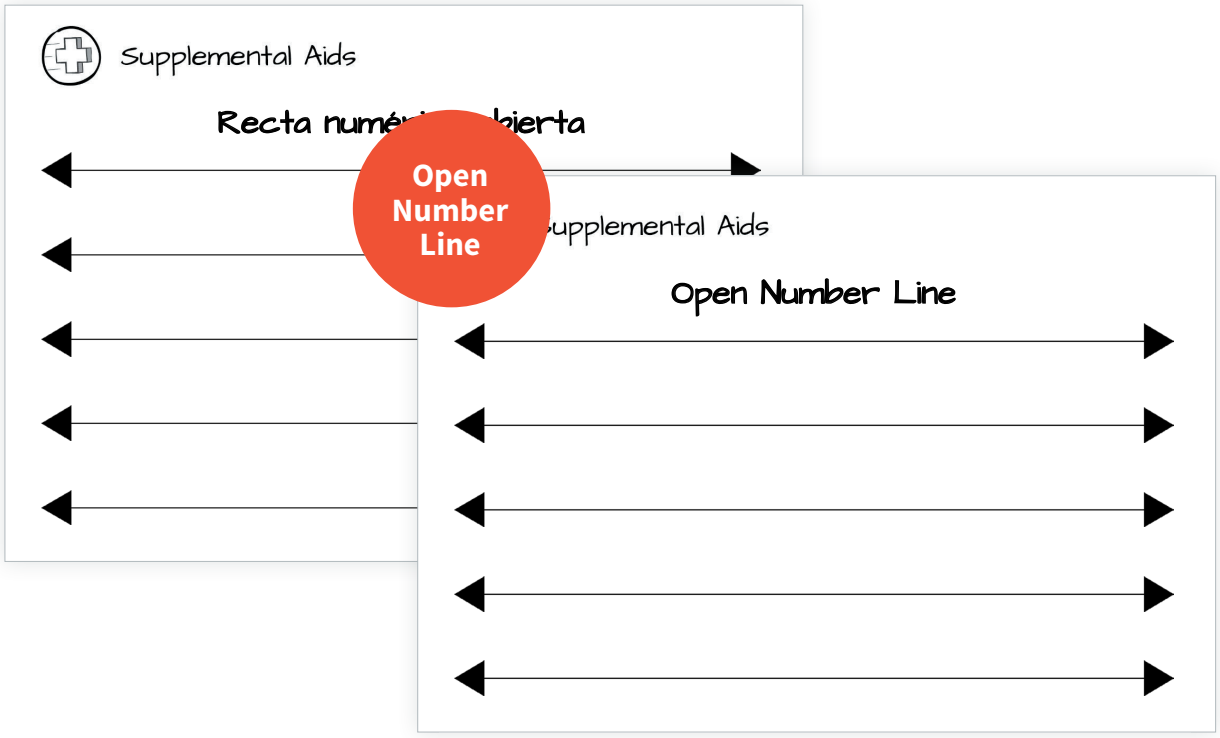


SUPPLEMENTAL AIDS - OPEN NUMBER LINE

Students use an open number line to illustrate a variety of number and operation concepts.

Procedure and Facilitation Points

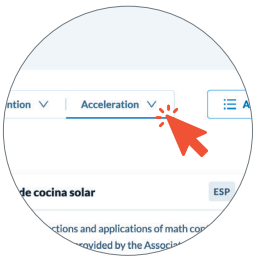
- Number lines are a tool that can be used for a variety of mathematical concepts, including the following:
  - Addition and subtraction
  - Fractions
  - Comparing numbers
  - Ordering numbers
  - Estimation
  - Rational numbers
- A blank number line can be used as a supplemental aid for students who need assistance visualizing numerical concepts.
- Display the number line provided on the Student Handout that is applicable to the concepts being taught. Model how to add hash marks and numbers to the number line as needed. You may also cut the Student Handout into strips so that students may write on their own number line.
- If possible, provide a laminated copy of a number line for each student. The students may then use dry-erase markers to utilize the number line in a variety of problems.
- During assessment, encourage students to draw a number line at the top of their paper or notebook as a strategy to solve problems.



Home | Engage | Explore | Explain | Elaborate | Evaluate | Intervention | Acceleration

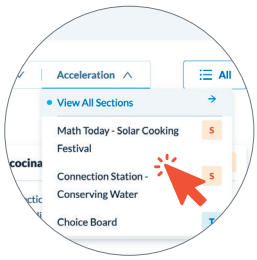
Acceleration

NAVIGATION STEPS



Click Acceleration

Click on Acceleration in the White Menu Bar



Review Content

Use the Dropdown to Review Acceleration Content

Acceleration activities allow students to dive deeper into the content and its applications, enhancing their understanding and engagement. These enrichment activities are designed for all students, providing opportunities to explore advanced concepts and develop critical thinking skills.

CHOICE BOARD

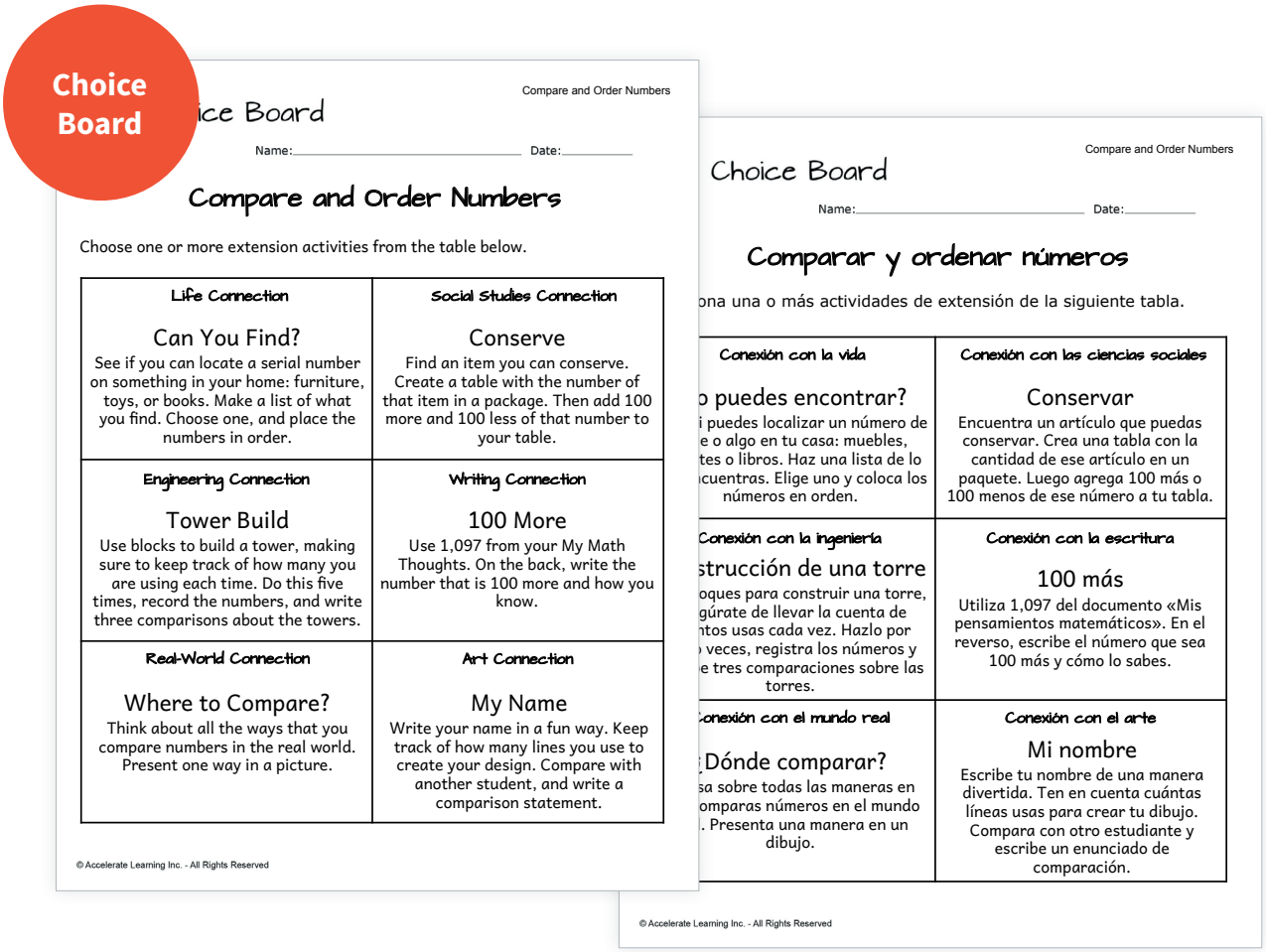
Students explore real-world connections and applications of math content through interactions with engaging activities.

Preparation

- Print a Choice Board for each student.
- Plan ahead for technology use. Access to other activities within the scope may be required for some options on the Choice Board.
- This activity can be completed in class or at home.

Procedure and Facilitation Points

1. Distribute a Choice Board to each student.
2. Allow students time to examine the Choice Board and select the activities they would like to explore.
3. Encourage students to attempt at least three activities on the Choice Board.
4. If time allows, have students share the connections they made in completing the activities they chose.



CONNECTION STATION - CONSERVING WATER

Students compare and order the number of gallons that 4 different families conserved during one week. This activity aligns to the following social studies standard:

Identify ways people can conserve and replenish natural resources.

Preparation

- Plan to have students work in pairs.
- Print a Student Handout for each student.

Procedure and Facilitation Points

1. Divide students into pairs, and give each student a Student Handout.
2. Have students read the scenario and talk about what it means to conserve water.
3. Ask students to generate a number that is 100 less and a number that is 100 more than the number of gallons the Green family conserved.
4. Instruct students to use comparison symbols to compare the number of gallons of water conserved by all families.
5. Ask students to place the number of gallons in order from greatest to least.
6. Encourage students to discuss and choose another resource the families can conserve in addition to water.

Student Handout

Compare and Order Numbers

Connection Station

Name: _____ Date: _____

Conserving Water

The table below shows the number of gallons of water that 4 families conserved last week.

Family Name	Gallons of Water
Benavides	1,008
Thomas	1,104
Nguyen	1,072
Green	986

1. Generate a number that is 100 less and a number that is 100 more than the gallons of water the Green family conserved.

_____ _____ _____
100 less Green family 100 more

2. Use the >, <, and = symbols to compare the gallons of water.

1,008 ◯ 1,104 1,072 ◯ 986 1,008 ◯ 1,072

3. Place the number of gallons in order from greatest to least.

_____ _____ _____ _____

4. What is another natural resource each family can conserve?

_____

Compare and Order Numbers

_____ Date: _____

r el Agua

antidad de galones de agua que 4
ada.

Galones de Agua
1,008
1,104
1,072
986

menos y un número que sea 100
e conservó la familia Green.

_____ _____
Green 100 más

ra comparar la cantidad de

◯ 986 1,008 ◯ 1,072

de mayor a menor.

_____ _____

ía conservar cada familia?

_____

MATH TODAY - SOLAR COOKING FESTIVAL

Students will explore connections and applications of math and other cross-curricular content through interactions with authentic, real-world events.

Procedure and Facilitation Points

1. Allow students to view the video. Briefly explain how chefs are using solar-powered ovens to cook at a festival in Dezhou, China.

Scan and Watch the Video

2. Discuss:
   a. Where do you see math in this video? *Answers will vary; for example, we could estimate how many people we think there are at the festival.*
   b. Does 750 degrees seem like a hot temperature to you? Why or why not? *Answers will vary; for example, I know that a very hot day in Texas would be 100 degrees, so since 750 degrees is much more than that, I think it would be very, very hot.*
   c. In the video, it said "dozens" of ovens were cooking food. What do you know about that word, dozens? *Answers will vary; for example, there can be a dozen eggs and that means twelve. There must have been more than 12 ovens.*
3. Students should complete the Student Handout independently or with partners.

Student Handout

Math Today

Compare and Order Numbers

Name: _____ Date: _____

Solar Cooking Festival

A chef tries baking a dish at 580 degrees, but the dish is not warm enough. What is a temperature greater than 580 degrees that he could try?

_____

The chef tries cooking a different dish. This dish burns at 580 degrees. What is a temperature less than 580 degrees that he could try?

_____

The table below shows how many people came to the festival on different days.

Friday	859
Saturday	1,103
Sunday	926
Monday	898

Order the number of people from greatest to least:

_____

Compare the number of people who came on Saturday to the number who came on Sunday using symbols (>, <, or =).

1,103 ◯ 926

100 more people came on Tuesday than on Monday. Create a number sentence showing how many people came on Tuesday.

_____

Compare and Order Numbers

_____ Date: _____

cocina solar

580 grados, pero el plato no está lo
peratura superior a 580 grados que

_____

rente. Este plato se quema a 580
a 580 grados que podría intentar?

_____

ad de personas que vino al festival

859
1,103
926
898

mayor a menor:

_____

ue vino el sábado con la cantidad de
el uso de los símbolos (>, <, o =).

926

ís que el lunes. Crea una oración
numérica que muestre la cantidad de personas que vino el martes.

_____

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