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Grade 2

Teacher Guide Sample

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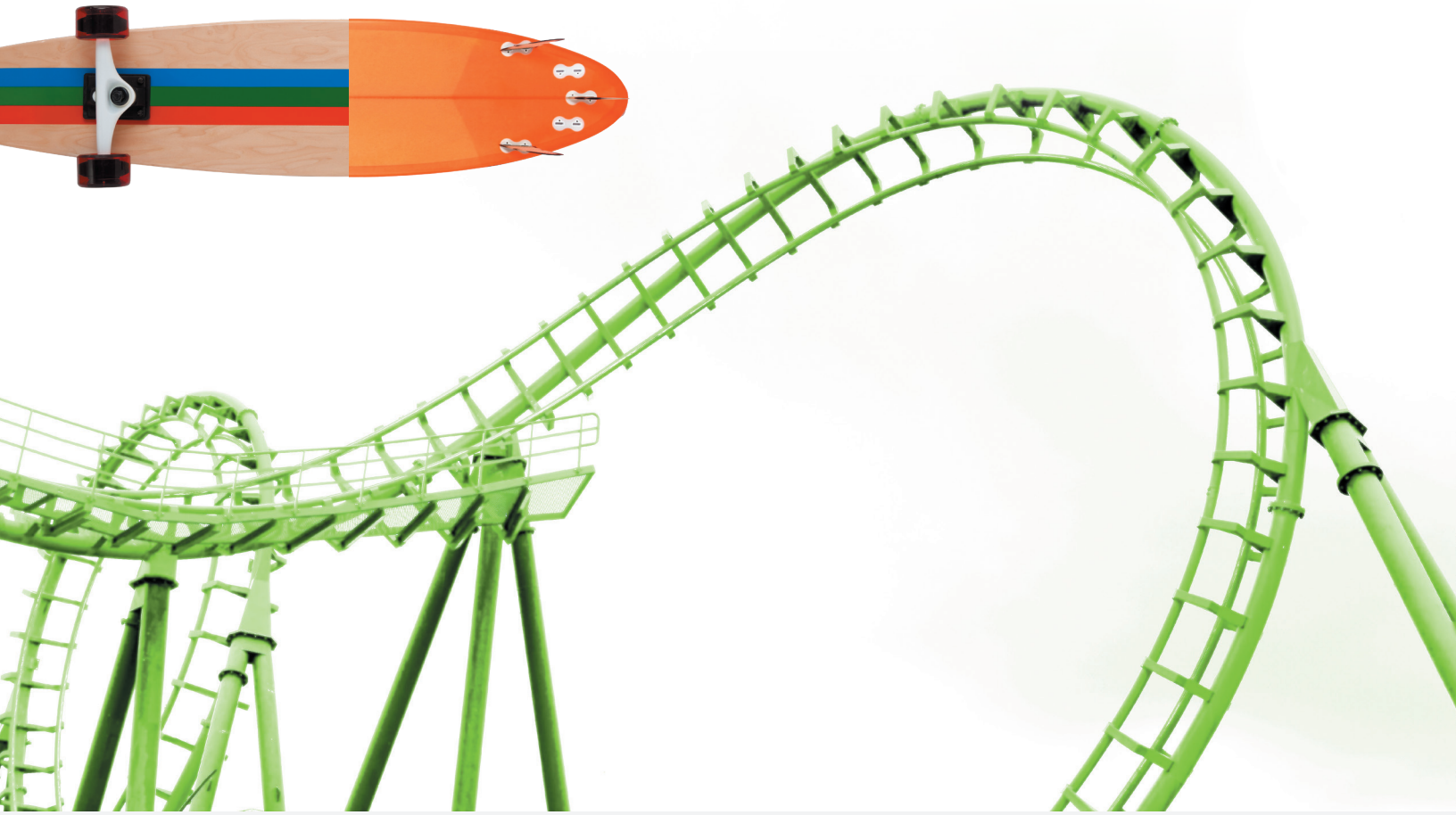

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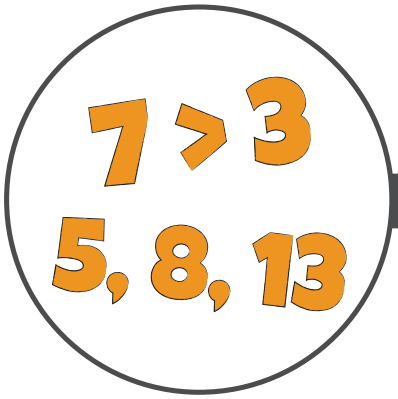

Compare and Order Numbers

Scope Introduction

Scope Summary

Students demonstrate their understanding of place value and their ability to compare and order numbers up to 1,200 by using comparative language, numbers, and the symbols <, >, and =. They are given a whole number from 1 to 1,200 and must generate a number less than or greater than the given number. Students find numbers that are 10 or 100 more or less than a given number up to 1,200.

Student Expectations

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.

Vertical Alignment

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.

Future Expectations

In third grade, students compare and order whole numbers up to 100,000 and represent comparisons using the symbols >, <, or =.

Engage Activities

Accessing Prior Knowledge

In this activity, students in groups use Comparing Mats and Number Fish to practice comparing numbers. They "catch" two numbers at a time and use the symbols >, <, or = to compare them, placing the numbers on the mat. This interactive game reinforces understanding of numerical value and comparison, with students verbally justifying their choices, enhancing their comprehension of mathematical symbols and their ability to articulate reasoning in numerical comparisons.

If your students are struggling with previously taught concepts, use the Foundation Builder activity in this scope to reinforce ideas presented in the APK.

Hook

In this activity, students use their understanding of number value to compare and order whole numbers up to 1,200. They analyze a scenario where they compare their laser tag score with a friend's to determine possible higher scores using the same digits. Through discussion and a structured worksheet, students explore numerical rearrangement and comparative language, enhancing their ability to use and understand >, <, and = symbols in practical, real-world contexts.

Explore Activities

Explore 1

Generate Numbers Greater Than or Less Than

In this activity, students work in groups to generate numbers greater or less than a given number, simulating creating store ads with original and discount prices. Using base ten blocks and a Place Value Chart, they build and record numbers, enhancing their understanding of numerical relationships and place value. This practical approach to math encourages students to apply their knowledge in real-world contexts, like adjusting prices, and strengthens their problem-solving and analytical skills.

Explore 2

Compare and Order Numbers

In this activity, students in pairs use base ten blocks and Spelling Bee Scorecards to compare and order numbers up to 1,200. They build each contestant's score using the blocks, then use number lines and comparative symbols to determine the higher scores. This process enhances their understanding of place value and their ability to visually and numerically compare and sequence numbers, applying mathematical concepts to a competitive context like a spelling bee.

Notes

Compare and Order Numbers

Accessing Prior Knowledge

Activity Preparation

Students use comparing mats to compare two randomly selected numbers using the symbols >, <, or =.

Materials

Printed

- 1 Comparing Mat (per student)
- 1 Set of Number Fish (per group)

Reusable

- 1 Plastic sheet protector (per student)
- 1 Dry-erase marker (per student)
- 1 Small opaque container (per group)

Preparation

- Plan to have students work in groups of 4 to complete this activity.
- Print a Comparing Mat for each student. Laminate or place it in a sheet protector for use with a dry-erase marker.
- Print and cut one set of Number Fish for each group, and place them in a container for each group.

Procedure and Facilitation

FACILITATION TIP

Consider printing the colorful Number Fish on card stock to make them easier to handle. Print sets on different pale colors paper to keep them sorted.

FACILITATION TIP

Print sentence frames for the comparison statement to encourage students to say it completely: ....is less than..... or ..... is greater than...

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.

Notes

Compare and Order Numbers

Hook: Laser Tag Scores

Activity Preparation

Students compare and order whole numbers up to 1,200 by using comparative language, numbers, and symbols (>, <, or =).

Materials

Printed

- 1 Student Handout (per student)

Reusable

- 1 Phenomena (per class)

Preparation

- Plan to show the Phenomena.
- Part II
  - Print the Student Handout for each student.

Procedure and Facilitation

FACILITATION TIP

Students be highly engaged by the Phenomena video of older kids with light up laser tag guns and vests. Ask them what they already know about how the game is scored.

FACILITATION TIP

Print and post questions 5a. and 5b. and routinely return to them to guide student problem solving habits.

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.

FACILITATION TIP

Project the Place Value Chart and write the various numbers on the chart as you discuss 4a-f.

FACILITATION TIP

Assess student fluency with the inequality symbols. Use any familiar total physical responses (arms/hands like alligator mouths). In addition, consider challenging students by showing them that they can use more than one symbol to compare more than two numbers (167< 617< 671).

Notes

Compare and Order Numbers

Explore 1: Generate Numbers Greater Than or Less Than

Activity Preparation

Students generate numbers that are greater than or less than a given number.

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.

Materials

Printed

- 1 Student Journal (per student)
- 1 Set of Store Ads (per class)
- 1 Place Value Chart (per station)
- 1 Exit Ticket (per student)

Reusable

- 1 Set of base ten blocks: 9 ones, 9 tens, 9 hundreds, and 1 thousand (per station)
- 1 Resealable bag (per station)
- 4 Sheet protectors (per station)
- 1 Dry-erase marker (per station)

Preparation

- Plan to have students work in 6 groups to complete this activity.
- Place a set of base ten blocks into a resealable bag for each station.
- Print 6 Store Ads, and place one at each station.
- Print the Place Value Chart for each station. Place each sheet in its own sheet protector, and tape sheets together in order of value.
- Print the Student Journal and Exit Ticket for each student.
- For students who need more support in recalling information, see our Number Charts Supplemental Aids element in the Intervention section.
- **Go Digital!** Have students explore or present their solutions using virtual manipulatives! The manipulatives used in this lesson can be found in the Explore drop-down menu and can be digitally assigned to students (Base Ten Blocks).

Procedure and Facilitation

FACILITATION TIP

Print and project the scenario for students to read aloud along with you. Begin encouraging student volunteers to start identifying important information and any values.

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

FACILITATION TIP

The six engaging, colorful Store Ads could be projected one at a time so that the teacher can support student comprehension of the details. Consider guiding the whole class through this Student Journal rather than assigning groups to stations.

FACILITATION TIP

Print and preview these guiding questions before students begin recording their work and building numbers. Encourage them to focus their collaboration with these prompts.

FACILITATION TIP

Determining the competitor's price may need to be modeled more than once for students.

Notes

Compare and Order Numbers

Explore 1: Generate Numbers Greater Than or Less Than

Math Chat

- **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.
- **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.

FACILITATION TIP

When discussing strategies for regrouping, keep in mind what skills this upcoming Exit Ticket will formatively assess.

FACILITATION TIP

This Explore 1 Exit Ticket can be scaffolded to differentiate assessments. Some students can select one prompt to complete (with or without pictorial models) and others can be challenged to complete all three in full.

Post-Explore

1. Have students complete the Exit Ticket to formatively assess their understanding of the concept.
2. Complete the Anchor Chart as a class.
3. Have each student complete their Interactive Notebook.

Notes

Notes

Compare and Order Numbers

Explore 2: Compare and Order Numbers

ACTIVITY PREPARATION

Students compare and order whole numbers up to 1,200 using place value and number lines.

Mathematical Process Standards

- **(A)** Apply mathematics to problems arising in everyday life, society, and the workplace.
- **(C)** Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems.
- **(D)** Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate.
- **(E)** Create and use representations to organize, record, and communicate mathematical ideas.
- **(G)** Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

Materials

Printed

- 1 Student Journal (per student)
- 1 Set of Spelling Bee Scorecards (per pair)
- 1 Exit Ticket (per student)

Reusable

- 1 Set of base ten blocks (per pair)
- 1 Resealable bag (per pair)

Preparation

- Plan to have students work with partners to complete this activity.
- Print a set of Spelling Bee Scorecards for each pair of students. If printing this many copies is an issue, the scorecards can be projected onto the board one at a time for students to view while working with their partners.
- Prepare a resealable bag of base ten blocks for each pair. Each set should include the following:
  - 1 cube (thousands)
  - 18 flats (hundreds)
  - 15 rods (tens)
  - 15 units (ones)
- Print the Student Journal and Exit Ticket for each student.
- For students who need more support in recalling information, see our Open Number Line Supplemental Aids element in the Intervention section.
- **Go Digital!** Have students explore or present their solutions using virtual manipulatives! The manipulatives used in this lesson can be found in the Explore drop-down menu and can be digitally assigned to students (Base Ten Blocks and Number Lines).

Notes

Procedure and Facilitation

1. Read the following scenario to the class: *The school's spelling bee is complete, and the scores are in! The principal needs our help deciding the winner of each round and determining the overall winner of the contest. Can we help the principal find the winner of the spelling bee?*
2. Help students access the task by asking the following guiding questions:
   a. Do you enjoy spelling?
   b. What do you picture in your mind when you think of a spelling bee?
   c. What does it look like to win a spelling bee?
   d. What tools or strategies have you used before to compare or order numbers?
3. Divide the class into pairs. Give each pair of students a bag of base ten blocks and a set of Spelling Bee Scorecards.
4. Direct students' attention to the Spelling Bee Scorecards and base ten blocks. Allow students a few moments to discover the manipulatives and experience how they could build the scores with their partners.
5. Instruct students to look at each scorecard from each round of the spelling bee. Challenge students to build each number using their blocks and then compare the two scores.
6. Monitor and talk with students as needed to check for understanding by using the following guiding questions:
   a. **DOK-1** How many words did each student in this round spell correctly? Answers will vary. Students should say the numbers listed on the scorecard.
   b. **DOK-2** Show me how you built this number. What base ten blocks did you use? Answers will vary. The number 976 could be built using 9 flats, 7 rods, and 6 units.
   c. **DOK-2** How could a number line help you compare the numbers? Answers will vary. I could plot the numbers and see that the number closer to 0 is less than the other number.
   d. **DOK-2** If you had a number line with the ends marked with 0 and 1,000, where would you plot these numbers on a number line? Answers will vary. I will put the number 278 closer to 0 and 976 closer to 1,000.
   e. **DOK-2** Which student spelled more words correctly? Answers will vary. Round 1 – Camille; round 2 – Gia; round 3 – Imari; round 4 – Shreya; round 5 – Tony
   f. **DOK-3** How do you know? We compared the place value of each digit. We started with the largest place value of each number. We started with the place value farthest to the left.
   g. **DOK-2** What number is the least? Answers will vary. Round 1 – 559; round 2 – 278; round 3 – 895; round 4 – 726; round 5 – 297
   h. **DOK-1** What symbol are you using to show greater than? >
   i. **DOK-1** What symbol are you using to show less than? <

FACILITATION TIP

As an alternative to distributing all of five of the Spelling Bee Scorecards at once, consider allowing students to come get the next one as they complete each one. Provide feedback as they turn in their card to get a new one.

FACILITATION TIP

To support discussion question 6 d. have a number line to display and compare some of the scores.

Compare and Order Numbers

Explore 2: Compare and Order Numbers

FACILITATION TIP

On Part I, consider allowing students to respond to some comparison statement verbally rather than with words. Clarify how students are to write the values when writing statements with words. Some students may think they need to write the values in word-form.

FACILITATION TIP

Quickly check student fluency with the greater/less than symbols. Use total physical responses (arms/hands like alligator mouths).

7. Give each student a Student Journal, and ask students to use each Spelling Bee Scorecard to complete Part I. Explain to students that benchmarks are provided on the number lines to assist them in plotting the numbers.
8. When they are finished, have students use their comparisons from Part I to list and order each score from greatest to least and then plot the scores on the number line in Part II on their Student Journals.
9. When students have completed 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 compare and order numbers.
11. After the Explore, invite the class to a Math Chat to share their observations and learning.

Math Chat

- **DOK-2** Which students spelled more than 600 words correctly? How does this help you order the scores from greatest to least? Gia, Shreya, Rodney, Imari, Ellyn, and Camille
- All of these scores will be greater than the scores of students that spelled less than 600.
- **DOK-2** Which students spelled between 500 and 600 words correctly? How does this help you order the score from greatest to least? AJ and Tony
- **DOK-3** How do you know when to use the < symbol? (Draw it on the board for students.) When the first number in the comparison is less than the second number.
- **DOK-3** How do you know when to use the = symbol? (Draw it on the board for students.) When the two numbers in the comparison have the same value or are equal to each other.
- **DOK-3** How do you know when to use the > symbol? (Draw it on the board for students.) When the first number in the comparison is greater than the second number.
- **DOK-3** How did plotting the numbers on the number line help you compare the numbers? I knew the number I plotted farther to the left was smaller than the number farther to the right.
- **DOK-3** When comparing the two scores on each scorecard, what was different/the same? The numbers were the same for both comparisons, but our symbols and comparison statements were different because the numbers were flipped.
- **DOK-4** When would you need to compare or order numbers outside of school? When I play basketball with my friend, we have to compare our scores to see who won. When my mom makes our schedule for the day, we have to put the times in order.

Notes

Post-Explore

1. Have students complete the Exit Ticket to formatively assess their understanding of the concept.
2. Complete the Anchor Chart as a class.
3. Have each student complete their Interactive Notebook.
4. Return to the Hook and instruct students to use their newly acquired skills to successfully complete the activity.

FACILITATION TIP

This Explore 2 Exit Ticket could easily be edited into smaller strips to aid student focus on one prompt at a time if needed.

Notes

Compare and Order Numbers

Additional Scope Resources

Explain Elements

ELEMENT USE KEY ● Can be assigned digitally ■ Contains printable handouts ★ Can be done independently

Picture Vocabulary

A slide presentation of important vocabulary terms along with a picture and definition

● ■ ★

Anchor Chart

A guide to facilitating the creation of a chart with students for each scope.

● ■

My Math Thoughts

A collection of journal prompts designed to allow students to explain their thinking and reflect on their learning

● ■ ★

Interactive Notebook

A cut-and-glue activity to process learning that can be added to a notebook for future reference

■ ★

Show What You Know, Part 1

Generate Numbers Greater Than or Less Than

Independent practice assignment that gives students an opportunity to demonstrate their learning

● ■ ★

Show What You Know, Part 2

Compare and Order Numbers

Independent practice assignment that gives students an opportunity to demonstrate their learning

● ■ ★

Language Connections

Language Connections

An opportunity to use linguistic and cultural background knowledge to support connections to new skills, vocabulary, and concepts at different proficiency levels and linguistic domains.

● ■

Notes

Elaborate Elements

ELEMENT USE KEY ● Can be assigned digitally ■ Contains printable handouts ★ Can be done independently

Spiraled Review
Family Game Night
A quick story to engage student interest along with four problems over previously learned skills.

Math Story
Building Contest
Reading passage that supports literacy and expands the students' ability to identify the information they need to solve problems

Problem-Based Task
Zoo Food Facts
Independent or collaborative task that allows students to solve a challenging, meaningful problem in a real-world context

Life Connections
Life Connections
A video and activity that introduce students to careers and everyday life experiences that highlight the mathematical concepts being learned in the classroom.

Fluency Builder
Match Greater Than or Less Than
Independent and partner games and other activities that provide students with an engaging way to practice the new concept

Fluency Builder
More or Less
Independent and partner games and other activities that provide students with an engaging way to practice the new concept

Interactive Practice
Mountain Goat
A game to practice the skills established by the standards in the scope.

Interactive Practice
Dragon Battle
A game to practice the skills established by the standards in the scope.

Notes

Compare and Order Numbers

Intervention and Assessment

Student Intervention

Depending on available time and your teaching style, use the resources provided in our Explain, Elaborate, Intervention, and Acceleration sections of this scope to move forward. Use the space below to organize next steps while keeping the needs of your students in mind. Some suggested resources have been listed. (Look online to see the full menu.)

	Resources	*Students*	*Notes & Comments*
Students who are still acquiring the concept and need remediation	❑ *Fluency Builder* ❑ *Small-Group Intervention*		
Students who are approaching mastery and need review	❑ *Career Connections* ❑ *Interactive Practice*		
Students who have mastered the concept and need extension	❑ *Problem-Based Task* ❑ *Math Today* ❑ *Create Your Own*		

Assessment Planner

Evaluate Resources

- ❑ *Standards-Based Assessment*
- ❑ *Decide and Defend*
- ❑ *Skills Quiz*
- ❑ *Technology-Enhanced Questions*
- ❑ *Heat Map*

Use this template to decide how to assess your students for concept mastery. Depending on the format of the assessment, you can identify prompts and intended responses that would measure student mastery of the expectation. See the beginning of this scope to identify standards and grade-level expectations.

Fundamental Questions	*What prompts will be used?*	*What does mastery look like?*
I can generate a number that is greater than or less than a given whole number up to 1,200.		
I can use place value to compare and order whole numbers up to 1,200 by using comparative words, numbers, and symbols.		
I can determine a number that is 10 or 100 more or less than a given number up to 1,200 using place value.		

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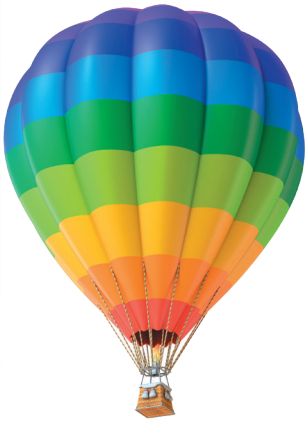

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