Just In Time Quick Check
Standard of Learning (SOL) 2.1c

Strand: Number and Number Sense

Standard of Learning (SOL) 2.1c *The student will compare and order whole numbers between 0 and 999.*

Grade Level Skills:
- Compare two numbers between 0 and 999 represented with concrete objects, pictorially or symbolically, using the symbols (>, <, or =) and the words *greater than, less than* or *equal to*.
- Order three whole numbers between 0 and 999 represented with concrete objects, pictorially, or symbolically from least to greatest and greatest to least.

Just in Time Quick Check

Just in Time Quick Check Teacher Notes

Supporting Resources:
- VDOE Mathematics Instructional Plans (MIPS)
  - 2.1c - Three-Digit Place Value (Word) / (PDF)
  - 2.1c - Greater Than, Less Than, or In Between (Word) / (PDF)
  - 2.1ac - Place Value Mat Activities (Word) / (PDF)
- VDOE Word Wall Cards: Grade 2 (Word) | (PDF)
  - Place Value
  - Less Than
  - Greater Than
  - Equal to

Supporting and Prerequisite SOL: 1.2b, 1.2c, K.2a, K.2b

1. My number is **153**.

   a. Write a number in the chart that is less than my number.

   b. Write a number in the chart that is equal to my number.

   c. Write a number in the chart that is greater than my number.

Less than 153	Equal to 153	Greater than 153

2. Write these numbers in order from least to greatest.

   59   76   48

3. Write these numbers in order from greatest to least.

   401   502   285

4. Amy rolls 2 number cubes. She gets a 3 and a 5.

   a. Write two 2-digit numbers Amy can make with a 3 and a 5.

   b. Compare these two 2-digit numbers in this number sentence:

   _____ < _____

5. Juan rolls 2 number cubes. He gets a 4 and a 2.

   a. Write two 2-digit numbers Juan can make with a 4 and a 2.

   b. Compare these two 2-digit numbers in this number sentence:

   _____ > _____

SOL 2.1c - Just in Time Quick Check Teacher Notes
Common Errors/Misconceptions and their Possible Indications

1. My number is **153**.
    a. Write a number in the chart that is less than my number.
    b. Write a number in the chart that is equal to my number.
    c. Write a number in the chart that is greater than my number.

Less than 153	Equal to 153	Greater than 153

Possible incorrect answers for greater than (such as 16 or 54) and for less than (such as 14 or 52) may indicate that the student has not yet developed an understanding of place value in three-digit numbers. Having the student build or draw the number (e.g. using base-10 blocks) may help develop an understanding of the value of each digit within the number. If the student is unable to build a correct number using manipulatives, the teacher may need to spend more time on the vocabulary "greater than," "less than," and "equal to." Using a balance scale and linking blocks is one way to demonstrate this concept in a more concrete way and encourages the use of the vocabulary for comparing numbers.

A student who answers 152 for less than or 154 for greater than may be adding 1 to the number. While these are correct answers, these responses may reflect a surface-level understanding of "less than" and "greater than." A student who is able to create a number that is very different from the original number demonstrates a deeper understanding of both comparing numbers and place value.

2. Write these numbers in order from least to greatest.

   59   76   48

   A student who compares the numbers using the ones place first may order the numbers 76, 48, 59. This may indicate the student is relying on the strategy learned for comparing one-digit numbers. It may help this student to draw or use base-10 blocks to represent the value of each number, or to use the locations of the numbers on a hundreds chart or number line as support when comparing.

3. Write these numbers in order from greatest to least.

   401   502   285

   If the student answers 285, 502, 401, they may be ordering based only on the values in the ones. It may be helpful for this student to draw or build the number before comparing.

   If a student answers 285, 401, 502, they may be writing the numbers from least to greatest. This student may need more practice with the vocabulary used for comparing numbers.

4. Amy rolls 2 number cubes. She gets a 3 and a 5.
    a. Write two 2-digit numbers Amy can make with a 3 and a 5.

    b. Compare these two 2-digit numbers in this number sentence:

          _____ < _____

A student who is unable to write two different numbers using the given digits may benefit from using a hundreds chart to find the numbers that have the same two digits. This student will likely benefit from using manipulatives to represent each number before comparing them.

A student who says "thirty-five is less than fifty-three" but writes $53 < 35$ understands the relationship between the numbers but is confusing the symbolic notation. This student would benefit from anchor charts that provide the language (e.g., "thirty-five is less than fifty-three") written alongside the same inequality in symbolic notation (e.g. $53 < 35$).

5. Juan rolls 2 number cubes. He gets a 4 and a 2.

    a. Write two 2-digit numbers Juan can make with a 4 and a 2.

    b. Compare these two 2-digit numbers in this number sentence:

          _____ > _____

The most common error students make is confusing the symbols used in inequalities. If the student is confused by the direction, one strategy may be to remind them that the symbol always points to the smaller or lesser number.

It is critical to continue to use the language and the symbols for comparing together to reinforce the relationship. Practice reading inequalities aloud helps build meaning for the notation used.