1(2) Number and operations. The student applies mathematical process standards to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value.	**1(2)(E)** The student is expected to use place value to compare whole numbers up to 120 using comparative language.

Materials
- None needed

Procedure:
Record and display two numbers between 0 and 120 such as 45 and 54, 75 and 85, and 110 and 120.

Use the words less than, greater than, or equal to to describe the relationship between these two numbers.
Justify your answer.

Check Student's Responses:	**Check Student's Strategies:**
1. Numbers _____ & _____ □ Correct comparative language □ Incorrect comparative language	The student: □ Used place value to compare □ Compared digits without reference to the place value □ Other:
2. Numbers _____ & _____ □ Correct comparative language □ Incorrect comparative language	The student: □ Used place value to compare □ Compared digits without reference to the place value □ Other:
3. Numbers _____ & _____ □ Correct comparative language □ Incorrect comparative language	The student: □ Used place value to compare □ Compared digits without reference to the place value □ Other:

Notes:

1(2)(E) The student is expected to use place value to compare whole numbers up to 120 using comparative language.	**Possible interpretations, issues to follow up on, and implications for teaching**

What did you observe?

- The student **correctly compared the two numbers and used place value to compare two numbers.** This student may be ready to compare and order three whole numbers.

- The student **correctly compared the two numbers but compared the digits without reference to the place value.** This student may need additional questioning such as, "What is the value of [one of the digits in the numbers]?"

- The student **incorrectly compared the two numbers.** This student may need additional time using concrete or pictorial models to compare numbers.

    A teaching strategy might include asking the student to use linking cubes or base ten blocks to represent two numbers. Prompt the student to compare the number of hundreds, tens, and ones, as appropriate, in each set by asking, "How many tens are represented in each set? What is the value of these tens?"