


















Number and Place Value: Number Comparisons

<p>Aim: Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit.</p> <p>To order and compare numbers to at least 1 000 000.</p>	<p>Success Criteria: I can determine the value of each digit in numbers up to 1 000 000.</p> <p>I can use visual and abstract methods to compare numbers.</p> <p>I can choose a suitable method to compare numbers in a range of mathematical contexts.</p>	<p>Resources: Lesson Pack</p> <p>Box – one per group, if not using the Popcorn Box Net</p>
	<p>Key/New Words: Place value, number, digit, greater than, less than, order, compare, partition.</p>	<p>Preparation: Popcorn Box Net – one per child/pair</p> <p>Popcorn Number Cards – one per group of three, cut out and screwed up into a ball to look like popcorn, and placed into the Popcorn Box or a different, suitable box</p> <p>Popcorn Symbol Cards – one per group of three, cut out and screwed up into a ball to look like popcorn, and placed into the Popcorn Box or a different, suitable box</p> <p>Diving into Mastery sheets – as required</p>

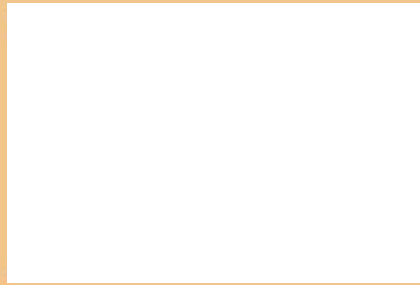
Prior Learning: It will be helpful if children have covered reading and writing numbers up to at least 1 000 000, and identifying the value of each digit. Click [here](#) for lessons that cover this.

Learning Sequence

	<p>Remember it: Using the Lesson Presentation, subtract digits provided from numbers up to 1 000 000. Discuss methods of calculation and final answers.</p>	
	<p>Numbers in Words: Children solve the calculations shown on the Lesson Presentation on their whiteboards. <i>Can children solve the calculations using written and visual methods?</i></p>	
	<p>Greater Than and Less Than: Introduce the use of the greater than and less than symbols to compare numbers, referring to the examples shown on the Lesson Presentation. Explain how the wider side of the symbol opens out towards to bigger number, using the diagram on the Lesson Presentation. Click to identify the meaning of the symbol. <i>Can children solve the calculations using written and visual methods?</i></p>	
	<p>Symbol Selection: Children select the correct symbol to complete each number sentence. Choose children to click on a symbol for each number sentence. If they choose correctly, the symbol will turn green. <i>Can children use the greater than, less than and equals symbols to compare numbers? Can children recognise which digit in a number they should look at first when comparing numbers?</i></p>	
	<p>Popcorn Comparisons: Put children into groups of three, where possible. Give each group their Popcorn Box (if using) filled with the screwed up Popcorn Number Cards and the Popcorn Symbol Cards. Each group member takes a Popcorn Card. Each group should have two white cards and one yellow card. Groups assemble their cards to create an accurate inequality. Repeat with the remaining Popcorn Cards in the box. You may wish to photograph children's work or they could record their calculations in their books. <i>Can children use the correct mathematical symbols when comparing numbers?</i></p>	

	<p>Diving into Mastery: Schools using a mastery approach may prefer to use the following as an alternative activity. These sheets might not necessarily be used in a linear way. Some children might begin at the 'Deeper' section and in fact, others may 'dive straight in' to the 'Deepest' section if they have already mastered the skill and are applying this to show their depth of understanding.</p> <p> Children use concrete and pictorial resources (including place value counters and place value grids) to compare numbers as digits or written in words. They compare numbers using the correct mathematical symbols.</p> <p> Children answer a range of reasoning and problem solving questions using concrete, pictorial and abstract representations. They use the correct mathematical symbols to compare numbers, justifying their responses with reasoning and examples.</p> <p> Children answer problem solving questions that have a wide variety of potential solutions. Using the mastery approach, children find all potential solutions to a given problem, justifying their reasoning with evidence and explanation where necessary.</p>	
	<p>Destroy the Digits: Using the Lesson Presentation, children decide which digits need to be destroyed to make the calculation correct.</p>	

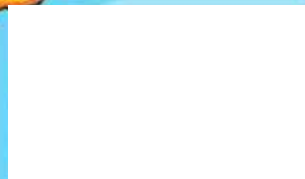
<p>ExploreIt</p> <p>RollIt: Children work in pairs and take turns to roll a four-digit, five-digit or six-digit number. Children compare their numbers using the greater than or less than symbols.</p> <p>CompareIt: Use these differentiated Order and Compare Numbers Mastery Activity Sheets to master ordering and comparing numbers.</p> <p>LearnIt: Children will find this visually exciting Knowledge Organiser a useful tool for learning how to compare numbers up to 1 000 000.</p>



Maths

Number and Place Value

Compare Numbers to 1 000 000



Aim

- To compare numbers to at least 1 000 000.

Success Criteria

- I can determine the value of each digit in numbers up to 1 000 000.
- I can use visual and abstract methods to compare numbers.
- I can choose a suitable method to compare numbers in a range of mathematical contexts.

Remember It



Destroy the Digits

The number is:



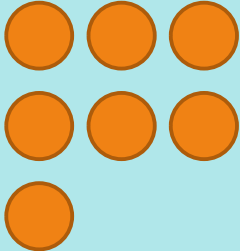

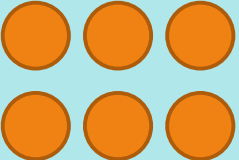
Destroy the following digits: 7, 5, 8.
What will the new number be?



Remember It



Which number is ten more than seven thousand and six?

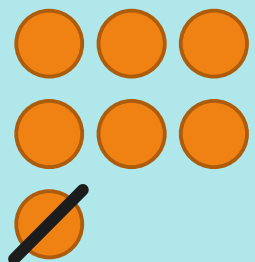
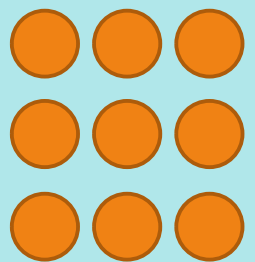
Ten Thousands	Thousands	Hundreds	Tens	Ones
				

7016

Remember It



Which number is one hundred less than seven thousand?

Ten Thousands	Thousands	Hundreds	Tens	Ones
				

6900

Numbers in Words



Which number is ten less than ten thousand?

Give your answer in words and digits.

Nine thousand, nine hundred and ninety or 9990.



Numbers in Words



What is one hundred more than one hundred thousand?

Give your answer in words and digits.

One hundred thousand, one hundred or 100 100.



Numbers in Words



How much less than one million is nine hundred and ninety thousand and one hundred?

Give your answer in words and digits.

Nine hundred or 900.



Numbers in Words



Which number is fifty thousand less than five hundred thousand?

Give your answer in words and digits.

Four hundred and fifty thousand or 450 000.



Numbers in Words



What is twenty thousand more than one thousand?

Give your answer in words and digits.

Twenty-one thousand or 21 000.



Greater Than and Less Than



When we compare numbers, we make decisions about which number in a set is bigger or smaller based on the value of their digits.

We can use the greater than and less than symbols to show how we have compared two or more numbers. We can also use the equals symbol to show when two numbers are the same.

Can you recall what the greater than and less than symbols look like?

>

Greater than

$$25 > 16$$

<

Less than

$$16 < 25$$

=

Equal to

$$25 = 25$$

$$16 = 16$$

Symbol Selection



Select the correct symbol from the choices below for each statement.

34 921

>

34 129



Symbol Selection



Select the correct symbol from the choices below for each statement.

99 999

<

111 111

<

=

>

Slide 15

15 Please may you insert another slide like this after this one. There will need to be 3 number boxes and two boxes with inequality signs laid out like this:

410 081 __ 500 010 __ 500 081

There will therefore be two inequality signs that need to be highlighted as answers

The correct answer is:

410 081 < 500 010 < 500 081

This slide should help children see that there can be more than 1 inequality symbol in a number sentence :)

Sarah Beard, 6/23/2020

Symbol Selection



Select the correct symbol from the choices below for each statement.

410 081

<

500 010

<

500 081

<

=

>

<

=

>

Symbol Selection



Select the correct symbol from the choices below for each statement.

$$74\ 000 + 3500$$

>

$$79\ 000 - 3500$$

<

=

>

Symbol Selection



Select the correct symbol from the choices below for each statement.

828 500

=

830 000 - 1500

<

=

>

Symbol Selection



Select the correct symbol from the choices below for each statement.

1 345 600 - 40 000

>

955 200 + 350 000

<

=

>

Popcorn Comparisons



Work in groups of 3 to practise using the greater than and less than symbols.

In your popcorn box, you have different types of popcorn. The yellow popcorn pieces contain the symbols whereas the white popcorn pieces contain the numbers.

Each member of the group should take a piece of popcorn – there should be 1 yellow and 2 white pieces between you.



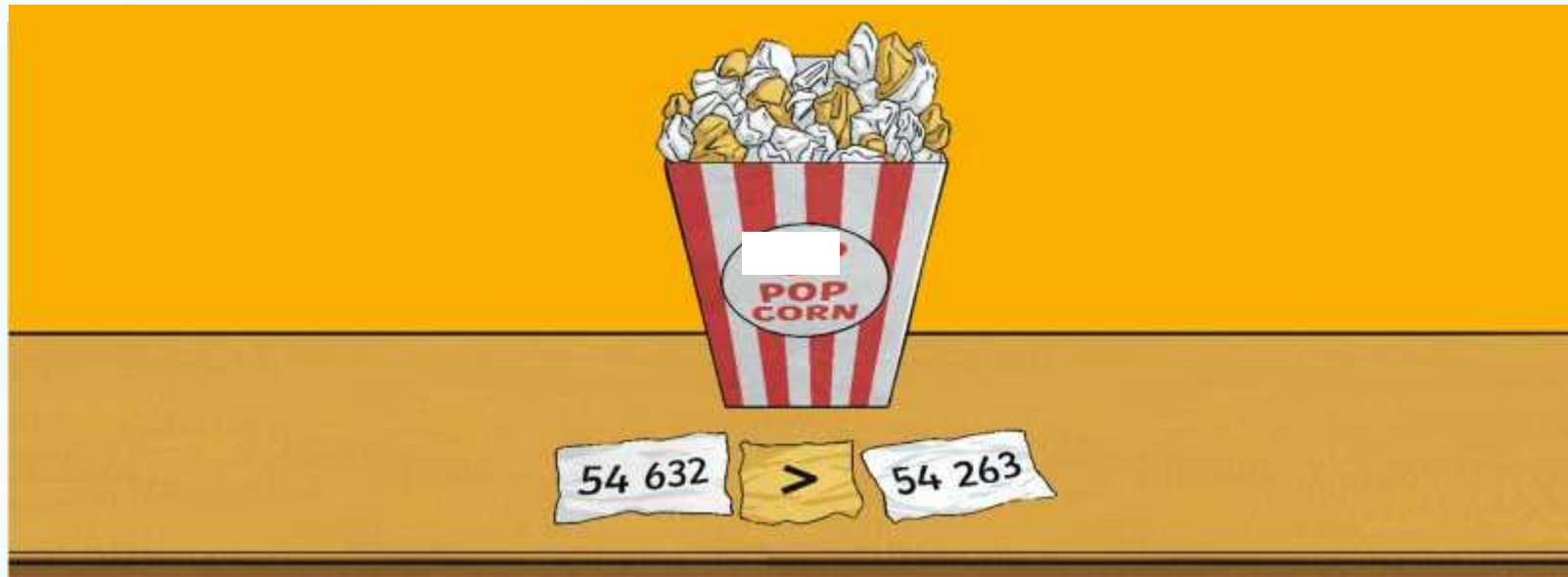
Popcorn Comparisons



Organise your numbers and your symbol to make a true number sentence.

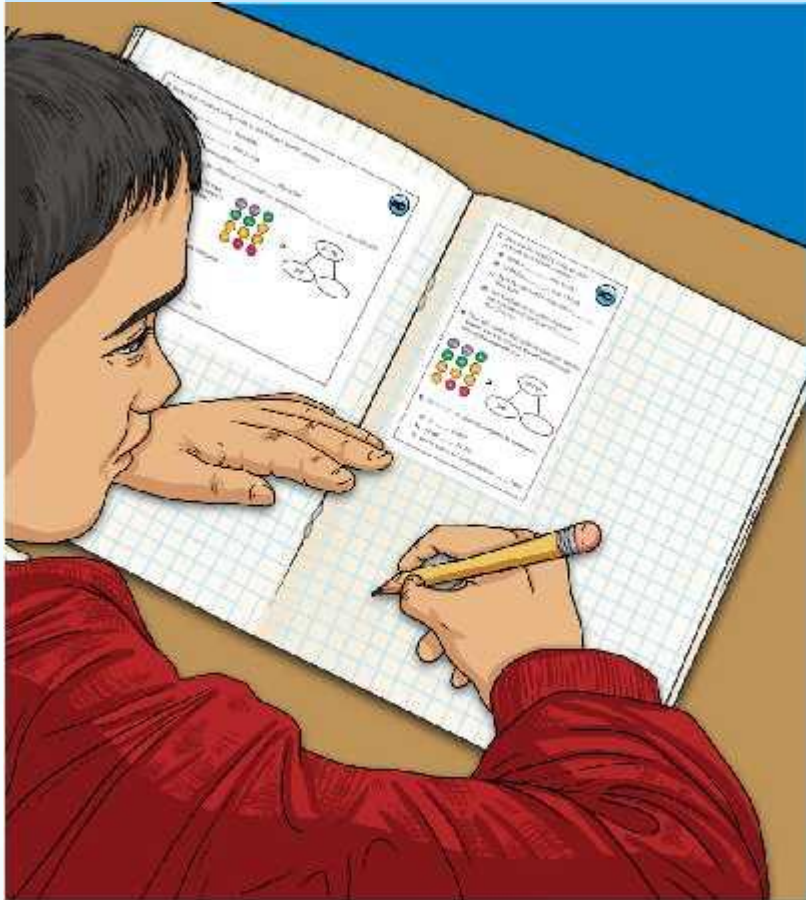
Then take 3 more pieces of popcorn and have another go!

How many true number sentences can you create using your popcorn?



Diving into Mastery

Dive in by completing your own activity!



10) 4) 5) 6) 7) 8) 9) 10) 11) 12) 13) 14) 15) 16) 17) 18) 19) 20) 21) 22) 23) 24) 25) 26) 27) 28) 29) 30) 31) 32) 33) 34) 35) 36) 37) 38) 39) 40) 41) 42) 43) 44) 45) 46) 47) 48) 49) 50) 51) 52) 53) 54) 55) 56) 57) 58) 59) 60) 61) 62) 63) 64) 65) 66) 67) 68) 69) 70) 71) 72) 73) 74) 75) 76) 77) 78) 79) 80) 81) 82) 83) 84) 85) 86) 87) 88) 89) 90) 91) 92) 93) 94) 95) 96) 97) 98) 99) 100)

1) What is the value of the underlined digit in the number 3,456,789?

2) Write the number 1,234,567 in words.

3) Compare the numbers, using words to complete each number sentence.

- a) 5,000 is _____ than 4,999.
- b) 12,345 is _____ than 12,350.
- c) Eight thousand and forty-two is _____ than 8,129.
- d) Two hundred and sixty-four thousand, two hundred and thirty-seven is _____ than 206,437.

4) Think of a number that could be made with one ten-rod, one hundred-rod and five ones rods. Use it to complete the part-whole model keeping the statement true.

5) Use \times or \div to correctly complete the statements.

- a) 25 _____ 500
- b) 30,000 _____ 3,000
- c) One thousand, six hundred and four _____ 1,064

6) Draw a number line from 0 to 100. Mark every 10 units. Write the number 45 on the number line.

7) Write the number 78 in ten-rod, hundred-rod and ones-rod models.

8) Write the number 123 in ten-rod, hundred-rod and ones-rod models.

9) Write the number 456 in ten-rod, hundred-rod and ones-rod models.

10) Write the number 789 in ten-rod, hundred-rod and ones-rod models.

11) Write the number 1,234 in ten-rod, hundred-rod and ones-rod models.

12) Write the number 5,678 in ten-rod, hundred-rod and ones-rod models.

13) Write the number 9,876 in ten-rod, hundred-rod and ones-rod models.

14) Write the number 12,345 in ten-rod, hundred-rod and ones-rod models.

15) Write the number 67,890 in ten-rod, hundred-rod and ones-rod models.

16) Write the number 101,111 in ten-rod, hundred-rod and ones-rod models.

17) Write the number 202,202 in ten-rod, hundred-rod and ones-rod models.

18) Write the number 303,303 in ten-rod, hundred-rod and ones-rod models.

19) Write the number 404,404 in ten-rod, hundred-rod and ones-rod models.

20) Write the number 505,505 in ten-rod, hundred-rod and ones-rod models.

21) Write the number 606,606 in ten-rod, hundred-rod and ones-rod models.

22) Write the number 707,707 in ten-rod, hundred-rod and ones-rod models.

23) Write the number 808,808 in ten-rod, hundred-rod and ones-rod models.

24) Write the number 909,909 in ten-rod, hundred-rod and ones-rod models.

25) Write the number 1,010,101 in ten-rod, hundred-rod and ones-rod models.

26) Write the number 2,020,202 in ten-rod, hundred-rod and ones-rod models.

27) Write the number 3,030,303 in ten-rod, hundred-rod and ones-rod models.

28) Write the number 4,040,404 in ten-rod, hundred-rod and ones-rod models.

29) Write the number 5,050,505 in ten-rod, hundred-rod and ones-rod models.

30) Write the number 6,060,606 in ten-rod, hundred-rod and ones-rod models.

31) Write the number 7,070,707 in ten-rod, hundred-rod and ones-rod models.

32) Write the number 8,080,808 in ten-rod, hundred-rod and ones-rod models.

33) Write the number 9,090,909 in ten-rod, hundred-rod and ones-rod models.

34) Write the number 10,100,101 in ten-rod, hundred-rod and ones-rod models.

35) Write the number 11,110,111 in ten-rod, hundred-rod and ones-rod models.

36) Write the number 12,120,121 in ten-rod, hundred-rod and ones-rod models.

37) Write the number 13,130,131 in ten-rod, hundred-rod and ones-rod models.

38) Write the number 14,140,141 in ten-rod, hundred-rod and ones-rod models.

39) Write the number 15,150,151 in ten-rod, hundred-rod and ones-rod models.

40) Write the number 16,160,161 in ten-rod, hundred-rod and ones-rod models.

41) Write the number 17,170,171 in ten-rod, hundred-rod and ones-rod models.

42) Write the number 18,180,181 in ten-rod, hundred-rod and ones-rod models.

43) Write the number 19,190,191 in ten-rod, hundred-rod and ones-rod models.

44) Write the number 20,200,201 in ten-rod, hundred-rod and ones-rod models.

45) Write the number 21,210,211 in ten-rod, hundred-rod and ones-rod models.

46) Write the number 22,220,221 in ten-rod, hundred-rod and ones-rod models.

47) Write the number 23,230,231 in ten-rod, hundred-rod and ones-rod models.

48) Write the number 24,240,241 in ten-rod, hundred-rod and ones-rod models.

49) Write the number 25,250,251 in ten-rod, hundred-rod and ones-rod models.

50) Write the number 26,260,261 in ten-rod, hundred-rod and ones-rod models.

51) Write the number 27,270,271 in ten-rod, hundred-rod and ones-rod models.

52) Write the number 28,280,281 in ten-rod, hundred-rod and ones-rod models.

53) Write the number 29,290,291 in ten-rod, hundred-rod and ones-rod models.

54) Write the number 30,300,301 in ten-rod, hundred-rod and ones-rod models.

55) Write the number 31,310,311 in ten-rod, hundred-rod and ones-rod models.

56) Write the number 32,320,321 in ten-rod, hundred-rod and ones-rod models.

57) Write the number 33,330,331 in ten-rod, hundred-rod and ones-rod models.

58) Write the number 34,340,341 in ten-rod, hundred-rod and ones-rod models.

59) Write the number 35,350,351 in ten-rod, hundred-rod and ones-rod models.

60) Write the number 36,360,361 in ten-rod, hundred-rod and ones-rod models.

61) Write the number 37,370,371 in ten-rod, hundred-rod and ones-rod models.

62) Write the number 38,380,381 in ten-rod, hundred-rod and ones-rod models.

63) Write the number 39,390,391 in ten-rod, hundred-rod and ones-rod models.

64) Write the number 40,400,401 in ten-rod, hundred-rod and ones-rod models.

65) Write the number 41,410,411 in ten-rod, hundred-rod and ones-rod models.

66) Write the number 42,420,421 in ten-rod, hundred-rod and ones-rod models.

67) Write the number 43,430,431 in ten-rod, hundred-rod and ones-rod models.

68) Write the number 44,440,441 in ten-rod, hundred-rod and ones-rod models.

69) Write the number 45,450,451 in ten-rod, hundred-rod and ones-rod models.

70) Write the number 46,460,461 in ten-rod, hundred-rod and ones-rod models.

71) Write the number 47,470,471 in ten-rod, hundred-rod and ones-rod models.

72) Write the number 48,480,481 in ten-rod, hundred-rod and ones-rod models.

73) Write the number 49,490,491 in ten-rod, hundred-rod and ones-rod models.

74) Write the number 50,500,501 in ten-rod, hundred-rod and ones-rod models.

75) Write the number 51,510,511 in ten-rod, hundred-rod and ones-rod models.

76) Write the number 52,520,521 in ten-rod, hundred-rod and ones-rod models.

77) Write the number 53,530,531 in ten-rod, hundred-rod and ones-rod models.

78) Write the number 54,540,541 in ten-rod, hundred-rod and ones-rod models.

79) Write the number 55,550,551 in ten-rod, hundred-rod and ones-rod models.

80) Write the number 56,560,561 in ten-rod, hundred-rod and ones-rod models.

81) Write the number 57,570,571 in ten-rod, hundred-rod and ones-rod models.

82) Write the number 58,580,581 in ten-rod, hundred-rod and ones-rod models.

83) Write the number 59,590,591 in ten-rod, hundred-rod and ones-rod models.

84) Write the number 60,600,601 in ten-rod, hundred-rod and ones-rod models.

85) Write the number 61,610,611 in ten-rod, hundred-rod and ones-rod models.

86) Write the number 62,620,621 in ten-rod, hundred-rod and ones-rod models.

87) Write the number 63,630,631 in ten-rod, hundred-rod and ones-rod models.

88) Write the number 64,640,641 in ten-rod, hundred-rod and ones-rod models.

89) Write the number 65,650,651 in ten-rod, hundred-rod and ones-rod models.

90) Write the number 66,660,661 in ten-rod, hundred-rod and ones-rod models.

91) Write the number 67,670,671 in ten-rod, hundred-rod and ones-rod models.

92) Write the number 68,680,681 in ten-rod, hundred-rod and ones-rod models.

93) Write the number 69,690,691 in ten-rod, hundred-rod and ones-rod models.

94) Write the number 70,700,701 in ten-rod, hundred-rod and ones-rod models.

95) Write the number 71,710,711 in ten-rod, hundred-rod and ones-rod models.

96) Write the number 72,720,721 in ten-rod, hundred-rod and ones-rod models.

97) Write the number 73,730,731 in ten-rod, hundred-rod and ones-rod models.

98) Write the number 74,740,741 in ten-rod, hundred-rod and ones-rod models.

99) Write the number 75,750,751 in ten-rod, hundred-rod and ones-rod models.

100) Write the number 76,760,761 in ten-rod, hundred-rod and ones-rod models.

Destroy the Digits



Which digits of the first number need to be destroyed to make the statement true?

$$637392 < 600302$$



How many possibilities can you find?

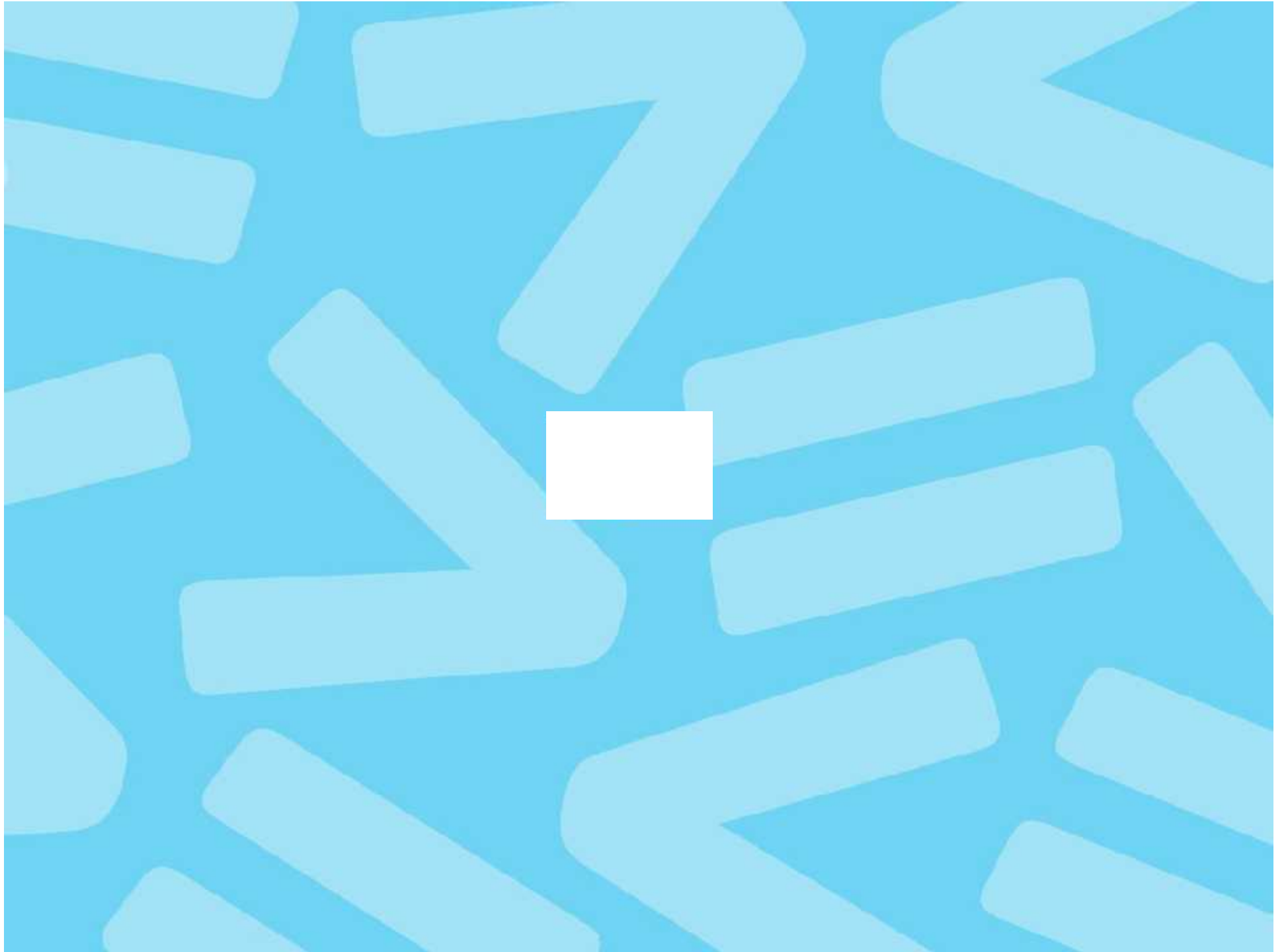
Aim



- To compare numbers to at least 1 000 000.

Success Criteria

- I can determine the value of each digit in numbers up to 1 000 000.
- I can use visual and abstract methods to compare numbers.
- I can choose a suitable method to compare numbers in a range of mathematical contexts.



| Aim: To order and compare numbers to at least 1 000 000. | | | | Date: | | | | | |
|--|----|--------|---------|----------------|-----|---|----------|----|----|
| | | | | Delivered By: | | | Support: | | |
| Success Criteria | Me | Friend | Teacher | T | PPA | S | I | AL | GP |
| I can determine the value of each digit in numbers up to 1 000 000. | | | | Notes/Evidence | | | | | |
| I can use visual and abstract methods to compare numbers. | | | | | | | | | |
| I can choose a suitable method to compare numbers in a range of mathematical contexts. | | | | | | | | | |
| | | | | | | | | | |
| Next Steps | | | | | | | | | |
|) _____ | | | | | | | | | |
|) _____ | | | | | | | | | |

| | | | |
|------------|--------------------------------------|-----------|-----------------|
| T | Teacher | I | Independent |
| PPA | Planning, Preparation and Assessment | AL | Adult Led |
| S | Supply | GP | Guided Practice |

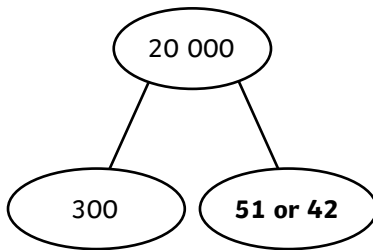
| Aim: To order and compare numbers to at least 1 000 000. | | | | Date: | | | | | |
|--|----|--------|---------|----------------|-----|---|----------|----|----|
| | | | | Delivered By: | | | Support: | | |
| Success Criteria | Me | Friend | Teacher | T | PPA | S | I | AL | GP |
| I can determine the value of each digit in numbers up to 1 000 000. | | | | Notes/Evidence | | | | | |
| I can use visual and abstract methods to compare numbers. | | | | | | | | | |
| I can choose a suitable method to compare numbers in a range of mathematical contexts. | | | | | | | | | |
| | | | | | | | | | |
| Next Steps | | | | | | | | | |
|) _____ | | | | | | | | | |
|) _____ | | | | | | | | | |

| | | | |
|------------|--------------------------------------|-----------|-----------------|
| T | Teacher | I | Independent |
| PPA | Planning, Preparation and Assessment | AL | Adult Led |
| S | Supply | GP | Guided Practice |



- 1) a) 6090 is less than 6900.
- b) 12 010 is greater than 11 918.
- c) Eight thousand and twenty-nine is less than 8109.
- d) Two hundred and sixty-four thousand, two hundred and ninety seven is greater than 206,497.

2)



- 3) a) $23 < 23\ 009$
- b) $50\ 204 < 51\ 201$
- c) One thousand, six hundred and four $> 1\ 064$



- 1) Carla is incorrect.
For example:
 $12 < 24 > 13 = 13$
- 2) James is wrong. Only numbers with 7 hundreds that also have a 6 or more in the ten thousands column and a 4 or more in the thousands column will be greater than 64 020. Rio is correct as 7 ten thousands is greater than 6 ten thousands.
- 3) a) Examples could include:
20 352
20 242
20 151
20 111
10 352
- b) A wide variety of number statements could be created, compared and ordered using the greater than and less than symbols.



1) a) Examples include:

$$9876 > 12 < 345$$

$$9876 > 21 < 543$$

b) The largest selection of digits that can be chosen is 9876. Starting with the largest digit and selecting digits in descending order helps to find the largest number.

2) a) Many possible answers. For example:

| Ten Thousands | Thousands | Hundreds | Tens | Ones |
|---------------|-----------|----------|------|-------|
| ● ● ● | ○ | ● ● ● | ● ● | ● ● ● |
| ● ● ● | | ● ● ● | ○ | |
| ● | | ● | | |

b) No counters can be placed in the tens of thousands column.

Only one counter can be placed in the thousands column.

Both counters can be placed in the hundreds column.

Both counters could be placed in the tens column.

Both counters can be placed in the ones column.

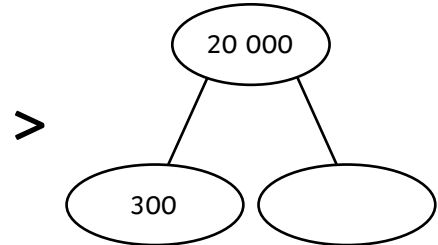
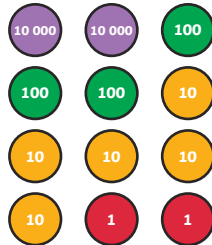
Variations of these examples are also acceptable. For example, one counter in the tens column and one counter in the ones column.



1) Compare the numbers, using words to complete each number sentence.

- a) 6090 is _____ than 6900.
- b) 12 010 is _____ than 11 918.
- c) Eight thousand and twenty-nine is _____ than 8109.
- d) Two hundred and sixty-four thousand, two hundred and ninety seven is _____ than 206,497.

2) Think of a number that could be made with one less counter. Use it to complete the part-whole model keeping the statement true.



3) Use $<$, $>$ or $=$ to correctly complete the statements.

- a) 23 _____ 23 009
- b) 50 204 _____ 51 201
- c) One thousand, six hundred and four _____ 1 064



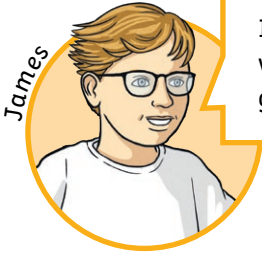
1) Year 5 are discussing different ways that mathematical symbols can be used in number sentences.



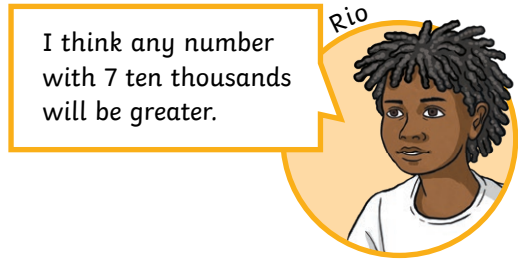
You cannot use the greater than, less than and equal to symbols in the same number statement.

Do you agree with Carla? Explain with reasoning.

2) James and Rio are looking at the number 64 020.



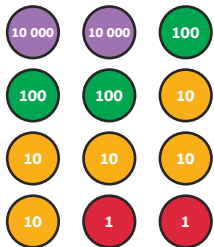
I think any number with 7 hundreds will be greater than 64 020.



I think any number with 7 ten thousands will be greater.

Do you agree with James and Rio? Explain your answer.

3) a) Create five different numbers using the place value counters. Write each number into the place value grid.



| Ten Thousands | Thousands | Hundreds | Tens | Ones |
|---------------|-----------|----------|------|------|
| | | | | |

Write ten different number statements using the numbers in the grid above and the inequality and equality mathematical symbols.



1) a) Use each digit once to complete the number statement.

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|--|--|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | | |
| | | | | > | | | < | | | |

b) What is the largest number that can be made to satisfy the first number in the statement?
Explain your thinking.

2) a) Place 2 counters in 2 columns in the place value grid so that the number statement is still true.

Seventy-one thousand, nine-hundred and five

>

| Ten Thousands | Thousands | Hundreds | Tens | Ones |
|---------------|-----------|----------|------|------|
| | | | | |

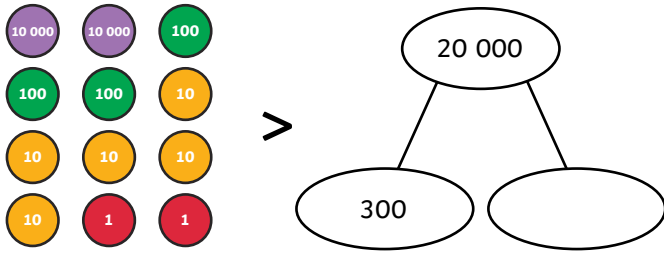
b) How many different possibilities can you find? Explore.

1) Compare the numbers, using words to complete each number sentence.



- a) 6090 is _____ than 6900.
- b) 12 010 is _____ than 11 918.
- c) Eight thousand and twenty-nine is _____ than 8109.
- d) Two hundred and sixty-four thousand, two hundred and ninety seven is _____ than 206,497.

2) Think of a number that could be made with one less counter. Use it to complete the part-whole model keeping the statement true.



3) Use $<$, $>$ or $=$ to correctly complete the statements.

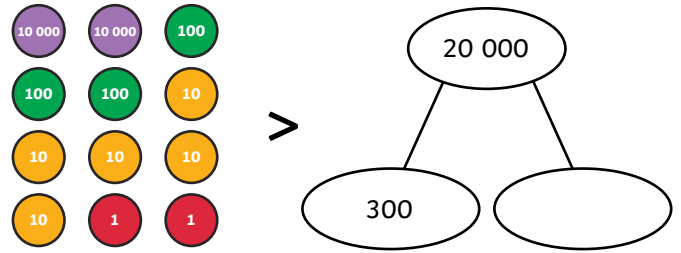
- a) 23 _____ 23 009
- b) 50 204 _____ 51 201
- c) One thousand, six hundred and four _____ 1 064

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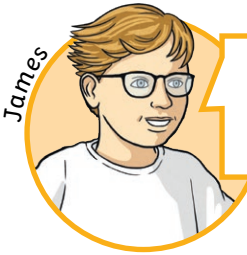
- 1) Year 5 are discussing different ways that mathematical symbols can be used in number sentences.



You cannot use the greater than, less than and equal to symbols in the same number statement.

Do you agree with Carla? Explain with reasoning.

- 2) James and Rio are looking at the number 64 020.



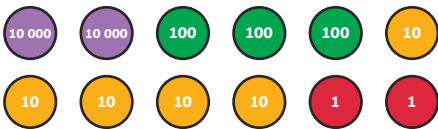
I think any number with 7 hundreds will be greater than 64 020.



I think any number with 7 ten thousands will be greater.

Do you agree with James and Rio? Explain your answer.

- 3) a) Create five different numbers using the place value counters. Write each number into the place value grid.



| Ten Thousands | Thousands | Hundreds | Tens | Ones |
|---------------|-----------|----------|------|------|
| | | | | |

- b) Write ten different number statements using the numbers in the grid above and the inequality and equality mathematical symbols.

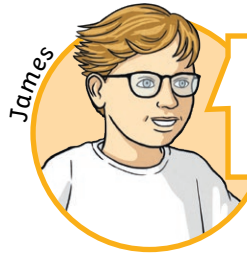
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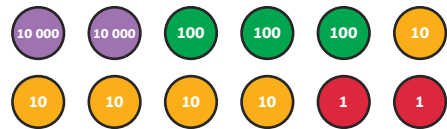
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1) a) Use each digit once to complete the number statement.



1 2 3 4 5 6 7 8 9

□ □ □ □

>

□ □

<

□ □ □

b) What is the largest number that can be made to satisfy the first number in the statement? Explain your thinking.

2) a) Place 2 counters in 2 columns in the place value grid so that the number statement is still true.

Seventy-one thousand, nine-hundred and five

>

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|---------------|-----------|----------|------|------|
| | | | | |

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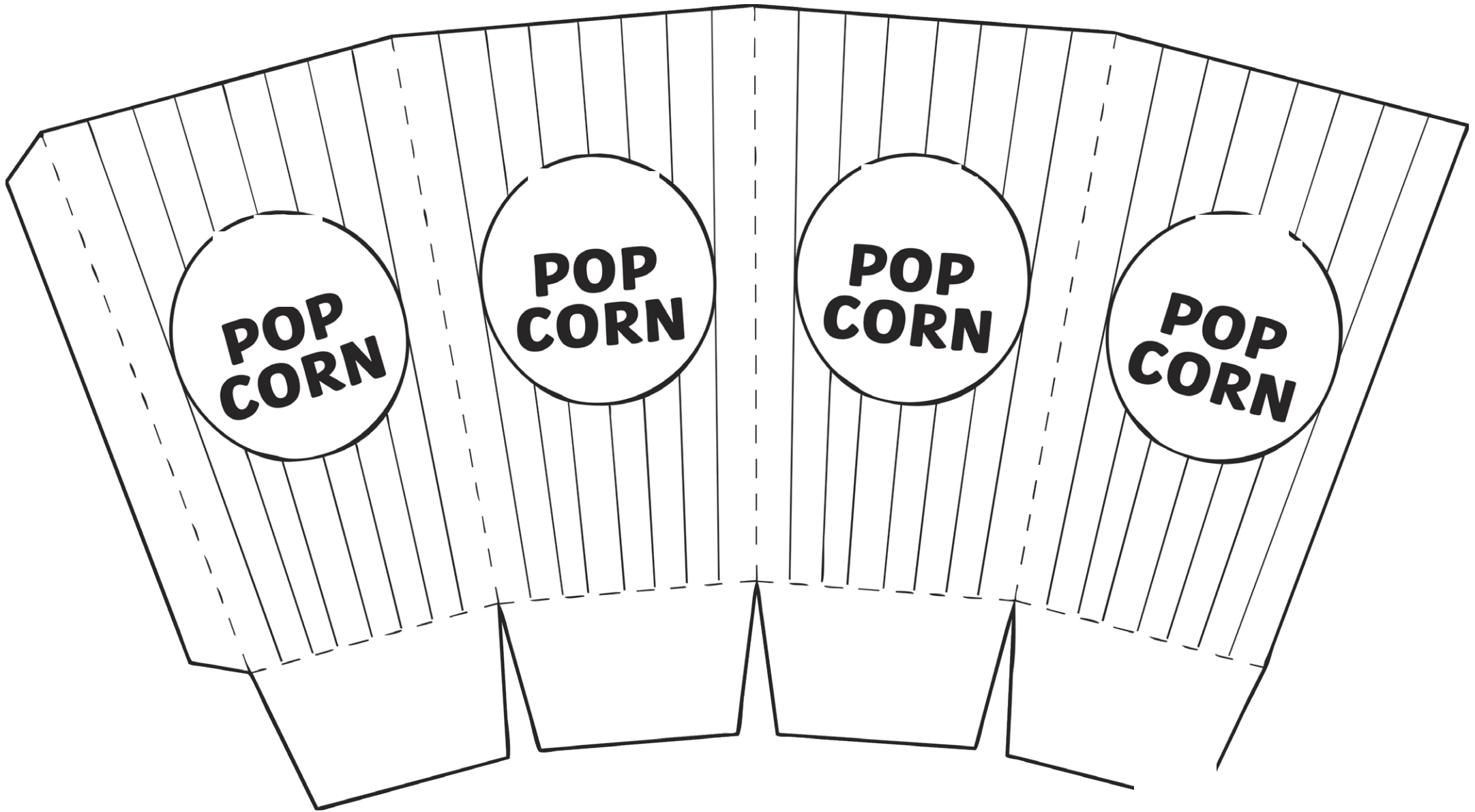
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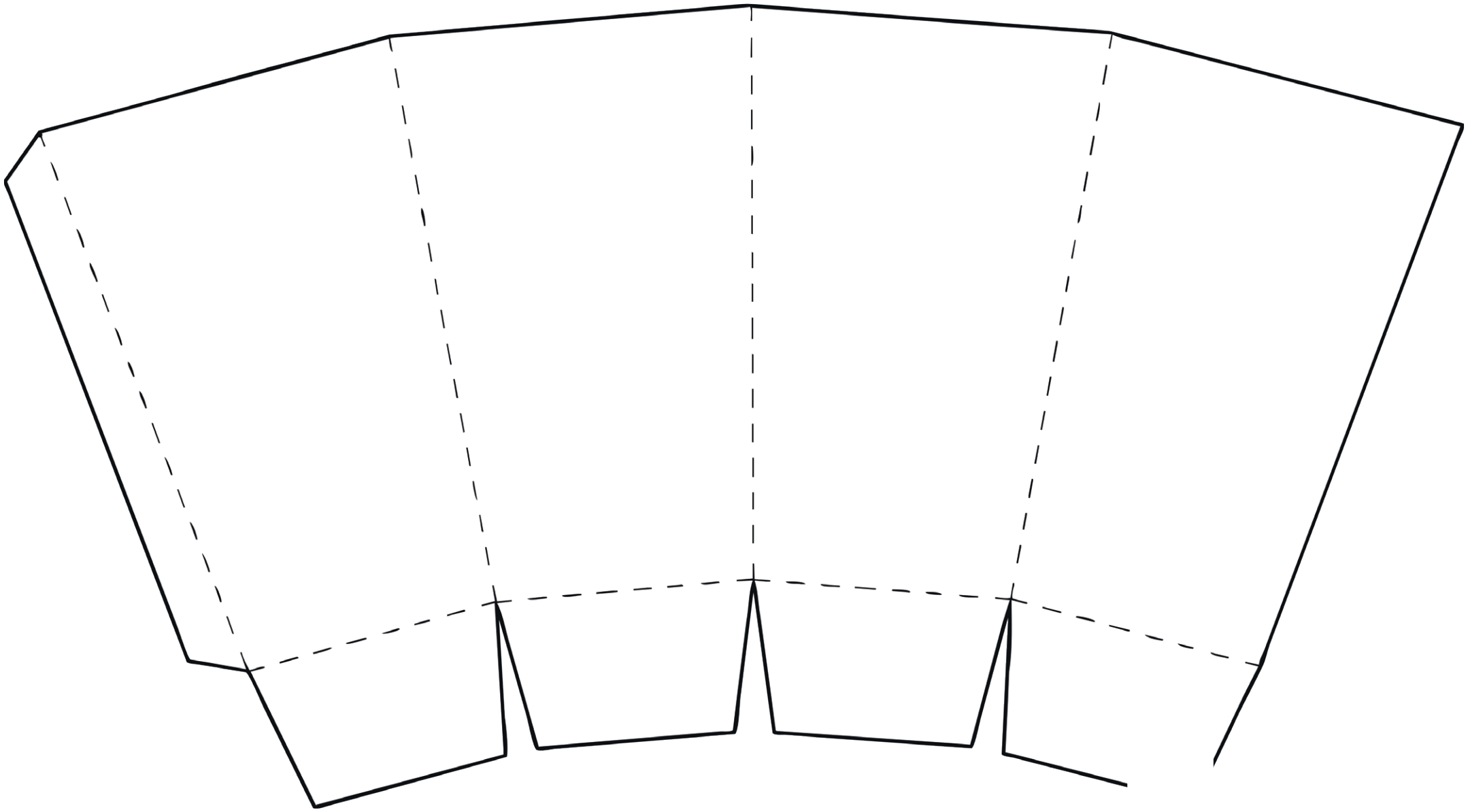
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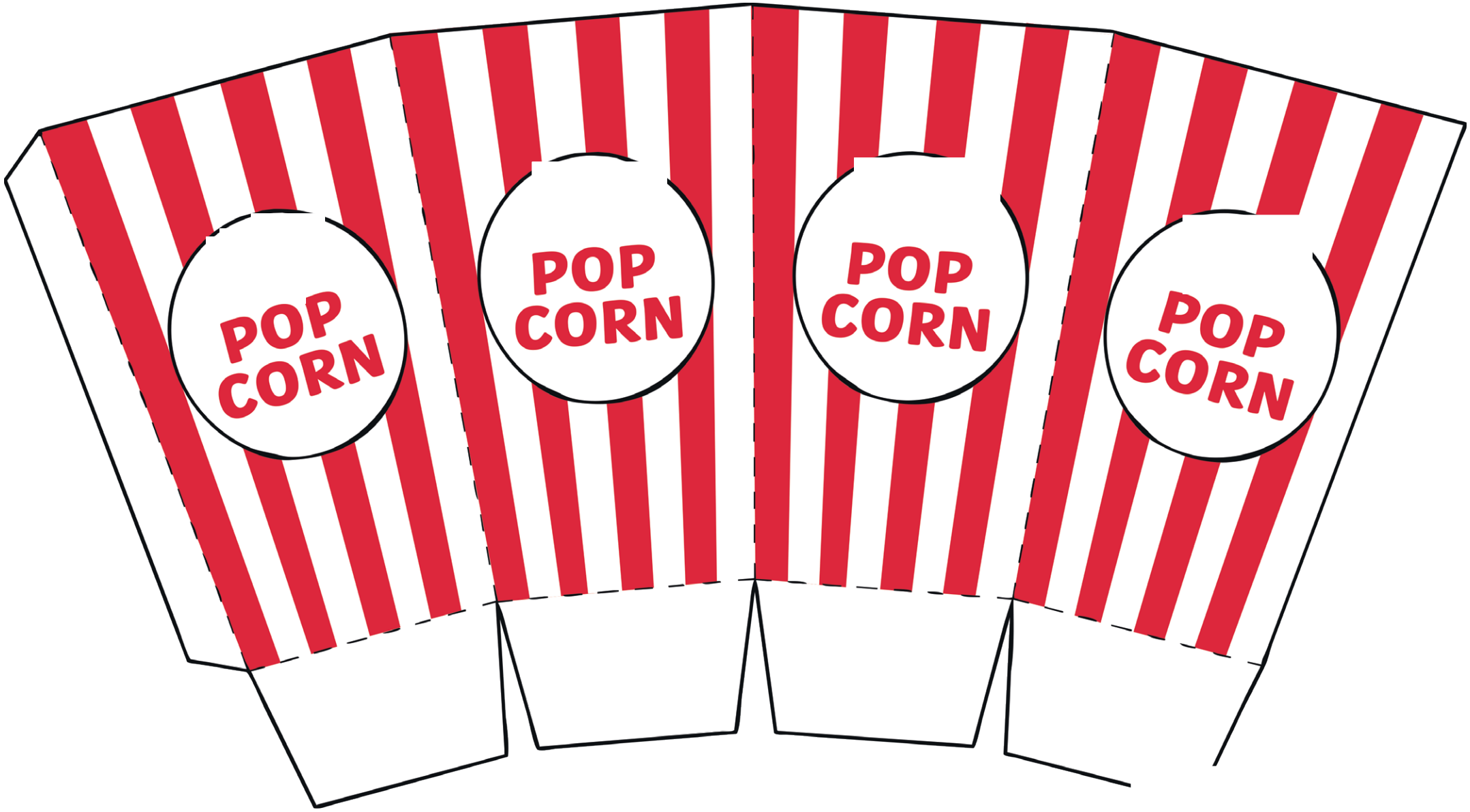
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Popcorn Number Cards

To compare numbers to at least 1 000 000.



Print these cards on white paper and cut out.

Screw up each card to make it look like popcorn and put it in the Popcorn Box.

| | | | |
|-----------|-----------|-----------|---------|
| 3645 | 68 723 | 585 732 | 576 134 |
| 6 756 294 | 9821 | 23 768 | 10 842 |
| 7 758 112 | 289 103 | 43 671 | 562 891 |
| 186 375 | 2 987 105 | 350 621 | 500 000 |
| 20 000 | 4000 | 7 000 000 | 100 000 |

Popcorn Symbol Cards

To compare numbers to at least 1 000 000.



Print these cards on yellow paper and cut out.

Screw up each card to make it look like popcorn and put it in the Popcorn Box.

| | | | |
|---|---|---|---|
| > | > | > | > |
| > | > | > | > |
| > | > | < | < |
| < | < | < | < |
| < | < | < | < |

Number and Place Value | Number Comparisons

| | | |
|--|--|--|
| To compare numbers to at least 1 000 000. | | |
| I can determine the value of each digit in numbers up to 1 000 000. | | |
| I can use visual and abstract methods to compare numbers. | | |
| I can choose a suitable method to compare numbers in a range of mathematical contexts. | | |

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