Year 4 Maths

Steppingstone activity

Lesson 5

LO: To compare 3-4 digit numbers

Success Criteria:

1.	Draw a place value grid
2.	Make your numbers
3.	Starting with the 1000s digit, compare
4.	Write your sentence with a comparing symbol

Model

1. 2. 3. 4.

Now you try… Answers:

150 < 510   **472 < 724**   **823 > 382**   **245 = 245**

Remember to start at the 1000s column. If the value of the digit is the same, move across to the 100s.

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Task:

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Model:

1.

2.

3.

4.
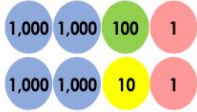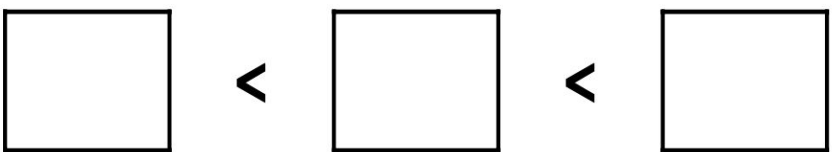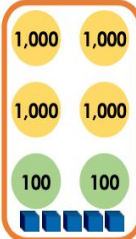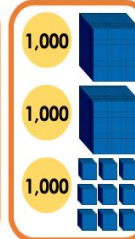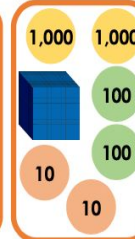
Make sure you partition one value at a time!

is greater than   is less than

is equal to

Year 4 Maths

Main activity

Complete at least 2 columns, more if you can!

Task 1	Task 2	Task 3	Task 4

Task 1

Practice

Compare these two numbers using < = >

Answers:

1. 234 < 423

2. 346 < 463

3. 928 > 892

4. 2736 = 2736

5. 1736 < 3716

6. 3578 < 5837

Task 2

Practice

Partition these numbers using the part/whole model:

Answers:

2,781 < 2,598

4,112 = 1,000 1,000 100 1 / 1,000 1,000 10 1

8,541 > 9,356

The two incorrect statements are:

2,781 < 2,598

8,541 > 9,356

8,000 + 900 + 2 < Eight thousands, nine tens and six ones

3,416 > 1,000 1,000 1,000 1 / 100 100 10 1

1,000 + 100 + 40 = One thousand, one hundred and four ones

Task 3

Reasoning

Explain your answers.

4a. Lucas says,

"If I use the digits 1 to 9 in all three numbers below, with the same digit in each number, there will always be two numbers which could correctly complete the statement."

3 , ✸ 7 1

Three thousand, eight hundred and eighty > ✸ , 6 5 6

3 , 8 ✸ 5

Is Lucas correct? Explain your answer.

Lucas is incorrect. Using the digits 8 or 9 will mean that fewer than two of the numbers will correctly complete the statement.

Task 4

Problem solving

1. Rebekah is completing the statement using the flash cards below.

☐ < ☐ < ☐

A. 6 thousand, 15 hundreds, 9 tens and 36 ones

B. 1,000 1,000 / 1,000 1,000 / 100 100

C. 1,000 1,000 (blocks)

D. 1,000 / 1,000 / 1,000 (blocks)

E. 1,000 1,000 / 100 / 100 / 10 / 10

F. 7 thousand, 12 hundreds, 8 tens and 54 ones

Investigate six possible statements she could make.

Various answers, for example: 2,153 (C) < 4,205 (B) < 8,334 (F)

DP

The two incorrect statements are:

8,902 < 8,096

1,140 = 1,104

3,000 + 1,900 + 210 + 6   **<**   Four thousands, eight hundreds, eleven tens and twelve ones

6,741   **>**   Six thousand, seven hundred and sixty seven

2,000 + 1,300 + 7   **=**   Three thousands, two hundreds, ten tens and seven
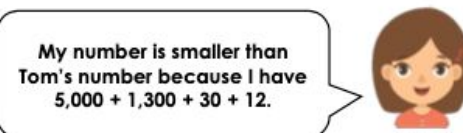
The two incorrect statements are:

5,116 < 4,922

9b. Tom and Lucy are comparing numbers.

Tom: My number is smaller than Lucy's number because I have five thousands, eighteen hundreds, one ten and two ones.

Lucy: My number is smaller than Tom's number because I have 5,000 + 1,300 + 30 + 12.

Who is correct? Explain how you know.

Lucy is correct because she has the same number of thousands, but she has fewer hundreds than Tom.