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…

150 and 510   **472 and 724**   **823 and 382**   **245 and 245**

Remember to start at the 1000s column. If the value of the digit is the same, move across to the 100s.
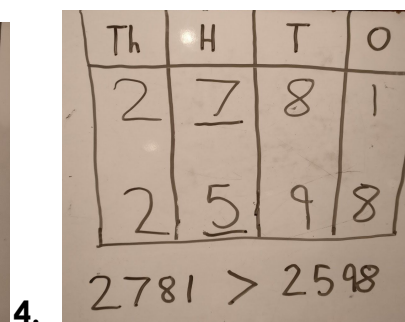
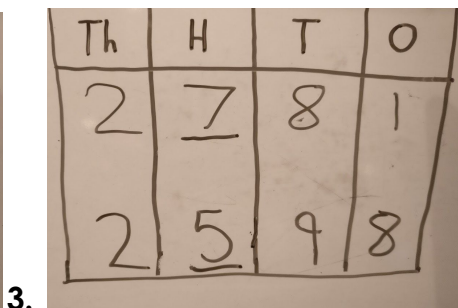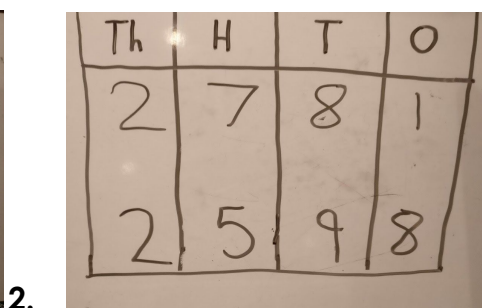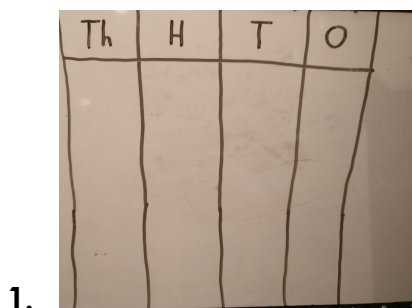**Year 4 Maths**

Lesson 5
LO: To compare 3-4 digit numbers
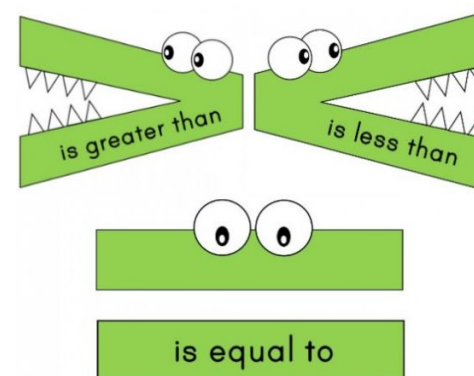
Task:

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.

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
Practice	**Practice**	**Reasoning**	**Problem solving**

Task 1 — Practice

Compare these two numbers using < = >

1. 234 and 423

2. 346 and 463

3. 928 and 892

4. 2736 and 2736

5. 1736 and 3716

6. 3578 and 5837

Task 2 — Practice

Partition these numbers using the part/whole model:

2,781   <   2,598

4,112   =

8,541   >   9,356

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

3,416   >

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

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

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.

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.

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.

C.

D.

E.

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

Investigate six possible statements she could make.

Tips

- Make the numbers first on a place value grid.
- Compare the values of the digits carefully.