



Name \_\_\_\_\_

Date \_\_\_\_\_

**Learning Target:** I will compare numbers to 1,000

## Session 1: Guided Practice (We Do)

**Materials:**

- Base-Ten Blocks (10 hundreds, 10 tens and 10 ones per student)
- Place-Value Cards

**We Do Together:** (Teacher Actions)

- Say the comparison statement and write the answer if you know it.
- Use base-ten blocks and place-value cards to compare the two numbers or check your work.

1. $317 \underline{\quad} 341$	2. $475 \underline{\quad} 459$
3. $235 \underline{\quad} 253$	4. $319 \underline{\quad} 392$

**You Do Together:** (As a class, or in small groups)

- Students take turns leading and repeat the steps to compare numbers to 99.

5. $572 \underline{\quad} 257$	6. $403 \underline{\quad} 430$
7. $428 \underline{\quad} 289$	8. $249 \underline{\quad} 294$
9. $316 \underline{\quad} 361$	10. $516 \underline{\quad} 497$



# Quick Check - Form A

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will compare numbers to 1,000.

**Directions:** Fill in the blank. (>, <, =)

(Work time: 3 minutes)

<b>1.</b>  217 ____ 241	<b>2.</b>  875 ____ 859
<b>3.</b>  635 ____ 653	<b>4.</b>  919 ____ 392
<b>5.</b>  372 ____ 257	<b>6.</b>  803 ____ 830

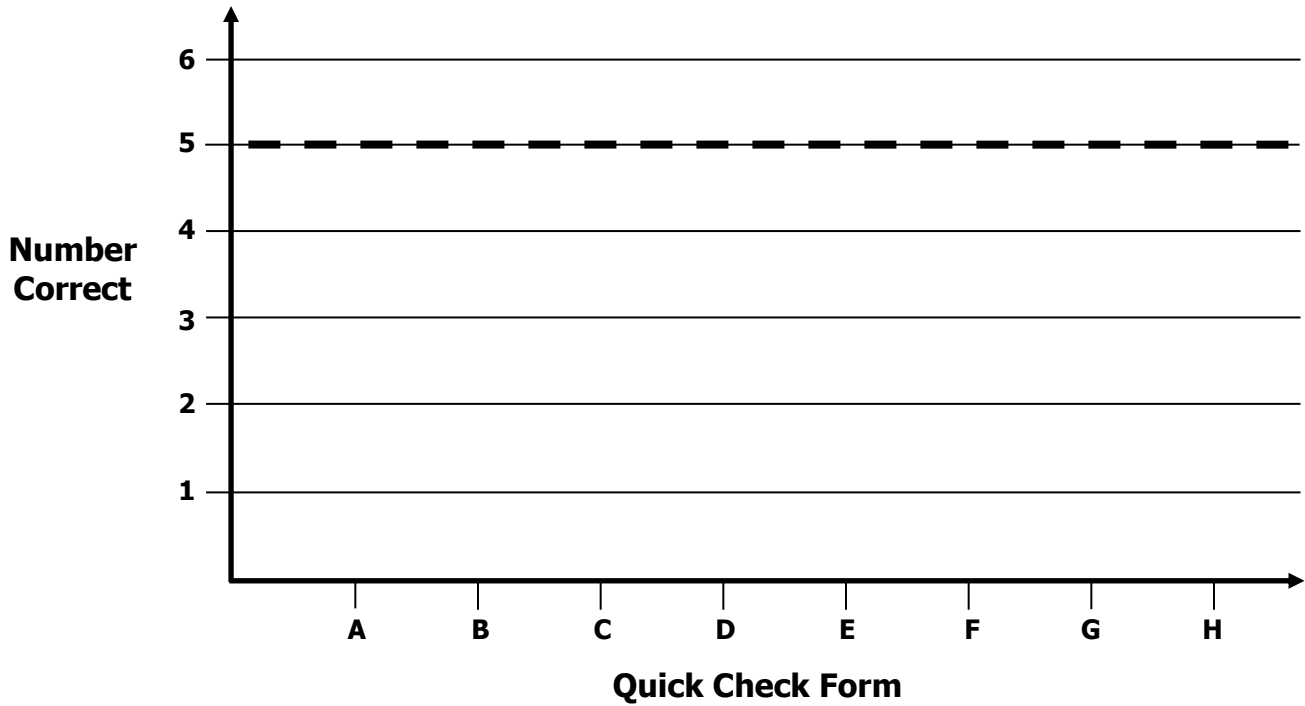


# Growth Chart

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will compare numbers to 1,000.

**Goal:** 5 out of 6 correct



Intervention	Date	Score
Session 1:		
Session 2:		
Session 3:		
Session 4:		
Session 5:		
Session 6:		
Session 7:		
Session 8:		



Name \_\_\_\_\_

Date \_\_\_\_\_

**Learning Target:** I will compare numbers to 1,000

## Session 2: Guided Practice (We Do)

**Materials:**

- Base-Ten Blocks (10 hundreds, 10 tens and 10 ones per student)
- Place-Value Cards (See Session 1)

**We Do Together:** (Teacher Actions)

- Say the comparison statement and write the answer if you know it.
- Use base-ten blocks and place-value cards to compare the two numbers or check your work.

1.  318 ___ 321	2.  485 ___ 458
3.  247 ___ 274	4.  519 ___ 592

**You Do Together:** (As a class, or in small groups)

- Students take turns leading and repeat the steps to compare numbers to 99.

5.  472 ___ 297	6.  506 ___ 560
7.  328 ___ 389	8.  239 ___ 293
9.  416 ___ 461	10.  615 ___ 597



# Quick Check - Form B

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will compare numbers to 1,000.

**Directions:** Fill in the blank. (>, <, =)

(Work time: 3 minutes)

<p><b>1.</b></p> <p>328 ____ 295</p>	<p><b>2.</b></p> <p>749 ____ 794</p>
<p><b>3.</b></p> <p>516 ____ 532</p>	<p><b>4.</b></p> <p>916 ____ 897</p>
<p><b>5.</b></p> <p>705 ____ 750</p>	<p><b>6.</b></p> <p>372 ____ 427</p>



Name \_\_\_\_\_

Date \_\_\_\_\_

**Learning Target:** I will compare numbers to 1,000

## Session 3: Guided Practice (We Do)

**We Do Together:** (Teacher Actions)

- Say the comparison statement and write the answer if you know it.
- Use base-ten drawings and expanded notation to compare the two numbers or check your work.

1.

$$317 \_ 341$$

2.

$$475 \_ 459$$

3.

$$235 \_ 253$$



Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will compare numbers to 1,000

## Session 3: Guided Practice (We Do - Continued)

**You Do Together:** (As a class, or in small groups)

- Students take turns leading and repeat the steps to compare numbers to 1,000.

4.

$$372 \_ 257$$

5.

$$403 \_ 430$$

6.

$$428 \_ 289$$



# Quick Check - Form C

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will compare numbers to 1,000.

**Directions:** Fill in the blank. (>, <, =)

(Work time: 3 minutes)

<b>1.</b>  625 ____ 652	<b>2.</b>  971 ____ 928
<b>3.</b>  408 ____ 399	<b>4.</b>  803 ____ 830
<b>5.</b>  287 ____ 378	<b>6.</b>  781 ____ 729





Name \_\_\_\_\_

Date \_\_\_\_\_

**Learning Target:** I will compare numbers to 1,000

## Session 4: Guided Practice (We Do)

**We Do Together:** (Teacher Actions)

- Say the comparison statement and write the answer if you know it.
- Use base-ten drawings and expanded notation to compare the two numbers or check your work.

1.

$$419 \_ 431$$

2.

$$385 \_ 368$$

3.

$$247 \_ 274$$



Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will compare numbers to 1,000

## Session 4: Guided Practice (We Do - Continued)

**You Do Together:** (As a class, or in small groups)

- Students take turns leading and repeat the steps to compare numbers to 1,000.

4.

$$187 \_ 213$$

5.

$$305 \_ 320$$

6.

$$215 \_ 167$$



# Quick Check - Form D

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will compare numbers to 1,000.

**Directions:** Fill in the blank. (>, <, =)

(Work time: 3 minutes)

<p><b>1.</b></p> <p>461 ____ 397</p>	<p><b>2.</b></p> <p>736 ____ 762</p>
<p><b>3.</b></p> <p>572 ____ 527</p>	<p><b>4.</b></p> <p>216 ____ 198</p>
<p><b>5.</b></p> <p>948 ____ 984</p>	<p><b>6.</b></p> <p>495 ____ 594</p>



Name \_\_\_\_\_

Date \_\_\_\_\_

**Learning Target:** I will compare numbers to 1,000

## Session 5: Guided Practice (We Do)

**We Do Together:** (Teacher Actions)

- Say the comparison statement and write the answer if you know it.
- Use base-ten drawings and expanded notation to compare the two numbers or check your work.

1.

$$315 \_ 351$$

2.

$$263 \_ 248$$

3.

$$136 \_ 163$$



Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will compare numbers to 1,000

## Session 5: Guided Practice (We Do - Continued)

**You Do Together:** (As a class, or in small groups)

- Students take turns leading and repeat the steps to compare numbers to 1,000.

4.

$$281 \text{ \_\_\_ } 278$$

5.

$$308 \text{ \_\_\_ } 380$$

6.

$$219 \text{ \_\_\_ } 231$$



# Quick Check - Form E

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will compare numbers to 1,000.

**Directions:** Fill in the blank. (>, <, =)

(Work time: 3 minutes)

<p><b>1.</b></p> <p>217 ____ 241</p>	<p><b>2.</b></p> <p>875 ____ 859</p>
<p><b>3.</b></p> <p>635 ____ 653</p>	<p><b>4.</b></p> <p>919 ____ 392</p>
<p><b>5.</b></p> <p>372 ____ 257</p>	<p><b>6.</b></p> <p>803 ____ 830</p>



Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will compare numbers to 1,000

## Session 6: Guided Practice (We Do)

**We Do Together:** (Teacher Actions)

- Say the comparison statement and write the answer if you know it.
- Use expanded notation to compare the two numbers or check your work.

1.  743 ___ 762	2.  281 ___ 319
3.  473 ___ 429	4.  527 ___ 702



Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will compare numbers to 1,000

## Session 6: Guided Practice (We Do - Continued)

**You Do Together:** (As a class, or in small groups)

- Students take turns leading to compare numbers to 99.

5.  736 ___ 673	6.  971 ___ 928
7.  608 ___ 599	8.  352 ___ 381
9.  705 ___ 576	10.  801 ___ 799





# Quick Check - Form F

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will compare numbers to 1,000.

**Directions:** Fill in the blank. (>, <, =)

(Work time: 3 minutes)

<b>1.</b>  $328 \text{ \_\_\_\_ } 295$	<b>2.</b>  $749 \text{ \_\_\_\_ } 794$
<b>3.</b>  $516 \text{ \_\_\_\_ } 532$	<b>4.</b>  $916 \text{ \_\_\_\_ } 897$
<b>5.</b>  $705 \text{ \_\_\_\_ } 750$	<b>6.</b>  $372 \text{ \_\_\_\_ } 427$



Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will compare numbers to 1,000

## Session 7: Guided Practice (We Do)

**We Do Together:** (Teacher Actions)

- Say the comparison statement and write the answer if you know it.
- Use expanded notation to compare the two numbers or check your work.

1.  728 ___ 743	2.  392 ___ 401
3.  582 ___ 539	4.  415 ___ 601



Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will compare numbers to 1,000

## Session 7: Guided Practice (We Do - Continued)

**You Do Together:** (As a class, or in small groups)

- Students take turns leading to compare numbers to 99.

5.  536 ___ 483	6.  861 ___ 829
7.  709 ___ 699	8.  463 ___ 482
9.  604 ___ 597	10.  401 ___ 398



# Quick Check - Form G

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will compare numbers to 1,000.

**Directions:** Fill in the blank. (>, <, =)

(Work time: 3 minutes)

<p><b>1.</b></p> <p>625 ____ 652</p>	<p><b>2.</b></p> <p>971 ____ 928</p>
<p><b>3.</b></p> <p>408 ____ 399</p>	<p><b>4.</b></p> <p>803 ____ 830</p>
<p><b>5.</b></p> <p>287 ____ 378</p>	<p><b>6.</b></p> <p>781 ____ 729</p>



Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will compare numbers to 1,000

## Session 8: Guided Practice (We Do)

**We Do Together:** (Teacher Actions)

- Say the comparison statement and write the answer if you know it.
- Use expanded notation to compare the two numbers or check your work.

1.  543 ___ 562	2.  381 ___ 419
3.  673 ___ 629	4.  237 ___ 402



Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will compare numbers to 1,000

## Session 8: Guided Practice (We Do - Continued)

**You Do Together:** (As a class, or in small groups)

- Students take turns leading to compare numbers to 99.

5.  635 ___ 536	6.  817 ___ 832
7.  408 ___ 399	8.  253 ___ 281
9.  507 ___ 470	10.  701 ___ 699



# Quick Check - Form H

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will compare numbers to 1,000.

**Directions:** Fill in the blank. (>, <, =)

(Work time: 3 minutes)

<b>1.</b>  461 ____ 397	<b>2.</b>  736 ____ 762
<b>3.</b>  572 ____ 527	<b>4.</b>  216 ____ 198
<b>5.</b>  948 ____ 984	<b>6.</b>  495 ____ 594