# Lesson 11: Place Value Comparisons (Part 2)

### Standards Alignments

|  |  |
| --- | --- |
| Addressing | 2.NBT.A.1, 2.NBT.A.3, 2.NBT.A.4 |

### Teacher-facing Learning Goals

* Compare three-digit numbers using place value understanding.

### Student-facing Learning Goals

* Let’s compare three-digit numbers using place value.

### Lesson Purpose

The purpose of this lesson is for students to compare three-digit numbers using their understanding of place value.

In previous lessons, students learned to compare three-digit numbers using the number line and base-ten diagrams. In this lesson, students compare three-digit numbers in tasks that do not suggest a particular representation. In the first activity, students complete comparison statements to make them true and are encouraged to explain or show their thinking in a way that makes sense to them. In the second activity, students learn a new stage of the Greatest of Them All center. This activity encourages students to reason about place value as they use digits to make three-digit numbers and compare numbers with their partner.

### Access for:

###  Students with Disabilities

* Representation (Activity 1)

###  English Learners

* MLR8 (Activity 2)

### Instructional Routines

True or False (Warm-up)

### Materials to Gather

* Number cards 0–10: Activity 2

### Materials to Copy

* Greatest of Them All Stage 2 Recording Sheet (groups of 1): Activity 2

### Lesson Timeline

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| --- | --- |
| Warm-up | 10 min |
| Activity 1 | 15 min |
| Activity 2 | 20 min |
| Lesson Synthesis | 10 min |
| Cool-down | 5 min |

### Teacher Reflection Question

Students shared their thinking multiple times in this lesson. How did students reason about or explain their comparisons? What have you noticed about the language students use that show they understand how to compare three-digit numbers based on the meaning of their digits?

## Cool-down

(to be completed at the end of the lesson) 5min

Place Value Comparisons

### Standards Alignments

|  |  |
| --- | --- |
| Addressing | 2.NBT.A.4 |

### Student-facing Task Statement

Place one of the numbers in each blank to make each comparison true. Use each number only once.

112

701

398

### Student Responses