

Compare Place by Place



Grade 4 | NC.4.NBT.7

Teacher scripts • Place-value visuals • 60-item reusable bank
Worked keys • Organizers • Individual performance records

Current NC standards for 2026-27 and 2027-28. Adopted 2026 revisions begin in 2028-29 and are not substituted here. Use selected tasks across several sessions, not one 60-item test.

Free sample | Contents

NC.4.NBT.7 | Fourth Grade mathematics

This sample contains 17 complete selected pages from the 136-page resource, plus this sample contents page. Original printed page numbers are retained. Gaps are intentional.

Included original pages: 1-15, 44-45

Representative activities

M01: sample PDF page(s) 15; original page(s) 14

M02: sample PDF page(s) 16; original page(s) 15

O01: sample PDF page(s) 17; original page(s) 44

O02: sample PDF page(s) 18; original page(s) 45

Using this sample

Read the preparation and access guidance before using a selected activity.
Keep teacher keys and private preparation pages separate from student copies.
Use the original resource contents to see the scope of the complete packet.

Complete paid download

The complete resource includes the full PDF task bank and teaching materials.

TEACHER GUIDE

Standard and evidence

Compare two multi-digit numbers up to and including 100,000 based on the values of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.

- Compare whole numbers through 100,000 using digit values.
- Record a comparison with $>$, $<$ or $=$.
- Justify the relation using the first differing place or equality of all places.

Essential question: How does the place of a digit determine what a whole number means?
Evidence: hear an explanation and collect an individual representation. Choice accuracy alone cannot establish the full standard. MP2 connects symbols to values; MP3 supports critique; MP6 supports precise language; MP7 highlights base-ten structure.

TEACHER GUIDE

Plan, materials and access

Session 1 (20-25 minutes): warm-up M01/O01, I Do M05/O05 and the teacher model.

Session 2 (25-30 minutes): shared M09/O09 and partner M14/O14. Session 3 (20-25 minutes): independent M19/O19, targeted M24/O24 and individual exit M28/O28. Use remaining items for spaced practice and fresh evidence. Times guide teaching; they are not speed cutoffs.

Prerequisites: count and group ten units, read three-digit numbers, and distinguish a digit from its value. Ask learners to show 4 tens and 4 ones before moving to thousands. Do not assume a difficulty with language means a difficulty with value.

Materials: pencil, supplied charts, paper and optional large base-ten blocks. The printed value tiles use labels to represent large units; they are not literal to-scale blocks. Adult handles any cutting. Drawings replace small loose counters. All numbers stay between 0 and 100,000.

Access: enlarge print, use high contrast, allow AAC, signing, oral explanation and dictation where these preserve the target. Do not score handwriting, spelling or accent. Read directions neutrally; for NBT.2 reading evidence, do not read the target number name or numeral for the learner. Record a supported reread separately.

Vocabulary: digit, value, place, ten times, numeral, number name, expanded form, greater, less, equal. Invite the learner to point to a place and name its unit in a familiar language; then connect it to the mathematical notation.

TEACHER GUIDE

Contents and bank map

Order: teacher guide and model; anchor and reusable chart; seven scripts; 30 choice tasks; 30 open performances; worked keys; scoring and evidence record; official sources. Print only selected student pages. Keep teacher keys out of sight.

Warm-up: M01-M04 and O01-O04

I Do: M05-M08 and O05-O08

We Do: M09-M13 and O09-O13

Collaborative practice: M14-M18 and O14-O18

Independent practice: M19-M23 and O19-O23

Small-group reteach: M24-M27 and O24-O27

Exit ticket: M28-M30 and O28-O30

The seven sections each have 4/4/5/5/5/4/3 choice items and the same allocation of open performances. Each task has an individual learning target in its key. Use individual evidence even after partner rehearsal.

TEACHER ONLY

Teacher model: name the units

A: 60,408

hundred thousands	ten thousands	thousands	hundreds	tens	ones
0	6	0	4	0	8

B: 60,398

hundred thousands	ten thousands	thousands	hundreds	tens	ones
0	6	0	3	9	8

Say: "The ten-thousands and thousands places match. At hundreds, 400 is greater than 300. So $60,408 > 60,398$. I stop at the FIRST differing place from the left: later digits cannot reverse that decision."

Contrast: $60,408 = 60,408$ because every corresponding place matches. A shared last digit does not prove equality. Reverse the first comparison: $60,398 < 60,408$. The wide side of the symbol faces the greater value.

STUDENT SUPPORT

Anchor and reusable organizer

Places from left to right: each unit is ten times the next unit on its right. Write one digit per column. Leading zeros may be used on a chart but are not needed in the numeral.

Number / value A: _____

hundred thousands	ten thousands	thousands	hundreds	tens	ones

Number / value B: _____

hundred thousands	ten thousands	thousands	hundreds	tens	ones

Equation or comparison; explain the value of each relevant digit.

TEACHER GUIDE

Warm-up teaching script

Launch (1-2 min)

Use M01 and O01; reserve the other items for another day. Say: "Name the unit that each digit counts before deciding." Target: Compare whole numbers through 100,000 using digit values.

Model / observe (3-5 min)

In We Do, invite each learner to supply a place value. In partner work, one explains and the other checks, then switch. In independent/exit work, observe silently and postpone instruction until evidence is recorded.

Ask precisely (2-4 min)

Say: "Which places match? Where do the numbers first differ from the left? Write the relation and read it aloud in the correct order."

Respond to a misconception (2-4 min)

If a learner starts at ones, cover the rightmost places temporarily during instruction. Compare the highest places first, then uncover them. Record this as a cue if offered during assessment.

Record / extend (2-3 min)

Record the exact response to O01, target evidence and all supports. Ask for a fresh item without the cue. Extension: create a different example within 100,000 that shows the same idea, and explain why it works.

TEACHER GUIDE

I Do teaching script

Launch (1-2 min)

Use M05 and O05; reserve the other items for another day. Say: "Name the unit that each digit counts before deciding." Target: Record a comparison with $>$, $<$ or $=$.

Model / observe (3-5 min)

Think aloud with the worked model. Point to the chart and connect each digit to its value. Ask learners to predict the next step before revealing it.

Ask precisely (2-4 min)

Say: "Which places match? Where do the numbers first differ from the left? Write the relation and read it aloud in the correct order."

Respond to a misconception (2-4 min)

If a learner starts at ones, cover the rightmost places temporarily during instruction. Compare the highest places first, then uncover them. Record this as a cue if offered during assessment.

Record / extend (2-3 min)

Record the exact response to O05, target evidence and all supports. Ask for a fresh item without the cue. Extension: create a different example within 100,000 that shows the same idea, and explain why it works.

TEACHER GUIDE

We Do teaching script

Launch (1-2 min)

Use M09 and O09; reserve the other items for another day. Say: "Name the unit that each digit counts before deciding." Target: Justify the relation using the first differing place or equality of all places.

Model / observe (3-5 min)

In We Do, invite each learner to supply a place value. In partner work, one explains and the other checks, then switch. In independent/exit work, observe silently and postpone instruction until evidence is recorded.

Ask precisely (2-4 min)

Say: "Which places match? Where do the numbers first differ from the left? Write the relation and read it aloud in the correct order."

Respond to a misconception (2-4 min)

If a learner starts at ones, cover the rightmost places temporarily during instruction. Compare the highest places first, then uncover them. Record this as a cue if offered during assessment.

Record / extend (2-3 min)

Record the exact response to O09, target evidence and all supports. Ask for a fresh item without the cue. Extension: create a different example within 100,000 that shows the same idea, and explain why it works.

TEACHER GUIDE

Collaborative practice teaching script

Launch (1-2 min)

Use M14 and O14; reserve the other items for another day. Say: "Name the unit that each digit counts before deciding." Target: Compare whole numbers through 100,000 using digit values.

Model / observe (3-5 min)

In We Do, invite each learner to supply a place value. In partner work, one explains and the other checks, then switch. In independent/exit work, observe silently and postpone instruction until evidence is recorded.

Ask precisely (2-4 min)

Say: "Which places match? Where do the numbers first differ from the left? Write the relation and read it aloud in the correct order."

Respond to a misconception (2-4 min)

If a learner starts at ones, cover the rightmost places temporarily during instruction. Compare the highest places first, then uncover them. Record this as a cue if offered during assessment.

Record / extend (2-3 min)

Record the exact response to O14, target evidence and all supports. Ask for a fresh item without the cue. Extension: create a different example within 100,000 that shows the same idea, and explain why it works.

TEACHER GUIDE

Independent practice teaching script

Launch (1-2 min)

Use M19 and O19; reserve the other items for another day. Say: "Name the unit that each digit counts before deciding." Target: Record a comparison with $>$, $<$ or $=$.

Model / observe (3-5 min)

In We Do, invite each learner to supply a place value. In partner work, one explains and the other checks, then switch. In independent/exit work, observe silently and postpone instruction until evidence is recorded.

Ask precisely (2-4 min)

Say: "Which places match? Where do the numbers first differ from the left? Write the relation and read it aloud in the correct order."

Respond to a misconception (2-4 min)

If a learner starts at ones, cover the rightmost places temporarily during instruction. Compare the highest places first, then uncover them. Record this as a cue if offered during assessment.

Record / extend (2-3 min)

Record the exact response to O19, target evidence and all supports. Ask for a fresh item without the cue. Extension: create a different example within 100,000 that shows the same idea, and explain why it works.

TEACHER GUIDE

Small-group reteach teaching script

Launch (1-2 min)

Use M24 and O24; reserve the other items for another day. Say: "Name the unit that each digit counts before deciding." Target: Justify the relation using the first differing place or equality of all places.

Model / observe (3-5 min)

In We Do, invite each learner to supply a place value. In partner work, one explains and the other checks, then switch. In independent/exit work, observe silently and postpone instruction until evidence is recorded.

Ask precisely (2-4 min)

Say: "Which places match? Where do the numbers first differ from the left? Write the relation and read it aloud in the correct order."

Respond to a misconception (2-4 min)

If a learner starts at ones, cover the rightmost places temporarily during instruction. Compare the highest places first, then uncover them. Record this as a cue if offered during assessment.

Record / extend (2-3 min)

Record the exact response to O24, target evidence and all supports. Ask for a fresh item without the cue. Extension: create a different example within 100,000 that shows the same idea, and explain why it works.

TEACHER GUIDE

Exit ticket teaching script

Launch (1-2 min)

Use M28 and O28; reserve the other items for another day. Say: "Name the unit that each digit counts before deciding." Target: Compare whole numbers through 100,000 using digit values.

Model / observe (3-5 min)

In We Do, invite each learner to supply a place value. In partner work, one explains and the other checks, then switch. In independent/exit work, observe silently and postpone instruction until evidence is recorded.

Ask precisely (2-4 min)

Say: "Which places match? Where do the numbers first differ from the left? Write the relation and read it aloud in the correct order."

Respond to a misconception (2-4 min)

If a learner starts at ones, cover the rightmost places temporarily during instruction. Compare the highest places first, then uncover them. Record this as a cue if offered during assessment.

Record / extend (2-3 min)

Record the exact response to O28, target evidence and all supports. Ask for a fresh item without the cue. Extension: create a different example within 100,000 that shows the same idea, and explain why it works.

STUDENT CHOICE

M01 | Warm-up

Compare the first pair, 71,608 and 71,607, and the second pair, 48,651 and 48,652. Which statement correctly records BOTH comparisons?

- A. $71,608 > 71,607$; $48,651 < 48,652$.
- B. $71,608 > 71,607$; $48,651 > 48,652$.
- C. $71,608 = 71,607$; $48,651 > 48,652$.
- D. $71,608 = 71,607$; $48,651 < 48,652$.

Choose one. Explain or sketch your place-value thinking.

STUDENT CHOICE

M02 | Warm-up

Compare $A = 59,293$ and $B = 59,283$. Which explanation is correct?

- A. $A > B$. The first differing digit values are 90 in A and 80 in B.
- B. $A > B$. The first differing digit values are 110 in A and 100 in B.
- C. $A > B$. The first differing digit values are 9 in A and 8 in B.
- D. $A > B$. The first differing digit values are 80 in A and 70 in B.

Choose one. Explain or sketch your place-value thinking.

STUDENT PERFORMANCE

001 | Warm-up

Compare $A = 20,319$ and $B = 20,329$. Write $A > B$, $A < B$ or $A = B$ using the actual numbers. Fill both charts. Explain using place values; identify the first differing place or explain why all places match.

A: fill the chart

hundred thousands	ten thousands	thousands	hundreds	tens	ones

B: fill the chart

hundred thousands	ten thousands	thousands	hundreds	tens	ones

Comparison using actual numbers; place-value explanation

STUDENT PERFORMANCE

002 | Warm-up

Compare $A = 21,336$ and $B = 21,336$. Write $A > B$, $A < B$ or $A = B$ using the actual numbers. Fill both charts. Explain using place values; identify the first differing place or explain why all places match.

A: fill the chart

hundred thousands	ten thousands	thousands	hundreds	tens	ones

B: fill the chart

hundred thousands	ten thousands	thousands	hundreds	tens	ones

Comparison using actual numbers; place-value explanation