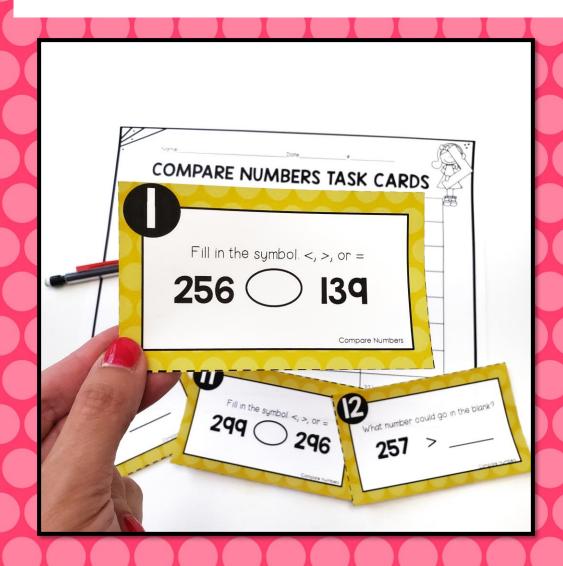
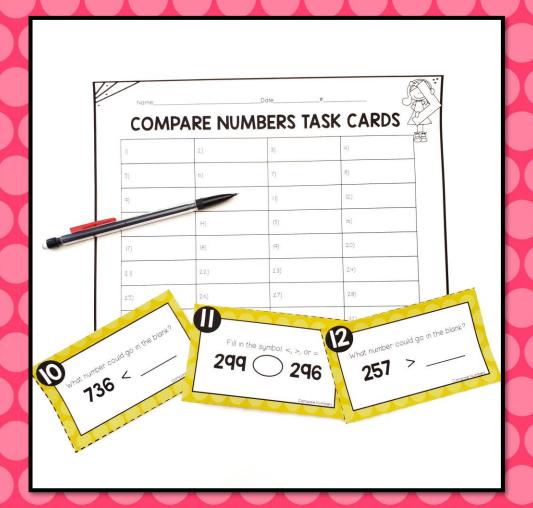




## INCLUDES 32 TASK CARDS WITH 2WAYS TO PRINT

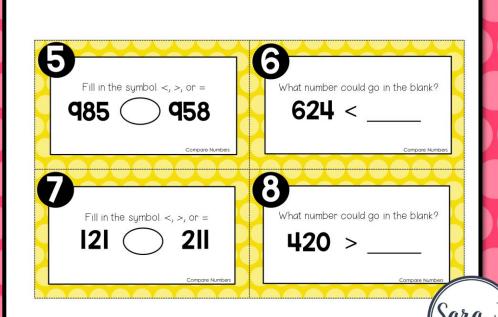


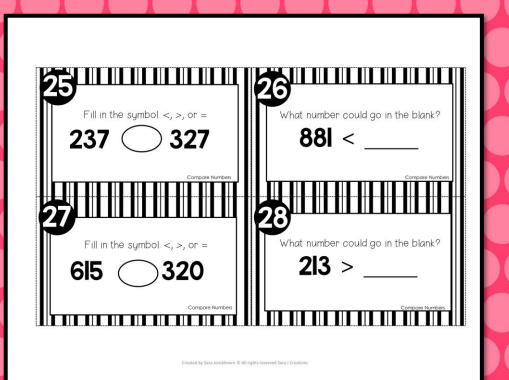




## TASK CARDS IN COLOR

EACH CARD PRACTICES ONE PLACE VALUE QUESTION FOCUSING ON HUNDREDS, TENS & ONES



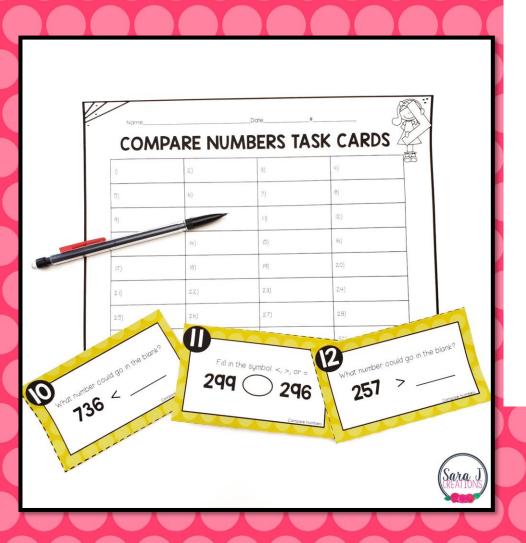


# TASK CARDS IN BLACK & WHITE

PRINT ON COLORED PAPER FOR AN ADDED POP







# COMPARING NUMBERS UP TO 1,000

THIS SET INCLUDES 2TYPES OF PROBLEMS.

FILL IN THE SYMBOL USING <,>,=
(EX 654 365)

WHAT NUMBER COULD GO IN THE BLANK?

(EX. 342<\_\_\_ - OPEN ENDED, MORE THAN ONE RIGHT ANSWER)



Name	NSWER KEY	Date	*			
0) >	2) 725+	3) <	4) 151-			L
5) >	6) 625+ 10) 737+	7) <	8) 4 19-			<i>B</i>
<ul><li>(7) &gt;</li></ul>	(4) 50 l+ (8) 638+	COM	PARE NU	MBERS 1	TASK CARDS	
2.1) <	22) 4/6+	5)	6)	7)	8)	
Answers for open + means and any - means and any	30) 247+  ended questions: r numbers greater numbers less	13)	FH)	15)	(6)	
		2.1)	22)	23)	24)	

#### **ALSO INCLUDES**

RECORDING SHEET

ANSWER KEY

DIRECTIONS

IDEAS FOR USING TASK CARDS

### COMPARING THREE DIGIT NUMBERS TASK CARDS

- · Set includes 32 cards once they are all cut apart.
- · This set includes 2 types of problems.
  - Fill in the symbol using <, >, = (ex. 654 0 365)
- There is a black/white (ink saver) set and an identical colored set. They have the exact same problems, just your preference as to how you want to print.
- After the black and white set you will find a student recording sheet and then a teacher answer key.

CCSSMathContent 2 NBTA4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.</p>

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#### IDEAS FOR USING TASK CARDS

- As a center/station for math centers or math workshop, students work through them at their own pace
- · Problem of the day that they all work on when they first come in or during calendar
- As a preassessment for a unit you haven't taught yet to see what they know about the topic and a way
  to group them by ability
- As an assessment at the end of a unit
- As a review before the end of a unit
- As a chance for the class to get up and move place all over the room and they have to wander and find all the cards and solve
- Use in a game such as Scoot place a different card on each desk, after a set amount of time, have them move to the next desk until they've completed all the cards
- Tape a card on each student (use washi/scrapbooking tape that is easily removed), pair them up and they will work to solve their partner's problems, then they can move and find a new partner
- · Early finishers can work on solving problems when they finish their other work
- Interactive bulletin board that they can go up to and work on solving during a set time during the day
- · Sent home as homework
- Cut and paste into journals and solve

