Greater Than, Less Than and Equal To

Adult Guidance with Question Prompts

Children will learn to compare and order numbers from 0 up to 100 using the <, > and = signs. In this activity, children will compare numbers up to 100 using words and symbols, including numbers written in words, numerals and represented in other ways. Children could use a number line or practical equipment (e.g. base ten blocks) to help them.

Which words would make this statement correct?

How do you know?

Prove it using equipment.

What do these symbols mean?

Which symbols make these statements correct?

Why did you choose that one?

Complete these sentences using the words '**greater than**', '**less than**' or '**equal to**'.

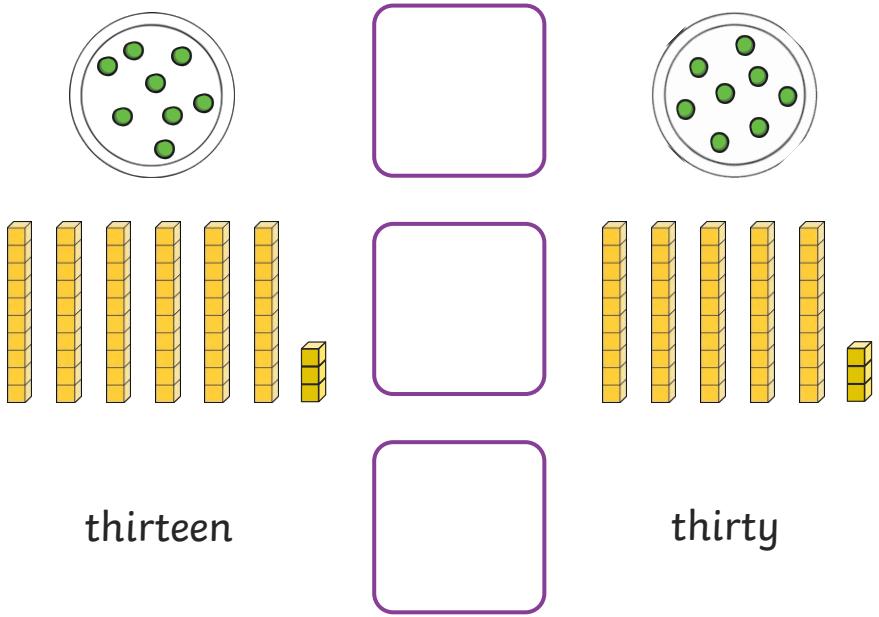
38 is _____ 83.

Fifty-two is _____ 53.

89 is _____ seventy-four.

40 is _____ four tens.

Use the symbols >, < or = to complete these equations.



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Children will learn to compare and order numbers from 0 up to 100 using the <, > and = signs. In this activity, children will reason about the missing number in an equation containing two greater than symbols. Using a number line, children can prove their reasoning.

What does the '>' symbol mean?

What do we know about the numbers that could go in the empty box is this statement?

Can you show me 25 and 45 on a number line?

Could 20 go in the middle? Why? Why not?

Repeat these questions for 30, 40 and 50.

Can you prove it using the number line?

What other numbers could go in the empty box?

How do you know?

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The hungry hamsters are thinking about what numbers could go in the empty box in this equation.

45 > ☐ > 25

I think that these numbers could go in the empty box:

20

30

40

50

Are they correct?

Prove it using a number line.

List all the numbers that could go in the empty box.

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Children will learn to compare and order numbers from 0 up to 100 using the <, > and = signs. In this activity, children solve a place value problem with various possible answers, using the < symbol. They could use number lines and other equipment to help them prove their answer whilst working systematically.

What do we know about the hamsters' numbers?

How many ones does the left number have?

How many tens does the right number have?

What does the symbol tell us?

Could 15 < 31 be the statement? How do you know?

Could 45 < 35 be the statement? Why not?

If the left number has 3 tens, what could the ones digit on the right number be? What couldn't it be?

Can you systematically list all of the possibilities?

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The hungry hamsters have written this incomplete equation.

____5 < 3____

The number on the left is missing a tens digit and the number on the right is missing a ones digit.

How many different ways can you complete the equation?

How can you make sure you have found every possible way?