



## Mini-Map for M.EE.4.NBT.2

Subject: Mathematics

Numbers and Operations in Base Ten (NBT)

Grade: 4

### Learning Outcome

DLM Essential Element	Grade-Level Standard
<b>M.EE.4.NBT.2</b> Compare whole numbers to 10 using symbols (<, >, =).	<b>M.4.NBT.2</b> Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.

### Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
Communicate understanding of "separateness" by recognizing objects that are not joined together. Communicate understanding of set by recognizing a group of objects sharing an attribute.	Count all objects in a set to communicate the total number of objects in a set. Identify sets having the same number of objects. Identify a set containing a different number of objects than the other two sets.	Use models such as concrete manipulatives, diagrams, pictures, or technology to compare two sets of objects up to 10, and communicate that the number of objects in one set is greater than, less than, or equal to the number of objects in the other set.	Compare two numbers up to 10 using the symbols >, <, and = to show that one number is greater than, less than, or equal to the other number.	Compare two numbers up to 100 using the symbols >, <, and = to show that one number is greater than, less than, or equal to the other number. Order three or more one-digit numerals from greatest to least or least to greatest.

## Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

### *How is the Initial Precursor related to the Target?*

In order to understand how numbers relate to one another (e.g.,  $<$ ,  $>$ ,  $=$ ) students need many opportunities to experience quantities and numerals in context across the school day. Educators provide lessons using a variety of sets. Teach students to recognize when items are grouped together into a set or separated out. As you present a set, label it (e.g., two balls, one bear, three blocks), count the items, label it again, and encourage students to use numerals to label and count the separate sets.

### *How is the Distal Precursor related to the Target?*

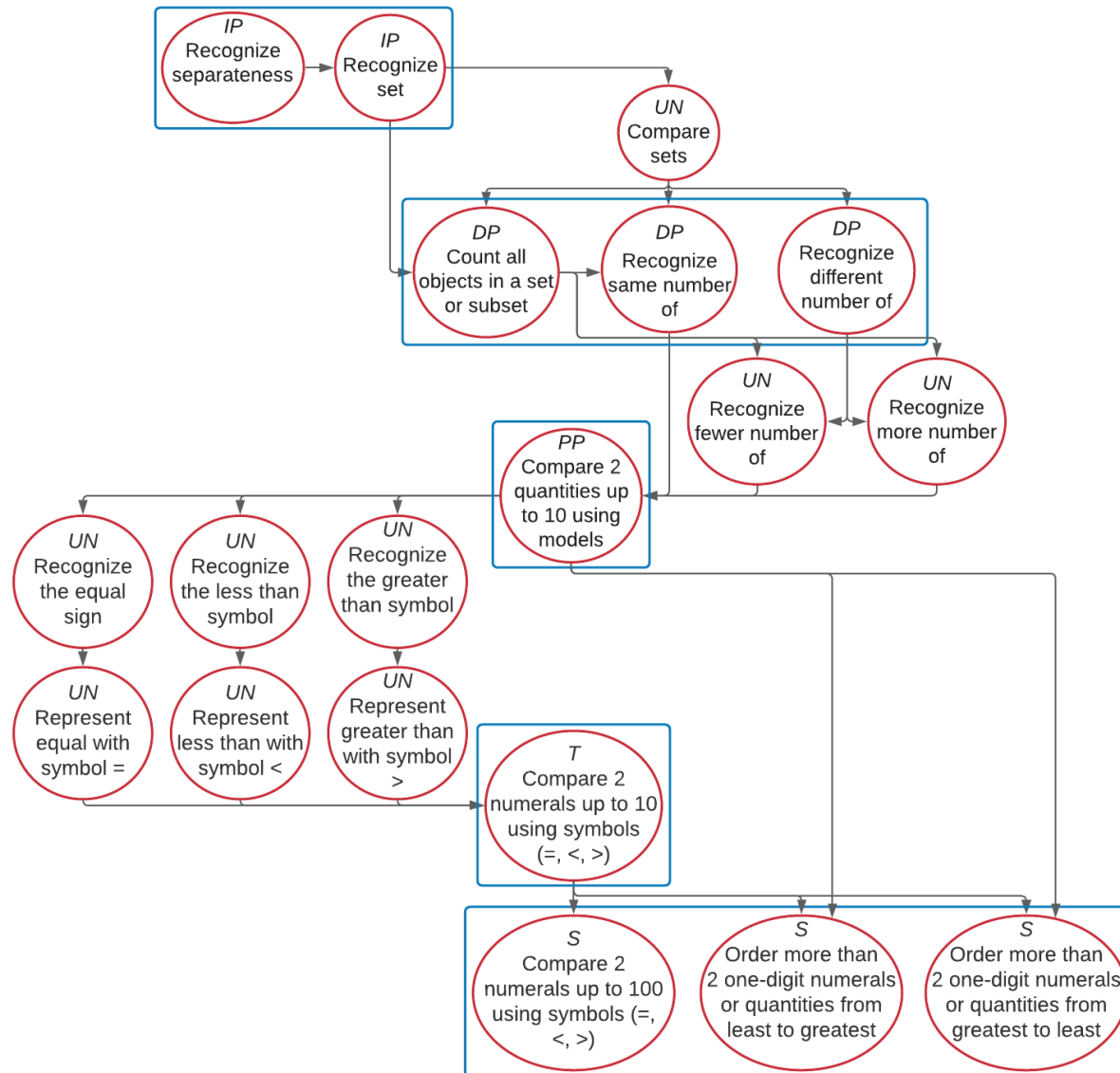
As students gain experience with creating simple sets, counting in context, and developing one-to-one correspondence, educators will introduce comparisons through terms such as same/different, more/less. Continue to count anything and everything across the school day and help students compare amounts.

## Instructional Resources

Released Testlets
See the <a href="#">Guide to Practice Activities and Released Testlets</a> .
Using Untested (UN) Nodes
See the document <a href="#">Using Mini-Maps to Plan Instruction</a> .

[Link to Text-Only Map](#)

**M.EE.4.NBT.2** Compare whole numbers to 10 using symbols (<, >, =).



Map Key	
<b>IP</b>	Initial Precursor
<b>DP</b>	Distal Precursor
<b>PP</b>	Proximal Precursor
<b>T</b>	Target
<b>S</b>	Successor
<b>UN</b>	Untested
<b>Boxes</b> indicate tested nodes	