

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
M.EE.4.NBT.2 Compare whole numbers to 10 using symbols (<,	M.4.NBT.2 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	Count all objects in a	Use models such as	Compare two numbers	Compare two numbers
understanding of	set to communicate the	concrete manipulatives,	up to 10 using the	up to 100 using the
"separateness" by	total number of objects	diagrams, pictures, or	symbols >, <, and = to	symbols >, <, and = to
recognizing objects that	in a set. Identify sets	technology to compare	show that one number	show that one number
are not joined together.	having the same	two sets of objects up	is greater than, less	is greater than, less
Communicate	number of objects.	to 10, and communicate	than, or equal to the	than, or equal to the
understanding of set by	Identify a set containing	that the number of	other number.	other number. Order
recognizing a group of	a different number of	objects in one set is		three or more one-digit
objects sharing an	objects than the other	greater than, less than,		numerals from greatest
attribute.	two sets.	or equal to the number		to least or least to
		of objects in the other		greatest.
		set.		

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 Guide to Practice Activities and Released Testlet		
Using Untested (UN) Nodes		
See the document Using Mini-Maps to Plan Instruction.		

Link to Text-Only Map

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

