

Number and Value Comparison

by Rebekah Claar

Purpose: For children to be able to accurately the “greater” of two numbers and the “lesser” of two numbers.

State standards: Georgia Quality Core Curriculum

Grade Level: 2nd Grade

Category: Mathematics Patterns & Relationships; Algebra

Topic: [Sets \(#25, August 2005\)](#)

Standard: Recognizes equivalent sets and non-equivalent sets

Parents: This worksheet is arranged for you to see areas that your children may have gaps in their knowledge of Value Comparison and also in Number recognition matched to values. Take for example a comparison between 1110 and 111. Getting this incorrect or showing confusion could be a sign that a child does not understand the significance of 10's, 100's, 1000's places.

About the Teacher: Rebekah Claar has been teaching Kindergarten, 1st, and 2nd grade students at [Furtah Preparatory School](#) for the last 3 years. She specializes in reading and reading disabilities for young children.

Greater Than ">"
Less Than "<"

Name: _____

Date: _____

Directions: Fill in the appropriate greater than >, less than <, or equal to = sign for each set of numbers.

1) 85 _____ 101

2) 567 _____ 540

3) 413 _____ 413

4) 1 _____ 2

5) 16 _____ 11

6) 932 _____ 12

7) 212 _____ 404

8) 33 _____ 32

9) 714 _____ 112

10) 98 _____ 146

11) 303 _____ 409

12) 808 _____ 809

13) 1255 _____ 982

14) 99 _____ 1000

15) 1500 _____ 1499

16) 1022 _____ 122

17) 545 _____ 5450

18) 34 _____ 88

19) 6378 _____ 6378

20) 5193 _____ 5093

+1 in Extra Credit: 99+2 _____ 100+1

Add the numbers and fill in the appropriate sign >, <, or =

Answer Sheet

1) $85 < 101$

2) $567 > 540$

3) $413 = 413$

4) $1 < 2$

5) $16 > 11$

6) $932 > 12$

7) $212 < 404$

8) $33 > 32$

9) $714 > 112$

10) $98 < 146$

11) $303 < 409$

12) $808 < 809$

13) $1255 > 982$

14) $99 < 1000$

15) $1500 > 1499$

16) $1022 > 122$

17) $545 < 5450$

18) $34 < 88$

19) $6378 = 6378$

20) $5193 > 5093$

+1 in Extra Credit: $99+2 = 100+1$

Add the numbers and fill in the appropriate sign $>$, $<$, or $=$