

Lesson 11: Números grandes en una recta numérica

Standards Alignments

Addressing 4.NBT.A.1, 4.NBT.A.2

Teacher-facing Learning Goals

- Describe the relative magnitude of multi-digit whole numbers within 1,000,000 using a number line and place value understanding.

Student-facing Learning Goals

- Ubiquemos números de varios dígitos en una recta numérica.

Lesson Purpose

The purpose of this lesson is for students to use place value understanding to locate large numbers on a number line and describe number relationships in which one multi-digit number is ten times as much as another.

In this lesson, students both estimate and precisely locate numbers through the hundred-thousands place on a number line. This lesson is designed to deepen students' understanding of the relative position of multi-digit numbers to multiples of 100, 1,000, 10,000, and 100,000. They learn that when numbers are related by ten times as much, they are located in a position on a number line with the same relationship to surrounding benchmark numbers. Students will use the number line in the next section to round large numbers.

This lesson has a Student Section Summary.

Access for:

Students with Disabilities

- Representation (Activity 2)

English Learners

- MLR8 (Activity 2)

Instructional Routines

Estimation Exploration (Warm-up)

Lesson Timeline

Warm-up

10 min

Teacher Reflection Question

Reflect on times you observed students listening to one another's ideas today in class. What norms would help each student better attend to

Activity 1	20 min
Activity 2	15 min
Lesson Synthesis	10 min
Cool-down	5 min

their classmates' ideas in future lessons?

Cool-down (to be completed at the end of the lesson)

 5 min

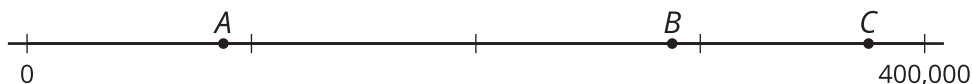
"Diez veces" en una recta numérica

Standards Alignments

Addressing 4.NBT.A.1

Student-facing Task Statement

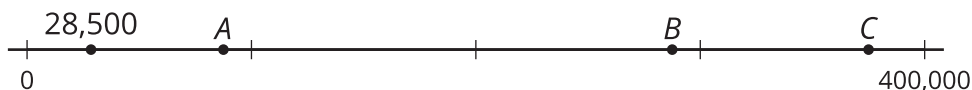
1. Estima la ubicación de 28,500 en la recta numérica y márcala con un punto.



2. ¿Cuál punto podría representar un número que sea 10 veces 28,500: A, B o C? Explica tu razonamiento.

Student Responses

1. Response shows a point to the left of A, about a third of the way or halfway between 0 and A.



2. Point B. Sample response: Ten times 28,500 is 285,000, which would be between the tick marks that show 200,000 and 300,000, closer to 300,000. Points A and C are in the 80,000s and 300,000, respectively.