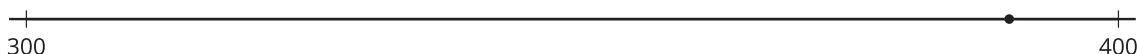


Lesson 9: Compare Numbers on the Number Line

- Let's compare numbers on the number line.

Warm-up: Estimation Exploration: Hundreds

What number could this be?



1. Record an estimate that is:

too low	about right	too high

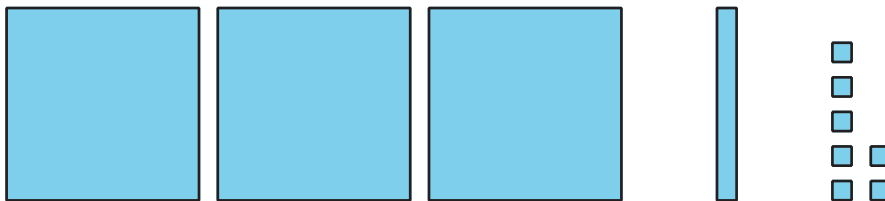
2. Record an estimate that is:

too low	about right	too high

9.1: Compare Comparisons

Each student compared 371 and 317, but represented their thinking in different ways.

Diego

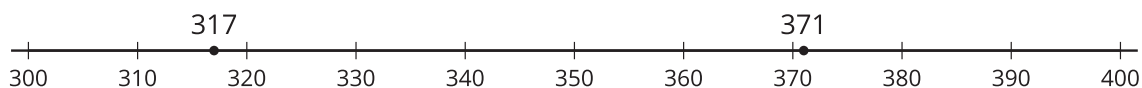


- I see 3 hundreds for each number.
- 317 only has 1 ten, but 371 has 7 tens.
- $371 > 317$

Clare

- Each has 3 hundreds.
- 371 has 7 tens, but 317 only has 1 ten.
- $317 < 371$

Jada



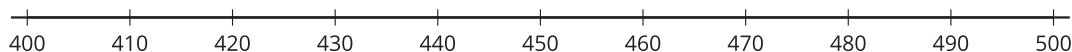
- I can see that 371 is farther to the right on my number line, so I know it is greater than 317.
- $371 > 317$

1. What is the same and different about these students' representations?

Discuss with a partner.

2. Try Jada's way.

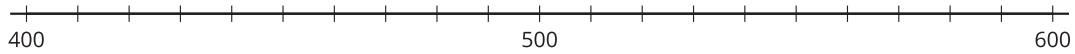
Estimate the location of 483 and 443 on the number line. Mark each number with a point. Label the point with the number it represents.



3. Use $>$, $=$, or $<$ to compare 483 and 443.

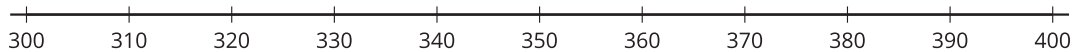
9.2: Compare in Different Ways

1. Locate and label 420 and 590 on the number line.



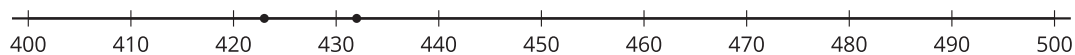
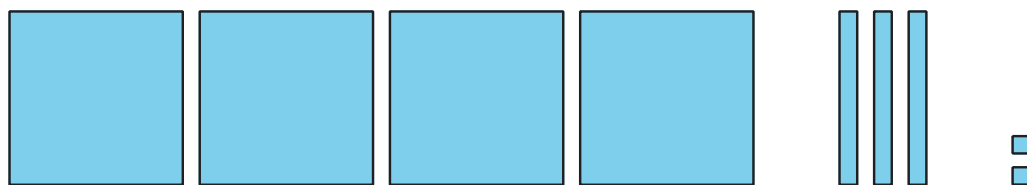
Use $<$, $>$, and $=$ to compare 420 and 590.

2. Estimate the location of 378 and 387 on the number line. Mark each number with a point. Label the point with the number it represents.



Use $<$, $>$, and $=$ to compare 378 and 387.

3. Diego and Jada compared 2 numbers. Use their work to figure out what numbers they compared. Then use $<$, $>$, and $=$ to compare the numbers.



4. Which representation was most helpful to compare the numbers? Why?
