

# Lesson 9: Comparemos números en la recta numérica

## Standards Alignments

Addressing 2.MD.B.6, 2.NBT.A.1, 2.NBT.A.4

Building Towards 2.NBT.A.4

## Teacher-facing Learning Goals

- Compare three-digit numbers using the relative position of numbers on a number line.

## Student-facing Learning Goals

- Comparemos números en la recta numérica.

## Lesson Purpose

The purpose of this lesson is for students to compare three-digit numbers using a number line.

In previous lessons, students estimated the location of numbers on the number line within 100 and learned to locate numbers within 1,000 on the number line. In this lesson, students use the relative position of numbers on the number line to compare three-digit numbers. Students estimate the location of numbers on the number line and consider how the linear representation can help them compare numbers and explain their reasoning (MP3). Throughout the lesson, listen for the ways students make connections to place value as they estimate the location of numbers and compare numbers using the number line.

## Access for:

### Students with Disabilities

- Representation (Activity 2)

### English Learners

- MLR8 (Activity 1)

## Instructional Routines

Estimation Exploration (Warm-up)

## Lesson Timeline

Warm-up	10 min
Activity 1	20 min
Activity 2	15 min

## Teacher Reflection Question

Unlike talking, listening is a difficult thing to observe. At what points in the lesson did you observe students listening to one another's ideas today in class? What indicators do you have that they were listening?

Lesson Synthesis 10 min

Cool-down 5 min

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

🕒 5 min

Compara números en la recta numérica

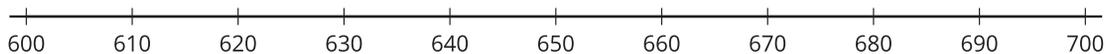
**Standards Alignments**

Addressing 2.MD.B.6

Building Towards 2.NBT.A.4

**Student-facing Task Statement**

1. Estima la ubicación y marca 681 y 618 en la recta numérica.



2. Usa un  $<$ , un  $>$  o un  $=$  para comparar 681 y 618.

3. Usa la recta numérica para explicar cómo sabes que tu comparación es verdadera.

**Student Responses**

1. Students represent 618 and 681 on the number line with a point in reasonable locations.
2.  $618 < 681$  or  $681 > 618$
3. I know that 681 is greater than 618 because 681 is closer to 700 and 618 is very close to 600.