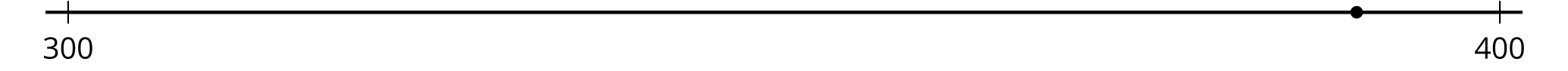
## Unit 5 Lesson 9: Compare Numbers on the Number Line

### WU Estimation Exploration: Hundreds (Warm up)

#### Student Task Statement

What number could this be?



1. Record an estimate that is:

| * too low | * about right | * too high |
| --- | --- | --- |
|  |  |  |

1. Record an estimate that is:

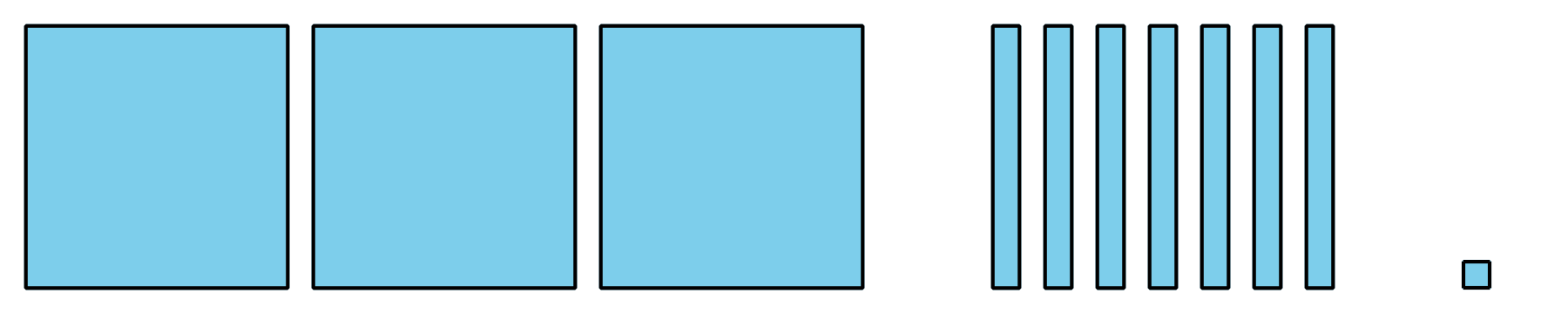
| * too low | * about right | * too high |
| --- | --- | --- |
|  |  |  |

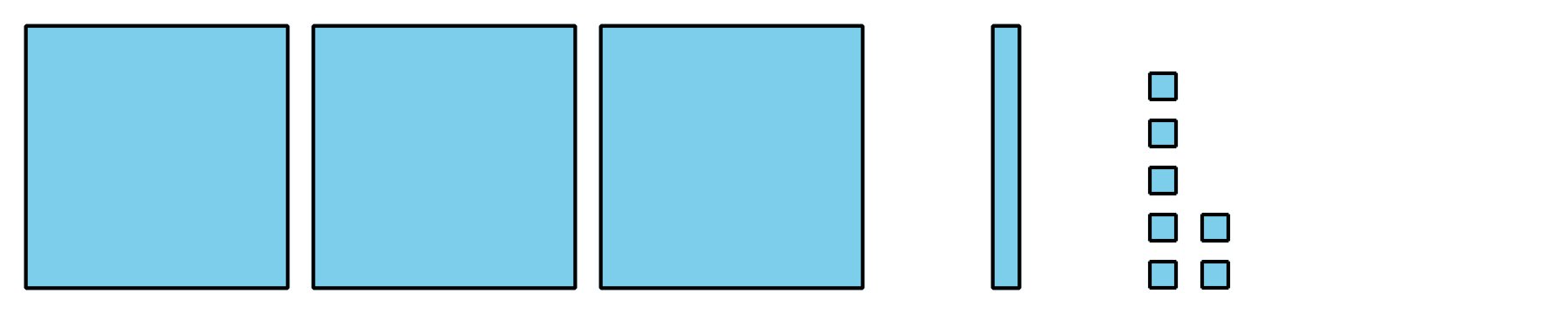
### 1 Compare Comparisons

#### Student Task Statement

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

**Diego**



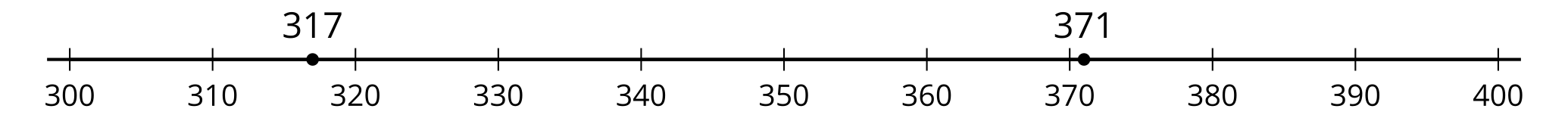


* I see 3 hundreds for each number.
* 317 only has 1 ten, but 371 has 7 tens.

**Clare**

* Each has 3 hundreds.
* 371 has 7 tens, but 317 only has 1 ten.

**Jada**

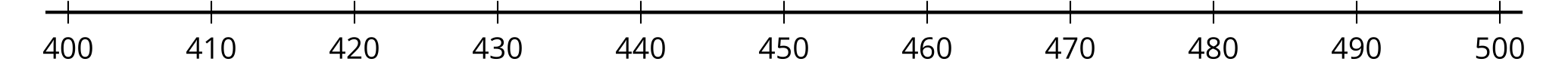


* I can see that 371 is farther to the right on my number line, so I know it is greater than 317.

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

* Discuss with a partner.

1. 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.
* 

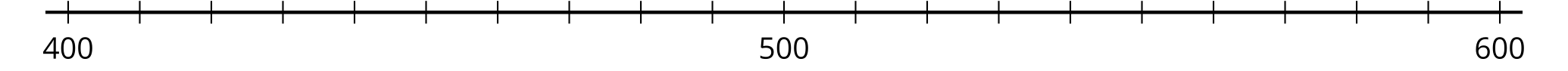
1. Use , , or to compare 483 and 443.

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

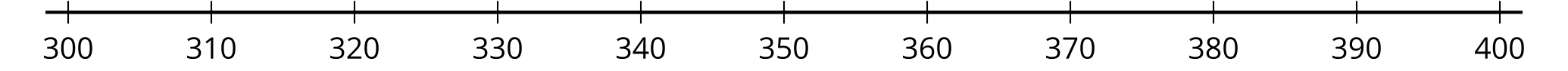
### 2 Compare in Different Ways

#### Student Task Statement

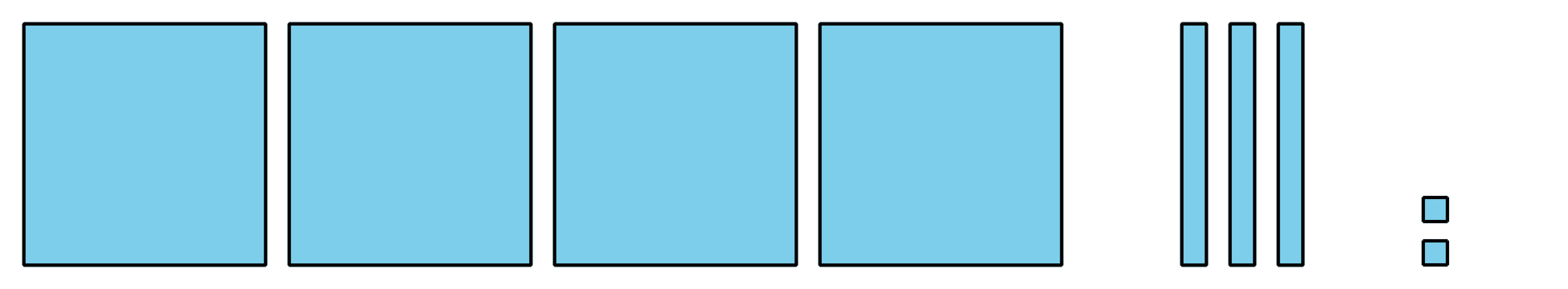
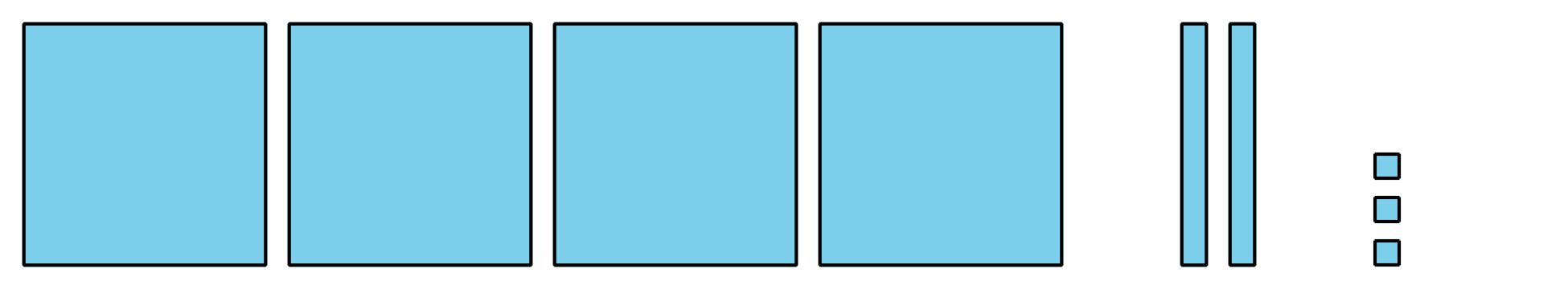
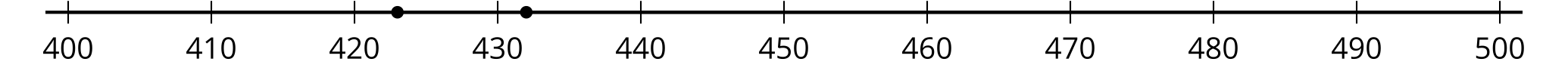
1. Locate and label 420 and 590 on the number line.

* 
* Use , , and to compare 420 and 590.
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. 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.

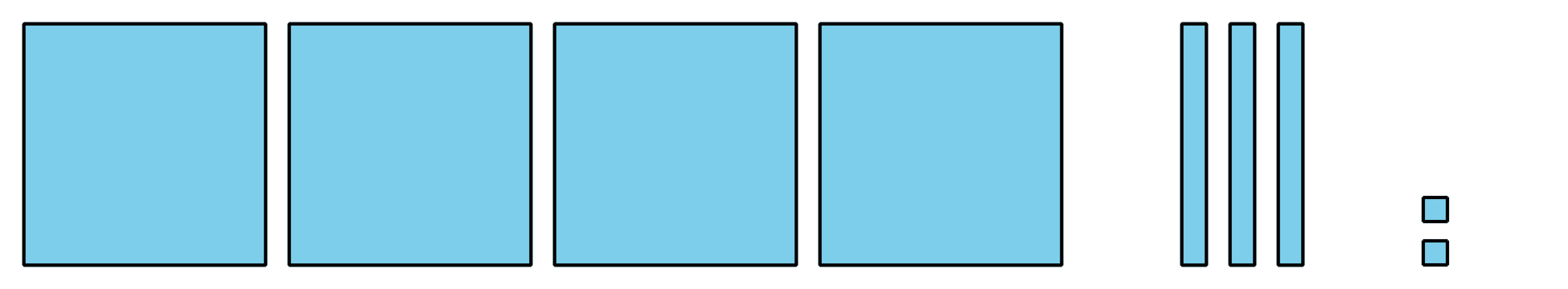
* 
* Use , , and to compare 378 and 387.
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

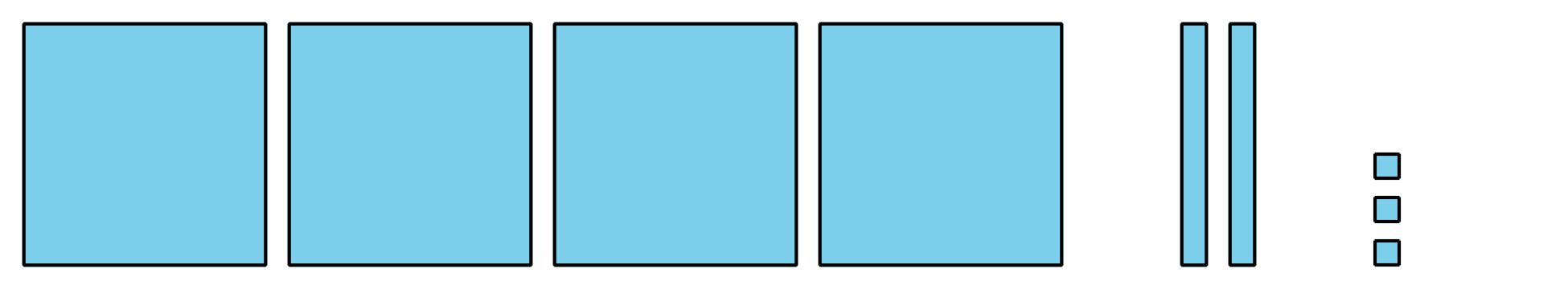
1. Diego and Jada compared 2 numbers. Use their work to figure out what numbers they compared. Then use , , and to compare the numbers.

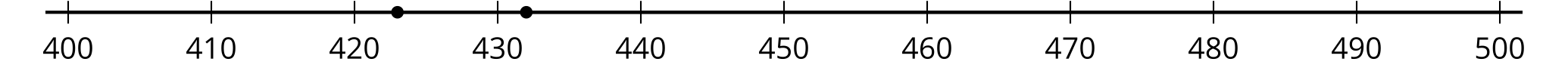
* 
* 
* 
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

#### Activity Synthesis









© CC BY 2021 Illustrative Mathematics®