


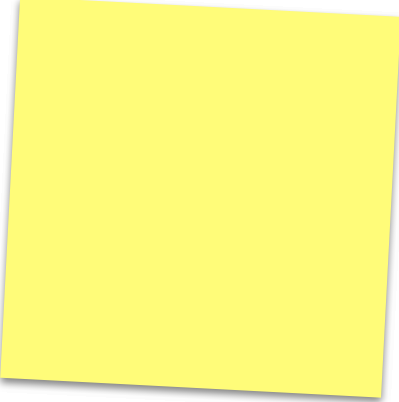


CLOTHESLINE MATH

Numbers: 4100, 4700, 4300, 4000 & 5000	
Learning Standards:	
Curricular Competencies <ul style="list-style-type: none"> • Use reasoning and logic to explore mathematical ideas • Explain and justify mathematical ideas and decisions • Use mathematical vocabulary and language to contribute to mathematical discussions 	Content  <ul style="list-style-type: none"> • numbers concepts to 10 000
Anticipated Strategies:  <ul style="list-style-type: none"> • Students may notice a range of 1000 between 4000 and 5000 • Students may recognize that they can break up the distance between 4000 and 5000 into 10 parts and that each part represents 1/10th of this distance, or 100 • Students may choose the halfway point, 4500, as a benchmark • The distance between 4300 and 4500 is equal to the distance between 4700 and 4500 • The distance between 4100 and 4000 is one-half the distance between 4300 and 4500, etc. 	
Questions:   <ul style="list-style-type: none"> • What do you notice/wonder about the numbers? • Which benchmarks were helpful? Why? • Are the numbers spaced correctly? How do you know? • How did you determine the spacing? • What relationships did you see between the numbers? 	