## Extending the "4 Number Relationships Children Need to Know" to Older Students

Primary Students	Junior/Intermediate Students
<b>Spatial Relationships</b> - having a visual representation for different numbers (importance of varied representations) - recognizing how many without counting when seeing a visual pattern	Visualizing the position of any given num- ber on a number line Knowing the middle point, and quarter point values of any given number line *The basis for ROUNDING/ESTIMATING* Visualizing fractional amounts Visualizing decimal amounts
One more/One Less Two More/Two Less	10 More/10 Less 100 more/100 less 1 000 more/1 000 Less Mentally Doubling a Number Mentally Halving a Number
<b>Benchmarks of 5 and 10</b> - knowing how a number relates to 5 and 10	Friendly Number Benchmarks - knowing how a number relates to 50, 100, 500, 1 000, 5 000, 10 000, etc. Relating Fractional Amounts to Bench- marks Relating Decimal Amounts to Bench- marks
Part-Part-Whole - understanding how a whole can be broken into parts 7 = 6 + 1, 5 + 2, etc. - understanding WHY and WHEN numbers would need to be broken apart	Mentally Composing and Decomposing Larger Numbers Mentally Decomposing Numbers for the Purpose of Multiplying and Dividing