Problem of the Week

Number sense is significant and is often stressed by educators when discussing student learning. I wanted to provide tasks that are open-ended so that discussion can support understanding. Also, I wanted to emphasize fractions in elementary and intermediate as this is something that many students find difficult.

Be mindful that during these prompts, it is important the teacher listens to student conversations and asks questions that illicit student thinking.

Primary	I represented two different numbers using 14 base-ten blocks that met the following criteria: • Both numbers are whole numbers. • When placed on a number line, the two numbers are at opposite ends. • One number is often considered a benchmark. What could my two numbers be?

Elementary	I represented two different numbers using 9 base-ten blocks that met the following criteria: • Both numbers are proper fractions. • When placed on a number line, the two fractions are at opposite ends. • One fraction is often considered a benchmark. What could my two fractions be?

Intermediate	I represented two different numbers using 9 base-ten blocks that met the following criteria: • Both numbers are fractions. • When placed on a number line, the two fractions are at opposite ends. • One fraction is often considered a benchmark. What is the sum when adding these two fractions?