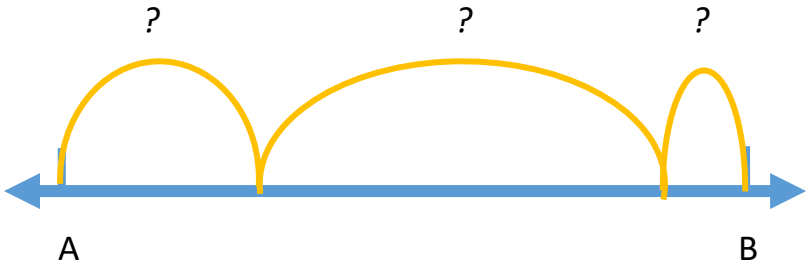
Problem of the Week

The number line activities below are meant to promote mathematical thinking and to go beyond traditional close-ended questions when using number lines.

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

Primary	1. Share the following number line with students.  2. Ask students to consider numbers that are represented by marks A and B? What number did they choose for A and B? Why? 3. Share the updated number line with students. Ask what the size of each JUMP (represented by *?*) could be to make their choice of A and B accurate.  4. Now, let students know that I would like to assign the number 500 to B. If the students are to keep the same size of each jump for the three ?'s, what number will A have to now be?

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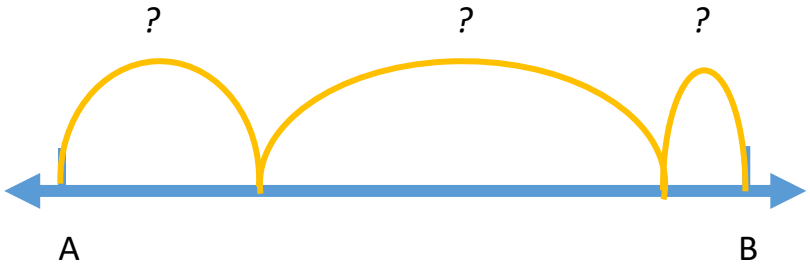
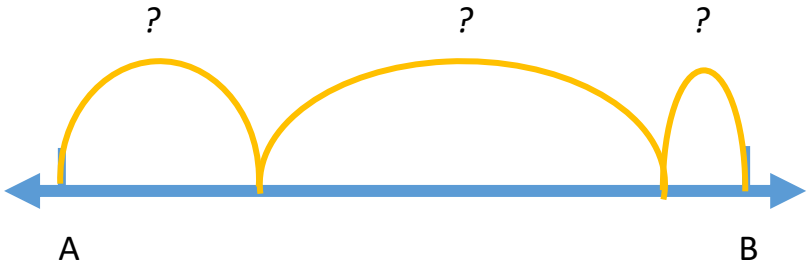
Elementary	1. Share the following number line with students.  2. Ask students to consider decimal numbers that are represented by marks A and B? What decimal numbers did they choose for A and B? Why? 3. Share the updated number line with students. Ask what the size of each JUMP (represented by *?*) could be to make their choice of A and B accurate.  4. Now, let students know that I would like to assign the number 7859.58 to B. If the students are to keep the same size of each jump for the three ?'s, what number will A have to now be?	

Intermediate	1. Share the following number line with students.  2. Ask students to consider fractions that are represented by marks A and B? What fractions did they choose for A and B? Why? 3. Share the updated number line with students. Ask what the size of each JUMP (represented by *?*) could be to make their choice of A and B accurate.  4. Now, let students know that I would like to assign the number $\frac{13}{4}$ to B. If the students are to keep the same size of each jump for the three ?'s, what number will A have to now be?	