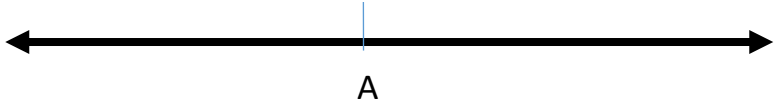
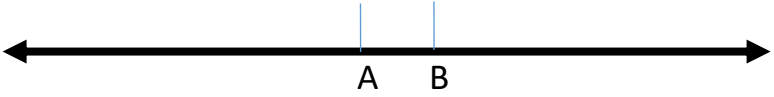
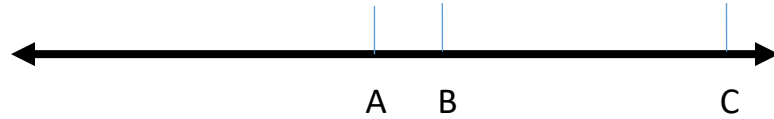
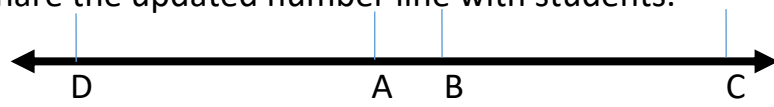


Problem of the Week

Number sense is foundational to mathematical understanding. The following problems focus on numbers represented on number lines. The tasks are meant to be open-ended so that discussion can support understanding.

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

Primary	<ol style="list-style-type: none">1. Share the following number line with students. 2. Ask students to think of a number that is represented by A.3. Share the updated number line with students. 4. Ask students to think of a number that is represented by B. Why did they choose that particular number for B?5. Share the updated number line with students. 6. What will they need to consider when choosing a number for C?7. What number did they choose for C? Why?8. Share the updated number line with students. 9. What will they need to consider when choosing a number for D?10. What number did they choose for D? Why?
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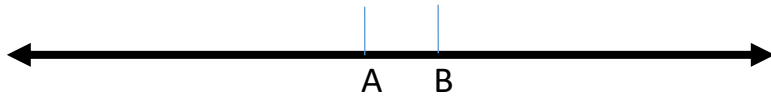
Elementary

1. Share the following number line with students.



2. Ask students to think of a decimal number represented by A.

3. Share the updated number line with students.



4. Ask students to think of a decimal number represented by B. Why did they choose that particular decimal number for B?

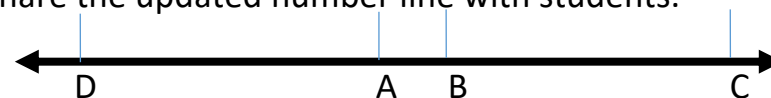
5. Share the updated number line with students.



6. What will they need to consider when choosing a decimal number for C?

7. What decimal number did they choose for C? Why?

8. Share the updated number line with students.



9. What will they need to consider when choosing a decimal number for D?

10. What decimal number did they choose for D? Why?

Intermediate

1. Share the following number line with students.



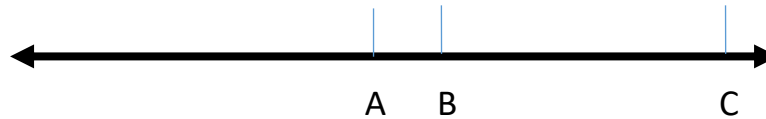
2. Ask students to think of a fraction represented by A.

3. Share the updated number line with students.



4. Ask students to think of a fraction represented by B. Why did they choose that particular decimal number for B?

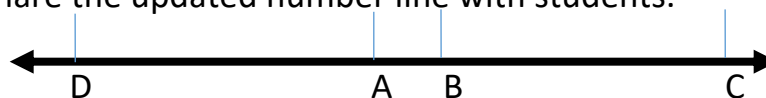
5. Share the updated number line with students.



6. What will they need to consider when choosing a fraction for C?

7. What fraction did they choose for C? Why?

8. Share the updated number line with students.



9. What will they need to consider when choosing a fraction for D?

10. What fraction did they choose for D? Why?