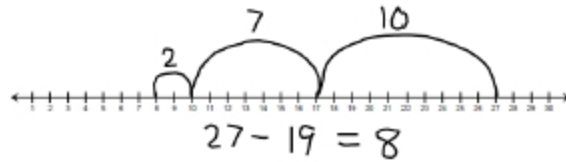


Number Lines: Foundational Problem-Solving Tool
NCTM Regional Conferences
Fall, 2013

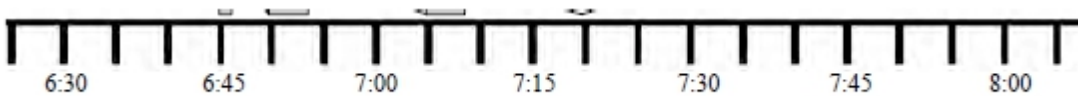
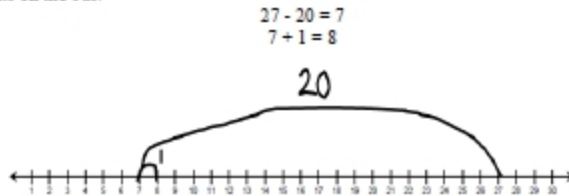
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Example: There were 27 students on the bus. 19 got off the bus. How many students are on the bus?

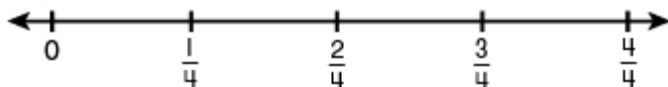
Student A: I used a number line. I started at 27. I broke up 19 into 10 and 9. That way, I could take a jump of 10. I landed on 17. Then I broke the 9 up into 7 and 2. I took a jump of 7. That got me to 10. Then I took a jump of 2. That's 8. So, there are 8 students now on the bus.



Student B: I used a number line. I saw that 19 is really close to 20. Since 20 is a lot easier to work with, I took a jump of 20. But, that was one too many. So, I took a jump of 1 to make up for the extra. I landed on 8. So, there are 8 students on the bus.



www.dpi.state.nc.us/docs/acre/standards/common-core-tools/unpacking/math/2nd.pdf



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