
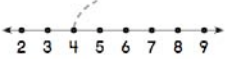
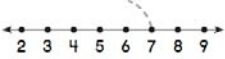
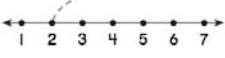


*Zooming In On Number Lines:  
connecting whole numbers, decimals, fractions*

Cindy Carter  
The Rashi School  
NCTM, San Diego, April 2010

<http://thinkmath.edc.org>

Kindergarten	First Grade
	<p>Draw the jump. Find the missing numbers.</p> <p>1.  <input type="text" value="4"/> <input type="text" value="+ 3"/> <input type="text" value="7"/></p> <hr/> <p>2.  <input type="text" value="7"/> <input type="text" value="- 3"/> <input type="text"/></p> <hr/> <p>3.  <input type="text" value="2"/> <input type="text" value="6"/></p>
<p>“And where did you start?” “Four. Then I did four spaces. Then I went to eight.”</p>	

Notes:

<p style="text-align: center;"><b>Grade 3</b></p> <p style="text-align: center;"><b>How far is 43 from 71?</b></p> <div style="display: flex; justify-content: space-between;"> <div style="text-align: center;"> <math display="block">\begin{array}{r} 76 \\ -47 \\ \hline 29 \end{array}</math> </div> <div style="text-align: center;"> </div> </div>	<p style="text-align: center;"><b>Grade 4</b></p> <p>Chapter 8 Name _____ Date _____</p> <p><b>Lesson 3</b> <b>Zooming in on the Number Line</b></p> <p style="font-size: small;">NCTM Standards 1, 2, 6, 7, 8, 9, 10</p> <p>Fill in the missing numbers.</p> <p>1</p>
<p style="text-align: center;"><b>Grade 4, 5</b></p> <p style="text-align: center;"><b>How far is 4.7 from 7.6?</b></p> <div style="display: flex; justify-content: space-between;"> <div style="text-align: center;"> <math display="block">\begin{array}{r} 7.6 \\ -4.7 \\ \hline 2.9 \end{array}</math> </div> <div style="text-align: center;"> </div> </div>	<p style="text-align: center;"><b>Grade 4, 5</b></p> <p style="text-align: center;"><b>How far is <math>2\frac{2}{5}</math> from <math>8\frac{1}{5}</math>?</b></p> <div style="display: flex; justify-content: space-between;"> <div style="text-align: center;"> <math display="block">\begin{array}{r} 8\frac{1}{5} \\ -2\frac{2}{5} \\ \hline 5\frac{4}{5} \end{array}</math> </div> <div style="text-align: center;"> </div> </div>

**Who Am I? puzzles:**

These puzzles develop academic language and specific vocabulary connected with discussion of place value, and provides practice with place value ideas.

Here is one puzzle about a two digit number, from *Think Math!*, grade 3 (LAB book, page 73):

**Who am I?**

- I am greater than  $24 \times 4$ .
- $u < t$  (My units digit is less than my tens digit.)
- I am odd.

<i>t</i>	<i>u</i>

And here is a puzzle made up about a number line (and decimals):

**Who am I?**

- I am written with three digits and a decimal point.
- My distance from 43 is less than 1.
- My tenths digit is less than my tens digit.
- No two of my digits are the same.
- The integer nearest to me is even.
- The sum of my digits is prime.

Learn more about Who-Am-I? and other puzzles, how (and why!) to teach with them, and where to find more resources on line at <http://thinkmath.edc.org/index.php/Puzzles>.

