



Walk The Number Line!

Questions and Number Line Possibilities

presented
by

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Cold Call Questions Regarding Kim's Number Line

Teach Like a Champion-Doug Lemov

Primary Grades (K-2):

- What can you tell me about your class number line?
(They should articulate it is a growth pattern.)
- What do the colored dots represent?
(They are part of skip counting patterns. Counting in groups.)
- What number comes before ____ ?
What number comes after ____ ?
- What multiples of ten is ____ between?
What is ____ groups of ____ ?
- Pick a number. Ask students what they know about that number?
(You should hear vocabulary like less than, greater than, skip counting, counting in groups, even/odd, between, before, after, multiples of, coins/bills etc.)

Upper Grades (3-6):

- What can you tell me about your class number line?
How do you use it as a math tools?
(They should articulate it is a growth pattern.)
- What do the colored dots represent?
(They are factors, numbers are multiples.)
- Can you reduce the fraction ____ ?
(Have them explain the common factors on number line.)
- Find a number with __ , __ , and __ , as factors.
How do you know? Tell me the other factors.
- Pick a number. Ask students what they know about that number?
(You should hear vocabulary like less than, greater than, factors, multiples, even/odd, between, before, after, between what multiples, coins/bills, etc.)



Walk The Line Potential

- practice counting forward and back
- teaching students to count on
- visual connections for counting in groups, skip counting and multiples
- alternative algorithms for regrouping
- alternative algorithm for subtraction across zeros
- making change
- rounding readiness
- elapsed time
- reducing/simplifying fractions
- equivalent fractions
- factoring numbers

