

Finding tens and ones on a number line

introduction

This works best as a real number line made on the classroom floor with masking tape, walked and pointed to directly, rather than relying on the small printed mat as the main tool.

1 Every ten gets a long mark, every one gets a short mark

Show the number line mat. Point out that it starts at 0 and ends at 100.

"This line starts at zero and ends at one hundred. What do you notice about the marks along it?"

Point out the long, dark marks. These are the tens — 0, 10, 20, and so on, all the way to 100.

"The long marks are the tens. Can you count them with me? Ten, twenty, thirty..."

Point to the gap between 30 and 40 on the mat. Explain that there are short marks in between, even though they are not drawn — nine steps, each worth one.

"Between thirty and forty there are nine steps. Each one is worth one."

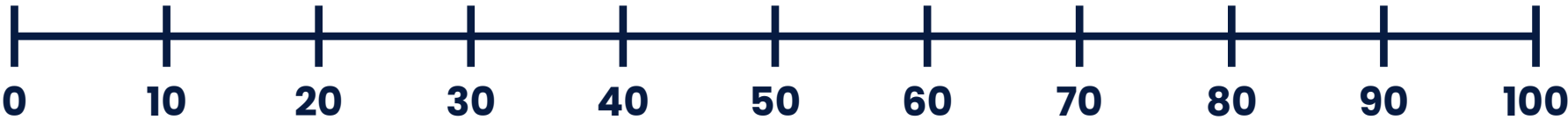
Place a pointer card at 35. Model finding it by starting at the ten before it, then counting on by ones.

"Thirty-five is past thirty. Count on: thirty-one, thirty-two, thirty-three, thirty-four, thirty-five."

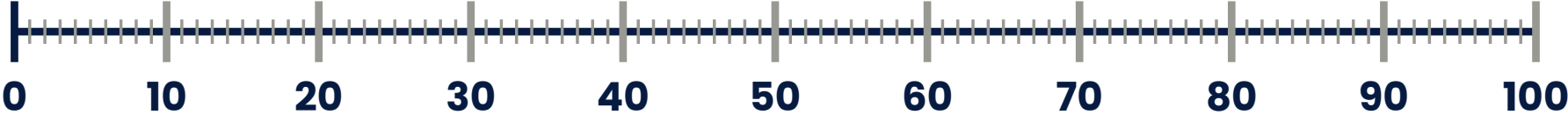
Move the pointer to a trickier spot, 38, but start counting from the wrong ten by mistake.

"I started counting on from forty by mistake for thirty-eight. Which ten comes just before thirty-eight? That is where counting should start."

Number line mat — demonstration



Number line mat — with ones marked — demonstration



Pointer cards — demonstration

