



# ***FLARE***<sup>™</sup>

Sample Activity Number Line




# adding and subtracting on a number line

In this activity the students add and subtract with whole numbers less than 50.

The activity can be adjusted for

- tenths
- hundredths
- thousandths.

## What to Do Before

1. Select Setup ▶ End Number ▶ 50.
2. Select Setup ▶ Marks Every ▶ 5.
3. Select Setup ▶ Numbers Every ▶ 10.
4. Use  or  to write  $26 + 17 = \underline{\quad}$  above the number line.
5. Save the activity file as **NL07-1** by selecting File ▶ Save.
6. Use  to erase the number sentence. Create other activity files with different addition or subtraction number sentences and save them under different file names by selecting File ▶ Save As.

## How to Do It Differently

### Tenths

- For example, select Setup ▶ End Number ▶ 5, Marks Every ▶ 0.5, and Numbers Every ▶ 1. Write  $2.6 + 1.7 = \underline{\quad}$  above the number line.

### Hundredths

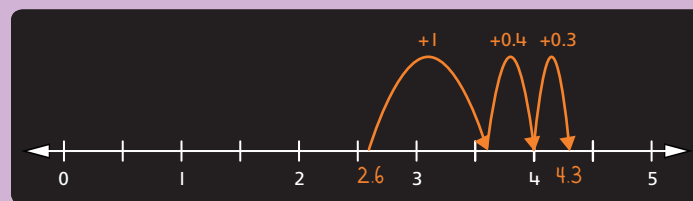
- For example, select Setup ▶ End Number ▶ 0.5, Marks Every ▶ 0.05, and Numbers Every ▶ 0.1. Write  $0.26 + 0.17 = \underline{\quad}$  above the number line.

### Thousandths



- For example, select Setup ▶ End Number ▶ 0.05, Marks Every ▶ 0.005, and Numbers Every ▶ 0.01. Write  $0.026 + 0.017 = \underline{\quad}$  above the number line.

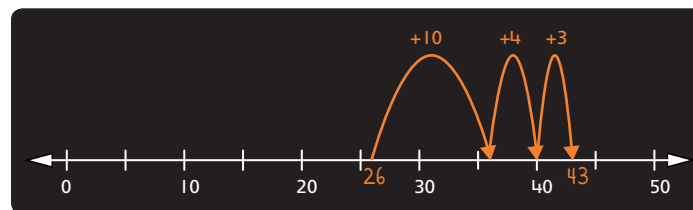
## Teaching Note


You may like to demonstrate how to add and subtract with decimal fractions on a number line (see the example below).



## What to Do Now

1. Display the number line in **NL07-1**. Have the students read the number sentence. Invite a student to use  and/or  to demonstrate how to figure out the answer (see the example below).



2. Have the student explain their thinking. For example: "First I add 10 to 26, which gives 36. Then I add 4, which gives 40. I have 3 left to add. 40 add 3 is 43."
3. Use  to erase the student's working. Invite other students to demonstrate and explain alternative methods. Erase each student's working after they explain their thinking.
4. Repeat Steps 1 to 3 with the other saved activity files.