



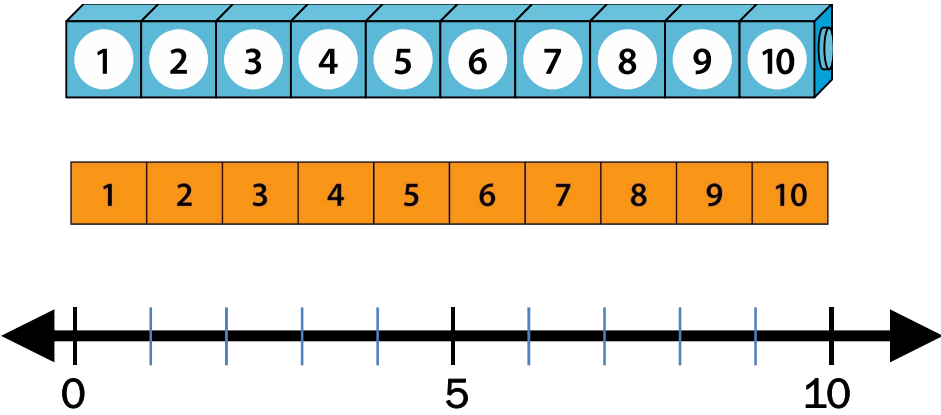
Getting Started with Number Tracks & Number Lines to Model Addition & Subtraction

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Progression of Tools



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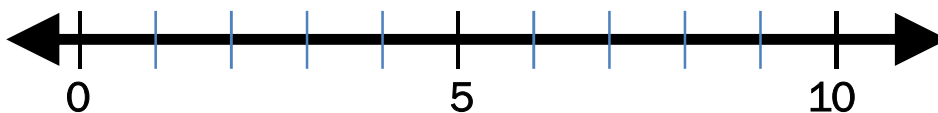
HOW ARE YOUR NUMBER TRACK AND NUMBER LINE DIFFERENT?



3


Representing Active Problems

- There were 3 apples in the bowl. Dad bought 2 more apples at the store. Now how many apples do we have?



4

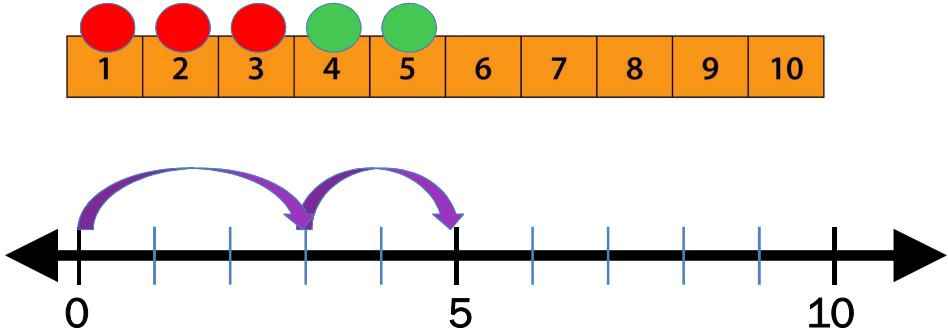

HOW DO EACH OF THESE REPRESENTATIONS HELP YOUR STUDENTS UNDERSTAND AND SOLVE THE PROBLEM?



5

Representing Part/Whole Problems

- There were 3 red apples and 2 green apples in the bowl. How many apples of any color are in the bowl?

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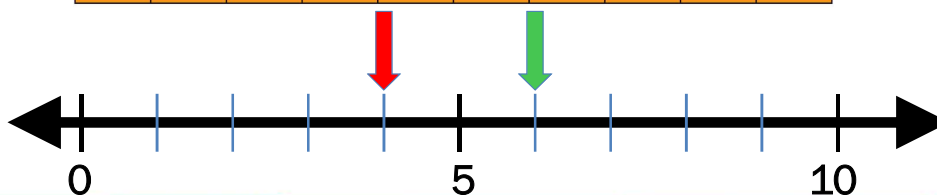
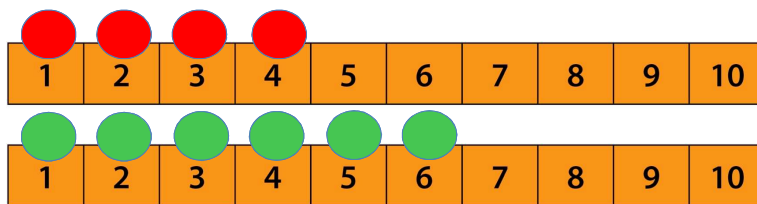
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7

Representing Additive Comparisons

- There are 4 red apples and 6 green apples in the bowl. How many more green apples are there than red apples?



8

How do we help students transition?

- Use multiple concrete and visual representations of problems.
- Connect those representations to the problem context.
- Model the use and connection of these representations.
- As students build confidence with one representation, encourage them to recreate their thinking on another representation.
- Allow students choice of which representation makes sense to them.



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