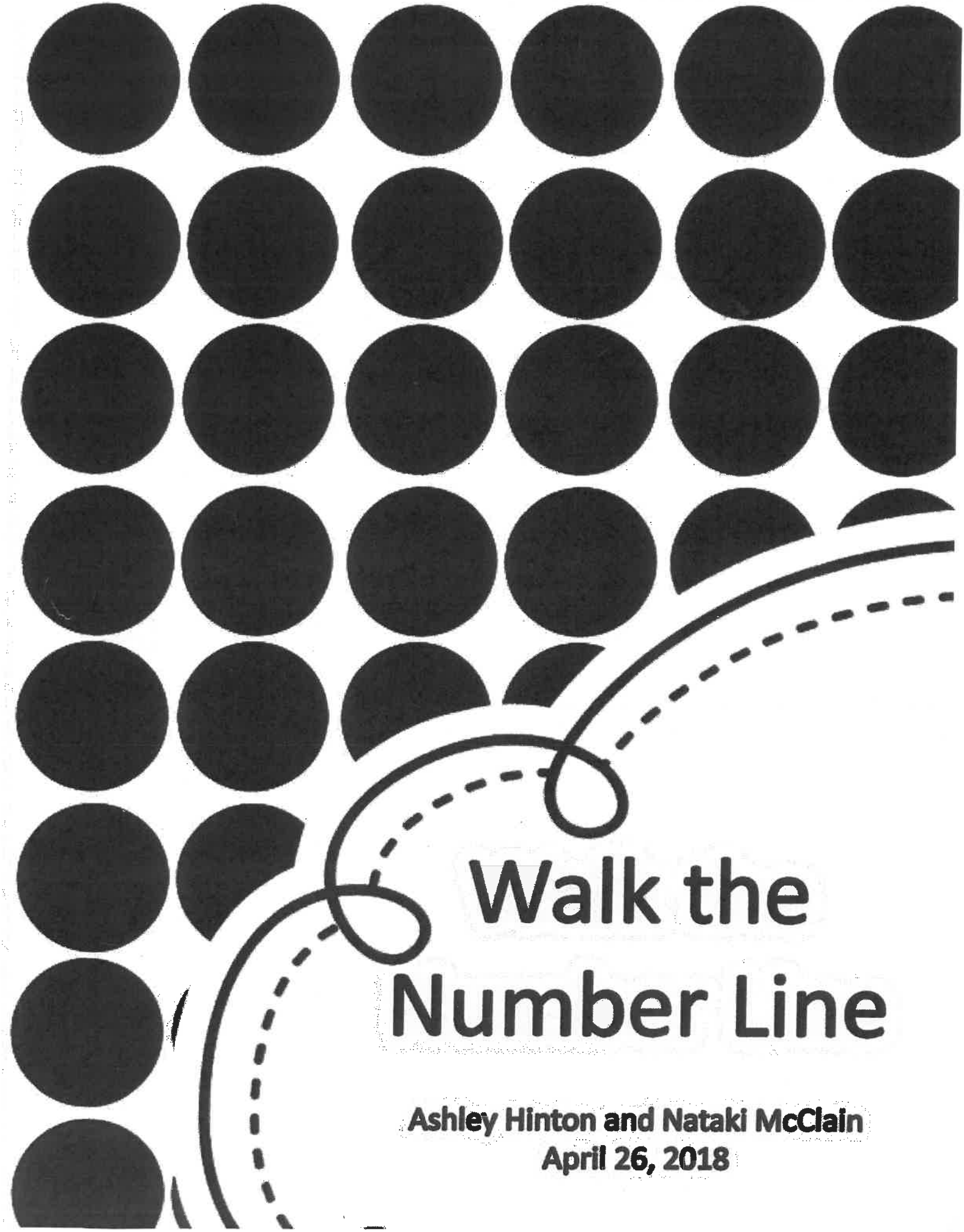
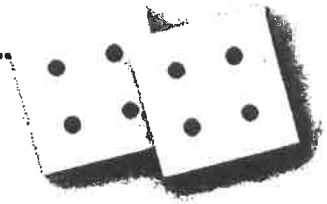


Walk the Number Line

Ashley Hinton and Nataki McClain

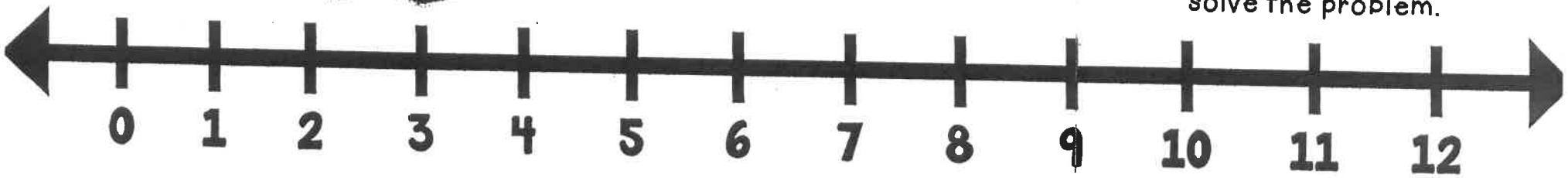
April 26, 2018

ame: _____



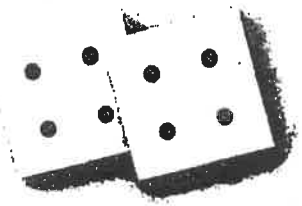
Number Line Roll

Roll the dice. Then write the number you roll in the box. Then hop the number line to solve the problem.



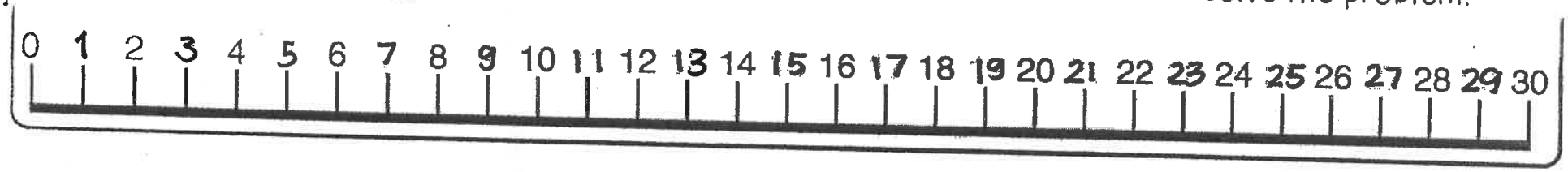
☐ + ☐ = ___	☐ + ☐ = ___	☐ + ☐ = ___
☐ + ☐ = ___	☐ + ☐ = ___	☐ + ☐ = ___
☐ + ☐ = ___	☐ + ☐ = ___	☐ + ☐ = ___
☐ + ☐ = ___	☐ + ☐ = ___	☐ + ☐ = ___

Name: _____



Number Line Roll

Roll the dice. Then write the number you roll in the box. Then hop the number line to solve the problem.



☐ + ☐ = ___	☐ + ☐ = ___	☐ + ☐ = ___
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☐ + ☐ = ___	☐ + ☐ = ___	☐ + ☐ = ___

Where Am I On the Number Line? Revisited

Students will cut these apart and glue together to make a 0 -100 number line.

0	1	2	3	4	5	6	7	8	9	
10	11	12	13	14	15	16	17	18	19	
20	21	22	23	24	25	26	27	28	29	
30	31	32	33	34	35	36	37	38	39	
40	41	42	43	44	45	46	47	48	49	
50	51	52	53	54	55	56	57	58	59	
60	61	62	63	64	65	66	67	68	69	
70	71	72	73	74	75	76	77	78	79	
80	81	82	83	84	85	86	87	88	89	
90	91	92	93	94	95	96	97	98	99	100

where am i on the number line

Materials: number line, game spinner, clothespin or paper clip

Directions for play

Each player puts a clothespin on 50.

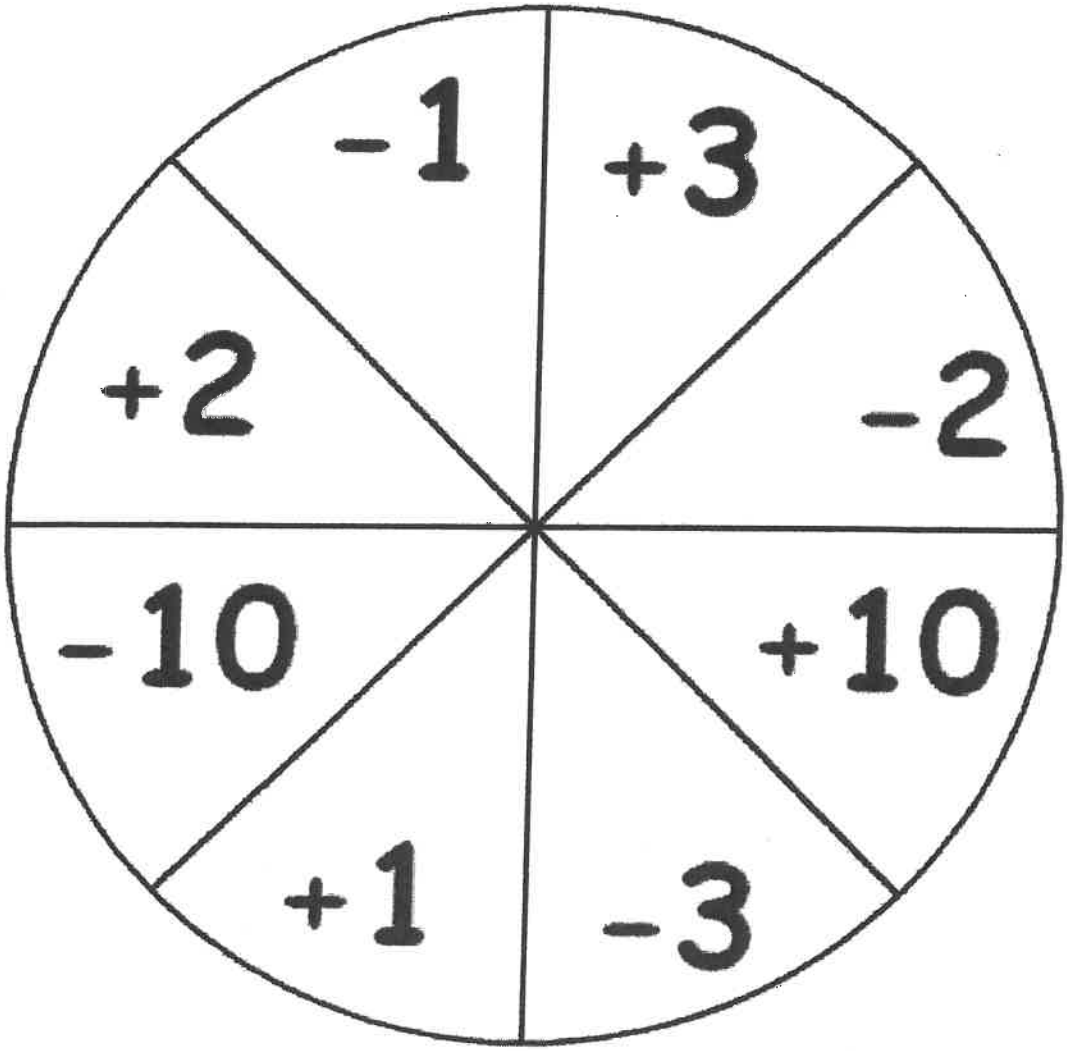
Player A spins the spinner, adds to or subtracts from the number 50 then moves the clothespin to that number.

Player B spins the spinner and moves the clothespin as directed above.

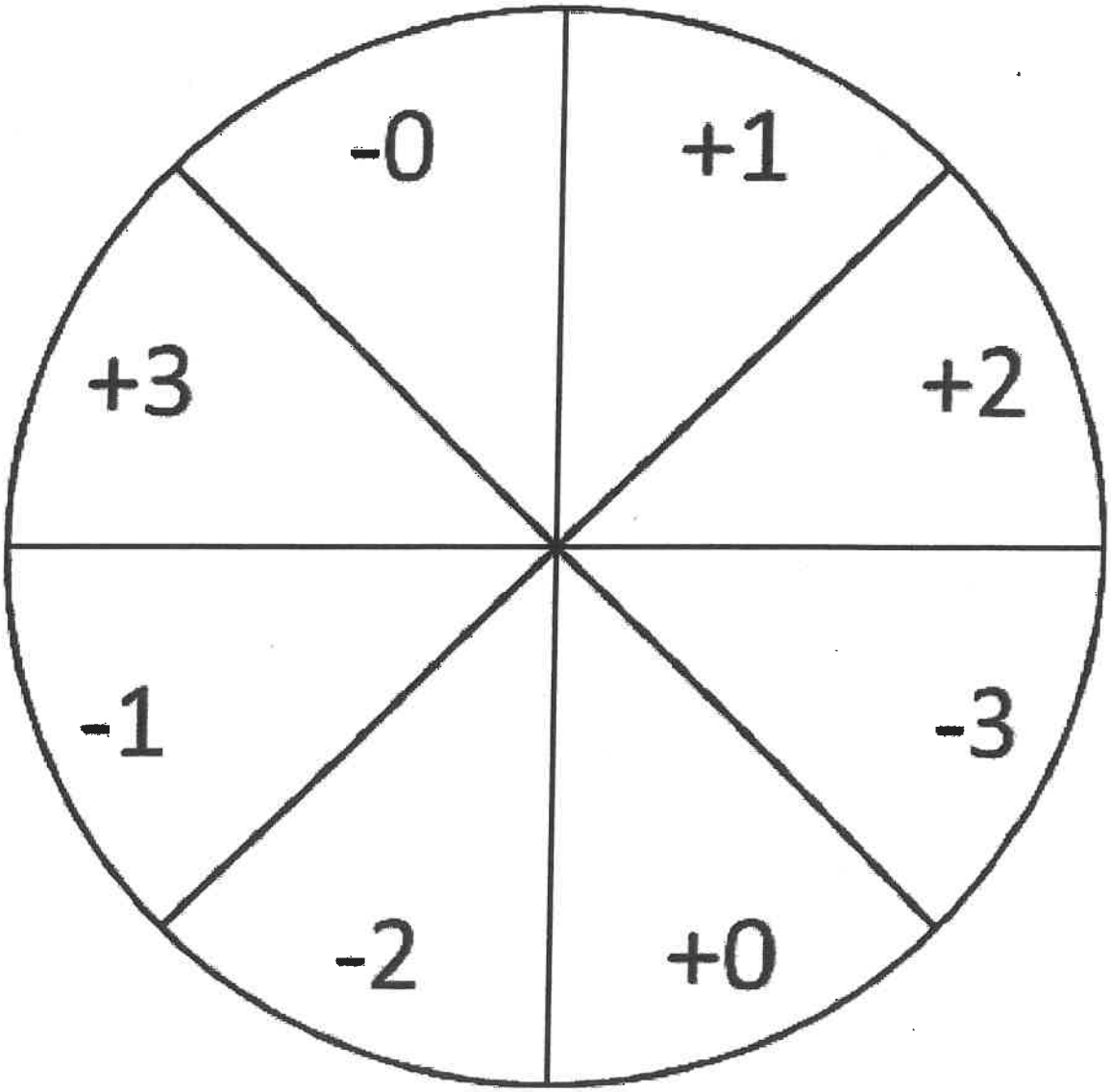
The game continues until one player reaches or passes 100 on the number line.

The first player to reach or pass 100 wins the game.

Where Am I On the Number Line?
Game Spinner

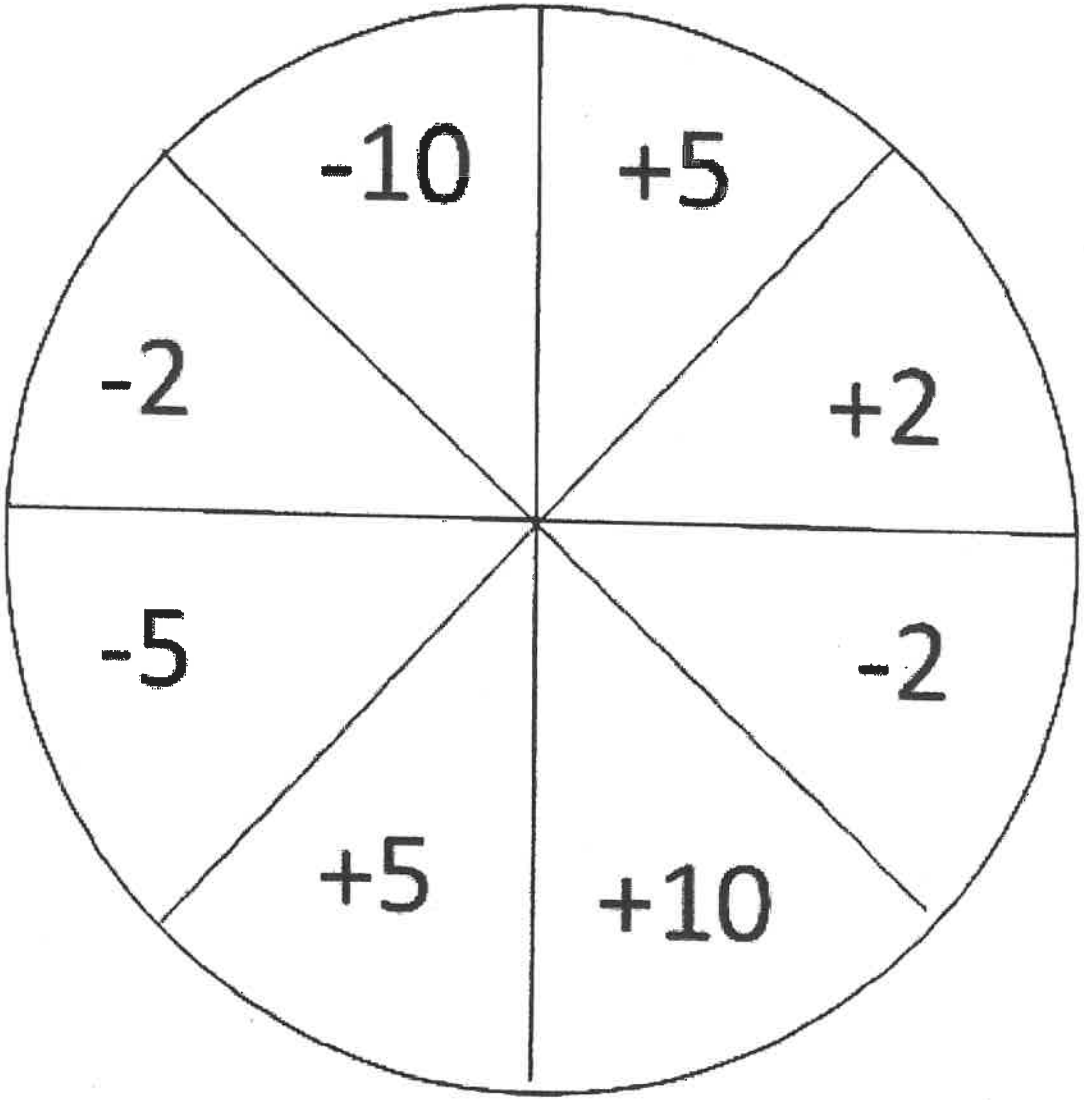


Spinner A – Where Am I on the Number Line?
Use this spinner if your number line is 25 or less.



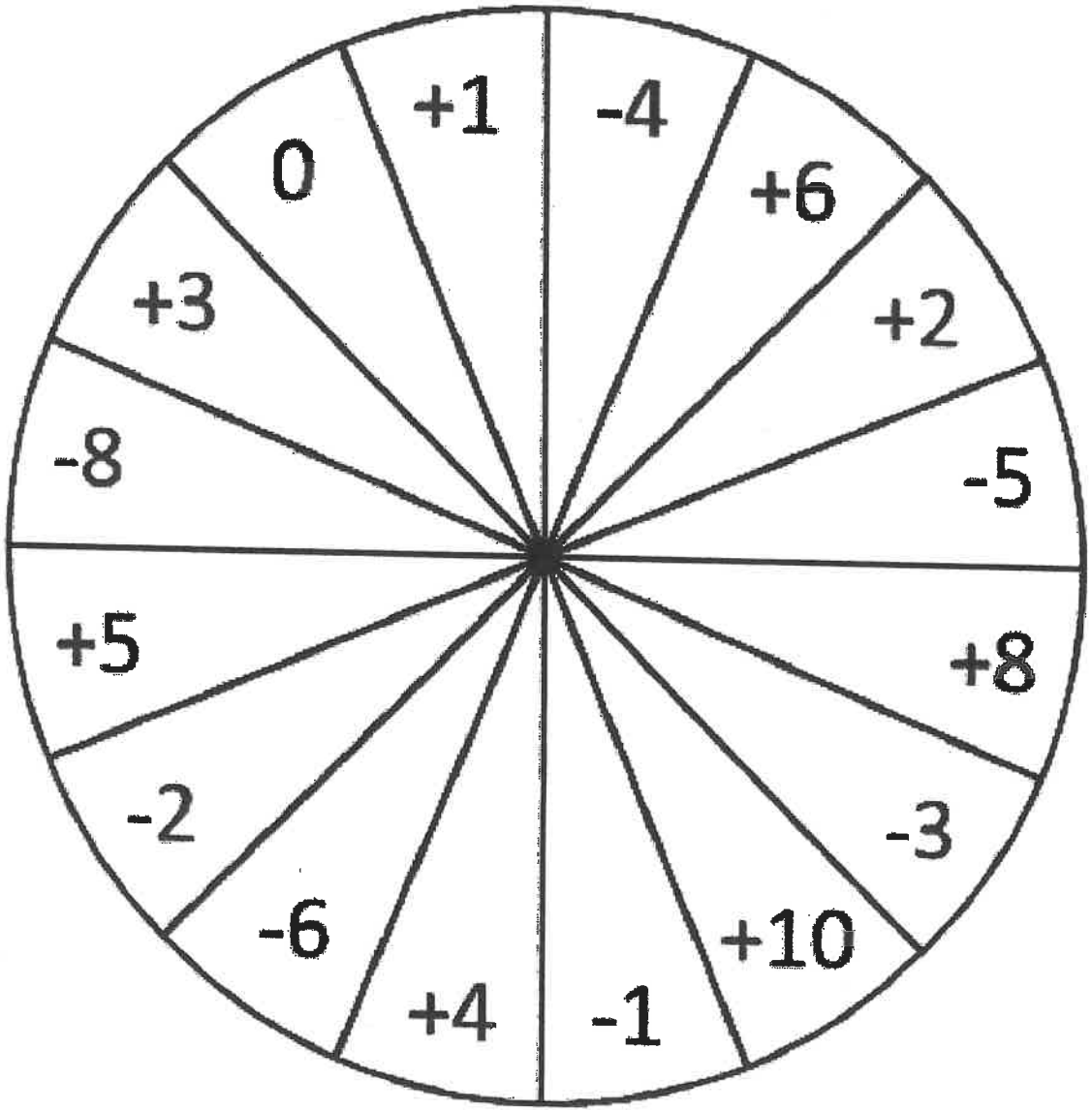
Spinner C – Where Am I on the Number Line?

Use for skip counting



Spinner B – Where Am I on the Number Line?

Use this spinner if your number line is 0 – 100



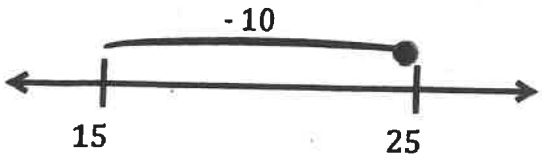
name _____

Recording Sheet

For each number rolled, draw an open number line to record your jumps.

- example play and record:

I start at 25 and spin -10. My open number line and number sentence would like the example box.

Open Number Line	Number Sentence
	$25 - 10 = 15$

name _____

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- example play and record:

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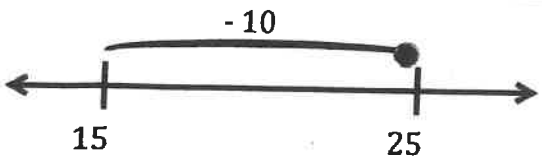
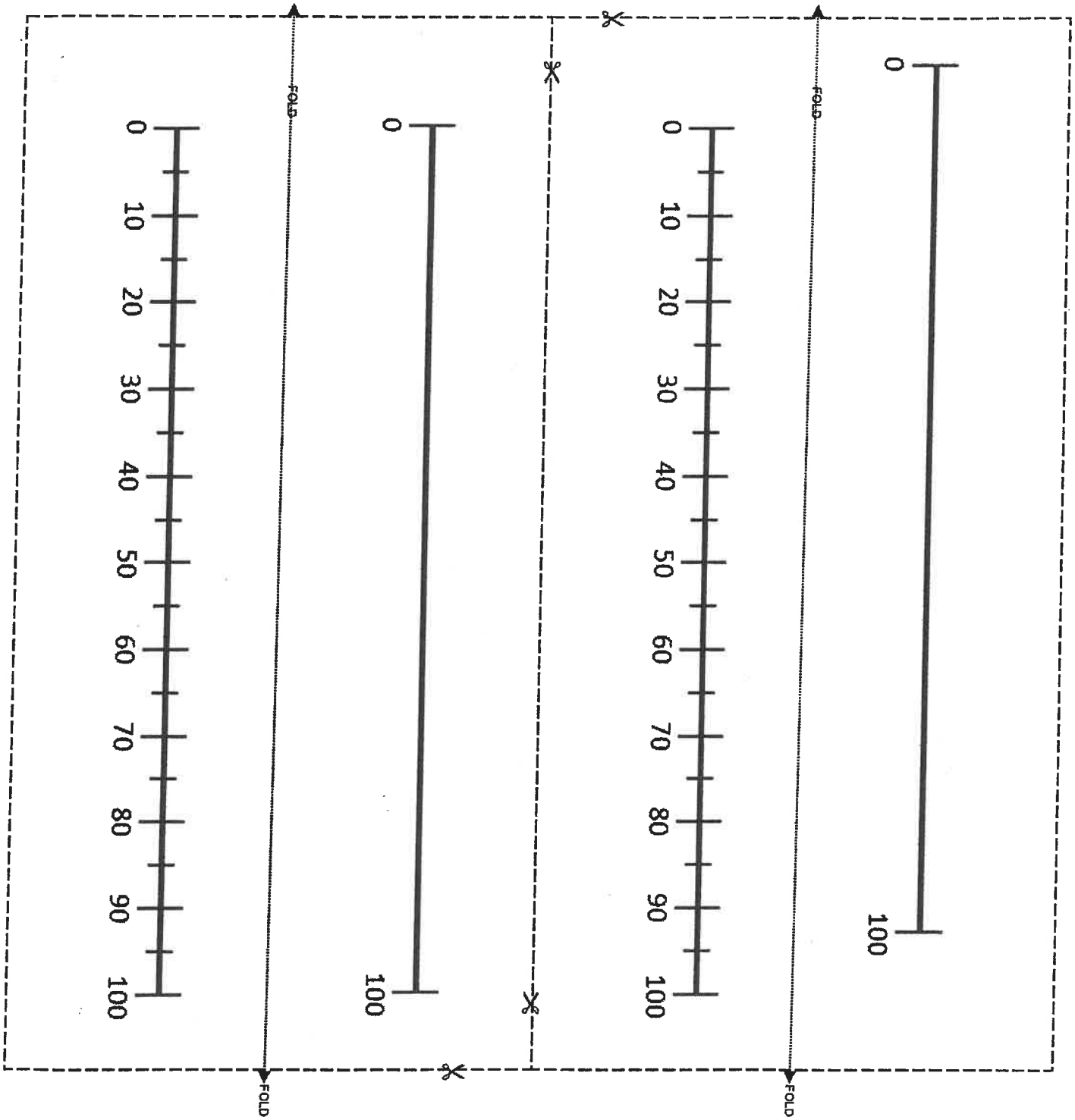
	$25 - 10 = 15$

Empty Number Line - Where Am I on the Number Line?

Cut out the number lines on the outer dotted line. Cut again down the center line and fold to make a front and back section for each student. Place a paperclip on the folded side to use as a slider/marker.



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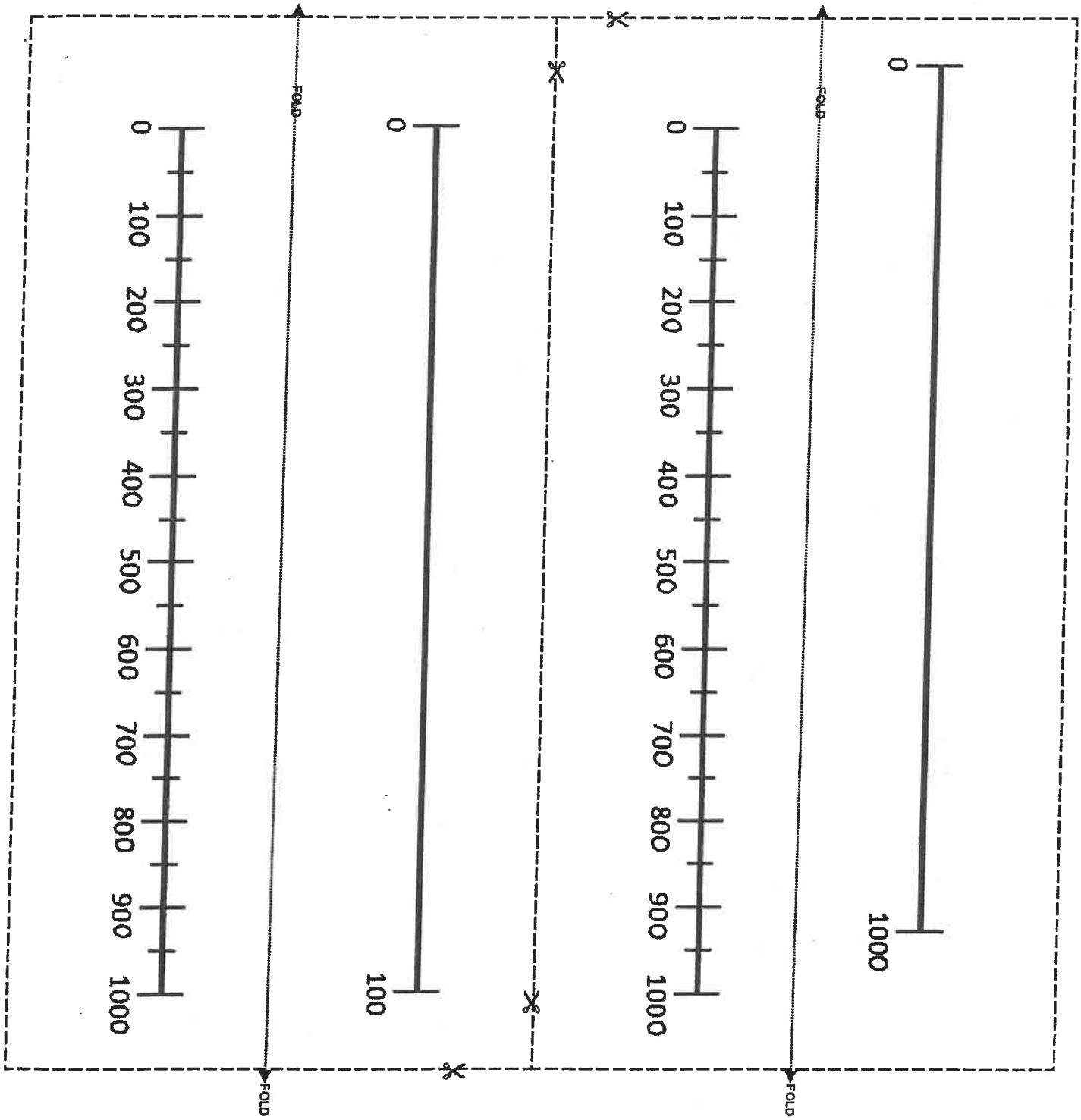
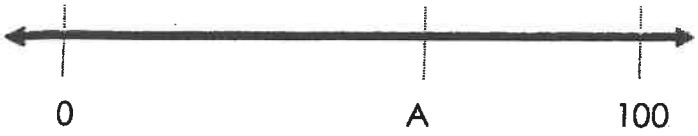




Mrs. McClain put her clip on this number line to show the number 23 at letter A. Do you agree with where Mrs. McClain placed her clip? Why or why not?

Mrs. McClain put her clip on this number line to show the number 23 at letter A. Do you agree with where Mrs. McClain placed her clip? Why or why not?

Mrs. McClain put her clip on this number line to show the number 23 at letter A. Do you agree with where Mrs. McClain placed her clip? Why or why not?

What numbers could points A, B, C, D, and E be?
Justify your answers.

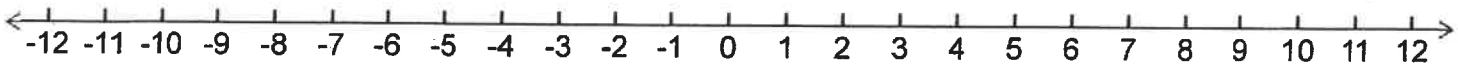
A=_________ B=_________ C = ________ D=_________ E= ________

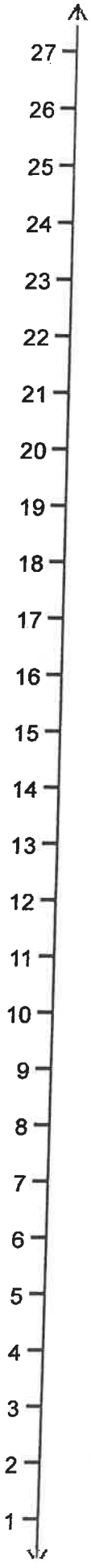
What numbers could points A, B, C, D, and E be?
Justify your answers.

A=_________ B=_________ C = ________ D=_________ E= ________

What numbers could points A, B, C, D, and E be?
Justify your answers.

A=_________ B=_________ C = ________ D=_________ E= ________


-12 -11 -10 -9 -8 -7 -6 -5 -4 -3 -2 -1 0 1 2 3 4 5 6 7 8 9 10 11 12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The Tug of War Game 1

A game for two players
1 counter
dice

Choose which player will be plus and will move on the number line from left to right.
The other player will be minus and will move on the number line from right to left.
Take turns tossing the dice. Add the values on the dice and move the counter that many spaces.
If the counter gets to 1, minus wins. If the counter gets to 27, Plus wins.

The Tug of War Game 2

A game for two players
1 counter
dice

Choose which player will be plus and will move on the number line from left to right.
The other player will be minus and will move on the number line from right to left.
Take turns tossing the dice. Add the values on the dice and move the counter that many spaces.
If the counter gets to -12, minus wins. If the counter gets to 12, Plus wins.

Rounding Using the Number Line

Recording Sheet

round to the nearest _____

benchmark midpoint benchmark

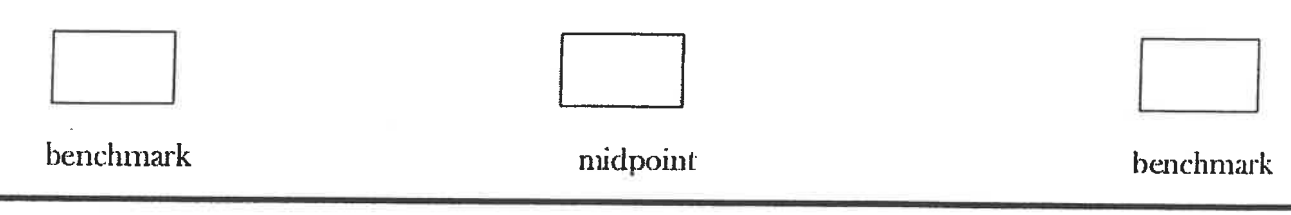
round to the nearest _____

round to the nearest _____

Rounding Using the Number Line

Recording Sheet

round to the nearest _____



benchmark midpoint benchmark

round to the nearest _____

round to the nearest _____

Above, Below and Beyond

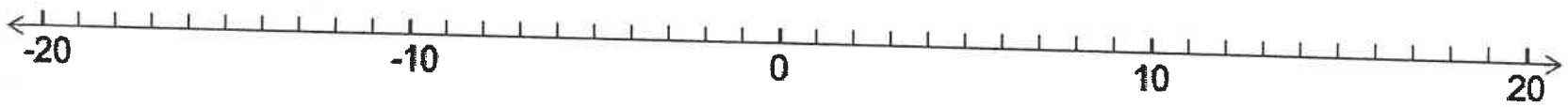
More or Less Than Zero?

When Joselyn went to bed, the temperature was 5° Celsius. When she woke up in the morning, the temperature had dropped 10 degrees. What was the temperature when she woke up?

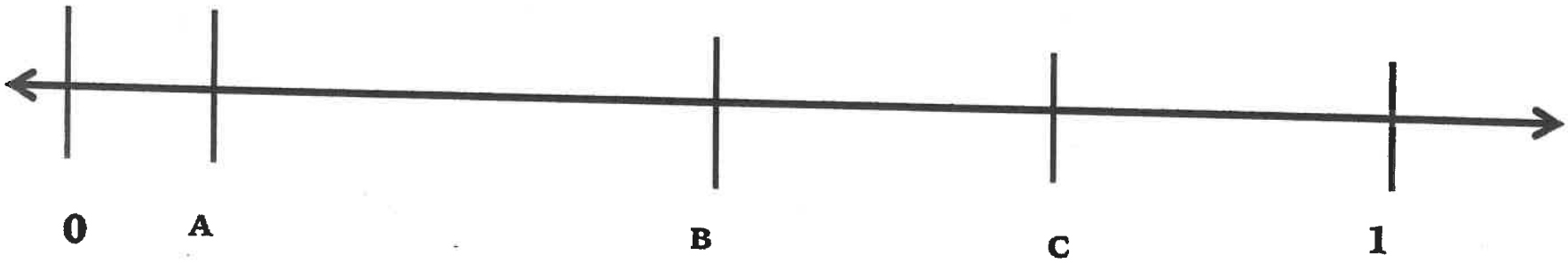
The temperature at 5 o'clock in the morning was -10° Celsius. By 7 o'clock, the temperature was 2 degrees warmer. What was the temperature at 7 o'clock?

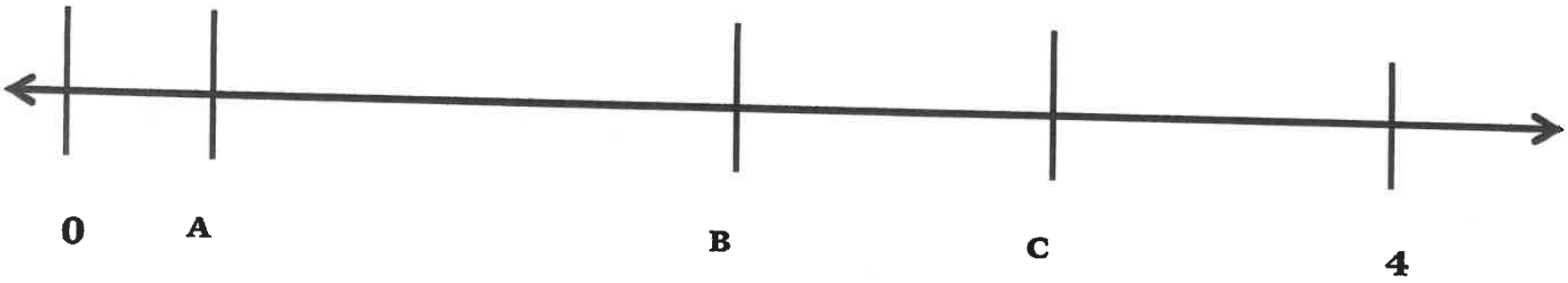
On Wednesday, the temperature was 0° Celsius. By Friday afternoon, the temperature had dropped 15 degrees. What was the temperature Friday afternoon?

On Sunday, the temperature was -10° Celsius. One week later, the temperature was 20 degrees warmer. What was the temperature?

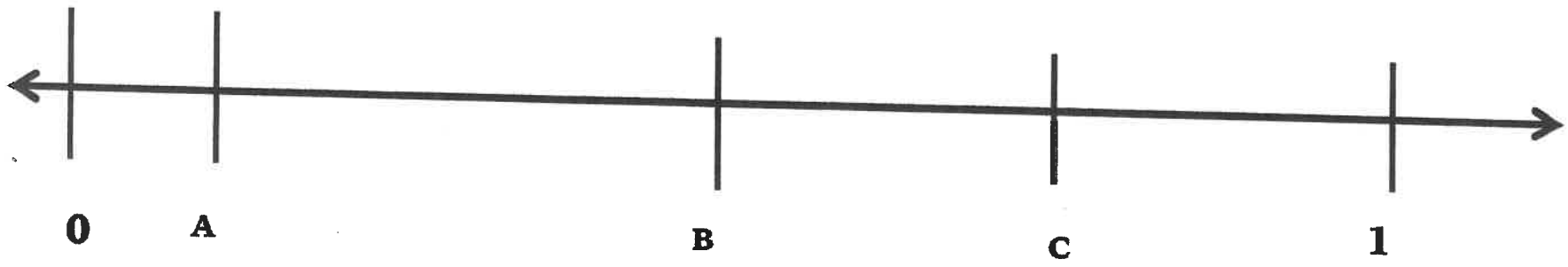


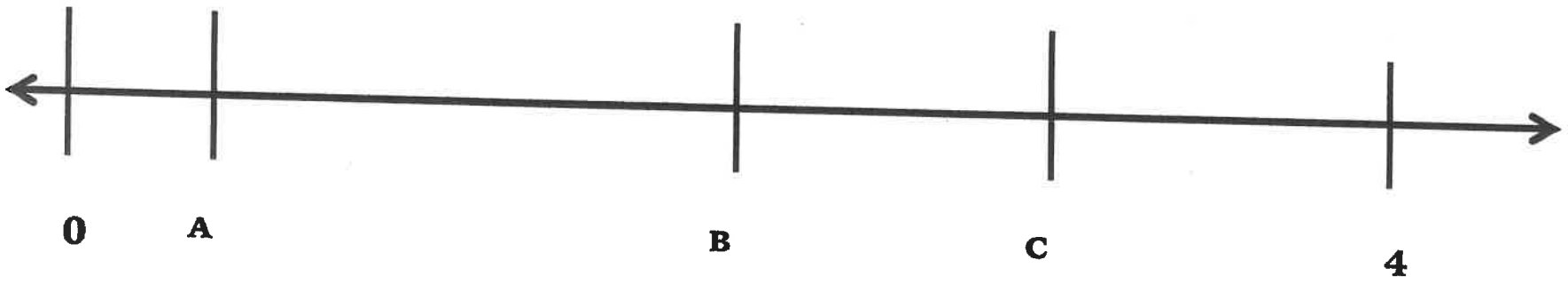
Determine the number indicated by the letter.



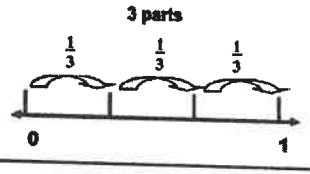


Determine the number indicated by the letter.





Fractions on a Number Line



Materials: ruler, number cubes (1-6)

1. Draw a six inch number line that begins with 0 and ends with 1.

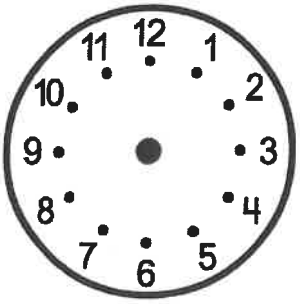
2. Roll a number cube (1-6). Partition the distance from 0 to 1 into this number of equal parts.

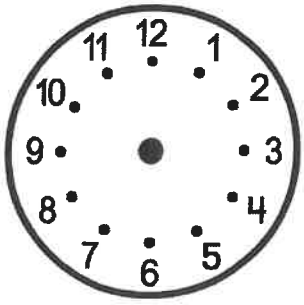
3. Label the segments as unit fractions. Justify your reasoning.

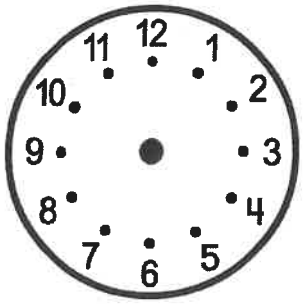
4. Repeat steps 1-3 until you have five different number lines.

Name: _____ Date: _____

Draw hands on the clock to show the time written below it.
Then show each time on the number line

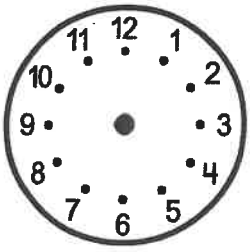


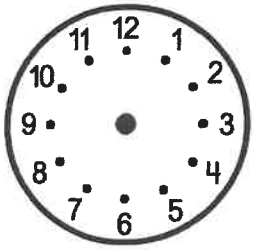


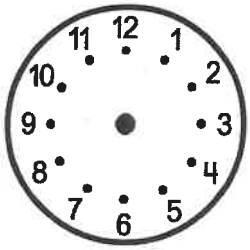


3:30 1:15 7:45

Create a time and write it below the clock and show it on the clock.
Then show each time on the number line below.







_____ _____ _____

Big Idea #34: Telling Time and Elapsed Time• Task 34A

Name: _____ Due: Wednesday, February 28th (Day 6)

Math Homework – Time, Time, Time

M Math Talk	**Are we there yet?!** • Families, as you travel this week, ask questions such as this: o We're leaving at ____ and it takes ___ minutes to get there. What time will we probably arrive? o About how long do you think it'll take to get to school (etc.)? Let's time ourselves. o We are leaving at ____ time. We were here for ___ minutes. What time did we arrive? • This will help build reasonable estimates about times that make sense.	Initial & Date
A Activity	**Your Day – On a Timeline** • Draw a long line. (You are creating a timeline) • Place each hour of the day – from 12:00 a.m. to 12:00 a.m. on the timeline. • Write on the time line what you are doing across the day (usually) at each time. • Where does it start to get dark? Where does it start to get light? • What do you notice?	Initial & Date
T Technology	**Time IXL** • https://www.ixl.com/signin/durhamacademy • Your username and password are (likely) the same as your DA log-ins. • Click on 2nd grade Math • Choose something from these areas to practice this week: Q.2, Q.3, Q.5, or Q.9 Families, we know some of these take longer than others – if one goes on too long feel free to end the activity!	Initial & Date
H Hands - On	**Time is Running Out** • Find a family member to play Time is Running Out memory! • Cut apart the cards and lay them face down. • When you find a match, you get another turn! • Don't get tricked with the hour hand!	Initial & Date

Name: _____ Due: Tuesday, January 16 (Day 6)

Math Homework – Let's Get to Adding

M Math Talk	**Dr. Martin Luther King Jr. by the Numbers** • Read the provided article and timeline about Dr. King's life. (The article is 5 years old, so please take that into account.) • Feel free to read other articles online as well! • Choose at least 5 of the dates provided to create a timeline with your parents. • Parents, ask the following questions using the timeline and any additional ones you create. o How old was he at this event? How many years passed from _____ to _____? How long ago was this event?	Initial & Date
A Activity	**Keep On Adding to 1,000 and Trekking to 300** • Please use your digit cards and the provided spinner to play. • If you need help, use the 100s Chart in your HW folder to help. • Parents: This game, and our focus in class, is all about *mental mathematics*. Please do not teach or encourage the traditional algorithm during this game. Let your child tell you his or her strategy! The best strategy should be skip counting by 10s.	Initial & Date
T Technology	**IXL** (This will take a few days if you complete each activity!) • https://www.ixl.com/signin/durhamacademy • Your username and password are the same one that you use for your DA log-ins. • Click on Math • Click on the red 2 for 2nd grade • Choose something from these areas to practice this week: • G.3, G.5, G.9, G.11 • E.14, E.15, E.18	Initial & Date
H Hands - On	**Weather Math** • Track the highest temperate over at least four days this rotation. • Create and solve at least six number sentences with the numbers you record. • What did you notice about the weather this week? Parents, again, please do not teach or encourage the traditional algorithm. Your child can show his or her strategy in many different ways for credit. **BONUS: What the highest January temperature on record in Durham, NC.**	Initial & Date

By the numbers: Martin Luther King Jr. Day **By Toby Lyles, CNN**
Updated 4:01 PM ET, Mon January 21, 2013 http://www.cnn.com/2013/01/20/living/mlk-btn/

***This article was published 5 years ago, so many of the numbers can be updated.**

Martin Luther King Jr. Day is celebrated on the third Monday in January, although Dr. King was actually born on the 15th of January 1929, 84 years ago.

Below are some facts and numbers related to the federal holiday, in which Americans are encouraged to participate in a day of service.

27 -- The number of years since the very first national celebration of Dr. Martin Luther King Jr. Day on January 20, 1986.

1 -- The Montgomery Bus Boycott against segregated seating lasted approximately one year, starting December 1, 1955. This is what Dr. Martin King said in his book, "Stride Toward Freedom: The Montgomery Story": We have no alternative but to protest. For many years we have shown an amazing patience. We have sometimes given our white brothers the feeling that we liked the way we were being treated. But we come here tonight to be saved from that patience that makes us patient with anything less than freedom and justice.

1 -- In a speech delivered one day before his assassination Dr. King said, "Let us keep the issues where they are."
"That's all this whole thing is about. We aren't engaged in any negative protest and in any negative arguments with anybody. We are saying that we are determined to be men. We are determined to be people," he said.

44 -- "Everybody can be great because everybody can serve," Dr. King said in his sermon "The Drum Major Instinct," forty-four years ago on February 4, 1968. Mrs. King read the same statement when, in 1994, she asked congress to make the holiday an official national day of humanitarian service.

4 -- The number of days between the assassination of Dr. King on April 4, 1968, and the first legislative bill to establish a federal holiday. Rep. John Conyers (D- Michigan) sponsored the bill on April 8, 1968, 44 years ago.

33 -- The number of years since Stevie Wonder's release of "Happy Birthday," a song asking, in 1980, for a day "in full remembrance."

6 million -- The number of signatures on the King Center petitions Mrs. Coretta Scott King and Stevie Wonder presented in 1982 to Tip O'Neil, Speaker of the U.S. House of Representatives, in support of a federal holiday.

29 -- The number of years since President Reagan signed the November 3, 1983, legislation creating the national holiday, which started in 1986. It was almost 11 years later that the holiday became a day of service, August 23, 1994, when President Clinton signed the Martin Luther King Jr. Federal Holiday and Service Act.

3 -- Utah, New Hampshire, and South Carolina were the last to join the rest of the states in making Martin Luther King Jr. Day, the day as we know it throughout the nation.

30 -- feet. The height of the Martin Luther King Jr. Memorial Stone of Hope on the National Mall. On one side, it reads, "Out of the mountain of despair, a stone of hope," from Dr. King's speech, "I Have a Dream," presented at the Lincoln Memorial, August 28, 1963.

1 -- This is the number of federal holidays of service - A Day On, Not a Day Off.

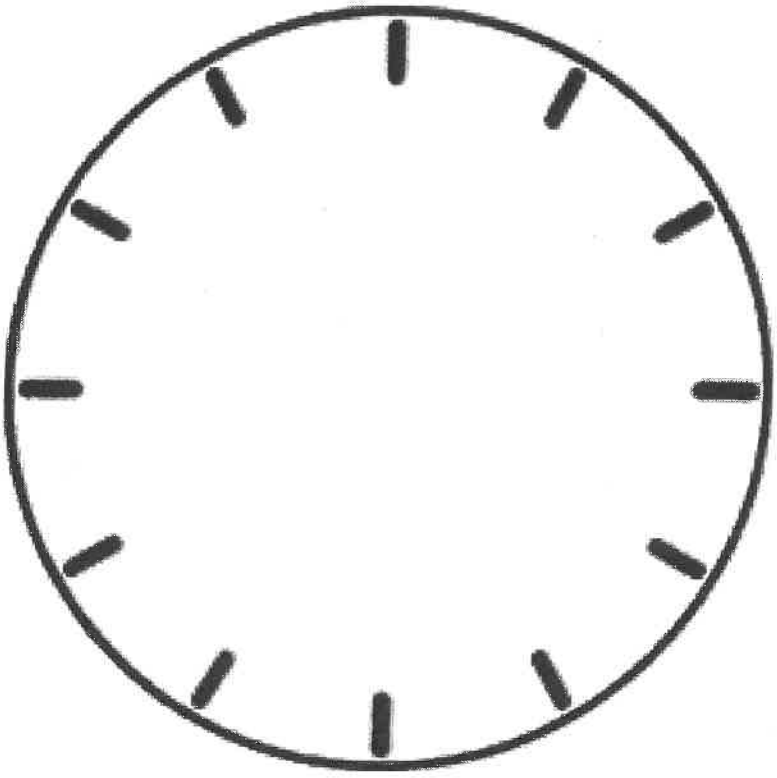
Important Dates

January 15, 1929: Martin Luther King, Jr., is born in Atlanta, Georgia.
June 18, 1953: Coretta Scott and Martin Luther King, Jr., are married.
May 17, 1954: In Brown v. Topeka Board of Education, U.S. Supreme Court declares racial segregation in public schools unconstitutional.
November 17, 1955: Yolanda Denise King is born.
December 5, 1955–December 21, 1956: Montgomery Bus Boycott.
January 10–11, 1957: The Southern Christian Leadership Conference is founded and Dr. King is chosen president.
February 1, 1960: The first sit-in in Greensboro, North Carolina.
January 30, 1961: Dexter Scott King is born.
November 1961–August 1962: Albany, Georgia, Protest Movement.
March 28, 1963: Bernie Albertine King is born.
April–May 1963: Birmingham, Alabama, Protest Movement.
August 28, 1963: Dr. King's "I Have a Dream" speech at the March on Washington.
January 23, 1964: The 24th Amendment eliminates the poll tax in Federal elections.
July 2, 1964: The Civil Rights Act is signed prohibiting discrimination in public accommodations and in employment.
December 10, 1964: Dr. King is awarded the Nobel Peace Prize.
January–March 1965: Selma, Alabama, Protest Movement.
August 6, 1965: The Voting Rights Act becomes law.
April 4, 1968: Dr. King is assassinated.
April 11, 1968: President Johnson signs the second Civil Rights Act.
October 19, 1981: The Martin Luther King, Jr., Center for Non-Violent Change, also called the King Center, opens in Atlanta, Georgia.
November 22, 1982: U.S. Senate approves the erection of a monument to Dr. King in Washington, D.C.
January 15, 1986: Dr. King's birthday is celebrated as a national holiday for the first time.

'DM Martin's Big Words: The Life of Dr. Martin Luther King, Jr.
by Doreen Rappaport

name _____ class code _____

Circle Partitioning



Use the space below to write about your observations of this circle.

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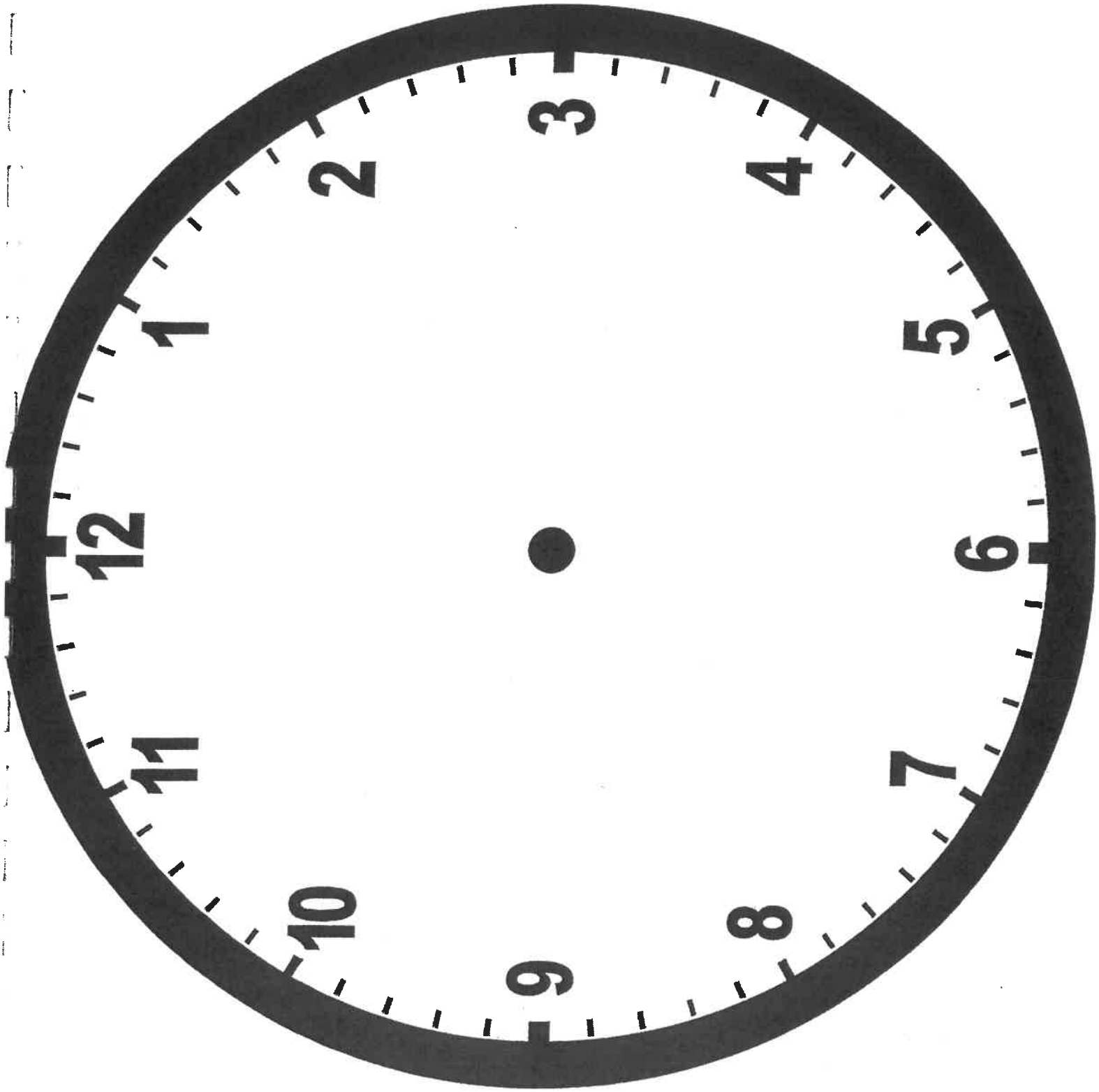
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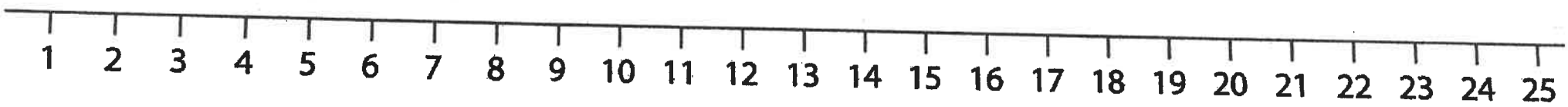
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Counting in 2s Number Line

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Counting in 2s Number Line

0 2 4 6 8 10 12 14 16 18 20 22 24 26 28 30 32 34 36 38 40

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Counting in 2s Number Line

0 2 4 6 8 10 12 14 16 18 20 22 24 26 28 30 32 34 36 38 40

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Counting in 2s Number Line

0 2 4 6 8 10 12 14 16 18 20 22 24 26 28 30 32 34 36 38 40

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Counting in 3's Number Line

0 3 6 9 12 15 18 21 24 27 30 33 36 39 42 45 48 51 54 57 60

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Counting in 3's Number Line

0 3 6 9 12 15 18 21 24 27 30 33 36 39 42 45 48 51 54 57 60

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Counting in 3's Number Line

0 3 6 9 12 15 18 21 24 27 30 33 36 39 42 45 48 51 54 57 60

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Counting in 3's Number Line

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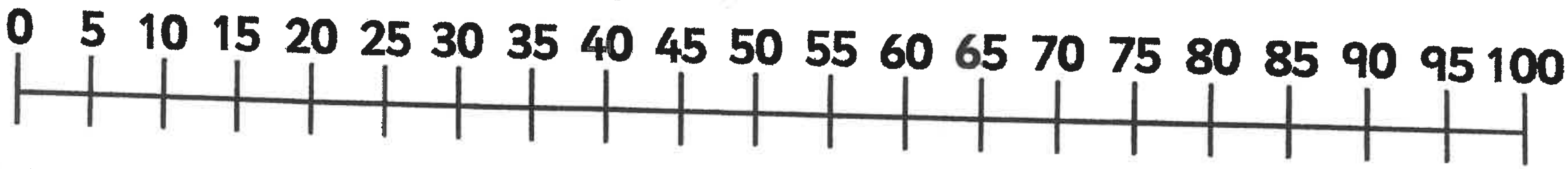
Counting in 5s Number Line



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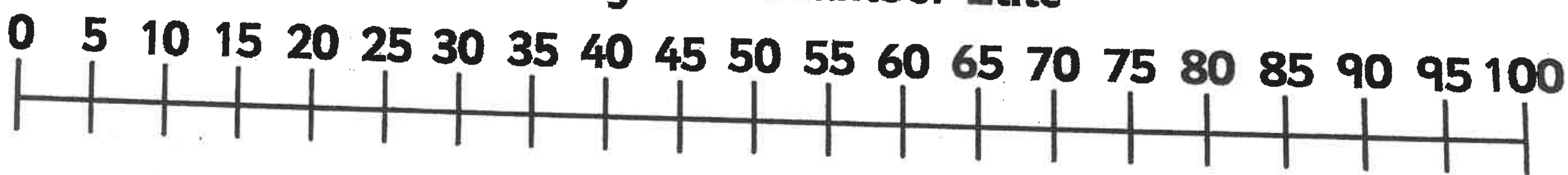
Counting in 5s Number Line



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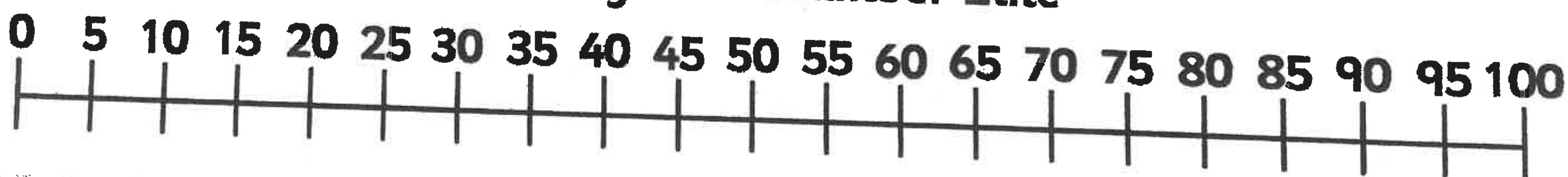

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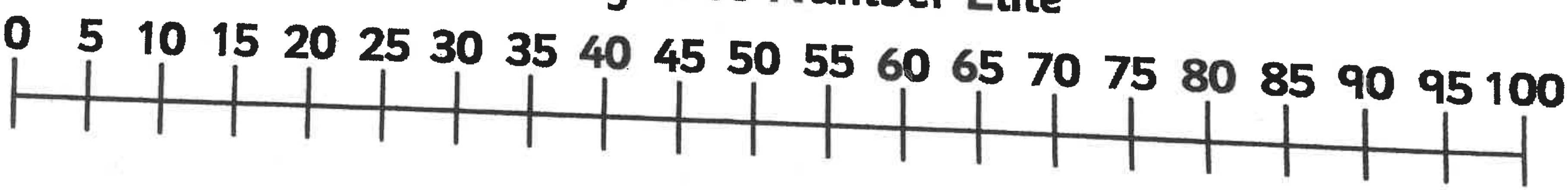
Counting in 5s Number Line



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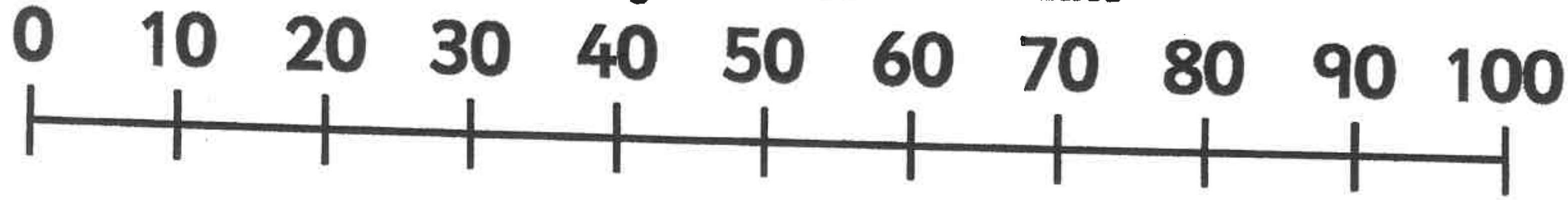
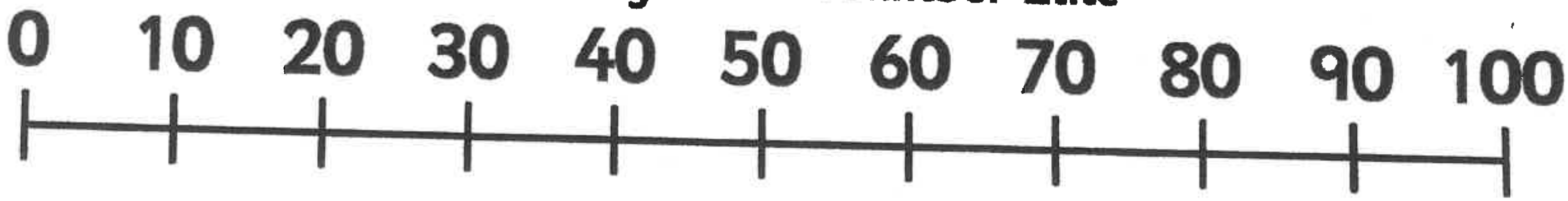


Counting in 10s Number Line



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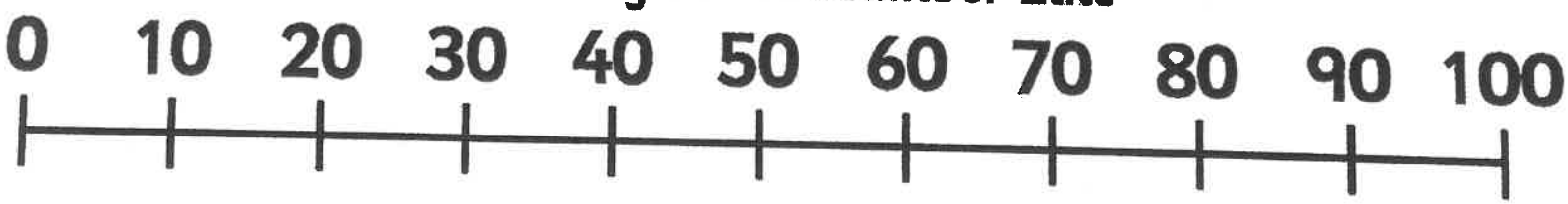

Counting in 10s Number Line