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| **NC.2.MD.6****Using a Number Line** |
| **Domain** | Measurement and Data |
| **Cluster** | Relate addition and subtraction to length. |
| **Standard(s)** | **NC.2.MD.6** Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points and represent whole-number sums and differences, within 100, on a number line. |
| **Materials** | student form, pencil. |
| **Task** | Provide materials to the student. Read the directions to the student: *Problem 1: Complete the number line**Problem 2: Use the number line to solve 12+4=**Problem 3: Use the number line to solve 16-5=* |

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| **Continuum of Understanding** |
| **Not Yet Proficient** | * Unable to count to 20
* Unable to write numbers to 20
* Unable to use a number line to solve addition and subtraction problems.
* Can complete the first number line but not the addition or subtraction number line.
 | Checklist for teacher to identify mastery of standard:**Student is able to:*** Correctly completes the number line.
* Uses a number line as a tool to solve the problems accurately.

Strategy(ies) Used:* Counting Back
* Counting Up
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| **Progressing** | * Can complete the number line and solve one of the problems correctly.
* Requires some teacher prompting or assistance to complete the number line and or one of the problems.
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| **Meets Expectation** | * Correctly completes the number line and uses the number line as a tool to solve both the addition and subtraction problems accurately.
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| **Standards for Mathematical Practice** |
| **1. Make sense of problems and persevere in solving problems.** |
| 2. Reason abstractly and quantitatively. |
| 3. Construct viable arguments and critique the reasoning of others. |
| **4. Model with mathematics.** |
| **5. Use appropriate tools strategically.** |
| **6. Attend to precision.** |
| 7. Look for and make use of structure. |
| 8. Look for and express regularity in repeated reasoning., |

 **Name**

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| 1. **Use the number line below to show numbers 0 - 20.**

 1. **Use the number line below to solve 12 + 4=**

  **3. Use the number line below to solve 16 - 5 =**  |