



Students are using estimation skills so it is important for them to explain why their answers are reasonable.

LOOK FOR students who mark benchmark numbers (ex: 5s, 10s) in between given tick marks.



Compare your answers with a partner. Do you have the same answers? Can you both be correct?

NUMBER LINE TO 100

Put a glue spot on your favorite number.

Answers may vary.

Possible answers:

What could these bottles be?

What could go here?

Possible answers:

I am in the middle of 0 and 50. Which spot shows where I could go?

What number could I be?

I am less than 100 but greater than 50. Where might I be on the number line?

Could I go here? Yes No

It is less than 100 on the number line but higher than 50.