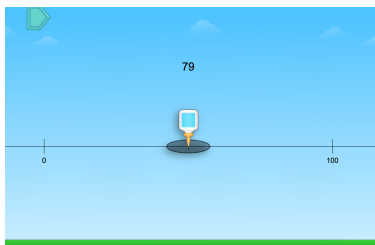
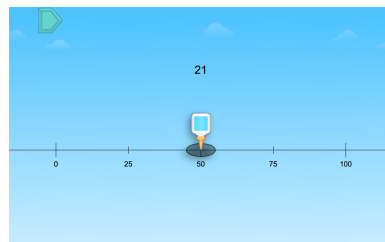


**Materials**

white boards and markers  
0 to 100 number line mat

**Directions**

- Give students the 0-100 number line mat and dry erase markers. (Laminate or put the mat in a page protector). Display the first puzzle in Level 2. Ask students, “What do you see? How do you think we solve this puzzle?” Have students Think, Pair, Share their ideas.
- Ask students what they know about the number in the sky. Ask students “Do you see that number on the number line below? How do we know where the number should go if it’s not labeled on the number line?”
- Share students’ answers and strategies. Solve the puzzle together. Repeat with the remaining puzzles in Level 2.



- Display the first puzzle in Level 4. Ask students, “How is this number line different from the one in the last puzzles? How is it the same? What does the blank tick mark represent? How do you know?”
- Have students place the number in the sky on their number line mat. Say to students, “Turn and show your neighbor where you placed your number. Tell them how you knew where to put the number.”
- Discuss students’ strategies for placing the number when so many tick marks are missing. Focus on the relationship between the number in the sky and the 0, 50, and 100.
- Repeat with the remaining puzzles in Level 4.

**Sample Questions**

- How did you determine where to place the number?
- Which numbers on the number line will the number in the sky be between?
- Which number is the number in the sky closer to?
- How many more/less would this number be than (the numbers on the number line)?
- Why does the number line have arrows at both ends?
- What happens to the value of the numbers as we move to the right? The left?

**What to look for**

How do students:

- identify the numbers the number in the sky is between?
- determine how far the number in the sky is from each of the numbers on the number line?
- compare the number in the sky to the numbers on the number line?
- know which number goes at the blank tick mark?



Number Line 0 to 100

