

# Lesson Plan for KNP Activity

## F 7704.0: Where on the line? (Whole number)

<b>Teacher Planning Notes:</b>	
<b>Task Group Number:</b> 7704	<b>Task Group Name:</b> Fraction Number Lines
<b>Strand:</b> Fractions	<b>Activity Level and Color:</b> 0 Yellow
<b>KNP Activity Link with access to Printables and Student Instructions:</b> <a href="/knp/activity.php?id=7704.0&amp;prefix=F">/knp/activity.php?id=7704.0&amp;prefix=F</a>	
<b>Numeracy Target:</b> Whole number foundations; introduce manipulative <a href="#">Numeracy Targets Chart</a>	
<b>Fluency Benchmark:</b>	
<b>Kentucky Academic Standard(s):</b> <a href="#">KY.2.MD.6</a>	
<b>Student-Friendly Learning Target:</b> I am learning to estimate where a whole number is located on a number line.	
<b>Suggested Student Grouping(s):</b> independent/pairs	
<b>Materials:</b> Level 0 Number Lines with matching number cards, paper clips or binder clips	
<b>Activity Description:</b> See teacher notes for directions on materials prep. Students can work individually or in pairs. A student (or pair of students) will choose one envelope containing a number line and number cards. Number cards are shuffled and placed face down. The student draws one card and, looking at the number line with the smiley face, the student places the paper clip in the approximate location of the number shown on the card. The student flips the number line over to see if the paper clip has been placed correctly. The student repeats the process for all cards in the envelope, then repeats the activity with the other sets of lines and cards.	

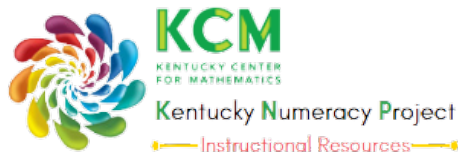
**Teacher Notes:** Print pages on color paper or cardstock. This set makes 6 two-sided number lines and has a black line for making up your own lines. Each page makes two number lines. Cut on the dark lines, then fold on the light lines. Optionally, use a glue stick to seal lines. If preferred, laminate the cut & folded number lines, leaving at least 1/4 in trim around edges. For each line, make the corresponding set of number cards using the suggested numbers shown on the star side of the line. Place one number line, corresponding cards and paper clips or binder clips in a legal sized envelope. Label the envelope with the Task or Level Number (7704.0 or "Level 0") and Number line label (e.g. "Line A", "Line B", etc.). If lines are laminated, students may use dry-erase markers to add extra tick marks to the line to improve accuracy.

Note that the larger the paper clip or binder clip used, the less accurately students will need to place clips.

At this level, students are working on number line foundations by locating whole number on a number line.

**Evidence of Learning (Diagnostic Assessment of Progress):** Show student a number line with 0 and 20 labeled and an unlabeled tick mark located in the middle (at 10). The number line should have no other tick marks or support. Say "Point to where 10 should be located on this line?" Continue with "Show me the location of 8." and "Show me the location of 15." Optionally, direct student to mark 10, 8 & 15 on a number line.

**KNP ID #F 7704.0**



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