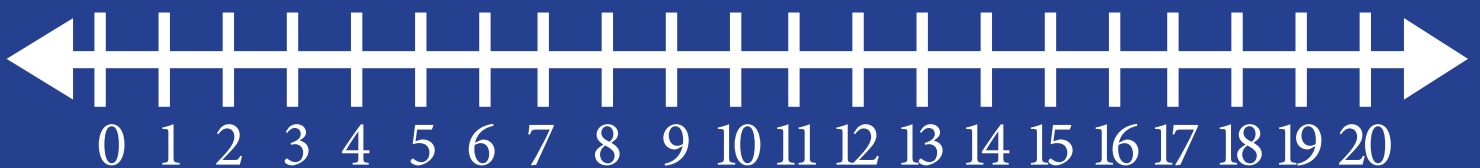
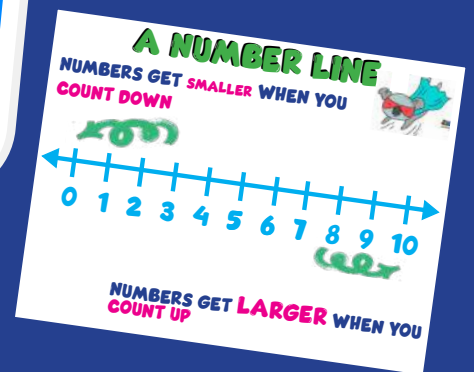
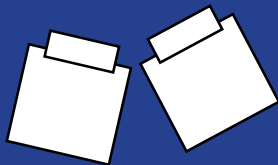
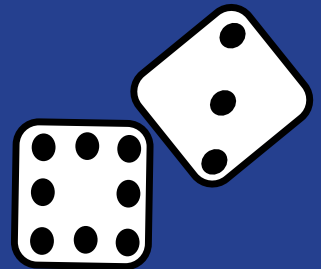
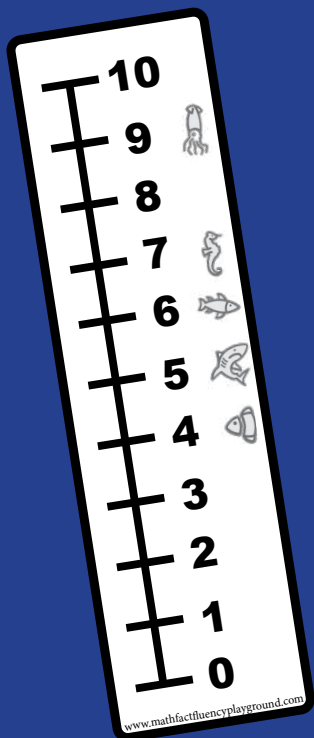
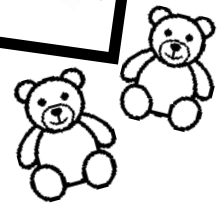
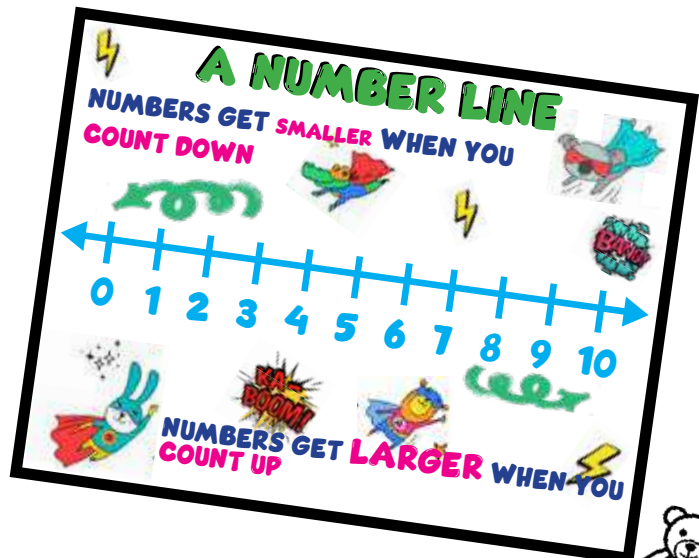
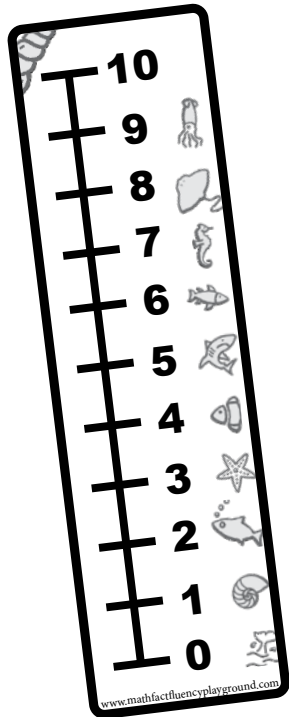


GUIDED MATH TEACHER'S NUMBER PATHS, NUMBER LADDERS & NUMBER LINES

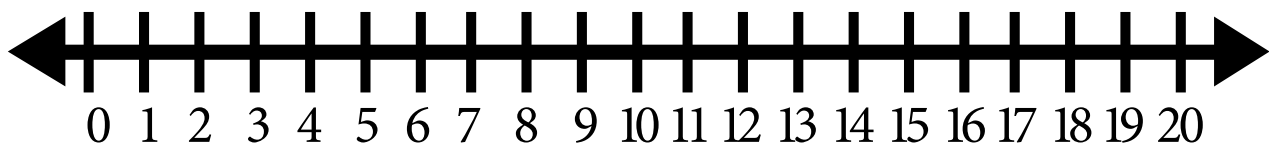
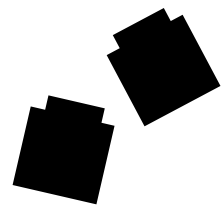


TOOL KIT





NUMBER PATHS, NUMBER LADDERS AND NUMBER LINE TOOL KIT



GUIDED MATH TEACHER'S NUMBER PATHS, NUMBER LADDERS AND NUMBER LINE TOOLKIT

K-2

Dr. Nicki Newton



Math Fact Fluency Playground

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Produced by Math Fact Fluency Playground

Thank you to the entire Production Team

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Chief Operating Officer: Dr. Nicki Newton

Publisher: Math Fact Fluency Playground

Cover Design: Math Fact Fluency Playground Team

Text Design and Composition: Math Fact Fluency Playground Team

Printed in the United States of America

Volume 1: January 2024

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Other Books in this Series

Guided Math Teacher's Addition Toolkit

Guided Math Teacher's Decimal Toolkit

Guided Math Teacher's Division Toolkit

Guided Math Teacher's Hundred Grid Toolkit

Guided Math Teacher's Multiplication Toolkit

Guided Math Teacher's Subtraction Toolkit



Math Fact Fluency Playground

Dedicated to Mom and Pops, Always

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Acknowledgements

I would like to thank many people for their support, expertise, guidance, and encouragement during this project. First of all I would like to thank God, without Him this would not be possible. Second, I would like to thank my mom, pa, big mom, and granddaddy. Third, I would like to thank my family for all their love and support, especially my Tia that calls me every day and asks me "What have you accomplished today?" Next, I would like to thank all of my friends that support me all the time. This book series would not have been possible without the continual support of all of them. Finally, I would like to thank everyone that has helped me write this book. There have been many people from the Gigglenook Team that have worked on this project. Thank you to all of you for your continual support.

Author's Note

Welcome to this book!

I am so excited that you are here to share this with me. This is the everything you ever wanted, needed, thought you might need, never even knew that you needed mega book of guided math subtraction templates. This book is organized by the priority standards topics that you will teach in k-2 for adding and subtracting within 20. It is written as a k-2 book in the spirit of acceleration and differentiation. The templates are differentiated along the learning progression so that you can meet your students where they are in small groups.

How to Use this Book!

This book has templates that the teacher can use for guided math groups, whole class activities, workstations and homework! The teacher can pull the different templates and make a binder for each person in the group. In the binder, put the templates in sheet protectors or laminate them so they can be used over and over again! Each student will have their own binder and they can use it as needed!

Big Ideas/Priority Standards

This book is aligned to the Big Ideas/Priority standards in k-2. It can be used as a supplement to any program. We have created a variety of templates to address the variations in state standards. These templates will provide you a way to reach back to catch up as well as extend learning for those students who are ready to go to the next steps.

Learning Trajectories

Speaking of steps, we have based all of our templates with the learning trajectories in mind. A learning trajectory is a developmental path that shows the landscape of learning a particular concept. Clements and Sarama have written extensively about learning trajectories (www.learningtrajectories.org). In the front of each book, you will find the learning trajectories for the topic.

Guided Math

Guided Math is a way of teaching students in small groups.

Small groups allow us to get up close and personal with our students and their learning. In a small guided math group, there should be no more than 3-5 students.

Groups meet for 10-15 minutes. The focus is on DOING MATH.

These templates help you to do just that! They provide a space for students to explore, think, talk and work. In the small guided math group, students will make sense of math through working with their peers, their teacher and the different math materials (thinking mats, manipulatives, vocabulary/language talk frames). While students are working together, the teacher guides them, asks important questions and provides the necessary feedback on their attempts at making sense of the math so that they can make the necessary connections and corrections and build a deeper understanding of the math concepts.

The learning spirals and children build on prior knowledge as they engage in new experiences.

(Dewey 1933/1998; Piaget, 1972; Vygotsky, 1978; Bruner. 1973, 1990). In the guided math group, the student's should spend most of the time doing math rather than listening to the teacher talk about math.

Experiences are scaffolded in a way to maximize the learning opportunities. Students are working in their Zone of Proximal Development, meaning that they are working at a level that is just right, not too easy and not too difficult (Vygotsky, 1978). Through interaction with more capable peers, adults who are facilitating their learning and artifacts (in this case appropriately selected materials such as manipulatives, books, computer programs etc.), students make meaning of the math (Vygotsky).

Differentiated Instruction

As Coco Aguirre (my mentor teacher) had hanging above the threshold of her door, “If a student doesn’t learn the way you teach, then teach the way they learn.” This is a simple but powerful truth. Meet the children where they are and then take them to the next level. For me, differentiation is about always asking myself, “If they aren’t getting it, what can I do differently?” These templates provide you an option to scaffold the learning so that all students have access to the grade level content!

Tomlinson (1999) speaks of how differentiated instruction results in academically responsive classrooms. In this type of classroom teachers are aware of the academic levels of their students and create curriculum de-signed to respond to their needs.

Tomlinson stated that at its most basic level, differentiating instruction means “shaking up” what goes on in the classroom so that students have multiple options for taking in information, making sense of ideas, and expressing what they learn. In other words, a differentiated classroom provides different avenues to acquiring content, to processing or making sense of ideas, and to developing products so that each student can learn effectively (2001).

While differentiation “advocates attending to students as individuals, it does not assume a separate assignment for each learner” (Tomlinson).

“Differentiation needs to be student-centered, rooted in assessment, and dynamic” Serravallo, 2010. We are constantly adjusting our teaching in response to what students are telling and showing us in their work and talk. Teachers who differentiate must take the time to get to know their students well. They have to understand them as people, learners and know what motivates them to reach their goals. Robb notes that “Differentiation is a way of teaching, it’s not a program or a package of worksheets. It asks teachers to know their students well so they can provide each one with experiences and tasks that will improve learning” (2008, p.13).

Math Talk

One of the most important things that happen in the math class is the discussion. We have to teach students to be active participants and engaged listeners. We want them to respect each other deeply and seek to truly understand each other without judgment. They have to learn to develop and defend their thinking, justify their answers and respectfully disagree with each other. The National Council of Teachers of Mathematics (NCTM) defines math talk as “the ways of representing, thinking, talking, and agreeing and disagreeing that teachers and students use to engage in [mathematical] tasks” (NCTM, 1991).

Questioning

It is so important to ask good questions. The questions should reach beyond the answer. As Phil Daro notes, we have to go “beyond answer-getting (<https://vim-eo.com/79916037>).” The questions in the guided math group should be designed to get students to understand more fundamentally the mathematics of the grade level. Good questions don’t just happen, they are planned for.

The teacher should know ahead of time the types of questions that she will ask and why she will ask them. In the plan for the lesson, the teacher should brainstorm some possible questions that push student thinking. These are not yes or no questions, but rather ones that require students to explain themselves, show what they know and defend and justify their thinking.



A NUMBER LINE

NUMBERS GET SMALLER WHEN YOU

COUNT DOWN

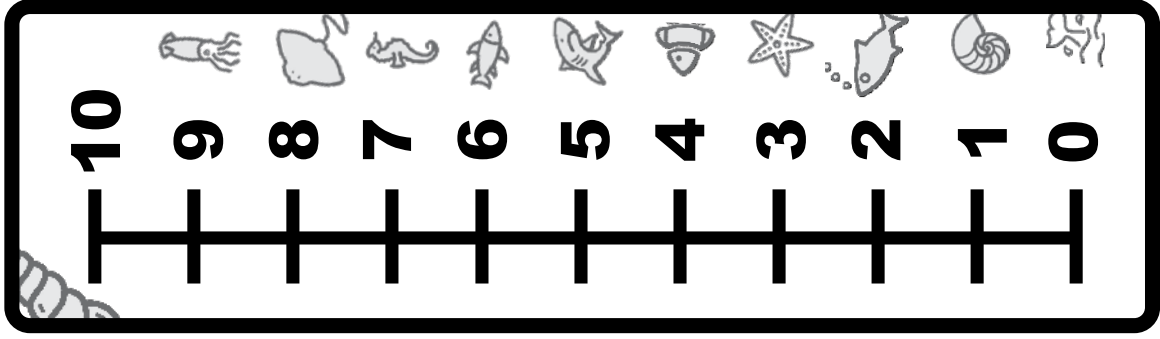


0 1 2 3 4 5 6 7 8 9 10



**NUMBERS GET LARGER WHEN YOU
COUNT UP**

A NUMBER LADDER



WHEN YOU GO
DOWN THE NUMBERS
GET SMALLER!



WHEN YOU GO UP...
THE NUMBERS
GET BIGGER!



A NUMBER PATH



WHEN YOU GO DOWN THE NUMBERS GET SMALLER!



- DIFFERENCE
- COUNT BACK
- MINUS
- SUBTRACT
- TAKE AWAY

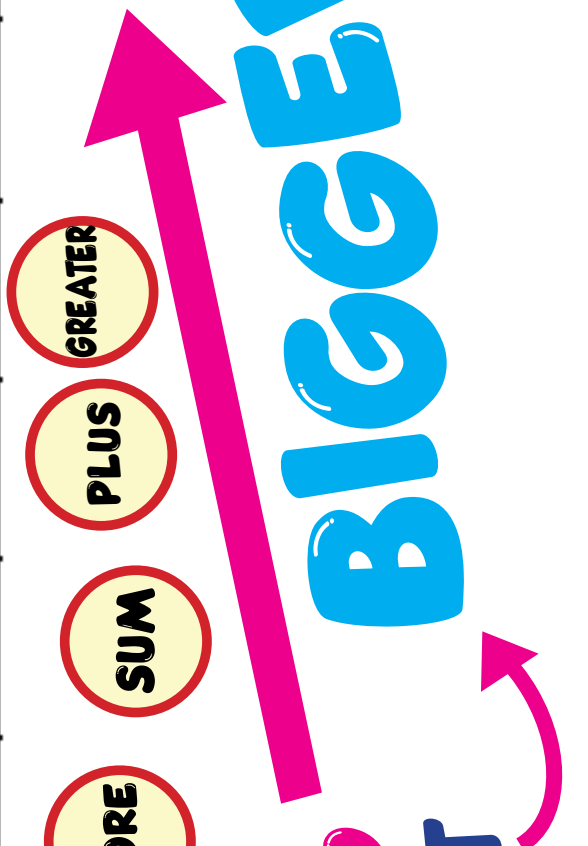
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- ADDEND
- MORE
- SUM
- PLUS
- GREATER



WHEN YOU GO UP THE NUMBERS GET BIGGER!























NUMBER PATHS











1	2	3	4	5
---	---	---	---	---

1	2	3	4	5
---	---	---	---	---

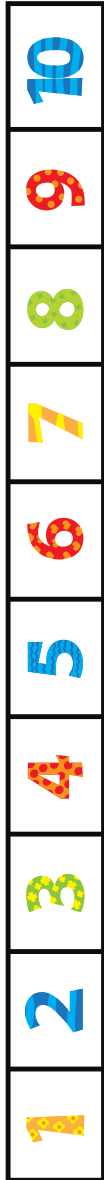
Individual Number Paths

									
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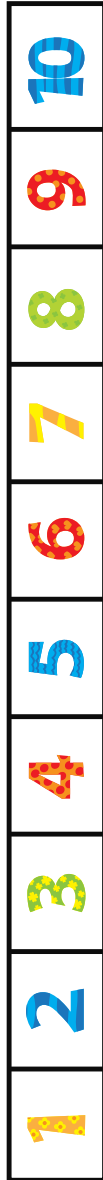
									
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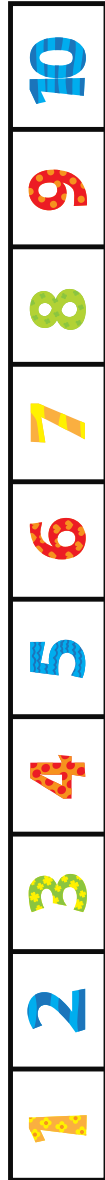
Addition Number Paths



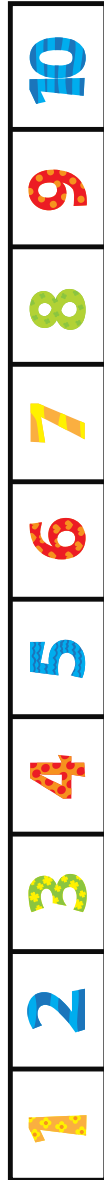
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

Addition Number Paths 2

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

$$\begin{array}{c} _ \\ + \\ _ \\ = \\ _ \end{array} \quad \begin{array}{c} _ \\ + \\ _ \\ = \\ _ \end{array}$$

$$\begin{array}{c} _ \\ + \\ _ \\ = \\ _ \end{array} \quad \begin{array}{c} _ \\ + \\ _ \\ = \\ _ \end{array}$$

$$\begin{array}{c} _ \\ + \\ _ \\ = \\ _ \end{array} \quad \begin{array}{c} _ \\ + \\ _ \\ = \\ _ \end{array}$$

$$\begin{array}{c} _ \\ + \\ _ \\ = \\ _ \end{array} \quad \begin{array}{c} _ \\ + \\ _ \\ = \\ _ \end{array}$$

Subtraction Number Paths

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

Subtraction Number Paths

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

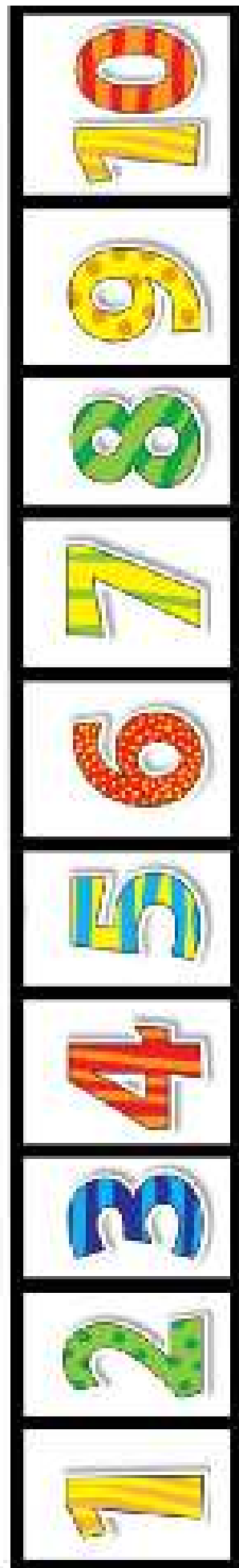
$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

NUMBER LADDERS

10	10	10	10
9	9	9	9
8	8	8	8
7	7	7	7
6	6	6	6
5	5	5	5
4	4	4	4
3	3	3	3
2	2	2	2
1	1	1	1



NUMBER LINES TO 10

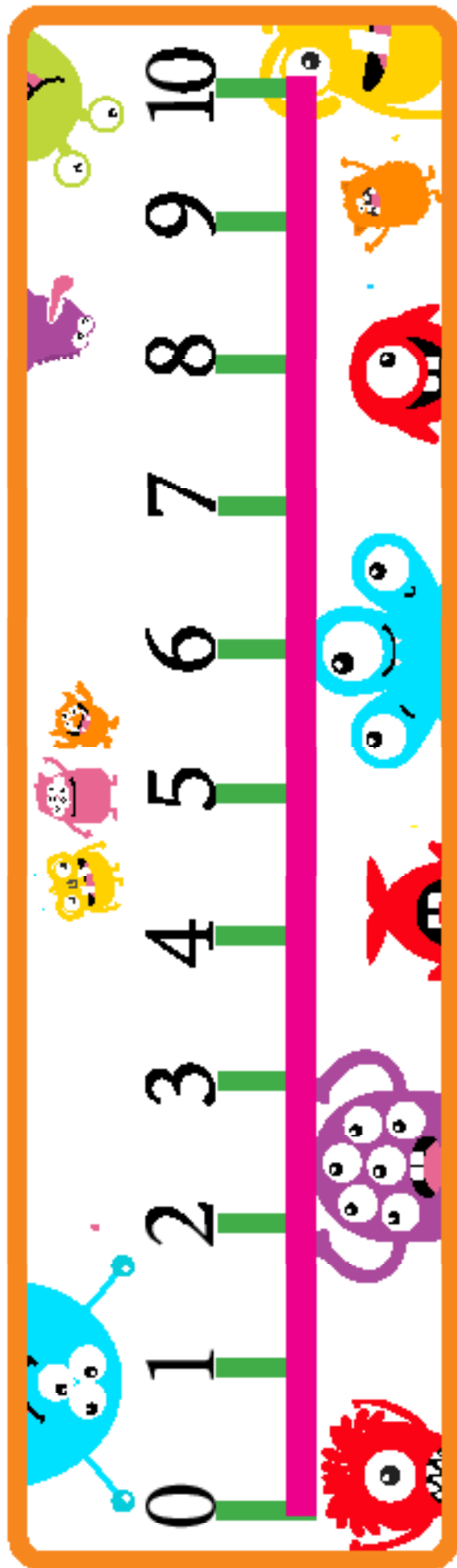
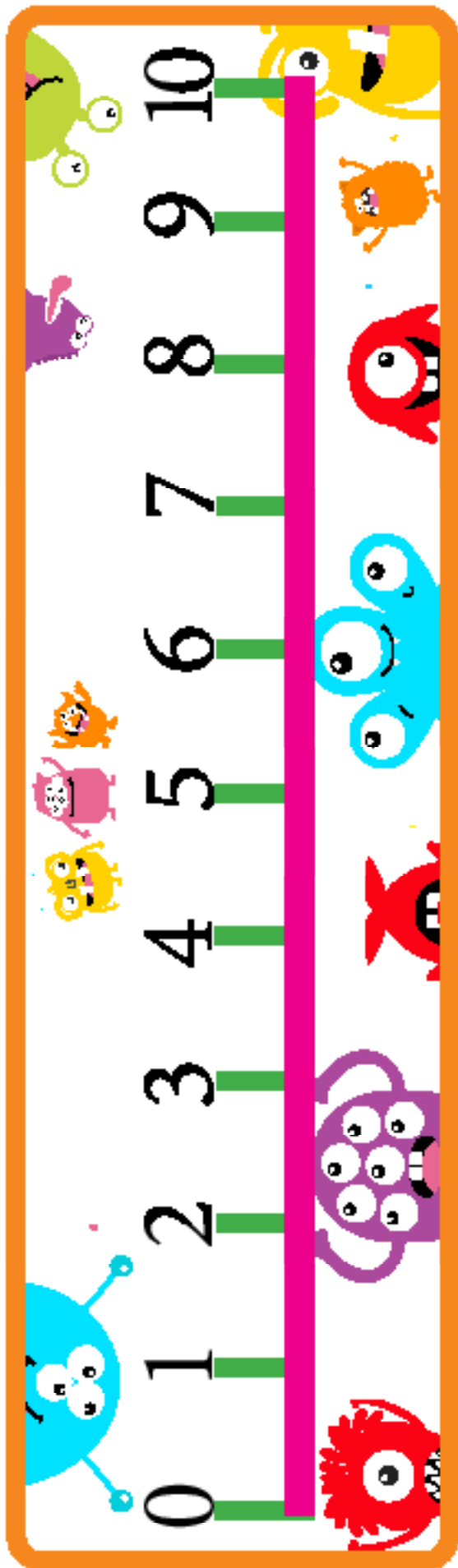
0 1 2 3 4 5 6 7 8 9 10

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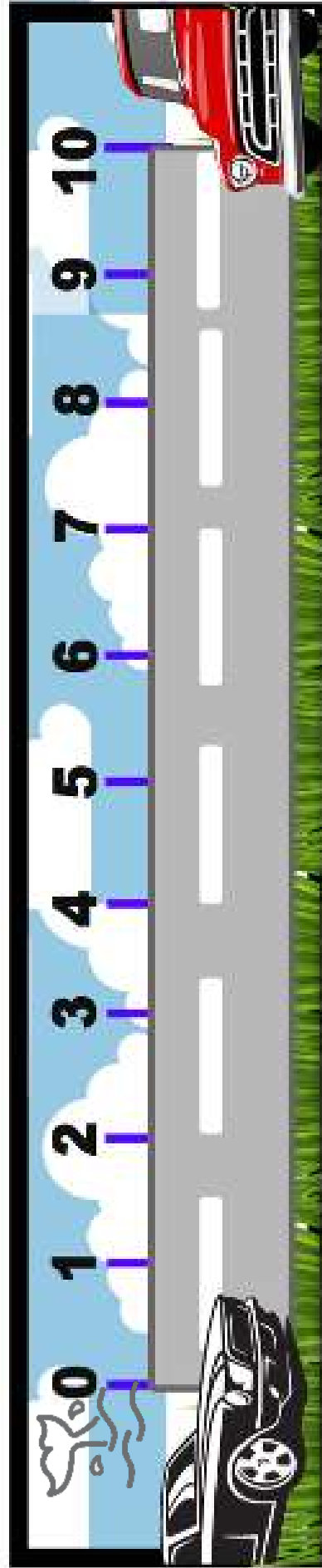
0 1 2 3 4 5 6 7 8 9 10

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NUMBER LINES TO 10



NUMBER LINES TO 10



NUMBER LINES TO 10

0 1 2 3 4 5 6 7 8 9 10

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This number line features various sea creatures: a crab at 0, a squid at 1, a shark at 2, a squid at 3, a squid at 4, a squid at 5, a squid at 6, a squid at 7, a squid at 8, a squid at 9, and a squid at 10.

0 1 2 3 4 5 6 7 8 9 10

www.mathfactfluencyplayground.com

This number line features various sea creatures: a squid at 0, a squid at 1, a squid at 2, a squid at 3, a squid at 4, a squid at 5, a squid at 6, a squid at 7, a squid at 8, a squid at 9, and a squid at 10.

NUMBER LINES TO 10

A horizontal number line from 0 to 10. The numbers are written in a large, bold, sans-serif font. Below each number is a vertical tick mark. The number line is enclosed in a thick black border. The background is decorated with various animal illustrations: a monkey, a bear, a peacock, a lion, and a tiger. There are also decorative elements like flowers and leaves. The website address www.mathfactfluencyplayground.com is written vertically in the center of the number line.

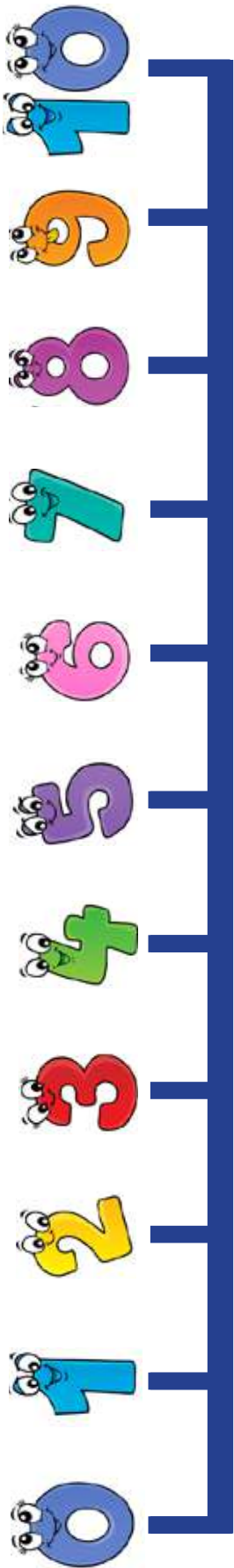
A horizontal number line from 0 to 10. The numbers are written in a large, bold, sans-serif font. Below each number is a vertical tick mark. The number line is enclosed in a thick black border. The background is decorated with various animal illustrations: a monkey, a bear, a peacock, a lion, and a tiger. There are also decorative elements like flowers and leaves. The website address www.mathfactfluencyplayground.com is written vertically in the center of the number line.

NUMBER LINES TO 10

A horizontal number line starting at 0 and ending at 10. The numbers are placed above the line, and vertical tick marks extend downwards from each number. The background is decorated with various line-art illustrations of a prehistoric scene, including a sun, clouds, a dinosaur, a volcano, a tree, and a bone. The website address www.mathfactfluencyplayground.com is printed vertically in the center of the number line.

A second horizontal number line from 0 to 10, identical in format and background to the first one. It features a sun, clouds, a dinosaur, a volcano, a tree, and a bone. The website address www.mathfactfluencyplayground.com is printed vertically in the center.

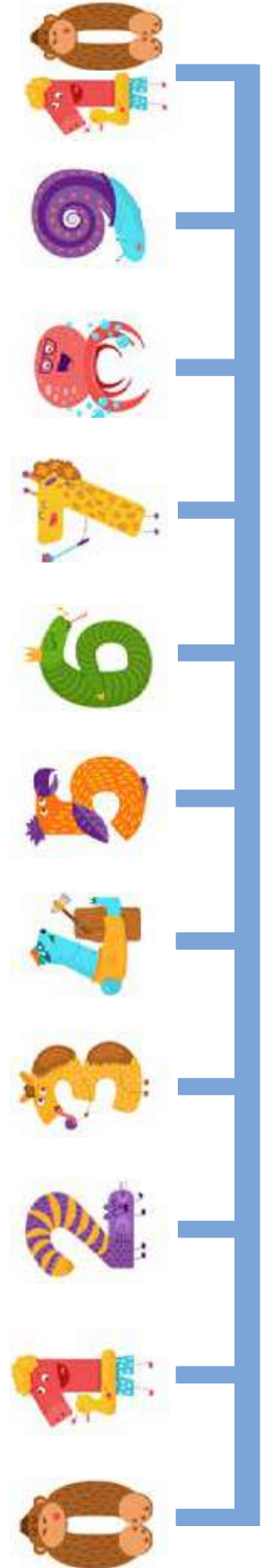
NUMBER LINES TO 10



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NUMBER LINES TO 10



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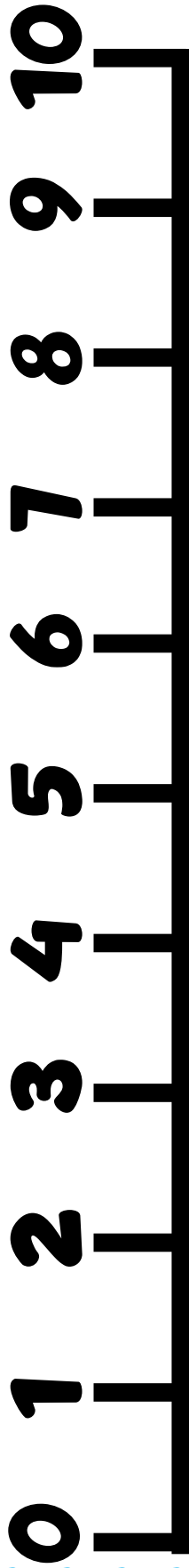


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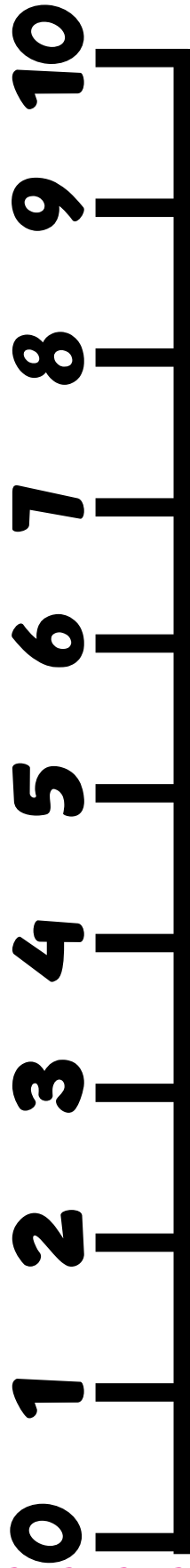


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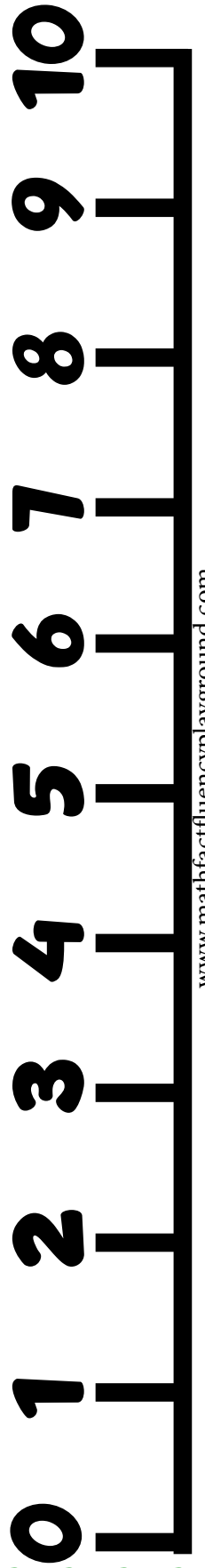
NUMBER LINES TO 10



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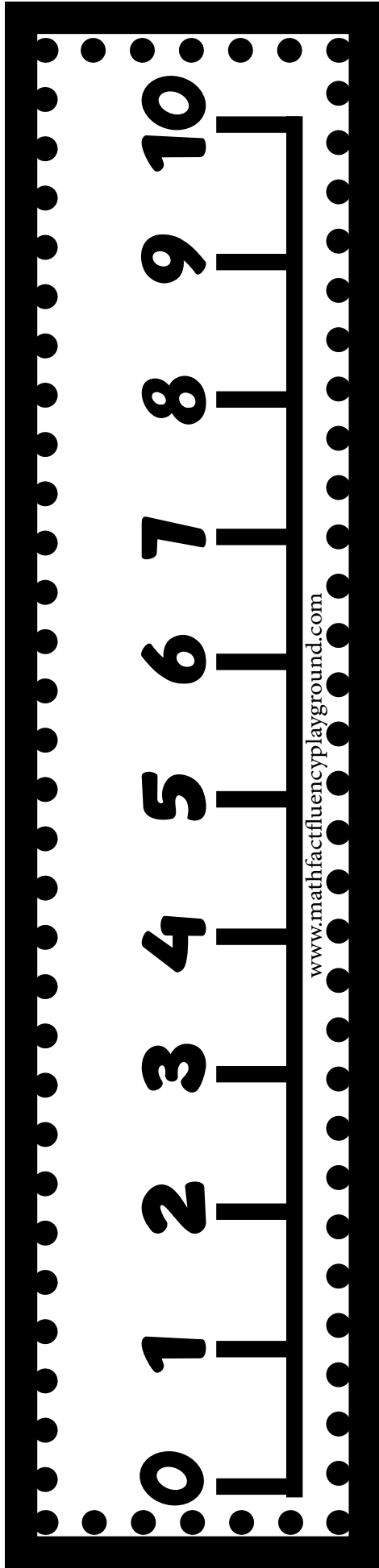


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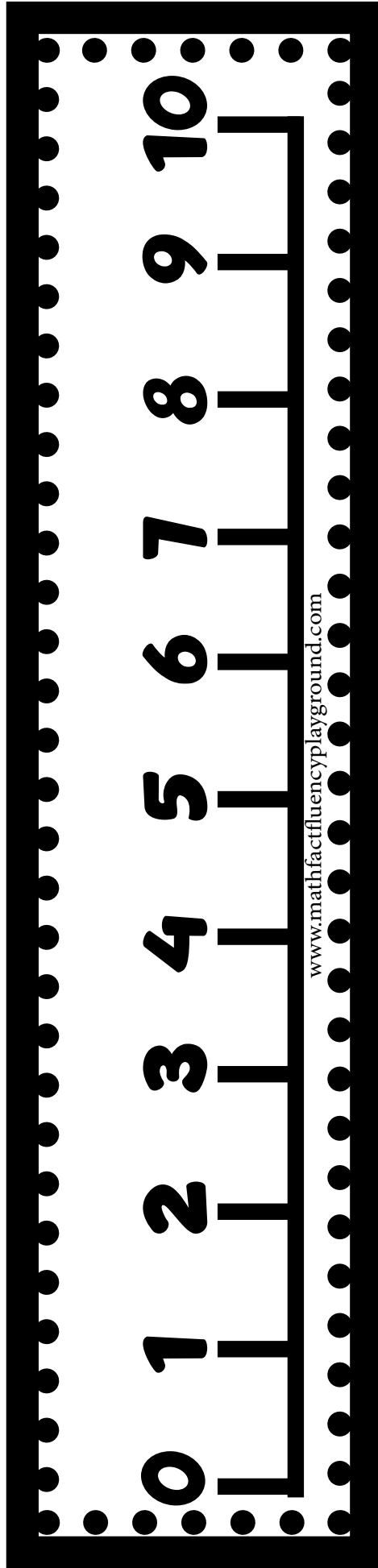


www.mathfactfluencyplayground.com

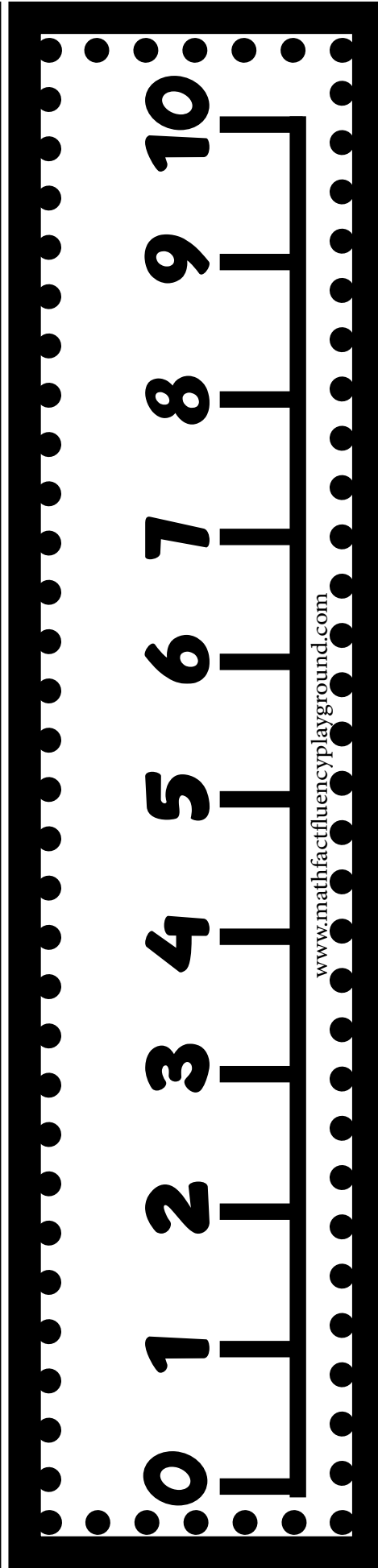
NUMBER LINES TO 10



A number line from 0 to 10. The numbers 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10 are printed in a large, bold, black font. Below each number is a vertical tick mark. The number line is enclosed in a thick black border with a dotted pattern along the top and bottom edges. The website address www.mathfactfluencyplayground.com is printed vertically in the center of the number line.



A number line from 0 to 10. The numbers 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10 are printed in a large, bold, black font. Below each number is a vertical tick mark. The number line is enclosed in a thick black border with a dotted pattern along the top and bottom edges. The website address www.mathfactfluencyplayground.com is printed vertically in the center of the number line.



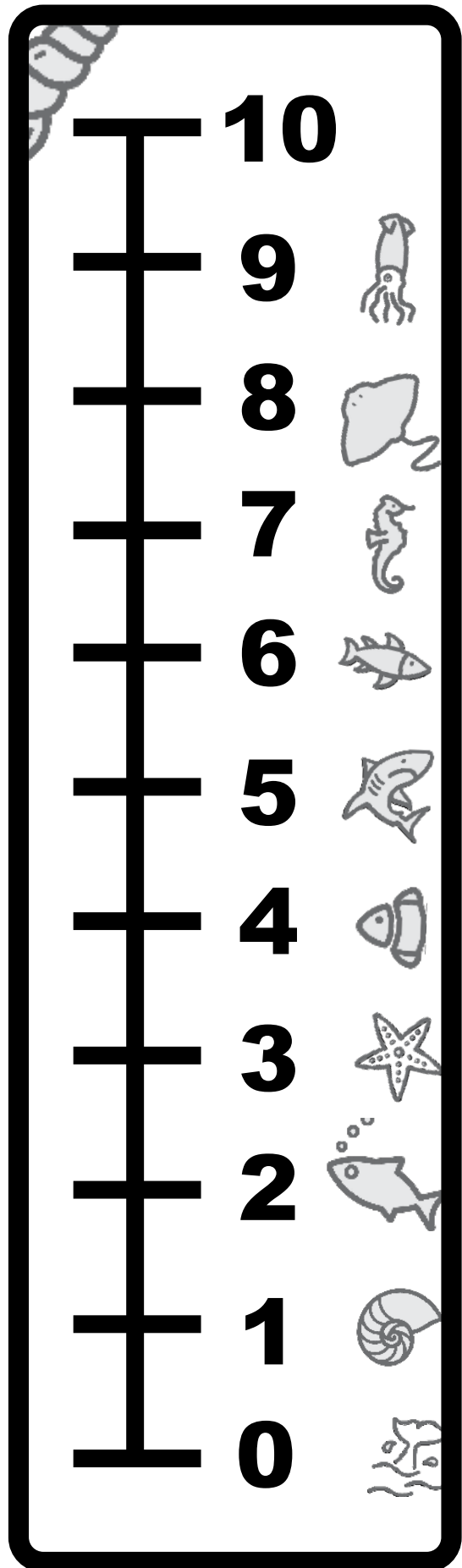
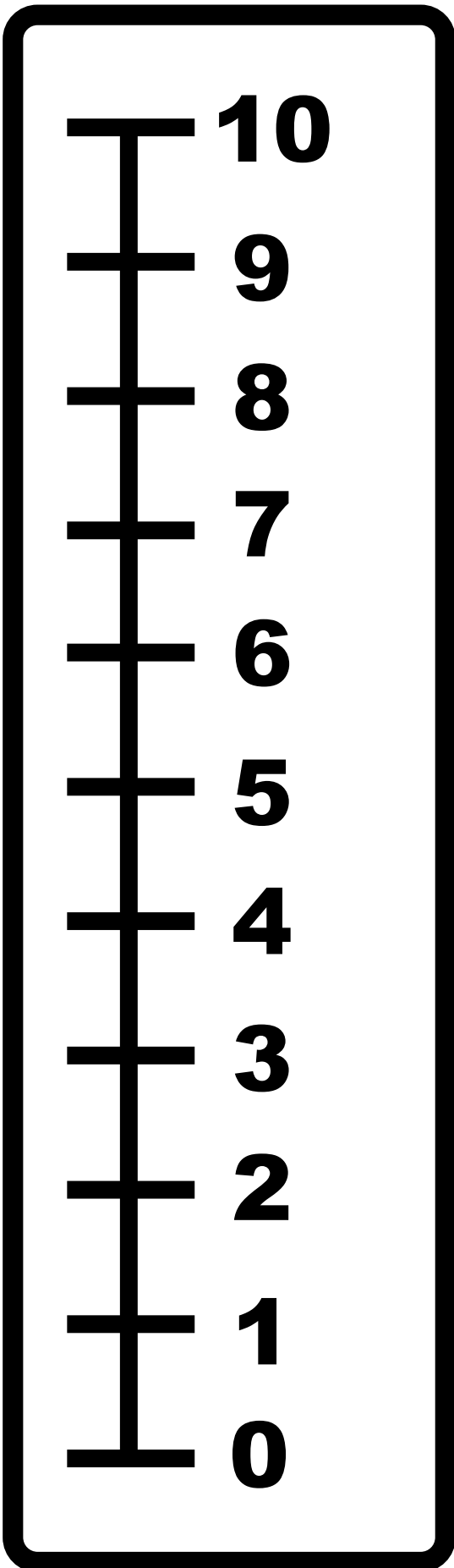
A number line from 0 to 10. The numbers 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10 are printed in a large, bold, black font. Below each number is a vertical tick mark. The number line is enclosed in a thick black border with a dotted pattern along the top and bottom edges. The website address www.mathfactfluencyplayground.com is printed vertically in the center of the number line.

Number Lines to 10

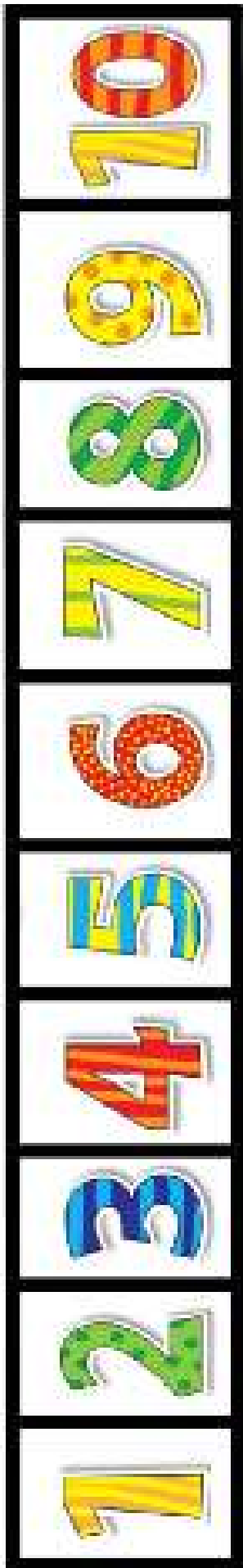
A horizontal number line with arrows at both ends. There are ten tick marks along the line. Below each tick mark is a number from 0 to 10. To the right of each number is a small circular icon of a woman's face with a neutral expression. The numbers are: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.

A horizontal number line with arrows at both ends. There are ten tick marks along the line. Below each tick mark is a decorative number from 0 to 10. The numbers are: 0 (with stripes), 1 (with stripes), 2 (with dots), 3 (with stripes), 4 (with stripes), 5 (with stripes), 6 (with dots), 7 (with stripes), 8 (with stripes), 9 (with dots), 10 (with stripes).

NUMBER LADDERS TO 10



NUMBER PATH TO 20



Number Paths

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----

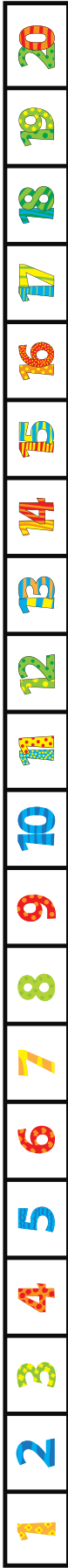
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----

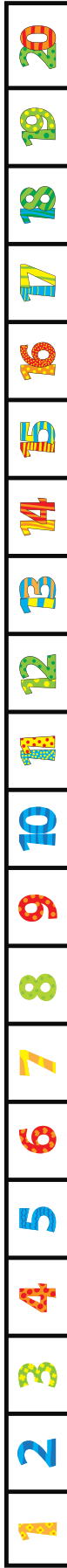
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----

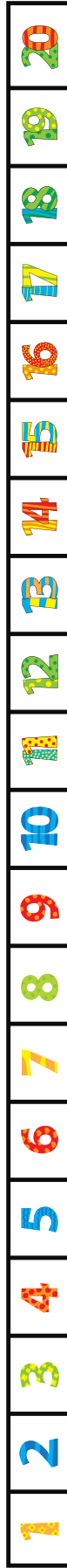
Addition Number Paths



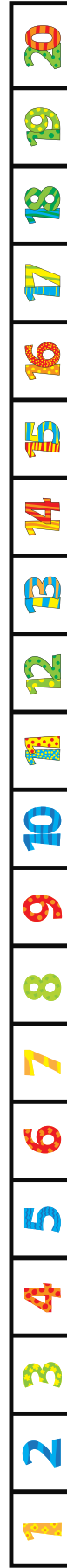
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

Addition Number Paths

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

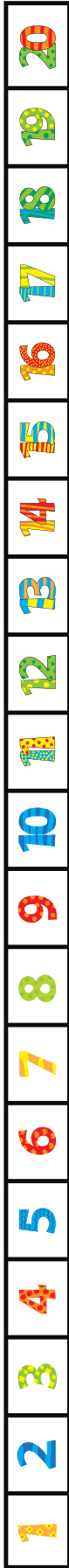
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

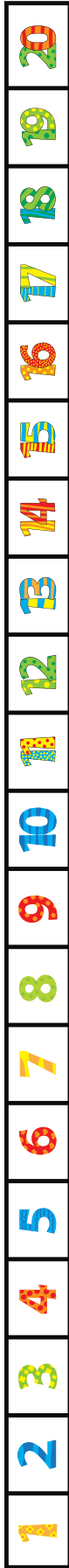
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

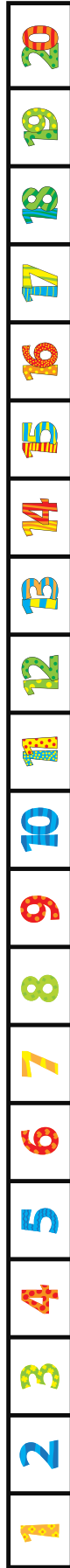
Subtraction Number Paths



$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$



$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$



$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$



$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

Subtraction Number Paths 2

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----


$$\begin{array}{r} _ \\ - \\ \hline \end{array} \quad \begin{array}{r} _ \\ = \\ \hline \end{array}$$

$$\begin{array}{r} _ \\ - \\ \hline \end{array} \quad \begin{array}{r} _ \\ = \\ \hline \end{array}$$

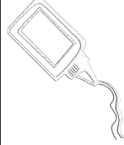
$$\begin{array}{r} _ \\ - \\ \hline \end{array} \quad \begin{array}{r} _ \\ = \\ \hline \end{array}$$

$$\begin{array}{r} _ \\ - \\ \hline \end{array} \quad \begin{array}{r} _ \\ = \\ \hline \end{array}$$

Build a Big Number Path

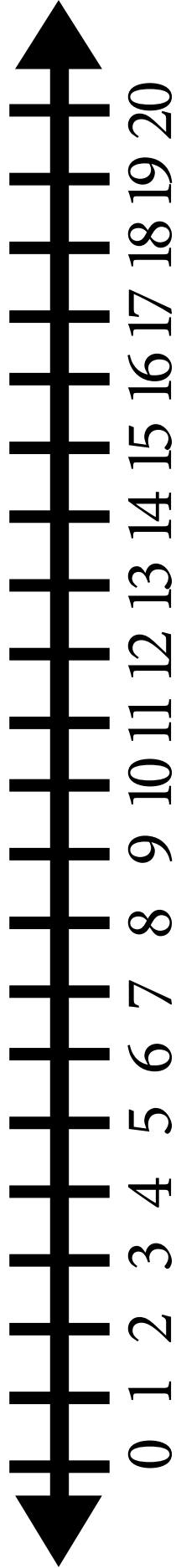
1	2	3	4	5	6	7	8	9	10	
---	---	---	---	---	---	---	---	---	----	---

11	12	13	14	15	16	17	18	19	20
----	----	----	----	----	----	----	----	----	----

1	2	3	4	5	6	7	8	9	10	
---	---	---	---	---	---	---	---	---	----	--

11	12	13	14	15	16	17	18	19	20
----	----	----	----	----	----	----	----	----	----

NUMBER LINE TO 20

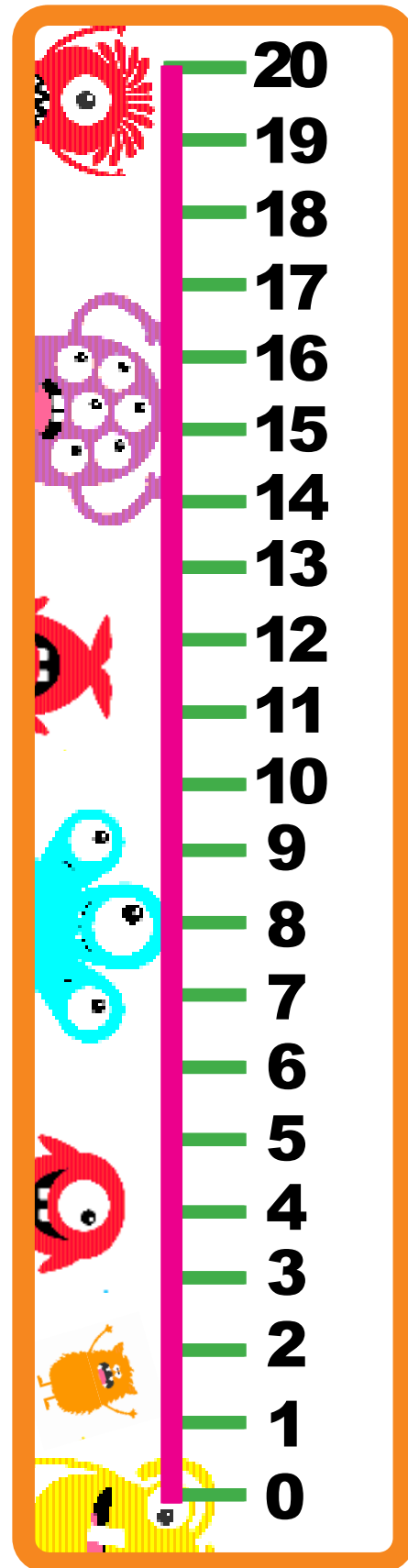


NUMBER LINES TO 20


A number line from 0 to 20, with a pink bar below the numbers. The line is decorated with various colorful fish illustrations, including yellow, orange, red, blue, and green fish of different sizes and shapes.

A number line from 0 to 20, with a pink bar below the numbers. The line is decorated with various colorful fish illustrations, including pink, red, orange, and green fish of different sizes and shapes.

NUMBER LADDERS TO 20




Build a Big Number Path


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	
----	----	----	----	----	----	----	----	----	----	---

Build a Big Number Path


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	
----	----	----	----	----	----	----	----	----	----	---

Build a Big Number Path

81	82	83	84	85	86	87	88	89	90	
----	----	----	----	----	----	----	----	----	----	---

91	92	93	94	95	96	97	98	99	100	
----	----	----	----	----	----	----	----	----	-----	--

BUILD A NUMBER LADDER

1	24	47	70	93	117
2	25	48	71	94	118
3	26	49	72	95	119
4	27	50	73	96	120
5	28	51	74	97	121
6	29	52	75	98	122
7	30	53	76	99	123
8	31	54	77	100	124
9	32	55	78	101	125
10	33	56	79	102	126
11	34	57	80	103	127
12	35	58	81	104	128
13	36	59	82	105	129
14	37	60	83	106	130
15	38	61	84	107	131
16	39	62	85	108	132
17	40	63	86	109	133
18	41	64	87	110	134
19	42	65	88	111	135
20	43	66	89	113	136
21	44	67	90	114	137
22	45	68	91	115	138
23	46	69	92	116	139
					140

SKIP COUNTING BY 2S










2	4	6	8	10	12	14	16	18	20
---	---	---	---	----	----	----	----	----	----


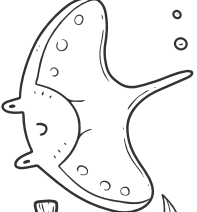




3	6	9	12	15	18	21	24	27	30
---	---	---	----	----	----	----	----	----	----

5	10	15	20	25	30	35	40	45	50
---	----	----	----	----	----	----	----	----	----

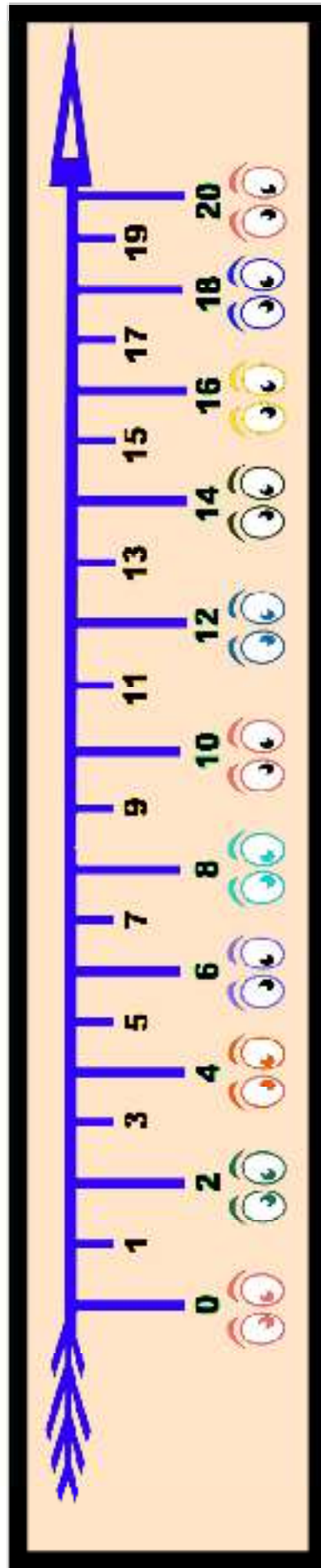
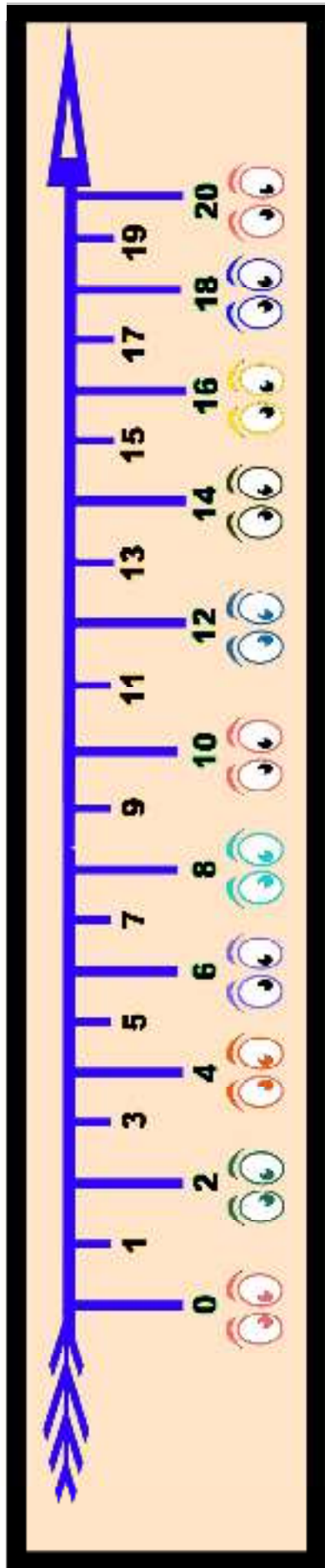
10	20	30	40	50	60	70	80	90	100
----	----	----	----	----	----	----	----	----	-----

SKIP COUNTING BY

									
2	4	6	8	10	12	14	16	18	20

									
2	4	6	8	10	12	14	16	18	20

SKIP COUNTING BY 2s



SKIP COUNTING BY 2s










2	4	6	8	10	12	14	16	18	20
---	---	---	---	----	----	----	----	----	----




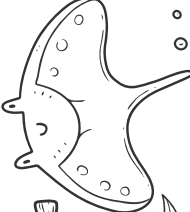








3	6	9	12	15	18	21	24	27	30
---	---	---	----	----	----	----	----	----	----

5	10	15	20	25	30	35	40	45	50
---	----	----	----	----	----	----	----	----	----

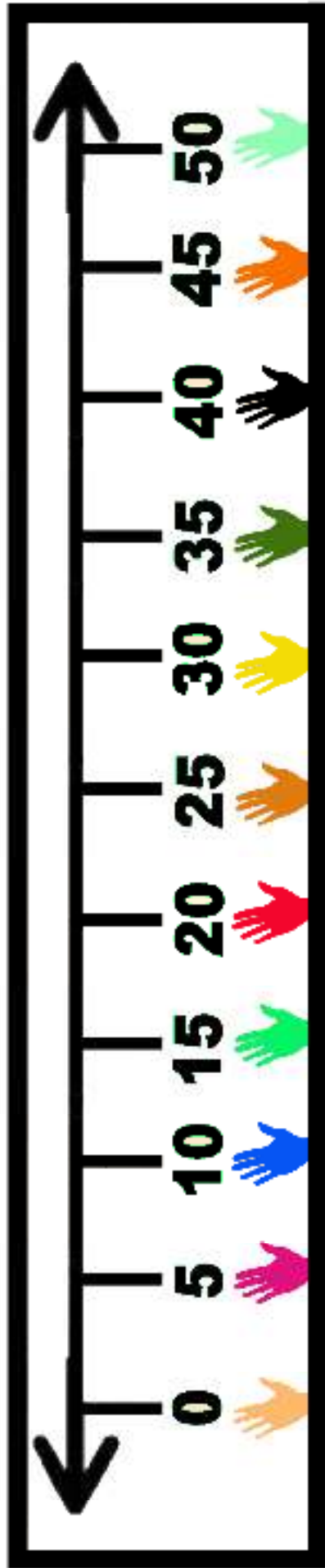
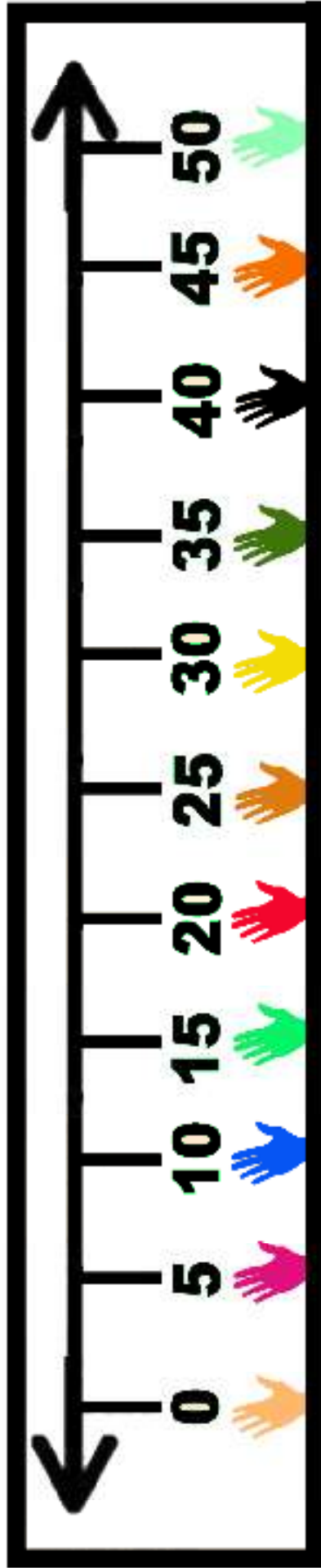
10	20	30	40	50	60	70	80	90	100
----	----	----	----	----	----	----	----	----	-----

SKIP COUNTING BY 2S


									
3	6	9	12	15	18	21	24	27	30

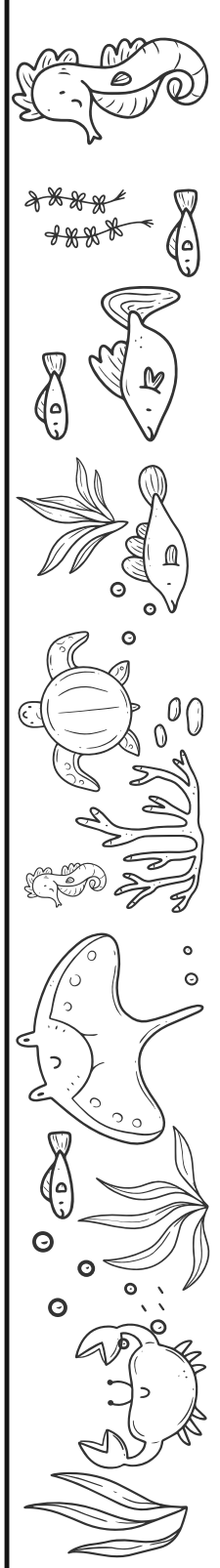
											
3	6	9	12	15	18	21	24	27	30		

SKIP COUNTING BY 5s

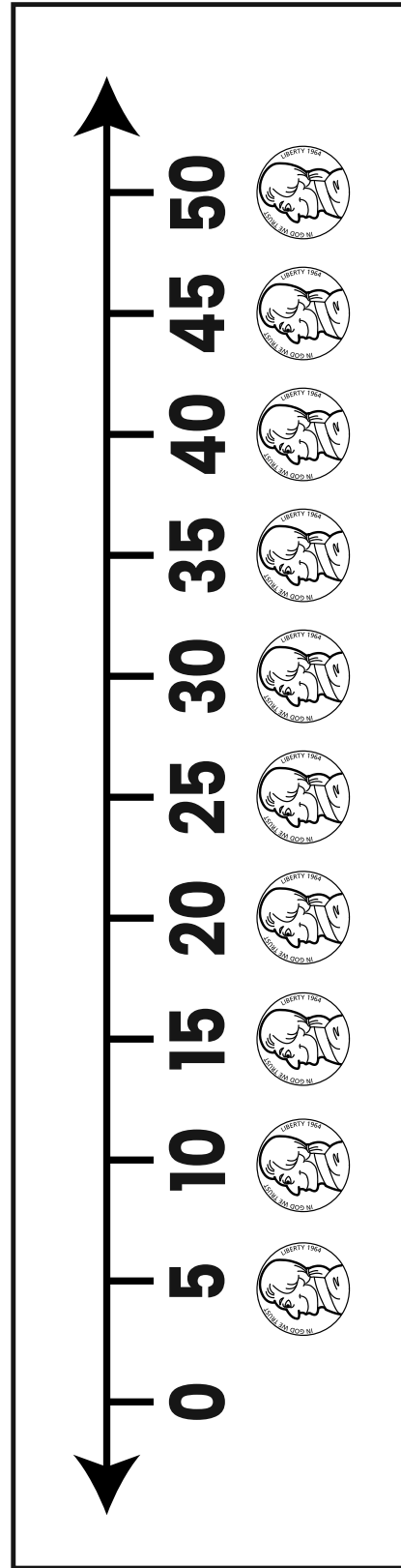


SKIP COUNTING BY 5s


	5	10	15	20	25	30	35	40	45	50
--	----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------

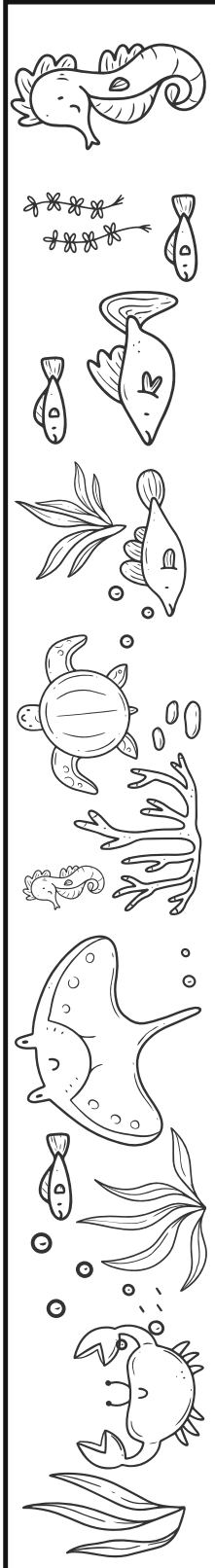
	5	10	15	20	25	30	35	40	45	50
---	----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------

Skip Counting with Coins

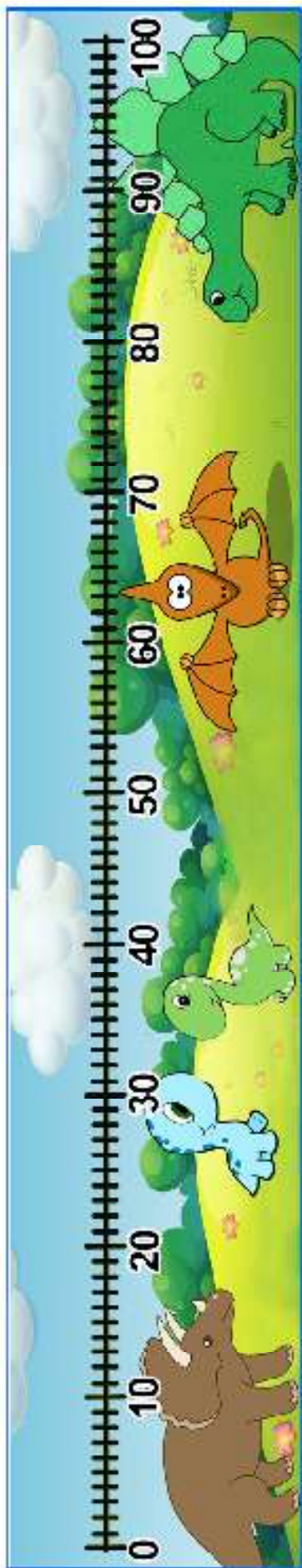
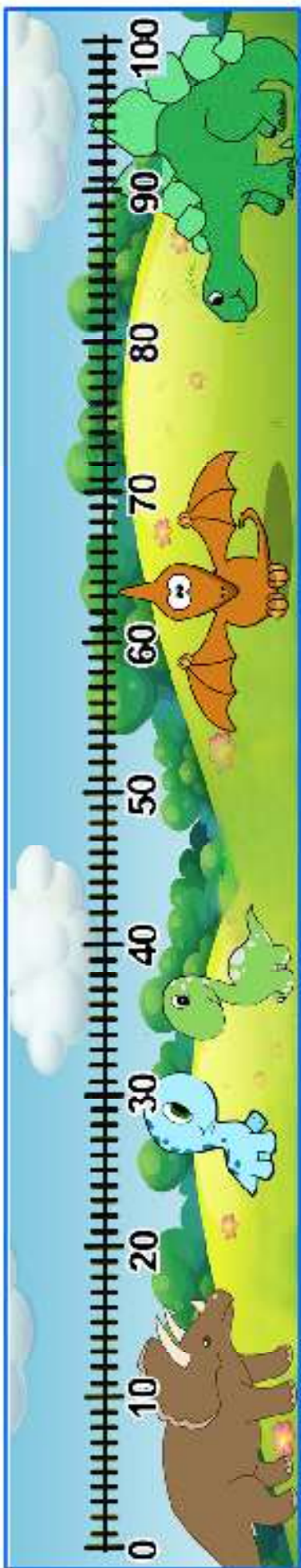
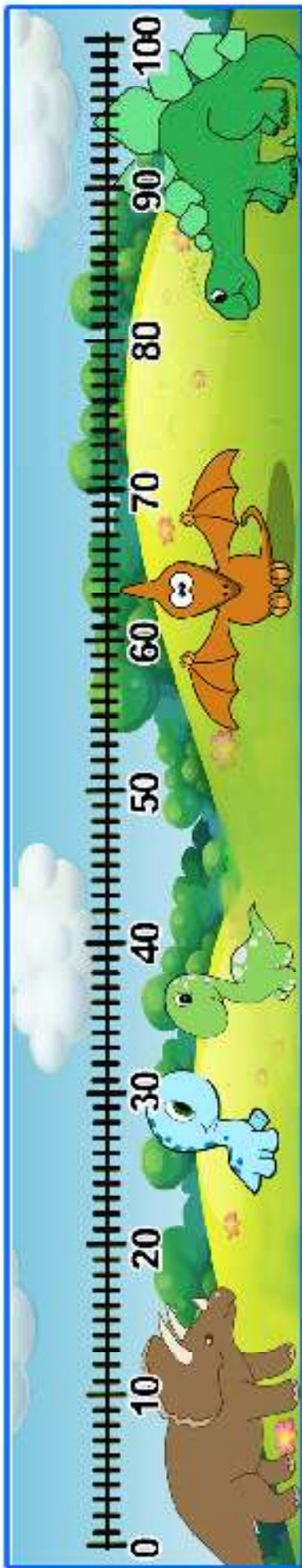


SKIP COUNTING BY

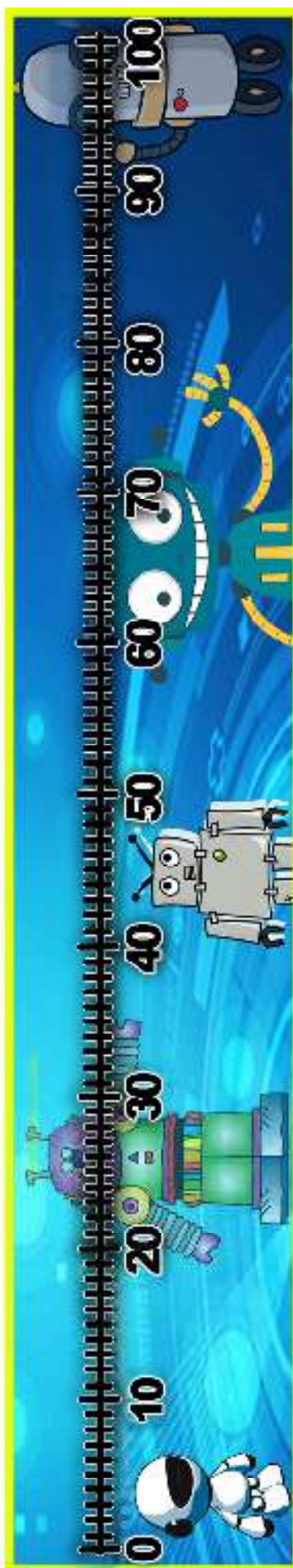
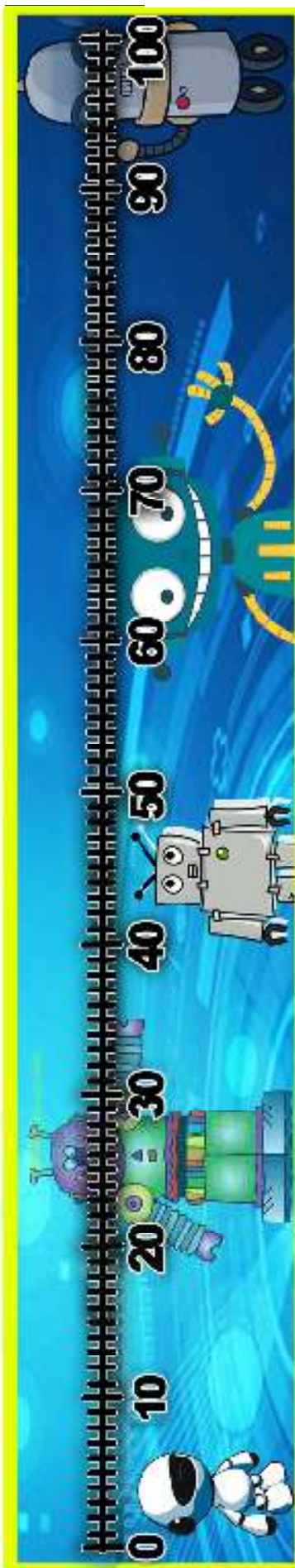
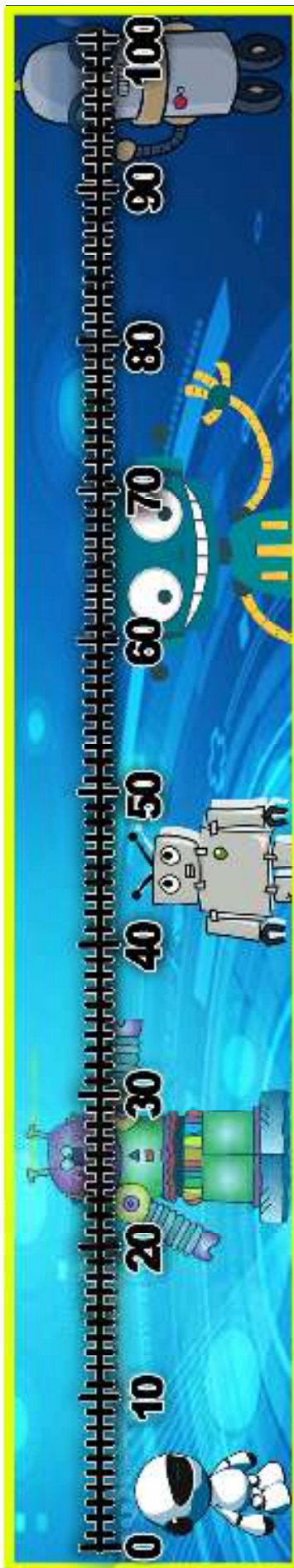
	10	20	30	40	50	60	70	80	90	100
--	----	----	----	----	----	----	----	----	----	-----

	10	20	30	40	50	60	70	80	90	100
---	----	----	----	----	----	----	----	----	----	-----

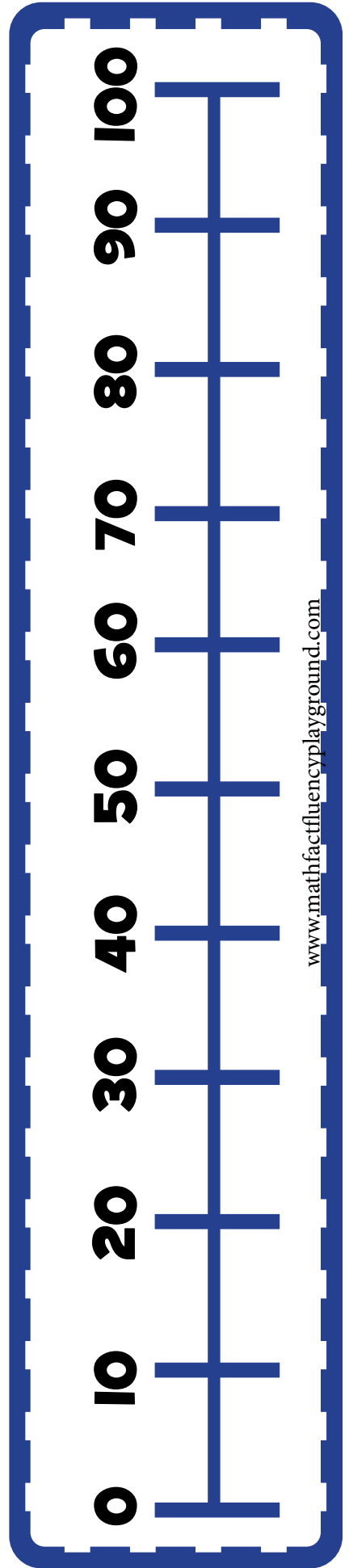
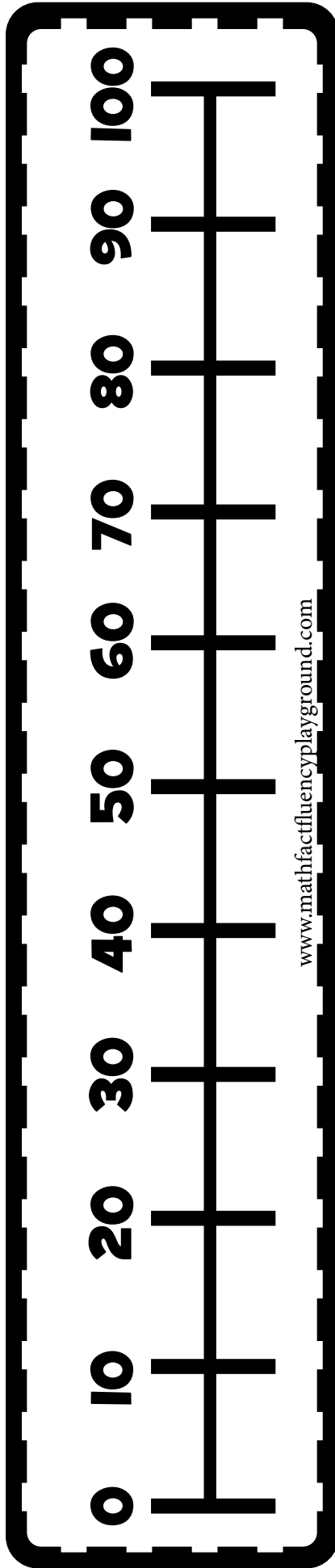
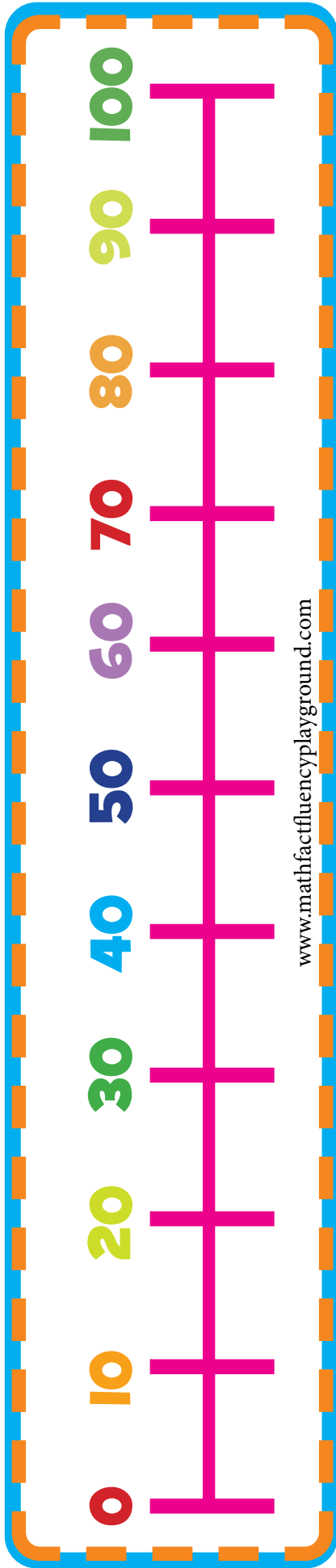
SKIP COUNTING BY 10S



SKIP COUNTING BY 10s



SKIP COUNTING BY 10S



SKIP COUNTING BY 25s

0 25 50 75 100 125 150 175 200 225 250

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0 25 50 75 100 125 150 175 200 225 250

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0 25 50 75 100 125 150 175 200 225 250

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SKIP COUNTING BY 100s

100 200 300 400 500 600 700 800 900 1000

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100 200 300 400 500 600 700 800 900 1000

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100 200 300 400 500 600 700 800 900 1000

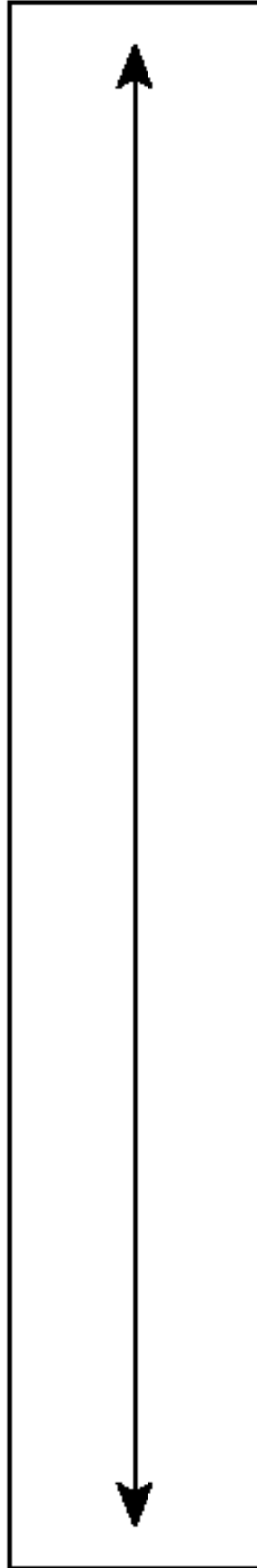
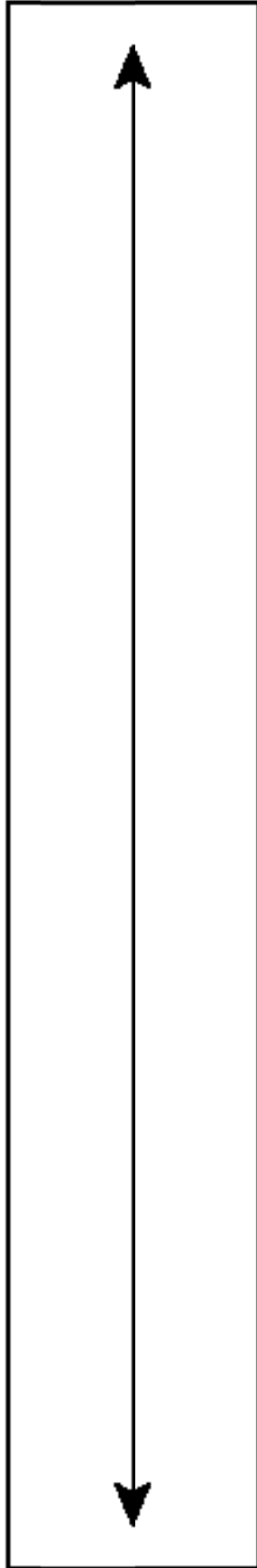
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Number Line 0 to 250

0 25 50 75 100 125 150 175 200 225 250



Open Number Lines



Addition Open Number Line Mat

A vertical rectangular box containing a number line. The number line is represented by a horizontal line with arrows at both ends. In the center of the number line, there is a blank addition equation: $_ + _ = _$.

A vertical rectangular box containing a number line. The number line is represented by a horizontal line with arrows at both ends. In the center of the number line, there is a blank addition equation: $_ + _ = _$.

A vertical rectangular box containing a number line. The number line is represented by a horizontal line with arrows at both ends. In the center of the number line, there is a blank addition equation: $_ + _ = _$.

Subtraction Open Number Line Mat

A vertical rectangular mat containing a number line. The number line is represented by a horizontal line with arrows at both ends. In the center of the number line, there is a subtraction problem: a solid horizontal line followed by a minus sign, another solid horizontal line, an equals sign, and a final solid horizontal line.

A vertical rectangular mat containing a number line. The number line is represented by a horizontal line with arrows at both ends. In the center of the number line, there is a subtraction problem: a solid horizontal line followed by a minus sign, another solid horizontal line, an equals sign, and a final solid horizontal line.

A vertical rectangular mat containing a number line. The number line is represented by a horizontal line with arrows at both ends. In the center of the number line, there is a subtraction problem: a solid horizontal line followed by a minus sign, another solid horizontal line, an equals sign, and a final solid horizontal line.



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See it, do it, learn it!

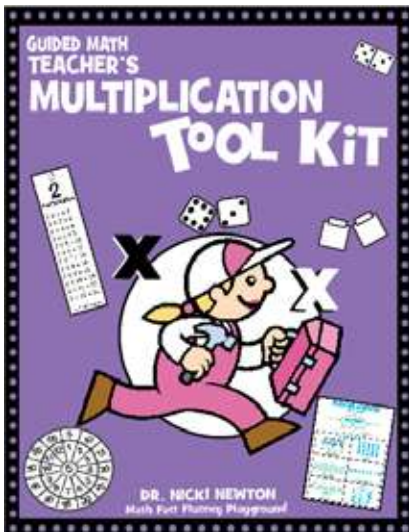
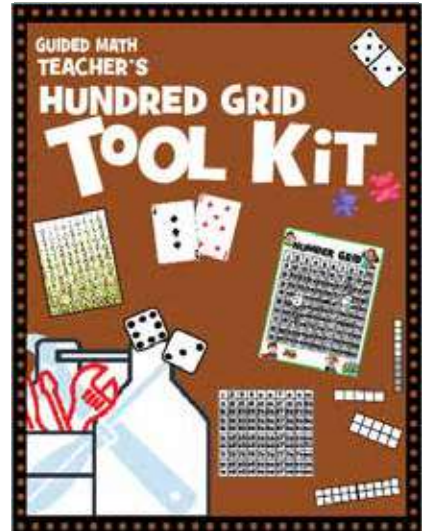
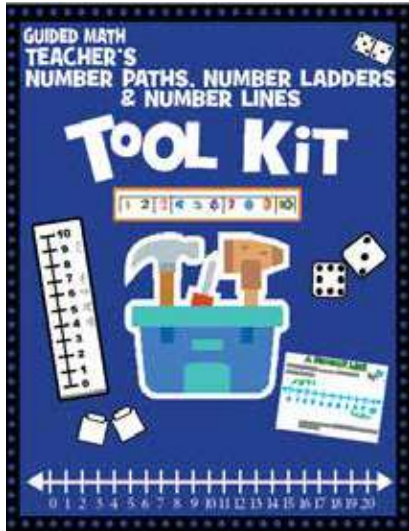
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We work with teachers, schools, districts, regions and state educational agencies to help create a better math world. We believe that when teachers know more students soar! We believe that together we can change the world by creating research-based, engaging, student-friendly, classroom-tested math resources. Building on the research that says instruction is the linchpin and creative, evidence based resources are a powerful tool, we provide powerful pd and amazing resources to help you turn your math story around!

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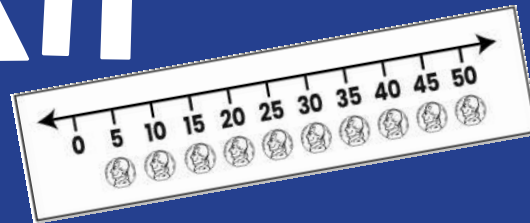
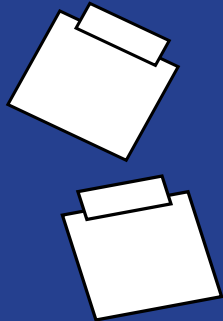
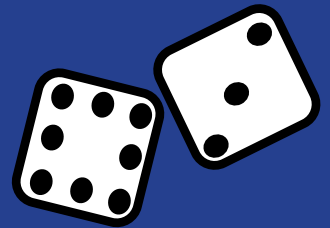


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WWW.MATHFACTFLUENCYPLAYGROUND.COM**

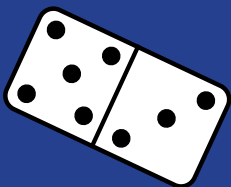


**GUIDED MATH
TEACHER'S
NUMBER PATHS, NUMBER LADDERS
& NUMBER LINES**

TOOL KIT



This Teacher's Number Line, Number Path, Number Ladder Resource Toolkit was created to help teach students how to use these tools. There are many different templates, activity sheets and blackline masters to differentiate instruction. Use these resources to scaffold access to grade level content for all your students!



The Guided Math Teacher's Number Paths, Number Ladders & Number Lines Toolkit is the essential resource for teachers to prepare and deliver hands-on, standards-based, visual lessons.