Really Good Stuff® **Activity Guide**

Slide and Learn Number Lines

Congratulations on your purchase of this Really Good Stuff® **Slide and Learn Number Lines**—a set of fun, interactive number lines to help students learn number sense as well as addition and subtraction skills, while making their frogs hop from one number to another.

This Really Good Stuff® product includes:
- 12 **Slide and Learn Number Lines**
- This Really Good Stuff® Activity Guide

Using the *Slide and Learn Number Lines*
Before using the *Number Lines*, make copies of this Really Good Stuff® Activity Guide, cut apart the reproducibles, and file the pages for future use. Or, download another copy of it from our Web site at www.reallygoodstuff.com.

Introducing the *Slide and Learn Number Lines*
Divide students into pairs or small groups and distribute *Number Lines* to each pair or group, keeping one to use. Show students how to move the frog slider from number to number up and down the number line. Have them practice using the number line by placing the frog at a specific number, then instruct them to make the frog hop to a second number. For example, say, "If I start with three and I add five more, how many will I have all together?" Try several problems together until students understand how the *Number Line* works.

Introducing Number-Line Addition
Copy the *Frog and Lily Pad Patterns Reproducible* and the *Student Lily Pad Patterns Reproducible.* Cut apart the Student Lily Pads, distribute them, and have students color and cut them out. Meanwhile, color the large Frog and Lily Pad patterns and cut them out. Demonstrate how to use the number lines for addition: Draw a large 0–30 number line on the board and write the problem 5 + 10 = ? next to the number line. Point to the 5 in the equation and say, "The first number in my addition problem is the number 5, so I am going move my frog to the 5 on my number line." Then move the Frog Pattern and attach it to the board above the 5 with poster putty. Instruct students to move the frog on their number lines to the 5 as you count together.

Stick the Lily Pad under the 5 on the board and tell students that you are putting it there so that you remember the number you started with. Have students place their Lily Pad under the 5 on their *Number Line,* too.

Ask a student to come up and "jump" the frog up 10 numbers from the Lily Pad as the whole class counts aloud. Then have students slide the frog marker on their *Number Line* up 10 spaces, as well. Ask students to share the number their frog landed on. Point to your original problem and tell them, "We added the numbers 5 and 10 together by starting with 5 and making 10 more hops." Have them say 5 + 10 = 15 as you point to each number. Encourage students to continue to use their Lily Pad to mark their starting point on their number line and to count up from that number to discover the answers to addition problems.

Introducing Number-Line Subtraction
Demonstrate a subtraction problem: Write 14 – 9 = ? on the board. Point to the 14 in the equation and say, "The first number in my subtraction problem is the number 14, so I am going move my frog to the 14 on my number line." Demonstrate on the number line on the board by moving the Frog Pattern and attaching it to the board above the 14 with poster putty. Have students move the frog on their number lines to the 14 as you count together.

Stick the Lily Pad pattern under the 14 on the board and tell students that you are putting it there so that you remember the number you started with. Have students place their Lily Pad under the 14 on their *Number Line,* too.

Explain that in a subtraction problem, you are taking numbers away so this time you are going to jump the frog down from the 14. Ask a student to come up and "jump" the frog down 9 numbers from the Lily Pad as the whole class counts aloud. Then have students slide the frog marker on their *Number Line* down 9 spaces, as well. Ask your students to share the number their frog landed on. Point to your original problem and tell them, "We subtracted the number 9 from the number 14 by starting with 14 and hopping down 9 numbers." Have them say 14 - 9 = 5 as you point to each number. Encourage students to continue to use their Lily Pad to mark their starting point on their number line and to count down from that number to discover the answers to subtraction problems.

Lily Pad Math
Use the *Lily Pad Practice Reproducible* to create addition and subtraction practice problems for students to solve with their *Number Lines:* Simply write appropriate addition and/or subtraction problems inside the Lily Pads on a copy of the reproducible, then make and distribute copies.

Lily Pad Lane Word Problem Challenge
Copy and distribute the *On Lily Pad Lane Reproducible* for students to practice using a *Number Line* with word problems. Have students work together to solve the problems and then share their answers with the class. For additional practice, have students write Lily Pad Lane word problems for the rest of the class to solve. Answers: 1.) 29 Lily Pad Lane; 2.) 20 Lily Pad Lane; 3.) 11 hops; 4.) 5 hops; 5.) 2 Lily Pad Lane

Frog Math Center
Create a portable math center: Place a *Number Line*, a copy of a small Lily Pad from the *Student Lily Pads Patterns Reproducible,* and copies of programmed *Lily Pad Practice Reproducibles* and the *On Lily Pad Lane Reproducibles* in a large green envelope that you have decorated with Frog Patterns from the *Frog and Lily Pad Patterns Reproducible.* Instruct students that during center time they are to take an envelope to their desks and do the worksheets using the *Number Line* and the small Lily Pad marker.

Number-Line Madness
Ahead of time, gather a pack of addition or subtraction flash cards and two *Number Lines.* Divide students into two teams and have them line up parallel to each other in single lines. Give the student at the head of each line a *Number Line.* Stand at the head of the lines and hold up a flash card for the students to see. Explain how to play: Each student uses a *Number Line* to find the solution and shouts out the answer. The student who gives the first correct answer hands the *Number Line* to the next person in his line and walks to the end of the line. The other student hands the next person the *Number Line* and sits down in his or her seat. Play continues until one team wins with the last person standing. Play several games and tally the wins to award a grand prize to the winning team.

Name:_____ **Date:** _____

On Lily Pad Lane

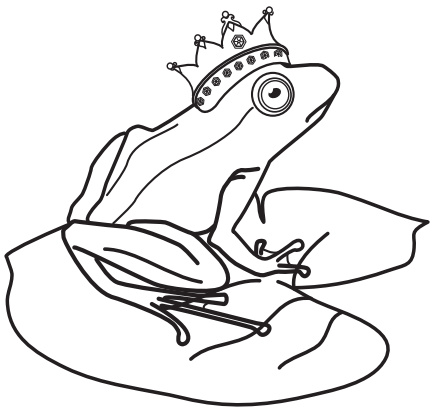
1. The frog prince lives at 11 Lily Pad Lane. He wants to visit Kermit, who lives 18 numbers higher than him on Lily Pad Lane. What is Kermit's address?

2. Francine the Fly lives at 26 Lily Pad Lane. She needs to go pick up Betsy Butterfly, who lives 6 houses lower than her. What is Betsy Butterfly's address?

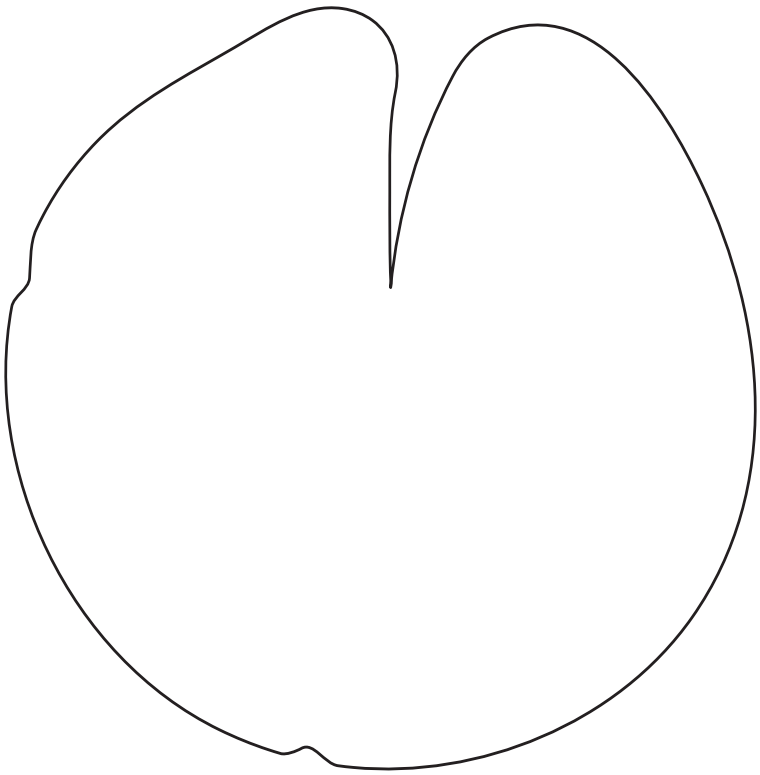
3. Freddy J. Frog, who lives at 12 Lily Pad Lane, wants to take one of his famous shoofly pies to Sally Spider, who lives at 1 Lily Pad Lane. How far down must he hop to get there?

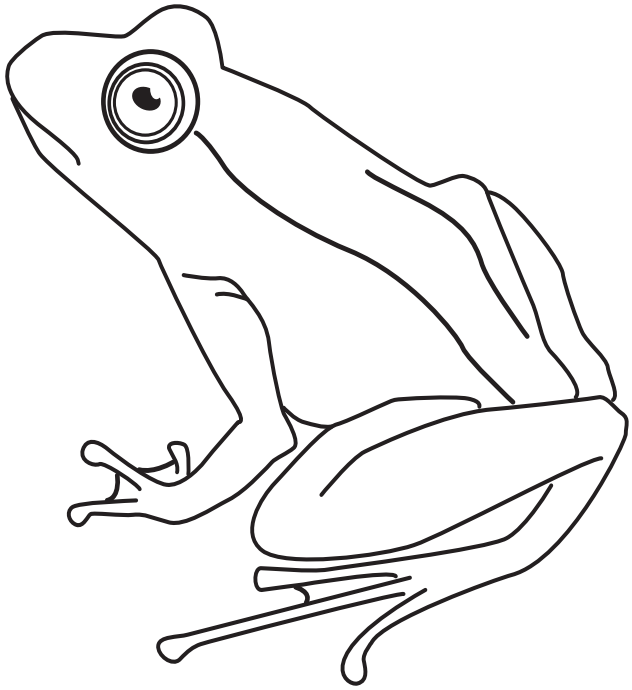
4. Kevin Cricket lives at 30 Lily Pad Lane. He wants to pay a visit to Willy Worm, who lives at 25 Lily Pad Lane. How far down must he hop to get to Willy's house?

5. Croaker lives at 30 Lily Pad Lane. He is going to visit Flycatcher, who lives 28 numbers lower than him. What is Flycatcher's address?

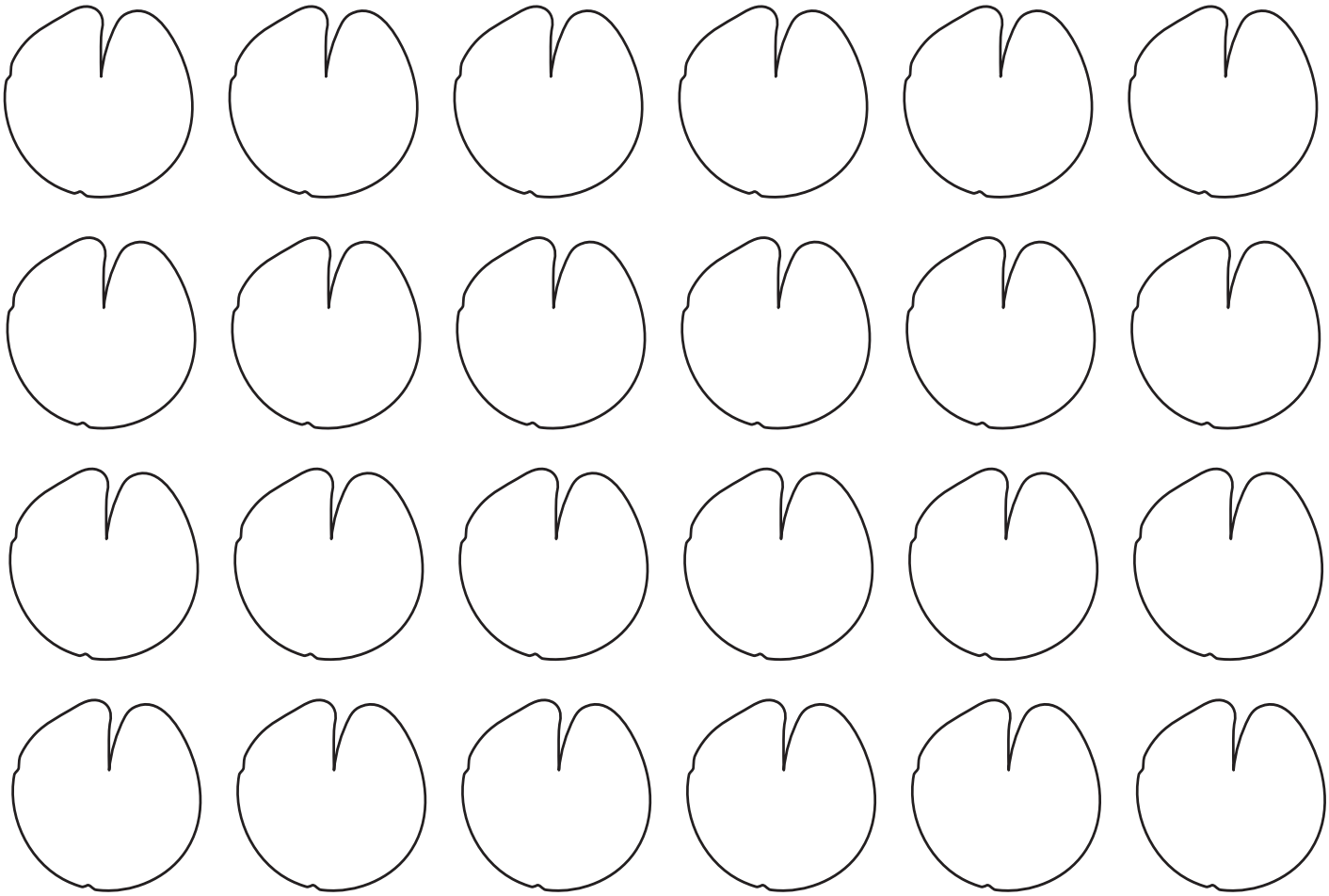


Frog and Lily Pad Patterns Reproducible





Student Lily Pads Patterns Reproducible



Name: _____ **Date:** _____

Instructions: Use your number line to solve the following problems.