Today's Lesson: To locate and compare whole numbers on a number line.	
CCSS	Number and Operations in Base Ten, Grade 3 (Use place value understanding and properties of operations to perform multi-digit arithmetic.) 3.NBT.1
Focus Lesson 1 (I do)	*"We have been learning how to use number lines to compare numbers and for addition and subtraction. Today we are going to learn more information about number lines."* Begin the lesson by having students make connections. *"There are many places where we can find numbers in order or written in a line. Does anyone have an example of where you can find this?"* (Common answers might by rulers, yard sticks, measuring tape, mile markers on a highway, etc.) *"I have drawn a number line on the board. Each whole number has its own spot on the number line. There are arrows on both ends because a number line goes on forever. Zero is the least whole number on the number line. "* Point out the above features of the number line as he/she is talking/ thinking aloud. *"I can see that the distance between each number is the same. I can also tell that the numbers increase by 1 as you move to the right."* Explain to students, *"Not all number lines are spaced exactly the same as this one. It doesn't matter how large the space is between each number, as long as it is consistent and the numbers are the same."* Encourage the children to share what they have learned about number lines with an elbow buddy.
Round of Daily 3 Math	
Focus Lesson 2 (We do)	Draw two number lines on the board. Each number line needs to represent the same span of numbers. Leave out a few numbers and make the spaces between numbers equal, but spaced smaller on one of the number lines. *"I would like to hear what you have learned today about number lines."* Give students an opportunity to share different features of a number line with the class. *"Earlier I shared a number line on the board. Now we are going to look at two number lines."* Have different students come up to the board and choose a number to fill in. Have students explain how they know what number belongs in the missing spot. (The number increases by one each time you move to the right.) *"I have drawn two number lines on the board. Please think of reasons why these two numbers lines are the same and different."* Have students think/pair/share their different thoughts on

the number line. Students should notice: whole numbers spaced evenly, numbers increasing by 1 as they move to the right, and regardless of the smaller spacing between the numbers on one of the number lines, the number points are still equally spaced.

Round of Daily 3 Math

Focus Lesson 3 **(You do)**	Give each child a blank number line. Ask students to create a number line like the one on the board, however they need to use different numbers. Have students leave two spaces blank on their number line. Students will trade with a partner and fill in the missing numbers for each point. Give students an opportunity to share and discuss key points of number lines with their partners and the class. If additional time, give students the following problem: (*Draw a number line spanning from 12-17. Label each point 12, 13, 15,16, 17.) "*Owen labeled the points on the number line below. Explain what is wrong with his assignment.*" Students can discuss with an elbow buddy, then share with the class what they notice about the number line.

Student Sharing