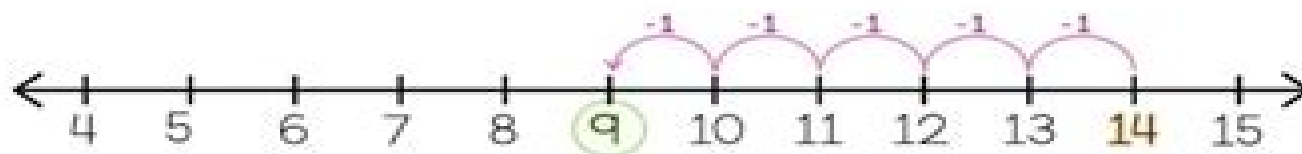


## SUBTRACTION ON A NUMBER LINE

When subtracting on a number line, start on the **larger number** and **draw hops backward** to represent the **smaller number**.

$$14 - 5 =$$



The **difference** is the number you land on!

Number lines do not have to start at 0.

You can make a number line with your **biggest number** at the end and **count back** to subtract!

$$9 - 3 = 6$$



# Line Strategy Subtraction

**Samuel Judah Sober**



## **Line Strategy Subtraction:**

Teaching Number in the Classroom with 4-8 Year Olds Robert J Wright, Garry Stanger, Ann K. Stafford, James Martland, 2014-10-17 Bring the principles and practice of the acclaimed Mathematics Recovery Programme to whole class teaching WHY INVEST IN THE NEW EDITION In full colour with a revised layout for clearer navigation More up to date tasks activities and real classroom examples Learning trajectories for guiding instruction and tracking progress on key topics Extra resources online on the companion website Part of the best selling Maths Recovery series this practical step by step guide to classroom instruction takes an inquiry based approach to assess children s knowledge and build on this to develop a firm foundation of understanding and confidence in mathematics Topics covered range from beginning number and early counting strategies to multi digit addition and subtraction right through to multiplication and division An invaluable resource for use on pre service teacher training courses and for all primary classroom teachers and assistants including experienced Mathematics Recovery instructors as well as learning support personnel primary mathematics advisors numeracy consultants and educational psychologists WHAT EXTRAS ARE ON THE COMPANION WEBSITE Downloadable extra chapter resources like print out grids worksheets cards and much more A Facilitator s Guide that can be used either individually or in group study to help you get the most out of the material In class video demonstrations to clearly show how the instructional activities in the book are used in the classroom Webinar discussing the key points in the book and how it supports your teaching Research informs practice in this easy to access resource Each chapter gives educators practical bite sized assessments linked to a host of activities that helps them target teaching and develop the firm foundations which are so vital for confident and competent mathematicians Jill Piotrowski Numeracy Consultant Wigan Local Authority UK The Classroom Instructional Framework in Early Number is research based and provides a roadmap of not only the what but the when and the how to teach all aspects of early number Vicki Nally Mathematics Consultant at Catholic Education Office Melbourne The structured approach offers a wealth of rich and easily implemented classroom based activities that work thousands of teachers in Ireland attest to this Noreen O Loughlin Director Maths Recovery and Maths Education Lecturer Mary Immaculate College Limerick Ireland *Classroom-Ready Number Talks for Kindergarten, First and Second Grade Teachers* Nancy Hughes, 2019-02-26 A wide variety of ready to use number talks that help kindergarten through second grade students learn math concepts in fun and easy ways Bringing the exciting teaching method of number talks into your classroom has never been easier Simply choose from the hundreds of great ideas in this book and get going From activities on addition and subtraction to fractions and decimals Classroom Ready Number Talks for Kindergarten First and Second Grade Teachers includes Grade level specific strategies Number talk how tos Visual and numerical examples Scaffolding suggestions Common core alignments Questions to build understanding Reduce time spent lesson planning and preparing materials and enjoy more time engaging your students in learning important math concepts These ready to use number talks are sure to

foster a fresh and exciting learning environment in your classroom as well as help your students increase their comprehension of numbers and mathematical principles Teaching Mental Strategies Years 1 And 2 Carole Skinner, Sheila Ebbutt, Frances Mosley, 2001 This book contains 24 number challenges Children tackle them using strategies they know If those strategies don't crack the problem they learn new ones that fit or do the job faster or more efficiently The lessons in this book are genuinely interactive **Sbg Math Assessment Guide Gr 1**, 1999 Silver Burdett Ginn Mathematics 2001 components for Grade 1 Developing Mathematical Reasoning Pamela Weber Harris, 2025-02-18 Math is not rote memorizable Math is not random guessable Math is figure out able Author Pam Harris argues that teaching real math math that is free of distortions will reach more students more effectively and result in deeper understanding and longer retention This book is about teaching undistorted math using the kinds of mental reasoning that mathematicians do Memorization tricks and algorithms meant to make math easier are full of traps that sacrifice long term student growth for short lived gains Students and teachers alike have been led to believe that they've learned more and more math but in reality their brains never get any stronger Using these tricks may make facts easier to memorize in isolation but that very disconnect distorts the reality of math The mountain of trivia piles up until students hit a breaking point Humanity's most powerful system of understanding organizing and making an impact on the world becomes a soul draining exercise in confusion chaos and lost opportunities Developing Mathematical Reasoning Avoiding the Trap of Algorithms emphasizes the importance of teaching students increasingly sophisticated mathematical reasoning and understanding underlying concepts rather than relying on a set rule for solving problems This book illuminates a hierarchy of mathematical reasoning to help teachers guide students through various domains of math development from basic counting and adding to more complex proportional and functional reasoning Everyone is capable of understanding and doing real math This book Highlights the important mathematical relationships strategies and models for students to develop Offers personal stories reflection sections and extensive practical exercises for easy implementation Includes real math a lot of it to provide teachers with examples they can put to use in their classrooms immediately This book is a valuable resource for educators looking to reach more students by building a strong foundation of mathematical thinking in their students By addressing common misconceptions about math and providing practical strategies for teaching real math this book shows that everyone can use the mathematical relationships they already know to reason about new relationships In other words everyone can math **Mathematics Curriculum in School Education** Yeping Li, Glenda Lappan, 2013-11-19 Mathematics curriculum which is often a focus in education reforms has not received extensive research attention until recently Ongoing mathematics curriculum changes in many education systems call for further research and sharing of effective curriculum policies and practices that can help lead to the improvement of school education This book provides a unique international perspective on diverse curriculum issues and practices in different education systems offering a comprehensive picture of various stages along curriculum transformation from the

intended to the achieved and showing how curriculum changes in various stages contribute to mathematics teaching and learning in different educational systems and cultural contexts The book is organized to help readers learn not only from reading individual chapters but also from reading across chapters and sections to explore broader themes including Identifying what is important in mathematics for teaching and learning in different education systems Understanding mathematics curriculum and its changes that are valued over time in different education systems Identifying and analyzing effective curriculum practices Probing effective infrastructure for curriculum development and implementation Mathematics Curriculum in School Education brings new insights into curriculum policies and practices to the international community of mathematics education with 29 chapters and four section prefaces contributed by 56 scholars from 14 different education systems This rich collection is indispensable reading for mathematics educators researchers curriculum developers and graduate students interested in learning about recent curriculum development research and practices in different education systems It will help readers to reflect on curriculum policies and practices in their own education systems and also inspire them to identify and further explore new areas of curriculum research for improving mathematics teaching and learning

**Direct Instruction Mathematics** Jerry Silbert, Douglas Carnine, Marcy Stein, 1990 An exciting edition of this practical math methods text that provides future teachers with practical procedures for increasing student success in math Emphasizing specific classroom tested strategies these authors provide techniques for teaching major math and needed prerequisite skills as well as extensive background in diagnosing and correcting error patterns In addition they offer practical guidelines for curriculum evaluation and modification recommendations for practice and review drills and specific information on progress monitoring *Investigations in Number, Data, and Space*, 2008 Part of a K 5 mathematics curriculum with curriculum units for classroom use and resources for teachers the Investigations curriculum was developed at TERC formerly Technical Education Research Centers *Minilessons for Operations with Fractions, Decimals, and Percents, Grades 5-8*, 2006 CD ROMs contain lessons and videos of sixth seventh and eighth grade classrooms *Teaching Children Mathematics*, 2009-08 *Spectrum Test Prep, Grade 4* Spectrum, 2015-01-05 Spectrum Test Prep Grade 4 includes strategy based activities for language arts and math test tips to help answer questions and critical thinking and reasoning The Spectrum Test Prep series for grades 1 to 8 was developed by experts in education and was created to help students improve and strengthen their test taking skills The activities in each book not only feature essential practice in reading math and language arts test areas but also prepare students to take standardized tests Students learn how to follow directions understand different test formats use effective strategies to avoid common mistakes and budget their time wisely Step by step solutions in the answer key are included These comprehensive workbooks are an excellent resource for developing skills for assessment success Spectrum the best selling workbook series is proud to provide quality educational materials that support your students learning achievement and success **Journal for Research in Mathematics Education**, 2012

*Lessons Learned from Research* Judith T. Sowder, Bonnie P. Schappelle, National Council of Teachers of Mathematics, 2002 An excellent eye opener that brings research to K 12 mathematics teachers in an easy to use readable format Features 29 research articles from the Journal for Research in Mathematics Education rewritten specifically to reach the teacher audience

**Working with the Number Line, Grade 2** Antonia Cameron, Sherrin B. Hersch, Catherine Twomey Fosnot, 2004 In Working with the Number Line students construct a number line initially as a model to represent a measurement situation and then as a model to represent their computational strategies

**Flexible Strategies for Sensory Integration During Motor Planning** Samuel Judah Sober, 2005 The brains success in perceiving and interacting with the world depends on its ability to assimilate multiple streams of sensory information One particularly important sensory integration problem concerns the use of sensory feedback from the body to plan and execute arm movements Information about arm position is available to both vision and proprioception and these signals must be integrated in order to plan accurate reaches Although both modalities can encode arm position the question of how the brain weights these signals has not been systematically investigated To address this issue we developed a psychophysical technique for quantifying the relative reliance on vision versus proprioception during reach planning Subjects planned and executed reaching movements while receiving virtual visual feedback By analyzing the reaching errors that resulted from shifting the visual feedback away from the true hand position we measured sensory integration at two different stages of reach planning As described in Chapter 1 we found that the first planning stage relies mostly on visual information whereas the second stage relies more on proprioceptive signals This difference suggests that the planning computations performed at each stage inform the selection of sensory input This hypothesis is further supported by the results presented in Chapter 2 in which we show that altering the details of the sensorimotor task drives changes in sensory integration In Chapter 3 we explore the consequences of sensorimotor adaptation on sensory integration and show that the effects of learning can drive changes at a single stage of reach planning Lastly Chapter 4 presents a set of hypotheses about where and how the two planning stages might be implemented in the primate brain and suggests a series of experiments designed to confirm the computational role of single neurons

*Mathematics for Elementary School Teachers* Tom Bassarear, 2004-03-01 Mathematics for Elementary School Teachers 3 e offers pre service teachers a comprehensive mathematics course designed to foster concept development through examples investigations and explorations Visual icons throughout the main text allow instructors to easily connect the text to the hands on activities in the corresponding Explorations Manual Classroom Connections in both the exposition and the exercises guide students to connect the mathematics being taught with effective teaching strategies Students must analyze educational mathematics research evaluate common student errors and see alternative solution methods enabling them to better prepare for their future teaching careers Investigations encourage students to think about a topic before discussing the math or viewing examples These can be used as classroom discussion questions for independent reading or as

review Multiple Strategies presented throughout the examples and exposition of the text allow students to analyze numerous approaches to solving problems     **Carr V. Koch** ,2011     *Math Trailblazers* ,1997     *Intervention Workbook and Master Copy* HSP,2002-06     **Measuring Up to the New York State Learning Standards and Success Strategies for the State Test** ,2000

## **Line Strategy Subtraction** Book Review: Unveiling the Magic of Language

In a digital era where connections and knowledge reign supreme, the enchanting power of language has been apparent than ever. Its power to stir emotions, provoke thought, and instigate transformation is actually remarkable. This extraordinary book, aptly titled "**Line Strategy Subtraction**," compiled by a very acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound affect on our existence. Throughout this critique, we will delve into the book's central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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