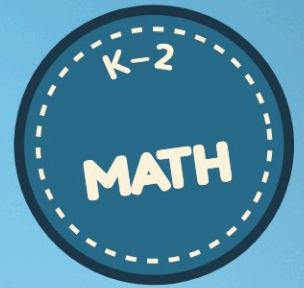


Number Line to 100

JUMP · COUNT · PLACE



• 27 pages · 5 skills · 55 items

Kindergarten · 1st · 2nd · Special Ed

by Bright Path Sped



One complete kit for the number line to 100: jump by tens, jump by ones, say what comes next, place a number on the line and fill in the missing numbers — on pages with room to work, untimed.

THREE STEPS

1 Look at Ways to Use a Number Line together

Page 5 shows a jump of 10, a jump back and a jump of 1 on a closer line. Read it aloud, then let the child try one in the Your turn boxes.

2 Hand over a page

Every student page opens with a name line and one short instruction, and the boxes are big. Nothing on it is written for you. The chart below says which page for which child; the dots at the top right are the only level code.

3 Check it, record it, send it home

The answer keys are pages 17 and 18. Date each page on the tracker (page 19), roll a group up on page 20, and send the home page (22). A filled example is on page 23.

WHICH PAGE, WHEN

WHEN...	USE...
Meeting the 0 to 100 line for the first time	Ways to Use a Number Line, page 5 · Jump by Tens A, page 6
Ready to add and subtract tens	Jump by Tens, pages 6, 7, 8
Ready to move one number at a time	Jump by Ones, pages 9, 10
Ready to find a pattern in counting	What Comes Next, pages 11, 12
Ready to find a number on the line	Place the Number, pages 13, 14
Ready to fill in the gaps	Missing Numbers, pages 15, 16
Practicing at home	Home page, page 22 · notes: page 21, phrase bank 24

Everything inside (27 pages)

- **12 student pages** in 5 skills: Jump by Tens, Jump by Ones, What Comes Next, Place the Number, Missing Numbers
- **55 number-line problems**, every one different, all computed in code
- **The whole 0 to 100 line** for tens, and a closer line of ten numbers for ones
- **2 answer keys, 1 tracker, 1 class grid**
- **1 team note, 1 home page, 1 filled example, 1 phrase and strategy bank**
- **1 binder cover, 6 divider tabs** and a spine label

What makes it different

The line runs all the way to 100, and a jump of 10 is one arc, so a child sees that ten more is one step along the line. Nothing is timed and nothing on a student page is scored.



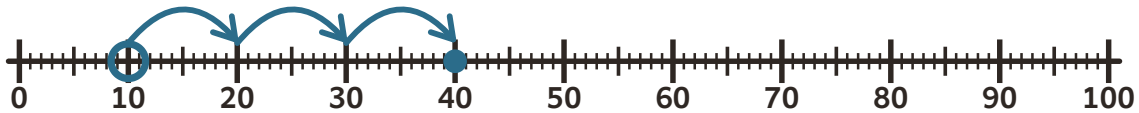
My name: _____

Date _____



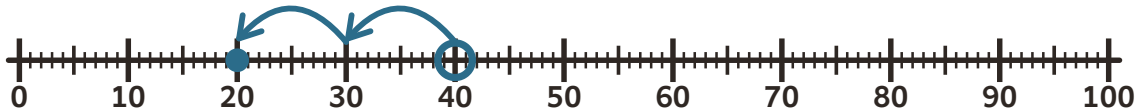
Look at the number line. Then try your own.

Jump forward by 10



Start at 10. Jump 10 3 times. $10 + 30 = 40$

Jump back by 10



Start at 40. Jump back 10 2 times. $40 - 20 = 20$

Jump by 1 on a closer line



Start at 30. Jump 1 4 times. $30 + 4 = 34$

Big numbers are the tens. Count the small marks for the ones. The open circle is where you start. The filled dot is where you land.

Your turn. Pick a start number. Jump by 10 or by 1.

Jump forward

$$\boxed{} + \boxed{} = \boxed{}$$

Jump back

$$\boxed{} - \boxed{} = \boxed{}$$



My name: _____

Date _____



Read the sign. Count the jumps of 10. Write where you land.

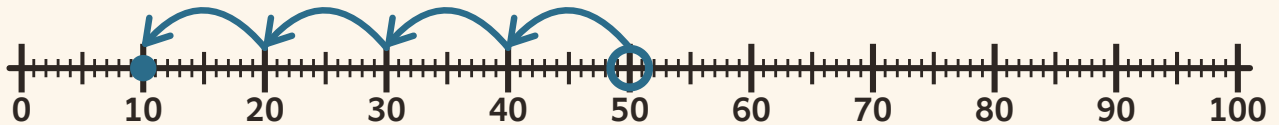
1 $+$ $60 + 20 =$



2 $+$ $10 + 20 =$



3 $-$ $50 - 40 =$



4 $-$ $30 - 30 =$



5 $+$ $80 + 20 =$





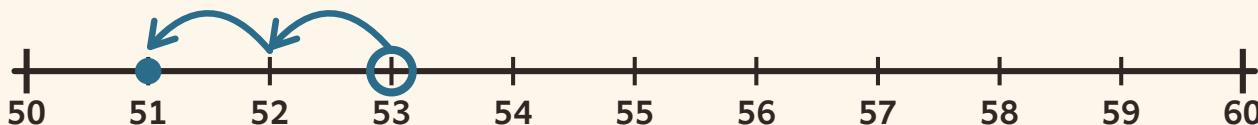
My name: _____

Date _____

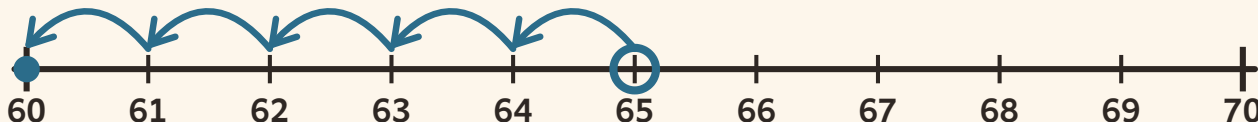


Read the sign. Count the jumps of 1. Write where you land.

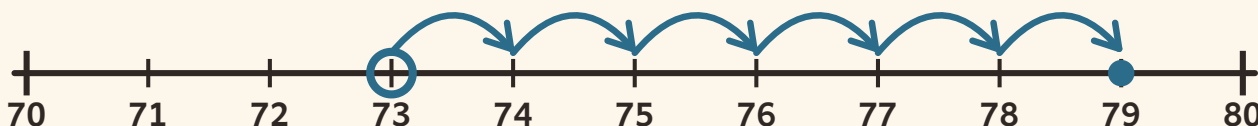
1 $-$ $53 - 2 =$



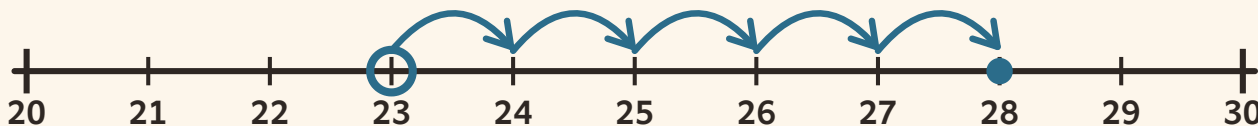
2 $-$ $65 - 5 =$



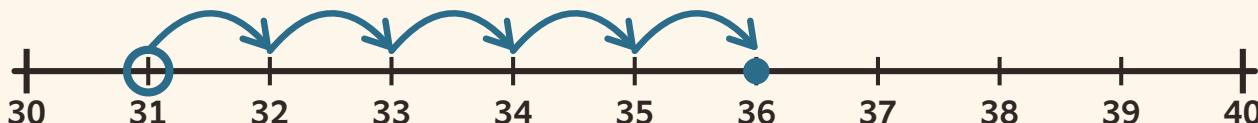
3 $+$ $73 + 6 =$



4 $+$ $23 + 5 =$



5 $+$ $31 + 5 =$





My name: _____

Date _____



Look at the jumps. Write the next number.

1

62



72



82



2

5



6



7



3

32



33



34



4

9



19



29



5

63



73



83



6

44



45



46



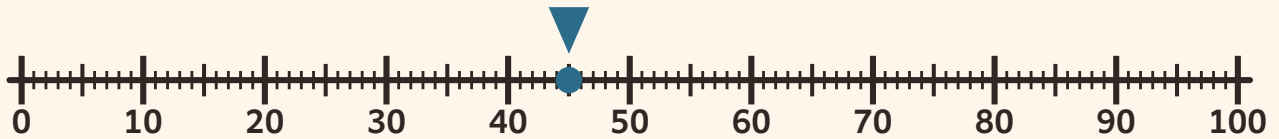
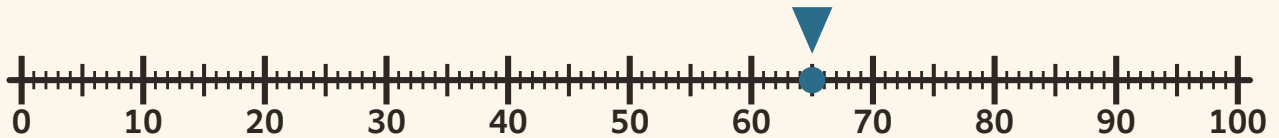
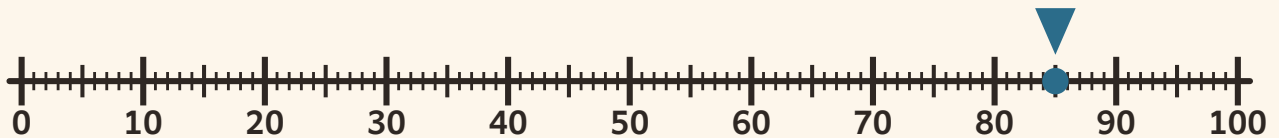
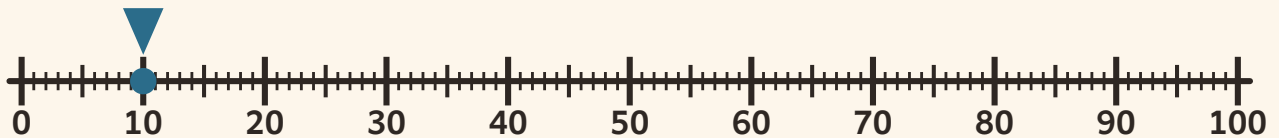


My name: _____

Date _____



Look at the dot. Write its number.

1 The dot is on 2 The dot is on 3 The dot is on 4 The dot is on 5 The dot is on 

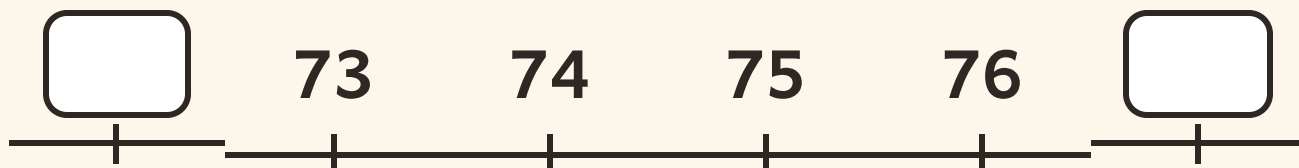


My name: _____ Date _____



Count up by 1. Write the missing numbers.

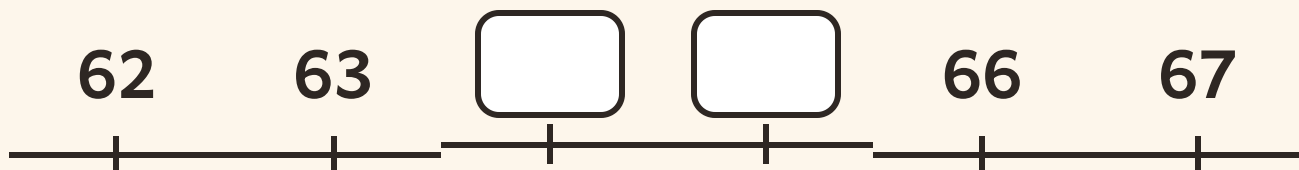
1



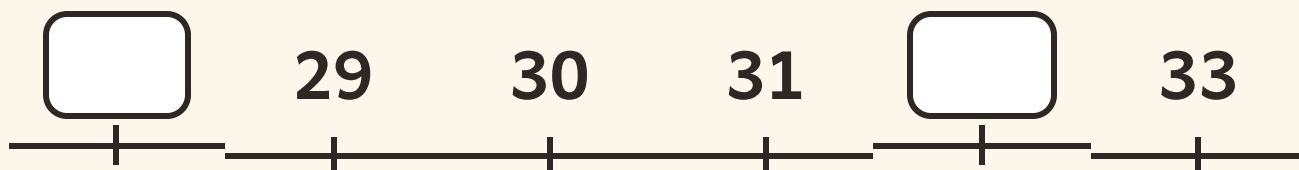
2



3



4



5





STUDENT

TEACHER

MONTH

PAGE	SKILL AND SET	ITEMS	RIGHT	DATE	NOTES
6	Jump by Tens A	5			
7	Jump by Tens B	4			
8	Jump by Tens C	5			
9	Jump by Ones A	5			
10	Jump by Ones B	4			
11	What Comes Next A	6			
12	What Comes Next B	6			
13	Place the Number A	5			
14	Place the Number B	5			
15	Missing Numbers A	5			
16	Missing Numbers B	5			

How to fill this in

Write how many items the child got right with no prompt, and the date. A blank means not tried yet, never wrong. There are 55 items on the 11 pages above. Answer keys: pages 17 and 18. Filled example: page 23.

Setting a goal, in your own wording

This page records practice; it is not a progress-monitoring probe. If your team wants a timed or scored check for an IEP goal, build that separately and use this tracker to show the practice that led up to it.

THIS MONTH WE ARE WORKING ON (YOUR OWN WORDING)





Marcus T. is invented; nothing on this page describes a real student. The blank tracker is on page 19.

STUDENT

TEACHER

MONTH

Marcus T. (an invented student)

Ms. Okafor (invented)

November

PAGE	SKILL AND SET	ITEMS	RIGHT	DATE	NOTES
6	Jump by Tens A	5	4	10/6	Counted the ring as a jump once
7	Jump by Tens B	4	3	10/8	Landed one mark off the ten
8	Jump by Tens C	5	–	–	–
9	Jump by Ones A	5	5	10/9	–
10	Jump by Ones B	4	–	–	–
11	What Comes Next A	6	6	10/13	–
12	What Comes Next B	6	–	–	–
13	Place the Number A	5	–	–	–
14	Place the Number B	5	–	–	–
15	Missing Numbers A	5	4	10/15	Skipped one number when counting up
16	Missing Numbers B	5	–	–	–

How to read it

Marcus T. has done **5 of 11** sets and got **22 of 25** items right with no prompt. **2** sets were all right. Every number here comes from the table above.

The family note this tracker would produce

“This month Marcus finished 5 number-line sets and got 22 of 25 items right. Marcus is jumping by tens and ones well; counting up carefully along a row of numbers is next.” — every fact in it is a row of the table above.

What the table points to

Every set with a note is one item short of full: Jump by Tens A, Jump by Tens B, Missing Numbers A. The slips are different kinds, so there is no single next page; the note on each row says what to watch for on it. Sets left blank (6 of 11) are not tried yet, never wrong.

One item from the table, drawn



Jump by Tens B, item 1: $32 - 20$. No jumps are printed on set B, so Marcus rings the start and draws the jumps in on the page itself; only the tracker row above records the result.



THANK YOU FOR USING THIS RESOURCE

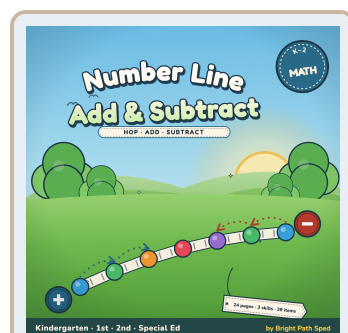
Everything here was built for the teacher who has a table of children who each need a different amount of support finding their way along a number line. If this helped, leaving feedback on TPT helps other teachers find it.

Something missing or wrong?

Please use the **Ask a Question** tab on the product page first — every question is read, and a fix to the file is a free update you re-download from **My Purchases**.

WHAT'S NEXT FROM THIS STORE

The 0 to 20 line this one grows from, more ten and one practice, a bigger chart, and the parts-and-wholes idea.



Number Line Addition and Subtraction Worksheets | K-2 Hop and Count

The 0 to 20 line, hop by hop: add, subtract and tell the two apart.



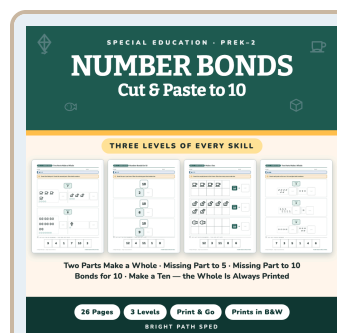
Ten More, Ten Less, One More, One Less Worksheets

The same jumps of ten and one, as number sense practice.



Thousands Chart Worksheets

A bigger chart to count, skip count and place numbers on.



Number Bonds to 10 Cut and Paste, 3 Levels

Parts and wholes to 10, the cut-and-paste way to see a fact.

Part of the K-2 Math Practice collection — new products in this collection are added regularly. Click **Follow** on the store page and TPT will email you when they go up.

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