

1–10 Number Path

Research has shown that number lines may be conceptually too difficult for young children to understand and that educators should consider using number paths until a child is in 2nd grade (Fuson et.al., 2009).

A number path is a counting model; the numbers are defined by rectangles and each rectangle can be counted. A number line is a length model like a ruler, where the numbers are defined as their length from zero. Number lines make it difficult for young children to see the units. On a number path the units are simple to recognize.

Counting models should help build understanding and fluency with ease. As a counting model, the 1–10 Number Path supports math goals, including the development of number sense, fluency with small numbers, subitizing, and making tens.

Sample Activities

Pick My Number

(PK.CC.1) (PK.CC.2)

Read numbers 1 to 10 aloud and have students put their fingers on the numbers you read. **How Many Do I Have?**

(PK.OA.1)

Show a picture of a number of objects and have students point to that number on their number path. Ask them to add one more or take two away and then point to the number on the number path.

Guess My Number

(PK.CC.5)(K.CC.4), (K.CC.6)

Have students place a marker on a number on their number path that is (choose from the following):

- less than 10
- half of 8
- less than 5
- greater than 4

Ask students to share their answer and tell the number sentence that makes it true.

Number Path Skip & Hop

(PK.CC.5) (1.OA.5), (1.OA.8)

Have students place a marker on a number on their number path. Choose one of the following phrases for students to follow and ask them to share where they end up:

- add 4
- subtract 2
- move to the left 1
- move to the right 1

Measure Up: A Scavenger Hunt

(PK.MD.2)(K.MD.2), (1.MD.1), (2.MD.1)

Choose 4 to 6 items in the classroom for students to measure. Students use their number paths to measure these items and then compare their lengths.

Number Talk

Materials: Dot images

Briefly show the class a dot image of a number from 1 to 10. Ask students to discuss how they knew or guessed the number.

Number of the Day

Choose a number for the day. Using the number path as a reference, ask:

- What is greater than our number?
- What is less than our number?
- What two numbers could represent our number?