## Unit 4 Lesson 10: Place Value and the Number Line

### WU Notice and Wonder: Base-ten and the Number Line (Warm up)

#### Student Task Statement

What do you notice? What do you wonder?



### 1 Compare Representations

#### Student Task Statement

Clare subtracted and represented her work with a base-ten diagram.



1. Write an equation to represent Clare's work.
2. Represent Clare’s method on the number line.
* 
1. Find the value of $58−24$.
* Show your thinking using a base-ten diagram.
1. Represent how you found the value of $58−24$ on the number line.
* 

### 2 On the Number Line

#### Student Task Statement

Diego is finding the value of $33+45$. He says he can count on by tens, then by ones. He used a number line to show what he means.



1. Write an equation to show the sum for Diego’s work.
2. Find the value of $23+24$.
* Represent your thinking on the number line.
* 
1. Find the value of $50−32$.
* Represent your thinking on the number line.
* 
1. Find the value of $40−26$.
* Represent your thinking on the number line.
* 



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