0–20 Number Line Flip Chart

- Connect the two interlocking charts to create a continuous 0–20 number line or use each separately
- Work with numbers in descending order (20–0) on the reverse (red) side of the chart
- Each number on the chart includes two write-and-wipe flip cards:
  - 1 Blank number-line card
  - 1 Blank highlight card
- Test write-and-wipe markers (not included) on the corner of a card to ensure that they do not leave a permanent mark
- Remove wet-erase marks with a damp cloth
- Charts will warp if saturated with water

Suggested Activities

Before and After
Cover all but one number on the line using the blank number-line flip cards. Ask students to identify the number that comes before and after the number displayed. Give students write-and-wipe markers (not included) to write numbers on the flip cards.

What’s Missing?
Cover one or several of the numbers on the chart using either of the blank flip cards. Challenge students to look at the remaining numbers and identify the missing numbers. Easily adjust this activity to challenge students of all skill levels.

Counting Backward
After students have mastered number identification and sequencing 0–20, create more counting and number identification problems using the reverse side of the chart. Students will show true mastery of number identification and sequencing when they can identify 0–20 in both ascending and descending order.

⚠️ WARNING:
CHOKING HAZARD - Small parts. Not for children under 3 years.
What’s the Pattern?
Use the number line and flip cards to display various number patterns, such as:
– Counting by 2s or 5s from 0 to 20
– Starting with the number 2 and adding 4 each time to find 6, 10, 14, and 18
– Displaying odd numbers only
Have students look at the uncovered numbers on the line and identify the rule you used to make the pattern. For extra challenge, students can extend the pattern by identifying numbers beyond 20. Have students document their learning by creating their own number lines using paper and pencil to show different number patterns.

Intervention Strategies
• Counting: Have students point to and touch each number sequentially as they count aloud to prevent rote counting habits.
• Beginning Addition: Counting On is a basic way to add a small quantity to a large quantity. For example, to solve 4 + 3, a student can count on three numbers: 5, 6, 7. Have students count on (or back for subtraction) as they touch numbers on the chart.
• Number Sense: Ensure that students are viewing the number line from left to right to prevent confusion during problem-solving activities.
• Computation: Encourage students to draw their own number lines when working out traditional paper-and-pencil number problems to help them visualize problems and clarify their understanding of both the problem and solution.
• Measurement: Use number lines to introduce the concept of linear measurement, rulers, and standard units. Emphasize that measuring with a ruler is very similar to counting from left to right on a number line.

Look for these other great products from Learning Resources®:
LER 5194 Magnetic Number Line 1–100
LER 0935 0–30 Number Line Floor Mat