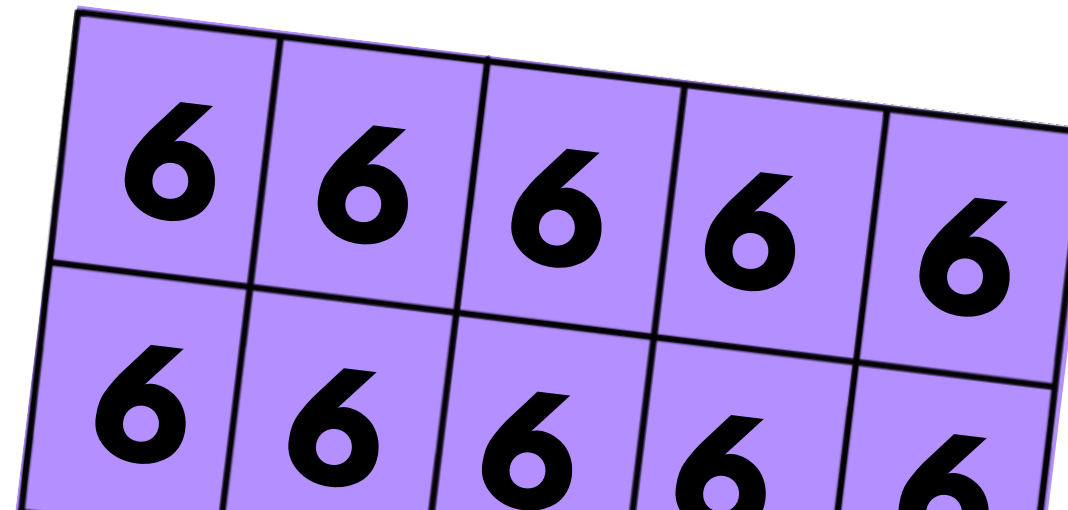
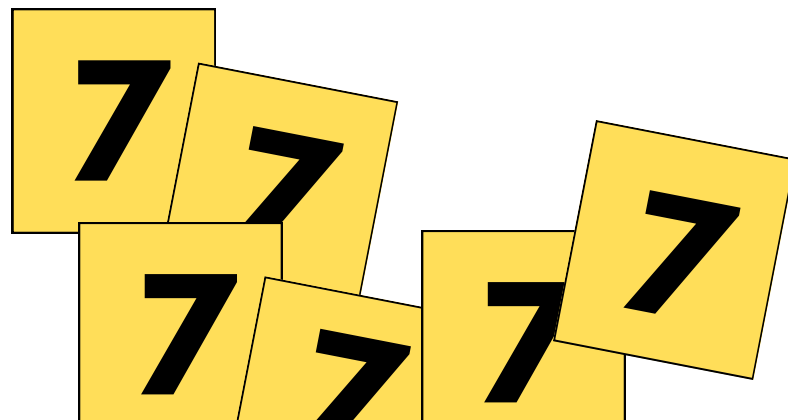
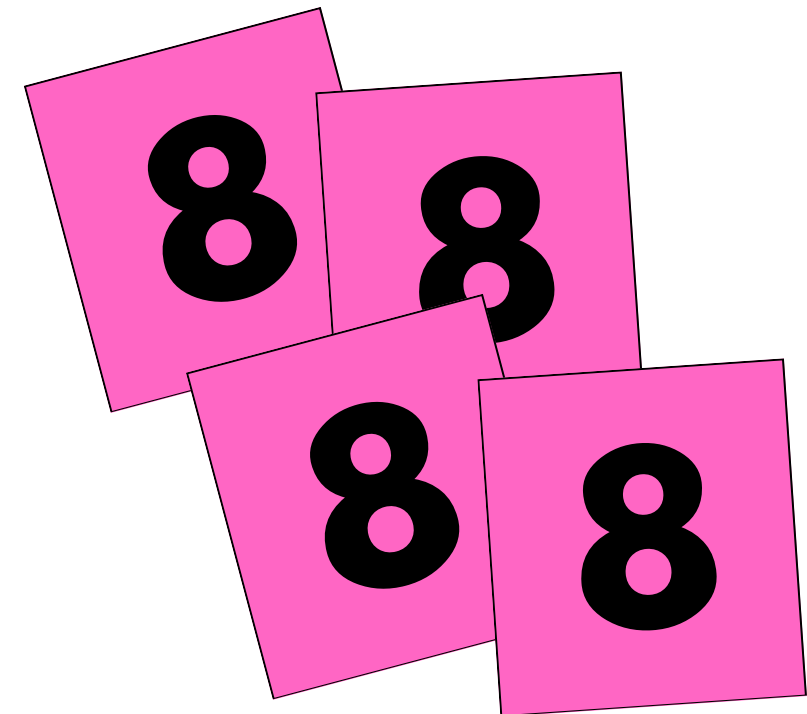
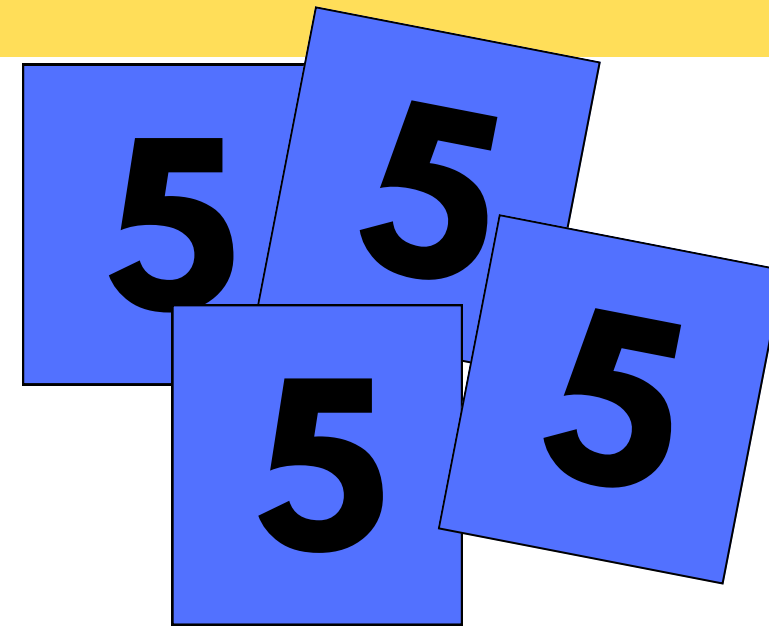
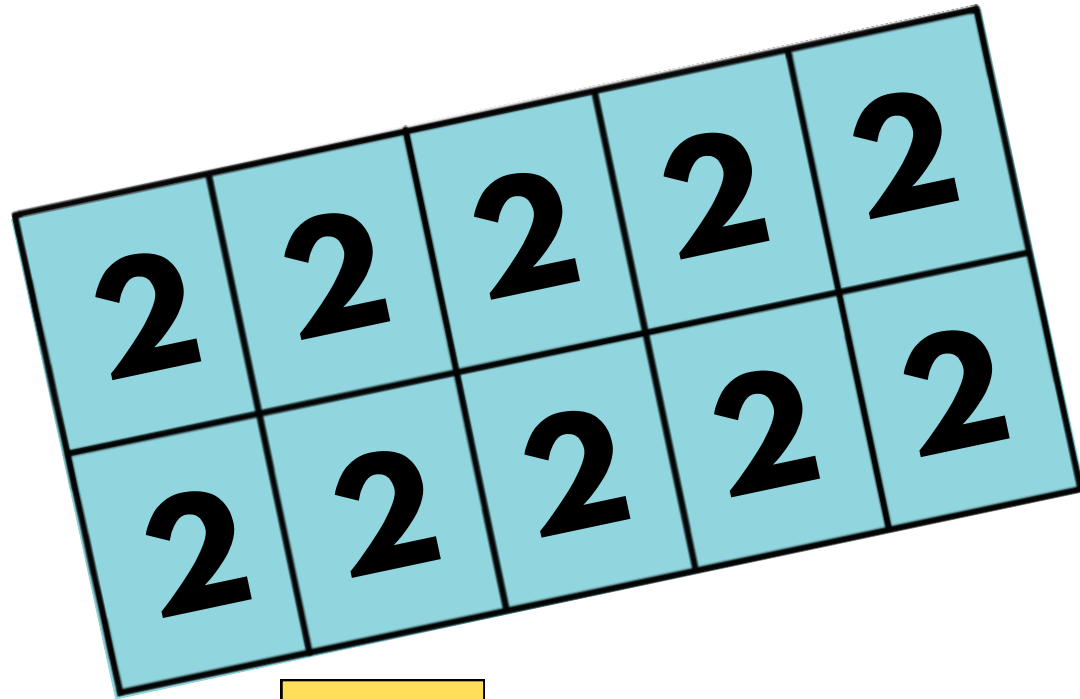
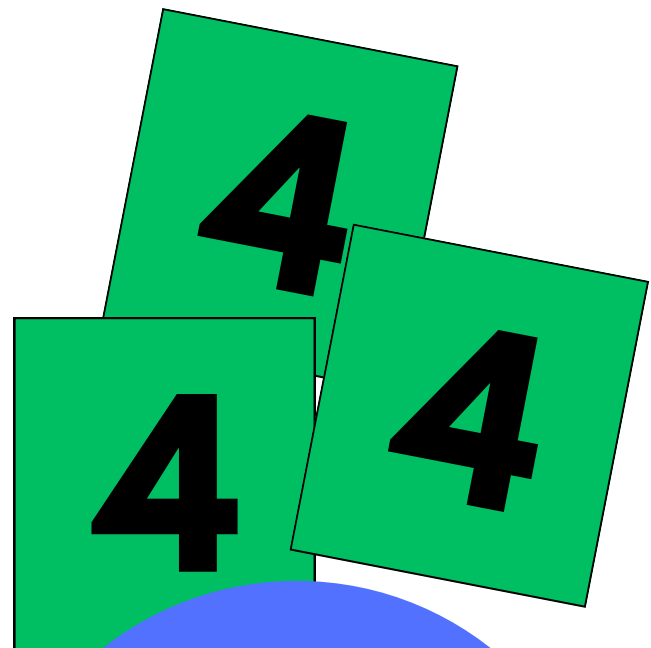


# NUMBER TILES

Concrete manipulatives to build number sense, flexibility & understanding

SHELLEY GRAY



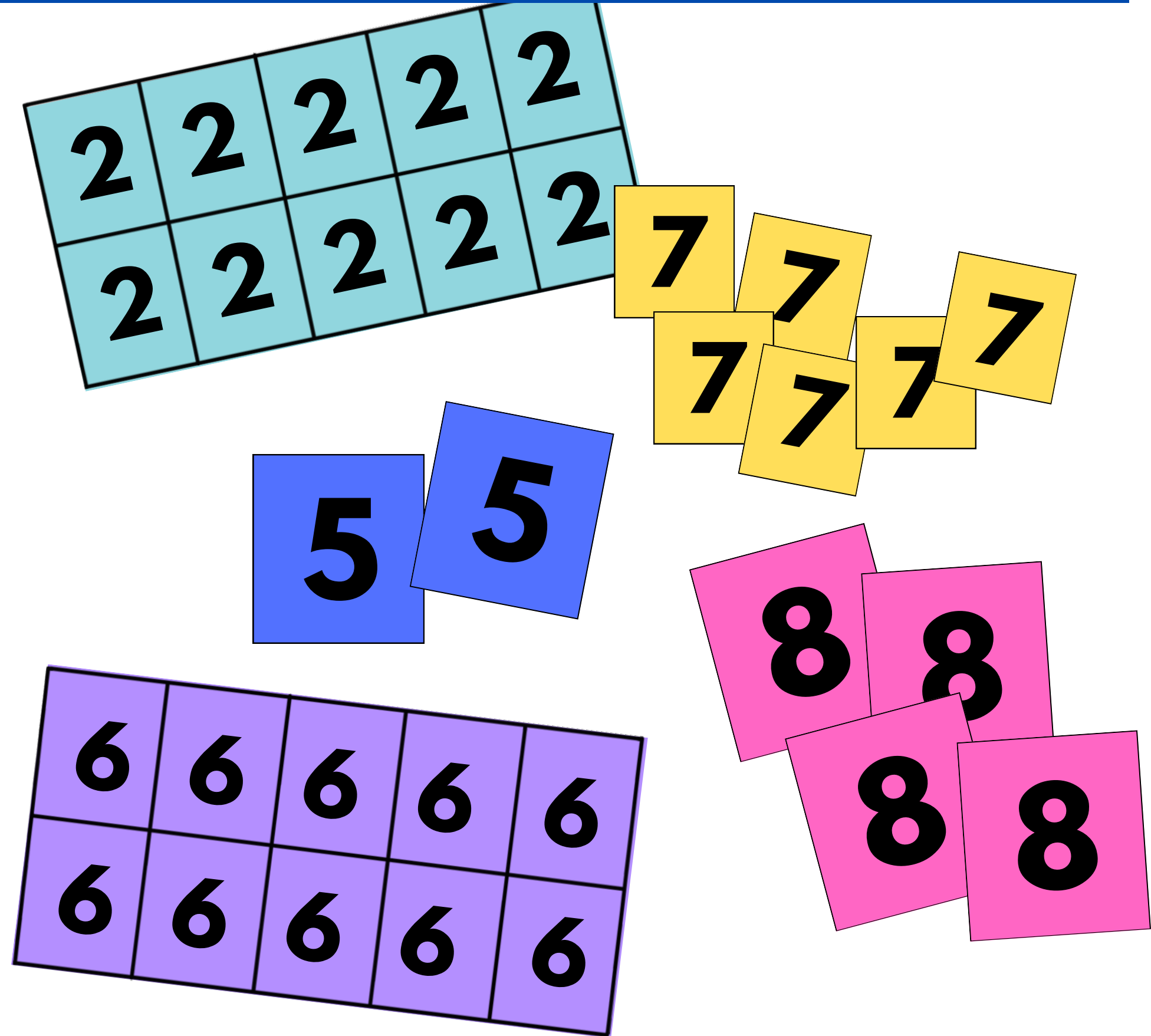
Make  
computation  
**VISUAL!**

**SHELLEY GRAY**

Do you find that year after year, no matter what you do, your students lack number sense?

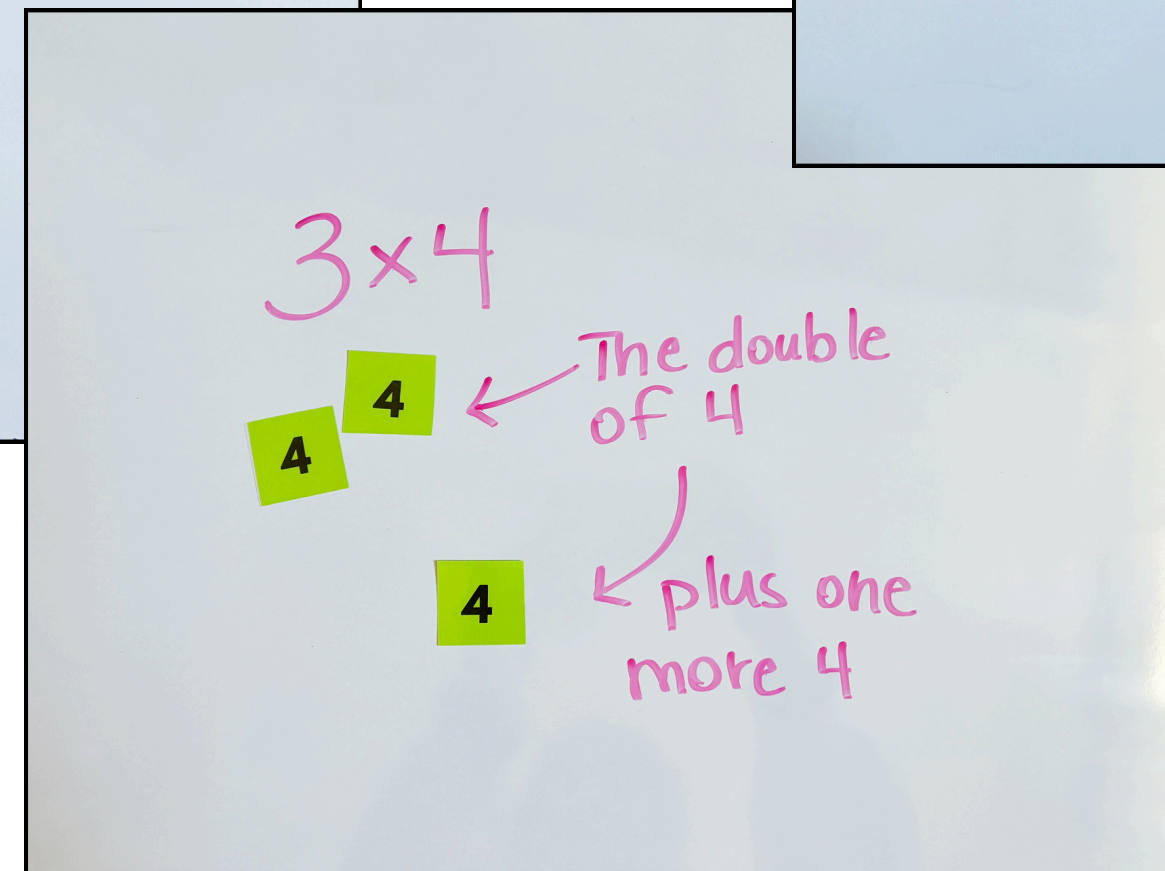
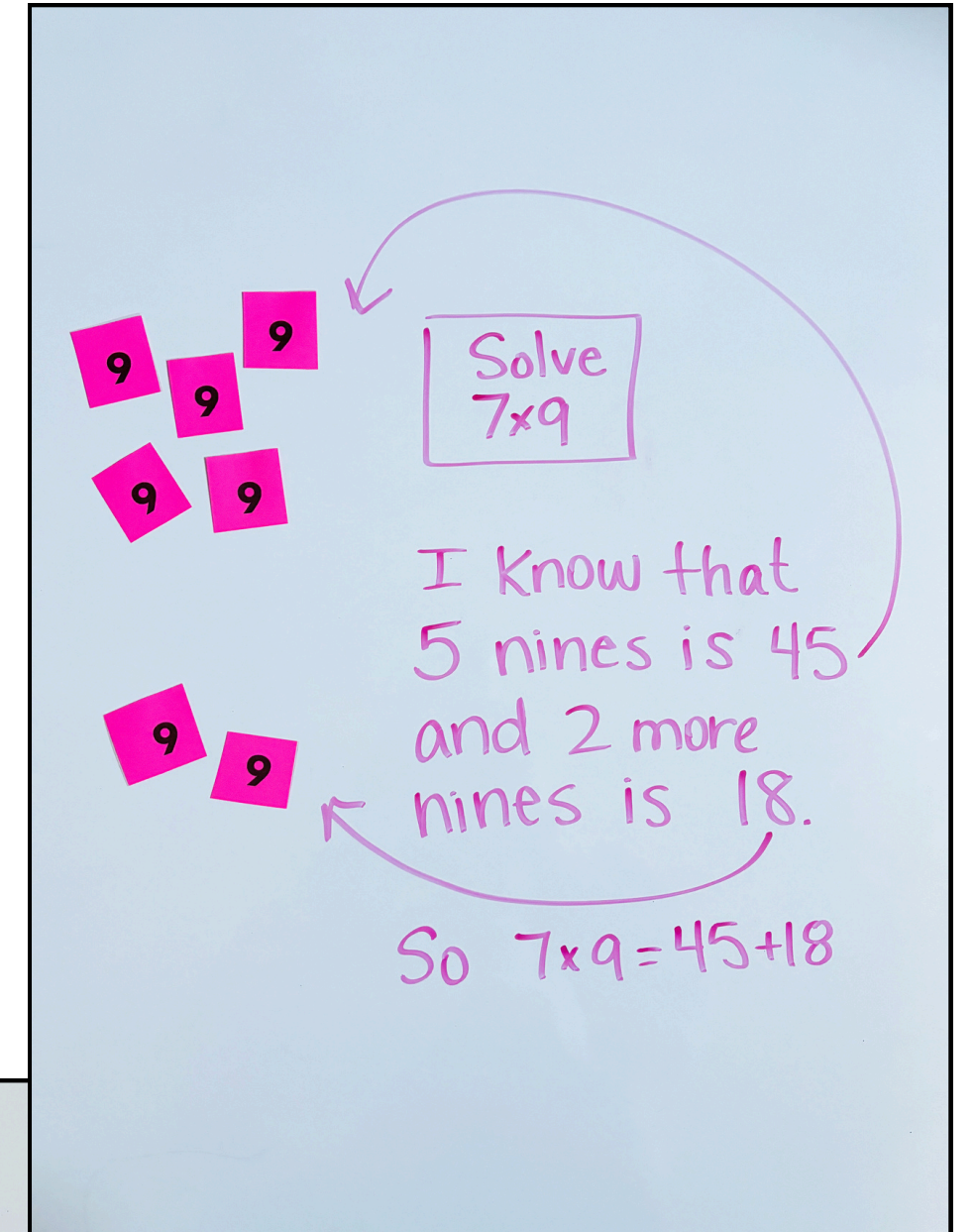
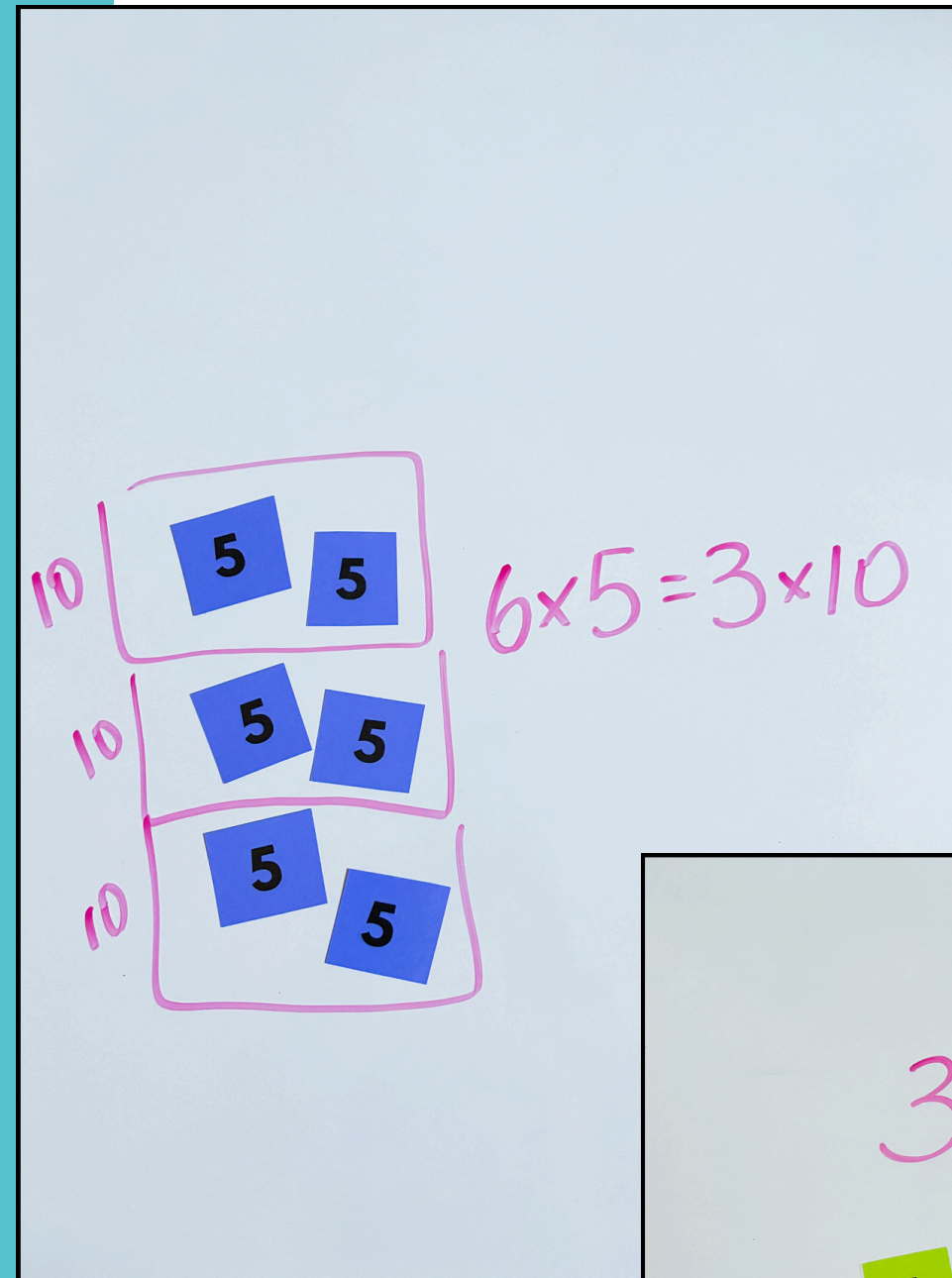
Number sense is built on **understanding** and **flexibility**. But when it comes to basic operations, understanding and flexibility can be difficult to teach.

This is where number tiles come in.






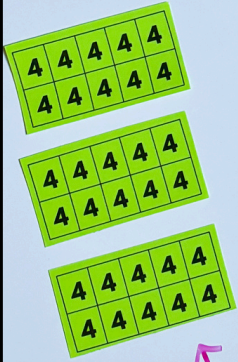
Number tiles can allow students to work concretely with connections between basic facts.





Number tiles can help students see that they are capable of solving BIG problems by breaking them into smaller, more manageable pieces!

Think: 34 fours

$$34 \times 4$$





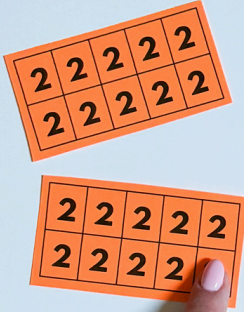
$4 \times 4 = 16$

$30 \times 4 = 120$

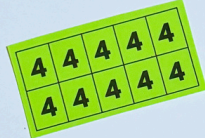
So  $34 \times 4 = 120 + 16 = 136$

$19 \times 2$

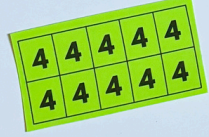
I can think 20 twos is 40, then take away 1 two to make 38.




How many 4s are in 92?



10 4s makes 40...



...and another 10 4s gets me to 80...



...and I can still fit 3 more 4s!



Ready to move away  
from memorization and  
towards deep  
understanding?



$54 \div 9$  or "How many 9s fit into 54?"

9	9	9	9	9	9
9	18	27	36	45	54

So  $54 \div 9 = 6$   
because 6 nines fit into 54

$9 \times 4$

I can think:  
10 fours is 40,  
then I can take  
away 1 four to  
make 36.

4	4	4	4	4
4	4	4	4	4

4	4	4	4	4
4	4	4	4	4

$10 \times 4 = 40$

4	4	4	4	4
4	4	4	4	4

$10 \times 4 = 40$

4	4
4	4
4	4
4	4

$8 \times 4 = 32$

$40 + 40 + 32 = 112$