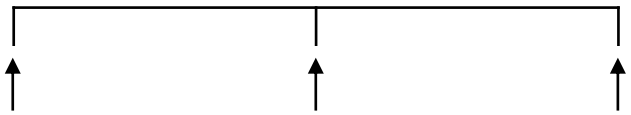
Use Scales

1a. Place number cards at the marked intervals on the number line.

100 | 200 | 150 | 125 | 175

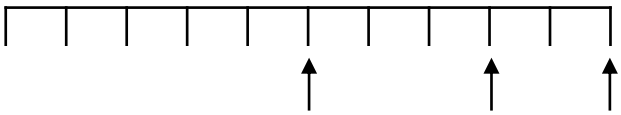


Find two different answers.

PS

1b. Place number cards at the marked intervals on the number line.

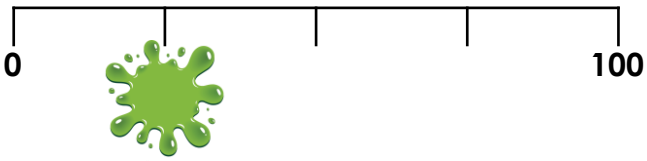
80 | 50 | 100 | 130 | 150



Find two different answers.

PS

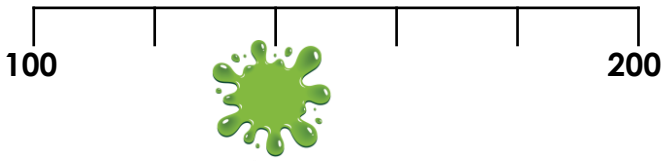
2a. Jordan has spilt paint on his number line.



What number is the paint covering? Convince me.

R

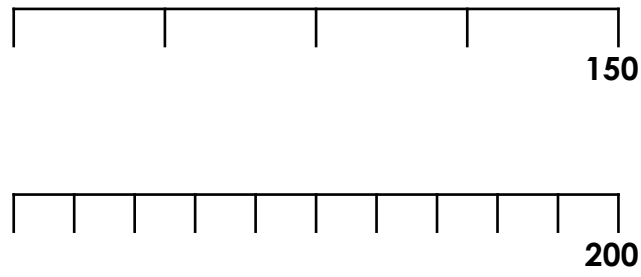
2b. Sophie has spilt paint on her number line.



What number is the paint covering? Convince me.

R

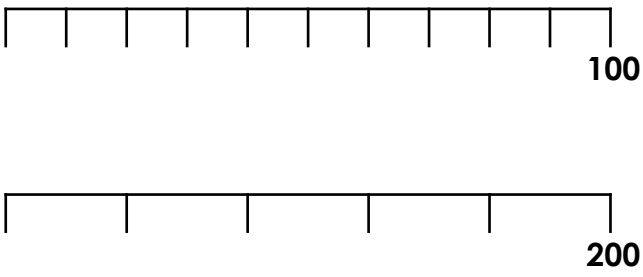
3a. Label the marked increments. Find at least one number that appears on both number lines.



Find two different answers.

PS

3b. Label the marked increments. Find at least one number that appears on both number lines.



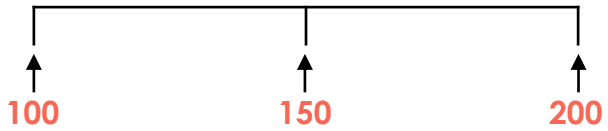
Find two different answers.

PS

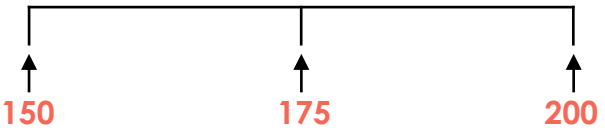
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Use Scales

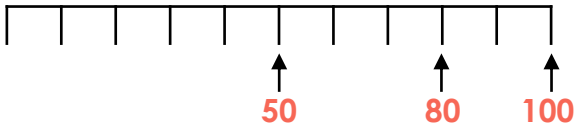
1a. Various answers, for example:



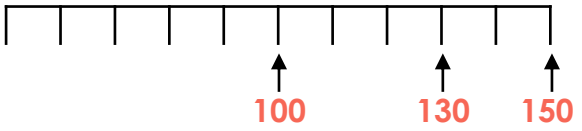
and



1b. Various answers, for example:



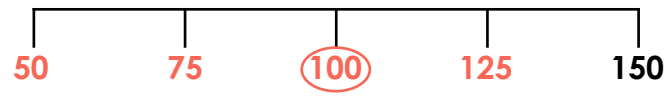
and

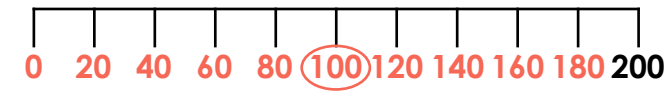


2a. The number line is divided into 4 increments. 100 divided by 4 is 25, so each increment is worth 25. The paint is covering the number 25.

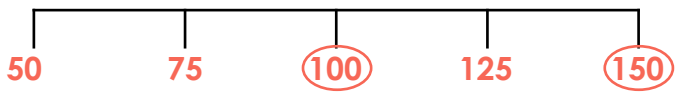
2b. The number line is divided into 5 increments. 100 divided by 5 is 20, so each increment is worth 20. 100 + 20 + 20 = 140. The paint is covering the number 140.

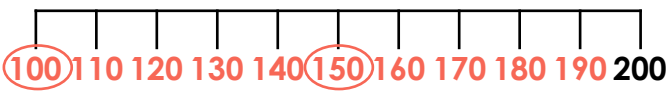
3a. Various answers, for example:



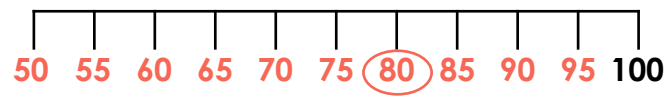


and



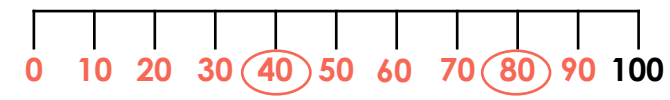


3b. Various answers, for example:





and





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