Using the space below add your task that answers the prompt below.  
  
•Consider your grade level content.  Design a task, using the number line model, related to a  
 content standard.

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1. Place -3 on the number line.  If you travel 4 units to the right, at what integer would you be?  Is the value positive or negative? Explain.

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1. Joi, Lizbeth, and Adriana got together for a slumber party.  They decided to share a pizza for dinner.  Joi ate 3/5 of the pizza, Lizbeth at 1/3 of the pizza, and Adriana ate the rest.  How much did Adriana eat? Who ate the most? Use a number line to show how much each girl ate. Be ready to explain your thinking and convince your group members.
2. Kim and Jenny live together.  At 7:00 a.m., Kim rode her bike to work 7 miles east.  Jenny walked 7 miles west to school.  How far apart from home are they? How far apart are they from each other?  Use both an expression and a number line to represent the given information.
3. The temperature at 9:00 am is 49\*F and the expected temperature at 3:00 pm is 70\*F. The temperature increases at a constant rate. What would be the expected temperature at noon? Use a number line to demonstrate your response.
4. Two classes of 32 students have 8 packs of 12 markers to share for an art project.  How many markers can each student use while all working at the same time? Express your answer on a number line.
5. The recipe calls for 4 cups of flour to make 24 cupcakes. Martha only wants to make 8 cupcakes. Use the number line to show how many cups of flour Martha needs.
6. The class has 6 hats to share with 35 students.  If a student wears a hat for one day, how many days will it take for each student to wear a hat?  Use a number line to express your answer.
7. You have to make an oil and vinegar salad dressing for your family's dinner tonight.  You know that the proportion of vinegar to oil is 2:3.  Use a number line to represent the amount of vinegar to oil in your salad dressing.
8. Nick bought 2 pounds of ground beef.  How many burgers can he make if each burger should be 1/4 of a pound?  Use a number line to show your work and explain your reasoning.

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1. Dad bought 5 pizzas for the birthday party.  There were 15 people at the party and 40% were women.   If everyone gets the same amount of pizza, how would you cut up the pizzas?  How many of these size pieces would the men get?  Use a number line to justify your answer and show your thinking.
2. If Mikila and Suzie have a birthday on the same day, are celebrating together, and will each have a birthday cake.  Mikila has 9 people coming to the party and Suzie has 15 people coming.
   1. How many pieces of birthday cake are we going to need to give each guest the same amount of cake?
   2. How much would we need to cut each cake into if each birthday girl only gave their own invitees pieces of their own cake?
   3. Which way gives Mikila's guests more cake?
   4. Which way gives Suzie's guests more cake?
   5. Whose guest would you want to be and why?  Use any strategy to solve, but double number lines, coordinate (x,y) graphs, and tables can be useful.

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1. Reza got his quiz back and got a score of 4/5 (Woo Hoo!).  Use a double number line to show his score as a percentage.

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1. Two students are sharing 1/4 of a pint of ice cream.  On the number line represent the amount of ice cream one student would get.  Then, express the value represented on the number line as a fraction, a percent, and a decimal.
2. Tell me all you know:

How much money will Mr. Smith receive for 8 3/4 dozen pencils at a rate of 6 for $0.25

What information is given?

What is the question asking?

How would you go about solving this problem and how would you model this?

Justify your answer and show that it is correct.

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1. How much cake will each person get if 5 people share 3/4 of a cake?  Use an open number line to represent the problem and its solution.

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1. Use an open number line to represent the problem and its situation.  If two people elected to equally share 3/4 of a sushi roll, how much of the sushi roll would each person get?

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1. Josefina took a quiz that had 5 questions on it. When she got her graded quiz back from her teacher, the fraction 4/5 was written on the top of her paper. On the number line below, graph the percentage of her quiz grade and justify your answer by writing a few sentences on the lines provided.

100

50

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**Writing:**

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1. You have a pound of sliced ham that you are going to use to make six sandwiches.  On the number line below show what portion of the ham each sandwich will receive, if you use all the ham.

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1. A student is 2 miles from home.  His school is 3 miles away from his current place and on the same street.  How far could he currently be from home?  Use a number line to show your thinking.
2. The original price of the shirt is $25. The shirt is now 20% off. What is the price of the shirt now?  Use the open number line to show your solution.

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1. Osvaldo is a running back. During the big game he had runs of 5, 4, -3, 2 and - 1 yards. Using a number line, find out how many yards Osvaldo gained.
2. A few friends shared 3/4 of a leftover birthday cake.  If each person gets 1/8 of a piece, how many friends can get a piece of cake? Use a number line to show your thinking.
3. Using a coordinate plane, graph the following ratios:  4 hours to 16 miles, 6hrs/24 mi, 7: 28.  Determine whether a proportional relationship exists by analyzing the graph.  If there is a proportional relationship, what is the constant of proportionality?
4. Two students are sharing 1/2 of a Ba Minh sandwich.  How much does each student eat?  Use fractions and a number line to model this situation.