# Number Line to 1,000

**1. Label the midpoints of these number lines.**

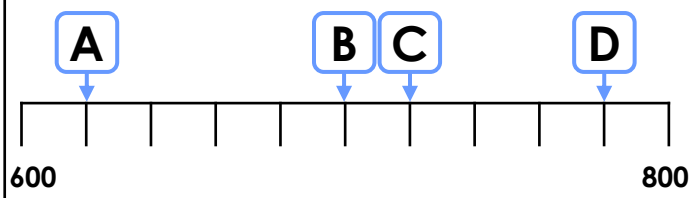
850 ——— 860

200 ——— 300

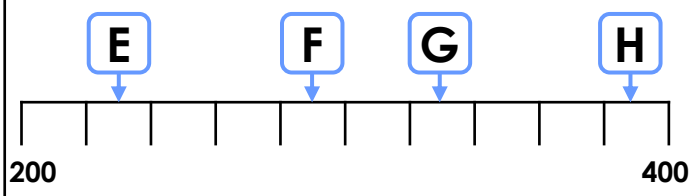
500 ——— 900

VF

**2. Circle the letter that represents 720.**

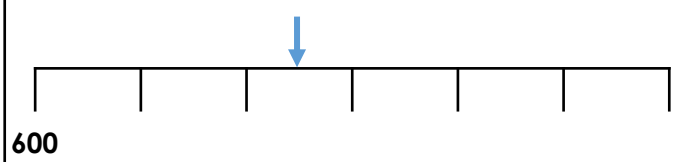



**Circle the letter that represents 290.**

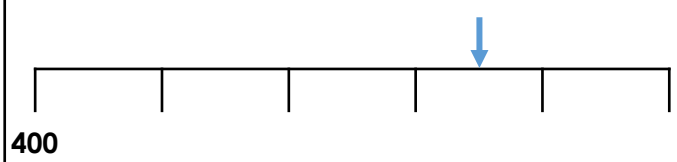



VF

**3. This number line has divisions of 100. What number is labelled?**

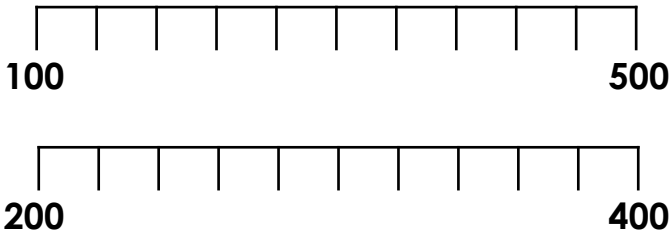



**This number line has divisions of 20. What number is labelled?**




VF

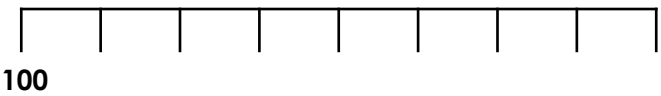
**4. I'm thinking of a number between 200 and 500. It is a multiple of ten and all of the digits are even. It can be placed on a marker on both of the number lines.**




**What could my number be?**
**Explain your answer.**

R

**5. Rose has drawn this number line but has forgotten to include the end point.**

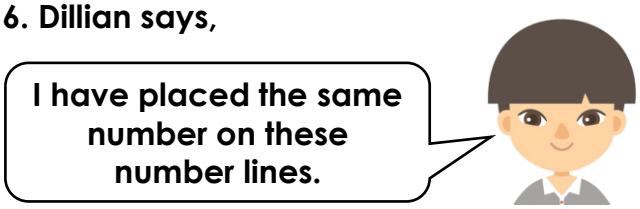


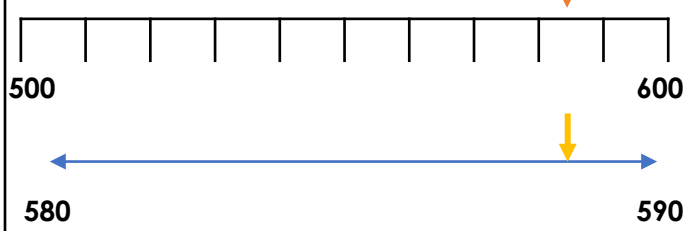

**She knows that the increments are a multiple of 10. She also knows that 220 could be placed on a marker but 260 could not.**

**What could the end point of the number line be?**

PS

**6. Dillian says,**







**Do you agree? Convince me.**

R

# Number Line to 1,000

1. 855; 250; 700
2. C, F
3. 850; 470
4. 220 or 260. The first number line is increasing in steps of 40 and the second is increasing in steps of 20. The first number that would be on the same number line would be 220, then 260. Other numbers such as 300 are shared by both number lines but not all of the digits are even.
5. Various answers, for example: 340. This is because if the number line goes up in increments of 30 (which are multiples of 10), 220 can be placed on a marker on the number line but 260 cannot.
6. Dillian is incorrect. Although the markers are in the same place, the first number line is increasing in steps of 10, and the marker is pointing at 585. The second number line is past halfway and so must be more than 585.