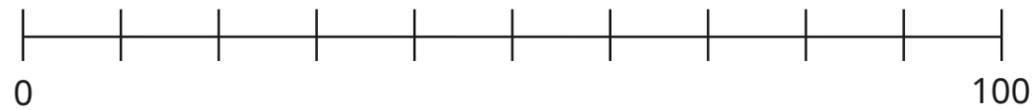


# Use scales

1 Complete the sentences to work out what each number line is counting up in.

Label the divisions on the number lines.

a)

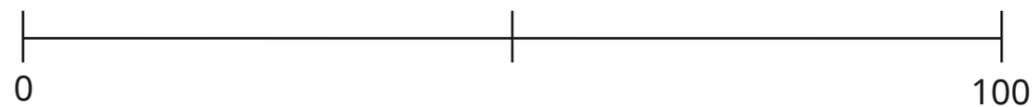


The number line has been split into  equal parts.

$$100 \div \text{[ ]} = \text{[ ]}$$

The number line is counting up in  s.

b)

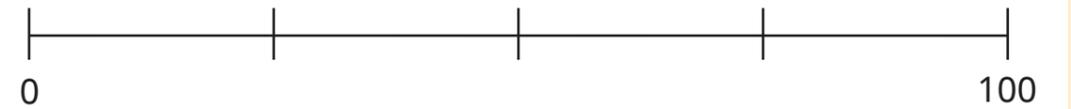


The number line has been split into  equal parts.

$$100 \div \text{[ ]} = \text{[ ]}$$

The number line is counting up in  s.

c)

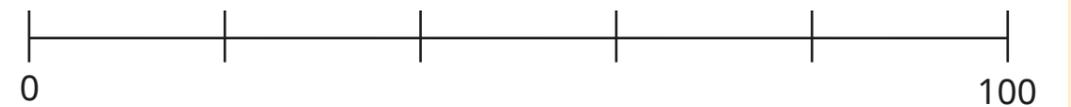


The number line has been split into  equal parts.

$$100 \div \text{[ ]} = \text{[ ]}$$

The number line is counting up in  s.

d)

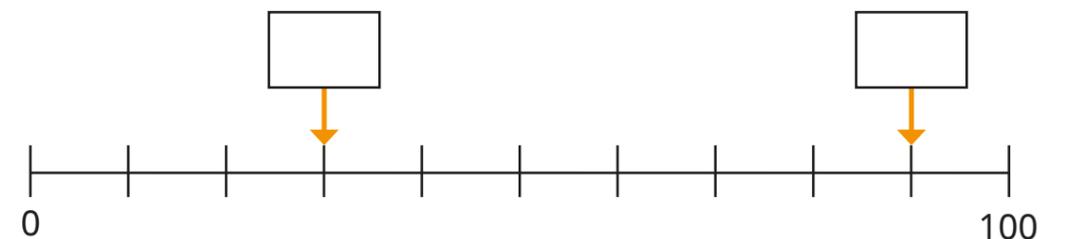


The number line has been split into  equal parts.

$$100 \div \text{[ ]} = \text{[ ]}$$

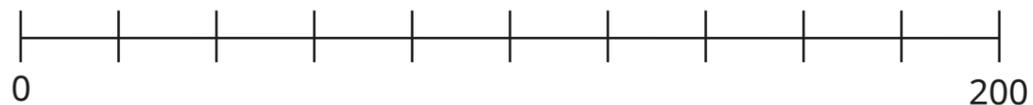
The number line is counting up in  s.

2 What numbers are the arrows pointing to?



3 Is the statement true or false? \_\_\_\_\_

The number line is counting up in 10s.



How do you know?

4 Complete the sentences to work out what each number line is counting up in.

Label the divisions on the number lines.

a)



The number line has been split into  equal parts.

$$\boxed{\phantom{000}} \div \boxed{\phantom{000}} = \boxed{\phantom{000}}$$

The number line is counting up in  s.

b)



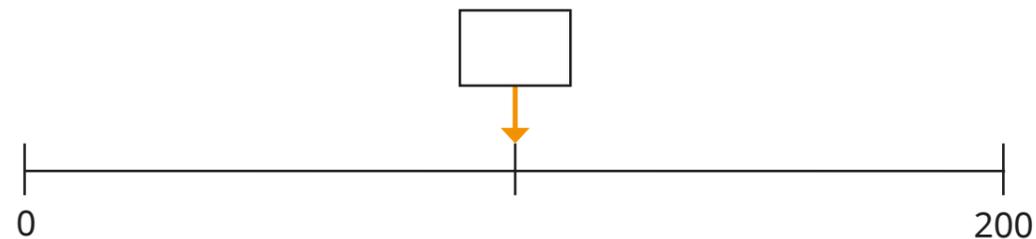
The number line has been split into  equal parts.

$$\boxed{\phantom{000}} \div \boxed{\phantom{000}} = \boxed{\phantom{000}}$$

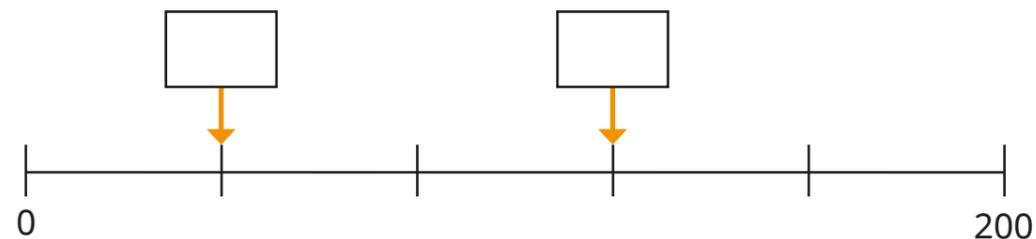
The number line is counting up in  s.

5 What numbers are the arrows pointing to?

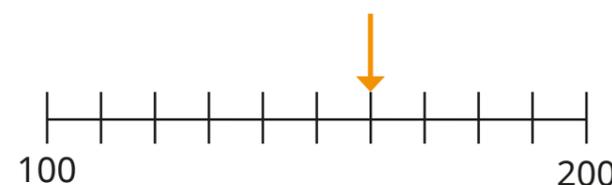
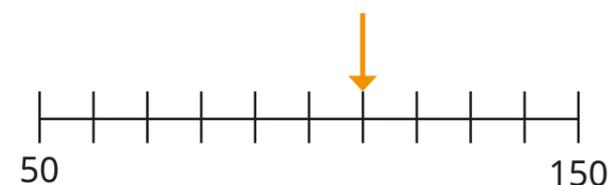
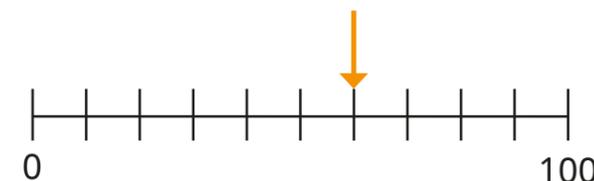
a)



b)



6 Tiny is using number lines.



The arrow is pointing to the same number on each number line.



Do you agree with Tiny? \_\_\_\_\_

Explain your answer.