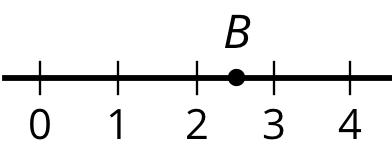
## Unit 7 Lesson 2: Points on the Number Line

### 1 A Point on the Number Line (Warm up)

#### Student Task Statement

Which of the following numbers could be ?



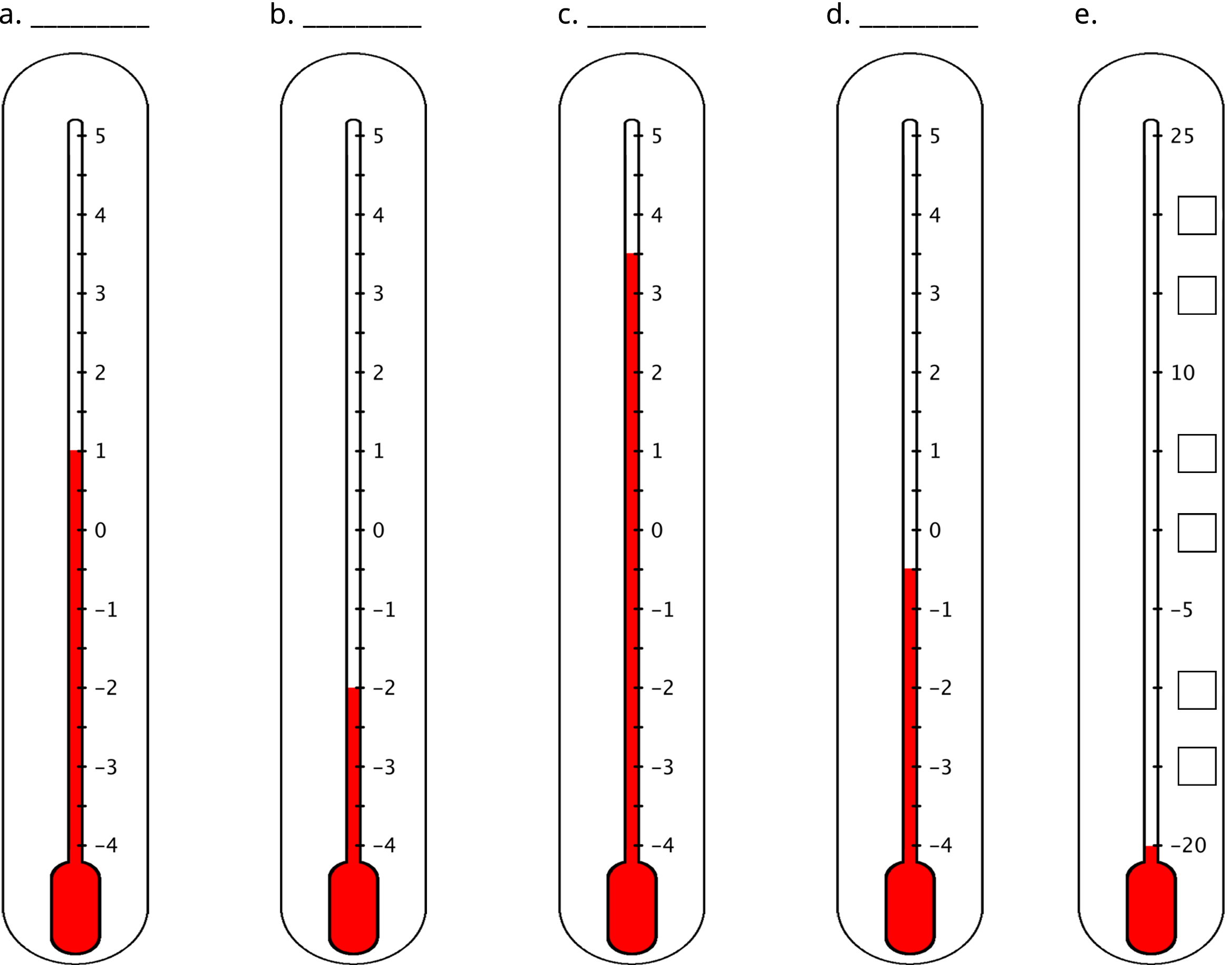
2.5

2.49

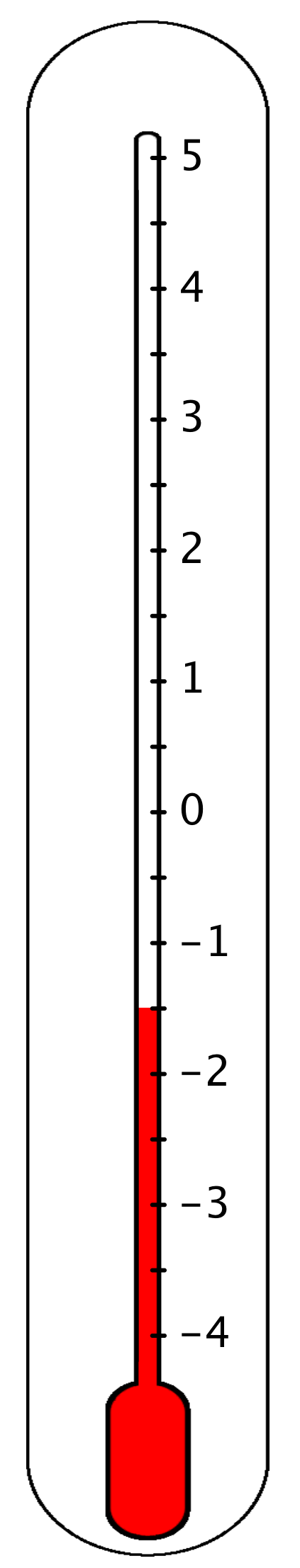
### 2 What’s the Temperature?

#### Student Task Statement

1. Here are five thermometers. The first four thermometers show temperatures in Celsius. Write the temperatures in the blanks.

* 
* The last thermometer is missing some numbers. Write them in the boxes.

1. Elena says that the thermometer shown here reads because the line of the liquid is above . Jada says that it is . Do you agree with either one of them? Explain your reasoning.

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1. One morning, the temperature in Phoenix, Arizona, was and the temperature in Portland, Maine, was cooler. What was the temperature in Portland?

### 3 Folded Number Lines

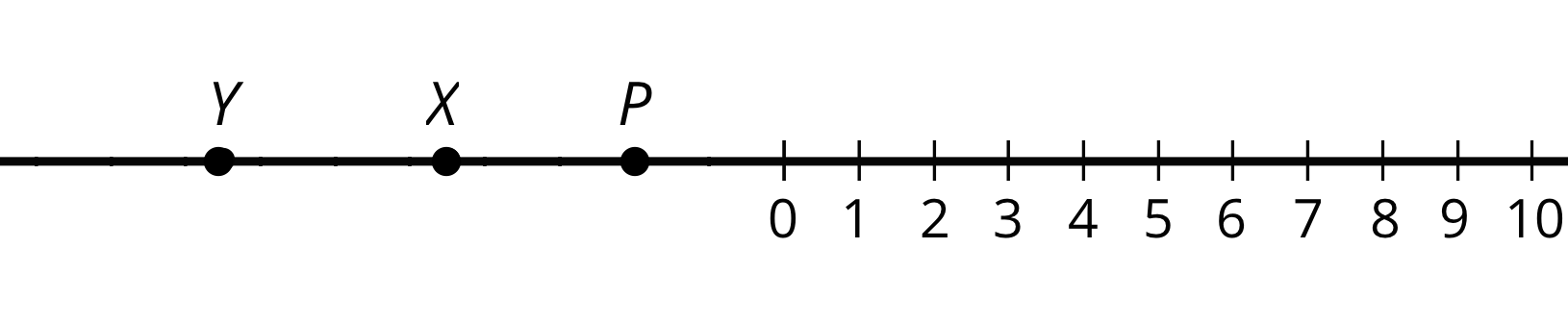
#### Student Task Statement

Your teacher will give you a sheet of tracing paper on which to draw a number line.

1. Follow the steps to make your own number line.
   * Use a straightedge or a ruler to draw a horizontal line. Mark the middle point of the line and label it 0.
   * To the right of 0, draw tick marks that are 1 centimeter apart. Label the tick marks 1, 2, 3. . . 10. This represents the positive side of your number line.
   * Fold your paper so that a vertical crease goes through 0 and the two sides of the number line match up perfectly.
   * Use the fold to help you trace the tick marks that you already drew onto the opposite side of the number line. Unfold and label the tick marks -1, -2, -3. . . -10. This represents the negative side of your number line.
2. Use your number line to answer these questions:
   1. Which number is the same distance away from zero as is the number 4?
   2. Which number is the same distance away from zero as is the number -7?
   3. Two numbers that are the same distance from zero on the number line are called **opposites**. Find another pair of opposites on the number line.
   4. Determine how far away the number 5 is from 0. Then, choose a positive number and a negative number that is each farther away from zero than is the number 5.
   5. Determine how far away the number -2 is from 0. Then, choose a positive number and a negative number that is each farther away from zero than is the number -2.

* Pause here so your teacher can review your work.

1. Here is a number line with some points labeled with letters. Determine the location of points , , and .

* 
* If you get stuck, trace the number line and points onto a sheet of tracing paper, fold it so that a vertical crease goes through 0, and use the folded number line to help you find the unknown values.



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