

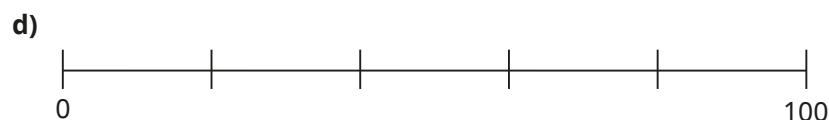
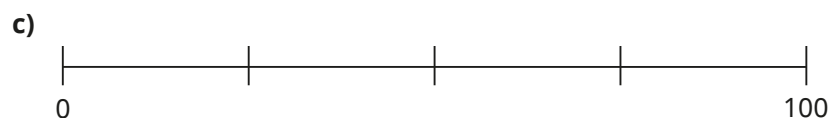
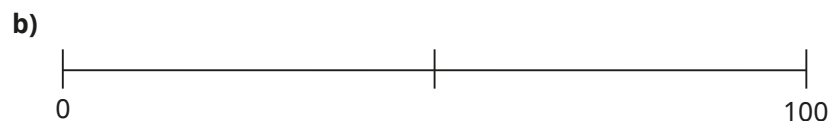
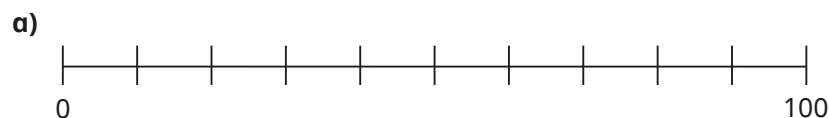
- 1 Complete the sentences to work out what each number line is counting up in.

Label the divisions on the number lines.

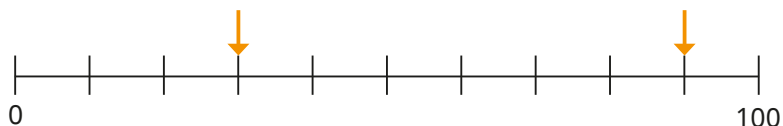
The number line has been split into equal parts.

$$100 \div \boxed{} = \boxed{}$$

The number line is counting up in s.

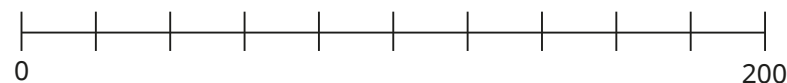


- 2 What numbers are the arrows pointing to?



- 3 Is the statement true or false?

The number line is counting up in 10s.



How do you know?

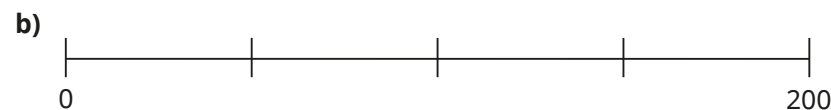
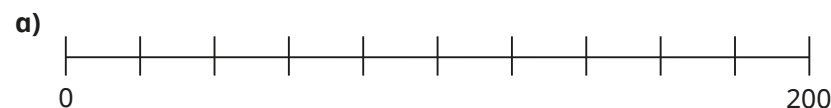
- 4 Complete the sentences to work out what each number line is counting up in.

Label the divisions on the number lines.

The number line has been split into equal parts.

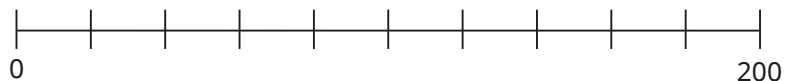
$$\boxed{} \div \boxed{} = \boxed{}$$

The number line is counting up in s.



- 3 Is the statement true or false?

The number line is counting up in 10s.



How do you know?

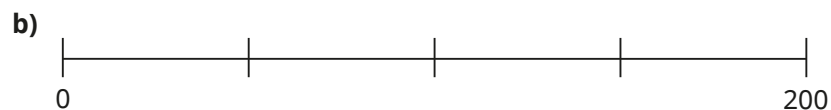
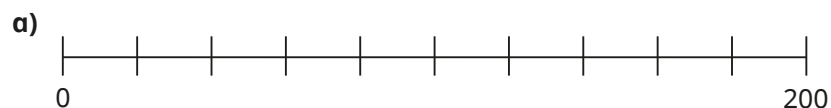
- 4 Complete the sentences to work out what each number line is counting up in.

Label the divisions on the number lines.

The number line has been split into equal parts.

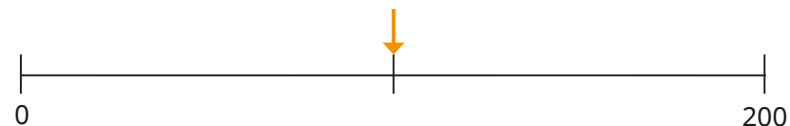
$$\boxed{} \div \boxed{} = \boxed{}$$

The number line is counting up in s.



- 5 What numbers are the arrows pointing to?

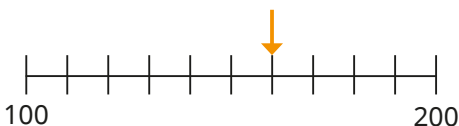
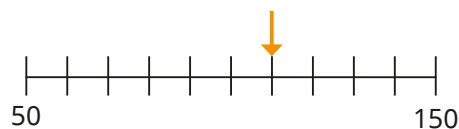
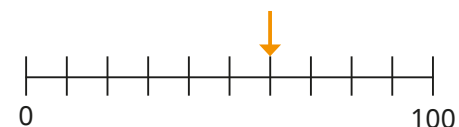
a)



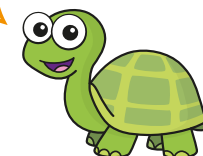
b)



- 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.