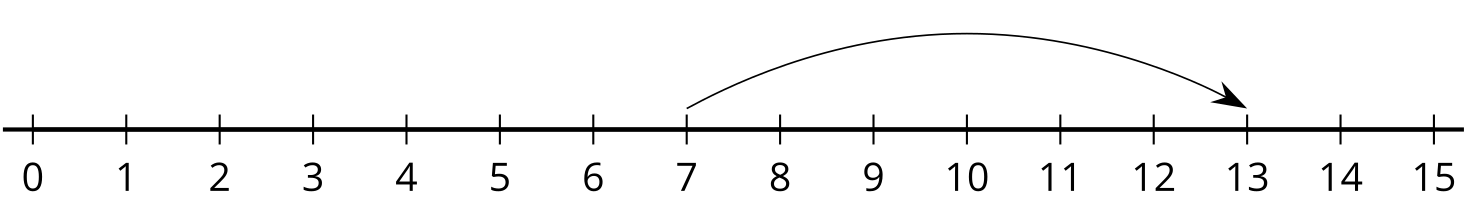
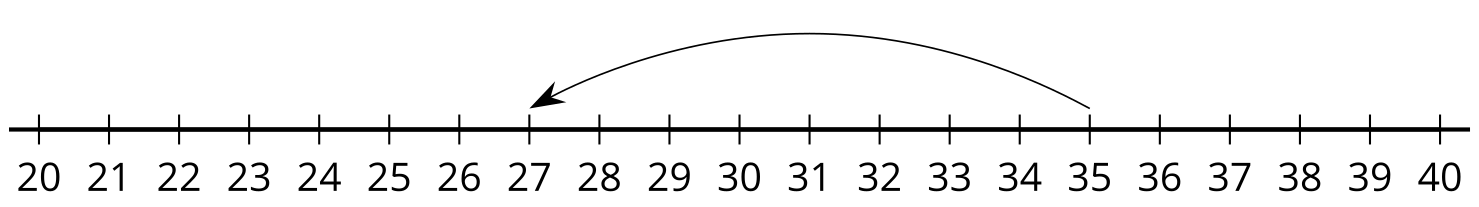
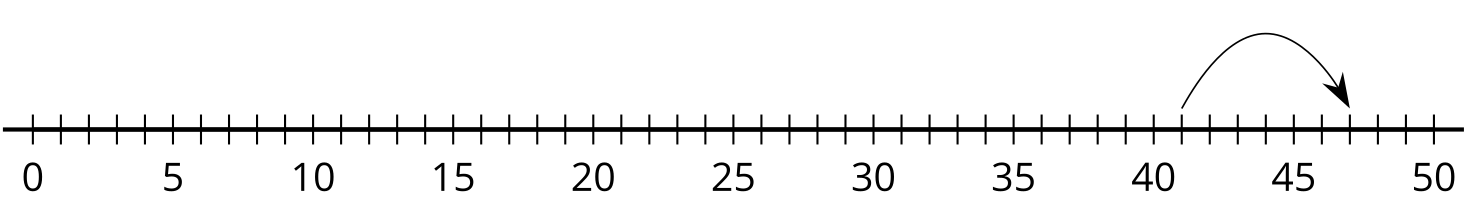
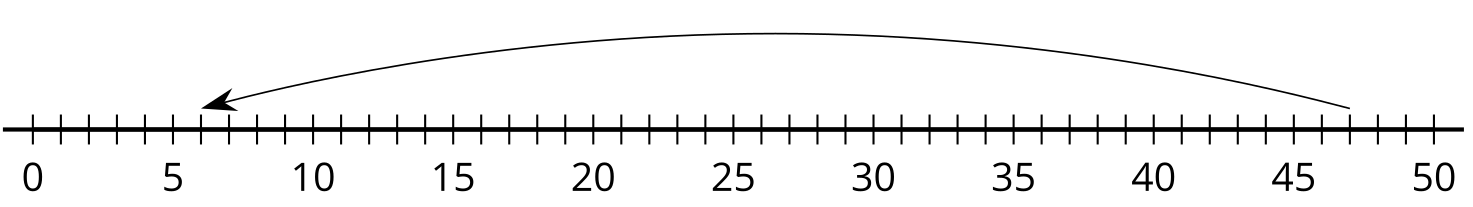
### Section B: Practice Problems

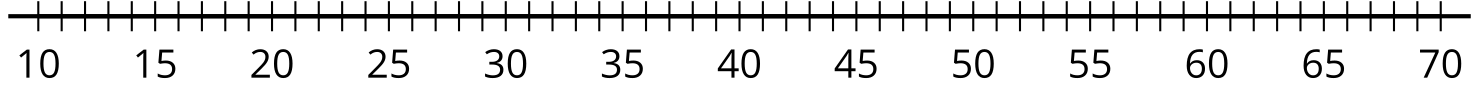
1. Which equation does the number line represent? Explain your reasoning.

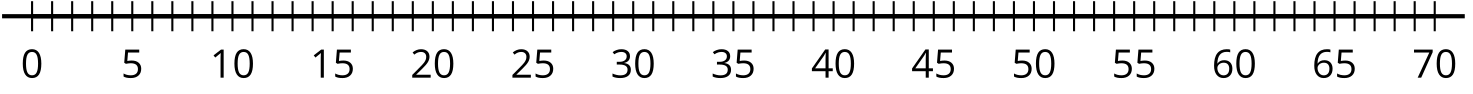
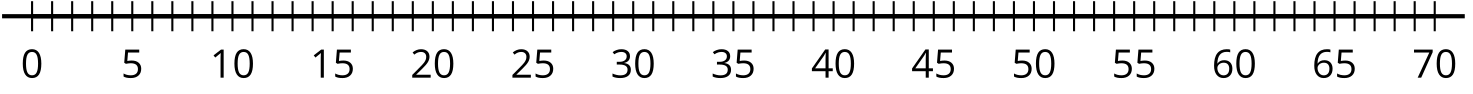
* 
* (From Unit 4, Lesson 7.)

1. Here is a number line.

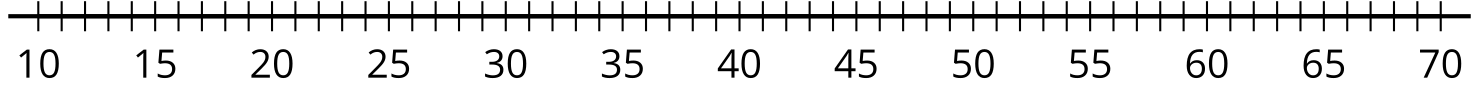
* 
  1. Write an equation that the number line represents.
  2. Explain how your equation matches the number line.
* (From Unit 4, Lesson 8.)
  1. Explain or show how each number line represents the value of .
  + 
  + 
  1. Which method do you prefer to calculate ?
* (From Unit 4, Lesson 9.)

1. Find the value of . Represent your thinking on the number line.

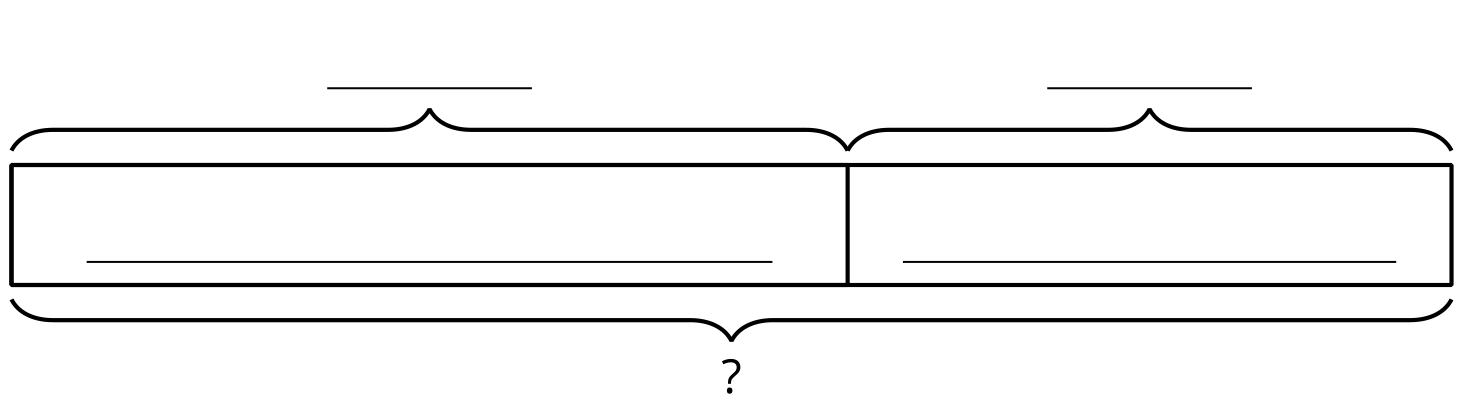
* 
* (From Unit 4, Lesson 10.)

1. Find the value of in two different ways. Show your thinking on the number lines.
   1. Method 1:
   * 
   1. Method 2:
   * 

* (From Unit 4, Lesson 11.)

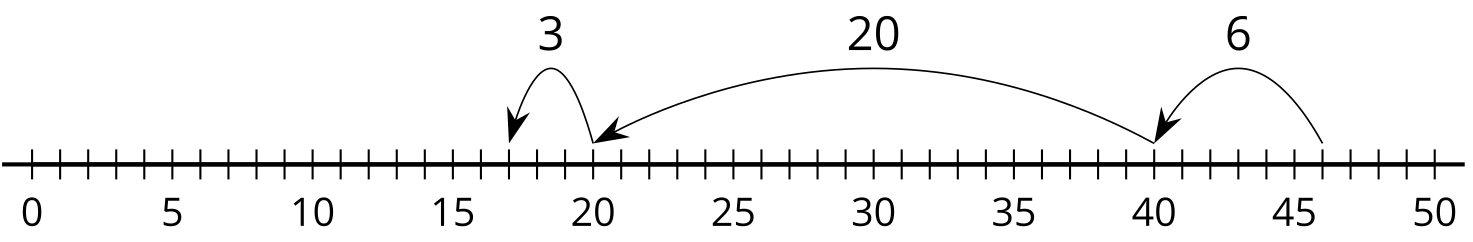
1. I started at a number on the number line and jumped back 37. I landed at 26. Where did I start?
   1. Write an equation with a ? for the unknown.
   2. Find the number that makes the equation true.
   3. Represent your thinking on the number line.
   * 

* (From Unit 4, Lesson 12.)

1. There are 18 students in the classroom. Then 13 more students join them.
   1. Label the tape diagram to match the story.
   * 
   1. Label the number line to match the story.
   * 
   1. How are the tape diagram and number lines the same? How are they different?
   2. How many students are in the classroom now?

* (From Unit 4, Lesson 13.)

1. Exploration
   1. Using addition or subtraction, how many equations can you make with these three numbers: 20, 13, 7?
   2. Draw number lines to match each of the equations you wrote.
   3. How are the number lines the same? How are they different?
2. Exploration

* 
  1. Write a story problem that can be solved with this number line.
  2. Explain how the number line solves your story.



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