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Resource ID#: 42635

Primary Type: Problem-Solving Task

## Guess My Number

This problem asks the students to represent a sequence of operations using an expression and then to write and solve simple equations. The problem is posed as a game and allows the students to visualize mathematical operations. It would make sense to actually play a similar game in pairs first and then ask the students to record the operations to figure out each other's numbers.

**Guess My Number (Microsoft Word):** This file includes the task and related information in Microsoft Word format.

**Guess My Number (PDF):** This file includes the task and related information in PDF format.

### General Information

**Subject(s):** Mathematics

**Grade Level(s):** 7

**Intended Audience:** [Educators](#), [Students](#), [Parents](#)

**Instructional Time:** 5 Minute(s)

**Freely Available:** Yes

**Keywords:** Guess My Number, guess, number, expression, equation, cpalms, icpalms, illustrativemathematics.org, illustrative mathematics, tasks, mathematics, math, Florida standards, resource, free, freely available, problems-based learning, student activities

**Instructional Component Type(s):** [Problem-Solving Task](#)

**Resource Collection:** Illustrative Mathematics

### Source and Access Information

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**District/Organization of Contributor(s):** FSU Lab School

**Is this Resource freely Available?** Yes

**Access Privileges:** Public

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### Aligned Standards

Name	Description
	Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.

[MAFS.7.EE.2.3:](#)

**Clarifications:**

**Fluency Expectations or Examples of Culminating Standards**

Students solve multistep problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. This work is the culmination of many progressions of learning in arithmetic, problem solving and mathematical practices.

**Examples of Opportunities for In-Depth Focus**

This is a major capstone standard for arithmetic and its applications.