|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| $$\sqrt{2}$$ | π | 250% | 8 | - $\frac{1}{3}$ | .33 |
| 0.625 | 9 | - 0.01 | ¾ | $$\sqrt{9}$$ | -1 |
| 1% | 3.14 | $$\frac{22}{7}$$ | 1.75 | - $\frac{9}{4}$ | 7 |
| $$\frac{π}{2}$$ | * $\sqrt{5}$
 | 9 $\frac{2}{3}$ | 0.08 | 50% | 3% |
| - 5 | - 7 $\frac{1}{2}$ | $$\frac{1}{12}$$ | - 6 | - $\sqrt{4}$ | - 8 |
| - 5.6 | $$\frac{3}{8}$$ | 35% | 20% | $$\frac{9}{2}$$ | $$\frac{5}{9}$$ |
| 5*1/3* | *i* | $$\frac{3}{11}$$ | 6 $\frac{2}{3}$ | $$\sqrt{-4}$$ | - 18 |
| І - 5 І | $$\frac{2π}{3}$$ | 125% | *i* *2* | $$\frac{7}{23}$$ | $$\frac{5}{19}$$ |

Rules for Guess My Mystery Number

1. Ask only questions which may be answered “yes” or “no”
2. You may ask only one question of each person.
3. You may ask no more than two questions which focus on putting numbers in order. (greater & less than)
4. You may not ask questions which refer to the location of numbers on the screen
5. Answer all questions based on the form of the number on the questioner’s card.
6. Record the result of each question on an index card. For example, “It’s a fraction”, “It’s positive”
7. Introduce yourself and where you teach and record the name of each person you question.
8. When you have identified your mystery number, move the card to your chest, continue to meet the other participants and answer their questions.

Discussion questions:

What kinds of questions are best to ask at the beginning? The end?

What abilities are necessary to be successful in this activity?

How would you modify this activity for use with your students?