

MeTEOR Performance Task

Sixth Grade

Mathematics

The Lemonade Stand

Performance Task Item: The Lemonade Stand

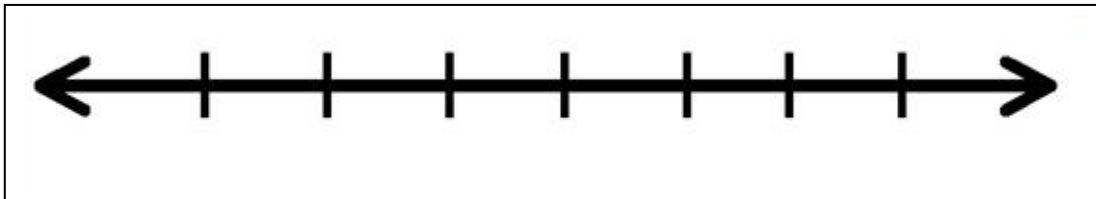
Task/Question 1:

- A. What is the opposite of -3?

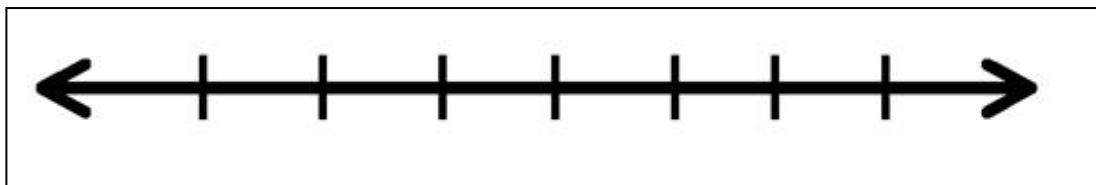
- B. Jesse believes the opposite of 4 is -4. Do you agree with him? Explain your understanding.

Task/Question 2:

- A. Plot 2 and its opposite on the number line below:



- B. Point C is 1 unit from 0. Plot Point C and $-(C)$ on the number line below:



Task/Question 3:

A. Put an X next to the integer represented by the description:

	\$ 5 credit	Surface of the water	5 feet below the surface
-5			
5			
0			

B. Use an integer to describe the following situations:

Situation	Integer
The base of the mountain	
25 feet above sea level	
A deduction of 42 dollars	
The plane descended 1400 feet	
The total amount didn't change	
A gain of 29 yards	

Task/Question 4:

Lemonade Business

During spring break, Sammy and Jayson ran a lemonade business. The following table demonstrates the amount of funds that were transferred each day.

Day	Money
Monday	Earned 5 dollars
Tuesday	Lost 11 dollars
Wednesday	Earned 4 dollars
Thursday	Lost 5 dollars
Friday	Earned 9 dollars
Saturday	Earned 10 dollars

A. Assuming that each day the students began with the same amount of money, create a number line and plot money earned/lost on each day. (You should have 6 days plotted).

B. What does the 0 on your number line represent? Defend your answer.

C. On which day was the most money exchanged? Defend your answer.

D. List the opposites that were plotted. Do “opposite days” impact the money earned? Defend your answer.

E. If you were running the business on which two days would you make more lemonade due to successful business?



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