

INTERVENTION

Fractions on a Number Line

Each Intervention Anchor Chart contains steps to allow the child to investigate independently.

Children investigating an Intervention may be provided with the Intervention Anchor Chart as a guide to follow as they investigate independently.

Children investigating an Intervention may have their progress recorded in the Progress Sheet.

Fractions on a Number Line [page 2 - 4](#)

Progress Sheet [page 5](#)



Fractions on number line - halves

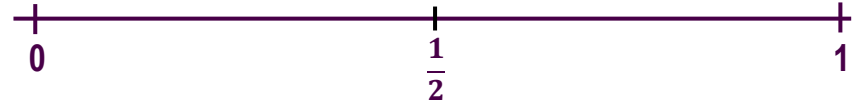
(Fractions and Decimals 10)

RESOURCES: pencil, paper / Maths book

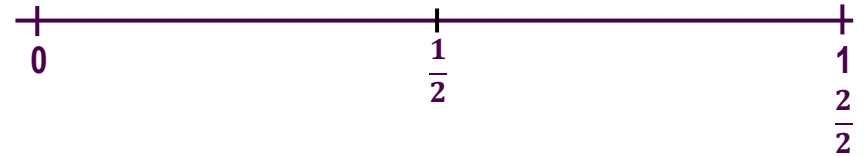
Construct a number line from 0 to 1.



Place 1 half on the number line by 'walking' from 0 to half way to 1.



Place 2 halves on the number line by 'walking' another half way to 1.



Explain that when we have 2 halves we have 1.

Reflection: How can we place fractions on a number line?



Fractions on number line - quarters

(Fractions and Decimals 10)

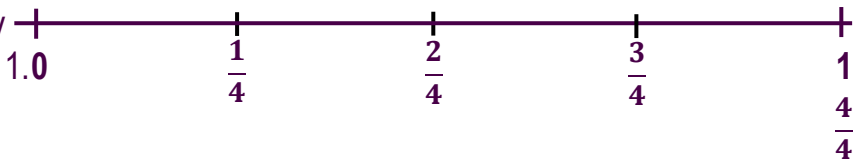
RESOURCES: pencil, paper / Maths book

Construct a number line from 0 to 1. 

Place 1 quarter on the number line by 'walking' from 0 to a quarter of the way to 1. 

Place 2 quarters on the number line by 'walking' another quarter of the way to 1. 

Place 3 quarters on the number line by 'walking' another quarter of the way to 1. 

Place 4 quarters on the number line by 'walking' another quarter of the way to 1. 

Explain that when we have 4 quarters we have 1.

Reflection: How can we place fractions on a number line?

Construct a number line from 0 to 1.



Place 1 third on the number line by 'walking' from 0 to a third of the way to 1.



Place 2 thirds on the number line by 'walking' another third of the way to 1.



Place 3 thirds on the number line by 'walking' another third of the way to 1.



Explain that when we have 3 thirds we have 1.

Reflection: How can we place fractions on a number line?

Progress Sheet

Child's Details (Name and Intervention Concept):
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Each day, record the child's progress. This record, along with the child's recordings and explanations, can be used as: **ASSESSMENT OF LEARNING (SUMMATIVE)** – at any point in time the child's demonstrated level of understanding may be recorded for tracking and reporting purposes.

ASSESSMENT FOR LEARNING (FORMATIVE) – the teacher may use the child's demonstrated levels of understanding over time to plan, implement and evaluate further teaching and learning. Recording daily will allow the teacher to identify irregular learning progress, where the child demonstrates understanding in one lesson but not in subsequent lessons. This record can accompany an IEP, and a referral for further support for the child.

ASSESSMENT AS LEARNING (FORMATIVE) – the child may be shown this record to allow them to identify their learning progress. The teacher will use their teacher professional judgment to decide whether this is appropriate.

Date									
Number size Investigated									
Independent or with support?									

Date									
Number size Investigated									
Independent or with support?									

Date									
Number size Investigated									
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