ORDER DECIMALS TO THOUSANDTHS.

INVESTIGATIONS OVERVIEW PAGE
THIS PAGE IS A SUMMARY OF THE INVESTIGATIONS THAT STUDENTS MAY ENGAGE IN TO DEEPEN THEIR RELATIONAL UNDERSTANDING.
INVESTIGATIONS WITH INSTRUCTIONS TO STUDENTS FOLLOW ON SUBSEQUENT PAGES.

- In pairs, children draw a number line between zero and one. They take it in turns to place tenths as a decimal and as a fraction on the number line, explaining the placement and equivalence. Reflection: How did you know where to place your tenths as decimals and fractions on the number line?
- In pairs, children draw a number line between zero and one. They take it in turns to place hundredths as a decimal and as a fraction on the number line, explaining the placement and equivalence. Reflection: How did you know where to place your hundredths as decimals and fractions on the number line?
- In pairs, children draw a number line between zero and one. They take it in turns to place thousandths as a decimal and as a fraction on the number line, explaining the placement and equivalence. Reflection: How did you know where to place your thousandths as decimals and fractions on the number line?
- In pairs, children draw a number line between zero and one. They take it in turns to place any decimal or fraction on the number line, explaining the placement and equivalence. Reflection: How did you know where to place your decimals and fractions on the number line?
- In pairs, children draw a number line between zero and two. They take it in turns to place any decimal or fraction on the number line, explaining the placement and equivalence. Reflection: How did you know where to place your decimals and fractions on the number line?
- In pairs, children draw a number line between one and two. They take it in turns to place any decimal or fraction on the number line, explaining the placement and equivalence. Reflection: How did you know where to place your decimals and fractions on the number line?
- In pairs, children draw a number line between zero and one. Child 1 places a fraction on the number line. Child 2 then either places an equivalent fraction or a fraction between child 1's fraction and zero. Child 1 then either places an equivalent fraction or a fraction between child 2's fraction and zero. If the space left on the number line is too small, the number line may be redrawn starting at zero and ending the latest child's fraction. Reflection: How did you know what fractions you could place on the number line between your partner's fraction and zero?
- In pairs, children draw a number line between zero and one. Child 1 places a decimal on the number line. Child 2 then either places an equivalent decimal or a decimal between child 1's decimal and zero. Child 1 then either places an equivalent decimal or a decimal between child 2's decimal and zero. If the space left on the number line is too small, the number line may be redrawn starting at zero and ending the latest child's decimal. Reflection: How did you know what decimal you could place on the number line between your partner's decimal and zero?
- In pairs, children draw a number line. They take turns to make a mark on the number line. The other child identifies and records a fraction or a decimal that could be in that place on the number line. Reflection: How did you know what fraction or decimal would go in the place on the number line?

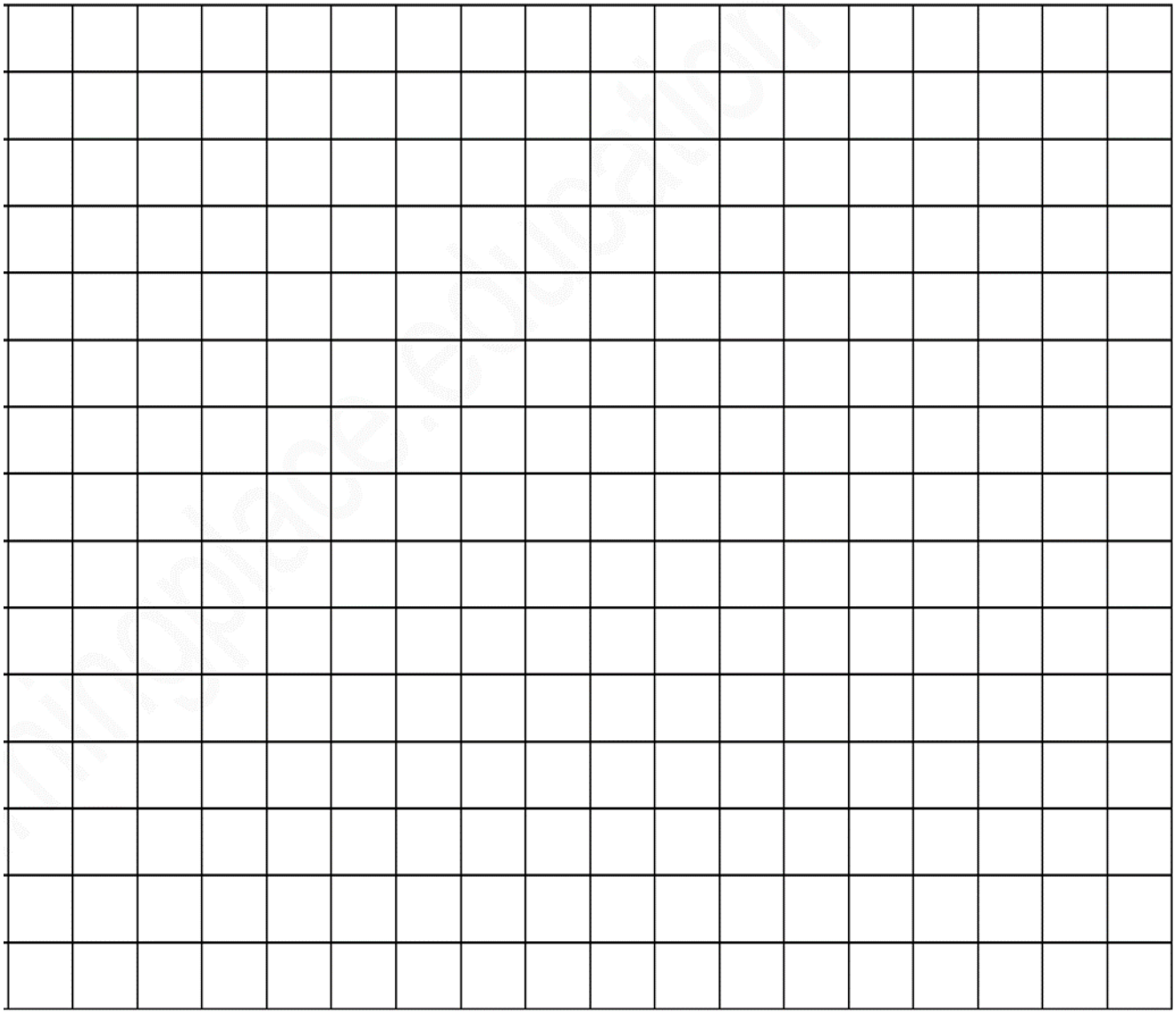
Order Decimals to Thousandths

Record a number line starting at 0 and ending at 1 on the grid below.

Record tenths on the number line as both fractions and decimals.

Explain their placement to a friend.

Reflection: How did you know where to place your tenths as decimals and fractions on the number line?



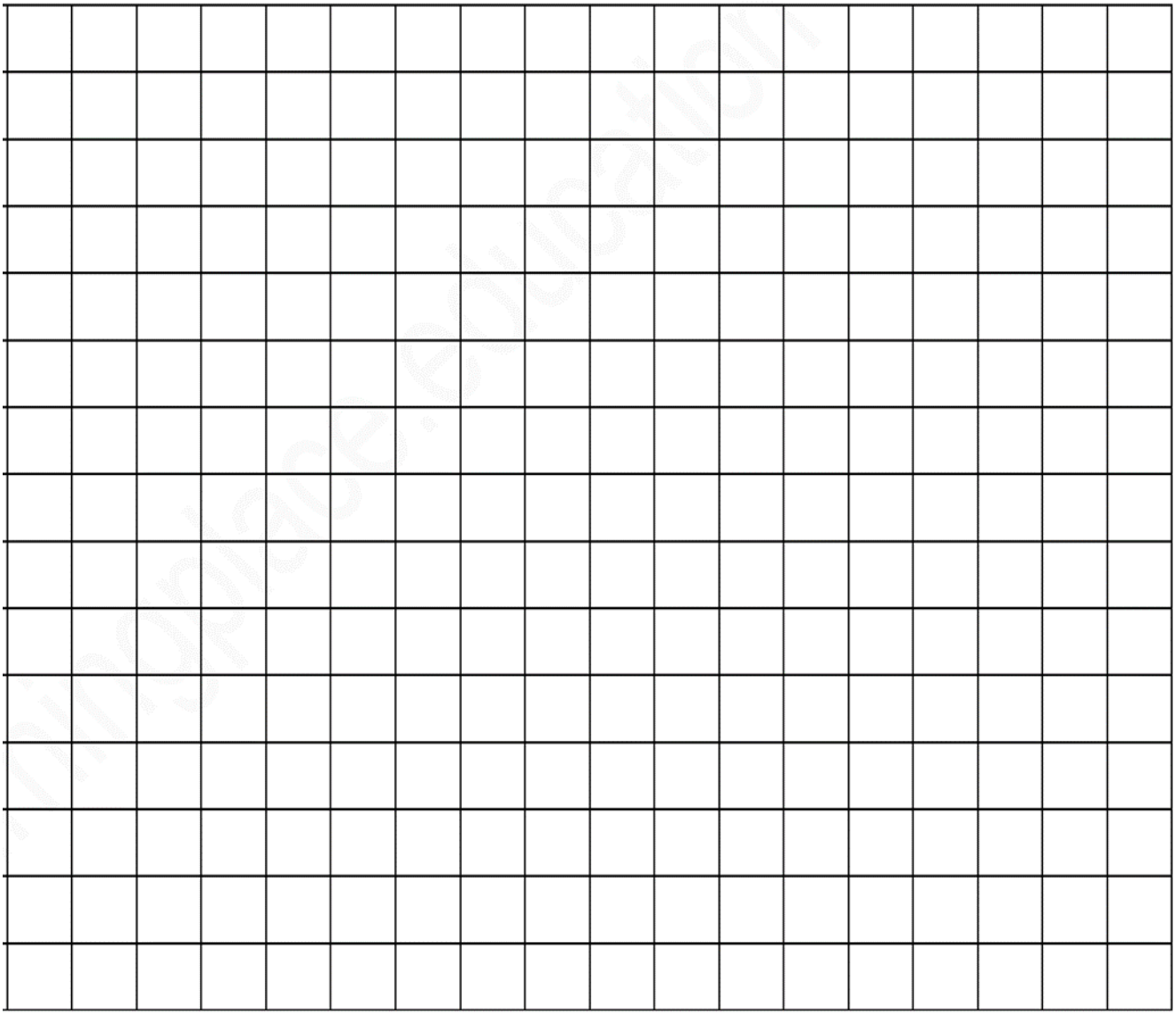
Order Decimals to Thousandths

Record a number line starting at 0 and ending at 1 on the grid below.

Record hundredths on the number line as both fractions and decimals.

Explain their placement to a friend.

Reflection: How did you know where to place your hundredths as decimals and fractions on the number line?



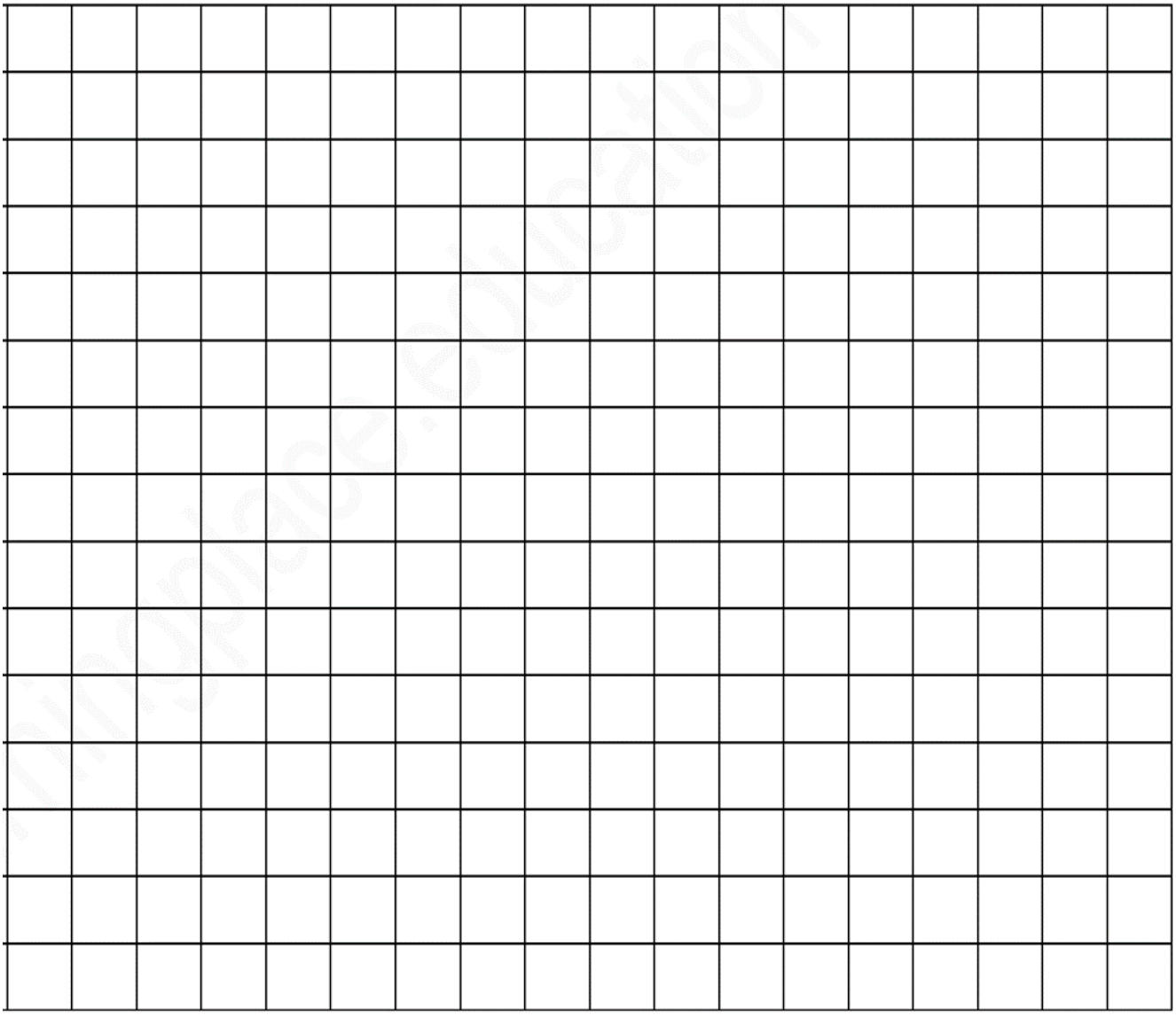
Order Decimals to Thousandths

Record a number line starting at 0 and ending at 1 on the grid below.

Record thousandths on the number line as both fractions and decimals.

Explain their placement to a friend.

Reflection: How did you know where to place your thousandths as decimals and fractions on the number line?



Order Decimals to Thousandths

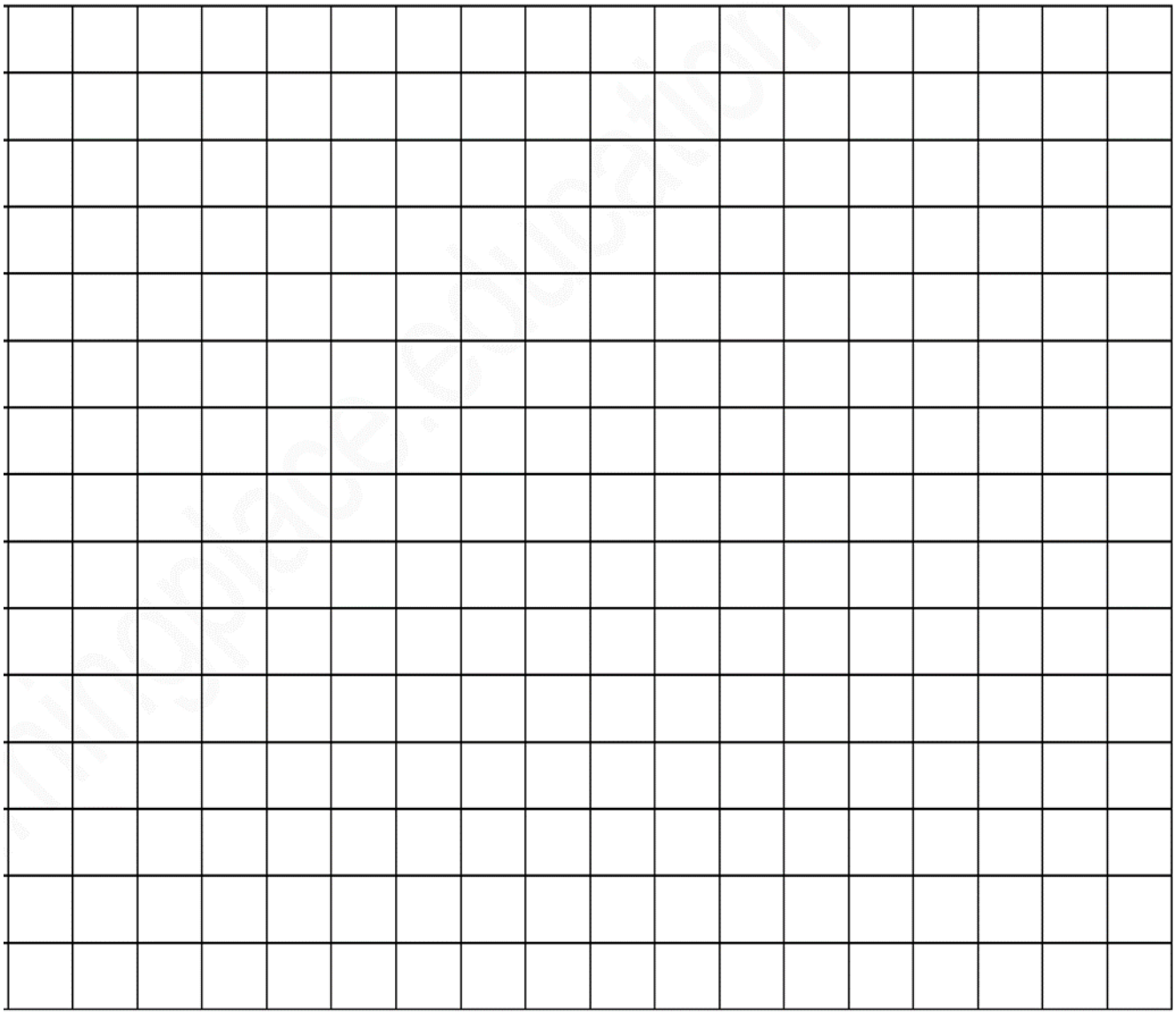
Sit with a friend.

Record a number line starting at 0 and ending at 1 on the grid below.

Take turns to record tenths, hundredths and thousandths on the number line as both fractions and decimals.

Explain your placement to a friend.

Reflection: How did you know where to place your decimals and fractions on the number line?



Order Decimals to Thousandths

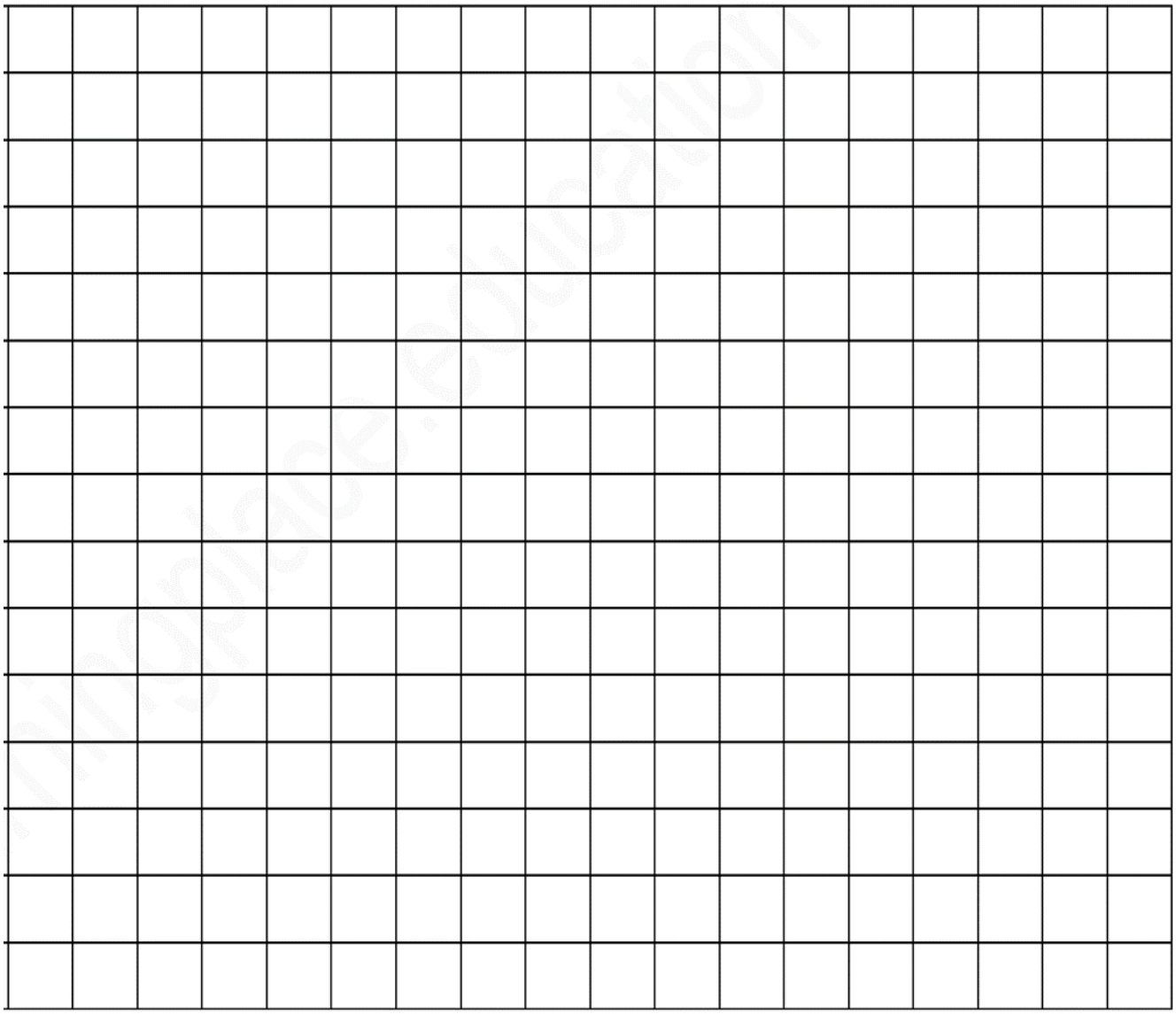
Sit with a friend.

Record a number line starting at 0 and ending at 2 on the grid below.

Take turns to record tenths, hundredths and thousandths on the number line as both fractions and decimals.

Explain your placement to a friend.

Reflection: How did you know where to place your decimals and fractions on the number line?



Order Decimals to Thousandths

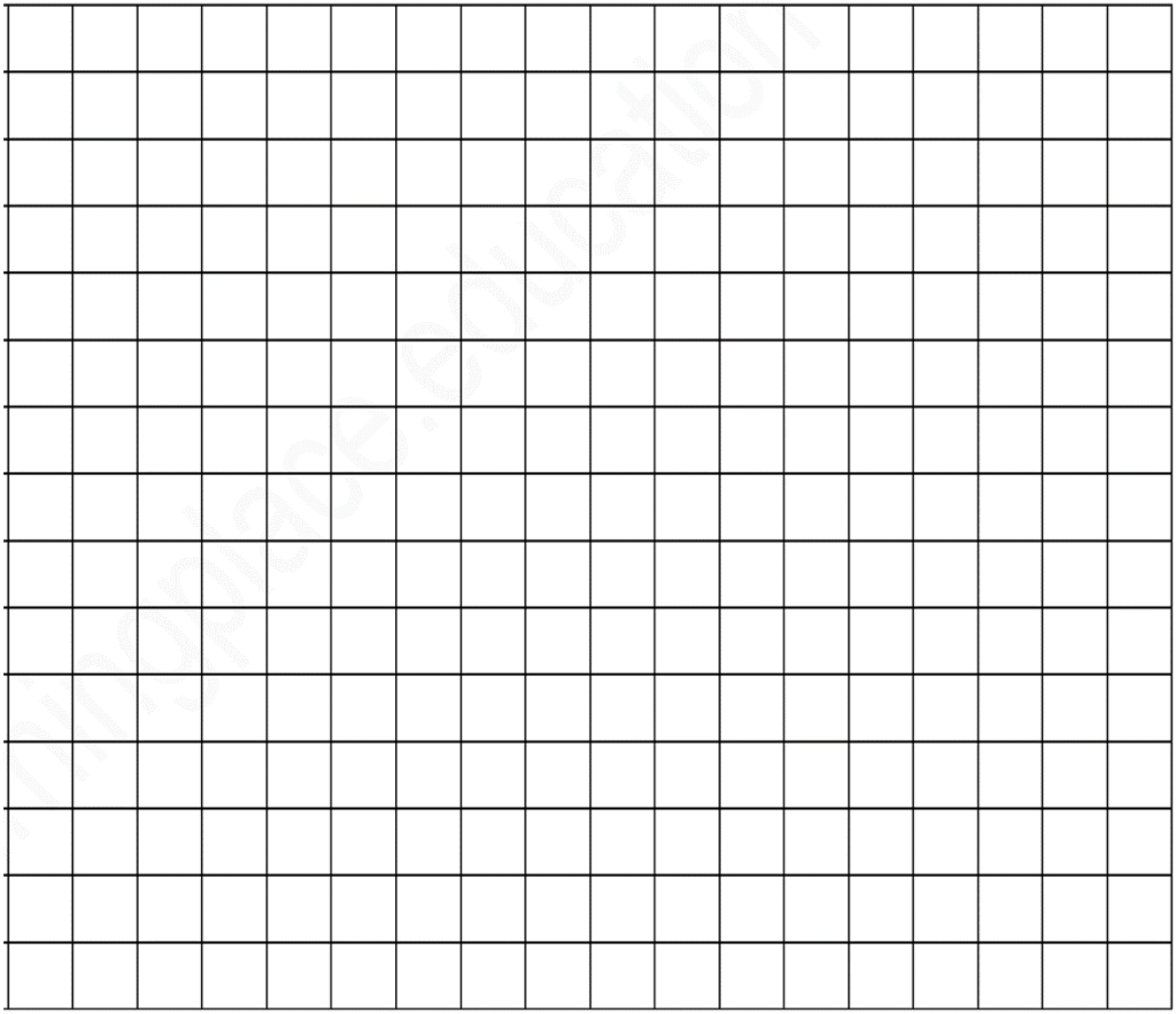
Sit with a friend.

Record a number line starting at 1 and ending at 2 on the grid below.

Take turns to record tenths, hundredths and thousandths on the number line as both fractions and decimals.

Explain their placement to a friend.

Reflection: How did you know where to place your decimals and fractions on the number line?



Order Decimals to Thousandths

Sit with a friend.

Draw a number line between zero and one.

Child 1 places a fraction on the number line.

Child 2 then either places an equivalent fraction or a fraction between child 1's fraction and zero.

Child 1 then either places an equivalent fraction or a fraction between child 2's fraction and zero.

If the space left on the number line is too small, the number line may be redrawn starting at zero and ending the latest child's fraction.

Reflection: How did you know what fractions you could place on the number line between your partner's fraction and zero?

Order Decimals to Thousandths

Sit with a friend.

Draw a number line between zero and one.

Child 1 places a decimal on the number line.

Child 2 then either places an equivalent decimal or a decimal between child 1's decimal and zero.

Child 1 then either places an equivalent decimal or a decimal between child 2's decimal and zero.

If the space left on the number line is too small, the number line may be redrawn starting at zero and ending the latest child's decimal.

Reflection: How did you know what decimals you could place on the number line between your partner's decimal and zero?

Order Decimals to Thousandths

Sit with a friend.

Draw a number line.

Take turns to make a mark on the number line.

The other child identifies and records a fraction or a decimal that could be in that place on the number line.

Reflection: How did you know what fraction or decimal would go in the place on the number line?