

INTERVENTION

Ordering Decimals

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.

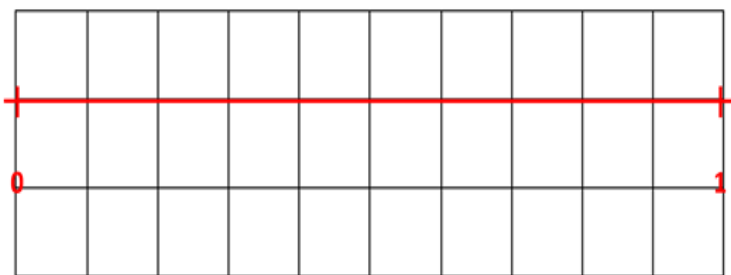
Ordering Decimals to Tenths [page 2](#)

Ordering Decimals to Hundredths [page 3](#)

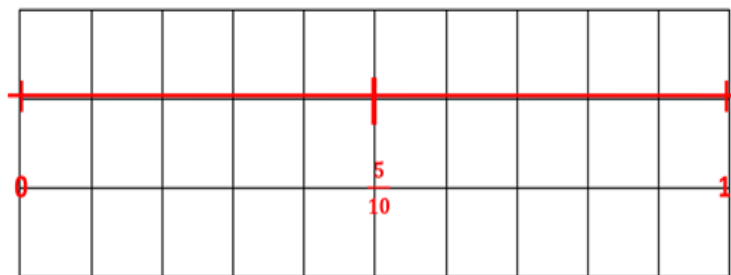
Ordering Decimals to Thousandths [page 4](#)

Progress Sheet [page 5](#)

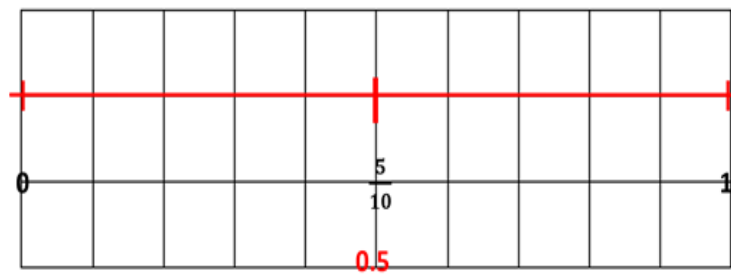
Place 0 and 1 at each end of a number line on centimetre grid paper.



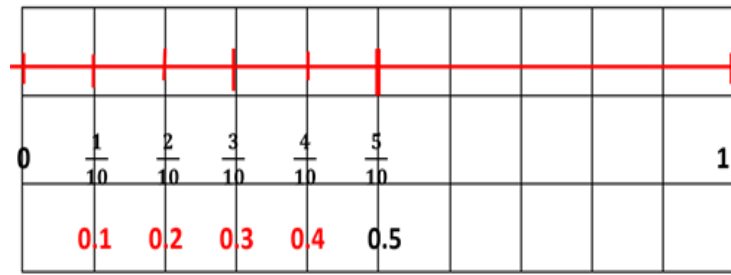
Place 5 tenths half way between 0 and 1.



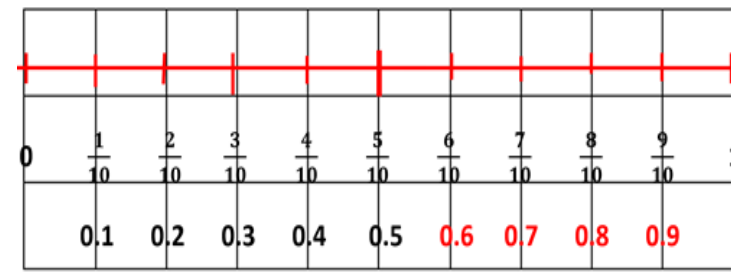
Record 5 tenths as a decimal.



Record 1 tenth, 2 tenths, 3 tenths, and 4 tenths on the number line, as both a fraction and a decimal.

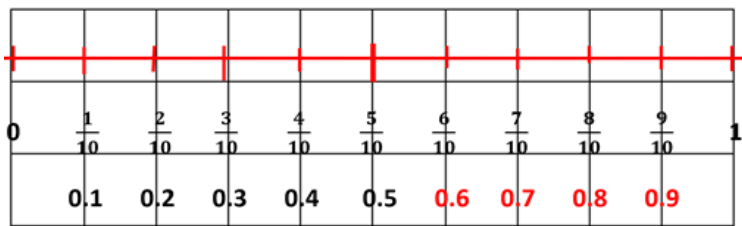


Record 6 tenths, 7 tenths, 8 tenths, and 9 tenths on the number line, as both a fraction and a decimal.

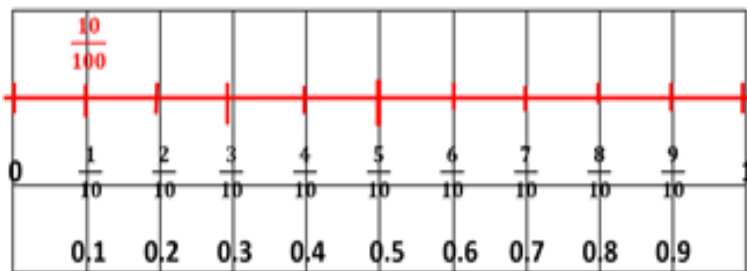


Reflection: How can we place decimals to tenths in order on a number line?

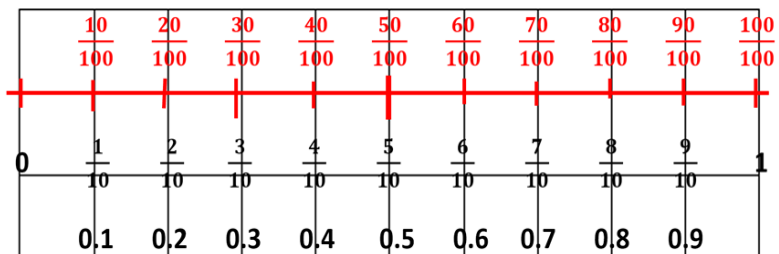
Have a number line between 0 and 1 with tenths recorded on centimetre grid paper.



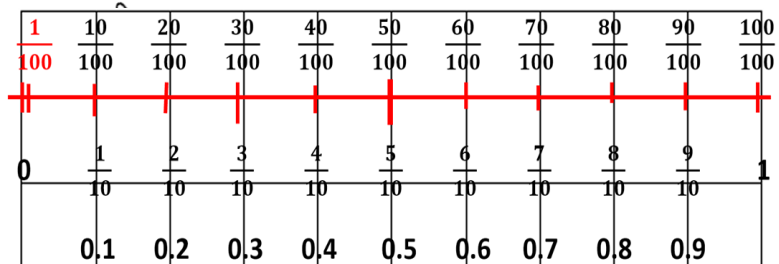
Record 1 tenth as hundredths.



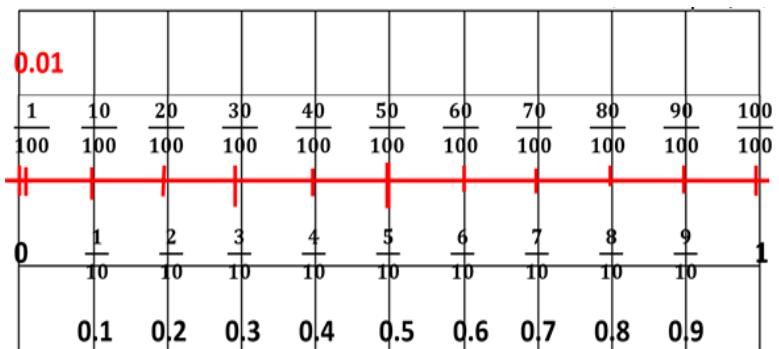
Place all tenths as hundredths.



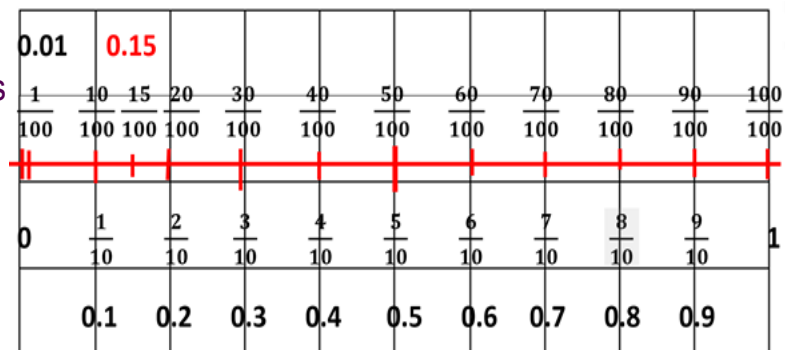
Record 1 hundredth on the number line as a fraction.



Record 1 hundredth on the number line as a decimal.

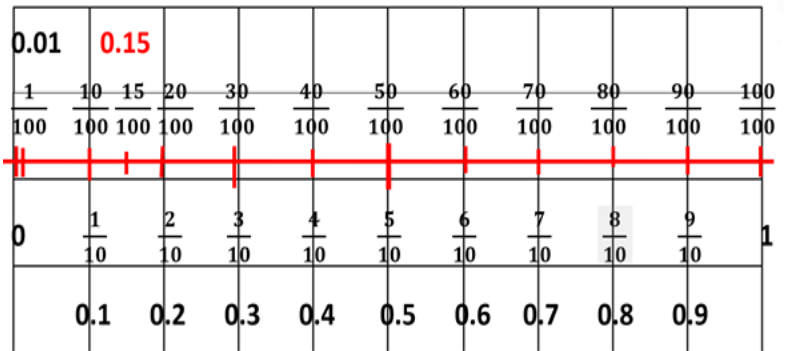


Continuing record hundredths as fractions and as decimals on the number line.

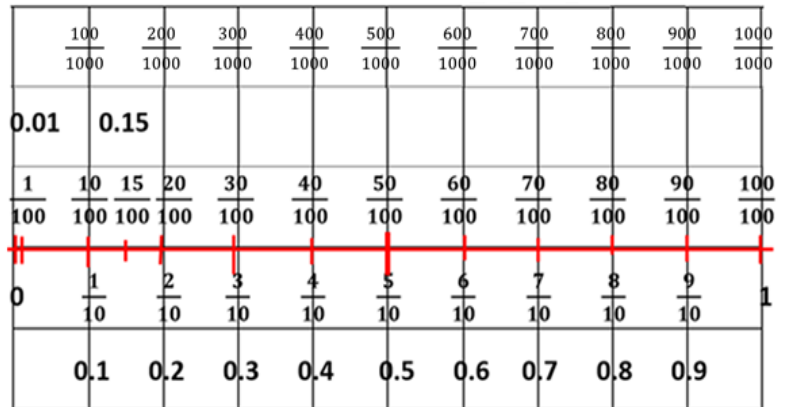


Reflection: How can we place decimals to hundredths in order on a number line?

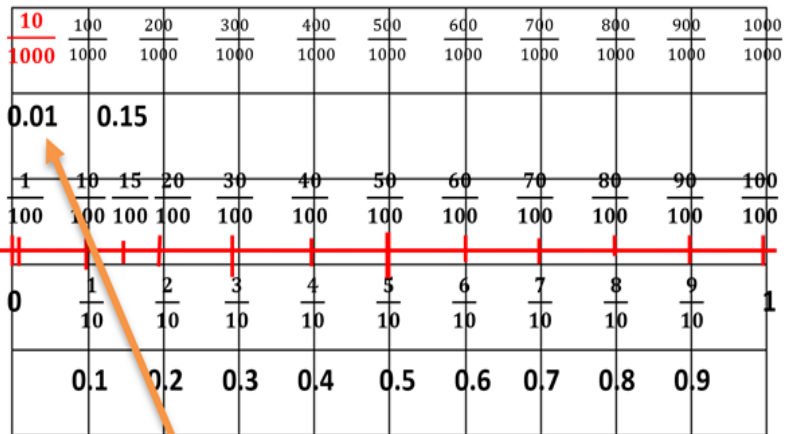
Have a number line between 0 and 1 with tenths and hundredths recorded on centimetre grid paper.



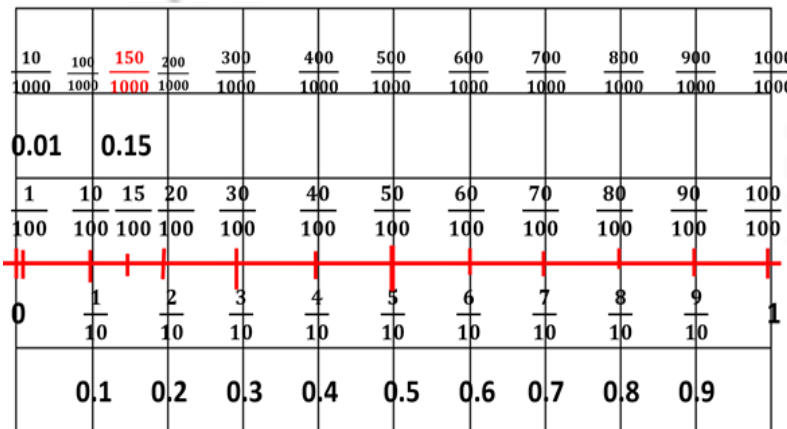
Record tenths and hundredths as thousandths.



Record 10 thousandths on the number line as a fraction.



Continuing record thousandths as fractions and as decimals on the number line.



Reflection: How can we place decimals to thousandths in order on a number line?

Progress Sheet

Child's Details (Name and Intervention Concept):

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.

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| Date | | | | | | | | | |
| Number size Investigated | | | | | | | | | |
| Independent or with support? | | | | | | | | | |

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| Date | | | | | | | | | |
| Number size Investigated | | | | | | | | | |
| Independent or with support? | | | | | | | | | |

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| Date | | | | | | | | | |
| Number size Investigated | | | | | | | | | |
| Independent or with support? | | | | | | | | | |

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| Date | | | | | | | | | |
| Number size Investigated | | | | | | | | | |
| Independent or with support? | | | | | | | | | |