

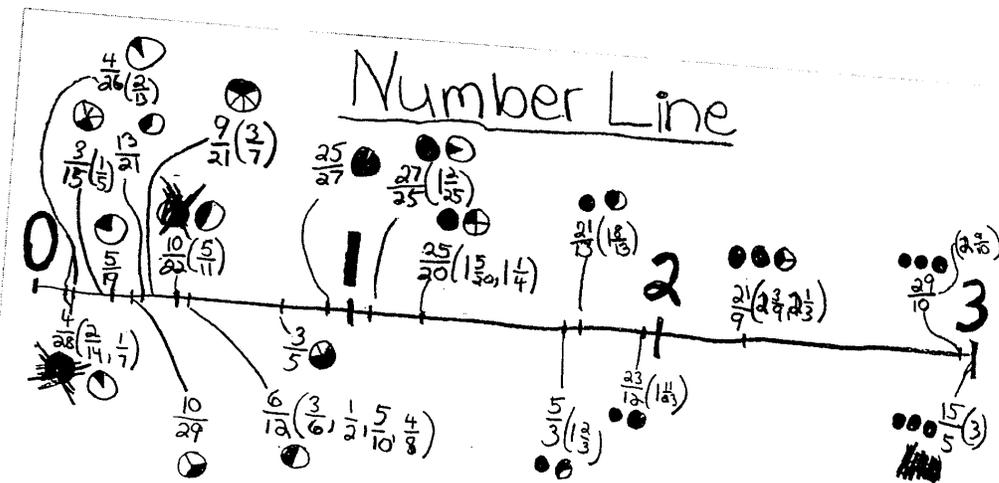
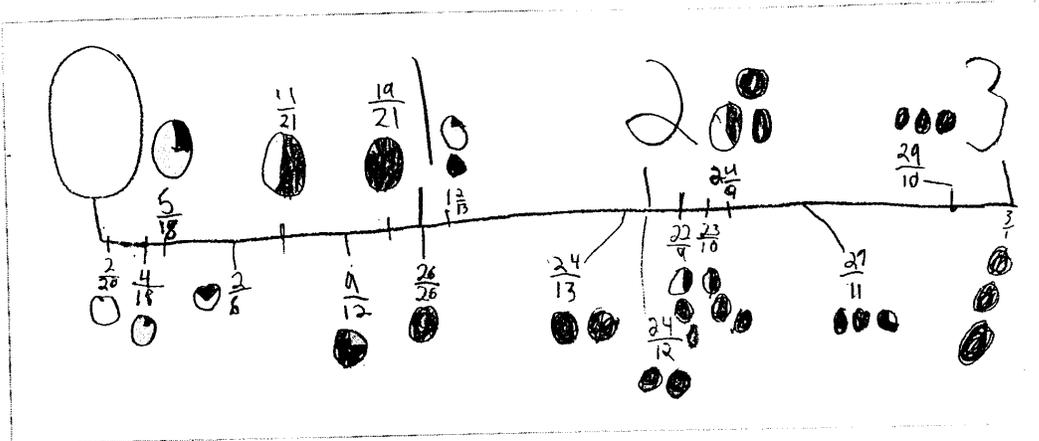
ON THE LINE

To play, you will need your number line, number cards, and scratch paper.

1. Shuffle the cards and place them face down. You and your partner each draw a number card from the deck. Use the two cards to show a fraction you can place on the number line.
2. Estimate where on the number line the fraction will go and test your estimate by using fraction pieces or making sketches.
3. Write your fraction on the number line and sketch a picture to show why that placement is accurate.
4. Draw two new number cards from the deck, arrange the cards to show a fraction, and repeat the process of estimating, testing, and placing the fraction on the number line.

****If you find fractions that are especially tricky, write them on the chalkboard. At the end of math time you'll work as a group to place some of these tough ones.**

[Source: Constructing Ideas About Fractions, pages 58-61, Creative Publications]



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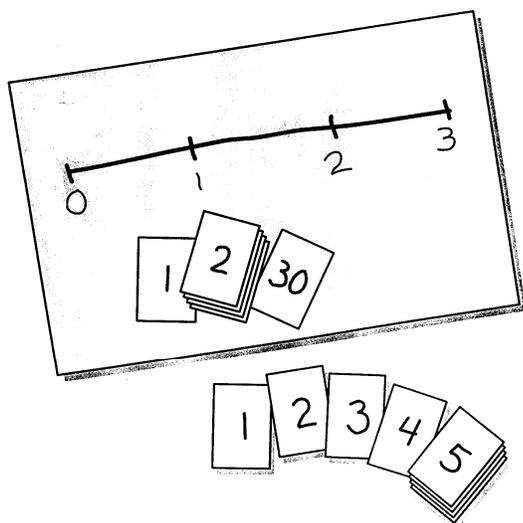
WHILE THE STUDENTS ARE WORKING

This is a good time for you to informally assess your students' understanding of fractions. As the students work on their number lines, show individuals a piece of paper on which you have written the fraction

$$\frac{14}{8}$$
 and ask:

- ◆ Where on your number line does this fraction go? How do you know?
- ◆ Can you think of another way to name this fraction? How about another?

Take time to record the students' responses for your records.



REFLECTING TOGETHER

Before the end of math time each day, ask volunteers to place some of the fractions they worked with on the large number line drawn on the chalkboard. Then work with the class to place the "tricky" fractions on the class number line.

- ◆ Who has a "tricky" fraction?
- ◆ Does anyone want to try to place it on the number line?
- ◆ How did you know to place the fraction there? Does everyone agree that the fraction is in the right place? Why or why not?

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Encourage the students to discuss among themselves to figure out where these "tricky" fractions should be placed. Ask questions to keep the discussion going, but avoid being the final authority on the placement of these fractions.

[Source: Constructing Ideas About Fractions, pages 58-61, Creative Publications]