

### Activity 6.3

## Fractions and Decimals Flip (Adapted from Bobis 2007)

#### Materials

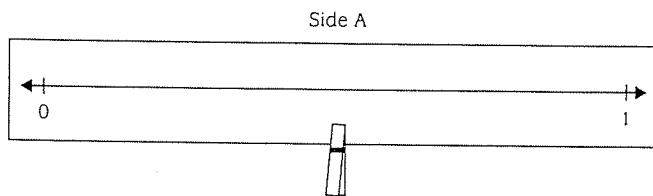
Fractions and Decimals Flip Cards (Reproducible 6e),  
1 card per student

clothespins, 1 per student

#### Overview

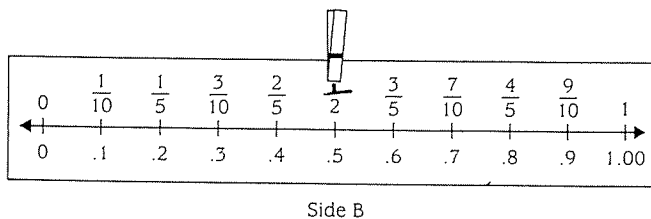
In this activity, students estimate the placement of fractions and decimals on an empty number line, then “flip” the number line to evaluate their estimates.

1. Prepare the *Fractions and Decimals Flip Cards* (Reproducible 6e) and pass one out to each student along with a clothespin.
2. Instruct students to fold their cards on the dotted line so that one side of the card, Side A, has an empty number line (the number line with only 0 and 1), and the other side, Side B, has the number line with the fractions and decimals.
3. Instruct students to hold their cards so the side with the empty number line (Side A) is facing them. Name a fraction or decimal and tell students to put their clothespin on the empty number line approximately where they think that number should go. For example, if you say “one-half” or “five-tenths,” students should place their clothespin in the middle of the empty number line on Side A:



When students “flip” their number line so that they now see Side B, they’ll be able to see how accurately they placed their clothespin:

4. Continue naming fractions and decimals for students to place on the empty number line. Students’ placements should become more accurate with practice.



Side B

# Fractions and Decimals Flip Cards

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