N5.5

Activity 12.10 ZERO, ONE-HALF, OR ONE

Create sets of cards for each student team. The set should include a collection of 10 to 15 fractions, one per card. A few should be greater than one ($\frac{9}{8}$ or $\frac{11}{10}$), with the others ranging from 0 to 1. Let the teams sort the fractions into three groups: those close to 0, close to $\frac{1}{2}$, and close to 1. For those close to $\frac{1}{2}$, have them decide whether the fraction is greater or less than half. The difficulty of this task largely depends on the fractions you select. The first time you try this, use fractions such as $\frac{1}{20}$, $\frac{53}{100}$, or $\frac{9}{10}$ that are very close to the three benchmarks. On subsequent days, mostly use fractions with denominators less than 20. You might include one or two fractions such as $\frac{2}{8}$ or $\frac{3}{4}$ that are exactly in between the benchmarks. Ask students to explain how they are using the numerator and denominator to decide. Be sure that ELLs understand the term *benchmark,* and encourage illustrations as well as explanations.

From Van de Walle et. al. (2014). *Teaching Student-Centered Mathematics Grades: Developmentally Appropriate Instruction for Grades 3 – 5 (2nd Ed.)*. Toronto: Pearson Education, Inc. (p. 219).