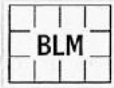


**Activity 14.9** LINE 'EM UP

Prepare a list of four or five decimal fractions that students might have difficulty putting in order. Use a context such as the height of plants. The decimals should all be between two consecutive whole numbers. Have students first predict the order of the numbers, from least to greatest. Require students to use a model of their choice to defend their ordering. As students wrestle with representing the numbers with a physical model (perhaps a number line with 100 subdivisions or a 100×100 [10,000] grid (see Blackline Master 22), they will necessarily confront which digits contribute the most to the size of a decimal.

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. 268).