

Fishing for Decimals/Fractions

Reporting Category	Number and Number Sense
Topic	Recognize and name fraction and decimal equivalents
Primary SOL	5.2 The student will a) recognize and name fractions in their equivalent decimal form and vice versa.
Related SOL	4.3d

Materials

- Fraction and decimal game cards
- Pencil and paper

Vocabulary

equivalent, fractions, decimals, tenth, hundredth, thousandth

Student/Teacher Actions (what students and teachers should be doing to facilitate learning)

The game is played like the “Go Fish” card game.

1. Each player is dealt five cards. The remaining cards are placed in the middle of the playing area to be used as the “fishing” pile.
2. At each turn, the player asks another player for a card he or she needs to make a pair. If the other player has the card, he or she must give it to the player who asked for it. The player then lays down the matched pair. If the other player does not have the desired card, then the first player must “go fish” by drawing another card from the pile.
3. The first player to match all of his or her cards, and thus have no cards remaining in hand, is the winner.

Game Cards

$\frac{1}{2}$	0.50	$\frac{1}{5}$	0.20	$\frac{1}{4}$
$\frac{5}{6}$	0.83	$\frac{3}{5}$	0.60	$\frac{3}{4}$
$\frac{3}{8}$	0.375	$\frac{3}{10}$	0.30	$\frac{4}{5}$

0.80	$\frac{1}{8}$	0.125	$\frac{2}{5}$	0.40
$\frac{5}{8}$	0.25	$\frac{7}{8}$	0.875	$\frac{7}{10}$
0.70	$\frac{9}{10}$	0.90	0.25	0.75

Line-Up

Reporting Category	Number and Number Sense
Topic	Compare and order fractions and decimals
Primary SOL	5.2 The student will b) compare and order fractions and decimals in a given set from least to greatest and greatest to least.

Materials

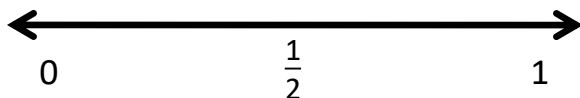
- Paper and pencils
- Number cards containing fractions and decimals
- Sentence strips

Vocabulary

least to greatest, decimal, fractions, denominators, numerators

Student/Teacher Actions (what students and teachers should be doing to facilitate learning)

1. Give each group or pair of students a number line marked like the one shown below:



(Use a sentence strip for the number line.)

2. Suggested numbers for the number card sets:

$$\frac{1}{2}, 0.91, 0.04, 0.89, 0.51, \frac{2}{8}$$

$$\frac{3}{10}, 0.37, 0.08, 0.65, 0.71, \frac{3}{5}$$

$$\frac{1}{5}, 0.81, 0.07, 0.43, 0.21, \frac{1}{4}$$

$$\frac{2}{5}, \frac{7}{10}, 0.50, 0.03, 0.71, 0.42$$

0.73, 0.06, 0.25, 0.76, $\frac{1}{2}$, $\frac{3}{4}$

3. Give the group or pair a set of number cards that contain both fractions and decimals. Working together, the students must decide where each number fits on the given number line. The students will place the cards on the number line from least to greatest. Once all students have completed their number lines, students may move around the room checking each other's number lines.
4. Bring the students back into the pairs/groups and discuss why the numbers were placed on the number line at each point.

Assessment

- **Questions**
 - Why were the numbers placed on the number line at each point?
 - How did you know which was least and which was greater?