

DECIMAL LINE

Aims:

To encourage students to visualise decimals on a number line and to subsequently appreciate the relative *sizes* of different decimals.

Students to draw **accurately** a straight line 20 cm long and mark the numbers 0 and 1 as shown.



Students to mark off on the line, **without measuring**, the following numbers by estimation:

- i) 0.5, ii) 0.25, iii) 0.75, iv) 0.1, v) 0.3,
vi) 0.8, vii) 0.9, viii) 0.85, ix) 0.15, x) 0.65.

{Teacher to do the same on the board using a 1 metre line and giving a couple of examples. This way the exercise can become a 'students verses teacher' game!}

Students to mark their own work by accurate measuring. Can discuss each measurement; e.g. 0.3 equates to 0.3 of 20 cm = 3 tenths of 20 cm = 6 cm. Allow errors of no more than 3 mm either way.

Those students with a higher mark than the teacher get a prize!

Extension.

Repeat with a 24 cm line but using combinations of decimals, fractions and percentages etc.