**Fractions on a Number Line Task or Group Activity**

This can be used as a task for students to work with partners, small groups, or whole group.

Students should work together to determine where each fraction falls on the number line. The number line could be a clothesline that is hanging in the room. Students should line up based on where they believe their fraction should be on the number line. (Teachers could do this same activity with pictures of fractions)

Have two students be the end points on the number line 0 and 1. Once the students have lined up, have students make observations about what they noticed. Make sure to discuss the strategies each student used to place their number and why they feel their number goes where it does on the number line.

First set:

1/6, 3/6, 4/6, 6/6.

Second set:

1/12, 1/8, ½, 1/6 – and then added in 0.25 to demonstrate that decimals are there too

Third set:

4/6, 4/10, 2/12, 3/5 - and then added in 9/6 a. Changed the endpoint from 1 to 3 and dialogue about how to adjust where all the numbers are to make it work.

Fourth set:

6/10, 7/12, 2/3, 4/7 and 3/7 – focus on benchmarking to the half

Fifth set:

¾, 7/8, 9/10, 11/12 – and then add 0.99 with this one too