

Master Ordering Fractions Less Than 1

Rationale

In this step, pupils build upon their understanding of comparing fractions less than 1 by ordering fractions on a number line to 1. They will use their knowledge of equivalent fractions to accurately identify and position fractions on number lines to order them based on their relative sizes. They will begin by ordering fractions that fall on intervals before moving on to number lines where some fractions fall between intervals.

Pupils will develop their learning by ordering fractions without the support of representations. They will instead use their understanding of common multiples to convert fractions to share a common denominator.



Key Stem Sentences

- ____ is the greatest fraction.
- ____ is the smallest fraction.



Key Vocabulary

- denominator / numerator
- equivalent
- fraction
- greatest / smallest



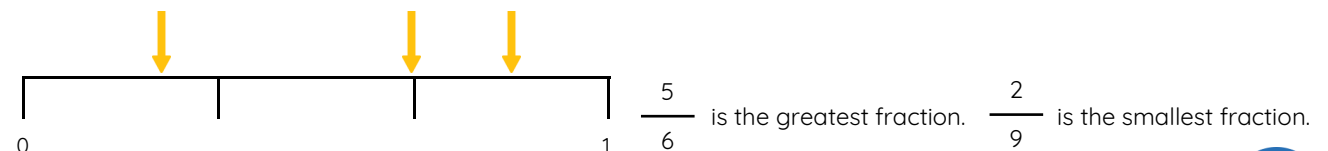
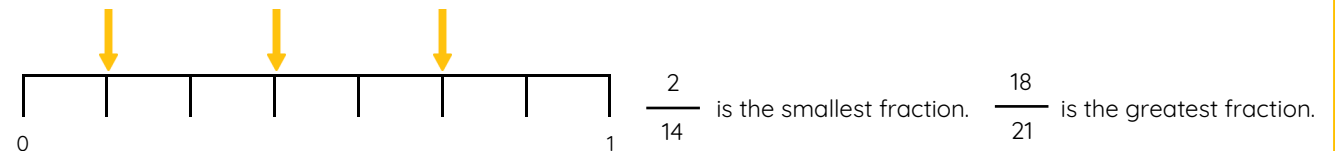
Common Errors or Misconceptions

- Pupils may represent the fractions incorrectly on the number line.
- Pupils may order the fractions by the numerators or denominators without converting to a common denominator.



Key Representations

Number lines



Pupils will FLOURISH if they can...

- order fractions less than 1 whose denominators are multiples of the same number.
- use number lines to represent the comparative size of three fractions.
- convert denominators to a common multiple to order.
- begin to explain their understanding using their own words and representations.

