Extension

A

Pose patterning problems such as the following:

What is the missing fraction?

(a) $\frac{3}{2}, \frac{4}{9}, \frac{8}{27}, \blacksquare, \frac{32}{243}, \ldots$

(b) $\frac{2}{4}, \frac{3}{9}, \frac{4}{8}, \frac{5}{15}, \blacksquare, \frac{7}{21}, \ldots$

(c) $\frac{3}{8}, \frac{6}{16}, \frac{9}{24}, \blacksquare, \blacksquare, \ldots$

(d) 0.6, 1.2, 2.4, 4.8, ■, ■, …

(e) 0.2, 0.4, 0.8, 1.0, ■, ■, …

B

Have students create number riddles to exchange with partners. For example:

- I am a fraction.
- I am greater than 0.25.
- I am less than 0.8.
- My denominator is a multiple of 2.
- My numerator is a prime number.

Which of these numbers am I?

$\frac{1}{8}, \frac{9}{10}, \frac{3}{5}, \frac{3}{8}, \frac{7}{6}, \frac{4}{7}, \frac{5}{6}$

C

Ask students to write as many decimal numbers as they can using the digits 3, 4, and 5 once each and then have them organize the numbers in order from least to greatest.

Enrichment

A

The hidden picture in the **Examples** section deals with Dewey Decimal Classification. Students could research this system and then create a scavenger hunt where participants use decimal designations to locate and order books.

B

Sports statistics are often written in decimal form. Students could research current statistics for a sport such as baseball (batting averages or ERAs) or hockey (goals against) and order the numbers from greatest to least. Some may wish to compare the baseball statistics they find with record averages listed in the *Guinness Book of Records*