Decimal Line and Tags

Your set includes two separate sets of decimal lines and tags as well a set of decimal numeral cards.

Because Montessori hundreds and hundredths are red, the red line and tags with red numerals is for two-place decimals.   Because Montessori thousands and thousandths are green, the green line and tags with green numerals is for three-place decimals. There is a set of adhesive organizational labels and a set of blue "tenths" tags for each line. Some teachers store the two sets of tags separately, while other teachers save shelf space and containers by storing them together.

The decimal numeral cards may be used with either set or with any other decimal materials in the classroom.

Also included are two pages of blank tags and a decimal grid for extensions. These are not laminated and can be photocopied when additional copies are needed.

Preparation

- Laminate all pages except for the blank labels and decimal grid.
- Each of the red pages and green pages has four sections separated by dashed lines. Cut along the dashed markings on each page. For each line, butt 10 sections end-to-end and secure both sides with clear packing tape. Leave a small space between the sections before taping to facilitate folding the lines accordion-style for storage. Retain the two leftover sections for each line for extensions or replacement pieces.
- Eight separate exercises are included for each line (a, b, c … h) There are enough blue tags to include with each exercise if the teacher so chooses, or she or he may place one of two sets of blue tags in a separate container and use the extras for replacement parts. Cut and sort the tags according to letter. Label the containers or drawers with the appropriate adhesive label included with the sets.
- The unlaminated blank tags and decimal grid may be photocopied as needed for children to write on.

Decimal Numeral Cards

Decimal are extremely helpful in discovering the meaning and value of decimal fractions.

Decimal equivalencies

In advance of challenging exercises, it would be helpful to guide the student in discovering decimal equivalence. An example is that 0.4, .4, 0.40, .40, 0.400, and .400 all have the same value.

Hundredth line and tags

The student progresses sequentially through each drawer. It is important for the child to understand that adding a zero to the end of a one-place decimal fraction does not change its value. This concept is helpful when sequencing a mixture of one-and two-place decimals.
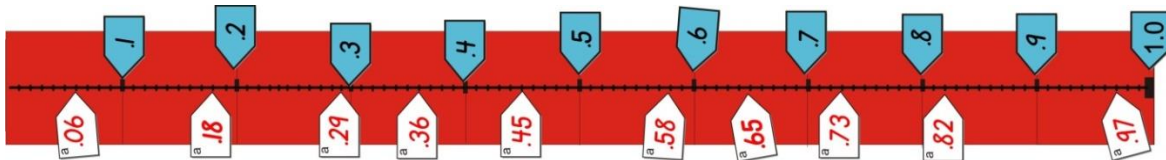
Thousandth line and tags

The student progresses through each drawer. The last several exercises are challenging. It might be helpful for the child to visualize adding enough zeroes to one and two-place decimals to bring them to three digits.