**Family of Tasks**

**Comparing Decimals**

By Bradley Allen

2.099 2.

*This is a simple “greater than, equal to, or less than” problem. After identifying its potential, we can easily turn this into a mathematical argumentation problem focusing on place value and the possible misconception that comes with seeing a larger digit to the right of a smaller digit! First we turn it into a statement and then ask students to respond.*

“2.099 is greater than 2.1. Do you agree or disagree? Why or why not?”

Variations:

* Jose thinks 2.099 is greater than 2.1. Do you agree or disagree? Explain your answer.
* Jose thinks 2.1 is greater than 2.099. Do you agree or disagree? Why? Write your claim and consider your warrants in your response.

*Notice how in this last variation Jose actually thinks the correct answer. This is a good way to make sure students do not always assume they are supposed to disagree in every argument.*