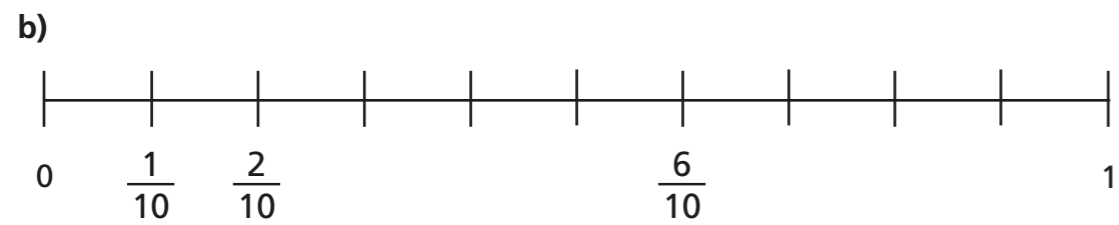
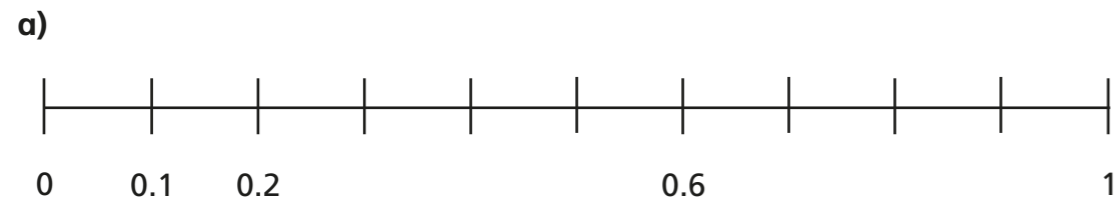


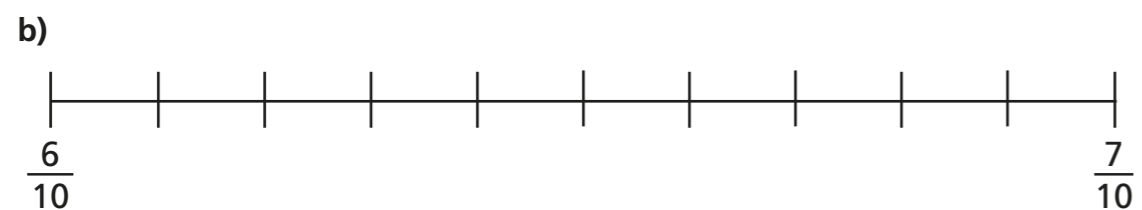
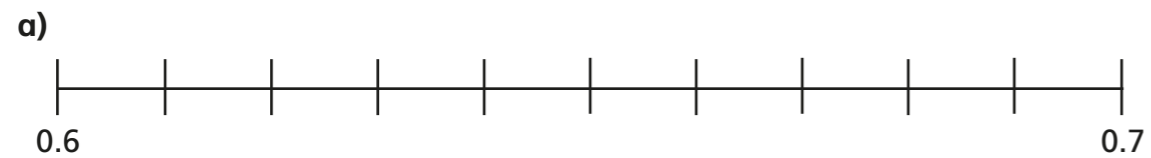
# Interchange between fractional and decimal number lines

1 Complete the number lines.

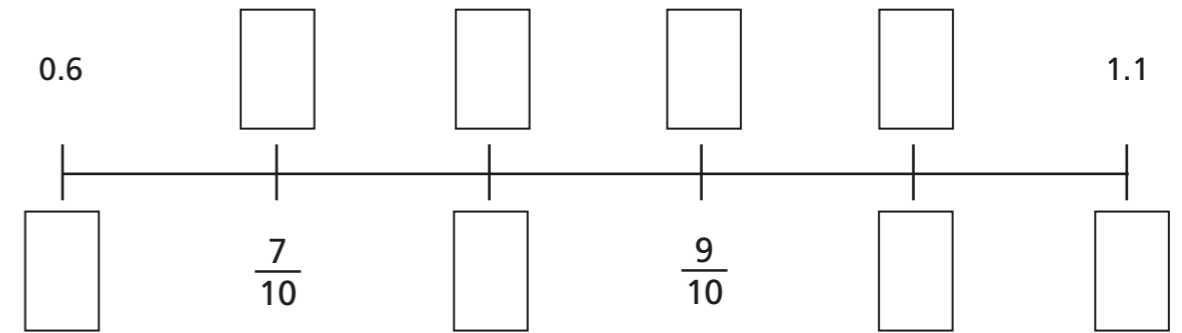


c) Are the number lines identical? Discuss with a partner.

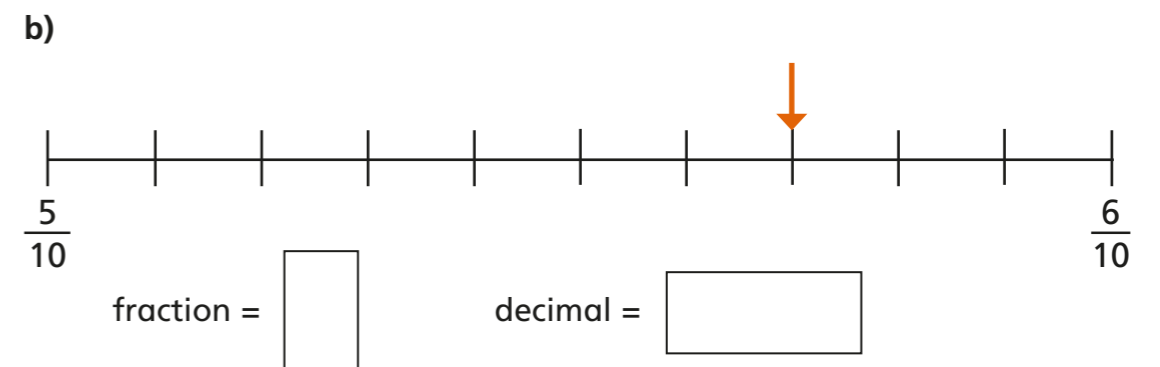
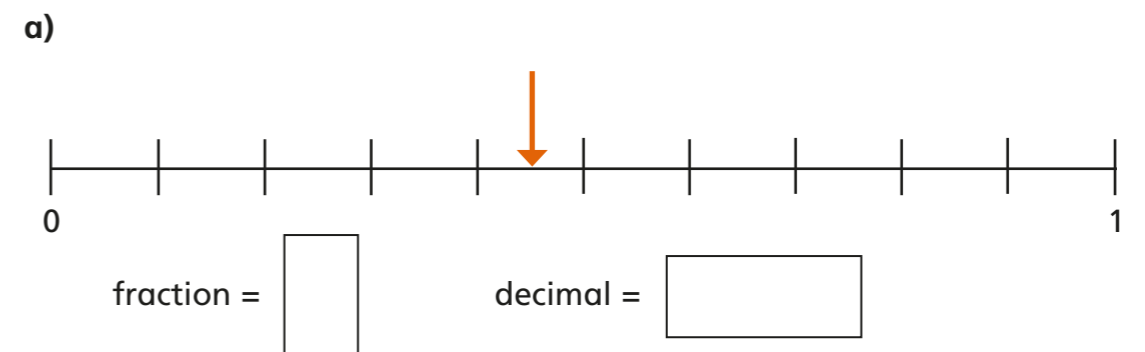
2 Complete the number lines.



3 Complete the number line by filling in the empty boxes.



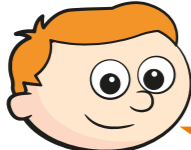
4 What numbers are the arrows pointing to?  
Give each answer as a fraction and a decimal.



c) Point to another point on one of the number lines.  
Ask your partner to tell you what the point is.

- 5 Ron and Whitney are reading numbers from a number line.



a)  A is pointing to 0.3

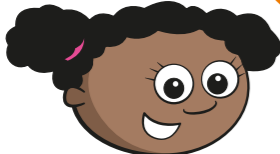
Ron is incorrect.

Explain the mistake that he has made.

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b)  A is pointing to  $\frac{6}{100}$

Whitney is incorrect.

Explain the mistake that she has made.

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- c) What number is A pointing to?

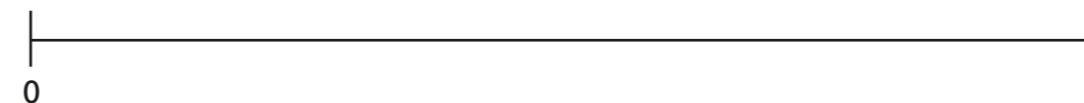
Give your answer as a fraction and a decimal.

A =

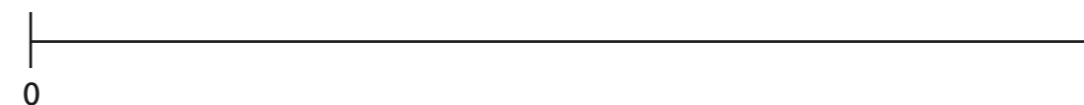
A =

- 6 Show the approximate position of the numbers on the number line.

A	2 tenths	B	0.5	C	six-sixths
D	$\frac{1}{100}$	E	one-tenth	F	$\frac{3}{4}$



- 7 Dexter says that three-sixths is equal to 0.3



Mark both of these numbers on the number line to show that Dexter is incorrect.

- 8 Complete the number line, using the numbers in the boxes.

0.4	$\frac{80}{100}$	$\frac{7}{5}$	$\frac{3}{5}$	1.2	0.2
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- 9 Explain why 11 tenths is a greater number than 73 hundredths.

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