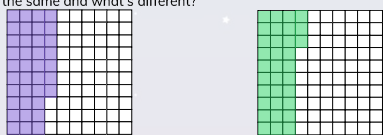


To be able to explore the relationship between decimals and fractions greater than 1

MathShed

Starter:
Expressing the representations below as both fractions and decimals, what's the same and what's different?

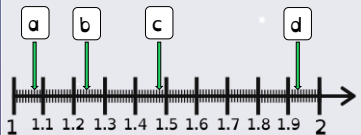


Explain your answer.

To be able to explore the relationship between decimals and fractions greater than 1

MathShed

Activity 2:
Referring to the representation, complete the statement below.



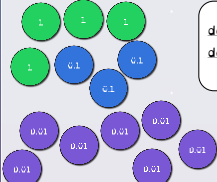
a) = =
b) = =
c) = =
d) = =

Can you think of a decimal (and fraction) that comes between b) and c)? One that doesn't?

To be able to explore the relationship between decimals and fractions greater than 1

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Activity 3:
Express the representation shown below as a decimal, a decimal in its expanded form, a fraction, a fraction in its expanded form and in worded form.




decimal:
decimal (expanded):
fraction:
fraction (expanded):
worded form:

To be able to explore the relationship between decimals and fractions greater than 1

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Activity 4:
Select three digit cards. The first will be your ones digit, the second will be your tenths digit, the third will be your hundredths digit. Then, complete the following:




decimal:
decimal (expanded):
fraction:
fraction (expanded):
worded form:

To be able to explore the relationship between decimals and fractions greater than 1

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Activity 5:
Use the digits 1, 4 and 7 to complete the following decimal number.
Make as many numbers as you can, expressing them as decimals, mixed numbers and in worded form.



decimal:
fraction:
worded form:

To be able to explore the relationship between decimals and fractions greater than 1

MathShed

Evaluation:

When I convert fractions to decimals, I just place the numerator after a decimal point:
 $\frac{87}{100} = 0.87$

Astrobee's strategy doesn't work all of the time.
Provide examples to explain why Astrobee's strategy doesn't always work.