

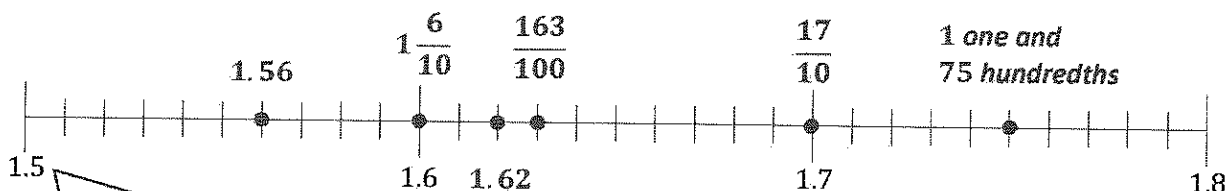
G4-M6-Lesson 11

1. Plot the following points on the number line.

1.56, $1\frac{6}{10}$, $\frac{163}{100}$, $\frac{17}{10}$, 1.62, 1 one and 75 hundredths

$1\frac{56}{100}$, $1\frac{60}{100}$, $1\frac{63}{100}$, $1\frac{70}{100}$, $1\frac{62}{100}$, $1\frac{75}{100}$

I rename all of the numbers to fractions with like units—hundredths. I know that each tick mark represents 1 hundredth.



I think of 1.5 as $1\frac{50}{100}$.

2. Arrange the following numbers in order from greatest to least using decimal form. Use the $>$ symbol between each number.

7 ones and 23 hundredths, $\frac{725}{100}$, 7.4, $7\frac{52}{100}$, $8\frac{2}{10}$, $7\frac{4}{100}$

$8.2 > 7.52 > 7.4 > 7.25 > 7.23 > 7.04$

I rename all of the numbers to decimal form. To help me order the numbers, I think of $8\frac{2}{10}$ as 8.20 and 7.4 as 7.40.

3. In a frog-jumping contest, Mary's frog jumped 1.04 meters. Kelly's frog jumped 1.4 meters, and Katrina's frog jumped 1.14 meters. Whose frog jumped the farthest distance? Whose frog jumped the shortest distance?

Mary's Frog

1.04 m

Kelly's Frog

1.40 m

Katrina's Frog

1.14 m

I rename 1.4 to 1.40 to be able to compare hundredths.

Kelly's frog jumped the farthest distance. Mary's frog jumped the shortest distance. I know because they all jumped at least 1 meter, but Kelly's frog jumped an additional 40 hundredths meter, and Mary's frog only jumped an additional 4 hundredths meter.