Decimals as fractions (1)

1. The hundred square represents 1 whole.

   a) What fraction is represented by the shaded squares? 
   
   b) Convert the fraction to a decimal.

2. Colour the grid to represent the fraction and the decimal.

   a) \( \frac{7}{100} \)
   b) 0.17

3. What fractions and decimals do the counters represent?
   a) 
   \[
   \begin{array}{c}
   \text{fraction} = \quad \text{decimal} =
   \end{array}
   \]
   b) 
   \[
   \begin{array}{c}
   \text{fraction} = \quad \text{decimal} =
   \end{array}
   \]
   c) 
   \[
   \begin{array}{c}
   \text{fraction} = \quad \text{decimal} =
   \end{array}
   \]

4. Amir has coloured part of a hundred square.

   a) What fraction is represented by the coloured squares? 
   
   b) Write this fraction in a different way.
   
   c) Write the fraction as a decimal.
5 Huan says he has coloured 0.6 of the hundred square.

![Hundred Square]

Explain the mistake that Huan has made.

6 Write <, > or = to complete the statements.

- a) 0.4 \[\text{____} \text{\frac{40}{100}}\]
- b) 0.02 \[\text{____} \text{\frac{20}{100}}\]
- c) 0.6 \[\text{____} \text{\frac{6}{10}}\]
- d) 0.5 \[\text{____} \text{\frac{5}{100}}\]
- e) 0.88 \[\text{____} \text{\frac{88}{100}}\]
- f) 0.88 \[\text{____} \text{\frac{89}{100}}\]

7 Complete the table.

<table>
<thead>
<tr>
<th>Fifths</th>
<th>Tenths</th>
<th>Decimals</th>
</tr>
</thead>
<tbody>
<tr>
<td>(\frac{1}{5})</td>
<td>(\frac{10}{10})</td>
<td>0.2</td>
</tr>
<tr>
<td>(\frac{5}{5})</td>
<td>(\frac{4}{10})</td>
<td>0.6</td>
</tr>
<tr>
<td>(\frac{4}{5})</td>
<td>(\frac{8}{10})</td>
<td></td>
</tr>
</tbody>
</table>

8 Complete the part-whole models using fractions or decimals.

- a) \(\frac{50}{100}\)
- b) 0.4

Compare answers with a partner.

9 Here is a number line.

![Number Line]

Draw arrows from the numbers to show their place on the line.