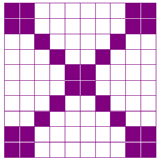
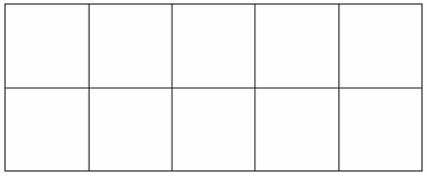
Name Date

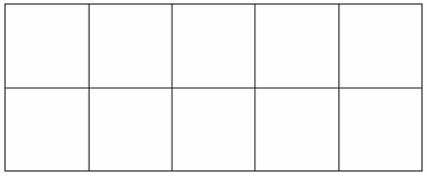
### Decimal Designs

Create tenths and hundredths designs and label them accurately.

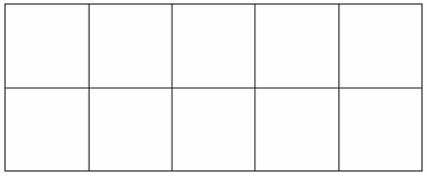
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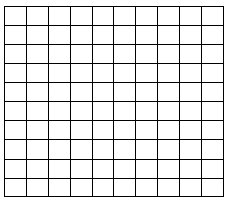
shaded boxes out of 10 Fraction \_ Decimal Number

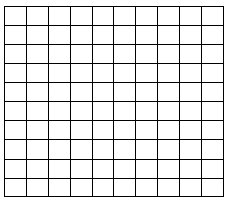


shaded boxes out of 10 Fraction \_ Decimal Number

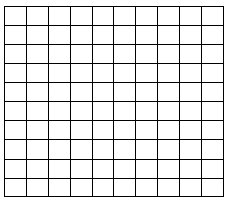


shaded boxes out of 10 Fraction \_ Decimal Number

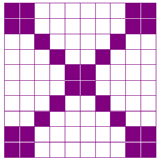


 shaded boxes out of 100 Fraction Decimal \_

shaded boxes out of 100 Fraction \_ Decimal \_



shaded boxes out of 100 Fraction \_ Decimal \_

Name Date

### Decimal Designs

Table

1. Look at the example in the table below. Read the following questions and discuss how you would answer them with your partner.
   * What do you notice about how “1 out of 10” is written in fraction form?
   * What do you notice about how “1 out of 10” is written in decimal number form?
   * How are they alike? How are they different?
2. Complete the table below. Fill in the last three rows of the table from the “Decimals Designs” student recording sheet.

**Input**

**Output**

**Fraction**

**Decimal**

1 out of 10

1

10

0.1

2 out of 10

4 out of 10

7 out of 10

10 out of 10

out of 10

out of 10

out of 10

### Decimal Designs



Table, Page 2

1. Look at the example in the table below. Read the following questions and discuss how you would answer them with your partner.
   * What do you notice about how “29 out of 100” is written in fraction form?
   * What do you notice about how “29 out of 100” is written in decimal number form?
   * How are they alike? How are they different?
2. Complete the table below. Fill in the last three rows of the table from the “Decimals Designs” student recording sheet.

**Input**

**Output**

**Fraction**

**Decimal**

29 out of 100

29

100

0.29

44 out of 100

62 out of 100

75 out of 100

100 out of 100

out of 100

out of 100

out of 100