

# TENTHS & HUNDREDTHS AS DECIMALS

4<sup>th</sup> Grade

**TENTHS & HUNDREDTHS AS DECIMALS**  
*decimal donut*

Directions: Cut out the donuts below. Match each donut fraction as a decimal. Paste each donut into the box.

**TENTHS**  
Fractions and decimals describe parts of a whole.

**FRACTION**  
6

**TENTHS as decimals**  
Fractions and decimals are two ways to describe parts of a whole.

| FRACTION       | DECIMAL | WORD FORM  | MODEL |
|----------------|---------|------------|-------|
| $\frac{6}{10}$ | 0.6     | six tenths |       |

**TENTHS & HUNDREDTHS AS DECIMALS**  
*number lines*

Directions: Rewrite each fraction as a decimal. Then, plot the point on the number line.

1.  $\frac{3}{10} = 0.3$

2.  $\frac{5}{10} = 0.5$

**TENTHS & HUNDREDTHS AS DECIMALS**  
*hundreds chart*

Directions: Rewrite each decimal as a fraction. Then, shade the decimal in on the hundreds chart.

1.  $0.54 = \frac{54}{100}$

2.  $0.19 = \frac{19}{100}$

3.  $0.38 = \frac{38}{100}$

4.  $0.77 = \frac{77}{100}$

**TENTHS & HUNDREDTHS AS DECIMALS**  
*ant race*

Directions: The ants are having a big race! Each ant is traveling as far as they could in 10 seconds. The distance they traveled is shown below. Convert each ant's distance into a fraction and plot on the number line. Who is the winner?

Distance traveled:  $0.56$  feet =  $\frac{56}{100}$  feet

Distance traveled:  $0.7$  feet =  $\frac{70}{100}$  feet

Distance traveled:  $0.38$  feet =  $\frac{38}{100}$  feet

Distance traveled:  $0.09$  feet =  $\frac{9}{100}$  feet

Distance traveled:  $0.67$  feet =  $\frac{67}{100}$  feet

Distance traveled:  $0.72$  feet =  $\frac{72}{100}$  feet

Distance traveled:  $0.4$  feet =  $\frac{40}{100}$  feet

Distance traveled:  $0.7$  feet =  $\frac{70}{100}$  feet

Distance traveled:  $0.2$  feet =  $\frac{20}{100}$  feet

Distance traveled:  $0.5$  feet =  $\frac{50}{100}$  feet

Distance traveled:  $0.3$  feet =  $\frac{30}{100}$  feet

Distance traveled:  $0.8$  feet =  $\frac{80}{100}$  feet

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# TENTHS & HUNDREDTHS

● ● ● ● ● ● ● AS DECIMALS ● ● ● ● ● ● ●

4<sup>th</sup> grade

## Table of Contents

1. Anchor Charts (2 pages)
2. Tenths and Hundredths as Fractions and Decimals (6 pages)
3. Visual Representations of Tenths and Hundredths (8 pages)
4. Games and Activities (4 pages)
5. Test Review (4 pages)
6. Test (4 pages)



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# TENTHS

as decimals

Fractions and decimals are two ways to describe parts of a whole.

FRACTION

$$\frac{6}{10}$$

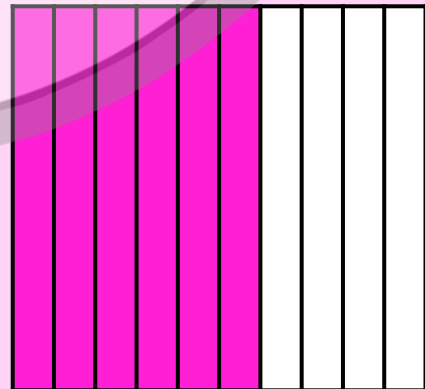
DECIMAL

0.6

WORD FORM

six  
tenths

MODEL



# HUNDREDTHS

as decimals

Fractions and decimals are two ways to describe parts of a whole.

FRACTION

$$\frac{72}{100}$$

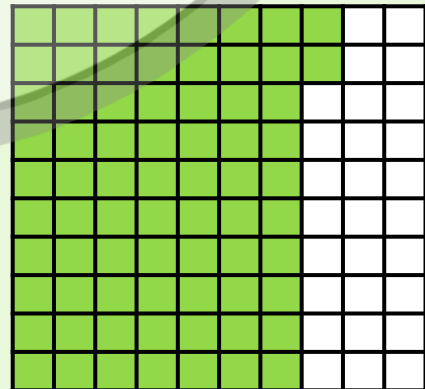
DECIMAL

0.72

WORD FORM

seventy-two  
hundredths

MODEL



NAME: \_\_\_\_\_

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# TENTHS & HUNDREDTHS AS DECIMALS

*tenths*

Directions: Write each fraction as a decimal.

1  $\frac{5}{10} =$  \_\_\_\_\_

2  $\frac{4}{10} =$  \_\_\_\_\_

3  $\frac{1}{10} =$  \_\_\_\_\_

4  $\frac{3}{10} =$  \_\_\_\_\_

5  $\frac{8}{10} =$  \_\_\_\_\_

6  $\frac{6}{10} =$  \_\_\_\_\_

7  $\frac{7}{10} =$  \_\_\_\_\_

8  $\frac{2}{10} =$  \_\_\_\_\_

9  $\frac{9}{10} =$  \_\_\_\_\_

10  $\frac{10}{10} =$  \_\_\_\_\_

11  $\frac{4}{10} =$  \_\_\_\_\_

12  $\frac{7}{10} =$  \_\_\_\_\_

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TENTHS & HUNDREDTHS AS DECIMALS

*tenths and hundredths*

**Directions:** Write each decimal as a fraction with a denominator of 10 or 100.

**1**

$0.4 = \underline{\hspace{2cm}}$

**2**

$0.33 = \underline{\hspace{2cm}}$

**3**

$0.85 = \underline{\hspace{2cm}}$

**4**

$0.03 = \underline{\hspace{2cm}}$

**5**

$0.7 = \underline{\hspace{2cm}}$

**6**

$0.9 = \underline{\hspace{2cm}}$

**7**

$0.51 = \underline{\hspace{2cm}}$

**8**

$0.2 = \underline{\hspace{2cm}}$

**9**

$0.62 = \underline{\hspace{2cm}}$

**10**

$0.96 = \underline{\hspace{2cm}}$

**11**

$0.5 = \underline{\hspace{2cm}}$

**12**

$0.48 = \underline{\hspace{2cm}}$

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TENTHS & HUNDREDTHS AS DECIMALS

*number lines*

**Directions:** Rewrite each fraction as a decimal. Then, plot the point on the number line.

**1**  $\frac{15}{100} =$



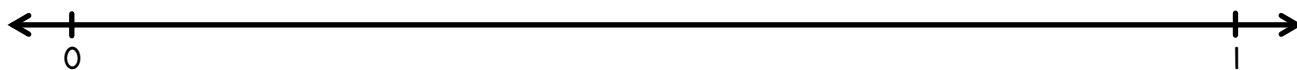
**2**  $\frac{72}{100} =$



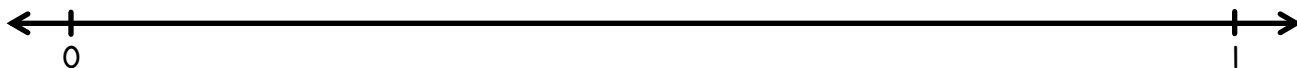
**3**  $\frac{9}{100} =$



**4**  $\frac{54}{100} =$



5  $\frac{40}{100} =$



6  $\frac{31}{100} =$



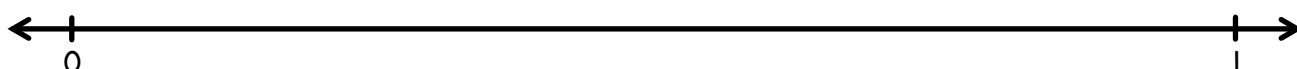
7  $\frac{68}{100} =$



8  $\frac{93}{100} =$



9  $\frac{29}{100} =$



NAME: \_\_\_\_\_

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# TENTHS & HUNDREDTHS AS DECIMALS

## *hundreds chart*

**Directions:** Rewrite each decimal as a fraction. Then, shade the decimal in on the hundreds chart.

**1**

0.54 =

|  |  |  |  |  |  |  |  |  |  |
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**2**

0.19 =

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**3**

0.38 =

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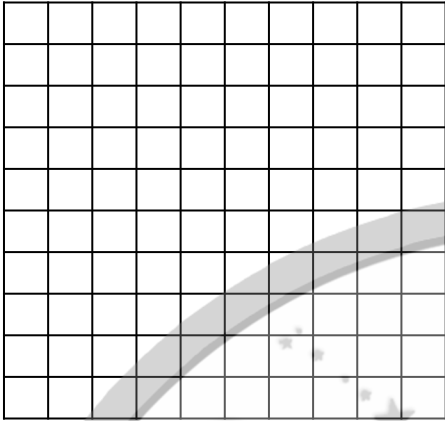
**4**

0.77 =

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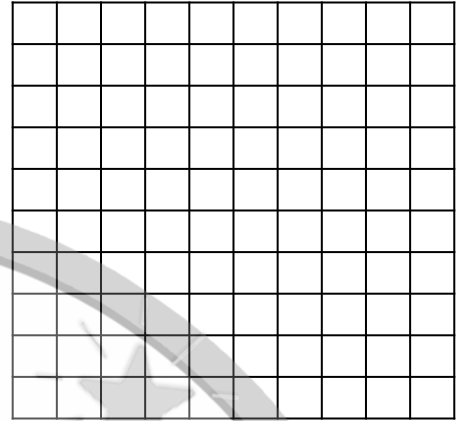
5

0.6 =



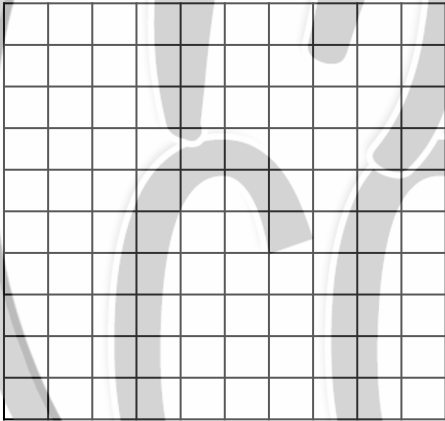
6

0.62 =



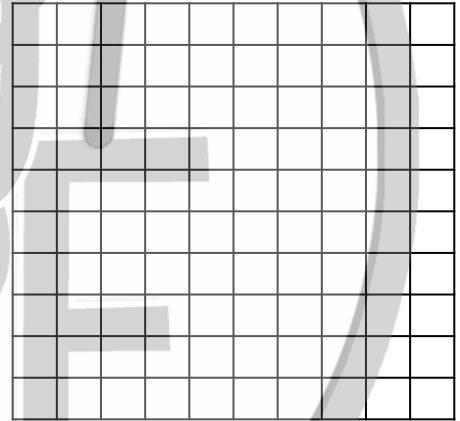
7

0.20 =



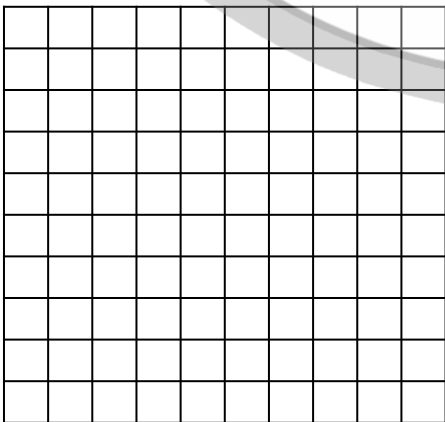
8

0.95 =



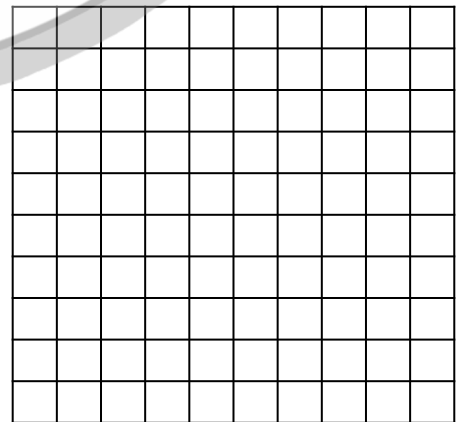
9

0.81 =



10

0.04 =



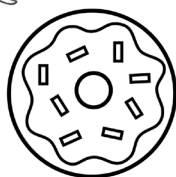
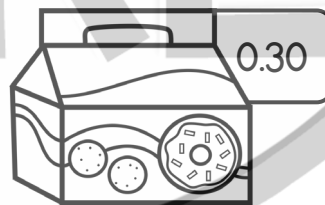
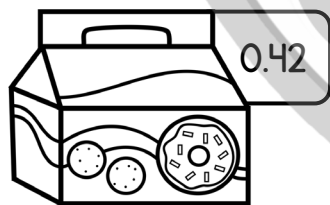
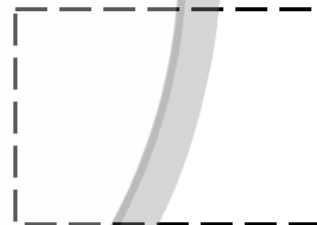
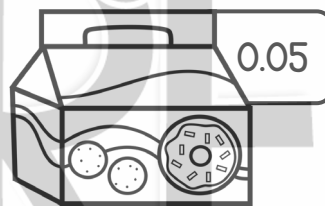
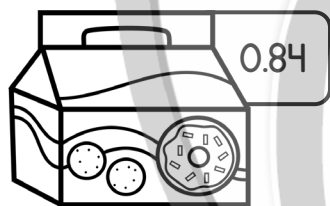
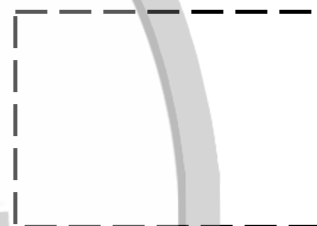
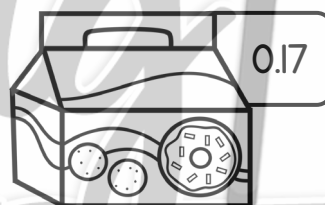
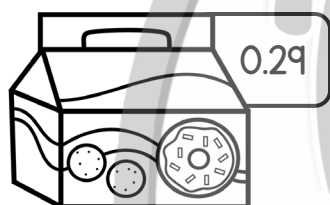
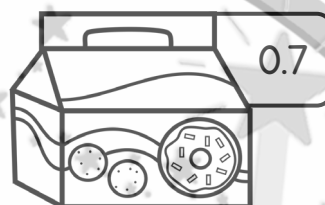
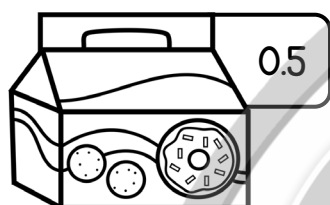
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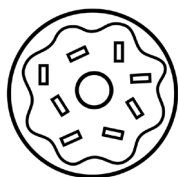
# TENTHS & HUNDREDTHS AS DECIMALS

## decimal donuts

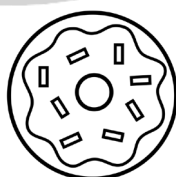
**Directions:** Cut out the donuts below. Match each donut to the donut box that shows the donut fraction as a decimal. Paste each donut into the correct space.



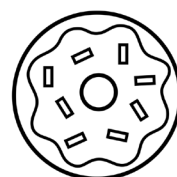
$$\frac{7}{10}$$



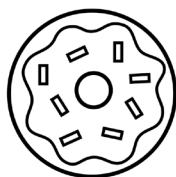
$$\frac{5}{100}$$



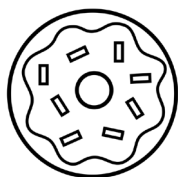
$$\frac{17}{100}$$



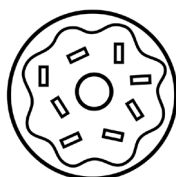
$$\frac{42}{100}$$



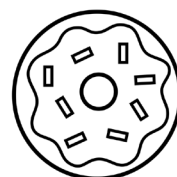
$$\frac{3}{10}$$



$$\frac{84}{100}$$



$$\frac{5}{10}$$



$$\frac{29}{100}$$

NAME: \_\_\_\_\_

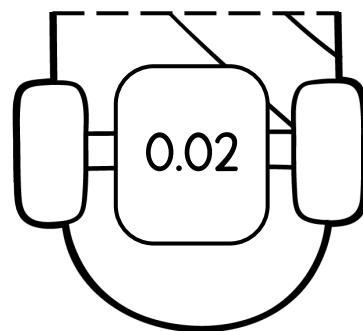
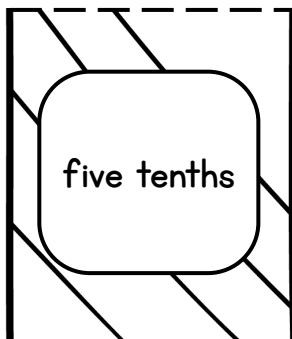
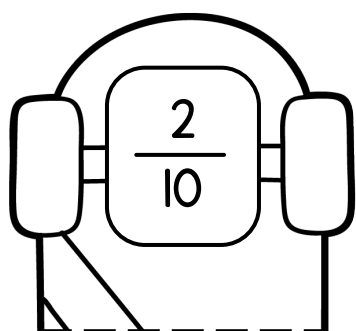
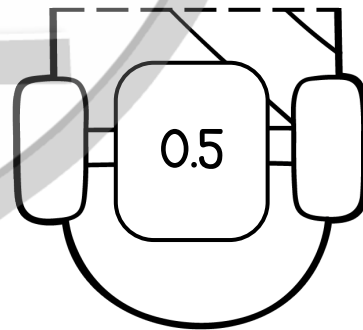
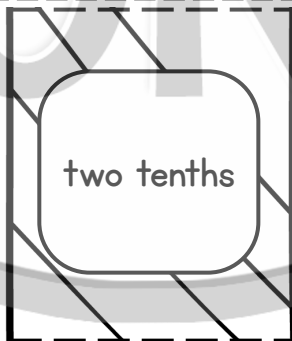
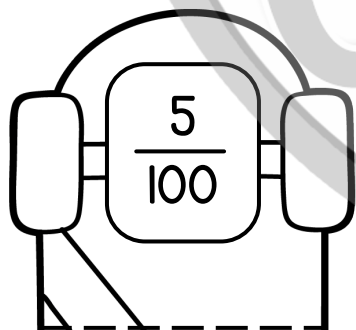
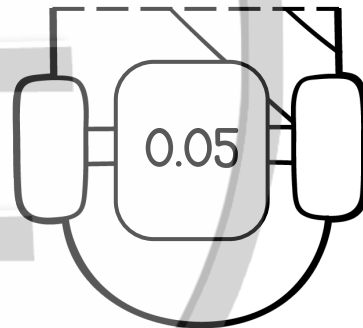
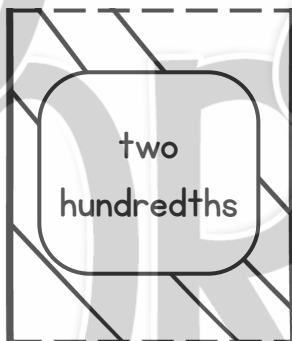
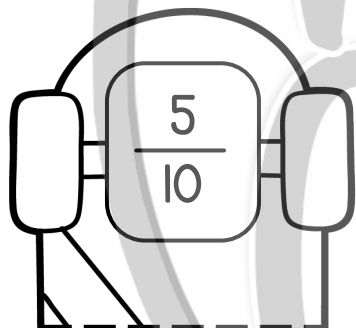
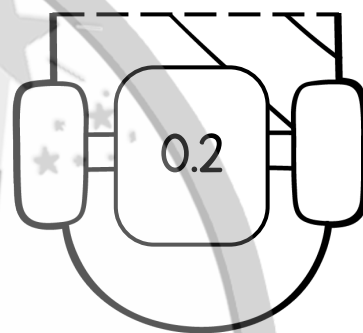
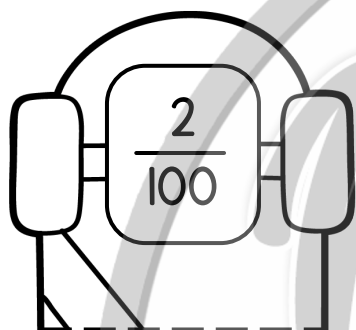
DATE: \_\_\_\_\_

# TENTHS & HUNDREDTHS AS DECIMALS

## Build a Board

**Directions:** Cut out the skateboard pieces. Find a match between a fraction, decimal, and number in word form. Assemble the three pieces into a skateboard and paste them onto a separate paper.

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DATE: \_\_\_\_\_

# TENTHS & HUNDREDTHS AS DECIMALS

*board game*

**Directions:** Roll a dice and move the number of spaces rolled. Answer the question on the space you land on. If your groupmates agree your answer is correct, stay on that space and wait for your next turn. If you are incorrect, return to your previous space.

|                                       |                                       |                                         |                                       |                                       |                                              |                                           |                            |
|---------------------------------------|---------------------------------------|-----------------------------------------|---------------------------------------|---------------------------------------|----------------------------------------------|-------------------------------------------|----------------------------|
| <b>START</b>                          | Express 0.42 as a fraction            | Express six tenths as a fraction        | Express $\frac{6}{10}$ as a decimal   | Express 0.3 as a fraction             | Express $\frac{83}{100}$ as a decimal        | Express seventeen hundredths as a decimal | Express 0.65 as a fraction |
| Express $\frac{29}{100}$ as a decimal | Express 0.8 as a fraction             | Express 0.54 as a fraction              | Express seven hundredths as a decimal | Express $\frac{3}{10}$ as a decimal   | Express sixty-two hundredths as a fraction   | Express $\frac{6}{100}$ as a decimal      | Express 0.09 as a fraction |
| Express 0.31 as a fraction            | Express $\frac{40}{100}$ as a decimal | Express ninety hundredths as a fraction | Express one tenth as a decimal        | Express $\frac{36}{100}$ as a decimal | Express twenty-four hundredths as a fraction | Express 0.75 as a fraction                | <b>FINISH</b>              |

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TENTHS & HUNDREDTHS AS DECIMALS

test review

Directions: Write each fraction as a decimal.

1  $\frac{7}{10} =$  \_\_\_\_\_

2  $\frac{18}{100} =$  \_\_\_\_\_

3  $\frac{42}{100} =$  \_\_\_\_\_

4  $\frac{3}{10} =$  \_\_\_\_\_

5  $\frac{9}{100} =$  \_\_\_\_\_

6  $\frac{2}{10} =$  \_\_\_\_\_

7  $\frac{60}{100} =$  \_\_\_\_\_

8  $\frac{84}{100} =$  \_\_\_\_\_

9  $\frac{5}{10} =$  \_\_\_\_\_

10  $\frac{4}{10} =$  \_\_\_\_\_

11  $\frac{59}{100} =$  \_\_\_\_\_

12  $\frac{36}{100} =$  \_\_\_\_\_

**Directions:** Write each decimal as a fraction with a denominator of 10 or 100.

13

$$0.25 = \frac{\boxed{\phantom{00}}}{\boxed{\phantom{00}}}$$

14

$$0.04 = \frac{\boxed{\phantom{00}}}{\boxed{\phantom{00}}}$$

15

$$0.6 = \frac{\boxed{\phantom{00}}}{\boxed{\phantom{00}}}$$

16

$$0.78 = \frac{\boxed{\phantom{00}}}{\boxed{\phantom{00}}}$$

17

$$0.93 = \frac{\boxed{\phantom{00}}}{\boxed{\phantom{00}}}$$

18

$$0.10 = \frac{\boxed{\phantom{00}}}{\boxed{\phantom{00}}}$$

19

$$0.8 = \frac{\boxed{\phantom{00}}}{\boxed{\phantom{00}}}$$

20

$$0.51 = \frac{\boxed{\phantom{00}}}{\boxed{\phantom{00}}}$$

**Directions:** Rewrite each fraction as a decimal. Then, plot the point on the number line.

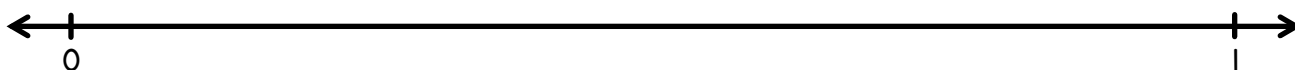
21

$$\frac{9}{10} = \boxed{\phantom{00}}$$



22

$$\frac{59}{100} = \boxed{\phantom{00}}$$



29 Priyanka is doing her math homework on the computer. She determines that the answer to a question is  $\frac{3}{10}$ , but she doesn't know how to write fractions on the computer. She decides instead to write  $\frac{3}{10}$  as a decimal, so she writes 0.03. Has Priyanka correctly converted the fraction into a decimal? Explain.

30 Caleb and Treyton are measuring a wooden board. First, Caleb measures it and says that it is  $4\frac{2}{10}$  meters long. Then, Treyton measures it and says it is 4.75 meters long. Both Caleb and Treyton agree that the board is closer to 5 meters long than 4 meters long. Whose measurement must be correct? Explain how you know.

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Good to Go



Not O.K.

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