Lesson 16: Tenths and Hundredths, Together
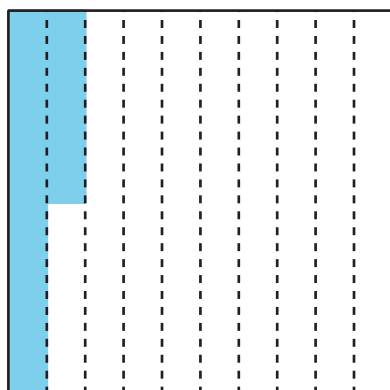
- Let's add some tenths and hundredths.

Warm-up: Notice and Wonder: Shaded Rectangles and Squares
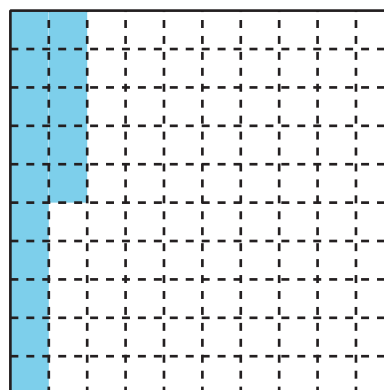
Each large square represents 1.

What do you notice? What do you wonder?

A

B

16.1: Tenths and Hundredths

1. Complete the table with equivalent fractions in tenths or hundredths. In the last row, write a new pair of equivalent fractions.

	tenths	hundredths
a.	$\frac{1}{10}$	
b.	$\frac{4}{10}$	
c.	$\frac{6}{10}$	
d.		$\frac{50}{100}$
e.		$\frac{90}{100}$
f.	$\frac{12}{10}$	
g.		$\frac{200}{100}$
h.	$2\frac{3}{10}$	
i.		$\frac{125}{100}$
j.		

2. Name some fractions that are:

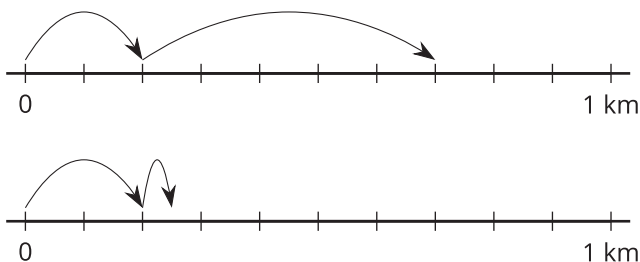   a. between $\frac{50}{100}$ and $\frac{60}{100}$

   b. between $\frac{3}{10}$ and $\frac{4}{10}$

   Be prepared to explain your reasoning.

16.2: Walk, Stop, and Sip

Noah walks $\frac{2}{10}$ kilometer (km), stops for a drink of water, walks $\frac{5}{100}$ kilometer, and stops for another sip.

1. Which number line diagram represents the distance Noah has walked? Explain how you know.

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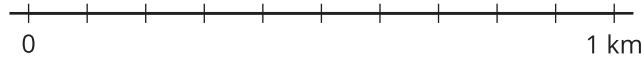
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_____

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2. The diagram that you didn't choose represents Jada's walk. Write an equation to represent:

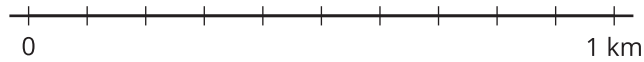   a. the total distance Jada has walked

   b. the total distance Noah has walked

3. Find the value of each of the following sums. Show your reasoning. Use number lines if you find them helpful.
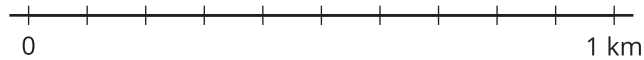
a. $\frac{5}{10} + \frac{1}{10}$

```
+--+--+--+--+--+--+--+--+--+--+
0                          1 km
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b. $\frac{50}{100} + \frac{10}{100}$

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+--+--+--+--+--+--+--+--+--+--+
0                          1 km
```

c. $\frac{5}{10} + \frac{30}{100}$

```
+--+--+--+--+--+--+--+--+--+--+
0                          1 km
```

d. $\frac{15}{100} + \frac{4}{10}$

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+--+--+--+--+--+--+--+--+--+--+
0                          1 km
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