Comparing and Ordering Fractions

Home Link 3-7

NAME DATE TIME

Write the fractions from smallest to largest, and then justify your conclusions by placing the numbers in the correct places on the number lines.

SRB 135, 147-148

① $\frac{5}{6}, \frac{2}{6}, \frac{4}{6}$

_____ _____ _____
smallest **largest**

② $\frac{3}{5}, \frac{9}{10}, \frac{1}{4}, \frac{5}{12}$

_____ _____ _____ _____
smallest **largest**

③ $\frac{7}{12}, \frac{1}{2}, \frac{2}{3}, \frac{4}{10}, \frac{1}{6}$

_____ _____ _____ _____ _____
smallest **largest**

Practice

④ _____ = 5,494 + 3,769

⑤ 5,853 + 4,268 = _____

⑥ _____ = 8,210 − 6,654

⑦ 7,235 − 5,906 = _____

Names for Fractions and Decimals

Home Link 3-8

NAME DATE TIME

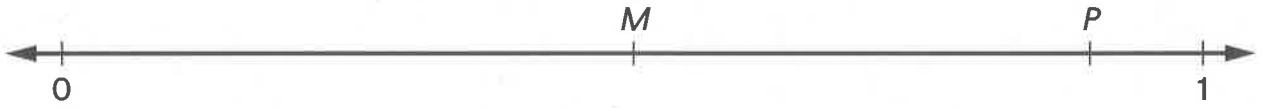
SRB 150-151

(1) Fill in the blanks in the table below.

Number in Words	Fraction	Decimal
one-tenth		
four-tenths		
	$\frac{8}{10}$	
		0.9
	$\frac{2}{10}$	
seven-tenths		

(2) Name two ways you might see decimals used outside of school.

_____



(3) What decimal is represented by the tick mark labeled *M*? _____

(4) What fraction is represented by the tick mark labeled *M*? _____

(5) What decimal is represented by the tick mark labeled *P*? _____

(6) What fraction is represented by the tick mark labeled *P*? _____

Practice

(7) List all the factors of 100. _____

(8) List the factors of 100 that are prime. _____

(9) Write the factor pairs for 42.

_____ and _____ _____ and _____

_____ and _____ _____ and _____

Representing Fractions and Decimals

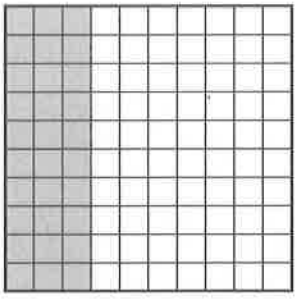
Home Link 3-9

NAME DATE TIME

If the grid is the whole, then what part of each grid is shaded?

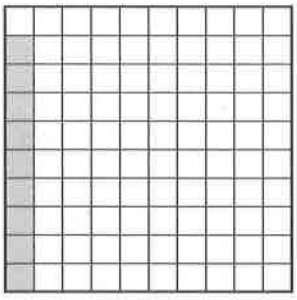
SRB 150-151

Write a fraction and a decimal below each grid.

① 

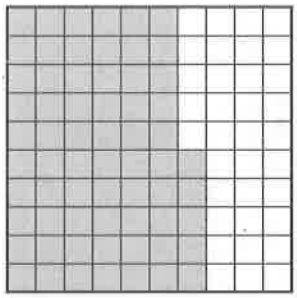
fraction: _____

decimal: _____

② 

fraction: _____

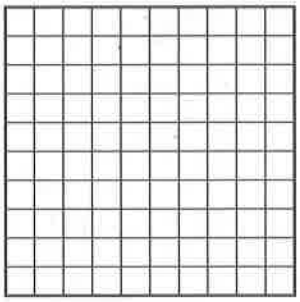
decimal: _____

③ 

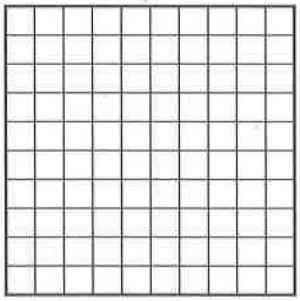
fraction: _____

decimal: _____

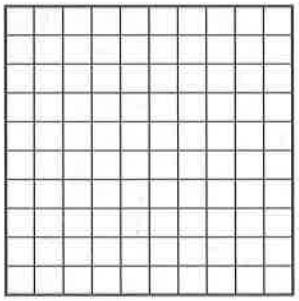
④ Color 0.8 of the grid.



⑤ Color 0.04 of the grid.



⑥ Color 0.53 of the grid.



Practice

⑦ The numbers 81, 27, and 45 are all multiples of 1, _____, and _____.

⑧ List the first ten multiples of 6.

_____, _____, _____, _____, _____, _____, _____, _____,

_____, _____

Tenths and Hundredths

Home Link 3-10

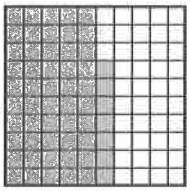
NAME DATE TIME

Family Note Your child continues to work with decimals. Encourage him or her to think about ways to write money amounts. This is called dollars-and-cents notation. For example, $0.07 (7 cents), $0.09 (9 cents), and so on.

Write the decimal numbers that represent the shaded part in each diagram.

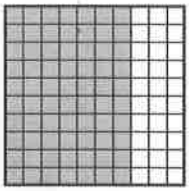
Whole
grid

SRB 149-150

① 

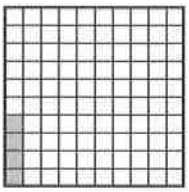
_____ hundredths

____ tenths ____ hundredths

② 

_____ hundredths

____ tenths ____ hundredths

③ 

_____ hundredths

____ tenths ____ hundredths

Write the words as decimal numbers.

④ twenty-three hundredths

_____

⑤ eight and four-tenths

_____

⑥ thirty and twenty-hundredths

_____

⑦ five-hundredths

_____

Continue each pattern.

⑧ 0.1, 0.2, 0.3, _____, _____, _____, _____, _____, _____

⑨ 0.01, 0.02, 0.03, _____, _____, _____, _____, _____, _____

Practice

⑩ Round 7,604 to the nearest thousand. _____

⑪ Round 46,099 to the nearest thousand. _____

⑫ Round 8,500,976 three ways: nearest thousand, hundred-thousand, and million.

_____ _____ _____

Practice with Decimals

Home Link 3-11

NAME DATE TIME

Fill in the missing numbers.

① 0 0.01 ____ ____ ____ ____ ____ ____ 0.08

② 0.7 ____ ____ ____ ____ ____ ____ ____ 1.5

Follow these directions on the ruler below.

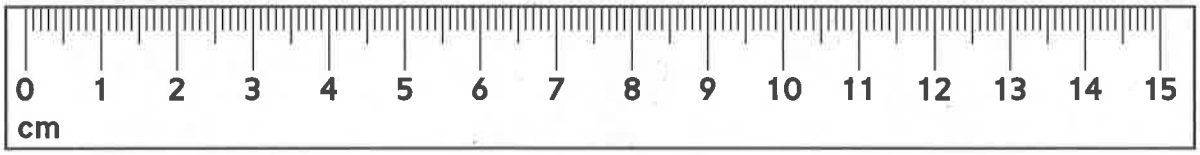
SRB 154, 182-183

③ Make a dot at 7 cm and label it with the letter *A*.

④ Make a dot at 90 mm and label it with the letter *B*.

⑤ Make a dot at 0.13 m and label it with the letter *C*.

⑥ Make a dot at 0.06 m and label it with the letter *D*.



⑦ Write <, >, or =.

a. 1.2 ____ 0.12 **b.** 0.3 ____ 0.38 **c.** 0.80 ____ 0.08

⑧ Complete.

1 cm = 10 mm 1 m = 100 cm

cm	m
100	1
	5
1,000	
6,000	

cm	m
1	0.01
	0.03
	0.06
40	

Practice

⑨ 6,366 + 7,565 = _____

⑩ 3,238 + 29,784 = _____

⑪ 9,325 − 7,756 = _____

⑫ 14,805 − 2,927 = _____

Measuring Centimeters and Millimeters

Home Link 3-12

NAME DATE TIME

SRB 180, 182–183

① Find 6 objects in your home to measure. Use the ruler from the bottom of the page to measure them, first in centimeters and then in millimeters. Record your objects and their measurements.

Example: crayon 3.5 cm 35 mm

Object			Object		
_____	___ cm	___ mm	_____	___ cm	___ mm
_____	___ cm	___ mm	_____	___ cm	___ mm
_____	___ cm	___ mm	_____	___ cm	___ mm

Fill in the tables.

②

cm	mm
1	
15	
3.7	
49.6	
0.8	

③

cm	m
	1
180	
	23.6
	5.72
	0.65

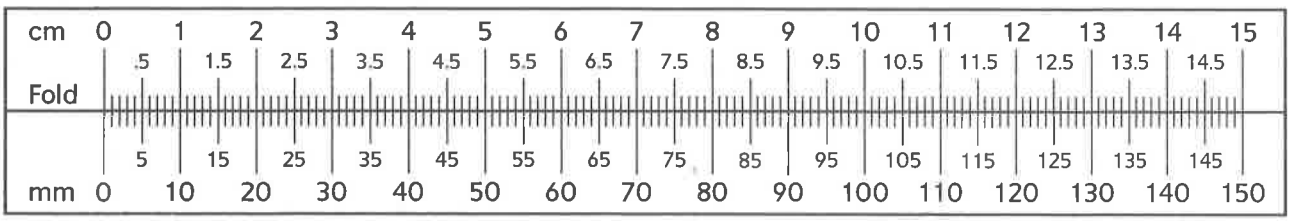
Practice

④ List the factors for 63. _____

⑤ Write the factor pairs for 60.

_____ and _____ _____ and _____ _____ and _____

_____ and _____ _____ and _____ _____ and _____



Comparing Decimals

Home Link 3-13

NAME DATE TIME

Family Note Ask your child to read the decimal numerals aloud. Encourage your child to use the following method:

1. Read the whole-number part.
2. Say *and* for the decimal point.
3. Read the digits after the decimal point as though they form their own number.
4. Say *tenths* or *hundredths*, depending on the placement of the right-hand digit. Encourage your child to exaggerate the *-ths* sound. For example, 2.37 is read as "two and thirty-seven hundredths."

SRB 154-155

Write >, <, or =.

(1) 2.35 ___ 2.57

(2) 1.08 ___ 1.8

(3) 0.64 ___ 0.46

(4) 0.90 ___ 0.9

(5) 42.1 ___ 42.09

(6) 7.09 ___ 7.54

(7) 0.4 ___ 0.40

(8) 0.26 ___ 0.21

> means *is greater than*

< means *is less than*

Example: The 4 in 0.47 stands for 4 tenths or 0.4.

(9) The 9 in 4.59 stands for 9 _____ or _____.

(10) The 3 in 3.62 stands for 3 _____ or _____.

Continue each number pattern.

(11) 6.56, 6.57, 6.58, _____, _____, _____

(12) 0.73, 0.83, 0.93, _____, _____, _____

Write the number that is 0.1 more.

(13) 4.3 _____

(14) 4.07 _____

Write the number that is 0.1 less.

(15) 8.2 _____

(16) 5.63 _____

Practice

(17) 43,589 + 12,641 = _____

(18) 63,274 + 97,047 = _____

(19) 41,805 − 26,426 = _____

(20) 82,004 − 11,534 = _____