



1)

Fraction	Method Used	Decimal
$\frac{13}{20}$	$\frac{13}{20} \times \frac{5}{5} = \frac{65}{100} = 0.65$	0.65
$\frac{3}{20}$	$\frac{3}{20} \times \frac{5}{5} = \frac{15}{100} = 0.15$	0.15
$\frac{4}{25}$	$\frac{4}{25} \times \frac{4}{4} = \frac{16}{100} = 0.16$	0.16
$\frac{3}{5}$	$\frac{3}{5} \times \frac{2}{2} = \frac{6}{10} = 0.6$	0.6
$\frac{3}{4}$	$\frac{3}{4} \times \frac{25}{25} = \frac{75}{100} = 0.75$	0.75
$\frac{31}{50}$	$\frac{31}{50} \times \frac{2}{2} = \frac{62}{100} = 0.62$	

- 2) a) 0.16  
 b) 0.6, 0.62, 0.65, 0.75  
 c) 0.15  
 d) 0.6 and 0.15



- 1) Monika could halve  $\frac{24}{40}$  to give her the fraction  $\frac{12}{20}$ . She would then have a denominator that will make 100 when multiplied by 5.

$$\frac{12}{20} \times \frac{5}{5} = \frac{60}{100} \text{ or } \frac{6}{10} \text{ or } 0.6$$

Another effective strategy for Monika to use would be to find a common factor of the numerator and the denominator – a number that will divide into both with no remainder. In this example, 4 will divide into 24 and 40 so Monika can simplify the fraction in order to get  $\frac{6}{10}$  or 0.6.

- 2) a) This is true.  $\frac{40}{50} = \frac{80}{100} = 0.8$   
 b) We can see that this is false as 0.5 is equivalent to  $\frac{1}{2}$ . For a fraction to be equivalent to  $\frac{1}{2}$ , the numerator would need to be half of the denominator and that is not true of  $\frac{100}{250}$ . ( $\frac{100}{250} = 0.4$ )  
 c)  $\frac{6}{8} = \frac{3}{4}$  and  $\frac{16}{20} = \frac{80}{100}$  or  $\frac{8}{10}$   
 When all of the fractions are converted to decimals, we can see that the statement is true.  $0.75 < 0.85 > 0.8$



1)  $\frac{3}{4}$  (or 0.75) +  $\frac{4}{20}$  + 0.05 = 1       $\frac{3}{24} + \frac{300}{500} + 0.275$  (or  $\frac{11}{40}$ ) = 1

- 2) A variety of answers are possible. One example answer is shown for each number statement.

- a)  $\frac{5}{20} + \frac{50}{200} + 0.5 = 1$   
 b)  $\frac{10}{25} + \frac{5}{50} + 0.2 = 0.7$   
 c)  $\frac{6}{8} + \frac{5}{500} + 0.1 = 0.86$