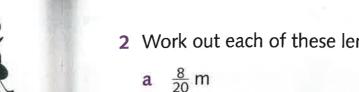
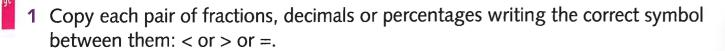
ractions, decimals and percentages (2)

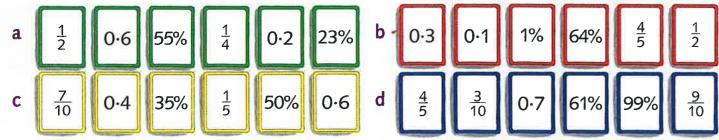


Recognise equivalences between fractions, decimals and percentages



a $\frac{1}{2}$ 0.	3	b 45%	6 1/4	c 0.6	7 10	$\frac{9}{10}$	91%
e 0.75	7	$f \frac{7}{10}$	0.65	g 55%	0.15	h 0·1	$\frac{1}{10}$
i 40%	<u>2</u> 4	$j = \frac{6}{10}$	0.8	$k \frac{3}{4}$	34%	1 20%	<u>4</u>

- 2 Choose two of your answers from Question 1 and explain how you know your answer is correct.
- 3 For each set, put the fractions, decimals and percentages in order, smallest to largest.



4 Work with a partner. Each choose two different fractions, two different decimals and two different percentages from Question 3 and write them down. Work together to put them in order, smallest to largest.

Copy each set of fractions, decimals or percentages, writing the correct symbol between them: < or > or =.

a 13% $\frac{1}{3}$	b 30% 0.0	03 c $\frac{7}{10}$	0·71 d	$0.25 \frac{2}{5}$
e 52% 0·5	$f \frac{1}{5}$ 50%	g 80%	$\frac{4}{5}$ h	0.14 44%
$i \frac{8}{20} 0.4$	j ⁵ / ₈ 60%	k 0.06	$\frac{1}{20}$	5% 0.05
m 61% 0⋅6	6 n 0.16 $\frac{1}{6}$	o 66%	0.6 p	8 40%

2 Work out each of these lengths in centimetres.

$$\frac{8}{20}$$
 m

b 40% of a metre

c 0.52 m

 $d \frac{3}{5} m$

e $\frac{7}{10}$ m

16% of a metre

3 Work out each of these masses in grams.

a 34% of a kilogram

b 0.65 kg

 $\frac{3}{8}$ kg

d 72% of a kilogram

e 0.99 kg

 $\frac{23}{50}$ kg

4 Give an example of when it would be better to express something as a fraction rather than as a decimal or as a percentage. Explain your reasoning. Give an example of when it would be better to express something as a percentage rather than as a decimal or as a fraction. Explain your reasoning.

- 1 Work with a partner.
 - Cut up the cards on Resource 71: Fractions, decimals and percentages.
 - Using the blank cards, make up some of your own fractions, decimals and percentages.
 - Put the < symbol on the table.
 - Shuffle the cards and deal the cards out between you.
 - The first person lays a card on one side of the < symbol.
 - The second person must lay a card on the other side that is mathematically correct.
 - The first person can then lay a card on top of either of the cards that are there, keeping the statement mathematically correct.
 - Keep going until all the cards are used up.
 - Repeat the activity, this time putting the inequalities symbol on the table so that it reads: >.
- 2 Design your own activity or game involving fractions, decimals and percentages using the cards from Resource 71.

You will need:

- Resource 71: Fractions. decimals and percentages
- scissors





