Unit 5, Lesson 2

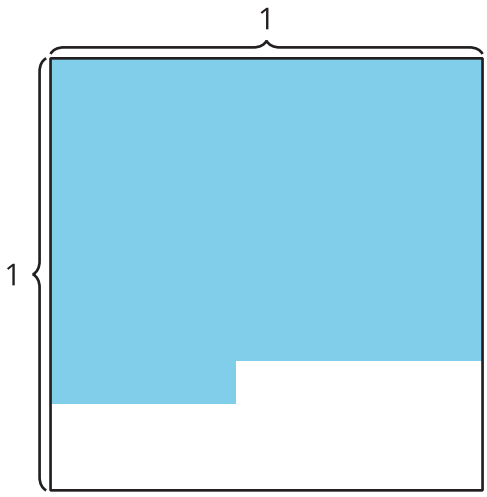
Thousandths on Diagrams and in Words

Let's represent numbers on diagrams as decimals, fractions, and words.

Warm-up

Estimation Exploration: What Part of the Square Is Shaded?

How much of the square is shaded?



Record an estimate that is:

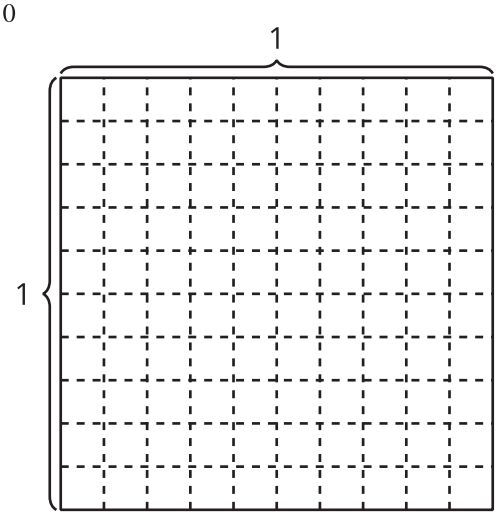
too low	about right	too high

Activity 1

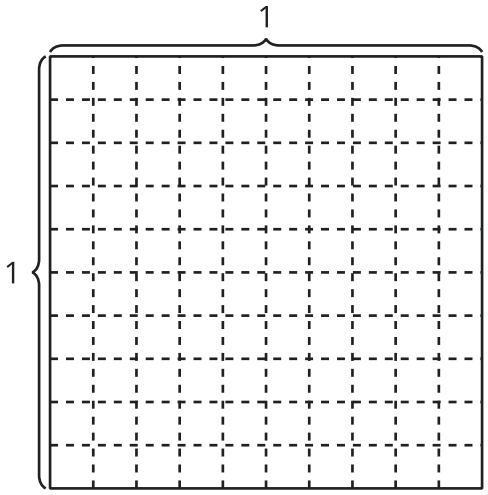
Represent Thousandths on a Diagram

1. Shade each diagram to represent the given number.

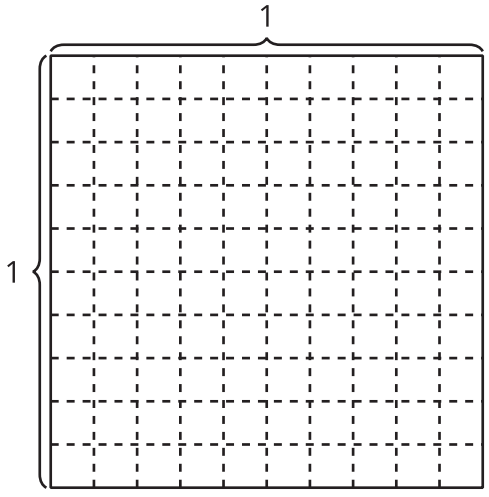
a. $\frac{2}{10}$



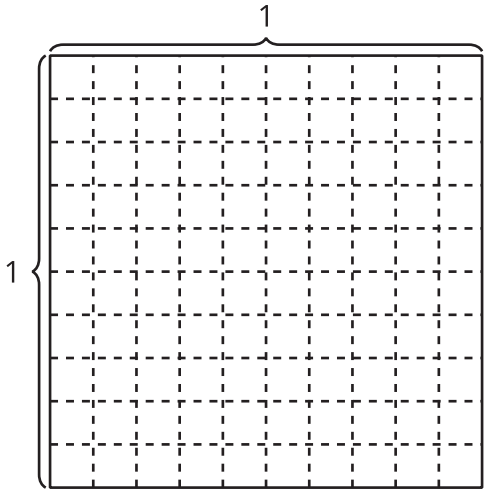
b. 0.2



c. $\frac{15}{100}$

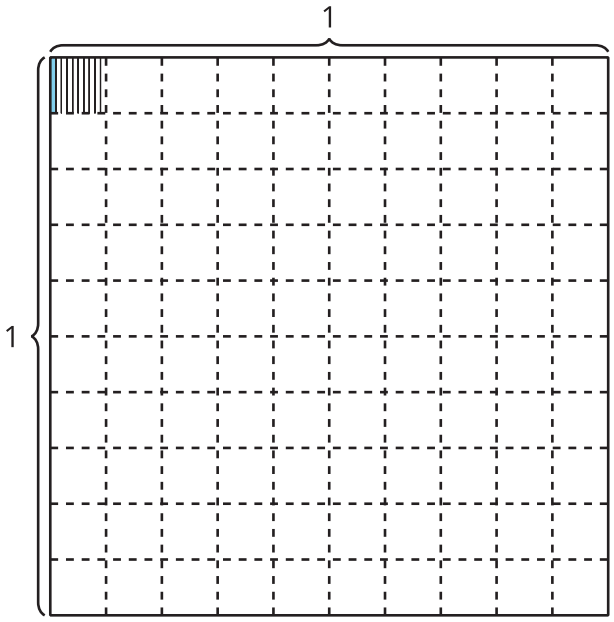


d. 0.34

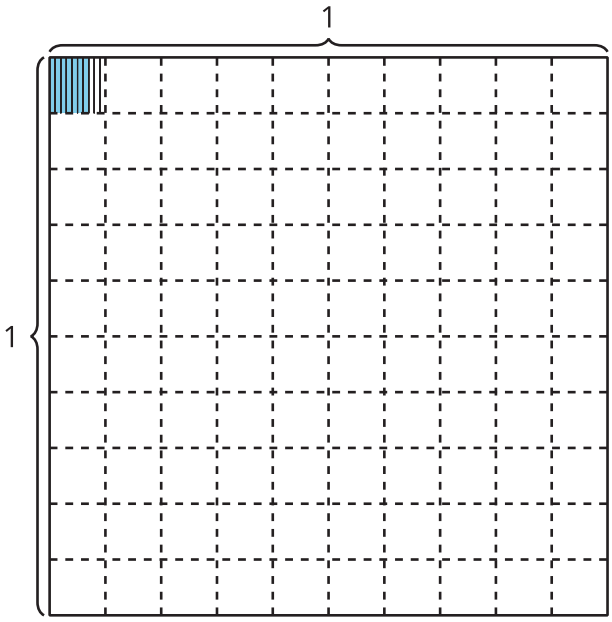


2. Write a decimal number to represent the shaded part of each diagram. Explain or show your reasoning.

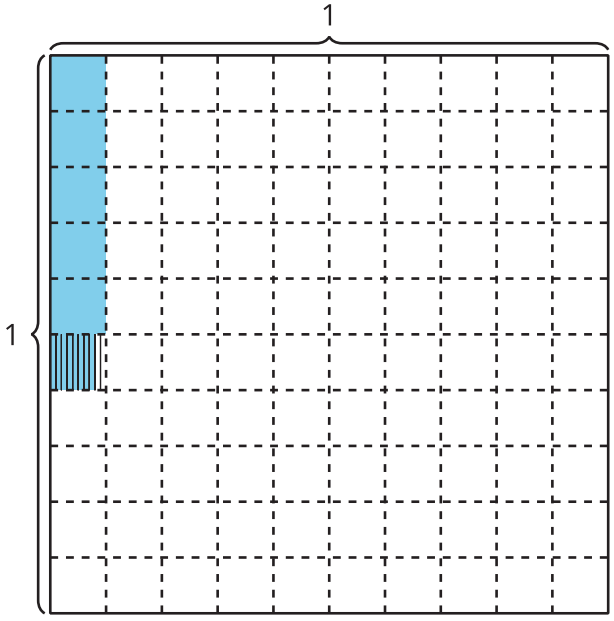
a.



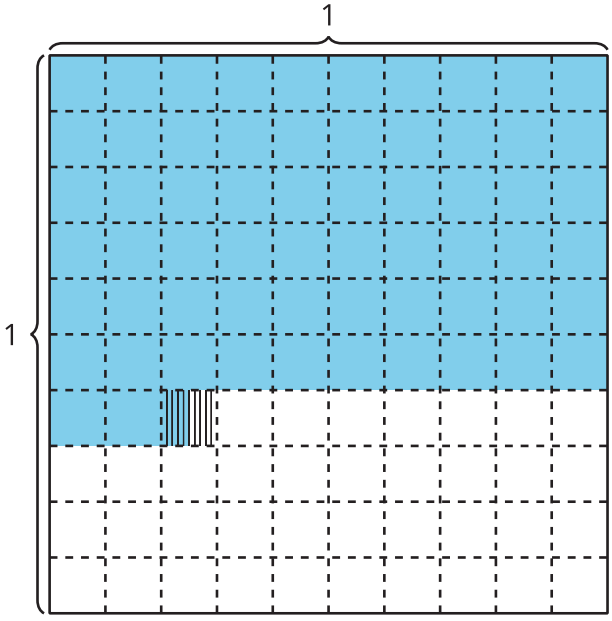
b.



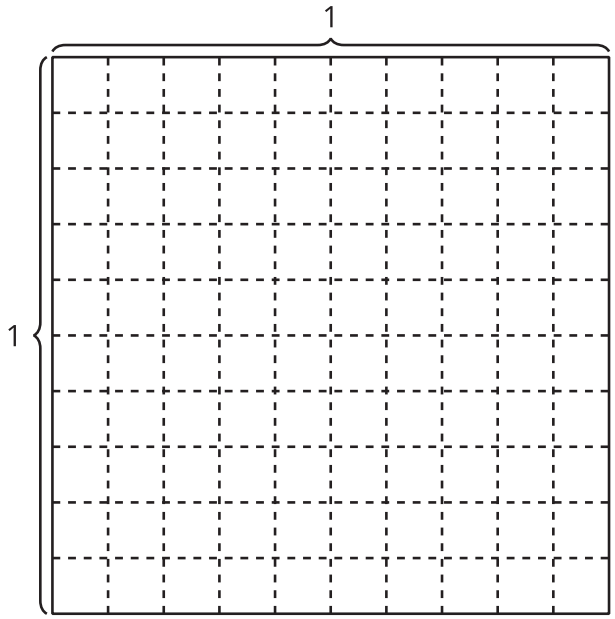
c.



d.



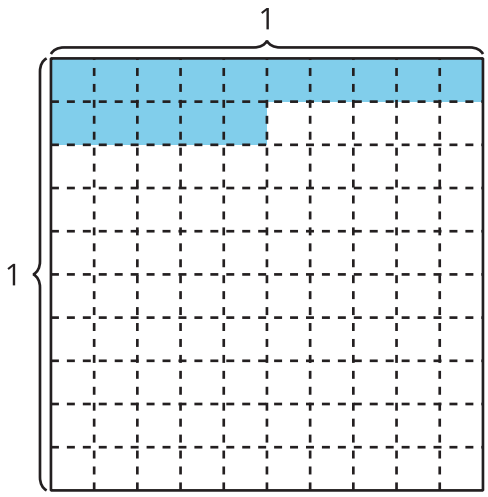
3. Shade the diagram to represent 0.328. Explain or show your reasoning.



Activity 2

Say What?

Several students look at the diagram. They describe the shaded region in different ways. Who do you agree with? Explain or show your reasoning.



A. Jada says, “15 hundredths.”
B. Priya says, “150 thousandths.”
C. Tyler says, “15 thousandths.”
D. Diego says, “1 tenth and 5 hundredths.”
E. Mai says, “1 tenth and half of a tenth.”