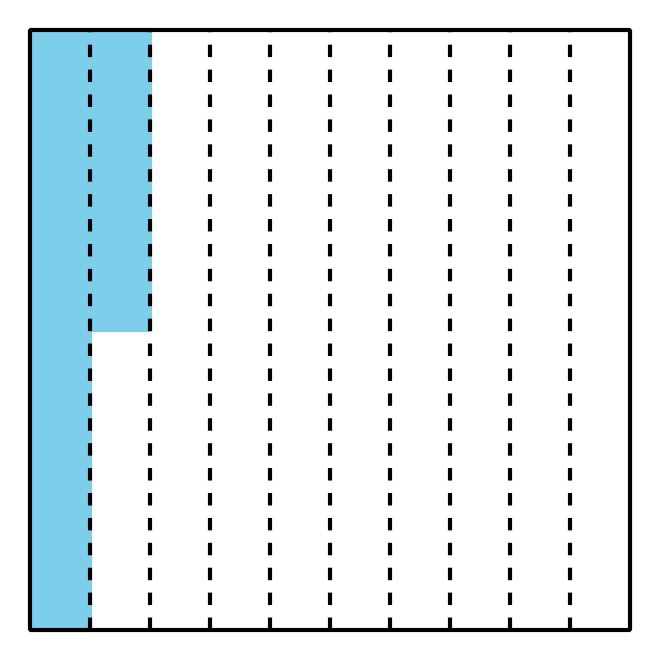
## Unit 3 Lesson 16: Tenths and Hundredths, Together

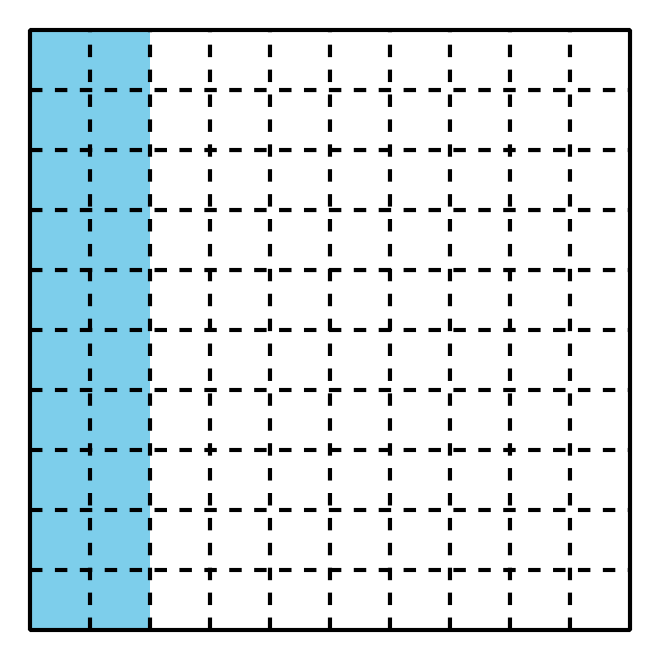
### WU Notice and Wonder: Shaded Rectangles and Squares (Warm up)

#### Student Task Statement

Each large square represents 1.

What do you notice? What do you wonder?

A

B

### 1 Tenths and Hundredths

#### Student Task Statement

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. |  |  |
| * b. |  |  |
| * c. |  |  |
| * d. |  |  |
| * e. |  |  |
| * f. |  |  |
| * g. |  |  |
| * h. |  |  |
| * i. |  |  |
| * j. |  |  |

1. Name some fractions that are:
   1. between and
   2. between and

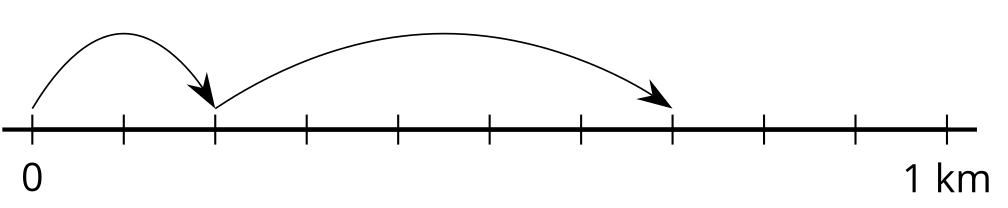
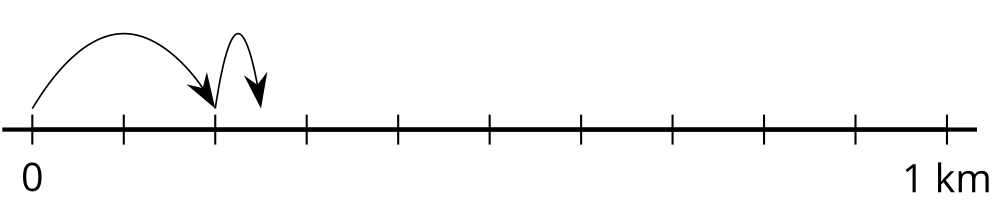
* Be prepared to explain your reasoning.

### 2 Walk, Stop, and Sip

#### Student Task Statement

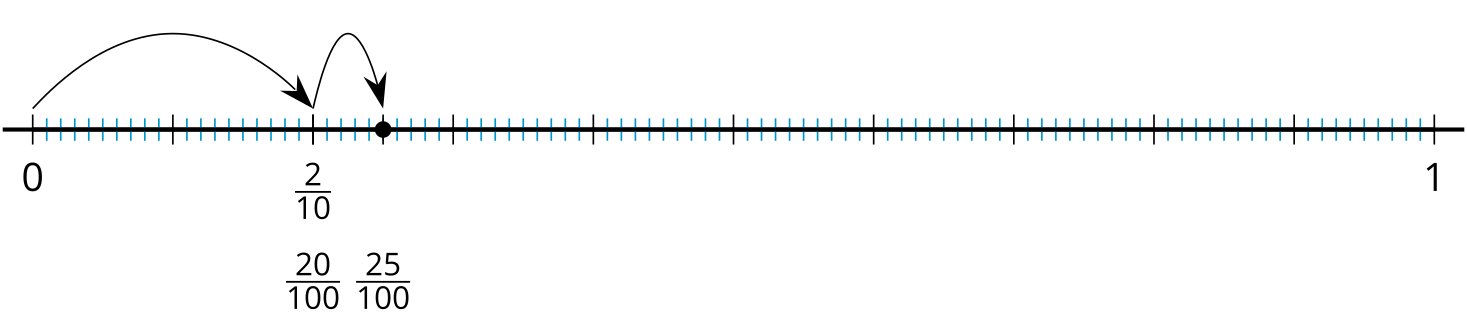
Noah walks kilometer (km), stops for a drink of water, walks kilometer, and stops for another sip.

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

* 
* 

1. The diagram that you didn’t choose represents Jada’s walk. Write an equation to represent:
   1. the total distance Jada has walked
   2. the total distance Noah has walked
2. Find the value of each of the following sums. Show your reasoning. Use number lines if you find them helpful.
   * 
   * 
   * 
   * 

#### Activity Synthesis





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