Directions: Write your answers in complete sentences, using proper grammar, spelling, and punctuation.

| Understanding | Accuracy | Communication | Presentation | Total |
| :---: | :---: | :---: | :---: | :---: |
| 2 | 2 | 2 | 2 | 8 |

2. School Classroom: Elementary students learn that one or more zeros can be placed at the end of a decimal without changing its value, but they usually do not understand why. Use Decimal Squares to illustrate $.3=.30=.300$ and write an explanation involving the use of additional zeros that would make sense to students. Copy Blank Decimal Squares from the companion website.

| Understanding | Accuracy | Communication | Presentation | Total |
| :---: | :---: | :---: | :---: | :---: |
| 2 | a) 2 | b) 2 | 2 | 2 |
| 10 |  |  |  |  |

3. School Classroom: The Elementary School Text page at the beginning of this section (copied below) shows four models for illustrating the decimal 1.65.
a. Using the three models (1) Money, (2) Decimal Model, and (3) Base-Ten Blocks, illustrate and explain how you would use each model to help an elementary school student see that $2.3>2.29$.
b. Explain how you would relate each model in part a to the Place-Value Chart model also shown on the school page.

## Representing Decimals

## MIN Lab



$$
\begin{aligned}
& \text { 1. } 1.56 \\
& \text { 1-4. See Ch. } 3 \text { Answer Appendix. }
\end{aligned}
$$

Decimals, like whole numbers, are based on the number ten. In place-value chart, the place to the right of the ones place has a value of one tenth. The next place has a value of ond are called decimals. that have digits in the tenths place and beyon


