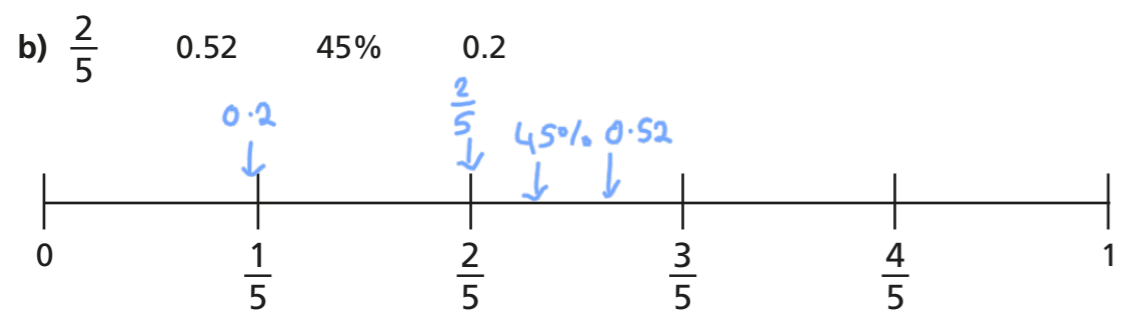
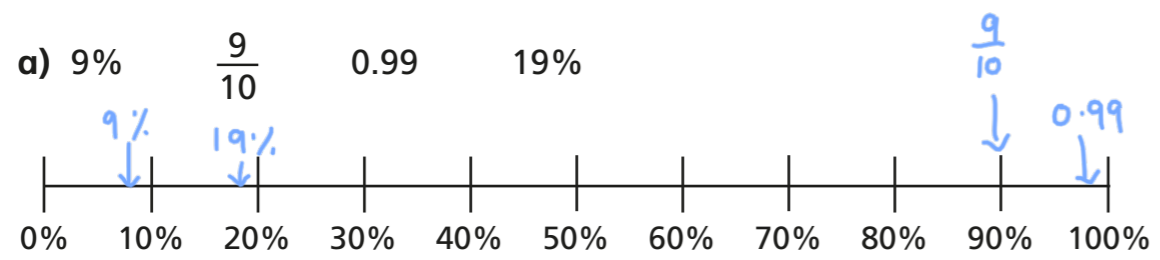


1 Write $<$, $>$ or $=$ to complete the statements.

- a) 64% $>$ 0.46 d) 0.8 $=$ 80%
 b) 0.96 $<$ $\frac{97}{100}$ e) 67% $<$ $\frac{7}{10}$
 c) $\frac{3}{5}$ $>$ 35% f) $\frac{7}{20}$ $>$ 0.3

2 Draw arrows to estimate the positions of the fractions, decimals and percentages on the number line.



3 Write the fractions, decimals and percentages in ascending order.

- a) $\frac{7}{10}$ $\frac{13}{100}$ 21% 0.9

$\frac{13}{100}, 21\%, \frac{7}{10}, 0.9$

- b) 0.6 61% $\frac{37}{50}$ 0.66

$0.6, 61\%, 0.66, \frac{37}{50}$

- c) 47% 0.89 $\frac{63}{100}$ 12%

$12\%, 47\%, \frac{63}{100}, 0.89$

d) Which part was easiest to order: a), b) or c)? _____
Why?

Various answers.

e) Which set was most difficult to order: a), b) or c)? _____
Why?

Various answers.

f) Compare answers with a partner.
What is the same and what is different?



4 These fractions, decimals and percentages are in descending order.

99% $\frac{89}{100}$ 0.7 0.5 49%

Tick the fractions, decimals and percentages that could fill the gap.

0.78 51% ✓ $\frac{3}{5}$ ✓ 0.6 ✓ $\frac{4}{10}$

5 Tommy scored $\frac{40}{50}$ on a Maths test.

Aisha got 78% of the test correct.

Aisha thinks she has done better because 78 is greater than 40

Do you agree with Aisha? No

Explain your answer.

$\frac{40}{50} = 80\%$ and $80\% > 78\%$ so Tommy did better.

6 Huan, Nijah and Scott each started with a 1-litre bottle of juice.

Huan drank 0.55 litres.

Nijah drank 59% of her juice.

Scott has $\frac{4}{10}$ of his juice left.



Who drank the most? Show your working.

Scott drank the most.

Who drank the least? Show your working.

Huan drank the least.

7 a) Use the digit cards to make the statement correct.



$$0.3 < \frac{4}{10} < 80\%$$

How many different solutions can you find?

Various answers.

b) Use the digit cards to write a percentage greater than $\frac{2}{5}$ but less than 75%.



$$\frac{2}{5} < 0.43 < 0.75$$

How many different percentages can you find?

Various answers.

Compare answers with a partner.

