Comparing decimals

TEACHER GUIDE / DIAGNOSE → MODEL → PRACTISE → CHECK

For a teacher or tutor working with learners who know tenths and hundredths. Use this as a short guided session, not a graded test or a full curriculum.

1. Listen first (about 3 minutes)

Ask: (a) 0.7 __ 0.65, (b) 1.04 __ 1.4, (c) 0.60 __ 0.6. Ask the learner which place decides each comparison.

Answers: (a) >, (b) <, (c) =. If (a) or (b) is unclear, start with Sheet A. If only (c) is wrong, model equivalent trailing zeros before Sheet A. If all are explained, use Sheet B. These are teaching prompts, not validated cut scores.

2. Align the places (about 4 minutes)

Write 0.7 as 0.70. It has 7 tenths; 0.65 has 6 tenths. Therefore 0.70 > 0.65. Adding a zero at the far right of a decimal does not change its value. It does not mean you may insert a zero anywhere.

Number	Ones	Tenths	Hundredths
0.70	0	7	0
0.65	0	6	5

3. Respond to the actual error

If 0.65 is called larger because 65 > 7: compare tenths, not digit strings. If 1.04 is called larger because it has more digits: identify 0 tenths versus 4 tenths. If 0.60 is called larger than 0.6: rename both as 60 hundredths.

4. Practise, check, adapt

Give only student pages 2–3. Use page 4 for feedback. Ask for a reason on one correct answer, then revisit one error. DOCX text and questions are editable; answers do NOT update automatically. Recheck the key and print preview after any edit.