



Example 5





Use a Graph

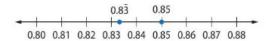
You can use a graph to visualize data, analyze trends, and make predictions. In this example, you can compare the decimals on a number line.

Thirty out of 36 seventh graders and 34 out of 40 eighth graders participated in a marathon for charity. Which class had a greater fraction participating in the marathon?

Write each fraction as a decimal. Then compare the decimals.

seventh graders:
$$\frac{30}{36} = 0.8\overline{3}$$

eighth graders:
$$\frac{34}{40} = 0.85$$





On a number line, $0.8\overline{3}$ is to the left of 0.85. Since $0.8\overline{3} < 0.85$, $\frac{30}{36} < \frac{34}{40}$

So, a greater fraction of eighth graders participated in the marathon.



Gof If? Do this problem to find out.

5. Over the weekend, $\frac{16}{28}$ of the eighth grade girls and $\frac{19}{30}$ of the eighth grade boys went to see a new comedy movie. Did a greater fraction of girls or boys see the movie?

Guided Practice



Write each fraction as a decimal. Use a bar to show a repeating decimal. (Examples 1 and 2)

1.
$$\frac{3}{5} = 0.6$$

2.
$$\frac{5}{16} = 0.3/25$$

3.
$$-\frac{3}{20} = -0.15$$

4.
$$\frac{5}{8}$$
 = 0.625

5.
$$-\frac{2}{3} = -0.\overline{6}$$

6.
$$-\frac{7}{9} = -0.7$$



7. In one season, the New England Patriots converted 16 of 20 fourth downs. What part of the time did the Patriots convert on fourth down? (Example 3)

Replace each \bullet with <, >, or = to make a true sentence. (Example 4)

8.
$$0.89$$
 $\Rightarrow \frac{11}{13}$

9.
$$-\frac{2}{3} \blacktriangleleft -\frac{3}{5}$$

10.
$$-0.21 < \frac{1}{5}$$

11.
$$\frac{5}{9}$$
 $\frac{6}{11}$

12.
$$-\frac{9}{15} > -0.61$$

13.
$$\frac{3}{4} < \frac{7}{9}$$



14. Of Nikki's home water usage, $\frac{7}{50}$ comes from lawn watering, and $\frac{3}{20}$ comes from cooking. Does a greater fraction of water usage come from lawn watering or from cooking? (Example 5) The greater fraction usage is from cooking.

