Card 1

Ines (raises her hand, all jumpy with impatience): Teacher, teacher, I must ask something. If it says 2.3 and 2.30, is that the same? It bothers me a bit, 30 is greater than 3, but that zero would be the number of hundredths, so it still seems the same to me...

Vlada: You made an excellent point. That zero is the number of hundredths, and there are no hundredths in your example. It is quite enough to write down only 2.3. Well done!

Card 2

Andja (she is also jumping, there are many questions): If it says 3.04, it means that there are no tenths, but we have 4 hundredths, right? Now we must write that zero because without it this would be 3.4. That's three whole parts and 4 tenths and it's not the same!

Vlada (very pleased): You are absolutely right! Let's practice it a little, with long jumps. Today we are scheduled to do the long jump in PE class, but this class of mine apparently jumped out a bit...

Card 3

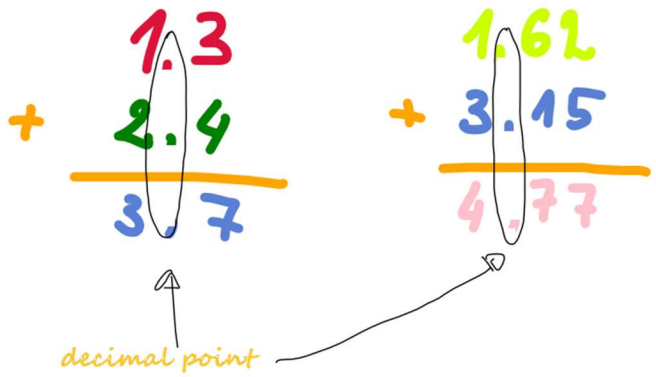
Andja: And what if I jump, then jump again and again? How far did I jump?

Vlada: We can measure each of your jumps, then add up the lengths.

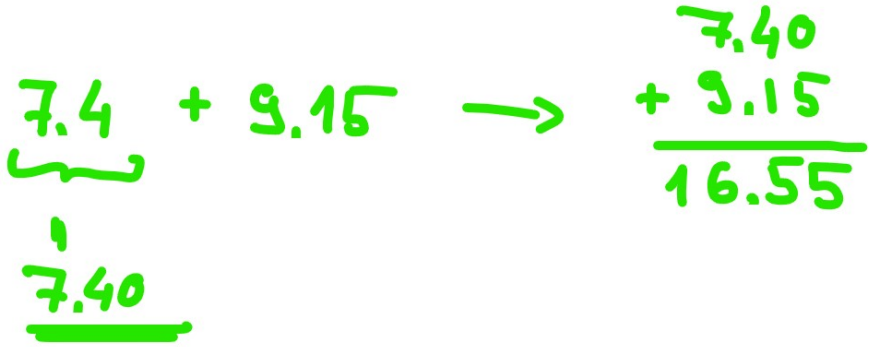
Ines (concerned): That's easy if we measured everything in centimeters. What if we had numbers in that decimal notation? That dot bothers me as if it is also jumping.

Vlada: Don’t worry. That dot, the decimal point, is very lazy, it doesn't move anywhere. We can subtract and add, but we must make sure that the dots line up. And carefully when you add those that have hundredths with those that only have tenths. Here it is:

Card 4



Card 5



Card 6