**Grade 6 Math
Unit 1: Numeration**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Lesson 1: Putting large numbers on place value charts**

It can be difficult to read very large numbers. Place value charts can be a helpful way to read and write large numbers. In the chart below, each number represents 10 times the number to its immediate right. **NOTE: Only the digits 0-9 can be in any given space.**

1) Look at examples A-C below and complete examples D-F on your own.

A) 271 826
B) 156 067 981
C) 66 831 096
D) 58 417
E) 1 721 279
F) 369 088 626

|  |  |  |
| --- | --- | --- |
| Millions | Thousands | Ones |
| H | T | O | H | T | O | H | T | O |
|  |  |  | 2 | 7 | 1 | 8 | 2 | 6 |
| 1 | 5 | 6 | 0 | 6 | 7 | 9 | 8 | 1 |
|  | 6 | 6 | 8 | 3 | 1 | 0 | 9 | 6 |
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2) Look at examples A-C below and complete examples D-F on your own.

A) Sixteen two thousand five hundred eighty nine
B) Five million three hundred six thousand eight hundred ninety six
C) Eight hundred twenty nine million five hundred fifty thousand six hundred twenty four
D) Five hundred twenty five thousand fifty three
E) Sixty eight million three hundred eighteen thousand one hundred twenty eight
F) Two hundred million six hundred sixty one thousand two hundred forty seven

|  |  |  |
| --- | --- | --- |
| Millions | Thousands | Ones |
| H | T | O | H | T | O | H | T | O |
|  |  |  |  | 1 | 6 | 5 | 8 | 9 |
|  |  | 5 | 3 | 0 | 6 | 8 | 9 | 6 |
| 8 | 2 | 9 | 5 | 5 | 0 | 6 | 2 | 4 |
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3) With a partner, discuss some examples of when numbers in the millions would be used and write them below.

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**Lesson 2: Representing large numbers in standard, expanded and word form**

Numbers can be represented in various ways. For example, the number 215 062 can be represented in the following ways:

Standard Form: 215 062

Expanded Form: 200 000 + 10 000 + 5000 + 60 + 2

Words: Two hundred fifteen thousand sixty two

1) Write the following numbers in expanded form.

A) 49 279

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

B) 377 206

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

C) 912 695

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2) Write the following numbers in standard form.

A) 8 000 000 +500 000 + 20 000 + 3000 + 200 + 90 + 9

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

B) 800 000 + 6000 + 300 + 70 +1

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C) 4 000 000 + 200 000 + 50 000 + 20 + 6

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3) Write the following numbers in words.

A) 22 561

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) 705 297

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C) 3 881 296

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4) What is the value of each underlined digit?

Ex. 550 279 🡪 50 000

A) 987 256 🡪 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

B) 7 633 081 🡪 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

C) 56 923 🡪 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

D) 6 410 945 🡪 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5) Daniel says that in the number 518 953 that the 9 has a greater value than the 1. Is he correct? Explain why or why not.

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| --- | --- | --- |
| Millions | Thousands | Ones |
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**Lesson 3: Representing large numbers using decimals**

Large numbers can take up a lot of space on a page and be difficult to read. As such, decimals are often used instead of writing the entire number. For example, rather than writing 75 200 000, you could write 75.2 million instead. In this case, the 2 represents .2 million or 200 000.

1) Write the following numbers in decimal form.

Ex. 8 500 000 🡪 8.5 million
 3 550 000 000 🡪 3.55 billion

A) 9 300 000 🡪 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

B) 65 800 000 🡪 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

C) 1 575 000 🡪 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2) Write the following numbers in standard form.

Ex. 8.23 million 🡪 8 230 000
 37.4 million 🡪 37 400 000

A) 7.6 million 🡪 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

B) 55.3 million 🡪 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

C) 4.275 million 🡪 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3) What is the value of each underlined digit?

A) 5.62 million 🡪 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

B) 4.8 million 🡪 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

C) 6.95 million 🡪 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Lesson 4: Placing large numbers on number lines**

Number lines can be an effective way for visualizing and organizing numbers. In the example below, 0 and 1000 are referred to as the **endpoints**. 500 is the **midpoint** between the two endpoints. 250 and 750 are **benchmarks**, which help you better estimate where to place numbers on your number line. For example, if you wanted to put 800 on your number line, the benchmark of 750 would help you estimate where to put that number.



1) Complete the following questions using the number line below.

A) What are the endpoints on this number line?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

B) Draw and label a midpoint.

C) Draw and label two benchmarks.

D) Place 1 200 000 and 1 900 000 on the number line.



E) Explain how you decided where to place 1 200 000 on the number line using the terms **endpoints**, **midpoint** and **benchmarks**.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2) Complete the following questions using the number line below.

A) What are the endpoints on this number line?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

B) Draw and label a midpoint.

C) Draw and label two benchmarks.

D) Place 4 750 000 and 5 100 000 on the number line.



E) Explain how you decided where to place 4 750 000 on the number line using the terms **endpoints**, **midpoint** and **benchmarks**.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Lesson 5: Putting decimal numbers on place value charts**

In this lesson, we will explore tenths, hundredths, thousandths and ten thousandths. Each of these terms represent a fraction of a whole. For example, if a piece of paper was cut into ten pieces, one piece would represent one tenth (0.1) of the whole piece of paper. Similarly, if the piece of paper was cut into ten thousand pieces, than one piece would represent one ten thousandth (0.0001) of the whole piece of paper.

**NOTE:** As you move from left to right on a place value chart, the place values get smaller. Therefore, a hundredth is smaller than a tenth, a thousandth is smaller than a hundredth, and a ten thousandth is smaller than a thousandth.

1) Look at examples A-C below and complete examples D-F on your own.

A) 1.2501
B) 6.013
C) 0.0038
D) 5.75
E) 3.6791
F) 9.283

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Ones | Tenths | Hundredths | Thousandths | Ten thousandths |
| 1 | 2 | 5 | 0 | 1 |
| 6 | 0 | 1 | 3 |  |
| 0 | 0 | 0 | 3 | 8 |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

2) Look at examples A-C below and complete examples D-F on your own.

A) Two and thirty five thousandths
B) Eight and six thousand five hundred nine ten thousandths
C) Five and ninety one hundredths
D) Six and two hundred four thousandths
E) One and seven ten thousandths
F) Three and one thousand fifty ten thousandths

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Ones | Tenths | Hundredths | Thousandths | Ten thousandths |
| 2 | 0 | 3 | 5 |  |
| 8 | 6 | 5 | 0 | 9 |
| 5 | 9 | 1 |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

**Lesson 6: Representing decimal numbers in standard, expanded and word form**

1) Write the following numbers in standard form. Use a place value chart to help you if necessary.

A) Two and three hundred seventeen thousandths \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

B) Six and 58 ten thousandths \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

C) Five and two thousand five hundred nine ten thousandths \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

D) Two and eight tenths \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

F) Seven and four hundredths \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2) Write the following numbers in written form. Use a place value chart to help you if necessary.

A) 3.2561

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

B) 9.02

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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C) 5.5075

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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D) 4.708
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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E) 2.0065

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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3) Write the following numbers in standard form.

A) 2 + 0.1 + 0.03 + 0.007 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

B) 5 + 0.08 + 0.003 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

C) 9 + 0.2 + 0.0008 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

D) 7 + 0.002 + 0.0005 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

E) 4 + 0.9 + 0.007 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4) Write the following numbers in expanded form.

A) 6.891

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

B) 5.0218

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

C) 7.807

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

D) 2.9504

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E) 6.0008

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**Lesson 7: Ordering decimal numbers**

1) Put the following numbers in order from least to greatest.

|  |
| --- |
| 0.1 |
| 0.025 |
| 0.0088 |
| 0.03 |
| 0.0009 |

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2) Put the following numbers in order from least to greatest.

|  |
| --- |
| 2 + 0.09 + 0.0003 |
| Two and three tenths |
| 2.075 |
| Two and nine hundredths |
| 2 + 0.005 + 0.0008 |

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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