

The True Value of Sweets

Brief Overview:

Students will build upon their prior knowledge of fractions in order to understand decimals. The unit enables the student to extend his/her knowledge of decimals through exploration of place value and comparison of their relative size.

NCTM Content Standard/National Science Education Standard:

Understand numbers, ways of representing numbers, relationships among numbers, and number systems

- understand the place-value structure of the base-ten number system and be able to represent and compare whole numbers and decimals
- explore numbers less than 0 by extending the number line and through familiar applications

Grade/Level:

Grade 5

Duration/Length:

Three days for 50-60 minutes daily

Student Outcomes:

Students will:

- read, write, and represent decimals using symbols, words, or models.
- compare, order, and describe decimals with or without using the symbols ($<$, $>$, or $=$).

Materials and Resources:

Lesson 1

- Scale-Weight in Ounces
 - Note that, if your school does not have a scale that displays to the thousandths place, consider borrowing one from the middle school or high school in your area.
- Candy
 - M&M's[©]
 - Skittles[©]
 - Hershey Candy Bar[©]
 - Nerds[©]
 - Or any variety you choose

- Math textbook for each student
- Paper Clip for each student
- Pencil for each student
- Paper Cup filled with candy for each student
- Student Resource 1, “True Value of Candy”
- Student Resource 2 , “Blank Decimal Squares for Thousandths”
- Student Resource 3, “Reveal the Digits”
- Teacher Resource #1, “Blank Decimal Squares Mixed”(transparency)
- Dry Erase Boards
- Blank Transparency
- 0-9 Number Tiles

Lesson 2

- Place Value Foldable for each student(see directions in Teacher Resource #7)
- Sentence Strips
- Teacher Resource 2, “Place Value Foldable”
- Teacher Resource 3, “Large Digit Cards” (3 sets)(When making the digit cards copy a zero on the back of each digit. Print on card stock and laminate cards for longer use.)
- Teacher Resource 4, “Small Digit Cards” - for each student
- Teacher Resource 7, “Place Value Fan”
- Teacher Resource 8, “Teacher Observation Checklist”
- Student Resource 2, “Blank Decimal Squares for Thousandths”
- Student Resource 4, “Expanding With Candy”(copies for each student and transparency)
- Student Resource 5, “Nifty With Nuts”

Lesson 3

- Scrap Paper
- Candy from Lesson 1
- 6 feet of clothesline
- Index Cards for each student
- Teacher Resource 5, “Problem of the Day”
- Teacher Resource 6, “Place Value Chart-Nut Information”(transparency)
- Teacher Resource 9, “Place Value Assessment Answer Key”
- Student Resource 1, “True Value of Candy” – returning from previous day
- Student Resource 2, “Blank Decimal Squares for Thousandths” - transparency
- Student Resource 5, “Nifty With Nuts” – returning from previous day
- Student Resource 6, “Place Value Chart”
- Student Resource 7, “Comparing the Weight of Candy”
- Student Resource 8, “Place Value Assessment”

Development/Procedures:

Lesson 1

Pre-Assessment

- Distribute dry erase boards to every student in the class, and tell the students that they will be looking at place values of various numbers.
- Use “Solve, Hide, Show” strategy to display student answers.
 - First the student will write the answer on the dry erase board.
 - Next he/she will flip the board over to hide it.
 - Finally, the student will hold the board in the air when the teacher says, “Show.”
- Write the following number on the chalkboard:
2, 387.69, and ask the students to copy the number on their dry erase boards.
- Say, “Draw a box around the digit in the tens place, and then hide your response.”
- After thirty seconds, say, “Show.” All the students hold up their dry erase boards with the answer.
- Observe the students’ dry erase boards. Ask a student to explain why he or she boxed the eight.
- Continue the activity for three minutes using different numbers, and asking the students to draw a box around the various place values ranging from the thousands place to the hundredths place.

Launch

- Ask the students to think about the various ways we use decimals in our lives. Accept several responses such as money, measurement, or statistics in sports.
- Say: “Weight is another area where decimals are important. For instance, how many pounds or ounces do you think this textbook might weigh?” Have students hold their textbook and make their prediction. Repeat the process for the pencil and paperclip.
- Say: “How did you arrive at your predictions for the three items?”
- Accept predictions from students. Write their predictions on a chart on the overhead. Next, write the actual weights of the textbook, paperclip, and pencil next to the student’s predictions. Say: “Sometimes you will need to use decimals to record the weight of an object.”

Teacher Facilitation/Student Application

- Group three or four students together and distribute Student Resource 1, “True Value of Candy” and a scale to each student. Each student will complete his or her own table using the data from the group.
- Say: “You have been hired to work for the Sweet Tooth Candy Factory in the quality control division. Your job is to test the weights of individual candies

to ensure their accuracy. You will need to record your predictions and the actual weights on your table.”

- Have one student from the group retrieve one cup of candy per student in their group.
- Direct each group to predict how much each piece of candy weighs, keeping in mind the weights of the textbook, pencil, and paperclip as benchmarks.
- Allow approximately three minutes for the students to make predictions. Check each group to make sure they are properly recording the information.
- Say: “When looking at the weight of various items, it is necessary to be very precise. Using the thousandths place in a decimal creates a more accurate measurement. For example, in nuclear science, a scientist must make precise measurements for chemical reactions or an accidental explosion could occur. Another example would be car racing. A car could be disqualified if its weight is over the limit by a thousandth of a pound. The thousandths place can be very important. Let’s look at it in comparison to the other decimal place values.”
- Using Teacher Resource 1, “Blank Decimal Squares Mixed,” place the blank tenths decimal squares on the overhead. Pose the following questions, “What is represented by the decimal square? (tenths)
- Say: “If we had three tenths, how would we represent that on the decimal square?” (shade three columns)
- Say: “How can we show thirty-six hundredths? Ask a student to shade the appropriate area in the hundredths decimal square. (Shade thirty six squares.) Say: “What other ways could you describe what is represented on the decimal square?” (three tenths and six hundredths)
- Say: “Think about the measurement a scientist needs to make. She/he needs to be more precise, so she/he may need to measure to the thousandths place.”
- Direct the students to use their decimals squares to find equivalent decimals. The students will need to use their blank tenths, hundredths, and thousandth decimal squares.
- Say: “Align your tenth and hundredth decimal squares one above the other. Compare the area in the tenths and hundredths square. Elicit responses from the students about the equivalent decimals. (One tenth is equal to ten hundredths.)
- Repeat the above activity with the hundredths and thousandths decimal squares. Ask: “How many thousandths are in each hundredth? How many thousandths would be in a tenth? Say: “So we can conclude that .1 is equivalent to .10, which is also equivalent to .100.”
- Say: “How would we represent three hundred sixty-two thousandths on the thousandths decimal squares?” Ask another volunteer to shade the appropriate squares. (three columns, six squares, and two sections within a square)
- Display Teacher Resource 6 – Place Value Chart, on the overhead. Say, “Where would the thousandths place be on the chart?” Allow five seconds for the students to answer. Indicate the place of the tenths, hundredths, and

thousandths on the chart. Write the number .362 in the correct places. Read the number aloud.

- Say: “Now, you are going to record the actual weights of the candy on the same resource sheet as your predictions (Student Resource – 1, “True Value of Candy”). Each student in the group will weigh one piece of candy for the group. (For example, John weighs the M+M©, Maya weighs the Skittle©, Tyrone weighs the Hershey Bar©, and Amy weighs the Nerd©.) Everyone in the group will record the weight of each piece of candy.
- Distribute Student Resource 2, “Blank Decimal Squares for Thousandths” to each student.
- Model how to shade a decimal square using the following number: .473 (Use the following colors for each place value: Red – Tenths, Yellow – Hundredths, Blue – Thousandths.)

Embedded Assessment

- Direct the students to shade one decimal square for each weight of the different types of candy..
- Using an Observation Checklist (Teacher Resource 8, “Teacher Observation Checklist”), observe students as they complete the decimal squares. Note any students who are struggling with place value.

Reteaching/Extension

- **Reteach** –Select the students who are struggling and have them meet in a small group. Use a place value chart (Teacher Resource 6, “Place Value Chart”) to identify the various place values by putting a number tile in the correct location. Model reading the decimal 4.238 to the students. Ask: “What digit is in the tenths place? What digit is in the hundredths place? What digit is in the thousandths place?” Repeat the activity with different decimals.
- **Extension** – The students will engage in the game “Reveal the Digits” where they will identify the value of the digits through the thousandths place (Student Resource 3 a-b, “Reveal the Digits”).

Lesson 2

Pre-Assessment

- Distribute the place value foldables (Teacher Resource 2, “Place Value Foldable”) to each student, as well as the small digit cards (Teacher Resource 4, “Small Digit Cards”).
- Say: “The number 23.645 to the students.” They will create the number by inserting the appropriate small digit cards in the pockets of the place value foldable.
- Ask the students to hold up their foldable to display their answer.
- Observe the answers of the students to check for comprehension of place value concepts.

- Repeat the process using different numbers. The activity should last approximately five minutes.

Launch

- Select five students to come to the front of the classroom. Give each student a digit card (Teacher Resource 3 a-j, “Large Digit Cards”).
- Direct the students to form 36.257 holding the digit cards in the front of them facing the audience.
- Ask several members of the class to identify the place and the place value of all the digits in the number. (For instance, the three is in the tens place, and it has a value of 30.)
- Repeat the activity changing the roles of the students and the place of the digits.

Teacher Facilitation/Student Application

- Say:, “Why do you think it is important to know the value of each digit in a number?” Allow the students to respond. Explain that the whole number is important, but the individual parts or values are necessary to create the whole number. A missing part will change the final number. For example, if you removed the four from 346, the number would change to 306.
- Follow the directions on Teacher Resource 7, “Folding Place Value” to create the Place Value Fan.
- Write the decimal .326 across the Fan.
- Show how the fan expands to reveal the zeros in the place values, and how it closes or comes together to display its original decimal.
- Create three additional fans with various decimals on each one.
- Display the fans to the students. Divide the students in groups of three or four. Give each fan to a group and allow them a minute to experiment with it. Have them pass their fans around to each group until every student has had an opportunity to use them.
- Collect the fans, and distribute Student Resource 2 – “Blank Decimal Square for Thousandths” to each student. Display a transparency of the resource sheet on the overhead.
- Use the same numbers from the place value fans to shade the columns, blocks, and sections of the decimal squares.
- Write one number above a set of three squares, and the next number above the next set of three, and so forth. Within the set of three squares, the first square will represent the tenths, the second square will represent the hundredths, and the third square will represent the thousandths.
- Model the first set of decimal squares on the overhead. Shade the tenths, hundredths, and thousandths to represent the decimal.
- Direct the students to complete the resource sheet with the other members in their group. Observe the students working in groups. Ask individual students to explain how they decided to represent the decimal using the decimal

squares. Note any students struggling with the concept on Teacher Resource 8, “Teacher Observation Checklist,” and offer assistance when necessary.

- Redistribute the students’ resource from yesterday (Student Resource 1, “The Value of Candy”), and distribute “Expanding with Candy” (Student Resource 4, “Expanding with Candy”).
- Say: “We are going to revisit our activity from yesterday when you were working for the Sweet Tooth Candy Factory. You will work with one other member in your group to write the standard form, the expanded form, and the word form for the weight of each candy.
- Model how to write the forms with the data from the first piece of candy using a transparency of Student Resource 4, “Expanding with Candy.”
- Ask the students to complete the remainder of the table with another member of the group.
- Assist students who are struggling.

Embedded Assessment

- Distribute “Nifty with Nuts” to the students (Student Resource 5, “Nifty with Nuts”).
- Explain to the students that the nut division of the Sweet Tooth Candy Factory called. They requested the assistance of the experts in the quality control division department. Since they are working with nuts, they are asking you to write the standard form, word form, and expanded form for the weight of several types of nuts.
- Tell the students to work independently to complete the table.
- Monitor student progress using the Teacher Observation Checklist (Teacher Resource 8, “Teacher Observation Checklist”).

Reteaching/Extension

- Students that complete the activity demonstrating proficiency with the concept can visit the following website.
- www.321know.com/dec
- Students select on the comparing decimals link and follow the instructions on the website.

Lesson 3

Pre-Assessment

- Display a transparency of “The Problem of the Day” on the overhead (Teacher Resource 5, “Problem of the Day”). Students are required to compare whole numbers to check for competency in the area of comparison before decimals are introduced.
- Use “Heads Together” strategy to complete the activity. In this strategy, students are completing the problem on a scrape piece of paper. The paper is placed in the center of the table. Once everyone has completed the problem, the group puts their heads together to discuss the solution to the problem viewing everyone’s answers at the same time.

- Encourage students to utilize accurate mathematical vocabulary and proper cooperation skills.
- Review the answer with the entire class. Request students to volunteer their answers, and explain the thinking process their group used to arrive at the conclusion.

Launch

- Display a variety of candy in one area of the classroom.
- Ask the students to come over and view all the sweets.
- While the students are gathered around, select two of the candies, and ask a volunteer to decide which is larger.
- Say: “How did you know?” Ask the student to explain his or her reason for selecting the one candy.
- Select another volunteer to place all the candy in order from greatest to least according to size.
- Say: “Why did you order the candies in this manner?”
- Discuss the response with the class.

Teacher Facilitation/Student Application

- Return the “Nifty with Nuts” student resource sheet (Student Resource 5, “Nifty with Nuts”) to each student.
- Explain to the students that the Nut Division of the Sweet Tooth Candy Factory is asking the students to compare and order the weights of the nuts.
- Say: “Does anyone have any ideas of how to compare decimals? You will need to compare the decimals before you put them in any type of order.”
- Wait approximately five seconds for student response. Engage the students in a short discussion about their answers.
- Say: “Let’s view what the decimals look like using decimal squares.” Place transparency of Student Resource 2, “Blank Decimal Squares for Thousandths” on the overhead.
- Write down .2 above the first decimal square. Shade in the appropriate columns.
- Write .02 above the second decimal square. Shade in the appropriate boxes.
- Ask the students to identify which decimal has the least amount shaded. (hundredths)
- Say: “What do you notice about the shaded parts for each decimal square?” (The students should conclude that two hundredths is smaller than two tenths.)
- Write .002 above the third decimal square. Shade in the appropriate sections.
- Ask students if they see a pattern between the decimal square as the two moves from the tenths to the hundredths place (The students should note that the value of the two is becoming smaller, or it covers less space on the decimal square).
- Write down .134 above another decimal square on the transparency, and write down .524 above the next decimal square.
- Say: “Where in the decimal would you start to compare these two decimals?”

- Listen to student responses.
- Explain that they should begin on the left side in the tenths place and move to the right.
- Say: “First we compare the one and the five.” Shade in one column of the decimal square representing $.134$, and shade in five columns of the decimal square representing $.524$.
- Ask the students to identify which number covers the most squares (five).
- Select student volunteers to shade in the boxes for the hundredths on the overhead.
- Ask the students to identify which number in the hundredths place covers the most space (three).
- Select another student to shade the sections for the thousandths on the overhead.
- Ask the students to identify which decimal is larger $.134$ or $.524$ and give a reason for their choice.
- Following a student’s response, write $.134 < .524$ on the overhead and say, “.134 is less than .524.”
- Reiterate the importance of beginning at the tenths place, and comparing the digits in each place value.
- Tell the students to view the “Nifty with Nuts” resource sheet. Explain that they will compare the weights of the nuts.
- Model how to compare the first and second nut weights by thinking aloud through the process described above. Use Teacher Resource 6, “Place Value Chart – Nut Information” as a transparency.
- Pair the students together. They will complete the remainder of the resource sheet with their partner by comparing the first nut weight to the third and fourth nut weights. The students will compare each nut weight with the weights of the other three nuts. They will record their answers in the space below the table.
- Observe the student comprehension of the concept during the activity, and give assistance when necessary.
- Once the students have finished comparing the weights, ask a volunteer to come forward and put the decimals in order from greatest to least on the overhead. Other classmates may give assistance to the volunteer. The student must explain why he or she is putting the decimals in a certain order.
- Say: “As part of the quality control division at Sweet Tooth Candy Factory, it is your duty to compare and order the weights of the candies since you did so well with the nuts.”
- Distribute Student Resource 7, “Comparing the Weight of the Candy”, and return Student Resource 1, “True Value of Candy.”
- Direct the students to work with a partner to compare and order the weights of the candies on Student Resource 7, “Comparing the Weight of the Candy.”
- Observe the students while they are working. Give assistance if necessary.

Embedded Assessment

- Once the majority of the students are finished, ask the students to indicate how comfortable they feel with the material by displaying the following:
- Thumbs up – complete understanding
- Thumbs sideways – ok, but does not have complete understanding

Reteaching/Extension

- **Enrichment:** Ask two students to hold a piece of rope approximately six to eight feet long. It will represent a number line. On one end of the rope, place a folded index card with the number, zero. On the opposite end of the rope, place another folded index card with the number one. Pass out folded index cards with decimals written on one side of the card and a decimal square glued on the other side representing the decimal. Ask the students to place his/her card in the appropriate spot on the number line when he/she is called upon. A student may select the next student to place his/her card on the number line once his or her turn is completed. The students may move other peoples cards in order to maintain the correct sequence.
- **Reteach:** The students, who displayed a thumbs down during the assessment, will be gathered in a separate area and given copies of the decimal squares resource sheet (Student Resource 2, “Blank Decimal Squares for Thousandths”). The teacher will write three decimals on the paper and ask the students to shade each value of the decimals with a different color. They will compare each place value as they shade all the columns at the same time. Next, they will shade all the hundredths boxes for each number, and finally the sections for the thousandths place values.

Summative Assessment:

Students will demonstrate their comprehension of place value concepts in relation to decimals through completion of a formal assessment consisting of selected response and brief constructed response items. The assessment (Student Resource 8, “Place Value Assessment”) evaluates the student’s ability to read, write, and represent, order and compare, and use expanded form with decimals. It requires them to justify their thought processes through mathematical reasoning. Answer key can be found on Teacher Resource 9.

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TRUE VALUE OF CANDY

PREDICTION:

Place each piece of candy in your hand one at a time, and predict the weight of each item to the nearest hundredth.

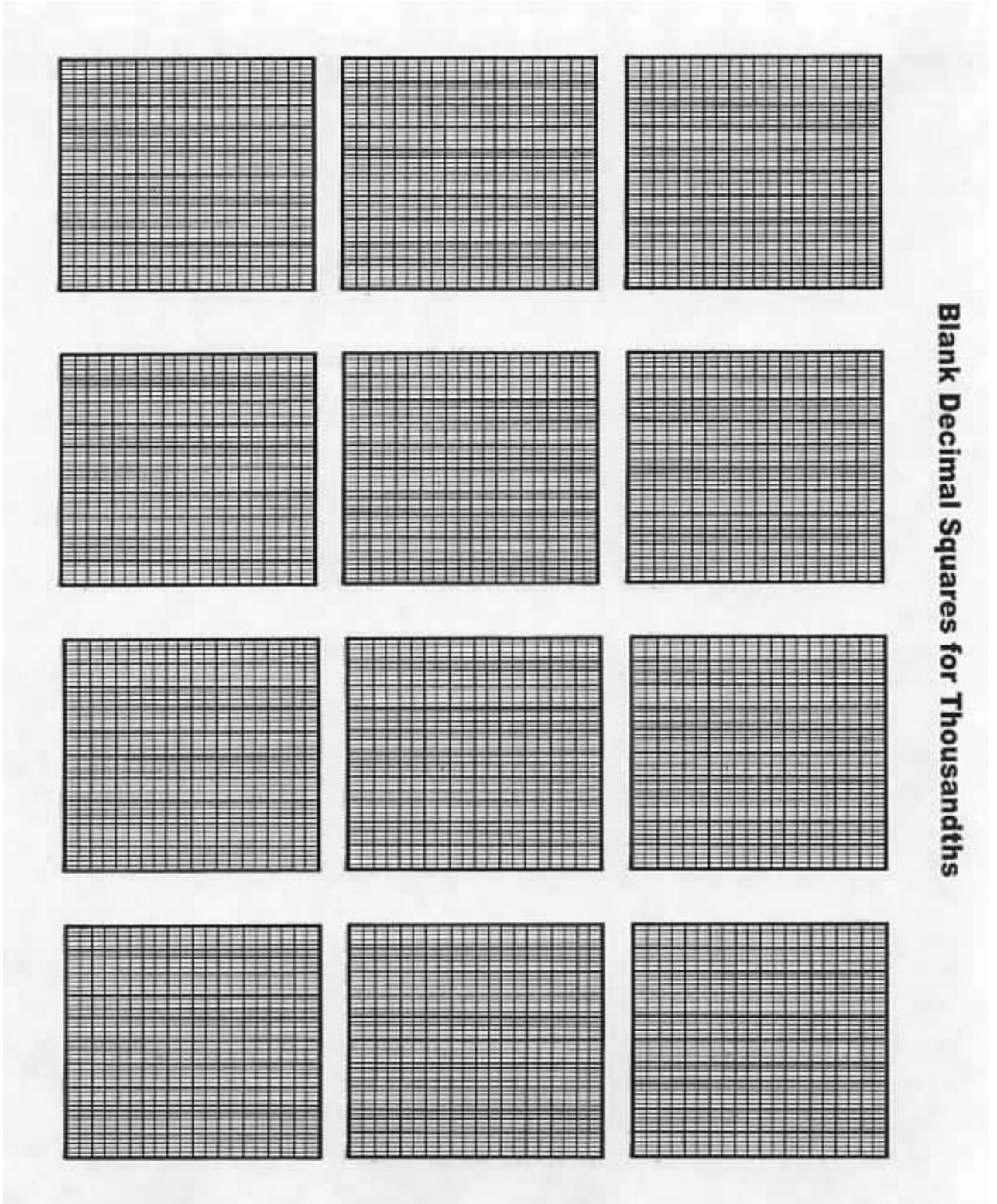
M&M's®	_____
Skittles®	_____
Hershey Candy Bar®	_____
Nerds®	_____



WEIGHT OF CANDY

Place one piece of candy at a time on the scale and weigh it to the nearest thousandth. Record the weight in the table below.

Type of Candy	Tens	Ones	Tenths	Hundredths	Thousandths
M&M's®					
Skittles®					•
Hershey Bar®					•
Nerds®					•
					•





Reveal the Digits

1. Which digit is in the thousandths place?

12.384

5. Which digit is in the thousandths place?

35.126

2. Which digit is in the ones place?

28.821

6. Which digit is in the ones place?

22.873

3. Which digit is in the hundredths place?

32.539

7. Which digit is in the hundredths place?

3.250

4. Which digit is in the tenths place?

2.730

8. Which digit is in the tenths place?

19.923



Reveal the Digits

Materials:

0-9 digit cards

8 colored markers for each player

Reveal the Digits gameboard

Directions:

Shuffle the digit cards and place them face down in the middle of the table. The first player draws a card and looks at the digit. The player then looks for the clue that matches that digit card.

Example:

If the player draws a 7, he/she will then read all of the clues and find the one that matches the digit.

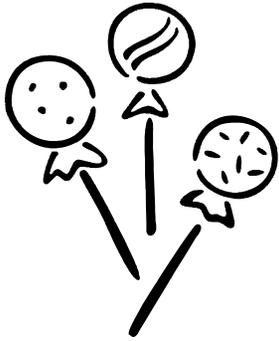
Which digit is in the tenths place?

2.764

The player will then place their marker on the square of that clue. The play then turns to the second player.

If there is not a clue to match their digit, the digit is returned to the bottom of the pile and play continues with the next player.

The game is over when there are no squares left open on the game board. The winner is the player that has covered the most squares with their colored markers.



Expanding With Candy

M&M's®

Standard Form

Expanded Form

Word Form

Skittles®

Standard Form

Expanded Form

Word Form

*Hershey
Bar®*

Standard Form

Expanded Form

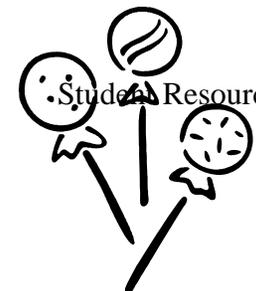
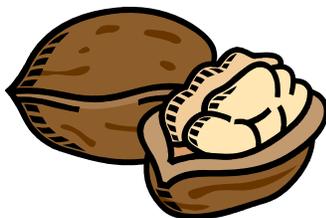
Word Form

Nerds®

Standard Form

Expanded Form

Word Form



Nifty With Nuts

Almonds

Standard Form
0.148

Expanded Form

Word Form

Cashews

Standard Form
0.304

Expanded Form

Word Form

Walnuts

Standard Form
0.027

Expanded Form

Word Form

Peanuts

Standard Form
0.138

Expanded Form

Word Form



PLACE VALUE CHART

	<i>Tens</i>	<i>Ones</i>	.	<i>Tenths</i>	<i>Hundredths</i>	<i>Thousandths</i>
<i>Almonds</i>		0	.	1	4	8
<i>Cashews</i>		0	.	3	0	4
<i>Walnuts</i>		0	.	0	2	7
<i>Peanuts</i>		0	.	1	3	8

Use the place value chart below to order the types of candy from heaviest to lightest.

<i>Type of Candy</i>	<i>Ones</i>	<i>.</i>	<i>Tenths</i>	<i>Hundredths</i>	<i>Thousandths</i>
<i>M&M's®</i>					
<i>Skittles®</i>					
<i>Hershey Bar®</i>					
<i>Nerds®</i>					

Place Value Assessment

Use the following decimal to answer questions 1 and 2.

34.982

1. Identify the digit in the tenths place. _____
2. Identify the digit in the thousandths place. _____

Write the word form for each decimal and tell the value of the underline digit.

3. 8.325

4. 93.206

Write each decimal in expanded form.

5. 83.732

6. 3.704

Compare. Write $<$, $>$, or $=$ for each \bigcirc .

7. 5.952 \bigcirc 5.958

8. 0.783 \bigcirc 0.78

Brief Constructed Response

Bridget was asked to order the following numbers from least to greatest. She wrote:

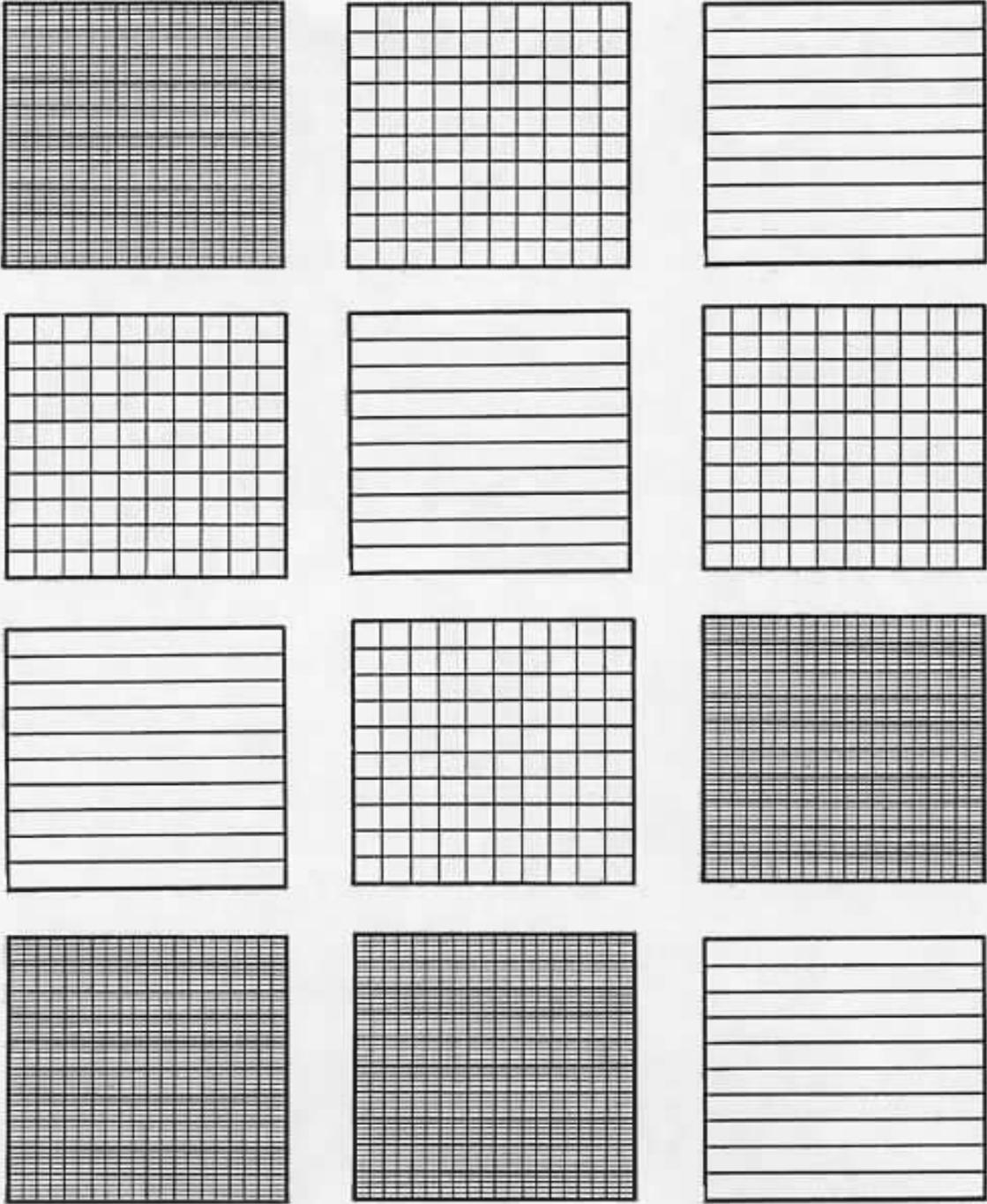
52.42 52.418 52.516 52.871

Part A

Is the order that Bridget wrote correct? _____

Part B

- * Explain why your answer is correct. Use what you know about expanded form and place value in your explanation. Use words, numbers, and or symbols in your explanation.
- * If Bridget's teacher added the decimal 52.51 to the list of decimals, what would the new order be from least to greatest?

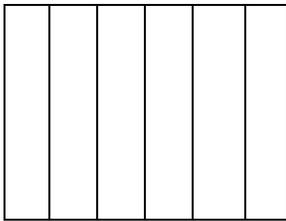


Blank Decimal Squares Mixed

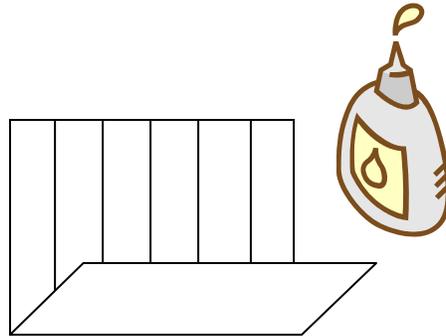
Foldables – Place Value

1. Fold a horizontal sheet of paper (11 X 17) into fifths.
2. Fold the bottom edge up two inches and crease well. Glue or staple the outer edges of the two inch tab to create five pockets.
3. Label each pocket with the correct place value. Use to hold the small digit cards.

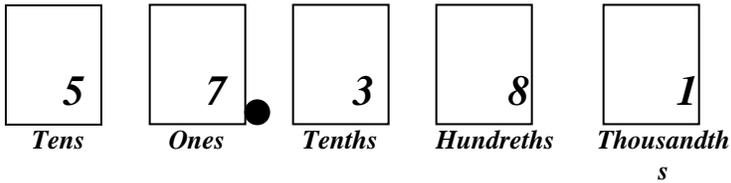
#1

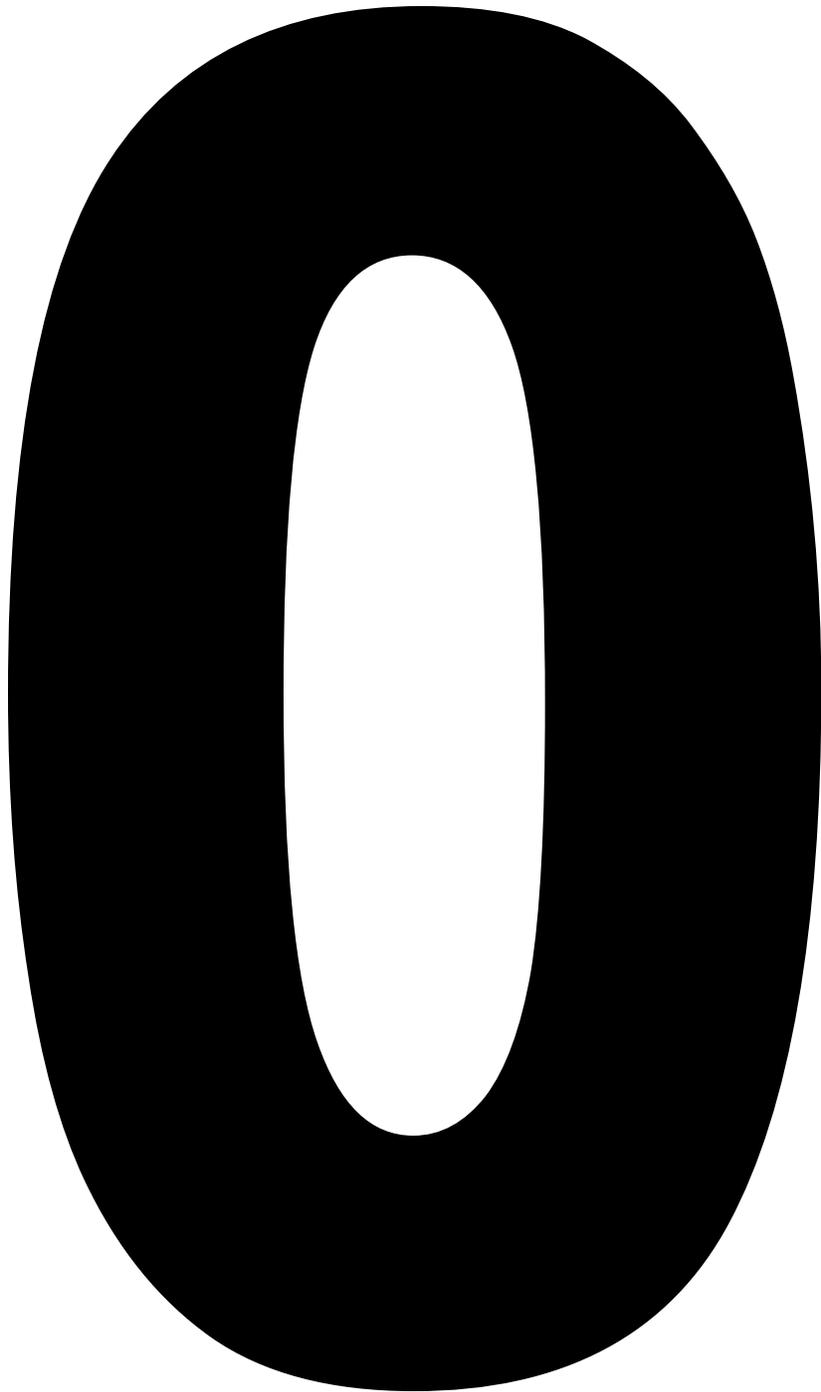


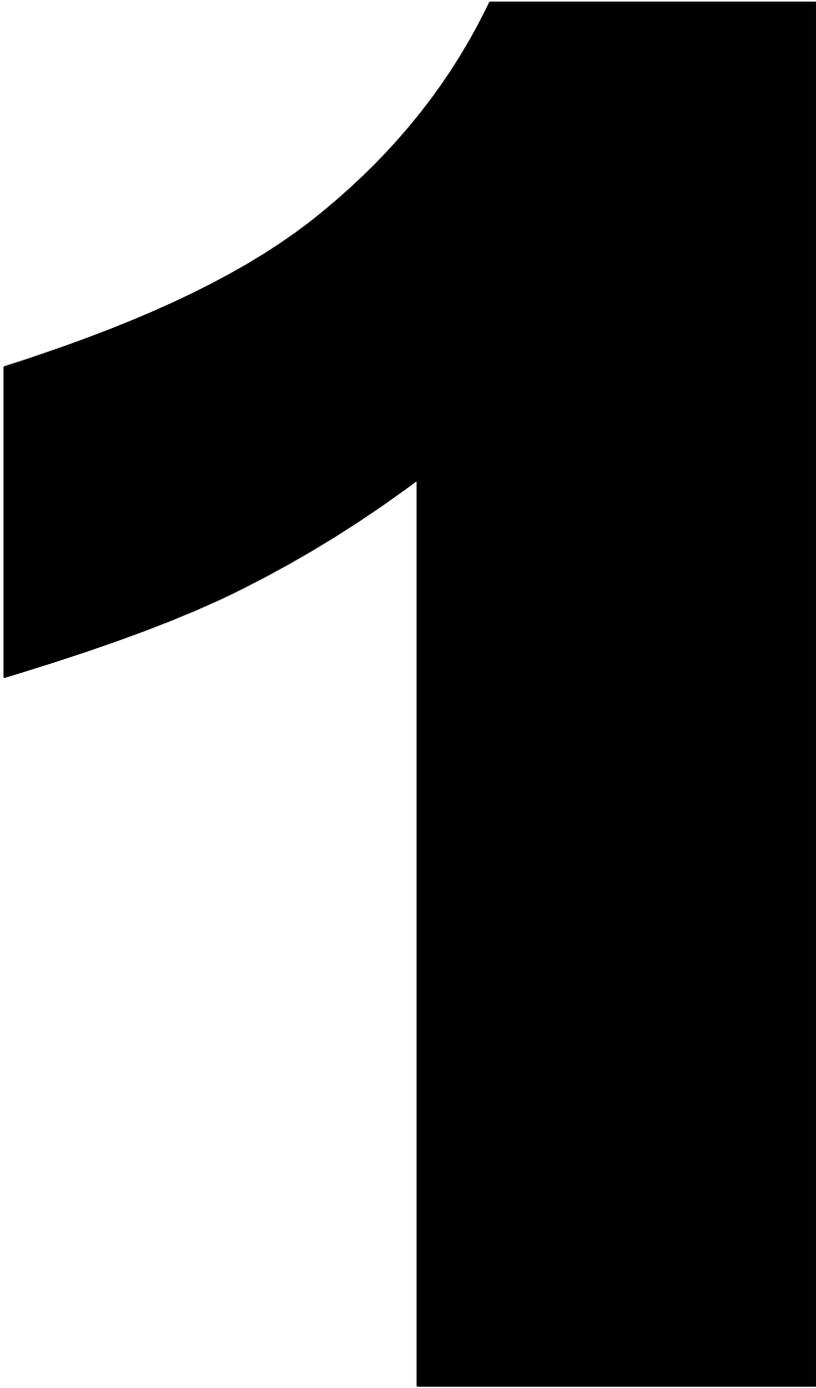
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#3

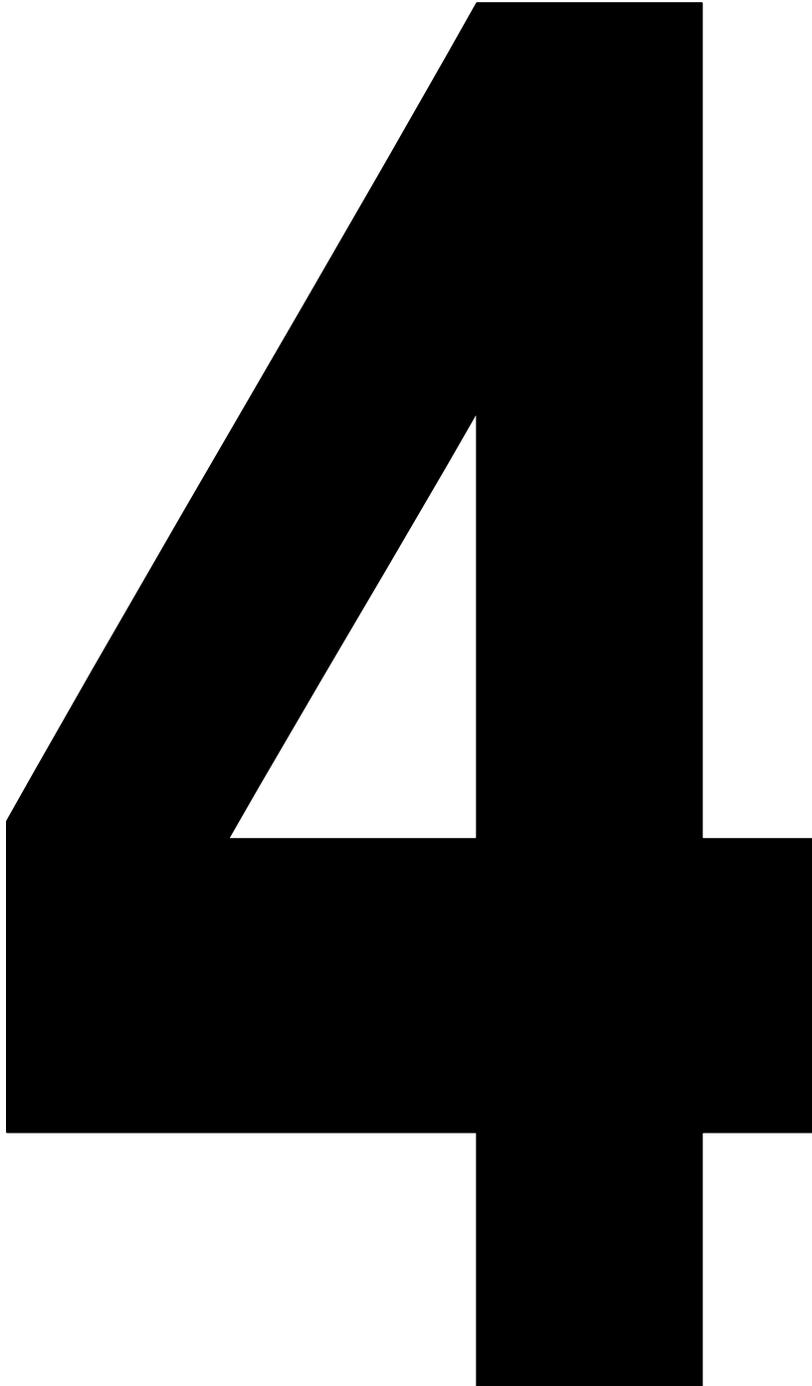








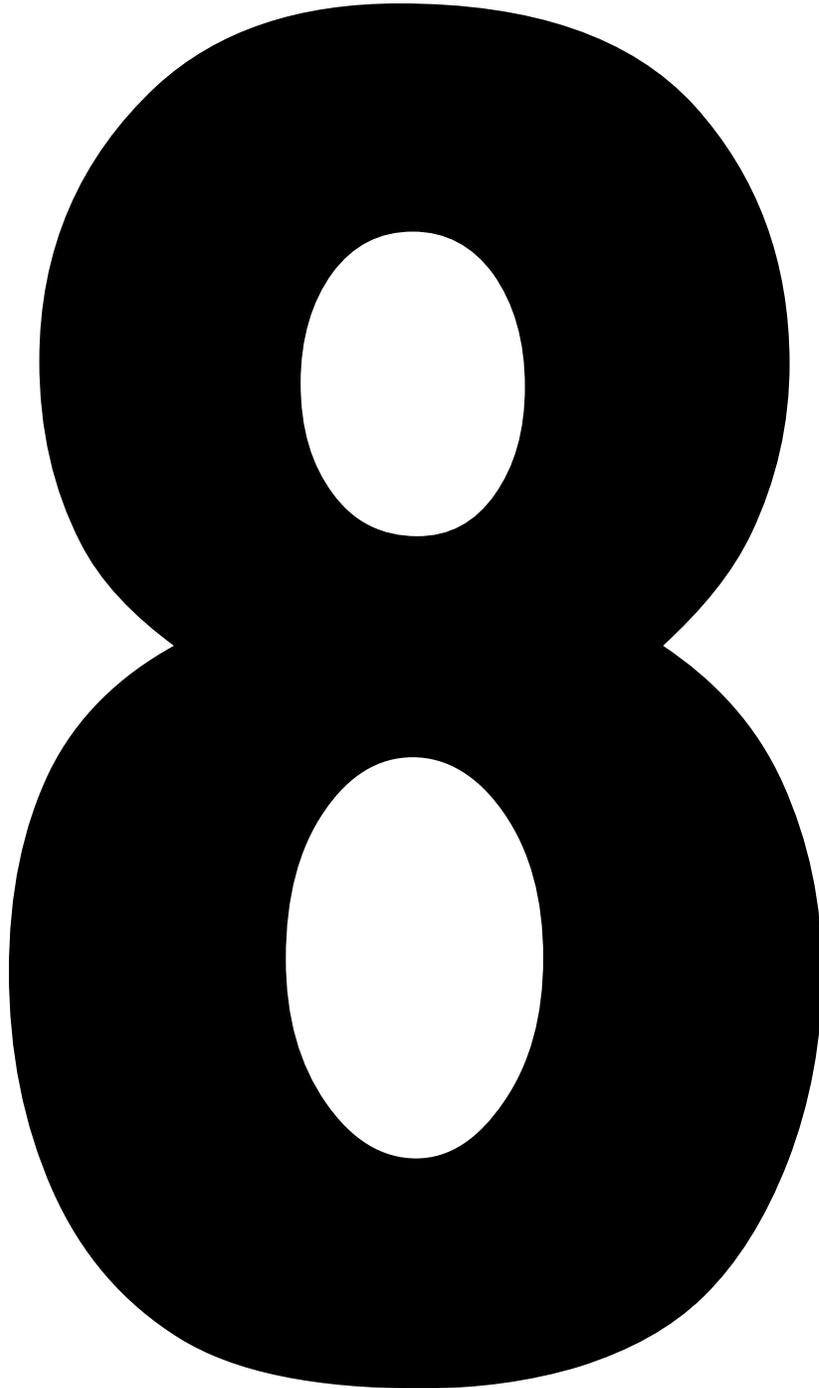














0 *1* *2* *3* *4*

5 *6* *7* *8* *9*

PROBLEM OF THE DAY

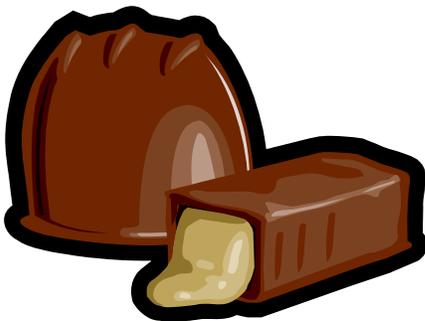
The Sweet Tooth Candy Company always restocks any type of candy when fewer than thirty thousand boxes of candy are on hand in its warehouses. Which types should be restocked?

M&M's©
12,209

Skittles©
34,289

Hershey Bar©
103,289

Nerds©
21,389



PLACE VALUE CHART

	<i>Tens</i>	<i>Ones</i>	.	<i>Tenths</i>	<i>Hundredths</i>	<i>Thousandths</i>
<i>Almonds</i>		0	.	1	4	8
<i>Cashews</i>		0	.	3	0	4
<i>Walnuts</i>		0	.	0	2	7
<i>Peanuts</i>		0	.	1	3	8

Tens Ones . Tenths Hundredths Thousandths

Directions for Expanded Form Accordion

Materials:

Sentence Strip

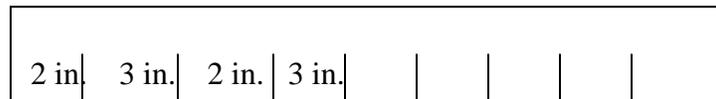
Ruler

Marker

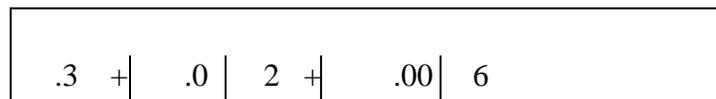
Pencil

Procedure:

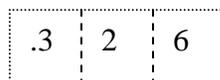
1. Mark the sentence strip at 2 inches, then 3 inches, then 2 inches, then 3 inches, with a pencil and continue until you get to the end of the sentence strip. The lines represent where to mark the sentence strip and should not be visible on the sentence strip.



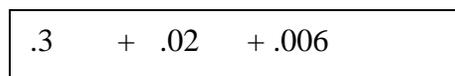
2. Write the number 0.326 in expanded form as shown below.



3. Fold like an accordion so that you can only see the number written in standard form. The dotted lines below represent folds.



4. Unfold one fold at a time to show the value of each digit. If you open it the entire way you will have the number in expanded form.



Teacher Observation Checklist

Student Name

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Place Value Assessment-Answer Key

Use the following decimal to answer questions 1 and 2.

34.982

1. Identify the digit in the tenths place. 9

2. Identify the digit in the thousandths place. 2

Write the word form for each decimal and tell the value of the underline digit.

3. 8.325

Eight and three hundred
twenty five thousandths.

0.02

4. 93.206

Ninety three and two hundred
six thousandths.

0.006

Write each decimal in expanded form.

7. 83.732
80 + 3 + 0.7 + 0.03 + 0.002

8. 3.704
3 + 0.7 + 0.004

Compare. Write <, >, or = for each \bigcirc .

7. 5.952 \bigcirc 5.958

8. 0.783 \bigcirc 0.78

