Discussion Problems
Step 1: Recognise Tenths and Hundredths

Teaching note: For Q2, an A3 copy on card and scissors may be necessary.

National Curriculum Objectives:

Mathematics Year 4: (4F6b) Recognise and write decimal equivalents of any number of tenths or hundredths

About this resource:

This resource has been designed for pupils who understand the concepts within this step. It provides pupils with more opportunities to enhance their reasoning and problem solving skills through more challenging problems. Pupils can work in pairs or small groups to discuss with each other about how best to tackle the problem, as there is often more than one answer or more than one way to work through the problem.

There may be various answers for each problem. Where this is the case, we have provided one example answer to guide discussion.

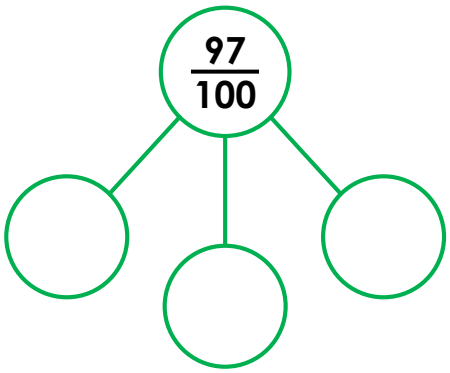
We recommend self or peer marking using the answer page provided to promote discussion and self-correction.

More Year 4 Decimals resources.

Did you like this resource? Don't forget to review it on our website.

Recognise Tenths and Hundredths

1. Talia is choosing fraction cards to complete the part-whole model below.



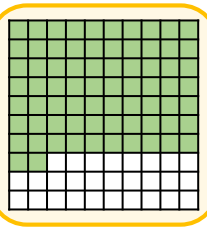
3/10	5/100	38/100	2/100	42/100	67/100	9/10	51/100

26/100	16/100	93/100	67/100	29/100	2/10	8/100

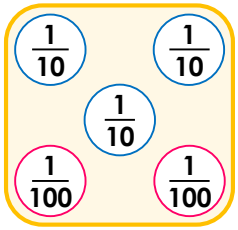
Investigate which fraction cards Talia can use to complete the part-whole model.

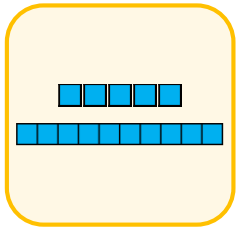
DP

2. Cut out each of the cards below and place them face down. With a partner, take it in turns to turn over two cards. If they are equivalent, the player keeps the cards. If not, turn them back over and choose again. The winner is the person with the most cards.



90/100





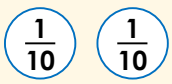
3/10

22/100 49/100 2/10

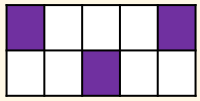
fifteen hundredths

2/10

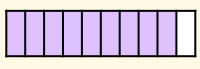
twenty-nine hundredths, four tenths and three hundredths



91/100



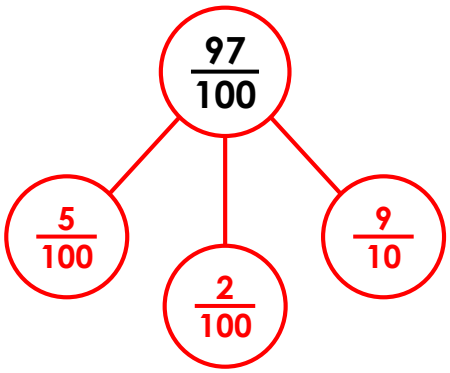
32/100



DP

Recognise Tenths and Hundredths

1. Talia is choosing fraction cards to complete the part-whole model below.



$\frac{3}{10}$ $\frac{5}{100}$ $\frac{38}{100}$ $\frac{2}{100}$ $\frac{42}{100}$ $\frac{67}{100}$ $\frac{9}{10}$ $\frac{51}{100}$

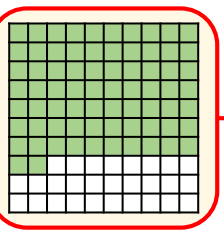
$\frac{26}{100}$ $\frac{16}{100}$ $\frac{93}{100}$ $\frac{67}{100}$ $\frac{29}{100}$ $\frac{2}{10}$ $\frac{8}{100}$

Investigate which fraction cards Talia can use to complete the part-whole model.

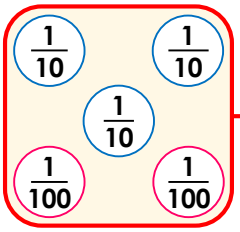
Various answers, for example: $\frac{3}{10}$, $\frac{29}{100}$ and $\frac{38}{100}$.

DP

2. Cut out each of the cards below and place them face down. With a partner, take it in turns to turn over two cards. If they are equivalent, the player keeps the cards. If not, turn them back over and choose again. The winner is the person with the most cards.



twenty-nine hundredths, four tenths and three hundredths



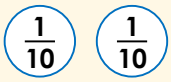
$\frac{32}{100}$

$\frac{90}{100}$

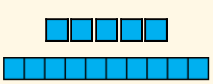
$\frac{22}{100}$ $\frac{49}{100}$ $\frac{2}{10}$

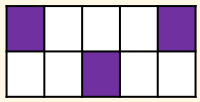
$\frac{91}{100}$

$\frac{2}{10}$

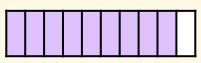


fifteen hundredths





$\frac{3}{10}$



Matching cards shown above.

DP