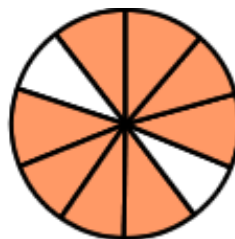
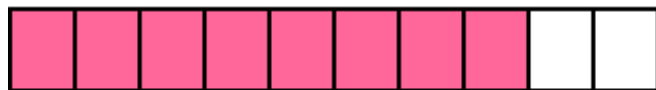


To be able to make a whole out of tenths or hundredths

Starter:

Which one is different?



0.8

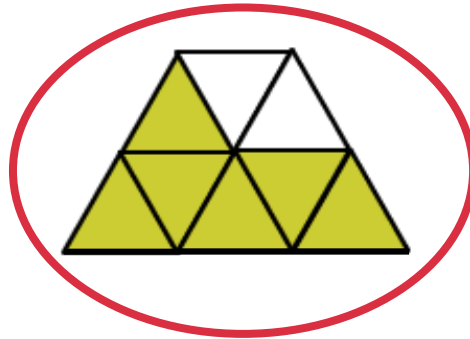
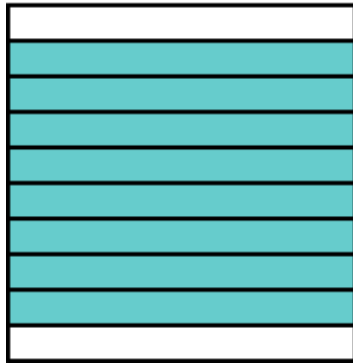
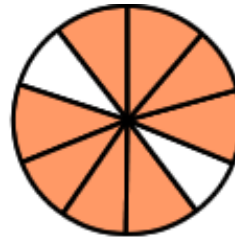
Success Criteria:

- I can count in $\frac{1}{10}$ and $\frac{1}{100}$
- I know how fractions and decimals are linked
- I can use a part-whole model to find missing values

To be able to make a whole out of tenths or hundredths

Starter:

Which one is different?



0.8

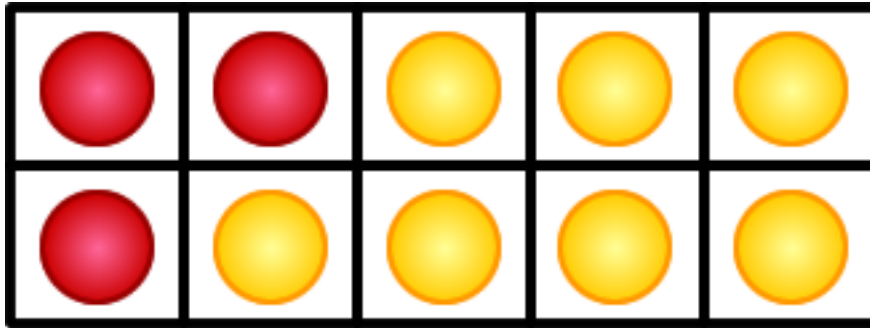
Success Criteria:

- I can count in $\frac{1}{10}$ and $\frac{1}{100}$
- I know how fractions and decimals are linked
- I can use a part-whole model to find missing values

It may seem like 0.8 is the odd one out because all the others are pictorial representations. However, if we look at the value of each part, this shape is different. All of the others show 8 tenths in different ways. This shape has six eighths shaded instead.

To be able to make a whole out of tenths or hundredths

Talking time:



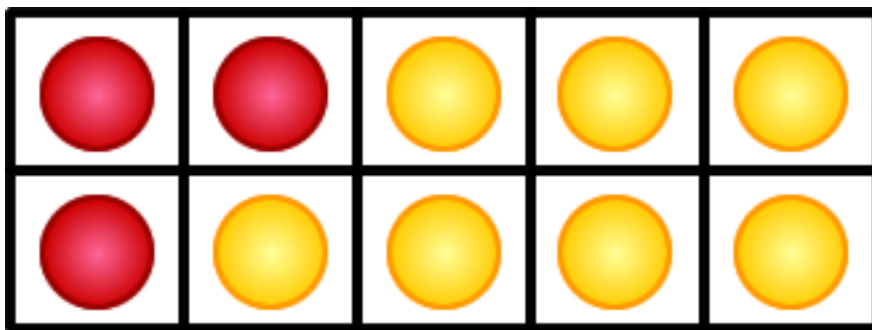
How many tenths are red?

How many tenths are yellow?

___ tenths + ___ tenths = 1 whole

To be able to make a whole out of tenths or hundredths

Talking time:



How many tenths are red? **3 tenths are red**

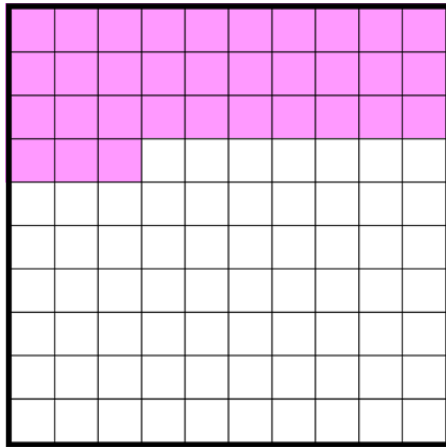
How many tenths are yellow? **7 tenths are yellow**

3 tenths + 7 tenths = 1 whole

To be able to make a whole out of tenths or hundredths

Talking time:

Sam has shaded part of a hundred square.



How many hundredths has he shaded?

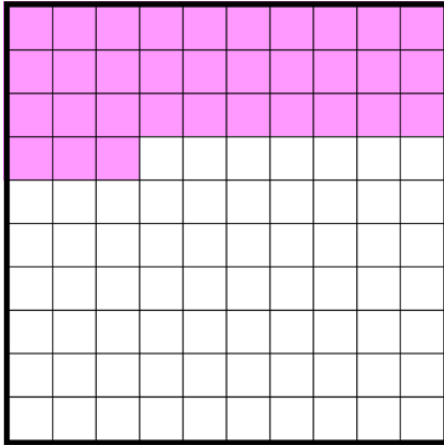
How many more hundredths does he need to shade to shade 1 whole?

___ hundredths + ___ hundredths = 1 whole

To be able to make a whole out of tenths or hundredths

Talking time:

Sam has shaded part of a hundred square.



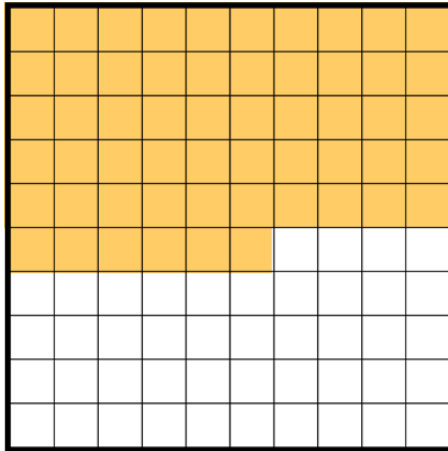
How many hundredths has he shaded? **Sam has shaded 33 hundredths.**

How many more hundredths does he need to shade to shade 1 whole?
He needs to shade another 67 hundredths to have shaded 1 whole.

33 hundredths + 67 hundredths = 1 whole

To be able to make a whole out of tenths or hundredths

Talking time:



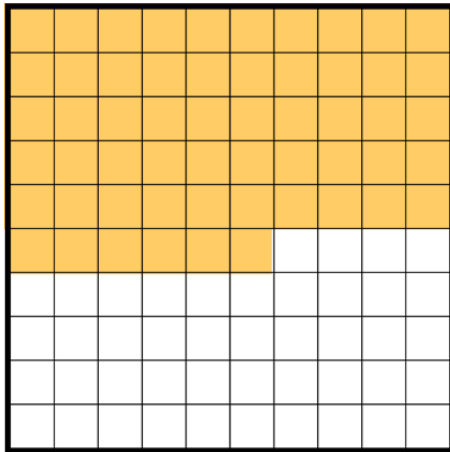
How many hundredths are shaded?

How many more hundredths need to be shaded to make 1 whole?

___ hundredths + ___ hundredths = 1 whole

To be able to make a whole out of tenths or hundredths

Talking time:



How many hundredths are shaded? **56 hundredths are shaded**

How many more hundredths need to be shaded to make 1 whole?

Another 44 hundredths need to be shaded to make 1 whole.

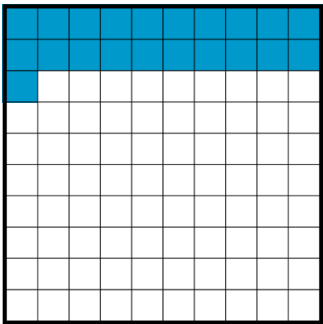
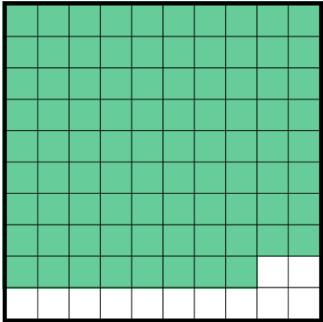
56 hundredths + 44 hundredths = 1 whole

To be able to make a whole out of tenths or hundredths

Activity 1:

Make 1 whole each time by adding more hundredths.

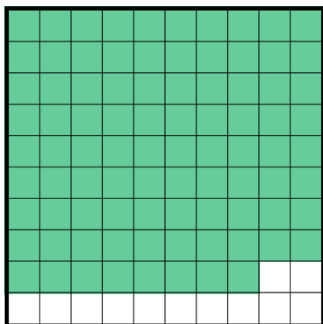
Write each addition.



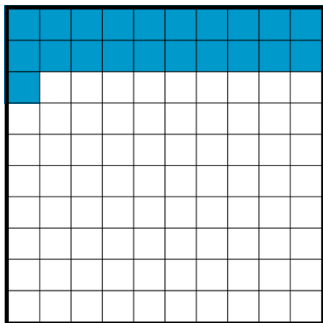
To be able to make a whole out of tenths or hundredths

Activity 1:

Make 1 whole each time by adding more hundredths.
Write each addition.



$$88 \text{ hundredths} + 12 \text{ hundredths} = 1 \text{ whole}$$

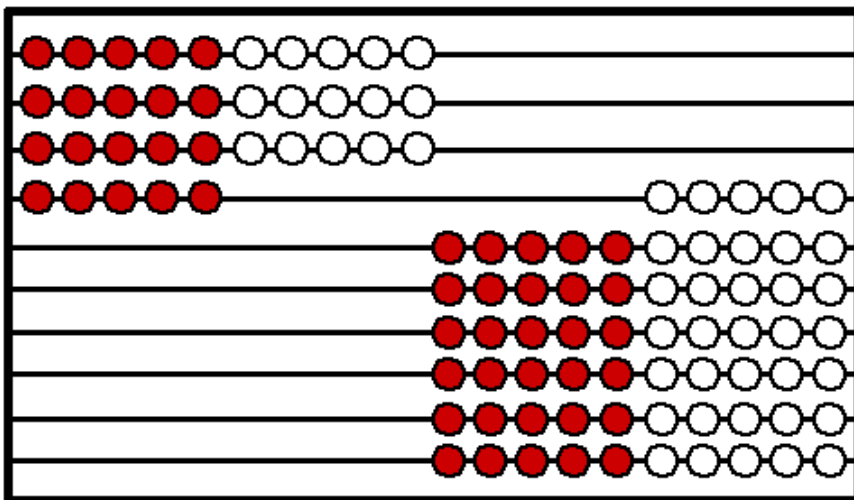


$$21 \text{ hundredths} + 79 \text{ hundredths} = 1 \text{ whole}$$

To be able to make a whole out of tenths or hundredths

Talking time:

Each bead on this Rekenrek counting frame is worth $\frac{1}{100}$.



Discuss how you would complete these sentences:

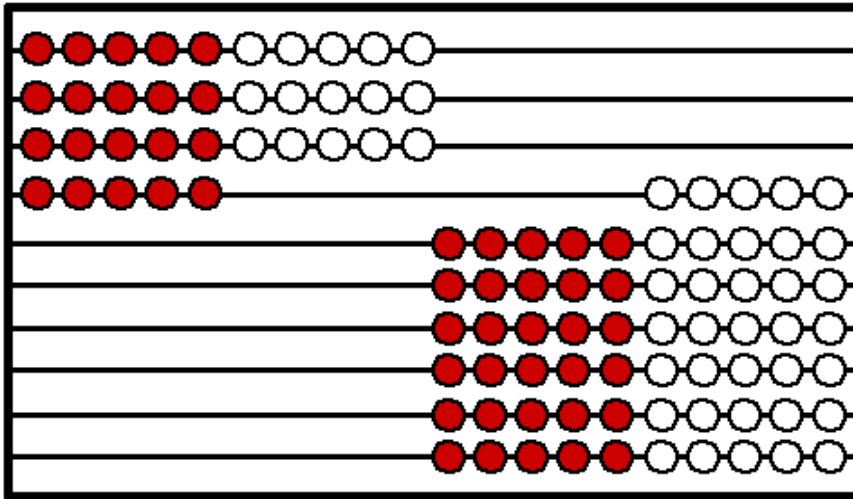
There are ___ hundredths on the left and ___ hundredths on the right.

$0.\underline{\quad} + 0.\underline{\quad} = 1$

To be able to make a whole out of tenths or hundredths

Talking time:

Each bead on this Rekenrek counting frame is worth $\frac{1}{100}$.



Discuss how you would complete these sentences:

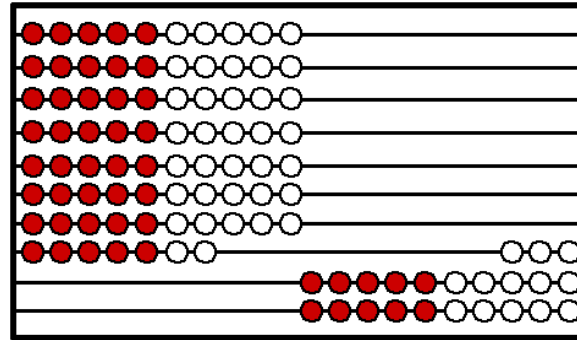
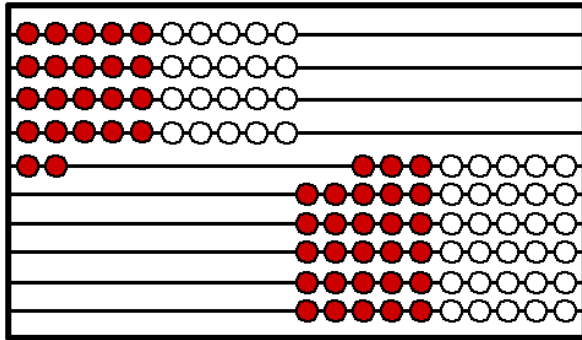
There are 35 hundredths on the left and 65 hundredths on the right.

$$0.\underline{35} + 0.\underline{65} = 1$$

To be able to make a whole out of tenths or hundredths

Activity 2:

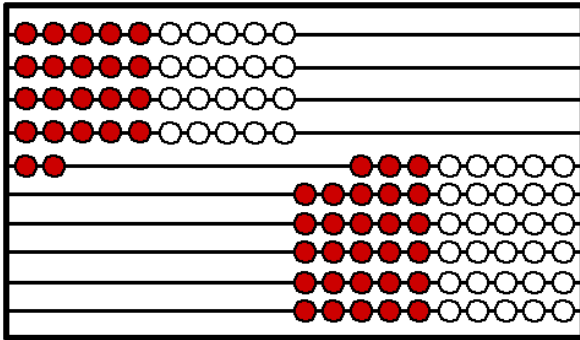
For each counting frame, write an addition of two decimals that equals 1 whole.



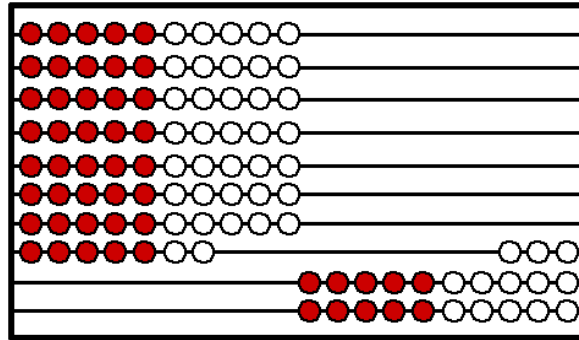
To be able to make a whole out of tenths or hundredths

Activity 2:

For each counting frame, write an addition of two decimals that equals 1 whole.



$$0.42 + 0.58 = 1$$

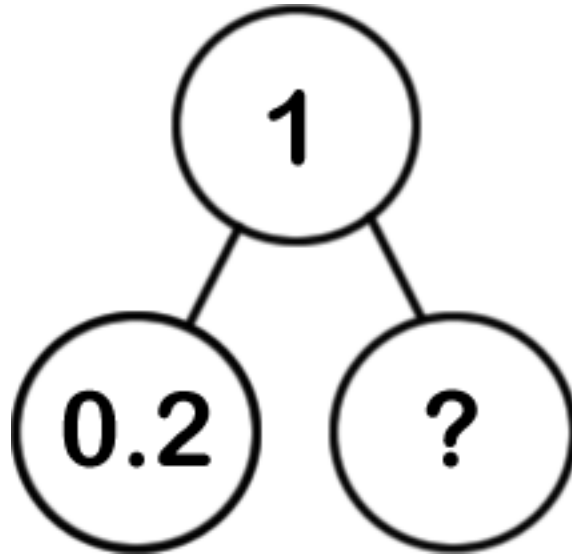


$$0.77 + 0.23 = 1$$

To be able to make a whole out of tenths or hundredths

Talking time:

How could you complete this part-whole model?

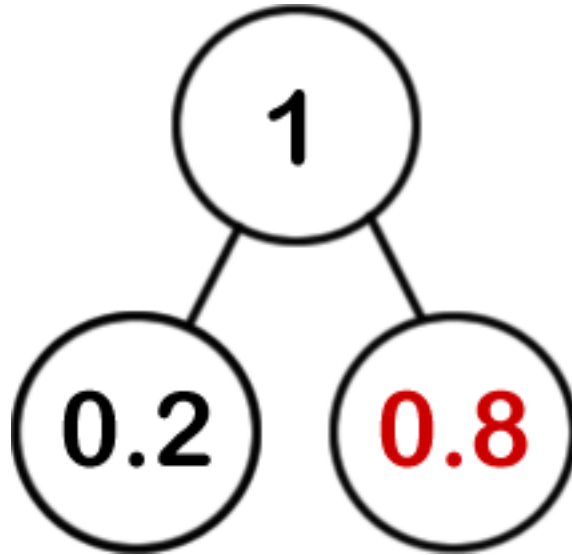


__ tenths + __ tenths = 1

To be able to make a whole out of tenths or hundredths

Talking time:

How could you complete this part-whole model?

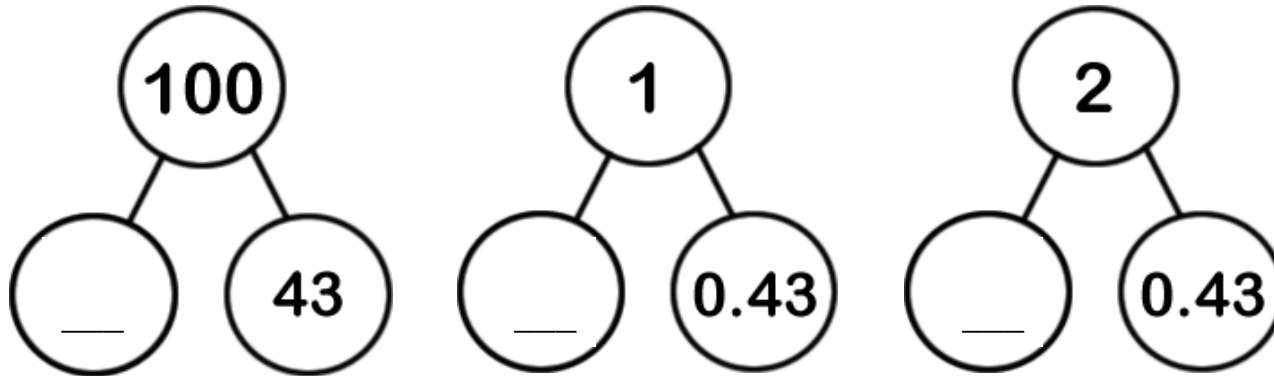


$$\underline{2} \text{ tenths} + \underline{8} \text{ tenths} = 1$$

To be able to make a whole out of tenths or hundredths

Activity 3:

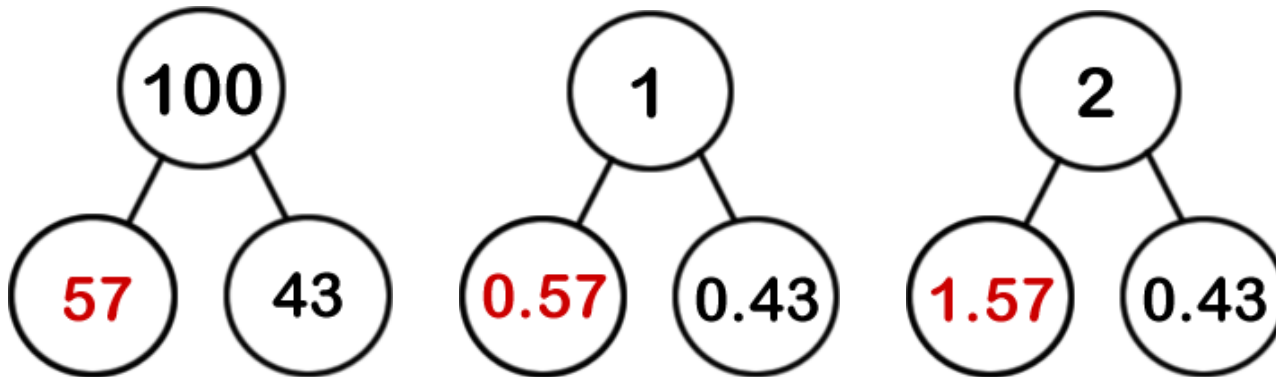
Complete these part-whole models.



To be able to make a whole out of tenths or hundredths

Activity 3:

Complete these part-whole models.



*What do you notice?
Can you explain how you found these answers?*

To be able to make a whole out of tenths or hundredths

Activity 4:

Ben pours 3 glasses of water into a measuring jug.

It shows that there is now 0.69 litres of water in the jug.

If Ben pours 1 more glass into the jug, will it contain more or less than 1 litre?

To be able to make a whole out of tenths or hundredths

Activity 4:

Ben pours 3 glasses of water into a measuring jug.

It shows that there is now 0.69 litres of water in the jug.

If Ben pours 1 more glass into the jug, will it contain more or less than 1 litre?

$$0.69 \div 3 = 0.23$$

Each glass contains 0.23 litres

$$0.69 + 0.23 = 0.92$$

After pouring in one more glass, the jug will contain 0.92 litres

0.92 < 1, so the jug will contain less than 1 litre.

To be able to make a whole out of tenths or hundredths

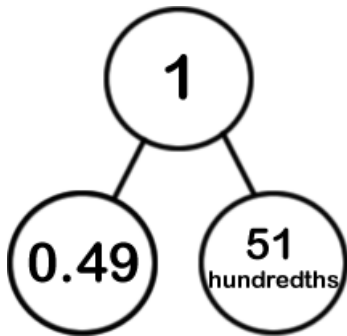
Evaluation:

True or False?

a) 6 hundredths + 4 hundredths = 1 whole

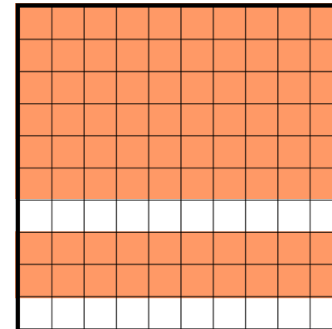
b) 37 hundredths + 73 hundredths = 1 whole

c)



This part-whole model is correct.

d) 0.2 of this hundred square is not shaded.



Success Criteria:

- I can count in $\frac{1}{10}$ and $\frac{1}{100}$
- I know how fractions and decimals are linked
- I can use a part-whole model to find missing values

To be able to make a whole out of tenths or hundredths

Evaluation:

True or False?

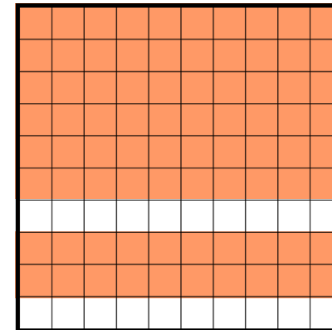
a) 6 hundredths + 4 hundredths = 1 whole **FALSE**

b) 37 hundredths + 73 hundredths = 1 whole **FALSE**

c)  This part-whole model is correct.

TRUE

d) 0.2 of this hundred square is not shaded.
TRUE



Success Criteria:

- I can count in $\frac{1}{10}$ and $\frac{1}{100}$
- I know how fractions and decimals are linked
- I can use a part-whole model to find missing values