

## On your mark

### Activity 1

**Focus of activity:** Placing  $\frac{1}{10}$ s and 0.1s on landmarked lines.

#### Working together: conceptual understanding

- Sketch a long line from 0 to 2 with marks to show each tenth, but only label 0, 1 and 2. Ask children what they think each mark represents. Draw out that each mark represents a tenth.
- Count along the line in tenths: *zero, one tenth, two tenths, three tenths... one, one and one tenth, one and two tenths... two.*
- Repeat but this time count on in steps of 0.1: *zero, zero point one, zero point two... one, one point one, one point two... two.*
- Point to a mark on the line, e.g. the one representing 0.3. *What decimal belongs here? What fraction belongs here?* Write 0.3 below the line and  $\frac{3}{10}$  above.
- Repeat for 0.7.
- Repeat for marks between 1 and 2, e.g. 1.9 and 1.4. Discuss which whole number is closer. *So, 1.4 rounds to 1 when rounded to the nearest whole number.*

#### Up for a challenge?

Point to 0.5 and 1.5. Ask children to label them with tenths (both decimals and fractions). *What other fractions can we write here?* ( $\frac{1}{2}$  and  $1\frac{1}{2}$ ).

#### Now it's the children's turn:

- Children shuffle a set of fraction and decimal tenths cards and place face down. They take it in turns to take one without showing the other child. They point to where this card belongs on the line. The other child says both the fraction and decimal. The first child reveals the card. Were they right? If so, they both win a point. Swap roles and repeat.
- Go round the group and observe them as they play. You may wish to make notes as record.

#### S-t-r-e-t-c-h:

If children cope well, ask them to choose two cards which belong between 1 and 2, and round them to the nearest whole number.

#### Things to remember

*Remember that we can write tenths as fractions or decimals, and numbers with decimal places belong between whole numbers on the number line.* Point to various places on the landmarked line used in the **Working together** part of the session. Children say what number belongs there. Are they quicker now?

You may want to add something that has emerged from the activity. This may refer to misconceptions or mistakes made.

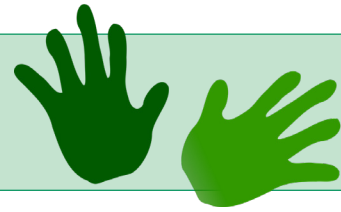
Resources	Outcomes
<ul style="list-style-type: none"><li>• Fraction and decimal tenths cards (see child instructions)</li><li>• 0 to 2 line (see child instructions, enlarge to A3)</li></ul>	<ol style="list-style-type: none"><li>1. Children can place <math>\frac{1}{10}</math>s and 0.1s on landmarked lines.</li><li>2. Children begin to round numbers with one decimal place to the nearest whole.</li></ol>

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### Work in pairs

#### Things you will need:

- A set of fraction and decimal cards
- A 0 to 2 line



#### What to do:

- Shuffle the fraction and decimal tenths cards. Place them face down.
- Take a card without showing the other person.
- Point to where this card belongs on the line.
- The other person says both the fraction and the decimal. Show them the card. Were they right? If so, you both win a point.
- Swap roles and repeat.

#### ***S-t-r-e-t-c-h:***

Choose two cards which belong between 1 and 2. Round them to the nearest whole number.

#### Learning outcomes:

- I can place  $\frac{1}{10}$ s and 0.1s on landmarked lines.
- I am beginning to round numbers with one decimal place to the nearest whole.

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$0.1 \quad \frac{1}{10}$

$0.2 \quad \frac{2}{10}$

$0.3 \quad \frac{3}{10}$

$0.4 \quad \frac{4}{10}$

$0.5 \quad \frac{5}{10}$

$0.6 \quad \frac{6}{10}$

$0.7 \quad \frac{7}{10}$

$0.8 \quad \frac{8}{10}$

$0.9 \quad \frac{9}{10}$

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$$1.1 \quad 1\frac{1}{10}$$

$$1.2 \quad 1\frac{2}{10}$$

$$1.3 \quad 1\frac{3}{10}$$

$$1.4 \quad 1\frac{4}{10}$$

$$1.5 \quad 1\frac{5}{10}$$

$$1.6 \quad 1\frac{6}{10}$$

$$1.7 \quad 1\frac{7}{10}$$

$$1.8 \quad 1\frac{8}{10}$$

$$1.9 \quad 1\frac{9}{10}$$

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