

LO: I can identify and count in tenths.

Notes: Children explore what a tenth is. They recognise that tenths arise from dividing one whole into 10 equal parts. Children represent tenths in different ways and use words and fractions to describe them. For example, one tenth and $\frac{1}{10}$. Children count up and down in tenths using different representations.

Children also explore what happens when counting past $\frac{10}{10}$

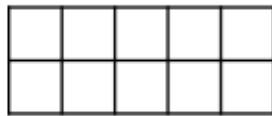
They are not required to write mixed numbers, however children may see the $\frac{11}{10}$ as $1\frac{1}{10}$ due to their understanding of 1 whole.

1.

If this frame represents 1 whole, what does each box represent?

Use counters to represent:

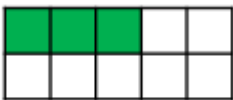
- One tenth
- Two tenths
- Three tenths
- One tenth less than eight tenths

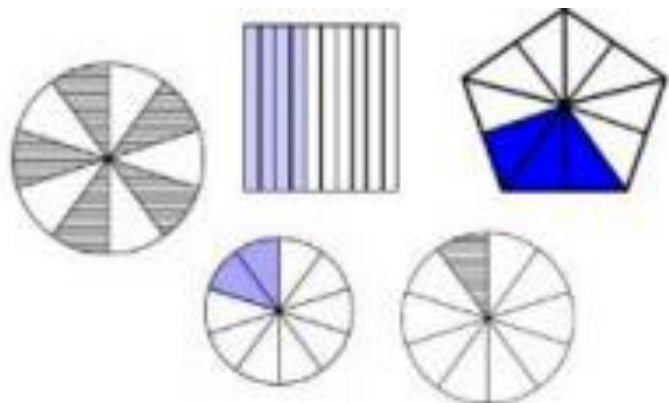


2.

Identify what fraction of each shape on the right is shaded.

Give your answer in words and as a fraction.

e.g. 
 Three tenths $\frac{3}{10}$






3.

The counting stick is worth 1 whole. Label each part of the counting stick. Can you count forwards and backwards along the counting stick?



4.

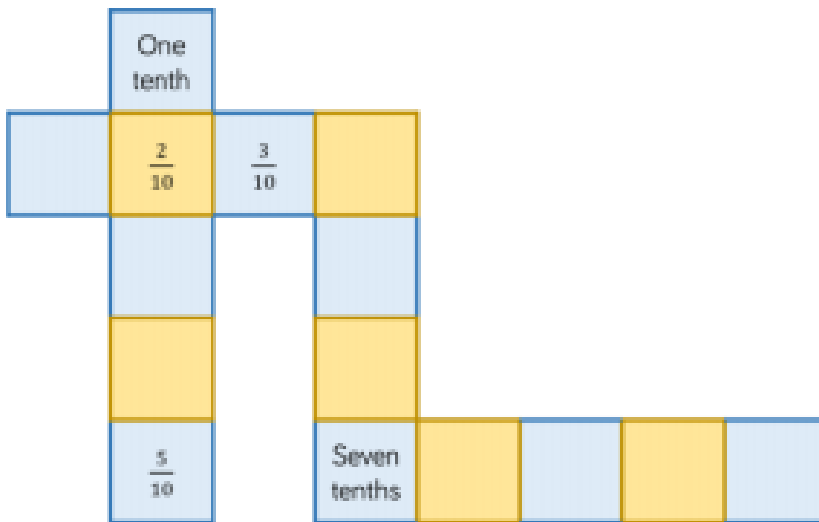
Continue the pattern in the table.

Representation	Words	Fraction
	One tenth	$\frac{1}{10}$
		
		

- What comes between $\frac{4}{10}$ and $\frac{6}{10}$?
- What is one more than $\frac{10}{10}$?
- If I start at $\frac{8}{10}$ and count back $\frac{4}{10}$, where will I stop?

5.

Complete the sequences in the diagram below:



6.

True or False?

Five tenths is $\frac{2}{10}$ smaller than 7 tenths.

Five tenths is $\frac{2}{10}$ larger than three tenths.

Do you agree?

Explain why using diagrams or a number line / counting stick.

7.

Teddy is counting in tenths.



Seven tenths, eight tenths, nine tenths, ten tenths, one eleventh, two elevenths, three elevenths...

Can you spot his mistake?