

Activity:

The aim of this activity is for children to practise recognising and using tenths as decimals. There are three questions to complete. The first two questions allow children to practise the skill, while the third question extends them as they have to problem solve and explain their answer.

Vocabulary:

The **numerator** and **denominator** are the parts of a fraction. The **numerator** is the number above the line in a fraction and it indicates the number of parts out of the whole there are. The **denominator** is the number below the line in a fraction and it indicates how many equal parts a whole has been divided into.

A **number line** is a horizontal, straight line which has numbers placed at equal points. Most number lines begin at 0, however this is not always the case.

Supporting resources:

You can watch a video tutorial about tenths as decimals on [kids.classroomsecrets.co.uk](https://www.kids.classroomsecrets.co.uk) >> **Year 4 >> Maths >> Decimals >> Video Tutorials.**

You can watch the answer explanation video which takes children through this activity and ways to answer it on <https://www.youtube.com/user/ClassroomSecretsLtd/> **playlists >> Year 4 Playlist >> Tenths as Decimals Answer Explanation.**

Other resources:

If your child enjoyed this activity and wants to try more activities linked to this learning, you can sign up for £4.83 per month on [classroomsecrets.co.uk/membership](https://www.classroomsecrets.co.uk/membership).

Check out our daily timetable for Year 4 home learning activities on [kids.classroomsecrets.co.uk](https://www.kids.classroomsecrets.co.uk) >> Home Learning Timetable.

Tenths as Decimals

1. A. 1; B. 3; D. 2; C shows 0.7 or $\frac{7}{10}$
2. $\frac{9}{10}$; 0.9; 9 parts shaded
3. Megan is not correct because the decimal must be bigger than 0.1 and smaller than 0.6. Jon could be thinking of any decimal between those values, for example: 0.2, 0.3, 0.4 and 0.5.