

MATHS: We are starting to find the effect of dividing a one or two digit number by 10 or 100, and identifying the value of the digits in the answer as ones, tenths and hundredths. The place value chart below will help you arrange the columns.

REMEMBER: Decimals are, like fractions, smaller than ONES or WHOLES.

To divide by 10, each digit moves one place to the right (and some digits might hop over the decimal point), to divide by 100 each digit moves 2 places to the right.

DECIMAL PLACE VALUE CHART						
Thousands	Hundreds	Tens	Ones	Decimal point	Tenths	Hundredths
1000s	100s	10s	1s	.	$\frac{1}{10}$ s 0.1s	$\frac{1}{100}$ s 0.01s
				.		

• Complete the table below:

Starting number	$\div 10$	$\div 100$
34		
57		
60		
7		

• True or False

A two digit number divided by 10 always gives an answer with one decimal place. E.g. $52 \div 10 = 5.2$
Prove it.

- Jessie and Tammy are dividing numbers by 10 and 100. They start with the same 1 digit number.

My number has 0 ones and 4 tenths



My number has 0 ones, 0 tenths and 4 hundredths

What number did they start with? Prove it.

Problem Solving

- Katya has multiplied a number by 100. Her answer is between 40 and 45. What number could she have multiplied? How many possibilities can you find?
- Use the number cards below to fill in the missing digits.

ALTERNATIVE:

I can count up and down in tenths.

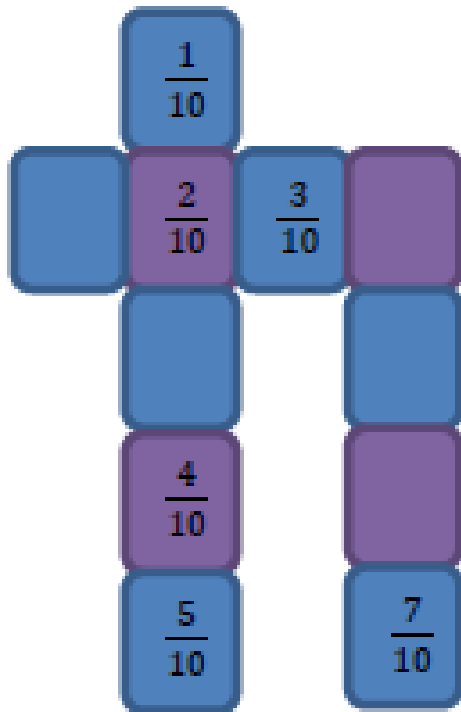
- Finish the sequences:

$$\frac{1}{10}, \frac{2}{10}, \frac{3}{10}, \underline{\quad}, \underline{\quad}, \underline{\quad}$$

Whole, nine tenths, eight tenths

....

- Complete the sequences:



- Circle and explain the mistakes in the sequences below.

$$\frac{1}{10}, \frac{2}{10}, \frac{4}{10}, \frac{5}{10}, \frac{6}{10}$$

- The cake is split into 10 equal pieces.



One person is correct. Explain who:

Simon: I will have $\frac{2}{10}$ so I will have the least amount

Katy: I can't have $\frac{1}{2}$ because there won't be enough pieces left.

Tariq: I will have $\frac{3}{10}$, which is more than Simon.

Words that end with the '-shun' phoneme

The endings **-ion** and **-ian** often have **t**, **c**, **ss** or **s** before them and the whole ending is added to the root word.

Examples:



educate + **tion** = education



music + **cian** = musician

-tion is the ending when the root word ends in **t** or **te**. Notice that the **e** is dropped from the root word.

-cian is the ending when the root word ends in **c** or **cs**.

-ssion is used if the root word ends in **ss** (express – **expression**) or **mit** (permit – **permission**).

-sion is used if the root word ends in **d** or **se** (extend – **extension**, tense – **tension**), but be careful of exceptions such as attend – **attention**.

1 Write out these words using the correct **shun** ending.

- | | |
|-------------|-------------|
| a) invent | b) tense |
| c) magic | d) extend |
| e) act | f) complete |
| g) electric | h) expand |

2 Look at the addition of **-ssion** below. What do you notice happening when **-ssion** is added?

permit + **ssion** = permission

transmit + **ssion** = transmission

3 Look at the list of words below.

invention musician exception mathematician politician

Which word means:

- a) somebody who plays an instrument?
- b) a Member of Parliament?
- c) when something does not follow a rule?
- d) a newly thought of thing?
- e) somebody who is good with numbers?

4 Correct the sentences by changing the underlined words to their correct form.

- a) The new extend was nearing complete.
- b) The class had a discuss about using express.
- c) Permit was given for admit of infants to the disco.
- d) She had an inject to release the painful tense.



Don't forget to keep reading. Can you find any words with these suffixes in your book or a magazine/ online article?

What's the difference between this sound and words like 'television'?