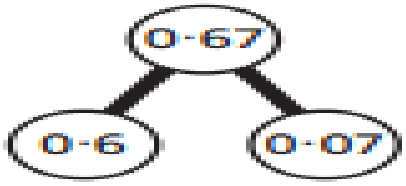
Year 4 - Power Maths Answers (27th April – 1st May)

Lesson 8: Hundredths (3)

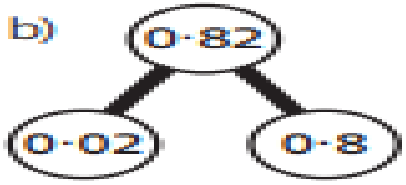
→ pages 141–143

1. a) The 3 tenth counters represent 0·3.
The 5 hundredth counters represent 0·05.
3 tenths and 5 hundredths make 0·35.
b) The 5 tenth counters represent 0·5.
The 3 hundredth counters represent 0·03.
5 tenths and 3 hundredths make 0·53.
c) The 4 tenth counters represent 0·4.
The 5 hundredth counters represent 0·05.
4 tenths and 5 hundredths make 0·45.

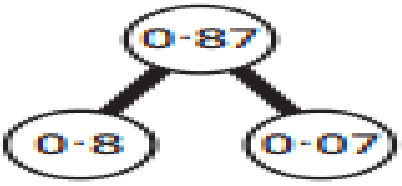
2. a)



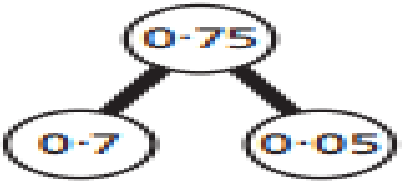
b)



c)



d)



3. Missing numbers:
a) 7
b) 17
c) 27
d) 37

4. a) 0·47 = 0·4 and 0·07
b) 0·3 and 0·05 = 0·35
c) 0·4 and 0·06 = 0·46
d) 0·51 = 0·5 and 0·01
e) 0·09 and 0·3 = 0·39
f) 0·37 = 0·3 and 0·07

5. Disagree. Luis has six 0·01 (hundredths) counters and three 0·1 (tenths) counters. This makes 0·36.

6. 0·1, 0·2, 0·3, 0·31, 0·32, 0·42, 0·43, 0·44, 0·45, 0·46, 0·47, 0·48, 0·58, 0·59, 0·6

Reflect

Explanations may vary; for example:
Since 10 hundredths are equal to 1 tenth, 57 hundredths can be represented by:

5 tenths and 7 hundredths; 4 tenths and 17 hundredths; 3 tenths and 27 hundredths; 2 tenths and 37 hundredths; 1 tenth and 47 hundredths.

Lesson 9: Dividing by 100

→ pages 144–146

1. a) 5 ones = 500 hundredths
500 hundredths ÷ 100 = 5 hundredths
So, 5 ÷ 100 = 0·05

b) 10 squares split into 10 parts means there are 100 tenths.
100 tenths ÷ 100 = 1 tenth
1 square split into 100 pieces means there are 100 hundredths.
100 hundredths ÷ 100 = 1 hundredth
11 ÷ 100 = 0·11

2. The digits move 2 columns to the right; for example:
15 ÷ 100 = 0·15

3. a) 0·08
b) 0·09
c) 0·14
d) 0·15
e) 0·55
f) 0·65

4. False
False
True
True

5. a) 0·54
b) 63
c) 5
d) 0·32
e) 0·35
f) 36
g) 50
h) 0·23

6. a) The value of the digit 5 in the answer is $\frac{5}{100}$ (5 hundredths).

b) The value of the digit 9 in the answer is $\frac{9}{100}$ (9 hundredths).

Reflect

Explanations may vary; for example:
$\frac{12}{100}$ is the same as 12 ÷ 100, so if you know that $\frac{12}{100}$ = 0·12 then you know 12 ÷ 100 = 0·12.

Lesson 10: Dividing by 10 and 100

→ pages 147–149

1. a) The mass of each box is 4·5 kg.
b) The mass of each bowl is 0·3 kg.

2. 83 ÷ 10 = 8·3

3. Circled: 3 hundredths

4. a) 5·6, 0·56
b) 34, 34
c) 7·2, 0·72
d) 10, 100

5. a) 6·8
b) 0·46
c) 0·18
d) 10
e) 97
f) 0

6. a) Danny would get the answer 0·96.
96 ÷ 10 = 96 so Danny started with the number 96.
96 ÷ 100 = 0·96
b) Bella would get the answer 0·7.
7 ÷ 100 = 0·07 so Bella started with the number 7.
7 ÷ 10 = 0·7

7. $\frac{1}{10}$ of 7 is 0·7
$\frac{1}{100}$ of 70 is 0·7
So $\frac{1}{10}$ of 7 is equal to $\frac{1}{100}$ of 70.

Reflect

Explanations may vary; for example:

The values of the digits change but the order of the digits remains the same. The digits move one column to the right when dividing by 10 and 2 columns to the right when dividing by 100.

So, (answer when you divide a number by 100) = (answer when you divide a number by 10) ÷ 10

End of unit check

➜ pages 150–151

My journal

1. 1·34, 1·43, 3·14, 3·41, 4·13, 4·31, 13·4, 14·3, 31·4, 34·1, 41·3, 43·1

2. Different answers possible. Look for children confidently identifying the values of the digits. Pictorial representations could include place value grids, hundredths grids and part-whole models.

Power play

Check that children can understand the game and play it correctly.

Yr 4 Power Maths Book 4C Answers

Unit 11: Decimals (2)

Lesson 1: Making a whole

→ pages 6–8

1. a) 0·2 + 0·8 = 1
b) 0·9 + 0·1 = 1
c) 0·48 + 0·52 = 1
d) 0·07 + 0·93 = 1

2. a) 0·61
b) 0·87

3. a) 0·3 + 0·7 = 1; missing part is seven 0·1 counters
b) 0·1 + 0·5 + 0·4 = 1; missing part is five 0·1 counters
c) Different answers possible but two missing numbers must total 0·8; for example: 0·1 + 0·2 + 0·7; missing parts to show numbers chosen (using 0·1 counters)

4. a) 0·4
b) 0·16
c) 0·68
d) 0·91

5. a) 0·23 + 0·77 = 1
b) 1 = 0·11 + 0·89
c) Different answers possible but two missing digits must total 10; for example:
1 − 0·61 = 0·39
d) Different answers possible but two missing digits must total 9; for example:
0·86 = 1 − 0·14

6. a) Different arrangements are possible but 0·3 must be in the centre; 0·5 and 0·2 complete a row/column; 0·6 and 0·1 complete a column/row; for example:

	0·6	
0·5	0·3	0·2
	0·1	

b) Different arrangements are possible but 0·48 must be centre number; 0·2 and 0·32 complete a row/column; 0·23 and 0·29 complete a column/row; for example:

	0·23	
0·32	0·48	0·2
	0·29	

Reflect

Possible calculations: 0·1 + 0·9 = 1, 0·2 + 0·8 = 1, 0·3 + 0·7 = 1 ... 0·9 + 0·1 = 1 (some children may include 0 + 1 = 1 and 1 + 0 = 1)

Using number bonds to 10 and dividing each number by 10 would give these calculations.