

## Activity 4: Fluency with 0·1s and 1s

### Target Strategies

- Counting on from any starting number
- Mixed counting patterns
- Bridging 1s

### Closed Questions

First I put three 1s counters on the mat and then I put 7 more counters out to make the total value 5·5. What other counters did I put on the mat?

I put a 1, a 0·1, a 1, a 0·1 and 2 more tenths on the mat. What was the value of counters that I had on the mat?

I made the value 0·2 less than 2·1 and I used a 1s counter. Which other counters did I use?

I started with the value 4·3 made with the least number of counters and then put out three more 1s and a 0·1. What was my finishing value?

I made a pattern as I put my counters on the mat, I put out two 1s then two tenths each time and I repeated my pattern 5 times. What was my final value?

### Open Questions

I made a value of 5 point something but I only used four 1s counters. What other counters might I have used?

I used 8 counters altogether to make a decimal number. What value might I have made?

I used 11 counters to make a value greater than 5. What value might I have made?

I made a value that was *point one* (0·1) less than a whole number. What counters might I have used and what might the value have been?

### Flip Questions

I made a value of 5 point something. You can ask me yes/no questions to find out what counters I used and what value I made. Questions could include:

“Is the number in the tenths position odd?”

“Did you use an even number of counters?”

“Is your value greater than 5·5?”

“Did you use a lot more tenths counters than 1s counters?”