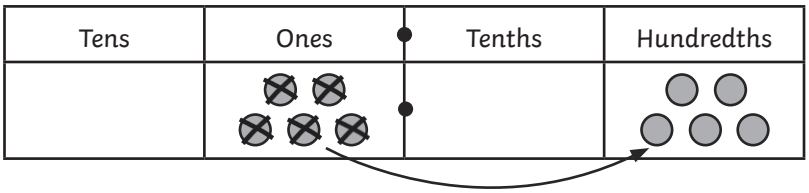
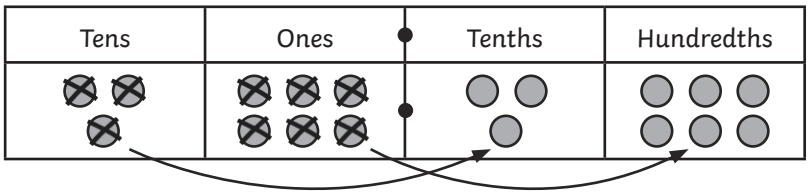
1)

b)



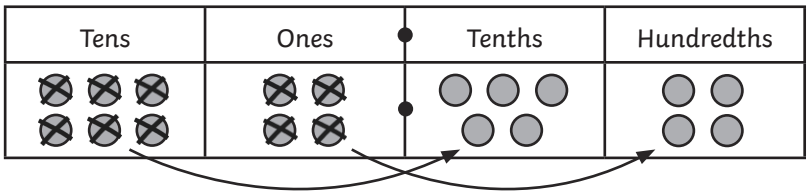
5 ÷ 100 = 0.05

c)



36 ÷ 100 = 0.36

d)



64 ÷ 100 = 0.64

2) To divide a number by 100, the digits move [one / **(two)** / three] places to the [**(right)** / left].

3)

a) 2 ÷ 100 = **0.02**	b) 7 ÷ 100 = **0.07**
c) **9** ÷ 100 = 0.09	d) 34 ÷ 100 = **0.34**
e) 98 ÷ 100 = **0.98**	f) 60 ÷ 100 = **0.6**
g) **22** ÷ 100 = 0.22	h) **83** ÷ 100 = 0.83

1) This is always true. Possible examples:

   9 ÷ 100 = 0.09

   11 ÷ 100 = 0.11

   8 ÷ 100 = 0.08

   25 ÷ 100 = 0.25

   Children's explanations should show an understanding that when a 1-digit number is divided by 100, there will not be a digit in the tenths column. However, a 2-digit number will always have a tenth. This means that a 2-digit number divided by 100 will always be greater than a 1-digit number divided by 100.

2) a) Shona's number is 0.48. Leo's number could be 0.45, 0.46, 0.47, 0.48, 0.49, 0.50 or 0.51 so Leo's number could be greater or smaller than 0.48. There is not enough information to say who has the greater number. Shona is correct.

   b) One of the following:

   49 ÷ 100 = 0.49

   50 ÷ 100 = 0.50

   51 ÷ 100 = 0.51

1) Children choose the method they find the most useful and give a reason why, for instance:

   I like the place value grid best, as you just have to move the digits two places to the right. With the Gattegno grid, if you are dividing a 2-digit number by 100, you have to move each digit on the grid, then recombine.

2) a) 76 ÷ 100 = 0.76

   b) 8 ÷ 100 = 0.08

   Children explain how they calculated the answer.

   For example:

   a) I chose a place value grid. The tens digit moved two places to the right into the tenths column. The ones digit moved two places to the right to the hundredths column.

   b) I chose a Gattegno grid. The number moved up by two rows.

3) Multiple answers possible. Examples:

   a) 2 ÷ 100 = 0.02

      11 ÷ 100 = 0.11

   b) 94 ÷ 100 = 0.94

      55 ÷ 100 = 0.55

   c) 8 ÷ 100 = 0.08

      11 ÷ 100 = 0.11