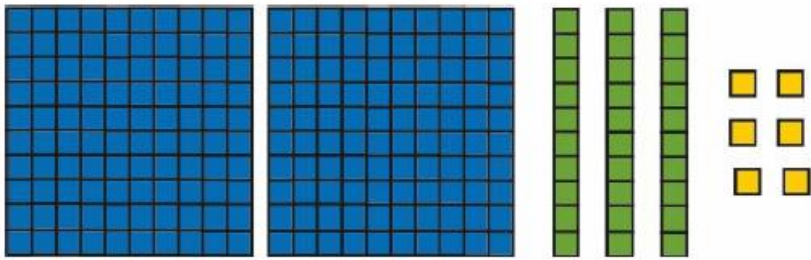
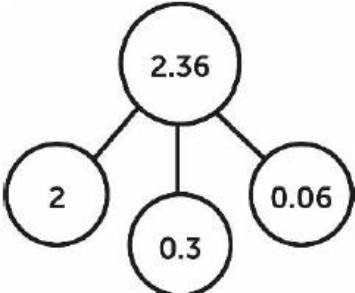


Year 4 Maths Distance Teaching and Learning

Week beginning: 29th June 2020

Lesson 1		
<p>Learning Intention: WALT: explore the place value of decimal numbers</p>	<p>Key Vocabulary:</p> <p>Ones Tenths Hundredths Part whole model (cherry diagram) Regroup Placeholder</p>	<p>What you will need:</p> <p>A computer, tablet or phone for the starter Maths book Pencil and ruler Video: Year 4 Maths – S2 Week 5 - lesson 1</p>
Starter		
<p>Log into Times Table Rock Stars and complete a gig if it is available. If not, complete a studio session.</p>		
Main Teaching		
<p>This week, we will be looking closely at decimal numbers. We will learn to represent them using a part whole model (cherry diagram), we will compare and order decimal numbers, think about their fraction equivalents and learn to round them.</p> <p>Today we are focussing on the place value of decimal numbers.</p> <p>We can represent the number 2.36 using dienes like this:</p>		
		
<p>But we can also use a part whole model (cherry diagram) to represent the same number:</p>		
		
<p>We can see clearly that there are 2 ones, 3 tenths and 6 hundredths</p>		
$2 + 0.3 + 0.06 = 2.36$		

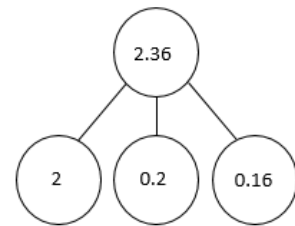
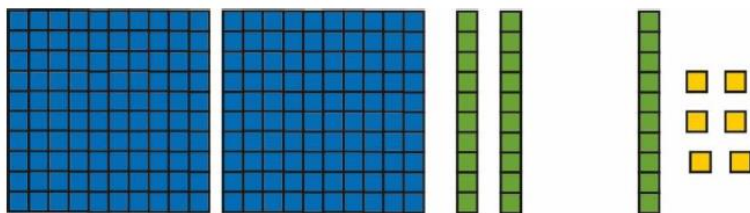
Remember

$10 \text{ hundredths} = 1 \text{ tenth}$

$10 \text{ tenths} = 1 \text{ whole}$

$100 \text{ hundredths} = 1 \text{ whole}$

We could also represent the same number like this:



Here, we have **regrouped** a tenth into 10 hundredths.

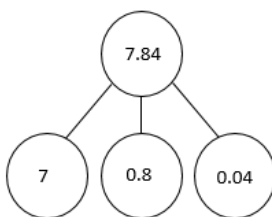
2 ones, 2 tenths and 16 hundredths
 $2 + 0.2 + 0.16 = 2.36$

We can regroup the number in many different ways.

Example 1

What is the value of 4 in 7.84?

We can draw a cherry diagram to help us see the place value of the 4.

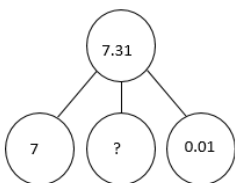


$7 + 0.8 + 0.04$
 The 4 is worth 4 hundredths

Example 2

Find the value of the missing number in $\square + 7 + 0.01 = 7.31$

Here we can draw a cherry diagram to help us spot which place value is missing. I have also used a place value chart to support me



tens	ones	tenths	hundredths
	7	3	1

The missing number is 0.3 which is 3 tenths.

Example 3

Write the number that is four ones and 8 hundredths

We can use a place value chart to help us with this problem. Read the problem through and write the digit in the correct position. So, we need to put a 4 in the ones column and an 8 in the hundredths column.

tens	ones	tenths	hundredths
	4	●	8

There are no tenths so we must remember to put a zero in the tenths column. This is called a **placeholder**.

tens	ones	tenths	hundredths
	4	● 0	8

The number is 4.08

Independent Tasks

Please complete 1 or 2 challenges. If you are finding a challenge too tricky or too easy after 3 questions, you should switch challenges. After you have completed your challenge, check your answers against the mark scheme. If you got an answer wrong, look carefully and identify where you made a mistake.

Challenge 1

- Draw a cherry diagram to represent each number and state the place value of the underlined digit:
 - 5.63
 - 9.71
 - 5.89
 - 7.65
 - 8.03
 - 4.91
- Find the missing number
 - $\square = 6 + 0.7 + 0.04$
 - $5.23 = 5 + 0.2 + \square$
- Use a place value chart to help you write the number that is:
 - Three ones, seven tenths and four hundredths
 - Nine ones, five tenths and two hundredths

Challenge 2

1. Draw a cherry diagram to represent each number and state the place value of the underlined digit:
 - a) 5.63
 - b) 9.71
 - c) 15.89
 - d) 7.60
 - e) 8.03
 - f) 34.91
2. Find the missing number
 - a) $7.45 = \square + 0.4 + 7$
 - b) $80.6 = 80 + \square + 0.6$
3. Use a place value chart to help you write the number that is:
 - a) Six hundredths, three tenths and five ones
 - b) Four tenths, three ones and two hundredths

Challenge X

2.45 = 2 ones, 4 tenths and 5 hundredths

It is also equal to 24 tenths and 5 hundredths.

How else could we say this number?

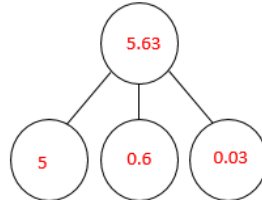
Mark Scheme – Lesson 1

Independent Tasks

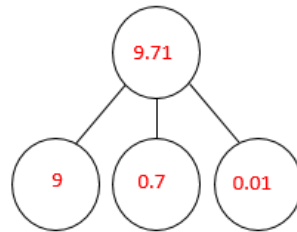
Challenge 1

1. Draw a cherry diagram to represent each number and state the place value of the underlined digit:

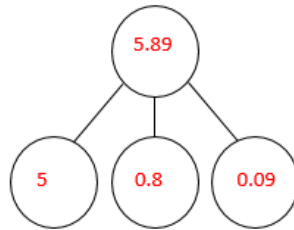
a) 5.63 6 tenths



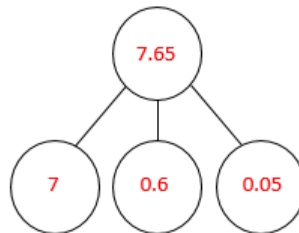
b) 9.71 1 hundredth



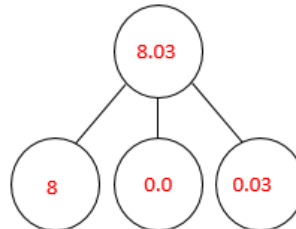
1) 5.89 5 ones



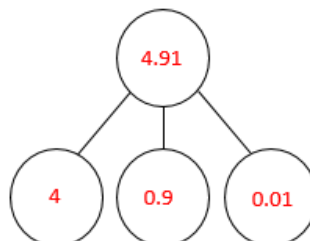
2) 7.65 5 hundredths



3) 8.03 0 tenths



4) 4.91 4 ones



2. Find the missing number

a) **6.74**

b) **0.03**

3. Use a place value chart to help you write the number that is:

a) **3.74**

tens	ones	tenths	hundredths
	3	● 7	4

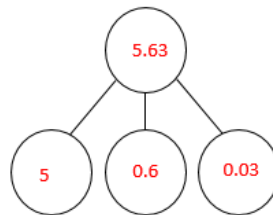
b) **9.52**

tens	ones	tenths	hundredths
	9	● 5	2

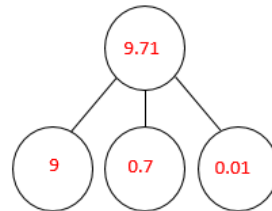
Challenge 2

1. Draw a cherry diagram to represent each number and state the place value of the underlined digit:

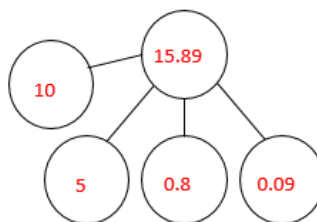
a) 5.63 **6 tenths**



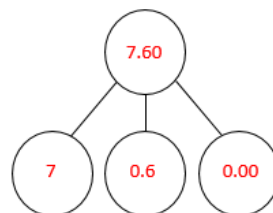
b) 9.71 **1 hundredth**



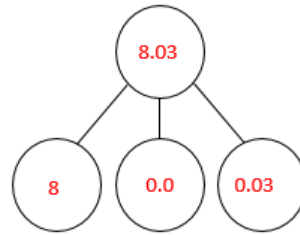
c) 15.89 **5 ones**



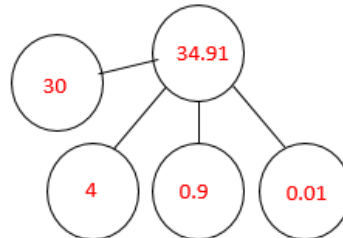
d) 7.60 **0 hundredths**



e) $8.\underline{0}3$ 0 tenths



f) $\underline{3}4.91$ 3 tens



2. Find the missing number

a) 0.05

b) 0

3. Use a place value chart to help you write the number that is:

a) 5.36

tens	ones	tenths	hundredths
	5	● 3	6

b) 3.42

tens	ones	tenths	hundredths
	3	● 4	2

Challenge X

$2.45 = 2$ ones, 4 tenths and 5 hundredths

It is also equal to 24 tenths and 5 hundredths.

How else could we say this number?

2 ones and 45 hundredths
245 hundredths

Lesson 2														
<p>Learning Intention:</p> <p>WALT: order and compare the place value of numbers up to 2 decimal places</p>	<p>Key Vocabulary:</p> <p>Inequality sign Compare Order</p>	<p>What you will need:</p> <p>A computer, tablet or phone for the starter Maths book Pencil and ruler Video: Year 4 Maths – S2 Week 4 - lesson 2</p>												
Starter														
<p>Log into Times Table Rock Stars and complete a gig if it is available. If not, complete a sound check session.</p>														
Main Teaching														
<p>Today, we will be comparing two decimal numbers to decide which is the highest in value and then we will be putting several decimal numbers in order from smallest to largest.</p> <p><u>Inequality Signs</u> > means greater than < means smaller than.</p> <p>Example 1</p> <p>Which number is larger, 0.7 or 0.45?</p> <p>To compare two numbers you need to look at the highest value digit first. We can put both numbers in a place value chart to help us.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>tens</th> <th>ones</th> <th>tenths</th> <th>hundredths</th> </tr> </thead> <tbody> <tr> <td></td> <td>0</td> <td>● 7</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td>4</td> <td>5</td> </tr> </tbody> </table> <p>In the numbers above, we look at the ones column first – here they are both zero.</p> <p>So, we need to move to the next highest column which is the tenths column – here we have 7 tenths and 4 tenths. Therefore, the number with 7 tenths is bigger than the number with 4 tenths.</p> <p>0.7 > 0.45</p> <p>Example 2</p> <p>Arrange these decimal numbers in order from smallest to largest: 0.63, 0.35, 0.36, 0.56</p>			tens	ones	tenths	hundredths		0	● 7			0	4	5
tens	ones	tenths	hundredths											
	0	● 7												
	0	4	5											

We need to compare these numbers to each other to find the smallest one. Again, we look at the highest value digit first. To help us we can use a place value chart.

tens	ones	tenths	hundredths
	0	● 6	3
	0	● 3	5
	0	● 3	6
	0	● 5	6

These numbers all have zero in the ones column so we now have to look at the tenths column.

We can see that 3 tenths is the smallest value here but there are two numbers with 3 tenths 0.35 and 0.36.

If we now look in the hundredths column of these two numbers we see there is one with 5 hundredths and one with 6 hundredths. The one with 5 hundredths is the smallest so we write this first followed by the one with 6 hundredths:

0.35, 0.36

To find the next largest number we have to look at the remaining two numbers 0.56 and 0.63. In this case we just need to look at the tenths column as they are different and we can see that 5 tenths is smaller than 6 tenths. We can now add these numbers to our list in the correct order

0.35, 0.36, 0.56, 0.63

Independent Tasks

Please complete 1 or 2 challenges. If you are finding a challenge too tricky or too easy after 3 questions, you should switch challenges. After you have completed your challenge, check your answers against the mark scheme. If you got an answer wrong, look carefully and identify where you made a mistake.

Challenge 1

Use the inequality signs $<$ and $>$ to show which number is the largest:

1. 2.4 24
2. 5.2 25
3. 3.6 6.0
4. 9.0 0.9
5. 2.0 2.2
6. 2.7 2.3
7. 4.8 4.5
8. 5.3 7.03

Write these decimal numbers in order from **smallest to largest**

9. 6.3, 6.0, 7.3, 3.7



10. 4.0, 4.4, 3.3, 3.4

Challenge 2

Use the inequality signs $<$ and $>$ to show which number is the largest:

1. 5.42 5.27
2. 1.18 0.81
3. 12.19 11.92
4. 2.55 2.46
5. 11.06 11.60
6. 13.6 13.47

Write these decimal numbers in order from **smallest to largest**

7. 2.15, 1.22, 1.52, 2.51
8. 8.17, 7.88, 7.78, 8.07
9. 1.11, 1.01, 1.1, 1.04
10. 3.7, 3.07, 3.71, 3.17

Challenge X

1. Rav says that 0.48 is greater than 0.8 because 48 is greater than 8.

Seek and destroy his misunderstanding.

2. Use the digits 4, 5 and 7 to make the smallest decimal number and then the largest decimal number.



Mark Scheme – Lesson 2

Independent Tasks
Challenge 1
Use the inequality signs $<$ and $>$ to show which number is the largest:
1. $2.4 < 24$
2. $5.2 < 25$
3. $3.6 < 6.0$
4. $9.0 > 0.9$
5. $2.0 < 2.2$
6. $2.7 > 2.3$
7. $4.8 > 4.5$
8. $5.3 < 7.03$
Write these decimal numbers in order from smallest to largest
9. 3.7, 6.0, 6.3, 7.3
10. 3.3, 3.4, 4.0, 4.4
Challenge 2
Use the inequality signs $<$ and $>$ to show which number is the largest:
1. $5.42 > 5.27$
2. $1.18 > 0.81$
3. $12.19 > 11.92$
4. $2.55 > 2.46$
5. $11.06 < 11.60$
6. $13.6 > 13.47$
Write these decimal numbers in order from smallest to largest
7. 1.22, 1.52, 2.15, 2.51
8. 7.78, 7.88, 8.07, 8.17
9. 1.01, 1.04, 1.1, 1.11
10. 3.07, 3.17, 3.7, 3.71
Challenge X
1) Rav is wrong because there are 8 tenths in 0.8 and only 4 tenths in 0.48. 8 tenths are greater than 4 tenths.
2) Smallest = 4.57 Largest = 7.54

Lesson 3		
<u>Learning Intention:</u>	<u>Key Vocabulary:</u>	<u>What you will need:</u>
WALT: estimate decimal numbers	Estimate Number line Position Intervals Benchmarks	A computer, tablet or phone for the starter Maths book Pencil and ruler Video: Year 4 Maths – S2 Week 4 - lesson 3

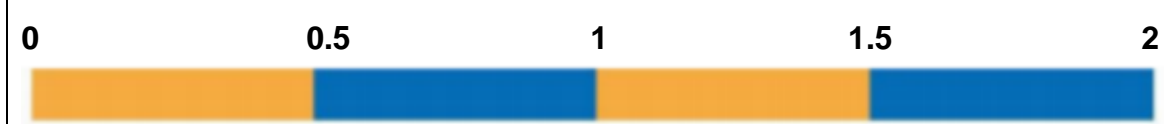
Starter
Log into Times Table Rock Stars and complete a gig if it is available. If not, complete a garage session.

Main Teaching

Number lines do not always have every **interval (section)** marked on them. Today we are going to be **estimating** the **position** of decimal numbers on number lines where not all the intervals have been marked. To help us do this we need to be able to place **benchmarks** such as half, a quarter and three quarter positions on the number line first.

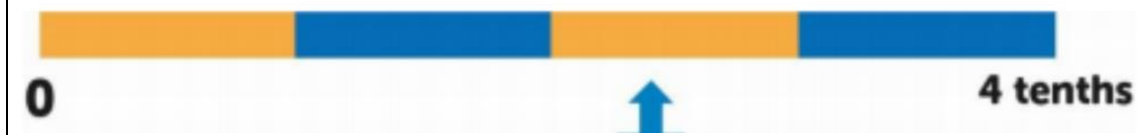


The benchmarks for this line would be:

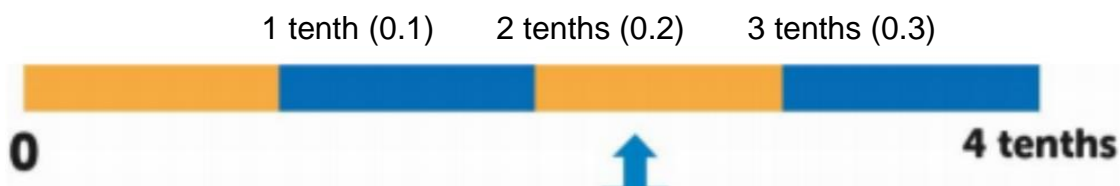


Example 1

Estimate the position of the arrow



To start, we can put the benchmarks on the number line



Now, we can see that the arrow is nearly half way between 2 tenths and 3 tenths which would be 0.25. So we could estimate the number as 0.24

Example 2

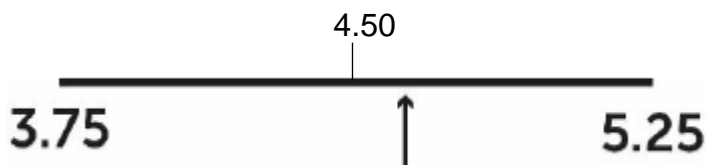
Estimate the position of this arrow



We need to find the half way benchmark on this line to start with.

To find half way between two numbers, you can add them together and divide by 2.

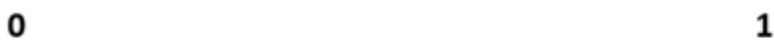
$$\text{So } 3.75 + 5.25 = 9 \quad 9 \div 2 = 4.5$$



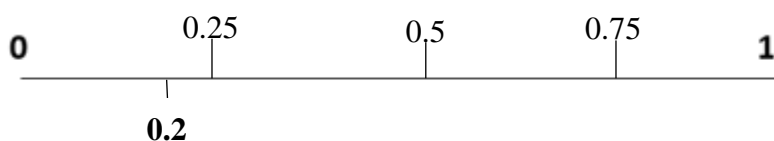
So we could estimate the number is 4.6

Example 3

Place the number 0.2 on the number line



To help us with this we can place the half, quarter and three quarter benchmarks on the number line first.



Now we can estimate the position of 0.2

Independent Tasks

Please complete 1 or 2 challenges. If you are finding a challenge too tricky or too easy after 3 questions, you should switch challenges. After you have completed your challenge, check your answers against the mark scheme. If you got an answer wrong, look carefully and identify where you made a mistake.

NOTE: As we are estimating in this lesson, you may be up to a tenth out either way

Challenge 1

1. Where would the number 0.7 be on this number line?



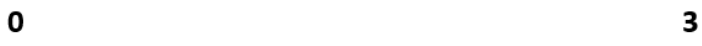
2. Where would the number 0.25 be on this number line?



3. Where would the number 0.5 be on this number line?



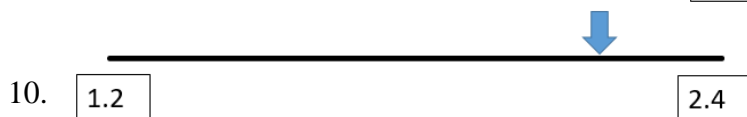
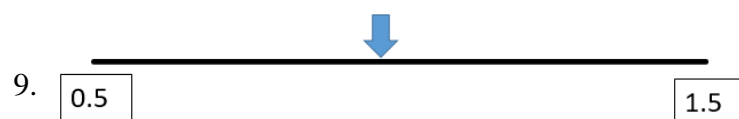
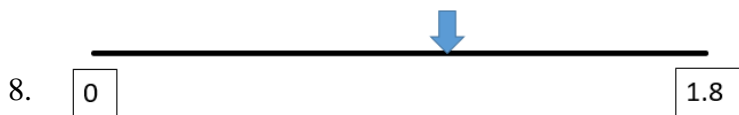
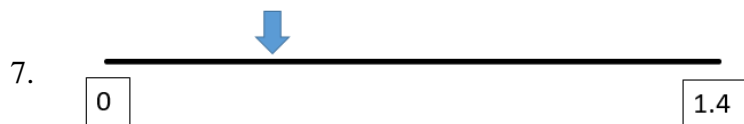
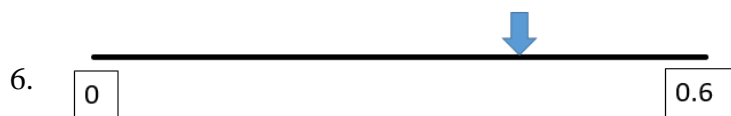
4. Where would the number 0.60 be on this number line?



5. Where would the number 1.0 be on this number line?



What is the position of the arrow?



Challenge 2

1. Where would the number 0.2 be on this number line?



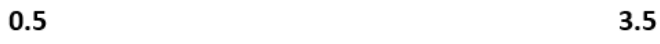
2. Where would the number 0.7 be on this number line?



3. Where would the number 1 be on this number line?



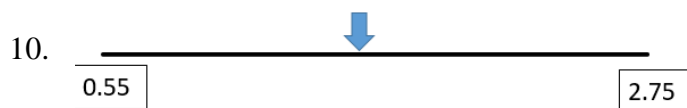
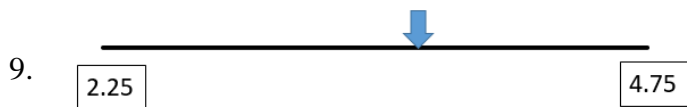
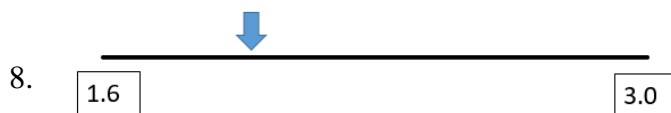
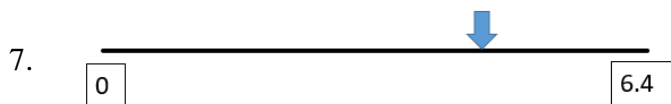
4. Where would the number 1.5 be on this number line?



5. Where would the number 2.2 be on this number line?



What is the position of the arrow?

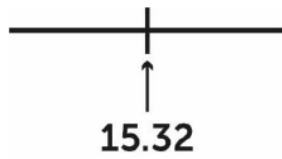


Challenge X

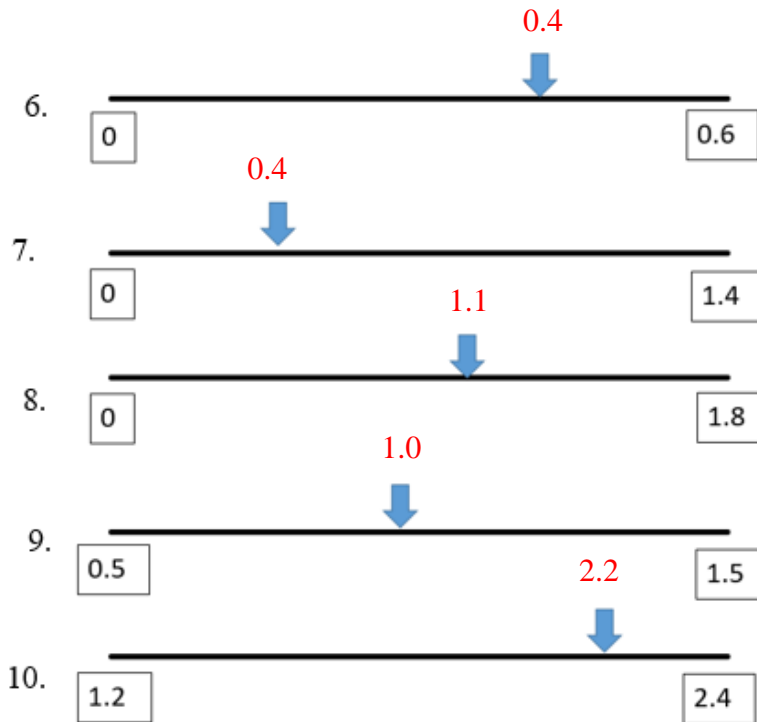
15.32 is halfway between two numbers.

One of the numbers is 15.25.
What could the other number be?

Explain your thinking.



What is the position of the arrow?

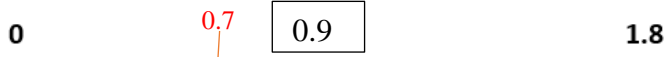


Challenge 2

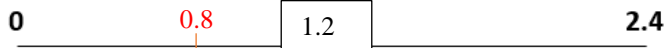
1. Where would the number 0.2 be on this number line?



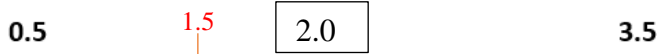
2. Where would the number 0.7 be on this number line?



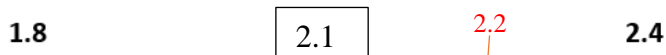
3. Where would the number 1 be on this number line?



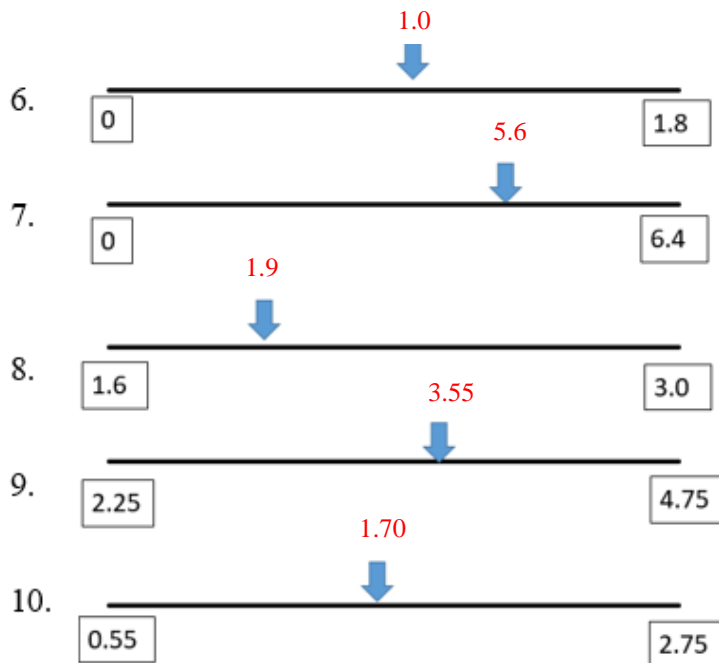
4. Where would the number 1.5 be on this number line?



5. Where would the number 2.2 be on this number line?



What is the position of the arrow?



Challenge X

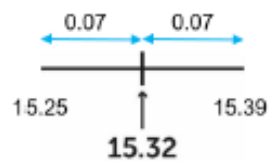
Possible response

15.25 is smaller than 15.32 so I put that at the start of the number line.

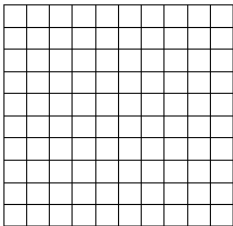
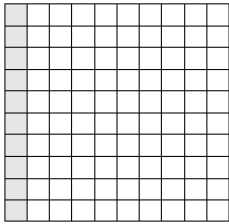
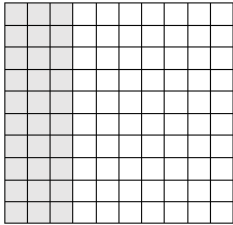
$$15.32 - 0.02 - 0.05 = 15.25$$

The difference between 15.32 and 15.25 is 0.07.

$$15.32 + 0.07 = 15.39$$



Remember, that to be halfway between two numbers, the difference between each of the numbers and the middle number has to be the same.

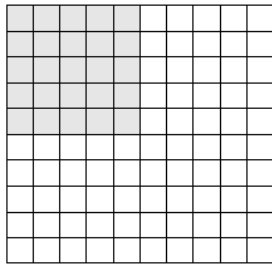
Lesson 4		
<p>Learning Intention: WALT: find decimal equivalences to fractions</p>	<p>Key Vocabulary: Equivalent Numerator Denominator</p>	<p>What you will need:</p> <p>A computer, tablet or phone for the starter Maths book Pencil and ruler Video: Year 4 Maths – S2 Week 4 - lesson 4</p>
Starter		
<p>Log into Times Table Rock Stars and complete a gig if it is available. If not, challenge someone to a rock slam!</p>		
Main Teaching		
<p>Today we will be revising how to find equivalent fractions to decimals and the other way around. An equivalent number means a number with the same value</p> <p>There are 100 hundredths in one whole so we can use this 100 square to represent 1</p>		
<div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>If I shade in 10 of the 100 squares I can write this as a fraction $\frac{10}{100}$ which can be simplified to $\frac{1}{10}$ which is written as 0.1 as a decimal.</p>		
<p>Example 1</p> <p>What fraction and decimal fraction of the hundred square is shaded?</p> <div style="text-align: center;">  </div> <p>30 out of 100 squares have been shaded. As a fraction this is $\frac{30}{100}$ and as a decimal fraction it is 0.30</p>		
<p>We can simplify by dividing the numerator (top) and the denominator (bottom) by 10 to get $\frac{3}{10}$</p>		

So the shaded fraction is $\frac{3}{10}$ and the decimal fraction is 0.3

0.30 is exactly the same as 0.3 because we do not need the final zero on 0.30
Example 2

What is the decimal equivalent of $\frac{1}{4}$?

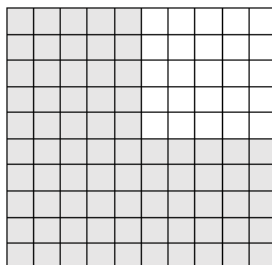
If we shade in a quarter of the squares on our 100 square we will need to shade in 25 as $100 \div 4 = 25$



The fraction shaded is $\frac{25}{100}$ and the decimal fraction is 0.25

Example 3

What is the fraction equivalent of 0.75?



We need to shade 75 squares.

We can see that $\frac{3}{4}$ of our 100 square has been shaded.

So 0.75 is equivalent to $\frac{75}{100}$ which is the same as $\frac{3}{4}$

We know this is correct because $\frac{1}{4}$ is equivalent to $\frac{25}{100}$

And $25 \times 3 = 75$

Independent Tasks

Please complete 1 or 2 challenges. If you are finding a challenge too tricky or too easy after 3 questions, you should switch challenges. After you have completed your challenge, check your answers against the mark scheme. If you got an answer wrong, look carefully and identify where you made a mistake.

Challenge 1

Write the following fractions as decimals

1) $\frac{41}{100}$

2) $\frac{78}{100}$

3) $\frac{2}{100}$

4) $\frac{50}{100}$

5) $\frac{7}{10}$

Write the following decimals as fractions

6) 0.26

7) 0.57

8) 0.75

9) 0.09

10) 0.4

Challenge 2

Write the following fractions as decimals

1) $\frac{37}{100}$

2) $\frac{15}{100}$

3) $\frac{3}{100}$

4) $\frac{9}{10}$

5) $\frac{5}{10}$

Write the following decimals as fractions. Simplify the fractions that you can.

6) 0.89

7) 0.20

8) 0.05

9) 0.5

10) 0.2

Challenge X

Which is larger? Explain your reasoning

$\frac{1}{4}$ or 0.14



Mark Scheme – Lesson 4

Independent Tasks	
Challenge 1	
Write the following fractions as decimals	
1) $\frac{41}{100}$	0.41
2) $\frac{78}{100}$	0.78
3) $\frac{2}{100}$	0.02
4) $\frac{50}{100}$	0.5
5) $\frac{7}{10}$	0.7
Write the following decimals as fractions	
6) 0.26	$\frac{26}{100}$
7) 0.57	$\frac{57}{100}$
8) 0.75	$\frac{75}{100}$
9) 0.09	$\frac{9}{100}$
10) 0.4	$\frac{4}{10}$
Challenge 2	
Write the following fractions as decimals	
1) $\frac{37}{100}$	0.37
2) $\frac{15}{100}$	0.15
3) $\frac{3}{100}$	0.03
4) $\frac{9}{10}$	0.9
5) $\frac{5}{10}$	0.5

Write the following decimals as fractions

6) 0.89 $\frac{89}{100}$

7) 0.20 $\frac{20}{100} = \frac{1}{5}$

8) 0.05 $\frac{5}{100} = \frac{1}{20}$

9) 0.5 $\frac{5}{10} = \frac{1}{2}$

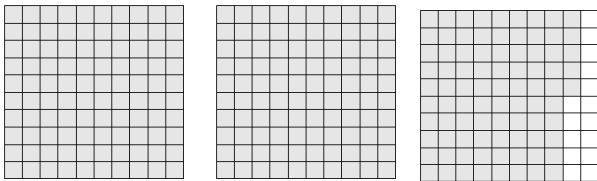
10) 0.2 $\frac{2}{10} = \frac{1}{5}$

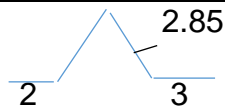
Challenge X

Which is larger? Explain your reasoning

$\frac{1}{4}$ or 0.14

$\frac{1}{4}$ is larger because $\frac{1}{4}$ is equivalent to 0.25 as a decimal. 0.25 is larger than 0.14

Lesson 5		
<p>Learning Intention: WALT: round decimal numbers to the nearest whole number</p>	<p>Key Vocabulary: Rounding Benchmark Approximate</p>	<p>What you will need: A computer, tablet or phone for the starter Maths book Pencil and ruler Video: Year 4 Maths – S2 Week 4 - lesson 5</p>
Starter		
<p>Log into Times Table Rock Stars and complete a gig if it is available. If not, challenge someone to a rock slam! Complete a studio session.</p>		
Main Teaching		
<p>In this lesson, we will be looking at rounding decimal numbers to the nearest whole number. Rounding is used in maths to alter a number to one that is less exact. This is done to make a calculation easier and will give us an approximate answer but not an exact one.</p> <p>When we round a number, we look for its closest benchmark. So if we are rounding to the nearest whole number our benchmarks will be 0, 1, 2, 3, 4 ... (ie. whole numbers)</p> <p>We need to remember the rounding rules:</p> <p>If the digit we are looking at is 0, 1, 2, 3, 4 then we round <u>down</u> to the nearest benchmark If the digit we are looking at is 5, 6, 7, 8, 9 then we round <u>up</u> to the nearest benchmark. Remember 5 always rounds up!</p> <p>When we are rounding a decimal number to the nearest whole number then we need to look at the tenths column</p> <p>Example 1</p> <p>Round 2.85 to the nearest whole number</p> <div style="display: flex; justify-content: space-around; align-items: center;">  </div> <p>If we represent 2.85 using the 100 squares above, we can see that our bench mark choices for rounding are either down to 2 whole ones or up to 3 whole ones.</p> <p>This can be shown in the following way:</p>		



We can see clearly that 2.85 is closer to 3. We would therefore round up to 3.

We know this is correct because if we look at the tenths column in 2.85, there are 8 tenths and the rounding rule says we round up for 8.

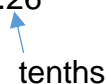
2.85 rounded to the nearest whole number is 3

Example 2

Round 11.26 to the nearest whole number.

We do not have to draw a diagram each time we solve a rounding problem as long as we remember in order to round to the nearest whole number, we must decide what our two benchmarks are and then look in the tenths column.

So, for this problem our benchmarks are 11 and 12 as these are the whole numbers either side of 11.26



Then if we look at the tenths column we can see we have 2 tenths which means we must round down to 11.

11.26 rounded to the nearest whole number is 11

Example 3

Which of the following numbers would round to 3: 3.76, 3.5 and 2.92?

3.76 has 7 tenths so this number would round up to 4.

3.5 has 5 tenths so this number would round up to 4.

2.92 has 9 tenths so this number would round up to 3.

Therefore 2.92 is the only number here that would round to 3.

Independent Tasks

Please complete 1 or 2 challenges. If you are finding a challenge too tricky or too easy after 3 questions, you should switch challenges. After you have completed your challenge, check your answers against the mark scheme. If you got an answer wrong, look carefully and identify where you made a mistake.

Challenge 1

Round these numbers to the nearest whole number

- 1) 1.6
- 2) 1.3
- 3) 1.8

- 4) 2.7
- 5) 10.5
- 6) 5.92
- 7) 4.12
- 8) 8.24

9) Which numbers could be rounded to 9?

9.2 9.9 9.5 9.4

10) Which of these numbers could be rounded to 6?

6.6 6.5 6.2 5.6 5.9

Challenge 2

Round these numbers to the nearest whole number

- 1) 3.55
- 2) 3.49
- 3) 7.82
- 4) 12.28
- 5) 57.57
- 6) 0.61
- 7) 74.12
- 8) 154.39

9) Which numbers could be rounded to 99?

98.7 80 97.9 97.5 98.4

10) Which of these numbers could be rounded to 16?

16.6 16.5 16.2 15.6 15.9

Challenge X

I am a 3-digit number.

My tenths digit is double my hundredths digit.

My hundredths digit is even.

When rounded to the nearest whole number I become 8.

What numbers could I be?



Mark Scheme – Lesson 5

Independent Tasks	
Challenge 1	
Round these numbers to the nearest whole number	
1) 1.6	2
2) 1.3	1
3) 1.8	2
4) 2.7	3
5) 10.5	11
6) 5.92	6
7) 4.12	4
8) 8.24	8
9) Which numbers could be rounded to 9?	
9.2	9.9 9.5 9.4
10) Which of these numbers could be rounded to 6?	
6.6	6.5 6.2 5.6 5.9
Challenge 2	
Round these numbers to the nearest whole number	
1) 3.55	4
2) 3.49	3
3) 7.82	8
4) 12.28	12
5) 57.57	58
6) 0.61	1
7) 74.12	74
8) 154.39	154
9) Which numbers could be rounded to 99?	
98.7	80 97.9 97.5 98.4
10) Which of these numbers could be rounded to 16?	
16.6	16.5 16.2 15.6 15.9
Challenge X	
I am a 3-digit number. My tenths digit is double my hundredths digit. My hundredths digit is even. When rounded to the nearest whole number I become 8. What numbers could I be?	
7.84 or 8.42	