4 Math Unit 12: Decimal Fractions

Content Area: **Mathematics**
Course(s):
Time Period: **Marking Period 4**
Length: **9 days**
Status: **Published**

Unit Overview

Decimal Fractions

In this unit, students use decimal grides, number lines, and coins to model fractions with denominators of 10 and 100. They use models to help generate equivalent fractions with denominators of 10 and 100 and to add two fractions with unlike denominators of 10 and 100. Students apply their understanding of decimal fractions to write a fraction with a denominator of 10 or 100 as a decimal and vice versa. Students also locate decimals on a number line and use models and place value to compare decimals. Students apply the representation and comparison of decimal fractions to solve word problems involving money.

Students will extend their ability to add and subtract fractions and compare fractions. These include:

- **Understand Tenths and Hundredths:** Students use fraction models to represent fractions with denominators of 10 and 100.
- **Understand Decimal Notation:** Students use place-value reasoning to understand decimal notation.
- **Compare Decimals:** Students use representations, such as decimal grids and number lines, to compare two decimals.
- **Adding Decimals:** Students use equivalent fractions to add decimals with denominators of 10 and 100.
- **Solve Problems Involving Decimal Fractions:** Students solve word problems involving decimal fractions using dollars, dimes, and pennies.

What Students Are Learning

- Students express fractions with denominators of 10 as equivalent fractions with denominators of 100.
- Students represent fractions with denominators of 10 and 100 as decimals and extend the place value chart to show these values.
- Students compare decimals using representations and by expressing them as fractions.
- Students add decimals and decimal fractions by using equivalent fractions and the relationship between money (dollars, dimes, cents).

- Which Benchmark Is It Closest To?
- Greater Than, Less Than
- Notice & Wonder

Standards

MATH.4.NF.C.5	Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.
MATH.4.NF.C.6	Use decimal notation for fractions with denominators 10 or 100.

MATH.4.NF.C.7	Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual model.
MATH.4.M.A.2	Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.

Materials

Core Materials:

Reveal Math

12.1 Understand Tenths and Hundredths

12.2 Understand Decimal Notation

12.3 Compare Decimals

12.4 Adding Decimals Using Fractions

12.5 Solve Problems Involving Money

Supplemental Materials:

- ST Math
- Happy Numbers
- 3 Act Lessons
- Building Fact Fluency Kit
- Brainingcamp Manipulatives
- Nearpod Lessons
- Brainpop Resources
- Online Resources

Technology

CS.3-5.8.1.5.DA.1	Collect, organize, and display data in order to highlight relationships or support a claim.
CS.3-5.8.1.5.DA.3	Organize and present collected data visually to communicate insights gained from different views of the data.
CS.3-5.8.1.5.DA.4	Organize and present climate change data visually to highlight relationships or support a claim.
CS.3-5.8.2.5.ED.2	Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

CS.3-5.8.2.5.ED.3	Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.
CS.3-5.DA	Data & Analysis Individuals can select, organize, and transform data into different visual representations and communicate insights gained from the data. Data can be organized, displayed, and presented to highlight relationships.

Assessment

Formative Assessment

- Unit Readiness Diagnostics
- Lesson Checks
- Exit Tickets
- Teacher Observation

Summative Assessment

- Unit Assessment Performance Task
- Benchmark Tests
- Alternative Assessments: Performance Tasks & Projects

Accommodations & Modifications

Special Education

Differentiated Instruction			
Accommodate Based on Students Individual Needs: Strategies			
Time/General • Extra time for assigned tasks • Adjust length of assignment • Timeline with due dates for reports and projects • Communication system between home and school • Provide lecture notes/outline	**Processing** • Extra response time • Have students verbalize steps • Repeat, clarify, or reword directions • Mini-breaks between tasks • Provide a warning for transitions • Reading partners	**Comprehension** • Precise step-by-step directions • Short manageable tasks • Brief and concrete directions • Provide immediate feedback	**Recall** • Teacher-made checklist • Use visual graphic organizers • Reference resources to promote independence • Visual and verbal

		• Small group instruction • Emphasize multi-sensory learning	reminders • Graphic organizers
Assistive Technology • Computer/whiteboard • Tape recorder • Spell-checker • Audio-taped books	**Tests/Quizzes/Grading** • Extended time • Study guides • Focused/chunked tests • Read directions aloud	**Behavior/Attention** • Consistent daily structured routine • Simple and clear classroom rules • Frequent feedback	**Organization** • Individual daily planner • Display a written agenda • Note-taking assistance • Color code materials

504

- In class/pull out support with special ed teacher Additional time during intervention time
- Preferred seating
- Questions read aloud
- Extended time for completing tasks Graphic organizers
- Vocabulary support Mnemonic devices
- Songs/videos to reinforce concepts Limit number of questions
- Scribe Manipulatives Calculators Reteach pages Leveled homework
- Lesson intervention activities
- Math Diagnosis & Intervention System Another look homework video
- Practice buddy

ELL

- Translation device/dictionary
- In class/pull out support with ESL teacher
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Manipulatives
- Math Diagnosis & Intervention System

At-risk of Failure

- Additional time during intervention time
- Questions read aloud
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Manipulatives
- Calculators
- Reteach pages
- Leveled homework
- Lesson intervention activities
- Math Diagnosis & Intervention System
- Another look homework video
- Practice buddy

Gifted & Talented

- Independent projects
- Enrichment pages
- Online games
- Leveled Homework
- Extension Activities
- Today's Challenge

Interdisciplinary Connections

ELA.RI.CI.4.2	Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.
SCI.4.ETS1.B	Developing Possible Solutions Testing a solution involves investigating how well it performs under a range of likely conditions.

Career Readiness, Life Literacies & Key Skills

PFL.9.1.5.FI	Financial Institutions People can choose to save money in many places such as home in a piggy bank, bank, or credit union.
PFL.9.1.5.FI.1	Identify various types of financial institutions and the services they offer including banks, credit unions, and credit card companies.
WRK.9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
WRK.9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these

	requirements.
TECH.9.4.5.CT	Critical Thinking and Problem-solving
TECH.9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
TECH.9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.
TECH.9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.

Career Ready Practices

STEM CAREER: Computer Programmer Student talks about the work of computer programmers. Student explains that fractions need to be written as decimals when writing computer code.

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP12. Work productively in teams while using cultural global competence.