COASTMETRO

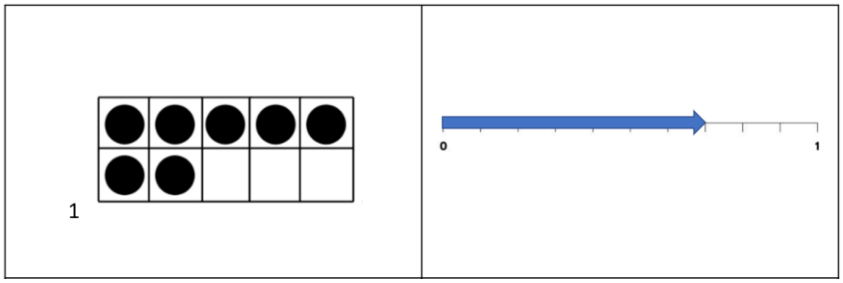
ELEMENTARY MATH PROJECT

Grade 4

Key Number Concept 3:
Fractions and Decimals (Concepts and Relationships)

Sample Week at a Glance

Before this week of lessons, grade 4 students will have developed an understanding of the different representations of fractions, including representations of tenths on ten-frames. This week, students are introduced to decimals for the first time.

Monday	Instructional Routine: What do you notice? What do you wonder?  Ask students what they notice/wonder about these two images and how they are alike and different. Introduce decimal notation as another way to show tenths. Have students work in table groups and give each group several fractional representations of tenths (area model, number line, symbolic, ten-frames). Place 10 cards or papers at each table, each with one of the following decimals written on it: 0.1, 0.2, 0.3, 0.4, 0.5, 0.6, 0.7, 0.8, 0.9, 1.0. Have students sort the fraction cards based on what decimal card they go with. Closing circle - share and discuss new learning from the table group activity
Tuesday	Instructional Routine: Count around the circle by tenths. Students may notice that 10 tenths is a whole. This is a great discussion and is good to touch on but equivalent fractions are not in the curriculum until grade 5. Give students several 100 grids and have them shade in a series of tenths expressed as fractions or decimals to help them see the relationship. Then

	project images of partially shaded grids (tenths only) and see if students can write the corresponding fraction and decimal. Closing Circle - Did you notice the small squares on the grid? What fraction of the grid do you think they are? How could we write that as a decimal?
Wednesday	Review and extend: Have students work in pairs to roughly place the following numbers on an open number line from 0 to 1. ⅓, 0.2, 0.5, ¾, 8/10, ½ Talk about what strategies they used and what was difficult. Same activity as yesterday except with tenths **and** hundredths. Closing circle - have students share their biggest new learning so far this week. Invite them to share how tenths and hundredths are related.
Thursday	Number Talk: How are these numbers alike? How are they different? 10, 1, 0.1, 0.01. What does the decimal point tell us? During: Review of place value and extending concept to tenths and hundredths Closing circle: As a group, express the decimals from the opening number talk as fractions.
Friday	Clothesline Numberline: give each student 2-3 fraction and decimal cards and have them place the cards on a class clothesline (or masking tape/string) number line. Closing discussion: Discuss strategies students used and what they learned.

Based on formative assessment information from this week, next week's planning would include introducing addition and subtraction of decimals.