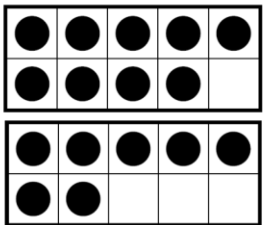
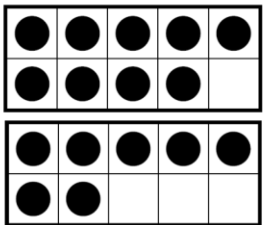
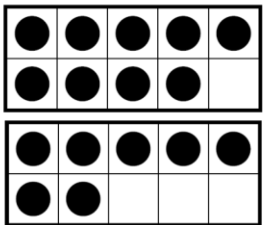


ELEMENTARY MATH PROJECT
Grade 4
Key Number Concept 4:
Addition and Subtraction of Decimals to Hundredths
Sample Week at a Glance

Before this week of lessons, grade 4 students will have developed an understanding of the different representations of decimals and how to order and compare them. This week, students are introduced to addition and subtraction of decimals for the first time.

<p>Monday</p>	<p>Number Talk: What should $3.9 + 5.12$ be close to?</p> <p>Students will likely notice that 3.9 is close to 4 and 5.12 is close to 5 so the sum is close to 9.</p> <p>Have students work in partners. Give each pair of students several cards with decimal sums (like $2.5 + 6.31$ for example) and whole number cards 1-15. Ask the group to put each sum card with the whole number that the sum will be closest to. Students can do a gallery walk at the end to see how other students organized their cards.</p> <p>Closing circle - share and discuss new learning from the partner activity</p>				
<p>Tuesday</p>	<p>Which one doesn't belong?</p> <table border="1" data-bbox="407 1356 1167 1866"> <tr> <td data-bbox="407 1356 786 1612">  <p>(One full ten-frame = 1)</p> </td> <td data-bbox="786 1356 1167 1612"> <p>1.6</p> </td> </tr> <tr> <td data-bbox="407 1612 786 1866"> <p>16</p> </td> <td data-bbox="786 1612 1167 1866"> <p>Sixteen tenths</p> </td> </tr> </table>	 <p>(One full ten-frame = 1)</p>	<p>1.6</p>	<p>16</p>	<p>Sixteen tenths</p>
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	<p>Clothesline Number line: give each student 2-3 cards showing decimal addition expressions. Have students place the cards on a class clothesline (or masking tape/string) number line based on their estimates of the sums.</p> <p>Closing discussion: Discuss strategies students used and what they learned.</p>
Wednesday	<p>Number Talk: How could we add $3.9 + 5.12$?</p> <p>Give students some grid paper with several 10 x 10 grids so they can investigate. If they do not notice on their own, invite them to look at the relationship between the 9 tenths of 3.9 and the 1 tenth of 5.12. They might notice that $3.9 + 5.12 = 4 + 5.02$ (make-a-whole strategy).</p> <p>Have students work in partners. Give each pair of students several cards with decimal sums (like $2.8 + 6.31$ for example) and grid paper. Have them estimate the sum first, and then represent the addends and sum pictorially. Finally, invite students to use mental math strategies to add, and to compare with the sums they found pictorially. How close is the sum to the estimate?</p> <p>Closing circle - discuss how estimating first could be helpful in finding a calculation error.</p>
Thursday	<p>Number Talk: I'm hungry! I want a sandwich, fries, and a drink for lunch. The sandwich costs \$5.75, the fries cost \$3, and the drink costs \$2.90. I have \$10. Do I have enough?</p> <p>Math workshop: Story problems with money Comparing and ordering decimals and fractions (review) Adding with decimals using mental math strategies Teacher circulates to assess and offer support</p> <p>Closing circle: Discuss one thing you learned this week about adding decimals.</p>
Friday	<p>Open with two more money addition story problems.</p> <p>Play Do Your Decimals: https://www.educationworld.com/a_lesson/boxcars/boxcars022.shtml</p> <p>Closing circle: Invite students to share the strategies they used to play the game.</p>

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