Name _____

4th Grade Modified Math Remote Learning Packet

Week 36

Dear Educator,

My signature is proof that I have reviewed my scholar's work and supported him to the best of my ability to complete all assignments.

_____ _____

(Parent Signature) (Date)

Parents please note that all academic packets are also available on our website at www.brighterchoice.org under the heading "Remote Learning." All academic packets assignments are mandatory and must be completed by all scholars.


Brighter Choice
Charter School for Boys
Day # 1

Name: _____ Week 36 Day 1 Date: _____

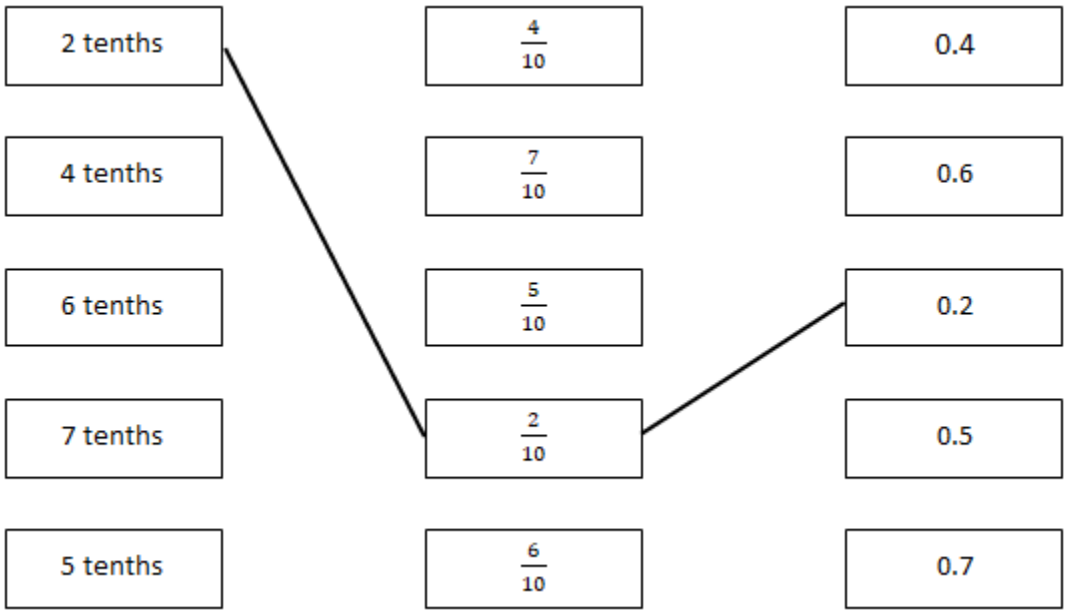
BCCS-B Howard Morehouse Hampton

LEQ: How do I represent fractions greater than 1 as a decimal number?

Objective: I can draw line segments and write the measurement as mixed numbers and decimals

Do Now

Directions: Correctly match the unit, fraction and decimal form of each. The first one has been done for you.



Input

Problem 1: Draw line segments of given lengths, and express each segment as a mixed number and a decimal.

Centimeter= cm

Using the cm side of the ruler, draw a line segment that is 2cm long in the space below. Then, extend the line 6 tenths more. Write this measurement as a mixed number and decimal number.

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Input

DRAW

Draw a line that is $3\frac{5}{10}$ cm long.

How many whole centimeters? _____cm

How many tenths? _____ tenths cm.

Rewrite $3\frac{5}{10}$ as a decimal number.

$3\frac{5}{10}$ = _____ cm

Try the next on your own.

DRAW

Draw a line that is $4\frac{8}{10}$ cm long.

Rewrite $4\frac{8}{10}$ as a decimal number.

$4\frac{8}{10} =$ _____cm

Problem 2: Use the area model to represent tenths as fractions greater than 1 and as decimal numbers

Using the area model below shade to show $2\frac{6}{10}$.

How many wholes? _____ How many tenths? _____

Decimal number: _____ Number bond

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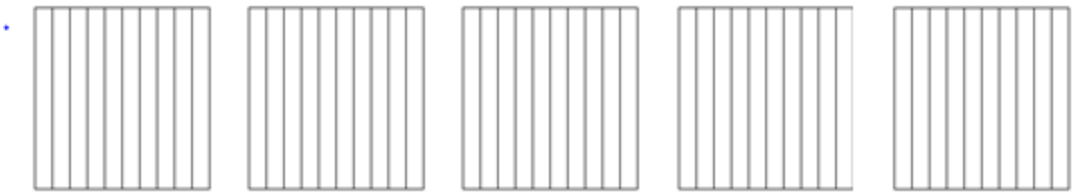
BCCS-B Howard Morehouse Hampton

Input

What if we had this improper fraction? How can we shade to show this fraction and rewrite it as a decimal number?

$\frac{48}{10}$= _____



$\frac{48}{10}$ is equal to what mixed number? _____

So, we can shade ____ wholes and ____ tenths.

Try the next 2 on your own. Shade the area model and write the decimal number.

$3\frac{2}{10}$= _____

$2\frac{7}{10}$= _____

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CFU

1. For each length given below, draw a line segment to match. Express each measurement as an equivalent mixed number.

   a. 2.6 cm

   b. 3.4 cm

2. Write the following as equivalent decimals. Then, model and rename the number as shown below.

4 ones and 2 tenths = _____

$3\frac{4}{10}$ = _____

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Application Problem

Yesterday, Ben's bamboo plant grew 0.5 centimeter. Today it grew another $\frac{8}{10}$ centimeter. How many centimeters did Ben's bamboo plant grow in 2 days?

Exit Ticket

1. For the length given below, draw a line segment to match. Express the measurement as an equivalent mixed number.

   4.8 cm

2. Write the following in decimal form and as a mixed number. Shade the area model to match.

   a. 3 ones and 7 tenths = _____ = _____

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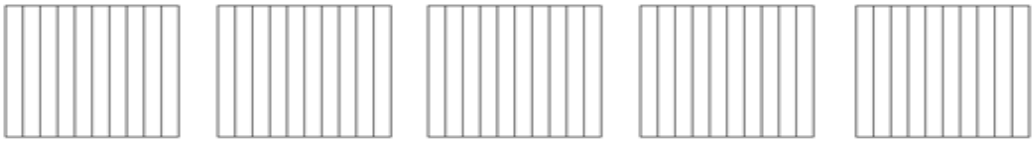
HOMEWORK

Directions: Write the following in decimal form. Then, model and rename the number as shown below.

3 ones and 8 tenths = _____

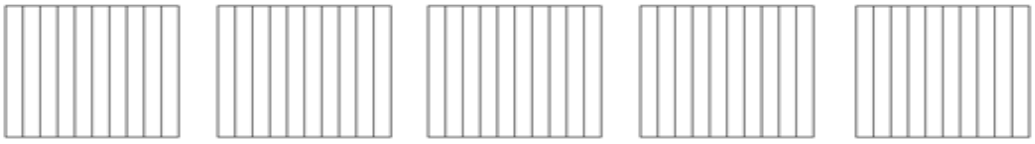
$4\frac{1}{10}$ = _____

$1\frac{4}{10}$ = _____

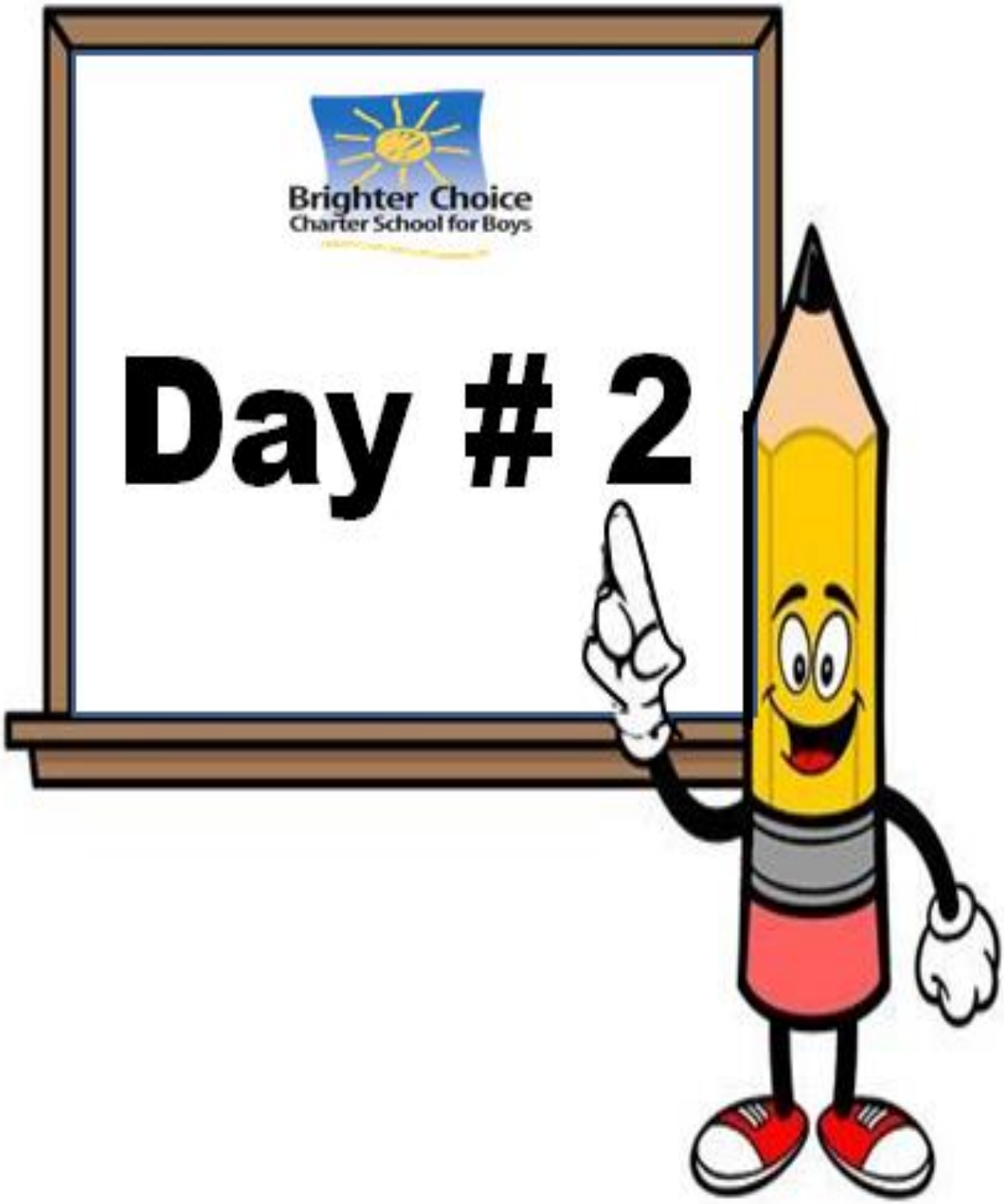


How much more is needed to get to 5? _____

$\frac{33}{10}$ = _____



How much more is needed to get to 5? _____


Brighter Choice
Charter School for Boys
Day # 2

Name: _____ Week 36 Day 2 Date: _____

BCCS-B Howard Morehouse Hampton

LEQ: How can I represent mixed numbers in different ways?

Objective; I can represent mixed numbers with decimal units with discs, in expanded form and on a number line.

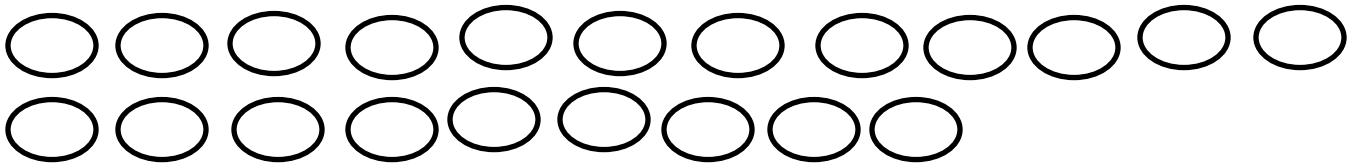
Do Now

Ed bought 4 pieces of salmon weighing a total of 2 kilograms. One piece weighed $\frac{4}{10}$ kg, and two of the pieces weighed $\frac{5}{10}$ kg each. What was the weight of the fourth piece of salmon? Use CUBES to solve.

HINT: ADD the three pieces you know: 4/10, 5/10, 5/10. Then SUBTRACT that total from the original 2 kilograms.

Input

Below there are 21 discs, each disc represents 1 tenth. How many discs can we place into a group to show 1 whole? _____ How many times can we do this? _____ How many are left over? _____



Write this as a decimal number. _____

How many more tenths would we need to get to 3 wholes? _____ tenths

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Input

Your Turn **DRAW**

Draw 17 discs, each representing 1 tenth.

Bundle the discs to form wholes.

How many wholes? _____

How many tenths? _____

Decimal number: _____

How many more tenths to reach the next whole? _____

Problem 2: Represent mixed numbers with units of tens, ones, and tenths in expanded form.

The discs below represent how much in total? _____

Draw 6 discs that each represents 0.1

How much do we have in total now? _____

Using parenthesis, let's write the value of each set of discs in expanded form.

Now, write the decimal version:

Name: _____ Week 36 Day 2 Date: _____

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Input

Draw discs to represent the amount below and then write in expanded form in fraction and decimal form.

24 ones 6 tenths **DRAW**

Expanded Fraction form:

_____

Expanded Decimal form:

_____

YOUR TURN

Draw discs to represent the amount below and then write in expanded form in fraction and decimal form.

13 ones 8 tenths **DRAW**

Expanded Fraction form:

_____

Expanded Decimal form:

_____

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Fill in the missing parts of the chart below based on what is already given.

Point	Number Line	Decimal Form	Mixed Number (ones and fraction form)	Expanded Form (fraction or decimal form)	How much more is needed to get to the next one?
a.					
b.			$32\frac{5}{10}$		
c.		40.7			

d.			$90\frac{9}{10}$		

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Application Problem

Complete the chart

Point	Number Line	Decimal Form	Mixed Number (ones and fraction form)	Expanded Form (fraction or decimal form)	How much to get to the next one?
a.			$3\frac{9}{10}$		0.1
b.					
c.				$(7 \times 10) + (4 \times 1) + (7 \times \frac{1}{10})$	
d.			$22\frac{2}{10}$		
e.				$(8 \times 10) + (8 \times 0.1)$	

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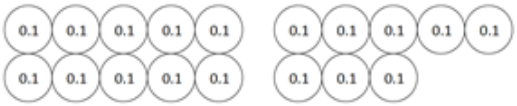
Exit Ticket

1. Circle groups of tenths to make as many ones as possible.

How many tenths in all?	Write and draw the same number using ones and tenths.
 There are _____ tenths.	Decimal Form: _____ How much more is needed to get to 2? _____

2. Complete the chart.

Point	Number Line	Decimal Form	Mixed Number (ones and fraction form)	Expanded Form (fraction or decimal form)	How much to get to the next one?
a.			$12\frac{9}{10}$		
b.		70.7			

Name: _____ Week 36 Day 2 Date: _____

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<u>Homework</u> HINT – USE TODAY'S NOTES AS AN EXAMPLE!

3. Complete the chart.

Point	Number Line	Decimal Form	Mixed Number (ones and fraction form)	Expanded Form (fraction or decimal form)	How much to get to the next one?
a.			$4\frac{6}{10}$		
b.					0.5
c.				$(6 \times 10) + (3 \times 1) + (6 \times \frac{1}{10})$	
d.			$71\frac{3}{10}$		
e.				$(9 \times 10) + (9 \times 0.1)$	


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Day # 3

Name: _____ Week 36 Day 3 Date: _____

BCCS-B Howard Morehouse Hampton

LEQ: How can use meters to help model and count hundredths?

Objective: I can decompose a meter to help represent and count hundredths in decimal form.

Do Now

Ali is knitting a scarf that will be 2 meters long. So far, she has knitted $1\frac{2}{10}$ meters.

a. How many more meters does Ali need to knit to complete the scarf? Write the answer as a fraction and as a decimal.

b. How many more centimeters does Ali need to knit to complete the scarf?

Input

1 meter = _____ cm

Here is a meter stick. A meter stick is composed of centimeters. How many centimeters are in a meter?

Name: _____ Week 36 Day 3 Date: _____

BCCS-B Howard Morehouse Hampton

Input

If there are _____ cm in 1 meter, what fraction of a meter is 1 cm? _____

As a decimal, we can write this as _____.

We have previously talked about _____ and tenths is the _____ place _____ the decimal.

Hundredths is the _____ place after the decimal. Take a look at the place value chart below.

Thousands	Hundreds	Tens	Ones	Decimal	Tenths	Hundredths
				●		

How would we write 3/100 as a decimal? _____

Let's image that the tape diagram below represents 1m.

Shade 1/10 of the meter, how many centimeters is 1/10 of a meter? _____

How can we write this as a fraction and decimal? _____ = _____

Shade another tenth. How many tenths are shaded now? _____

How many hundredths? _____ So, we can say that _____ = _____

Name: _____ Week 36 Day 3 Date: _____

BCCS-B Howard Morehouse Hampton

Input

Problem 2: Name hundredths as tenths and some hundredths, stating the number in fraction and decimal form.

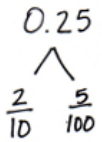
Using the tape diagram above, shade 2 tenths.

If we want to shade 5/100 more of the tape diagram, what will we have to do first?

How much have we shaded now? _____ Write this as a decimal. _____

We can say that _____ + _____ = _____

Just like when we learned to add fractions, they have to have the same denominator. We will always have to convert tenths to hundredths if we are trying to add 2 different units together.



If I want to write 0.25 as a number bond, I can write:

We are able to break it into tenths and hundredths. Let's do the same thing for each of the following.

28 Hundredths	31 Hundredths	41 Hundredths	79 Hundredths

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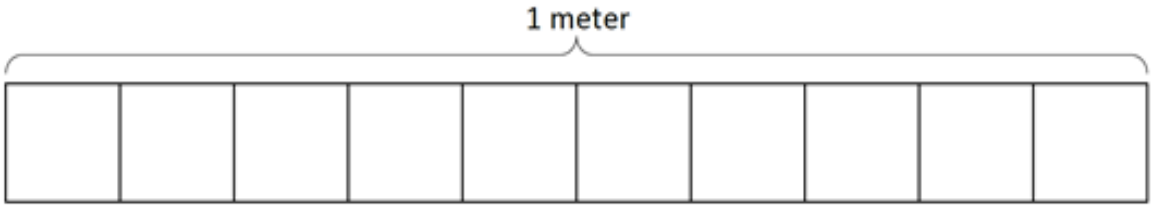
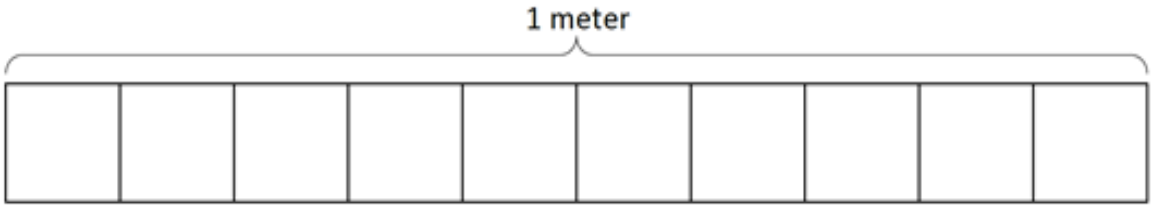
CFU

On each meter stick, shade in the amount shown. Then, write the equivalent decimal.

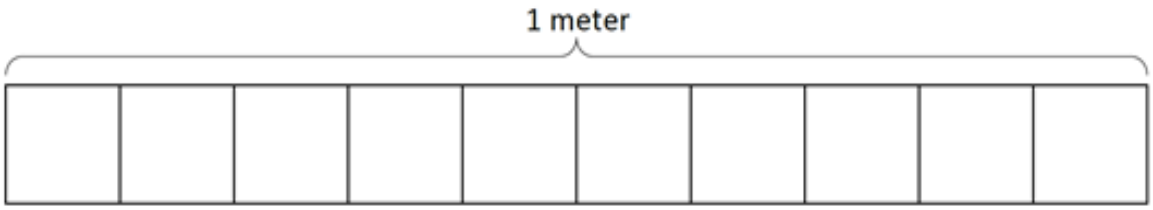
a. $\frac{8}{10}$ m



b. $\frac{7}{100}$ m



c. $\frac{19}{100}$ m



Draw a number bond, pulling out the tenths from the hundredths as in Problem 3. Write the total as the equivalent decimal.

a. $\frac{19}{100}$ m

b. $\frac{28}{100}$ m

c. $\frac{77}{100}$

d. $\frac{94}{100}$

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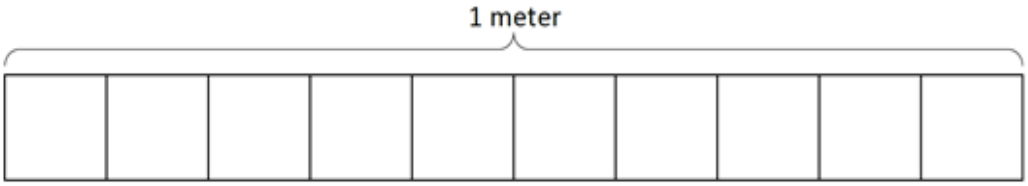
Exit Ticket

1. Shade in the amount shown. Then, write the equivalent decimal.

$\frac{6}{10}$ m



2. Draw a number bond, pulling out the tenths from the hundredths. Write the total as the equivalent decimal.

   a. $\frac{62}{100}$ m

   b. $\frac{27}{100}$

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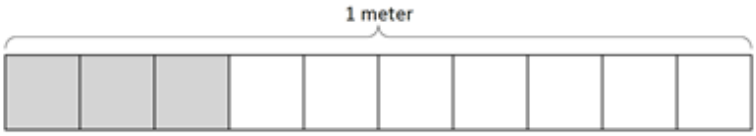
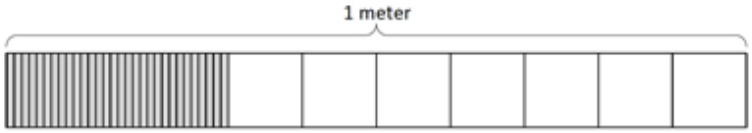
Homework

1. a. What is the length of the shaded part of the meter stick in centimeters?



b. What fraction of a meter is 3 centimeters?

c. In fraction form, express the length of the shaded portion of the meter stick.



d. In decimal form, express the length of the shaded portion of the meter stick.

e. What fraction of a meter is 30 centimeters?

Draw a number bond, pulling out the tenths from the hundredths, as in Problem 3 of the Homework. Write the total as the equivalent decimal.

a. $\frac{23}{100}$ m

b. $\frac{38}{100}$ m

c. $\frac{82}{100}$

d. $\frac{76}{100}$


Brighter Choice
Charter School for Boys
Day # 4

Name: _____ Week 36 Day 4 Date: _____

BCCS-B Howard Morehouse Hampton

LEQ: How can I use an area model and discs to show the equivalency between tenths and hundredths?

Objective: I can use an area model and discs to show equivalent tenths and hundredths.

Do Now

Number Correct: _____

A

Write Fractions and Decimals

1.	$\frac{2}{10} =$	.	23.	1 =	$\frac{\quad}{10}$
2.	$\frac{3}{10} =$	.	24.	2 =	$\frac{\quad}{10}$
3.	$\frac{4}{10} =$	.	25.	5 =	$\frac{\quad}{10}$
4.	$\frac{8}{10} =$	.	26.	4 =	$\frac{\quad}{10}$
5.	$\frac{6}{10} =$	.	27.	4.1 =	$\frac{\quad}{10}$
6.	0.1 =	$\frac{\quad}{10}$	28.	4.2 =	$\frac{\quad}{10}$
7.	0.2 =	$\frac{\quad}{10}$	29.	4.6 =	$\frac{\quad}{10}$
8.	0.3 =	$\frac{\quad}{10}$	30.	2.6 =	$\frac{\quad}{10}$
9.	0.7 =	$\frac{\quad}{10}$	31.	3.6 =	$\frac{\quad}{10}$
10.	0.5 =	$\frac{\quad}{10}$	32.	3.4 =	$\frac{\quad}{10}$
11.	$\frac{5}{10} =$	.	33.	2.3 =	$\frac{\quad}{10}$
12.	0.8 =	$\frac{\quad}{10}$	34.	$4\frac{3}{10} =$	.
13.	$\frac{7}{10} =$	.	35.	$\frac{20}{10} =$	.
14.	0.4 =	$\frac{\quad}{10}$	36.	1.8 =	$\frac{\quad}{10}$
15.	$\frac{9}{10} =$	.	37.	$3\frac{4}{10} =$	.

Name: _____ Week 36 Day 4 Date: _____

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Number Correct: _____

Improvement: _____

B

Write Fractions and Decimals

1.	$\frac{1}{10} =$	.
2.	$\frac{2}{10} =$	.
3.	$\frac{3}{10} =$	.
4.	$\frac{7}{10} =$	.
5.	$\frac{5}{10} =$	.
6.	0.2 =	$\frac{\quad}{10}$
7.	0.3 =	$\frac{\quad}{10}$
8.	0.4 =	$\frac{\quad}{10}$
9.	0.8 =	$\frac{\quad}{10}$
10.	0.6 =	$\frac{\quad}{10}$
11.	$\frac{4}{10} =$	.
12.	0.9 =	$\frac{\quad}{10}$
13.	$\frac{6}{10} =$	.
14.	0.5 =	$\frac{\quad}{10}$
15.	$\frac{9}{10} =$	.

23.	1 =	$\frac{\quad}{10}$
24.	2 =	$\frac{\quad}{10}$
25.	4 =	$\frac{\quad}{10}$
26.	3 =	$\frac{\quad}{10}$
27.	3.1 =	$\frac{\quad}{10}$
28.	3.2 =	$\frac{\quad}{10}$
29.	3.6 =	$\frac{\quad}{10}$
30.	1.6 =	$\frac{\quad}{10}$
31.	2.6 =	$\frac{\quad}{10}$
32.	4.2 =	$\frac{\quad}{10}$
33.	2.5 =	$\frac{\quad}{10}$
34.	$3\frac{4}{10} =$	.
35.	$\frac{50}{10} =$	.
36.	1.7 =	$\frac{\quad}{10}$
37.	$4\frac{3}{10} =$	.

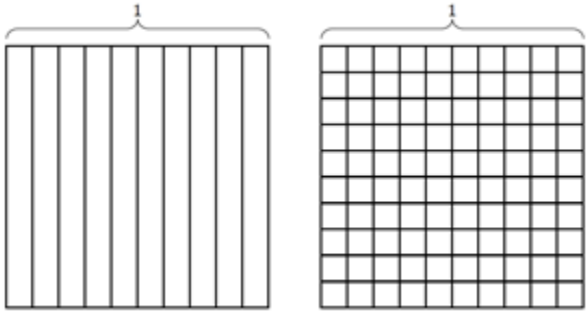
Name: _____ Week 36 Day 4 Date: _____

BCCS-B Howard Morehouse Hampton

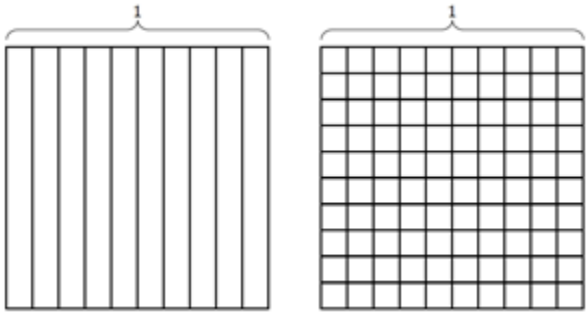
Input

Problem 1: Simplify hundredths by division.

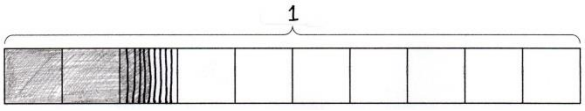
Shade 1 tenth of the first area model and 10 hundredths of the second area model, what do you notice?



In the next of area models, show how many tenths are equal to 30 hundredths.



Problem 2: Model hundredths with an area model.



Take a look at the tape diagram above, how much of this tape diagram is shaded? Write the amount as a fraction and as a decimal.

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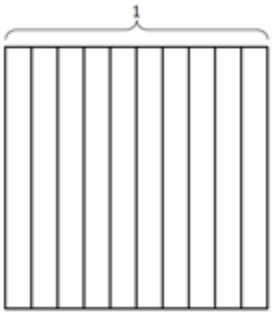
BCCS-B Howard Morehouse Hampton

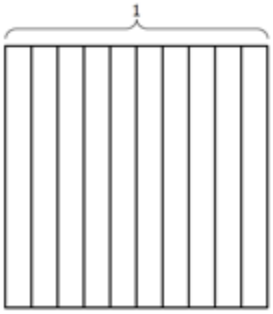
Input

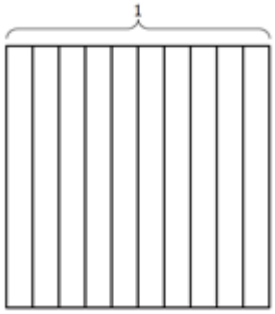
We can write hundredths as fractions and decimals. We can also represent hundredths differently. Looking at the area model below, how can we represent 25 hundredths.



Try the next 2 on your own, shade the following fractions in the area models given.

$\frac{52}{100}$ and $\frac{35}{100}$.





Problem 3: Use place value disks to represent a decimal fraction. Write the equivalent decimal in unit form.

$\frac{5}{100}$ Looking at this fraction, how can we draw place value discs to represent it?

How can we write this as a decimal? _____

Name: _____ Week 36 Day 4 Date: _____

BCCS-B Howard Morehouse Hampton

Input

Draw place value discs to represent 25 hundredths.

Write this as a decimal and fraction. _____ = _____

Draw discs to represent the next two on your own and write each as a fraction and decimal.

32 hundredths

64 hundredths

Application Problem

The perimeter of a square measures 0.48 m. What is the measure of each side length in centimeters?

Name: _____ Week 36 Day 4 Date: _____

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Exit Ticket

Use both tenths and hundredths place value disks to represent each fraction. Write the equivalent decimal, and fill in the blanks to represent each in unit form.

1. $\frac{7}{100} = 0.\_\_\_\_$

___ hundredths

2. $\frac{34}{100} = 0.\_\_\_\_$

___ tenths ___ hundredths

Name: _____ Week 36 Day 4 Date: _____

BCCS-B Howard Morehouse Hampton

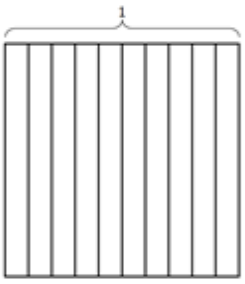
Homework

Complete the number sentences. Shade the equivalent amount on the area model, drawing horizontal lines to make hundredths.

a. 36 hundredths = _____ tenths + ____ hundredths

Decimal form: _____

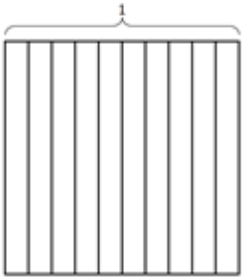
Fraction form: _____



b. 82 hundredths = ____ tenths + ____ hundredths

Decimal form: _____

Fraction form: _____



Use both tenths and hundredths place value disks to represent each number. Write the equivalent number in decimal, fraction, and unit form.

a. $\frac{4}{100}$ = 0. _____ _____ hundredths	b. $\frac{13}{100}$ = 0. _____ _____tenth _____hundredths
c. ___ = 0.41 _____ hundredths	d. ___ = 0.90 _____ tenths


Brighter Choice
Charter School for Boys
Day # 5

Name: _____ Week 36 Day 5 Date: _____

BCCS-B Howard Morehouse Hampton

LEQ: How can I prove my understanding of decimals in topic A?

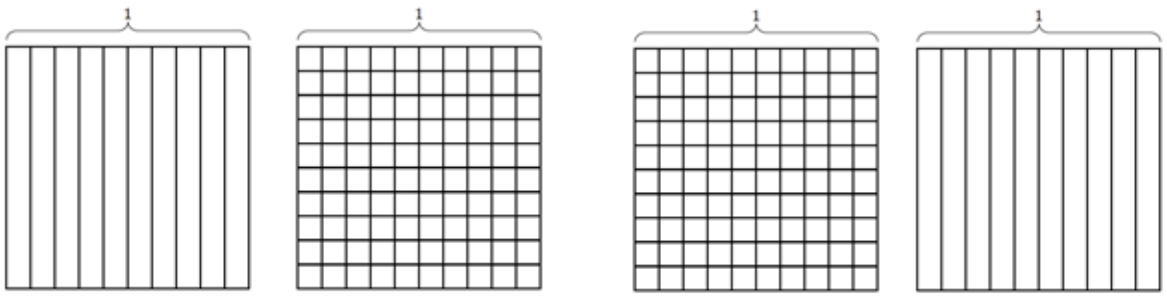
Objective: I can prove my understanding of topic A by scoring an 80% or better on my quiz.

Today we will taking a quiz on what we have learned this week. We will do a little review and then you will have the remainder of class to complete your quiz.

1. Find the equivalent fraction using multiplication or division. Shade the area models to show the equivalency. Record it as a decimal.

a. $\frac{3 \times}{10 \times} = \frac{\quad}{100}$

b. $\frac{50 \div}{100 \div} = \frac{\quad}{10}$



Draw a number bond, pulling out the tenths from the hundredths, as in Problem 3 of the Homework. Write the total as the equivalent decimal.

a. $\frac{23}{100}$ m

b. $\frac{38}{100}$ m

c. $\frac{82}{100}$

d. $\frac{76}{100}$

<u>Remote Scholars- use the space on the next page to answer the 2 open response questions and submit on Edlight.</u>

Name: _____ Week 36 Day 5 Date: _____

BCCS-B Howard Morehouse Hampton

Question _____

Question _____

Name _____

4th Grade Modified Math Remote Learning Packet

Week 37

Dear Educator,

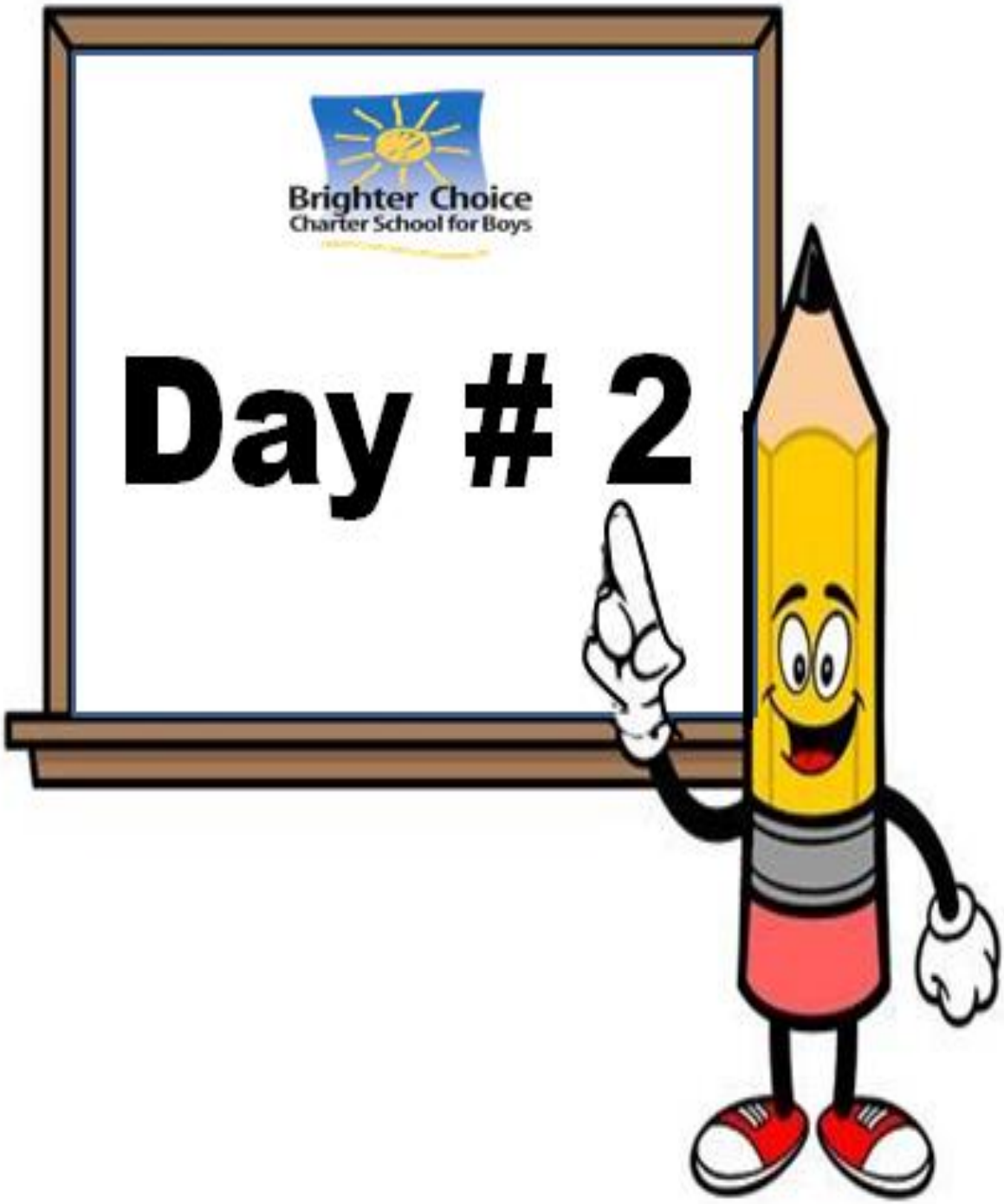
My signature is proof that I have reviewed my scholar's work and supported him to the best of my ability to complete all assignments.

_____ _____

(Parent Signature) (Date)

Parents please note that all academic packets are also available on our website at www.brighterchoice.org under the heading "Remote Learning." All academic packets assignments are mandatory and must be completed by all scholars.


Brighter Choice
Charter School for Boys
Day # 1
NO SCHOOL


Brighter Choice
Charter School for Boys
Day # 2

Name: _____ Week 37 Day 2 Date: _____

BCCS-B Howard Morehouse Hampton

LEQ: How can I use a number line to model mixed numbers with tenths and hundredths?

Objective: I can use an area model and number line to model mixed numbers that include tenths and hundredths.

Do Now

The table shows the perimeter of four rectangles.

Rectangle	Perimeter
A	54 cm
B	$\frac{69}{100}$ m
C	54 m
D	0.8 m

Compare the perimeters of Rectangles B and D. Which rectangle has the greater perimeter? How much greater?

Input

Problem 1: Represent mixed numbers with units of ones, tenths, and hundredths using area models.

$1\frac{22}{100}$

How many ones are in the mixed number above? _____

How many hundredths more than 1 are in the mixed number? _____

Shade the area models on the next page to show this mixed number.

Name: _____ Week 37 Day 2 Date: _____

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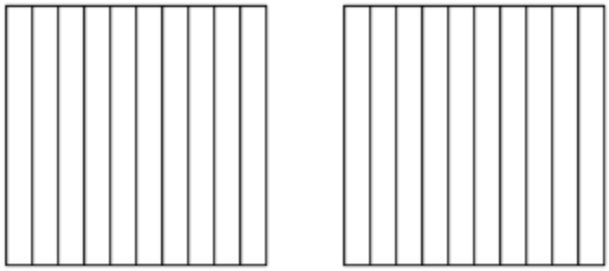
Input

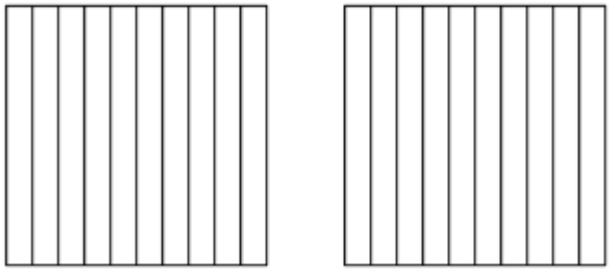


How will we write this number as a decimal? _____

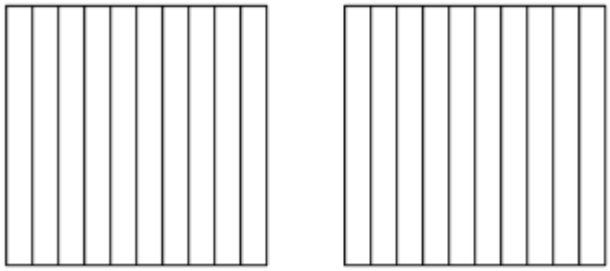
Your Turn

Shade the following mixed numbers in the area models provided and then write each as a decimal number.

$1\frac{38}{100}$,



$1\frac{60}{100}$,



Name: _____ Week 37 Day 2 Date: _____

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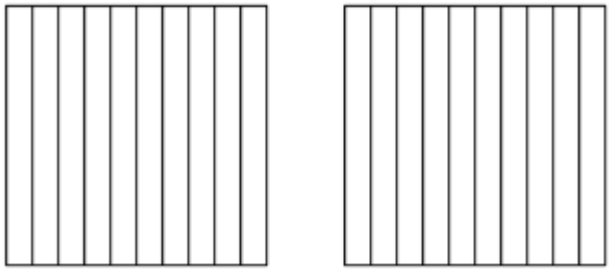
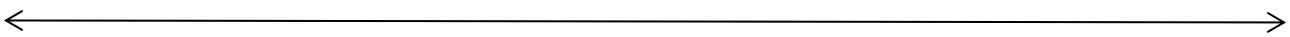
Input



$1\frac{81}{100}$.

Problem 2: Represent mixed numbers with units of ones, tenths, and hundredths on a number line.

Now, lets try locating these mixed numbers on a number line. Using the number line below, label 1 at the beginning and 3 at the end.



What whole numbers are we missing? _____ Label them on the number line. The area models that we have been shaded have all been split into _____. We can do the same with our number lines. How can we represent tenths on the number line? Let's do that!

Now, thinking about the mixed number 1 and 22/100, where do you think we could plot this on the number line?

Since _____ would be too small to label on the number line, we do our best job to _____ the location.

On your own, try to plot the following mixed numbers:

$3\frac{46}{100}$ Repeat with 2.34 and 3.70.

Name: _____ Week 37 Day 2 Date: _____

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Input

Problem 3: Match the unit form of a mixed number to its decimal and fraction forms.

How would we write 3 ones 8 tenths as a decimal? _____

Now, what about 3 ones 8 hundredths in decimal form, will this be the same? How would we write this as a decimal?

_____

Try to write the following as fractions and decimals on your own.

2 ones 8 hundredths= _____ = _____

8 ones 2 hundredths= _____= _____

Application Problem

Write the equivalent fraction and decimal for each of the following numbers.

a. 1 one 2 hundredths	b. 1 one 17 hundredths
c. 2 ones 8 hundredths	d. 2 ones 27 hundredths
e. 4 ones 58 hundredths	f. 7 ones 70 hundredths

Name: _____ Week 37 Day 2 Date: _____

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Exit Ticket

1. Estimate to locate the points on the number lines. Mark the point, and label it as a decimal.

a. $7\frac{20}{100}$

b. $1\frac{75}{100}$

2. Write the equivalent fraction and decimal for each number.

a. 8 ones 24 hundredths

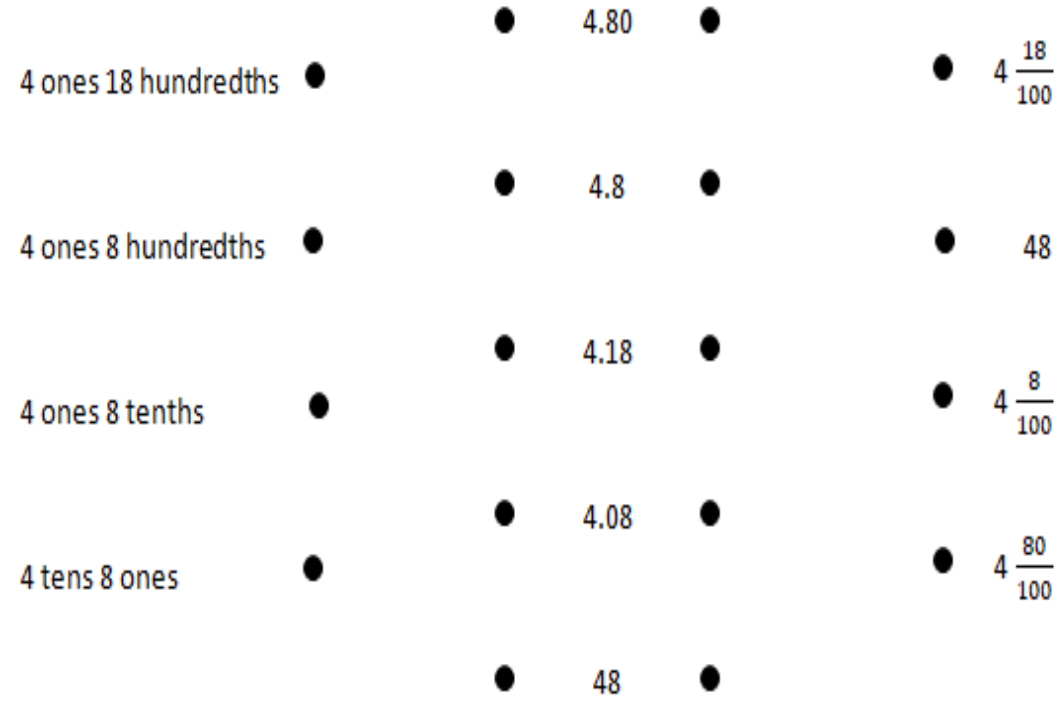
b. 2 ones 6 hundredths

Name: _____ Week 37 Day 2 Date: _____

BCCS-B Howard Morehouse Hampton

Homework

Draw lines from dot to dot to match the decimal form to both the unit form and fraction form. All unit forms and fractions have at least one match, and some have more than one match.




Brighter Choice
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Day # 3

Name: _____ Week 37 Day 3 Date: _____

BCCS-B Howard Morehouse Hampton

LEQ: How can I use a place value chart to model mixed numbers with multiple whole number units and decimal units?

Objective: Model mixed numbers with units of hundreds, tens, ones, tenths, and hundredths in expanded form and on the place value chart.

Do Now

Estimate to locate the points on the number lines.

a. $5\frac{90}{100}$

b. $3\frac{25}{100}$

Input

Problem 1: Use place value disks to model mixed numbers with units of hundreds, tens, ones, tenths, and hundredths on the place value chart.

Draw place value disks to show 378.73

Now, let's write this number in unit form.

_____

Now, let's show the same number in a place value chart.

Name: _____ Week 37 Day 3 Date: _____

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Input

Now, I want you to try the next two on your own following the same steps as we did on the previous page.

301.56

Place value disc	Unit form	Place value chart

200.09

Place value disc	Unit form	Place value chart

Problem 2: Express a decimal number in decimal and fraction expanded form.

What is expanded form?

_____

_____

Name: _____ Week 37 Day 3 Date: _____

BCCS-B Howard Morehouse Hampton

Input

Using the numbers from the previous question, let's write each of those numbers in expanded form.

378.73

_____

301.56

_____

200.09

_____

Name: _____ Week 37 Day 3 Date: _____

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CFU: Try these on your own!

Use the place value chart to answer the following questions. Express the value of the digit in unit form.

hundreds	tens	ones	.	tenths	hundredths
4	1	6		8	3

a. The digit _____ is in the hundreds place. It has a value of _____.

b. The digit _____ is in the tens place. It has a value of _____.

c. The digit _____ is in the tenths place. It has a value of _____.

d. The digit _____ is in the hundredths place. It has a value of _____.

hundreds	tens	ones	.	tenths	hundredths
5	3	2		1	6

e. The digit _____ is in the hundreds place. It has a value of _____.

f. The digit _____ is in the tens place. It has a value of _____.

g. The digit _____ is in the tenths place. It has a value of _____.

h. The digit _____ is in the hundredths place. It has a value of _____.

Name: _____ Week 37 Day 3 Date: _____

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Exit Ticket

1. Use the place value chart to answer the following questions. Express the value of the digit in unit form.

hundreds	tens	ones	.	tenths	hundredths
8	2	7		6	4

a. The digit _____ is in the hundreds place. It has a value of _____.

b. The digit _____ is in the tens place. It has a value of _____.

c. The digit _____ is in the tenths place. It has a value of _____.

d. The digit _____ is in the hundredths place. It has a value of _____.

2. Complete the following chart.

Fraction	Expanded Form		Decimal
	Fraction Notation	Decimal Notation	
$422\frac{8}{100}$			
	$(3 \times 100) + (9 \times \frac{1}{10}) + (2 \times \frac{1}{100})$		

Name: _____ Week 37 Day 3 Date: _____

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Homework

Directions: Write each decimal as an equivalent fraction. Then, write each number in expanded form, using both decimal and fraction notation. The first one has been done for you.

Decimal and Fraction Form	Expanded Form	
	Fraction Notation	Decimal Notation
$14.23 = 14\frac{23}{100}$	$(1 \times 10) + (4 \times 1) + (2 \times \frac{1}{10}) + (3 \times \frac{1}{100})$ $10 + 4 + \frac{2}{10} + \frac{3}{100}$	$(1 \times 10) + (4 \times 1) + (2 \times 0.1) + (3 \times 0.01)$ $10 + 4 + 0.2 + 0.03$
25.3 = _____		
39.07 = _____		
40.6 = _____		
208.90 = _____		
510.07 = _____		


Brighter Choice
Charter School for Boys
Day # 4

Name: _____ Week 37 Day 4 Date: _____

BCCS-B Howard Morehouse Hampton

Today we are taking our Mid-Module Assessment on Module 6. It will cover everything that we have learned SO FAR about decimals and how they relate to fractions.

- **No Homework Tonight**
- **No Exit Ticket**

<u>Remote Scholars- Use the space below and on the next page for the Open Response questions.</u>

Question _____

Name: _____ Week 37 Day 4 Date: _____

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Question _____

Question _____


Brighter Choice
Charter School for Boys
Day # 5

Name: _____ Week 37 Day 5 Date: _____

BCCS-B Howard Morehouse Hampton

LEQ: How can I use what I know about fractions to write an equivalent decimal?

Objective: I can use an area model and place value chart to rewrite fractions as decimals

Do Now

Use the place value chart to answer the following questions. Express the value of the digit in unit form.

hundreds	tens	ones	.	tenths	hundredths
8	2	7		6	4

a. The digit _____ is in the hundreds place. It has a value of _____.

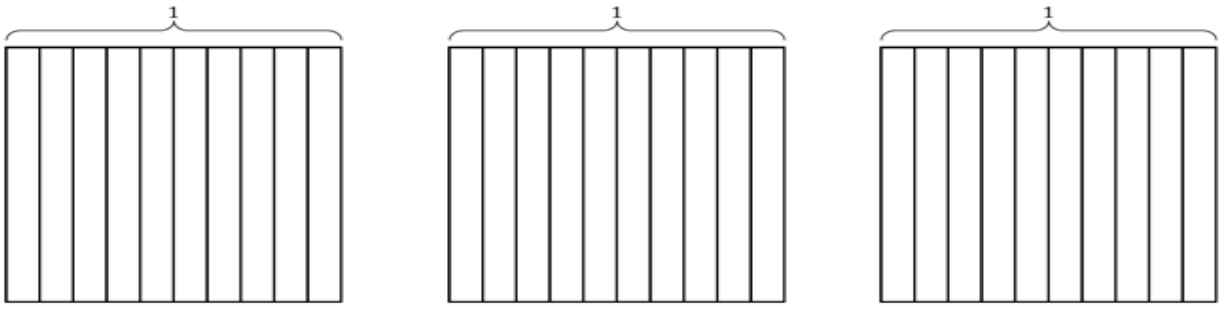
b. The digit _____ is in the tens place. It has a value of _____.

c. The digit _____ is in the tenths place. It has a value of _____.

d. The digit _____ is in the hundredths place. It has a value of _____.

Input

Using the area models below show: 2 ones
4 tenths shaded on the area model.



How many total tenths are shaded? _____ tenths

Name: _____ Week 37 Day 5 Date: _____

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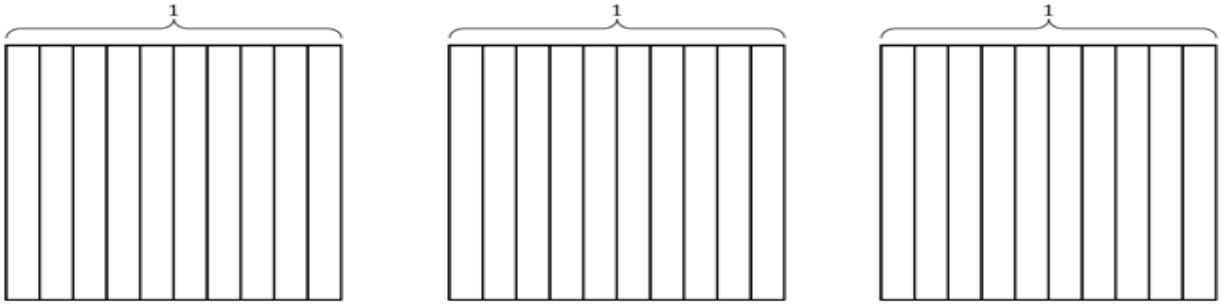
Input



Shade 2 ones and 40 hundredths.

How many total hundredths are shaded? _____

Record an addition sentence to show that:

_____ + _____+ _____ = _____

What decimal number is 240 hundredths equal to? _____

Problem 2: Decompose mixed numbers to express as smaller units.

How would we read the following decimal? Write it the way we would read it.

3.6: _____

How many tenths are in 3 wholes? _____

How many tenths are in 3.6? _____

In fraction form, write how many tenths are equal to 3.6= _____

How many hundredths are in 3 ones? _____

How many hundredths are in 6 tenths? _____

How many hundredths are in 3.6? _____ hundredths

Name: _____ Week 37 Day 5 Date: _____

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CFU

Complete the chart. The first one has been done for you.

Decimal	Mixed Number	Tenths	Hundredths
2.1	$2\frac{1}{10}$	21 tenths $\frac{21}{10}$	210 hundredths $\frac{210}{100}$
4.2			
8.4			
10.2			
75.5			

Application Problem

Jashawn had 5 hundred dollar bills and 6 ten dollar bills in his wallet. Alva had 58 ten dollar bills under her mattress. James had 556 one dollar bills in his piggy bank. They decide to combine their money to buy a computer. How much total money does he have?

Name: _____ Week 37 Day 5 Date: _____

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Exit Ticket

Decompose the units.

a. 2.6 = ____ tenths

b. 6.1 = ____ hundredths

HOMEWORK

Complete the chart. The first one has been done for you.

Decimal	Mixed Number	Tenths	Hundredths
4.1	$4\frac{1}{10}$	41 tenths $\frac{41}{10}$	410 hundredths $\frac{410}{100}$
5.3			
9.7			
10.9			
68.5			