Name:_____

College:_____

4th Grade Math

Week of 5/17 - 5/21/2021

Spelman College®

1867 HOWARD UNIVERSITY

Monday

Date: May 17

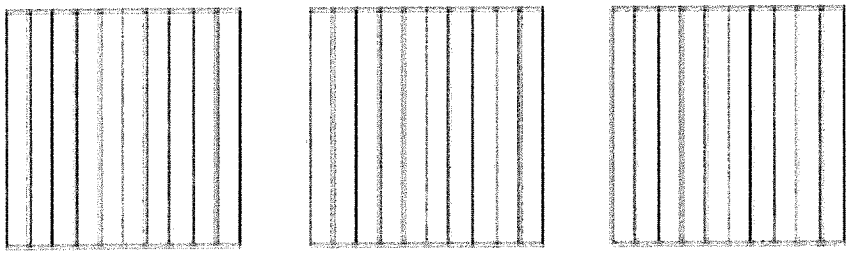
Learning Target: I can represent tenths as fractions greater than 1 and decimal number.

Standards: 4.NF.6

M6 L2

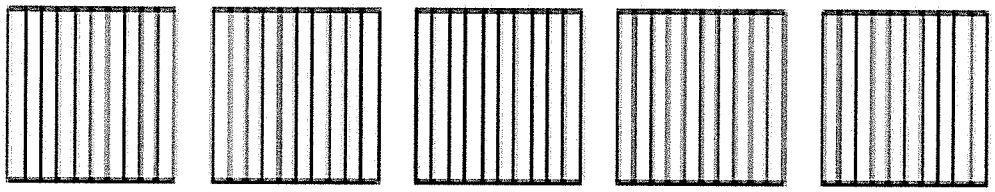
Concept Development

Ruler NOT to scale

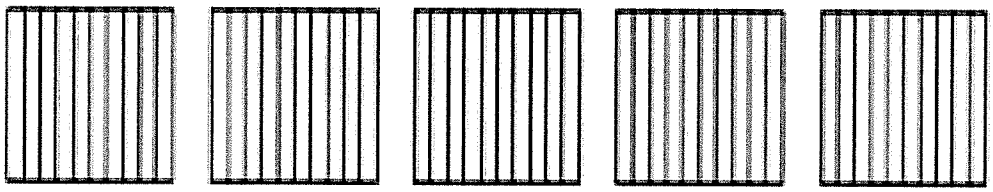


Let's Work Together!

Problem 1:



Problem 2:



How much more is need to get to 5? _____

You Try!

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

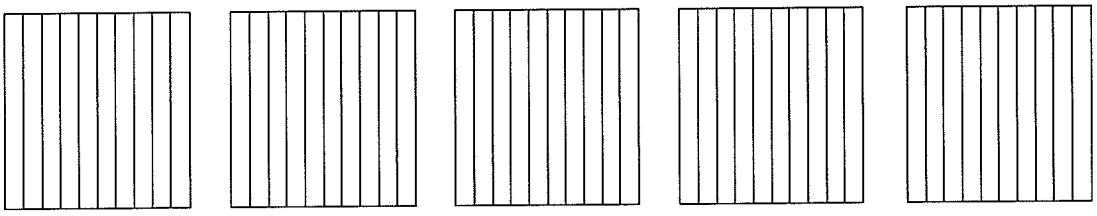
   c. 3.7 cm

   d. 4.2 cm

   e. 2.5 cm

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

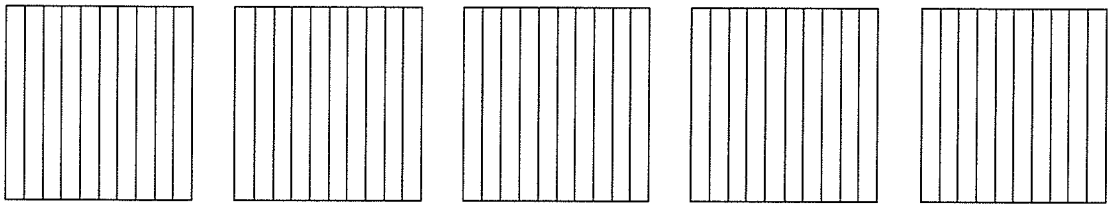
   a. 2 ones and 6 tenths = _____



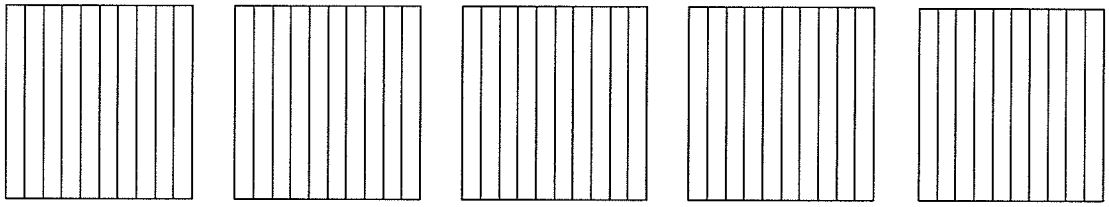
$2\frac{6}{10} = 2 + \frac{6}{10} = 2 + 0.6 = 2.6$

You Try!

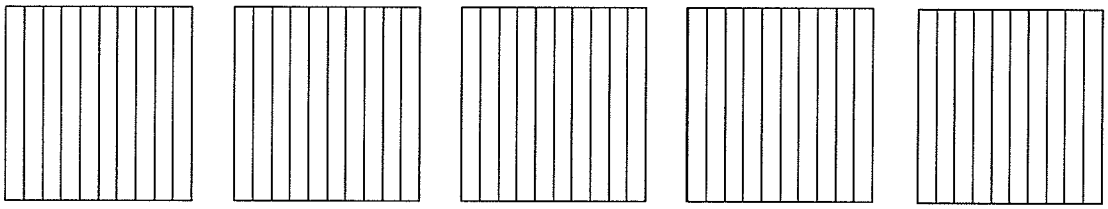
b. 4 ones and 2 tenths = _____



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

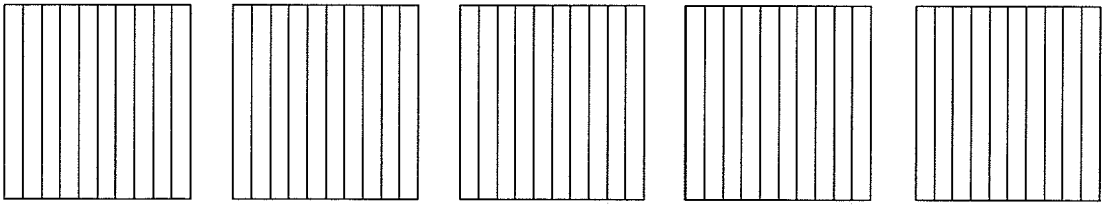


d. $2\frac{5}{10}$ = _____



How much more is needed to get to 5? _____

e. $\frac{37}{10}$ = _____



How much more is needed to get to 5? _____

EXIT TICKET

Name:_____ **Date:**_____
BCCSG **Howard / Spelman**

Learning Target: I can represent tenths as fractions greater than 1 and decimal number.

Standards: 4.NF.6

M6 L2

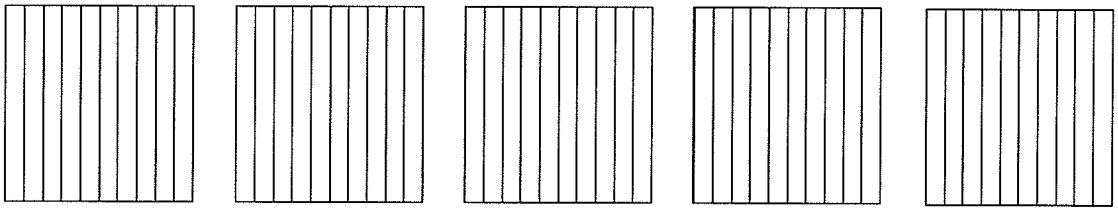
Directions: Answer the questions below. Make sure you show work for every question. Record your answer on Google Classroom.

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

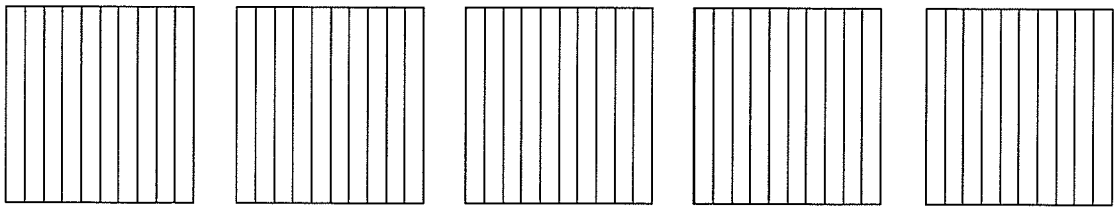
   4.8 cm

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

   a. 3 ones and 7 tenths = _____ = _____



   b. $\frac{24}{10}$ = _____ = _____



   How much more is needed to get to 5? _____

Grade:

Tuesday

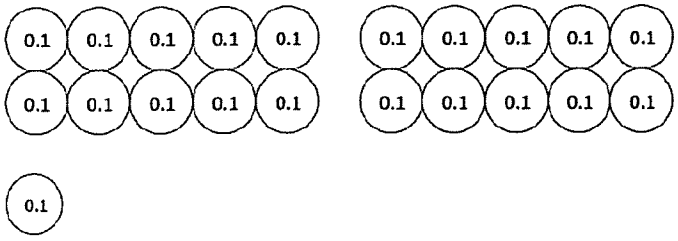
Date: May 18

Learning Target: I can represent mixed numbers with units of tens, ones and tenths.

Standards: 4.NF.6 M6 L3

Concept Development

Problem 1: Show 21 tenths



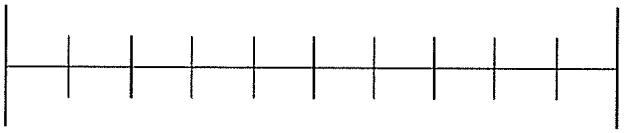
Problem 2: Show using Expanded Form

Problem 3: Show on a number line

How much more to get to 3? _____

Let's Work Together!

Show 17 tenths.

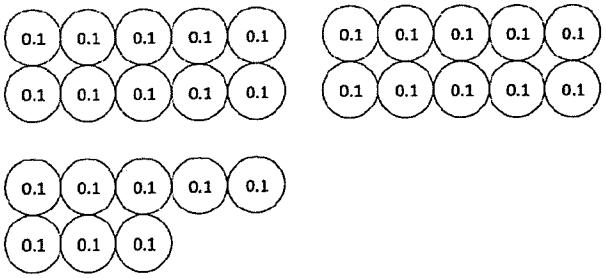


How much more to get to to the next one? _____

You Try!

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

a. How many tenths in all?



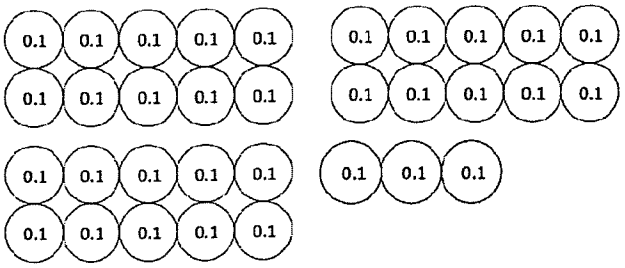
There are _____ tenths.

Write and draw the same number using ones and tenths.

Decimal Form: _____

How much more is needed to get to 3? _____

b. How many tenths in all?



There are _____ tenths.

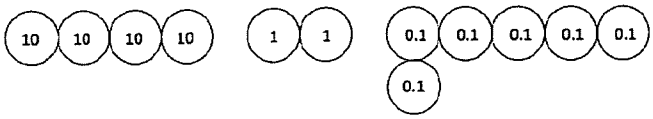
Write and draw the same number using ones and tenths.

Decimal Form: _____

How much more is needed to get to 4? _____

2. Draw disks to represent each number using tens, ones, and tenths. Then, show the expanded form of the number in fraction form and decimal form as shown. The first one has been completed for you.

a. 4 tens 2 ones 6 tenths



Fraction Expanded Form

$(4 \times 10) + (2 \times 1) + (6 \times \frac{1}{10}) = 42\frac{6}{10}$

Decimal Expanded Form

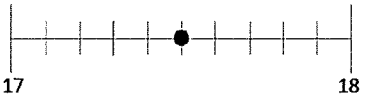
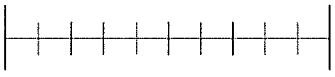
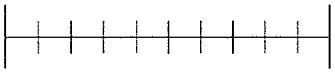
$(4 \times 10) + (2 \times 1) + (6 \times 0.1) = 42.6$

b. 1 ten 7 ones 5 tenths

You Try!

c. 2 tens 3 ones 2 tenths	d. 7 tens 4 ones 7 tenths

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.			$3\frac{9}{10}$		0.1
b.					
c.				$(7 \times 10) + (4 \times 1) + (7 \times \frac{1}{10})$	
d.			$22\frac{2}{10}$		
e.				$(8 \times 10) + (8 \times 0.1)$	

EXIT TICKET

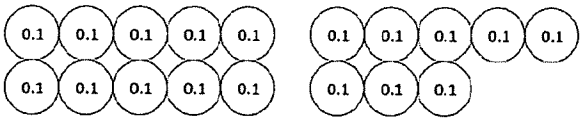
Name:_____ **Date:**_____
BCCSG **Howard / Spelman**

Learning Target: **I can represent mixed numbers with units of tens, ones and tenths.**

Standards: **4.NF.6** **M6 L3**

Directions: Answer the questions below. Make sure you show work for every question. Record your answer on Google Classroom.

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			

Grade:

Wednesday

Date: May 19

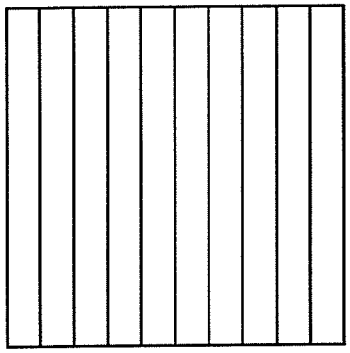
Learning Target: I can model the equivalence of tenths and hundredths.

Standards: 4.NF.5, 4.NF.6

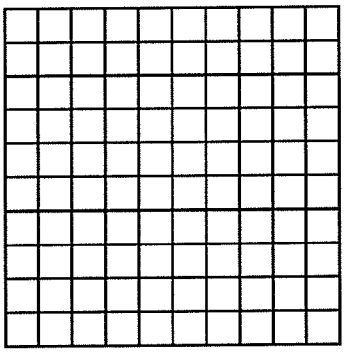
M6 L5

Concept Development

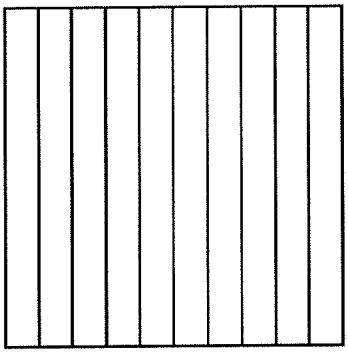
Shade one tenth.



Shade ten tenths.

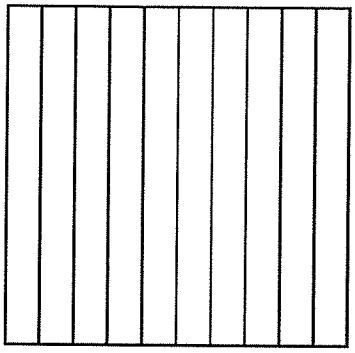


Shade 25 hundredths

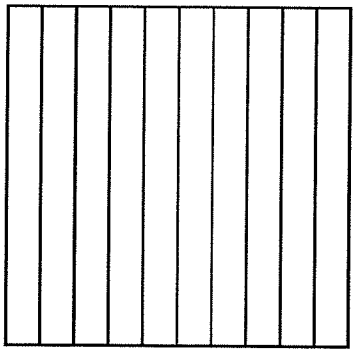


Let's Work Together!

Represent 52 hundredths. Draw horizontal lines to make hundredths.



Represent 35 hundredths. Draw horizontal lines to make hundredths.

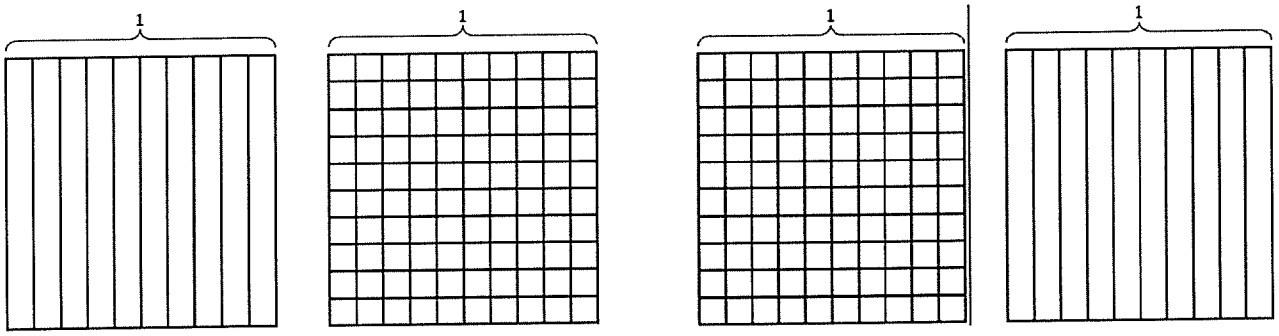


You Try!

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

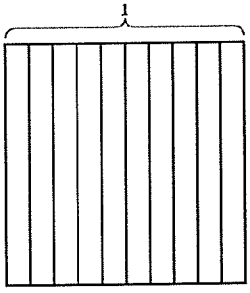


2. Complete the number sentences. Shade the equivalent amount on the area model, drawing horizontal lines to make hundredths.

   a. 37 hundredths = _____tenths + _____ hundredths

   Fraction form: _____

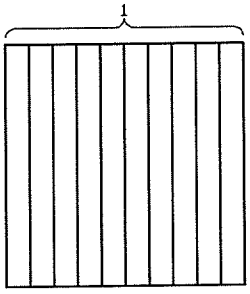
   Decimal form: _____



   b. 75 hundredths = _____ tenths + _____ hundredths

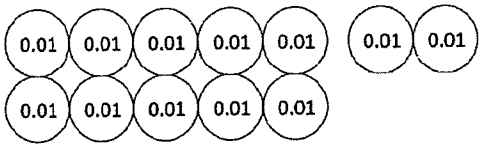
   Fraction form: _____

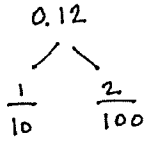
   Decimal form: _____



3. Circle hundredths to compose as many tenths as you can. Complete the number sentences. Represent each with a number bond as shown.

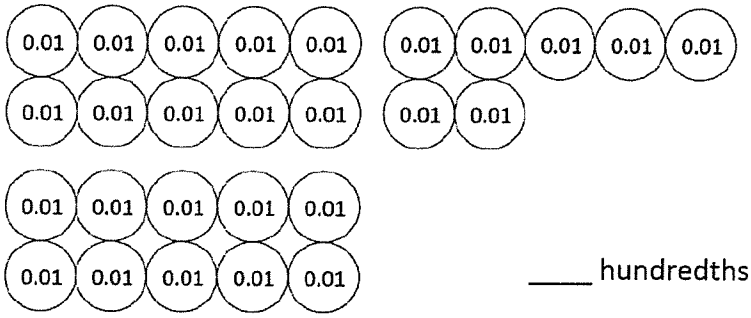
   a.





   _____ hundredths = _____ tenth + _____ hundredths

You Try!

b. 

_____ hundredths = _____ tenths + _____ hundredths

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

a. $\frac{3}{100}$ = 0. _____ _____ hundredths	b. $\frac{15}{100}$ = 0. _____ _____ tenth _____ hundredths
c. ____ = 0.72 _____ hundredths	d. ____ = 0.80 _____ tenths
e. ____ = 0. _____ 7 tenths 2 hundredths	f. ____ = 0. _____ 80 hundredths

EXIT TICKET

Name:_____ **Date:**_____
BCCSG **Howard / Spelman**

Learning Target: **I can model the equivalence of tenths and hundredths.**

Standards: **4.NF.5, 4.NF.6**

M6 L5

Directions: Answer the questions below. Make sure you show work for every question. Record your answer on Google Classroom.

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

Grade:

Thursday

Date: May 20

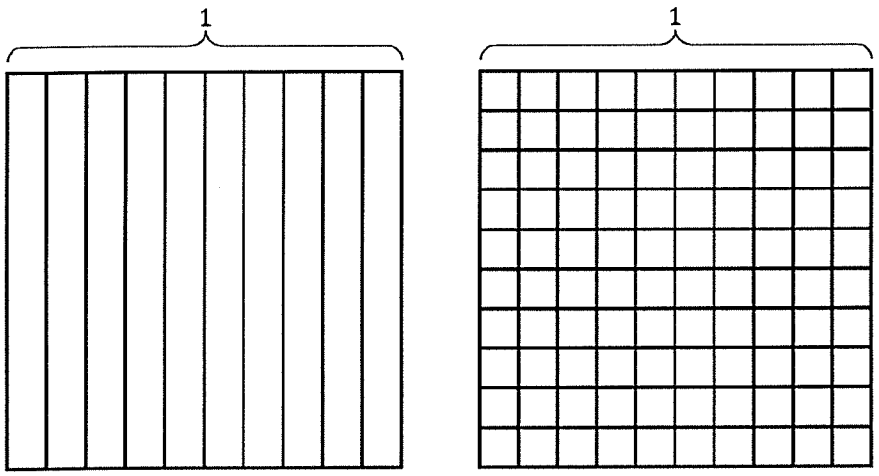
Learning Target: I can represent mixed numbers in fraction and decimal form.

Standards: 4.NF.5, 4.NF.6

M6 L6

Concept Development

Problem 1

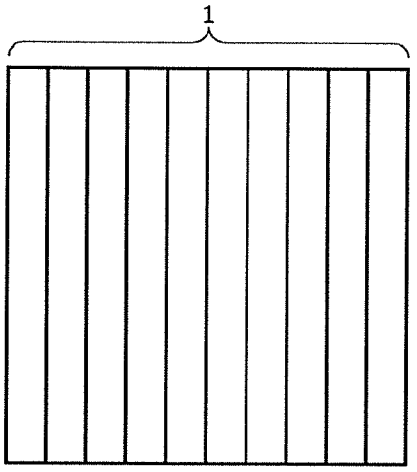


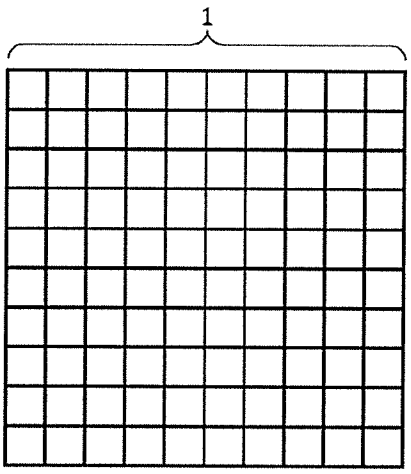
Problem 2 show on number line

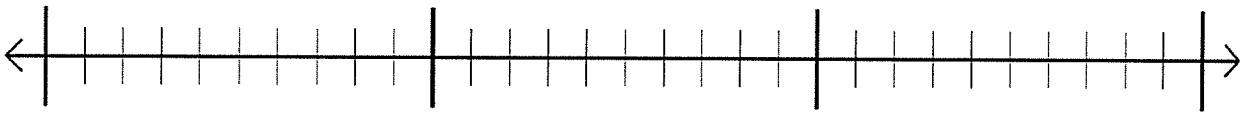
Problem 3: place value

Ones tenths hundredths

Let's Work Together!



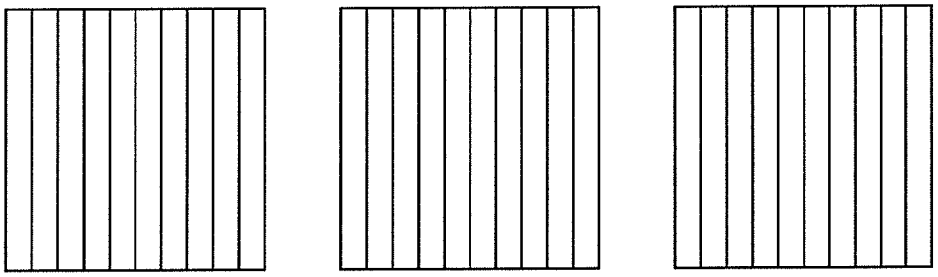


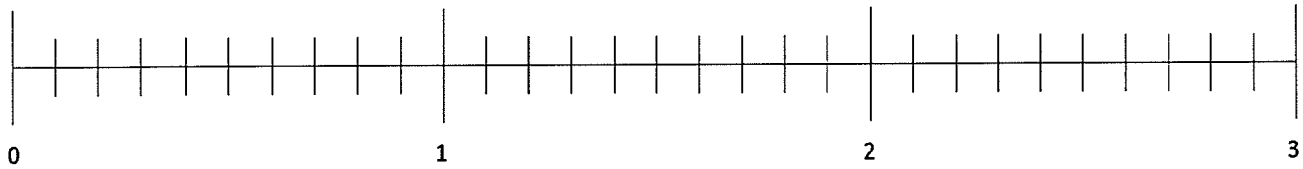


You Try!

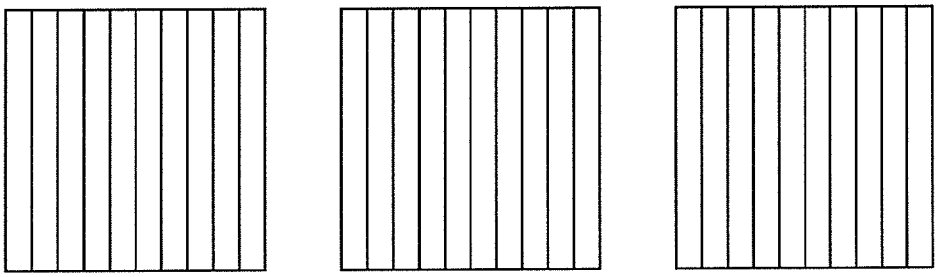
1. Shade the area models to represent the number, drawing horizontal lines to make hundredths as needed. Locate the corresponding point on the number line. Label with a point, and record the mixed number as a decimal.

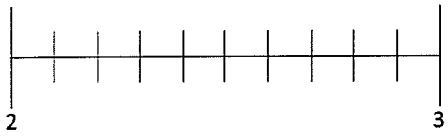
   a. $1\frac{15}{100} =$ ___.___





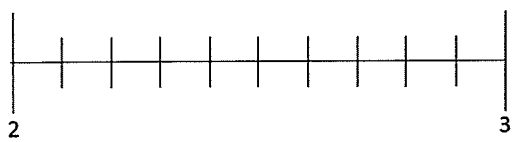
   b. $2\frac{47}{100} =$ ___.___



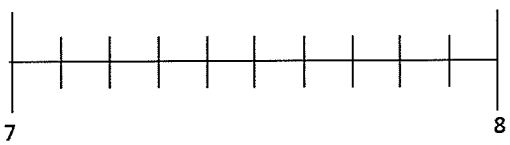


2. Estimate to locate the points on the number lines.

   a. $2\frac{95}{100}$



   b. $7\frac{52}{100}$

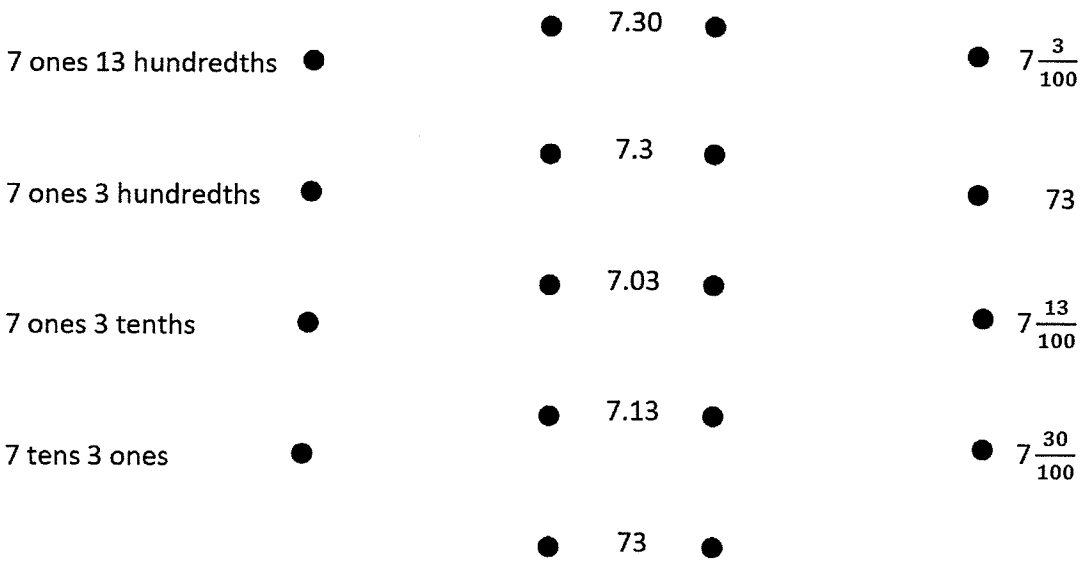


You Try!

3. 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

4. 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.



EXIT TICKET

Name:_____ **Date:**_____
BCCSG **Howard / Spelman**

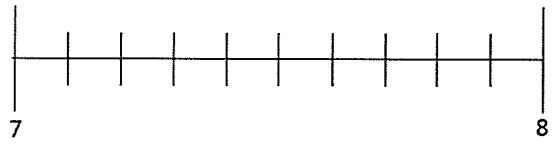
Learning Target: **I can represent mixed numbers in fraction and decimal form.**

Standards: 4.NF.5, 4.NF.6 **M6 L6**

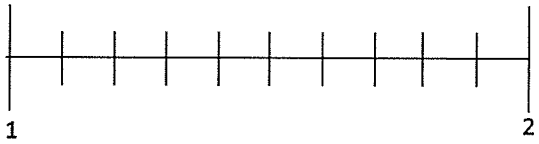
Directions: Answer the questions below. Make sure you show work for every question. Record your answer on Google Classroom.

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

Grade:

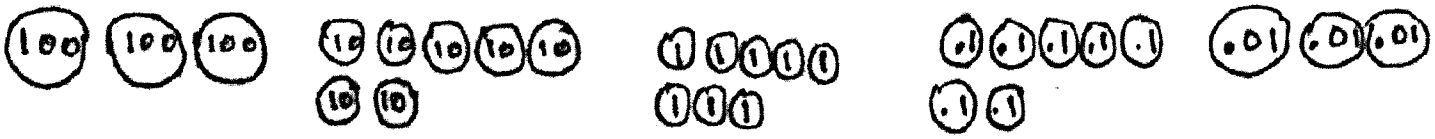
Friday

Date: May 21

Learning Target: I can model mixed numbers with units of hundreds, tens, ones, tenths, and hundredths in expanded form and on the place value chart.

Standards: 4.NF.5, 4.NF.6 **M6 L7**

Concept Development



hundreds	tens	ones	.	tenths	hundredths

Expanded Form

Let's Work Together!

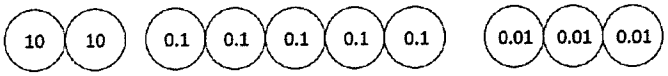
hundreds	tens	ones	.	tenths	hundredths

hundreds	tens	ones	.	tenths	hundredths

You Try!

1. Write a decimal number sentence to identify the total value of the place value disks.

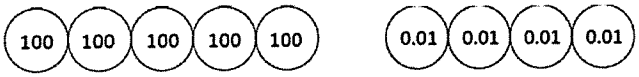
a.



2 tens 5 tenths 3 hundredths

_____ + _____ + _____ = _____

b.



5 hundreds 4 hundredths

_____ + _____ = _____

2. 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 _____.

You Try!

3. 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
$15.43 = 15\frac{43}{100}$	$(1 \times 10) + (5 \times 1) + (4 \times \frac{1}{10}) + (3 \times \frac{1}{100})$ $10 + 5 + \frac{4}{10} + \frac{3}{100}$	$(1 \times 10) + (5 \times 1) + (4 \times 0.1) + (3 \times 0.01)$ $10 + 5 + 0.4 + 0.03$
21.4 = _____		
38.09 = _____		
50.2 = _____		
301.07 = _____		
620.80 = _____		
800.08 = _____		

EXIT TICKET

Name:_____ **Date:**_____
BCCSG **Howard / Spelman**

Learning Target: I can model mixed numbers with units of hundreds, tens, ones, tenths, and hundredths in expanded form and on the place value chart.

Standards: 4.NF.5, 4.NF.6 **M6 L7**

Directions: Answer the questions below. Make sure you show work for every question. Record your answer on Google Classroom

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 _____.

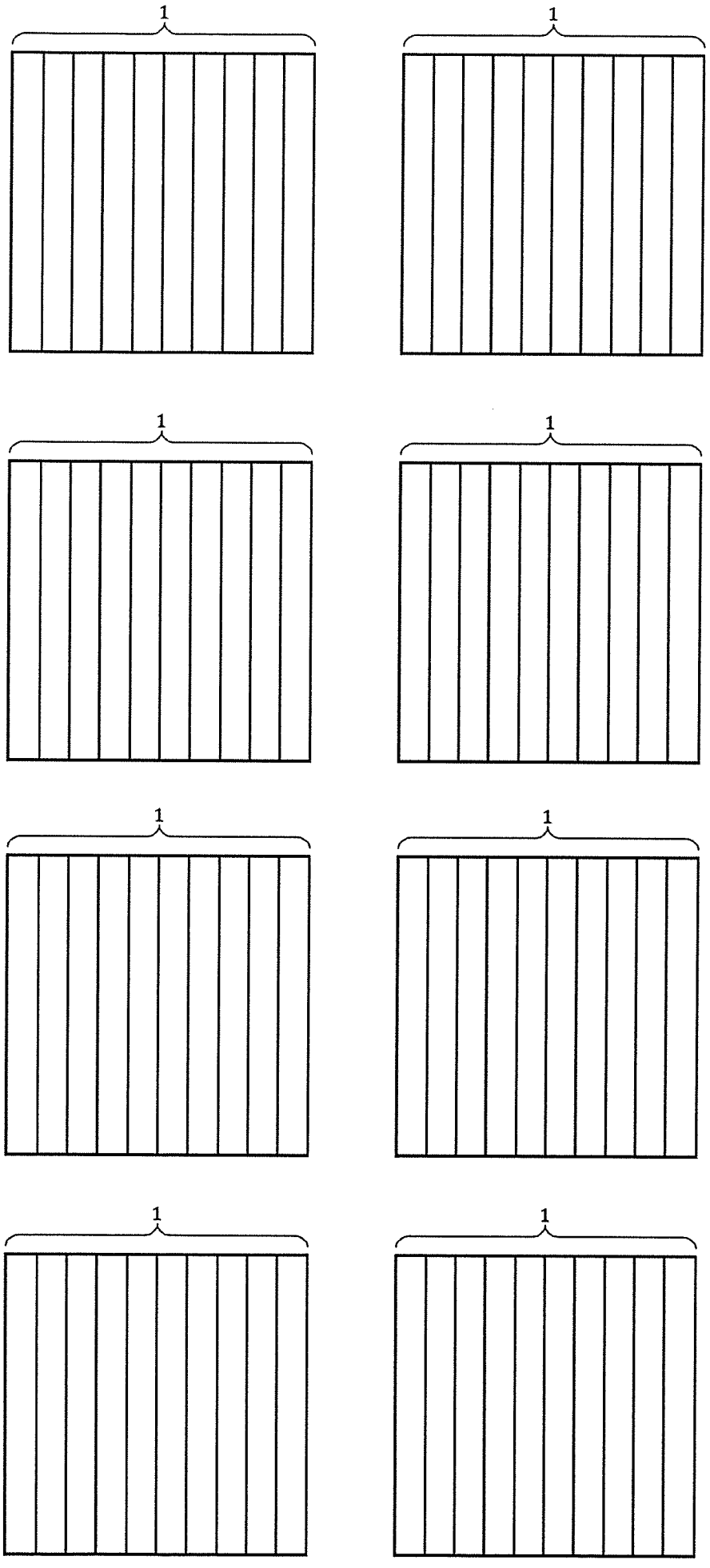
b. The digit _____ is in the tens place. It has a value of _____.

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

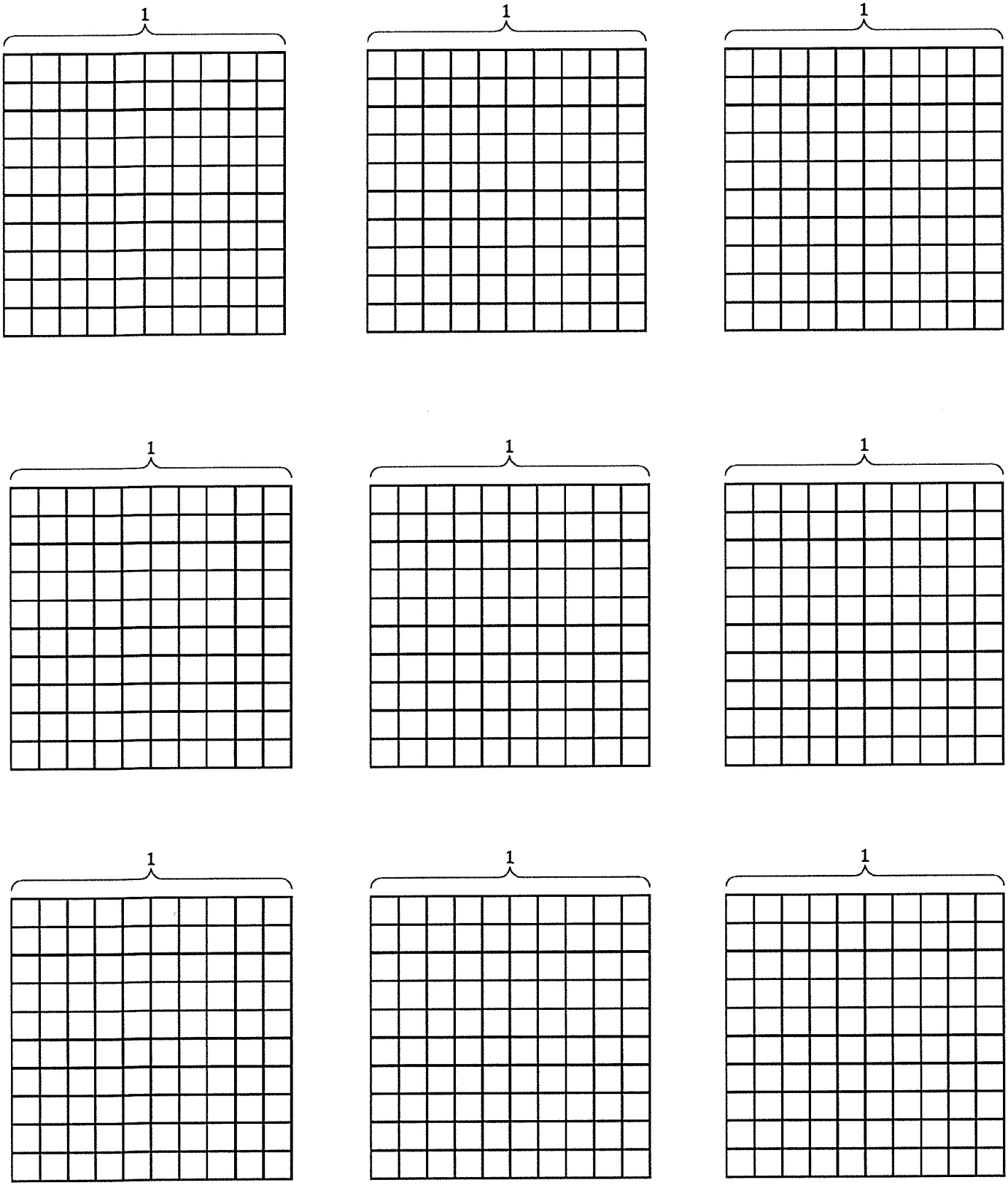
d. The digit _____ is in the hundredths place. It has a value of _____.

2. Complete the following chart.

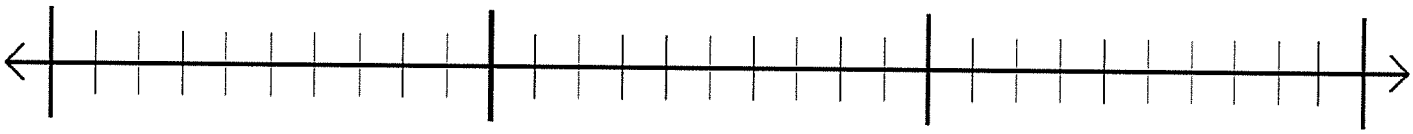
Fraction	Expanded Form		Decimal
	Fraction Notation	Decimal Notation	
$422\frac{8}{100}$			
	$(3 \times 100) + (9 \times \frac{1}{10}) + (2 \times \frac{1}{100})$		

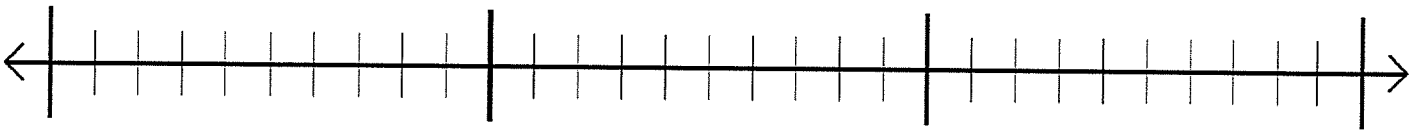


area model



hundredths area model





number line

hundreds	tens	ones	.	tenths	hundredths

place value chart