Name:_____

College:_____

4th Grade Math

Week of 5/24 - 5/28/2021

Spelman College®

1867 HOWARD UNIVERSITY

Monday

Date: May 24

Grade 4 **Module 6** *Lesson 8*	**Learning Target:** I can use understanding of fraction equivalence to investigate decimal numbers on the place value chart expressed in different units. **Standards:** 4.NF.5, 4.NF.6

Fluency Practice

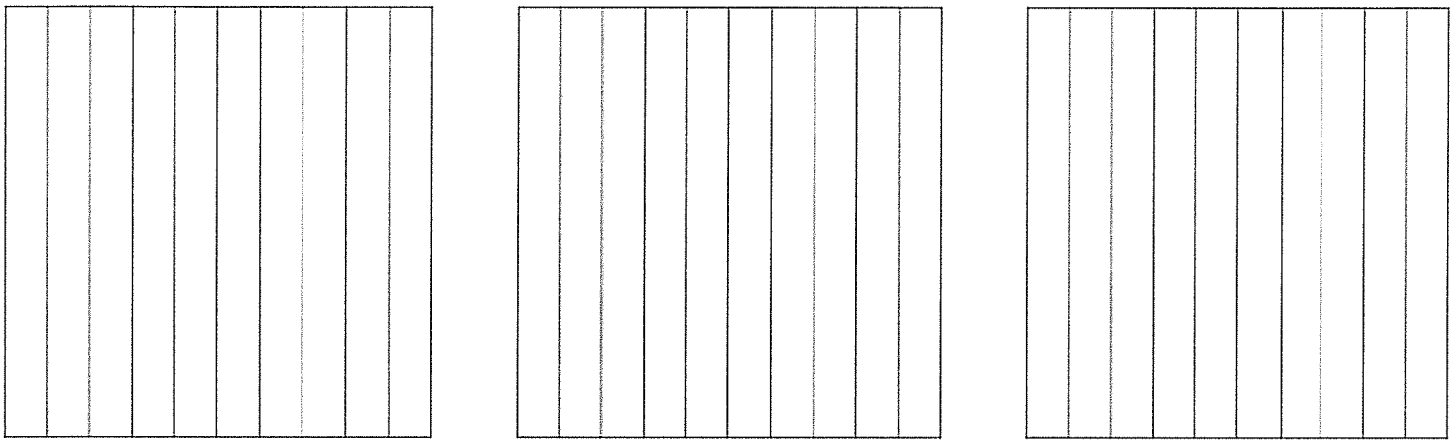
Write Fractions and Decimals

1.	$\frac{3}{10} =$	.
2.	$\frac{3}{100} =$	.
3.	$\frac{23}{100} =$	.
4.	$1\frac{23}{100} =$	.
5.	$4\frac{23}{100} =$	.
6.	0.07 =	—
7.	1.07 =	—
8.	0.7 =	—
9.	1.7 =	—
10.	1.74 =	—
11.	$\frac{4}{100} =$	.
12.	0.6 =	—
13.	$\frac{7}{100} =$	.
14.	0.02 =	—
15.	$\frac{9}{100} =$	.
16.	$\frac{10}{100} =$	.
17.	$\frac{10}{100} + \frac{2}{100} =$	.
18.	$\frac{1}{10} + \frac{2}{100} =$	.
19.	$\frac{1}{10} + \frac{3}{100} =$	.
20.	$\frac{1}{10} + \frac{4}{100} =$	.
21.	$\frac{1}{10} + \frac{9}{100} =$	.
22.	$3 + \frac{1}{10} + \frac{9}{100} =$	.

23.	$2 + \frac{1}{10} + \frac{6}{100} =$	.
24.	2 + 0.1 + 0.06 =	.
25.	3 + 0.1 + 0.06 =	.
26.	3 + 0.1 + 0.04 =	.
27.	3 + 0.5 + 0.04 =	.
28.	2 + 0.3 + 0.08 =	.
29.	2 + 0.08 =	.
30.	1 + 0.3 =	.
31.	10 + 0.3 =	.
32.	1 + 0.4 + 0.06 =	.
33.	10 + 0.4 + 0.06 =	.
34.	30 + 0.7 + 0.02 =	.
35.	$2 + \frac{3}{10} + 0.05 =$	.
36.	$4 + 0.5 + \frac{3}{100} =$	.
37.	$4 + \frac{3}{100} + 0.5 =$	.
38.	$0.5 + \frac{3}{100} + 4 =$	.
39.	20 + 0.8 + 0.01 =	.
40.	$4 + \frac{9}{100} + \frac{2}{10} =$	.
41.	0.04 + 2 + 0.7 =	—
42.	$\frac{6}{10} + 8 + \frac{2}{100} =$	.
43.	$\frac{5}{100} + 8 + 0.9 =$	—
44.	$0.9 + 10 + \frac{4}{100} =$	.

Concept Development

Show 2 ones 4 tenths shaded on the area model.



	tenths	+		tenths	+		tenths	=		tenths

How many hundredths is 24 tenths?

	hundredths	+		hundredths	+		hundredths	=		hundredths

Let's Work Together!

Answer the questions below based on this decimal: 3.6

How many tenths?	How many hundredths?

Answer the questions below based on this decimal: 5.6

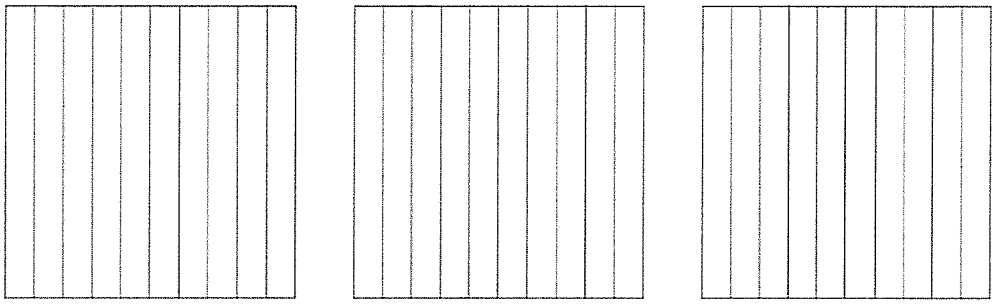
How many tenths?	How many hundredths?

Decimal	Mixed Number	Tenths	Hundredths
12.5			

You Try!

1. Use the area model to represent $\frac{250}{100}$. Complete the number sentence.

   a. $\frac{250}{100}$ = _____ tenths = _____ ones _____ tenths = ___._____



   b. In the space below, explain how you determined your answer to part (a).

2. Draw place value disks to represent the following decompositions:

   2 ones = _____ tenths

ones	.	tenths	hundredths

   2 tenths = _____ hundredths

ones	.	tenths	hundredths

   1 one 3 tenths = ____ tenths

ones	.	tenths	hundredths

   2 tenths 3 hundredths = ____ hundredths

ones	.	tenths	hundredths

You Try!

3. Decompose the units to represent each number as tenths.

   a. 1 = ____ tenths

   b. 2 = ____ tenths

   c. 1.7 = _____ tenths

   d. 2.9 = _____ tenths

   e. 10.7 = _____ tenths

   f. 20.9 = _____ tenths

4. Decompose the units to represent each number as hundredths.

   a. 1 = _____ hundredths

   b. 2 = _____ hundredths

   c. 1.7 = _____ hundredths

   d. 2.9 = _____ hundredths

   e. 10.7 = _____ hundredths

   f. 20.9 = _____ hundredths

5. 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			

EXIT TICKET

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

Grade 4 **Module 6** *Lesson 8*	**Learning Target:** I can use understanding of fraction equivalence to investigate decimal numbers on the place value chart expressed in different units. **Standards:** 4.NF.5, 4.NF.6

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

1. a. Draw place value disks to represent the following decomposition:

   3 ones 2 tenths = _____ tenths

ones	.	tenths	hundredths

   b. 3 ones 2 tenths = _____ hundredths

2. Decompose the units.

   a. 2.6 = ____ tenths

   b. 6.1 = ____ hundredths

Grade:

Tuesday

Date: May 25

Grade 4 **Module 6** *Lesson 10*	**Learning Target:** I can use area models to compare decimal numbers, and record comparisons using <, >, and =. **Standards:** 4.NF.7

Fluency Practice

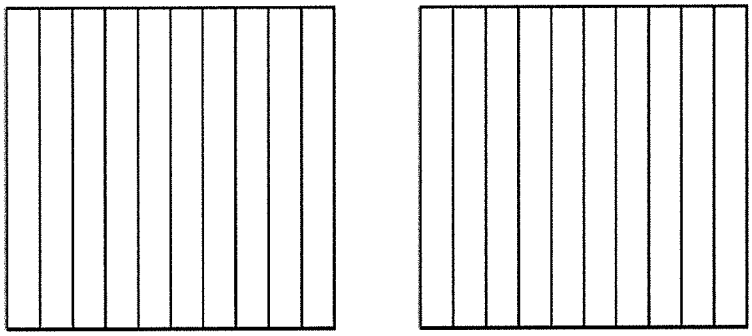
Write Fractions and Decimals

1.	$\frac{1}{10} =$	.
2.	$\frac{2}{10} =$	.
3.	$\frac{3}{10} =$	.
4.	$\frac{7}{10} =$	.
5.	$\frac{5}{10} =$	.
6.	0.2 =	—
7.	0.3 =	—
8.	0.4 =	—
9.	0.8 =	—
10.	0.6 =	—
11.	$\frac{4}{10} =$	.
12.	0.9 =	—
13.	$\frac{6}{10} =$	.
14.	0.5 =	—
15.	$\frac{9}{10} =$	.
16.	$\frac{10}{10} =$	.
17.	$\frac{11}{10} =$	.
18.	$\frac{12}{10} =$	.
19.	$\frac{17}{10} =$	.
20.	$\frac{27}{10} =$	.
21.	$\frac{47}{10} =$	.
22.	$\frac{34}{10} =$	.

23.	$2 + \frac{1}{10} + \frac{4}{100} =$	.
24.	2 + 0.1 + 0.04 =	.
25.	3 + 0.1 + 0.04 =	.
26.	3 + 0.1 + 0.06 =	.
27.	3 + 0.5 + 0.06 =	.
28.	2 + 0.4 + 0.09 =	.
29.	2 + 0.06 =	.
30.	1 + 0.5 =	.
31.	10 + 0.5 =	.
32.	1 + 0.2 + 0.04 =	.
33.	10 + 0.2 + 0.04 =	.
34.	30 + 0.9 + 0.06 =	.
35.	$2 + \frac{5}{10} + 0.07 =$	.
36.	$4 + 0.7 + \frac{5}{100} =$	.
37.	$4 + \frac{5}{100} + 0.7 =$	.
38.	$0.7 + \frac{5}{100} + 4 =$	.
39.	20 + 0.6 + 0.01 =	.
40.	$6 + \frac{7}{100} + \frac{4}{10} =$	.
41.	0.06 + 2 + 0.9 =	—
42.	$\frac{8}{10} + 6 + \frac{4}{100} =$	.
43.	$\frac{3}{100} + 8 + 0.7 =$	—
44.	$0.7 + 10 + \frac{6}{100} =$	.

Concept Development

#1



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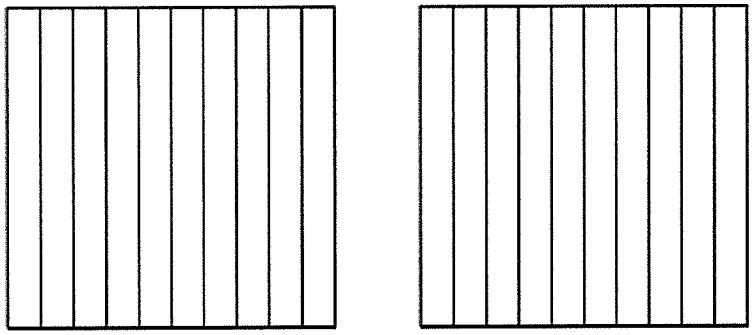

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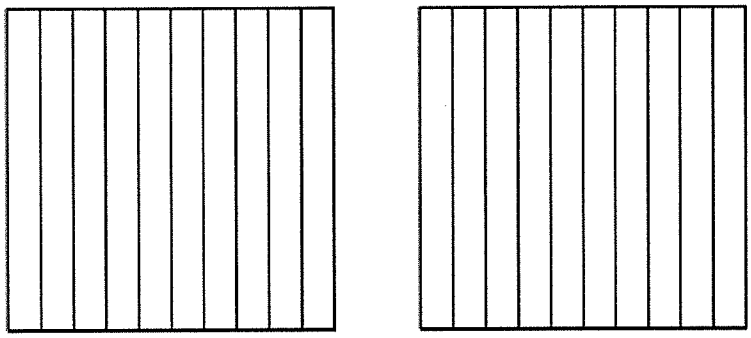
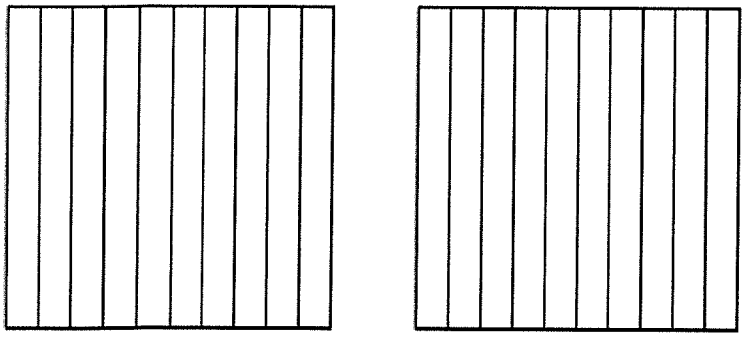


Let's Work Together

#4



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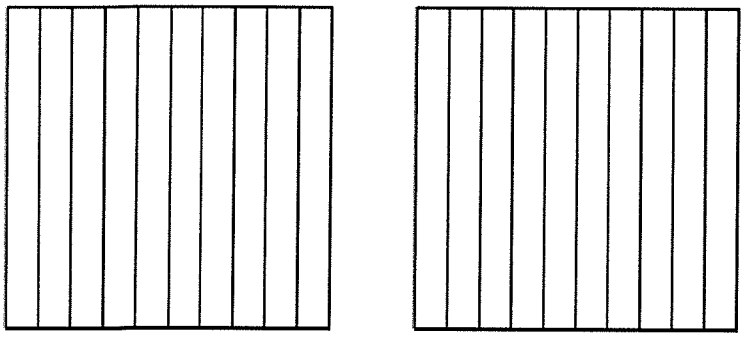
5



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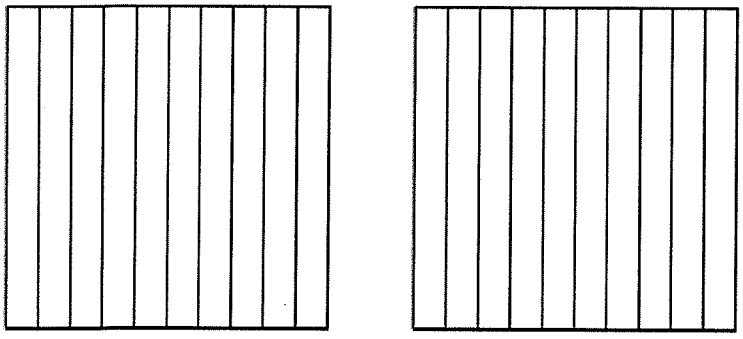
6

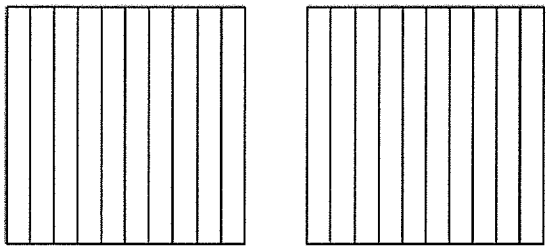


_____

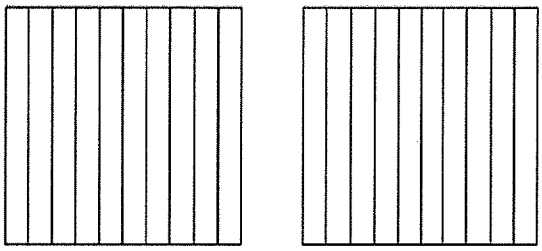
You Try!

1. Shade the parts of the area models below, decomposing tenths as needed, to represent the pairs of decimal numbers. Fill in the blank with <, >, or = to compare the decimal numbers.

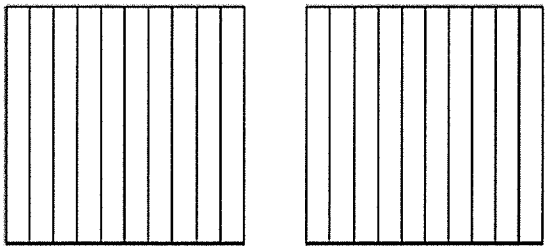
a. 0.19 _____ 0.3



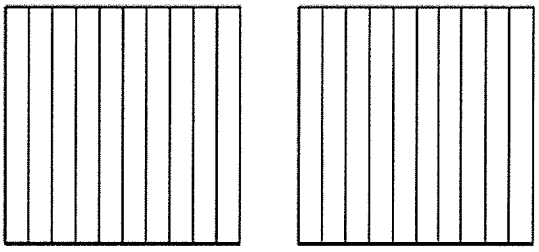
b. 0.6 _____ 0.06



c. 1.8 _____ 1.53



d. 0.38 _____ 0.7



EXIT TICKET

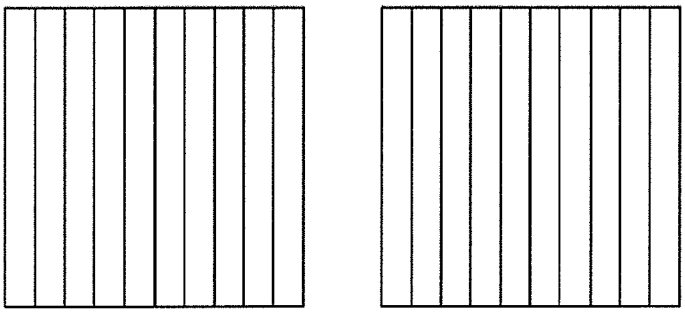
Name:_____	**Date:**_____
BCCSG	**Howard / Spelman**

Grade 4 **Module 6** *Lesson 10*	**Learning Target:** I can use area models to compare decimal numbers, and record comparisons using <, >, and =. **Standards:** 4.NF.7

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

1. Ryan says that 0.6 is less than 0.60 because it has fewer digits. Jessie says that 0.6 is greater than 0.60. Who is right? Why? Use the area models below to help explain your answer.

0.6 _____ 0.60



Grade:

Wednesday

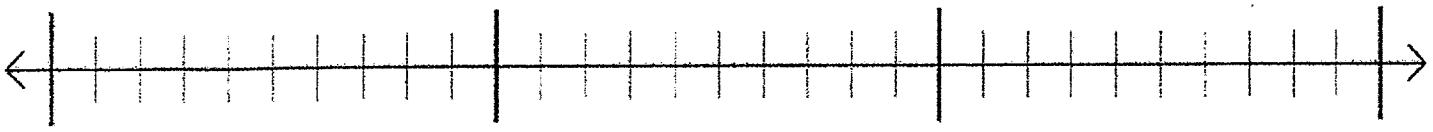
Date: May 26

Grade 4 **Module 6** *Lesson 10*	**Learning Target:** I can use the number line to compare decimal numbers, and record comparisons using <, >, and =. **Standards:** 4.NF.7

Concept Development

Compare 4.1 and 4.9 on a number line.

Compare 4.4 and 4.38 on a number line.



Let's Work Together!

Use the symbols <, >, or = to compare numbers.

a. 6.24 _____ 5.24

b. 13.24 _____ 13.42

c. 0.48 _____ 2.1

d. 2.17 _____ 2.7

e. 5.3 _____ 5 ones 3 hundredths

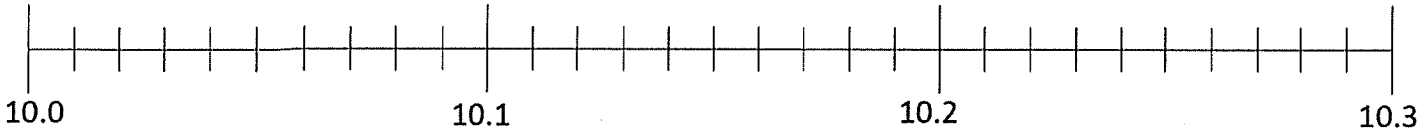
f. 0.25 _____ $\frac{25}{10}$

g. 4 tenths _____ 45 hundredths

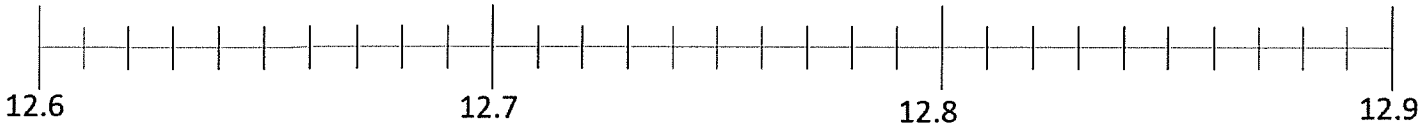
You Try!

2. Locate and label the points for each of the decimal numbers on the number line.
   Fill in the blank with <, >, or = to compare the decimal numbers.

   a. 10.03 _____ 10.3



   b. 12.68 _____ 12.8



3. Use the symbols <, >, or = to compare.

   a. 3.42 _____ 3.75

   b. 4.21 _____ 4.12

   c. 2.15 _____ 3.15

   d. 4.04 _____ 6.02

   e. 12.7 _____ 12.70

   f. 1.9 _____ 1.21

EXIT TICKET

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

Grade 4 **Module 6** *Lesson 10*	**Learning Target:** I can use the number line to compare decimal numbers, and record comparisons using <, >, and =. **Standards:** 4.NF.7

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

1. Use the symbols <, >, or = to compare.

a. 0.25 ____ $\frac{25}{10}$

b. $\frac{237}{100}$ ____ 2.73

c. 4 tenths ____ 45 hundredths

d. 2.31 ____ 23 tenths and 5 hundredths

2. Use the symbols <, >, or = to compare.

a. 3.9 _____ 3.09

b. 2.4 _____ 2 ones and 4 hundredths

c. 7.84 _____ 78 tenths and 4 hundredths

Grade:

Thursday

Date: May 27

Grade 4 **Module 6** *Lesson 11*	**Learning Target:** I can arrange mixed numbers, fractions and decimals on a numberline.. **Standards:** 4.NF.7

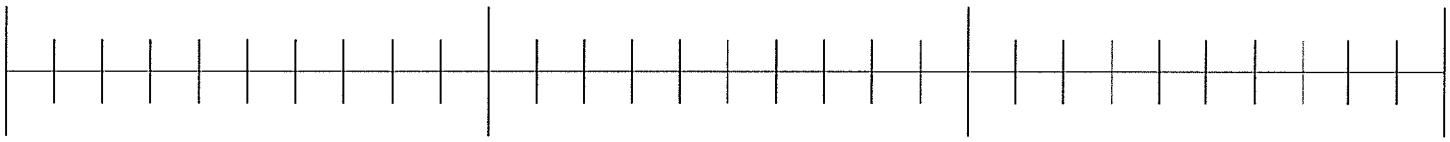
Concept Development

3 tenths	0.2
0.17	$\frac{34}{100}$
13 hundredths	$\frac{4}{10}$

Let's Work Together!

Numbers from Greatest to Least

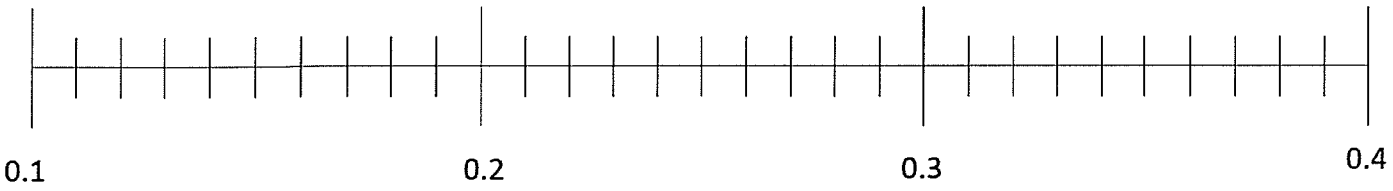
Place the numbers on the number line



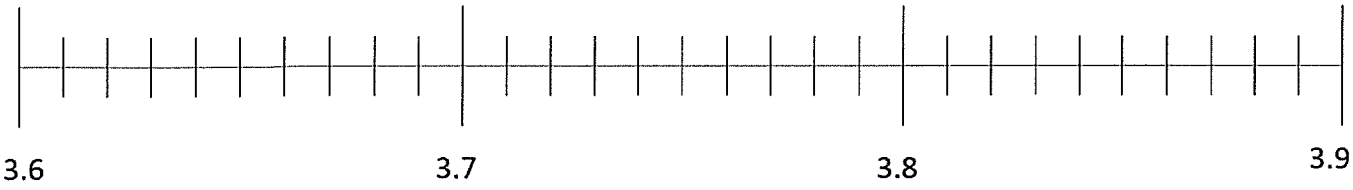
You Try!

1. Plot the following points on the number line.

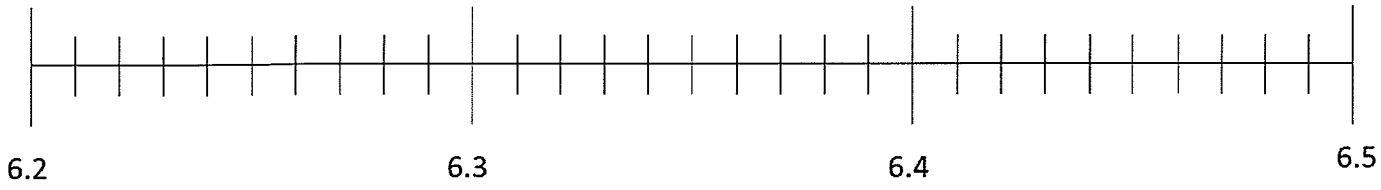
   a. $0.2, \frac{1}{10}, 0.33, \frac{12}{100}, 0.21, \frac{32}{100}$



   b. $3.62, 3.7, 3\frac{85}{100}, \frac{38}{10}, \frac{364}{100}$



   c. $6\frac{3}{10}, 6.31, \frac{628}{100}, \frac{62}{10}, 6.43, 6.40$



EXIT TICKET

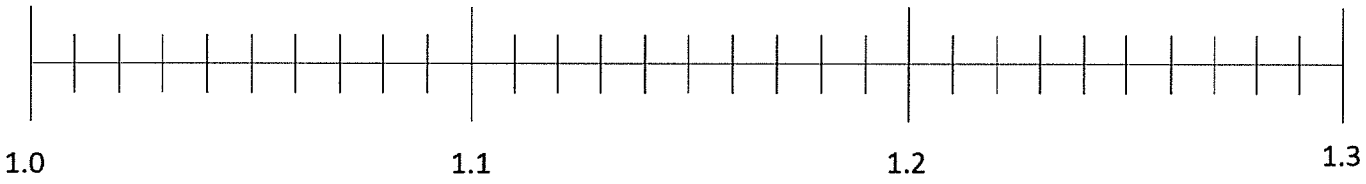
Name:_____	**Date:**_____
BCCSG	**Howard / Spelman**

Grade 4 **Module 6** *Lesson 11*	**Learning Target:** I can arrange mixed numbers, fractions and decimals on a numberline.. **Standards:** 4.NF.7

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

1. Plot the following points on the number line using decimal form.

   1 one and 1 tenth, $\frac{13}{10}$, 1 one and 20 hundredths, $\frac{129}{100}$, 1.11, $\frac{102}{100}$



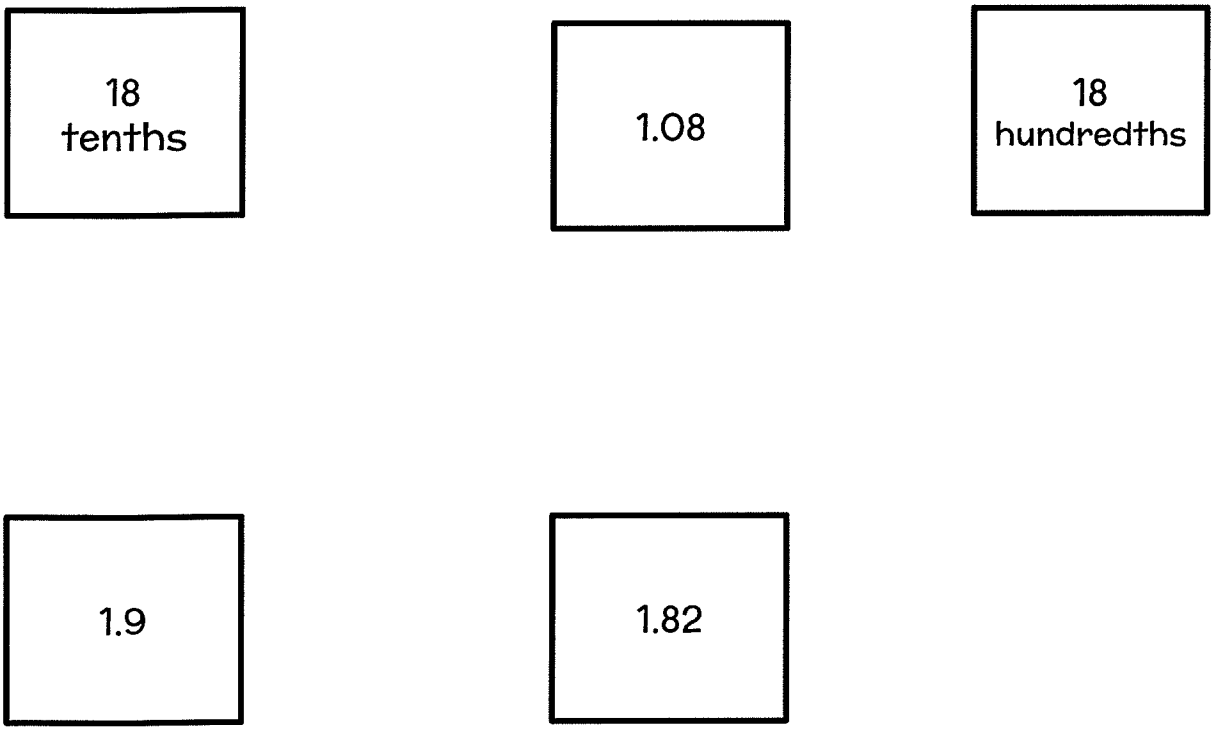
Grade:

Friday

Date: May 28

Grade 4 **Module 6** *Lesson 11*	**Learning Target:** I can arrange mixed numbers, fractions and decimals in order from greatest to least. **Standards:** 4.NF.7

Concept Development



Put them in order from Greatest to Least.

hundreds	tens	ones	.	tenths	hundredths

Let's Work Together!

2. Arrange the following numbers in order from greatest to least using decimal form. Use the > symbol between each number.

   a. $\frac{27}{10}$, 2.07, $\frac{27}{100}$, $2\frac{71}{100}$, $\frac{227}{100}$, 2.72

---

hundreds	tens	ones	.	tenths	hundredths

You Try!

2. Arrange the following numbers in order from greatest to least using decimal form. Use the > symbol between each number.

b. $12\frac{3}{10}$, 13.2, $\frac{134}{100}$, 13.02, $12\frac{20}{100}$

_____

c. $7\frac{34}{100}$, $7\frac{4}{10}$, $7\frac{3}{10}$, $\frac{750}{100}$, 75, 7.2

_____

3. In the long jump event, Rhonda jumped 1.64 meters. Mary jumped $1\frac{6}{10}$ meters. Kerri jumped $\frac{94}{100}$ meter. Michelle jumped 1.06 meters. Who jumped the farthest?

4. In December, $2\frac{3}{10}$ feet of snow fell. In January, 2.14 feet of snow fell. In February, $2\frac{19}{100}$ feet of snow fell, and in March, $1\frac{1}{10}$ feet of snow fell. During which month did it snow the most? During which month did it snow the least?

hundreds	tens	ones	.	tenths	hundredths

EXIT TICKET

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

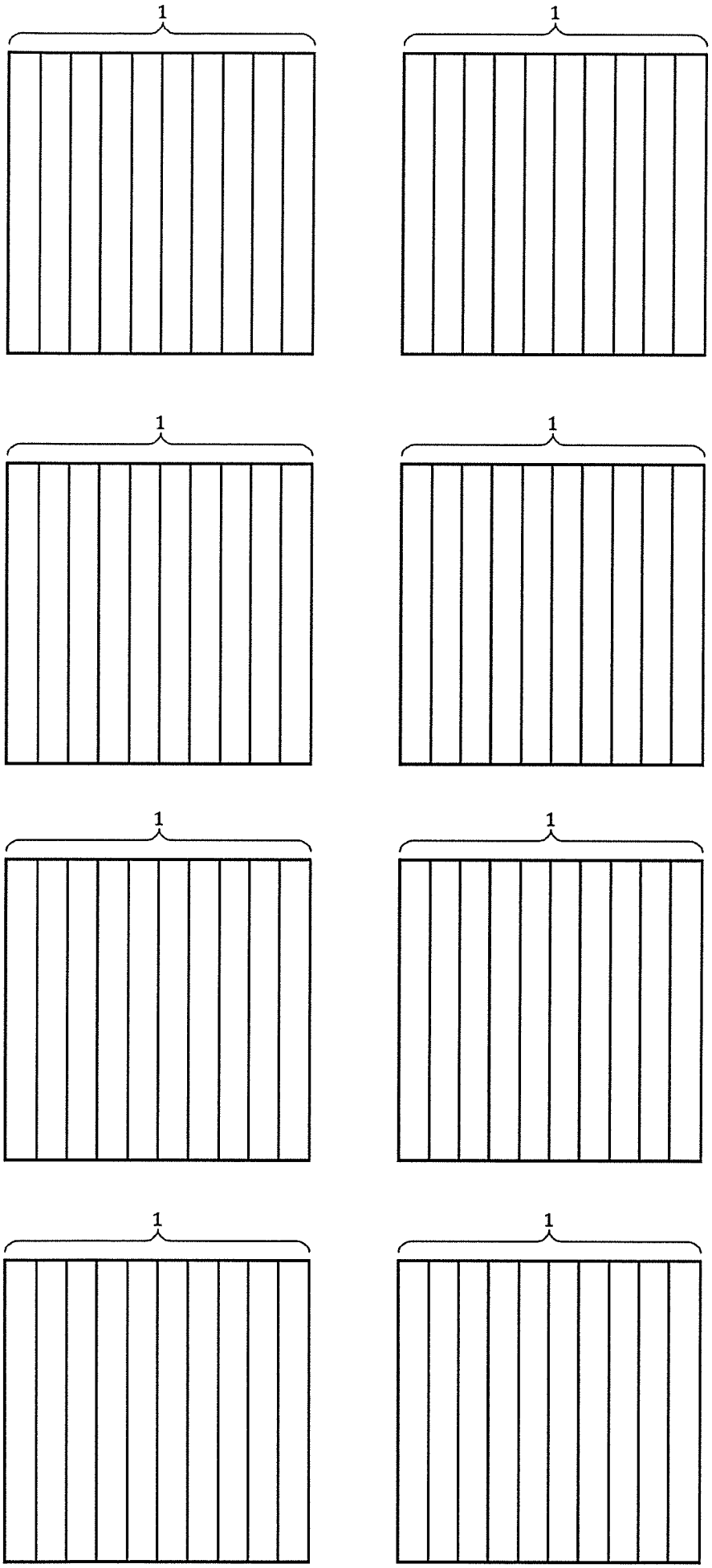
Learning Target: I can model mixed numbers with units of hundreds, tens, ones, tenths, and hundredths in expanded form and on the place value chart.

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

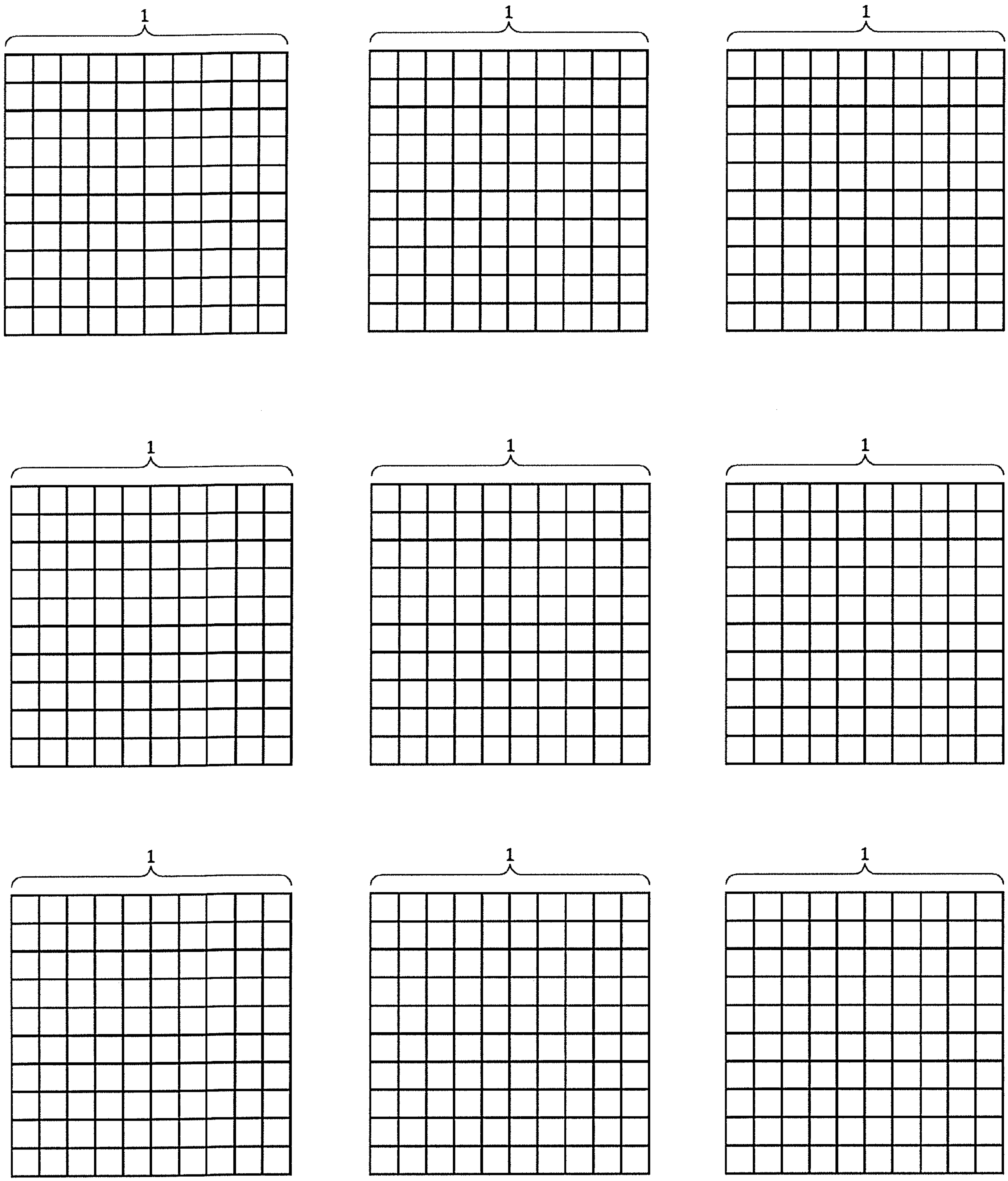
Directions: Answer the questions below. Make sure you show work for every question. Record your answer on Google Classroom

2. Arrange the following numbers in order from greatest to least using decimal form. Use the > symbol between each number.

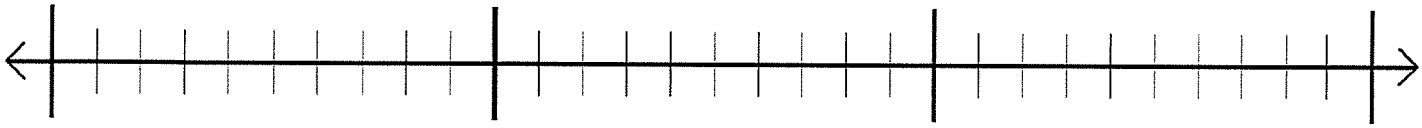
   5.6, $\frac{605}{100}$, 6.15, $6\frac{56}{100}$, $\frac{516}{100}$, 6 ones and 5 tenths

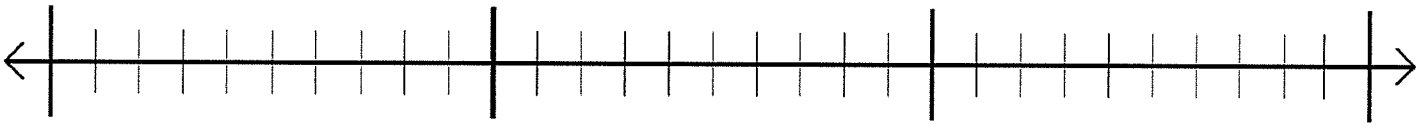


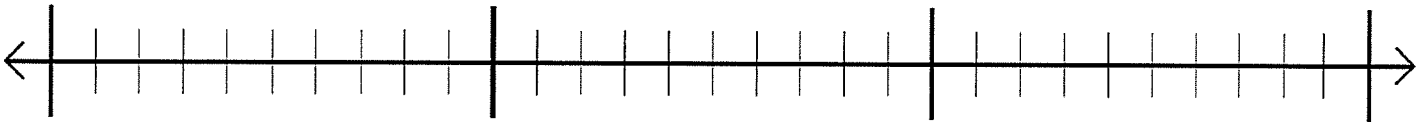
area model

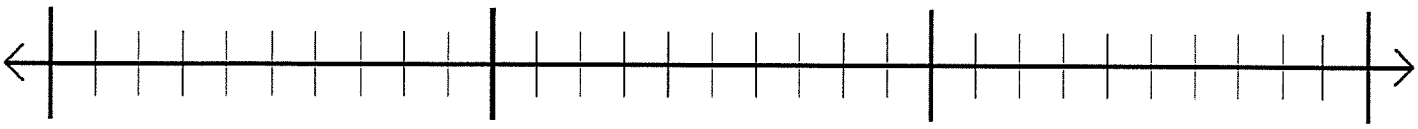


hundredths area model









number line

hundreds	tens	ones	.	tenths	hundredths

place value chart