Unit Map 2012-2013

Monroe #2 - Orleans BOCES (Regional Collaboration)

Collaboration / Math 4* / Grade 4 (Math Regional Curriculum)

Wednesday, October 31, 2012, 10:45AM

Standard/Module: Proficiency in Fractions - 4.NF.6 (Week 32, 4 Weeks)

Stage 1: Desired Results

Standards Focus

- Major (70%) Connects with 4.NF.5 and 4.NF.7

4th Grade Proficiency Map.pdf

Standards

NYS: CCLS:Mathematics, NYS: 4th Grade , Number & Operations—Fractions

4.NF Understand decimal notation for fractions, and compare decimal fractions.

- 6. Use decimal notation for fractions with denominators 10 or 100

Enduring Understandings

1. Fractions with a denominator of 10 or 100 can be expressed as decimals.
2. Connections should be made with place value between representing a fraction with a denominator of 100 and 10 and reading the fraction as a decimal.
3. All decimals can be found on a number line.

Essential Questions

1. How do you write fractions with a denominator of 10 or 100 as a decimal?
2. Where do you place a decimal on the number line?
3. What is the connection between fractions with denominators of 10 and 100 and how you read or say these numbers as a decimal?

Critical Content

1. Fraction

- Denominator
- creating equivalent fractions that have denominators of 10 and 100

2. Decimal notation

- Represent fractions as decimals
- Use Number line diagrams to see connections

Skills

1. Students will be able to use decimal notation to represent fractions with denominators of 10 or 100.
2. Students will be able to locate a decimal up to

Vocabulary

Tier 2: fraction, denominator

the hundredths place on a number line.	Tier 3: decimal, decimal notation, number line diagram

Stage 2: Assessment Evidence

Assessments

Formative: Other: Quiz

Students will be given a quiz with 10 questions. The 10 questions will basically ask students to write an equivalent decimal for the given fraction. All fractions will have a denominator of 10 or 100.

Stage 3: Learning Plan

Learning Activities	Resources
Students make connections between fractions with denominators of 10 and 100 and the place value chart. By reading fraction names, students say 32/100 as thirty-two hundredths and rewrite this as 0.32. Students use the representations explored in 4.NF.5 to understand 32/100 can be expanded to 3/10 and 2/100. Students represent values such as 0.32 or 32/100 on a number line. 32/100 is more than 30/100 (or 3/10) and less than 40/100 (or 4/10). It is closer to 30/100 so it would be placed on the number line near that value.	www.illustrativemathematics.org www.illuminations.nctm.org **Instructional Resources/Tools** Length or area models 10 x 10 square on a grid Decimal place-value mats Base-ten blocks Number lines

Differentiation Opportunities

Manipulatives should be made available to help support students.

Tiered activities and assignments.

<< Previous Year

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