Unit Map 2012-2013

Monroe #2 - Orleans BOCES (Regional Collaboration)

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

Wednesday, October 31, 2012, 10:46AM

Standard/Module: Proficiency in Fractions - 4.NF.7 (Week 32, 4 Weeks)

Stage 1: Desired Results

Standards Focus

- Major (70%) Connects with 4.NF.5 and 4.NF.6

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.

- 7. Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or

Enduring Understandings

1. Two decimals to the hundredths place can be compared by reasoning about their size.
2. Comparisons are valid only when the decimals refer to the same whole.
3. Decimals to the hundredths place can be compared by using the symbols > , < , or =.

Essential Questions

1. How do you compare two decimals to the hundredths

place?

2. Is the value of a decimal linked to the number of digits

to the right of the decimal?

Critical Content

Decimals

- Tenths
- Hundredths
- Compare by size referring to same whole
- Record results using > , < , = symbols

Conclusions

- Written Justifications and model justifications
- Visual model/area models

Skills

1. Students will compare two decimals to the

Vocabulary

hundredths by reasoning about their size. 2. Students will recognize that comparisons are valid only when the two decimals refer to the same whole. 3. Students will record the results of comparisons of decimals up to the hundredths place using the symbols > , < , and =. 4. Students will justify the conclusions of their comparisons by using a visual model.	Tier 2: compare, symbol, whole Tier 3: hundredths, tenths, reasoning, valid , conclusions, justify, visual model

Stage 2: Assessment Evidence

Assessments

Formative: Other: Quiz

Students will be given 10 questions where they will be asked to compare two decimals to hundredths by reasoning about their size. Students will need to record their answers with the symbols >, =, or <, and they will also have to justify their conclusions using a visual model.

Stage 3: Learning Plan

Learning Activities	Resources
Students build area and other models to compare decimals. Through these experiences and their work with fraction models, they build the understanding that comparisons between decimals or fractions are only valid when the whole is the same for both cases. **Common Misconception:** Students treat decimals as whole numbers when making comparison of two decimals. They think the longer the number, the greater the value. For example, they think that .03 is greater than 0.3.	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

Provide models/pictures to help students compare decimals.

Use money as a way to compare decimals.

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