|  |
| --- |
| ***IMPORTANT CONCEPTS YOUR STUDENT SHOULD KNOW AND ACTIVITIES TO DO AT HOME*** |
| **Fractions and Decimals** |
| **Important Concepts Addressed in this Unit** |
| * Write a fraction with a denominator of 10 as an equivalent fraction with a denominator of 100
* Add two fractions with denominators of 10 and 100
* Use decimal grids to show equivalent fractions with denominators of 10 and 100
* Write fractions with denominators of 10 and 100 as a decimal
 | * Represent fractions and decimals of tenths and hundredths on a number line
* Compare two decimals to hundredths
* Justify comparisons by using a model
* Solve word problems involving fractions or decimals
 |
| **Key Words To Know** | **How You Can Help Your Student** |
| ***Fraction***: A way to describe a part of a whole or a part of a group by using equal parts. ***Numerator***: The number written above the line in a fraction. It tells how many equal parts are in the fraction. ***Denominator***: The number written below the line in a fraction. It tells how many equal parts are in the whole. ***Equivalent***: Fractions that have the same value. ***Model:*** Using graphs, pictures, manipulatives, etc to demonstrate***Decimal:*** A fraction whose denominator is a power of ten and whose numerator is expressed by figures placed to the right of a decimal point.***Tenths:*** The place value directly to the right of the decimal, or a fraction with the denominator of 10.***Hundredths:*** The place value two digits to the right of the decimal (directly to the right of the tenths place), or a fraction with the denominator of 100. | **Interactive Learning Games:** Playing games is a wonderful way to practice skills at home in a fun environment**.**<https://www.mathgames.com/skill/4.123-equal-fractions-with-denominators-of-10-100-1000><https://www.mathgames.com/skill/4.124-decompose-fractions-with-denominators-of-10-100-1000><https://www.mathgames.com/skill/4.125-add-fractions-with-denominators-of-10-100-1000><https://www.mathgames.com/skill/4.72-compare-decimal-numbers-up-to-2-places><https://www.mathgames.com/skill/4.73-put-decimal-numbers-in-order-with-numbers-up-to-5><https://www.splashmath.com/decimal-games-for-4th-graders><http://www.sheppardsoftware.com/mathgames/menus/decimals.htm>[https://www.mathplayground.com/ASB\_SnowSprint.htm](https://www.mathplayground.com/ASB_SnowSprint.html)<https://www.mathplayground.com/interactive_decimal_chart.html>[l](https://www.mathplayground.com/ASB_SnowSprint.html) |

|  |
| --- |
| **Sample Problems** |
| Example: .3 = 3 tenths = 3/10 .30 = 30 hundredths = 30/100

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Hundreds** | **Tens** | **Ones** | **.** | **Tenths**  | **Hundredths** |
|  |  |  | . | 3 | 2 |

$\frac{32}{100}$can be expanded to $\frac{3}{10}$ and $\frac{2}{100}$Students represent these values as 0.32 or $\frac{32}{100}$on a number line. $\frac{32}{100}$ is more than $\frac{30}{100}$(or $\frac{3}{10}$) and less than $\frac{40}{100}$ (or $\frac{4}{10}$). It is closer to $\frac{30}{100}$so it would be placed on the number line near that value.  0 0.1 0.2 0.3 0.4 0.5 0.6 0.7 0.8 0.9 1.0 |