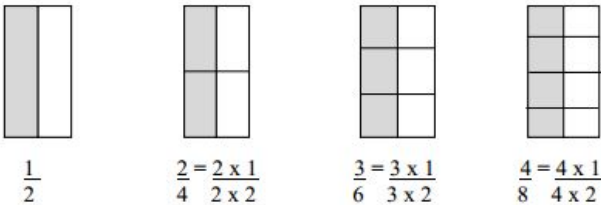
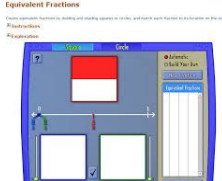
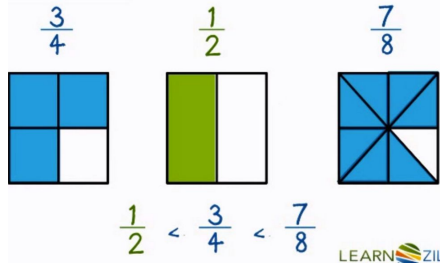

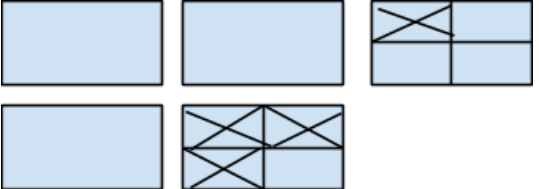
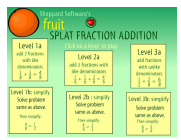
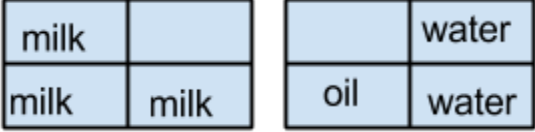

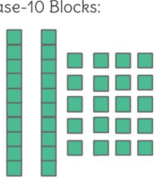
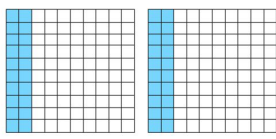
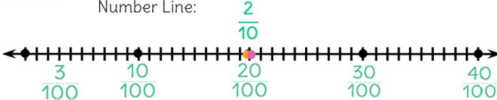





Grade 4 Unit 7 Family Resource

Unit Name: Fractions and Decimals as Numbers

What's my child learning in Unit 7?	What does this mean? What does it look like?	How can I help my child at home?
<ul style="list-style-type: none"> Students will explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. 		 <p>Equivalent Fractions - This interactive website will help you become an expert at making equivalent fractions.</p>
<ul style="list-style-type: none"> Students will compare two fractions with different numerators and different denominators by creating common denominators or by comparing to a benchmark fraction such as $1/2$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $<$, $>$, $=$, and justify the conclusions by using a visual fraction model. 		 <p>LearnZillion - video shows how to use a number line to identify equivalent fractions.</p>
<ul style="list-style-type: none"> Students will add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction. 	<p>While solving the problem, $2 \frac{1}{4} + 1 \frac{3}{4}$ students could do the following:</p>  <p>Student 1: $2 + 1 = 3$, $\frac{1}{4} + \frac{3}{4} = 1$, $3 + 1 = 4$ Student 2: $2 \frac{1}{4} + 1 = 3 \frac{1}{4}$, $3 \frac{1}{4} + \frac{3}{4} = 4$</p>	<p>Fruit Splat</p> <p>Play the game to practice fraction addition.</p> 

<ul style="list-style-type: none"> Students will solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem. 	<p>Student 3: $2 \frac{1}{4} = 9/4$, $1 \frac{3}{4} = 7/4$, $9/4 + 7/4 = 16/4 = 4$</p> <p>Ex) A cake recipe calls for you to use $\frac{3}{4}$ cup of milk, $\frac{1}{4}$ cup of oil, and $\frac{2}{4}$ cup of water. How much liquid was needed to make the cake?</p>  $\frac{3}{4} = \frac{4}{4} + \frac{2}{4} = 1 \frac{2}{4} = 1 \frac{1}{2}$	 <p>LearnZillion - video shows how to add fractions by joining parts.</p>
<ul style="list-style-type: none"> Students will express a fraction with a denominator of 10 as an equivalent fraction with a denominator of 100 in order to add two fractions using a variety of representations. 	<p>Base-10 Blocks:  $\frac{2}{10} = \frac{20}{100}$</p> <p>Grids: </p> <p>Number Line: </p>	<p>TenMarks Video - This TenMarks video explains how you can express a fraction with a denominator of 10 as an equivalent fraction with a denominator of 100.</p>
<ul style="list-style-type: none"> Students will generate a line plot using wholes, halves and quarters (data between 0 and 5) and solving problems based on the data from the line plot. 	<p>Create a question that can be answered using the line plot below.</p> <p>Ribbon Measurements</p>  <p>Inches</p>	<p>LearnZillion - Practice solving problems with a line plot.</p>
<ul style="list-style-type: none"> Students will understand a fraction as a multiple of a unit fraction and be able to solve a variety of problem situations involving multiplying a whole number times a fraction using models, fraction strips, and number lines. 	<p>Core Lesson</p> <p>$5 \times \frac{4}{5}$ 5 groups of $\frac{4}{5}$</p>  $\frac{4}{5} + \frac{4}{5} + \frac{4}{5} + \frac{4}{5} + \frac{4}{5} = \frac{20}{5}$	 <p>Decomposing Fractions - LearnZillion video shows how to decompose fractions into unit fractions.</p>

- Students will compare decimals and write in decimal notation for fractions with denominators 10 or 100.

Example Questions:

1. Write a decimal in tenths that is less than 3.84 but greater than 3.5. List as many as you can.
2. Justify why 0.34 is greater than 0.4 using words and pictures.
3. There were three runners in the race; they wanted to see who could run the farthest in 10 minutes. Runner A ran 1.36 miles, Runner B ran 1.9 miles, Runner C ran 1.4 miles. Who came in first, second, and third?



[This StudyJams](#) - video and quiz shows another strategy for converting fractions to decimals and decimals to fractions.