

4th Grade, Unit 4: Equivalent Fractions/ Decimals Instructional days: End Date: Feb. 30 Days	
<p>Main Concepts: <u>4.NF.A.1</u> *By using visual fraction models, explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ with attention to how the number and size of the parts differ even though the two fractions themselves are the same size.</p> <p>*Use this principle to recognize and generate equivalent fractions. For example: $\frac{1}{5}$ is equivalent to $(2 \times 1)/(2 \times 5)$</p> <p>4.NF.C.6 * Use decimal notation for fractions with denominators 10 or 100. * Use visual models with base ten blocks and hundreds grid (one column is $1/10$ or $10/100$)</p>	<p>Essential Standard(s):</p> <p>4.NF.A.1 4.NF.C.6</p> <p>Aspect of Rigor(s):</p> <ul style="list-style-type: none"> ● Conceptual ● Procedural Skill & Fluency
<p>Teams common texts/resources:</p> <ul style="list-style-type: none"> ● Go Math Textbook Chapter 6 ● Eureka Math Online ● Match Fishtank Math Online ● Teacher Pay Teacher activities 	<p>Exposure Standard(s): if any</p> <ul style="list-style-type: none"> ● 4.NF.A.2: ● Compare two fractions with different numerators and different denominators. ● Recognize that comparisons are valid only when the two fractions refer to the same whole. ● 4.NF.C.5 ● Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100 For example: Express $3/10$ as $30/100$, and add $3/10 + 4/100 = 34/100$. ● 4.NF.C.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 $<$, and justify the conclusions, by using a visual model
<p>Student Learning Targets from Essential</p>	<p>Enrichment Standard(s): if any</p>

<p>Standard(s): 4.NF.A.1</p> <ul style="list-style-type: none"> I can recognize equivalent fractions through visual fraction models and by reasoning about their size and number of parts. (DOK2) I can explain why two fractions are equivalent. (DOK3) I can generate equivalent fractions with models. (DOK2) I can generate equivalent fractions by reasoning about their size and number of parts. (DOK2) <p>4. N.F.C..6</p> <ul style="list-style-type: none"> I can use decimal notation for fractions with denominators 10 or 100. (DOK 1) I can write decimals as fractions. (DOK 2) I can locate decimals on a number line. (DOK 3) 	<ul style="list-style-type: none">
<p>Ways We Provide Intervention/Enrichment</p> <ul style="list-style-type: none"> G/T Program Small Group Intervention Daily Istation Math Prodigy Zearn Math 	<p>Other Important Details:</p> <ul style="list-style-type: none">

Vocabulary	Skill Progression	Activities/ Resources	Assessment(s)
<p>Equivalent fractions Denominator Numerator Simplest form Common factor Common denominator Common multiple Benchmark fractions</p>	<p>* Recognize equivalent fractions through visual fraction models and by reasoning about their size and number of parts. * Explain why two fractions are equivalent * Generate equivalent fractions with models * Generate equivalent fractions by reasoning about their size and number of parts.</p>	<p>* Fraction Name Activity *</p>	<p>* Target #1 * Target #2 * Target #3 * Target #4 * Extra Target #1 * Extra: Problem of the Day Unit 4 Assessment</p>
<p>Team Reflections-Future Units & Next Year-First Instruction & Intervention/Enrichment</p>			

<p>Manipulatives:</p> <p>Counting tape, Fraction strips, Number Lines, Polygon shapes,</p>

Calendar:

Include day number, date, type (key below)

Key I=Instruction, A=Assessment, S=Score, I/E=Intervention/Enrichment, B=Buffer, R=Review, ?=Other

Day 1	Day 2	Day 3	Day 4	Day 5
I - Recognize equivalent fractions through visual fraction models and by reasoning about their size and number of parts.	I - recognize equivalent fractions through visual fraction models and by reasoning about their size and number of parts	I - recognize equivalent fractions through visual fraction models and by reasoning about their size and number of parts	I - recognize equivalent fractions through visual fraction models and by reasoning about their size and number of parts	Assessment * Target #1
Day 6	Day 7	Day 8	Day 9	Day 10
I - Generate equivalent fractions with models	I - Generate equivalent fractions with models	I - Generate equivalent fractions with models	I - Generate equivalent fractions with models	Assessment * Target #3
Day 11	Day 12	Day 13	Day 14	Day 15
I - Generate equivalent fractions by reasoning about their size and number of parts.	I - Generate equivalent fractions by reasoning about their size and number of parts.	I - Generate equivalent fractions by reasoning about their size and number of parts.	I - Generate equivalent fractions by reasoning about their size and number of parts.	Assessment * Target #4
Day 16	Day 17	Day 18	Day 19	Day 20
I - Explain why two fractions are equivalent.	I - Explain why two fractions are equivalent.	I - Explain why two fractions are equivalent.	I - Explain why two fractions are equivalent.	Assessment * Target #2
Day 21	Day 22	Day 23	Day 24	Day 25
I Review for Unit Test	Assessment Unit 4 Assessment	I I can use decimal notation for fractions with denominators 10 or 100	I I can use decimal notation for fractions with denominators 10 or 100	I I can use decimal notation for fractions with denominators 10 or 100

Day 26	Day 27	Day 28	Day 29	Day 30
I I can use decimal notation for fractions with denominators 10 or 100	I I can use decimal notation for fractions with denominators 10 or 100	I I can use decimal notation for fractions with denominators 10 or 100	I I can use decimal notation for fractions with denominators 10 or 100	Assessment Decimal Notation

Day 1	<p>Topic: Equivalent fractions with visual models</p> <p>Learning Target: 4.NF.A.1</p> <ul style="list-style-type: none"> Target #1: I can recognize equivalent fractions through visual fraction models and by reasoning about their size and number of parts. <p>Tasks:</p> <ul style="list-style-type: none"> Creating Equivalent Fractions Go Math Lesson 6-1: Equivalent Fractions <p>Instructional Strategies:</p> <ul style="list-style-type: none"> Use fraction strips and models to explain equivalent fractions Recognize how equivalent fractions are the same, even though they are divided into different parts of the whole. <p>Lesson:</p> <ul style="list-style-type: none"> <u>Create Equivalent Fractions</u> <ul style="list-style-type: none"> Use unit fractions ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$) to find all the different ways to make equivalent fractions using fraction strips or circles. Discuss any patterns that you notice in your data. <u>Lesson 6-1: Equivalent Fractions</u> <ul style="list-style-type: none"> GoMath textbook pages 227-230 Model and write equivalent fractions Explain how the whole must be equal in size <p>Homework:</p> <ul style="list-style-type: none"> Howard county Exit slip: 4.NF.1
Day 2	<p>Topic: Equivalent fractions with visual models</p> <p>Learning Target: 4.NF.A.1</p> <ul style="list-style-type: none"> Target #1: I can recognize equivalent fractions through visual fraction models and by reasoning about their size and number of parts. <p>Tasks:</p> <ul style="list-style-type: none"> Activity: Pattern Block Fractions My Name in Fractions Lesson 1: Problem Set Equivalent Fractions <p>Instructional Strategies:</p> <ul style="list-style-type: none"> Use pattern blocks to represent fractions with different models Use fraction strips or picture models to represent equivalent fractions What do you notice about the relationship between their number of units and the size of those units? Use the words “times as many” to describe the relationship you notice. <p>Lesson:</p> <ul style="list-style-type: none"> <u>Pattern Block Fractions</u> <ul style="list-style-type: none"> Use pattern blocks to represent equivalent fractions. <u>My Name in Fractions</u> <ul style="list-style-type: none"> Students write their name.

	<ul style="list-style-type: none"> - Find the fraction of the letters that are vowels - Find the fraction of the letters that are consonants - Can you find an equivalent fraction for each? ● <u>Lesson 1 Problem Set: Match Fishtank</u> <ul style="list-style-type: none"> - <u>Would you Rather:</u> Would you rather have $\frac{1}{4}$ of a candy bar or, $\frac{2}{8}$ of a candy bar? Explain why? - Model equivalent fractions with fraction strips - Recognize equivalent fractions - Explain how the number and the size of the parts differ even though the two fractions themselves are the same size? <p>Homework:</p> <ul style="list-style-type: none"> ● Lesson 1: Homework: Equivalent Fractions ● HC Exit Slip: 4.NF.1 - Name 3 equivalent fractions w/ model
Day 3	<p>Topic: Equivalent fractions with visual models Learning Target: 4.NF.A.1</p> <ul style="list-style-type: none"> ● Target #1: I can recognize equivalent fractions through visual fraction models and by reasoning about their size and number of parts. <p>Tasks:</p> <ul style="list-style-type: none"> ● 4.NF.1 Word Problem ● Lesson 6-2: Generate Equivalent Fractions ● Target #1 Assessment 1st Attempt <p>Instructional Strategies:</p> <ul style="list-style-type: none"> ● Use multiplication/division to generate equivalent fraction models ● Use visual models to allow students to understand how different fractions can name the same part of a whole. ● Have students think about multiples and common factors of the fraction. <p>Lesson:</p> <ul style="list-style-type: none"> ● 4.Nf.1 Word Problem (Introduction) ● <u>Lesson 6-2: Generate Equivalent Fractions</u> <ul style="list-style-type: none"> - GoMath Textbook, pages 231-234 - Explain how the number of parts in the whole affect the number of parts that are shaded - How can you use multiplication/ division to write a fraction that is equivalent? <p>Homework:</p> <ul style="list-style-type: none"> ● Target #1 Assessment 1st Attempt
Day 4	<p>Topic: Equivalent fractions with visual models Learning Target: 4.NF.A.1</p> <ul style="list-style-type: none"> ● Target #1: I can recognize equivalent fractions through visual fraction models and by reasoning about their size and number of parts. <p>Tasks:</p> <ul style="list-style-type: none"> ● 4.NF.1 Equivalent Fractions on a Number line (Introduction) ● Lesson 3 Problem Set <p>Instructional Strategies:</p> <ul style="list-style-type: none"> ● Understand that equivalent fractions that refer to the same whole and are the same size. ● Students will draw models for simplified fractions, then partition the model into smaller units. ● Explain why the models demonstrate their equivalence <p>Lesson:</p> <ul style="list-style-type: none"> ● Lesson 3: Problem Set: Match Fishtank

	<ul style="list-style-type: none"> • Generate equivalent fractions with smaller units using area models • Decompose models to show equivalent fractions with larger units. • Use a number line as a models to show fractions that are equivalent • Use real world examples for equivalent fractions <p>Homework:</p> <ul style="list-style-type: none"> • Lesson 3 Homework
Day 5	<p>Topic: Generate Equivalent fractions with visual models Learning Target: 4.NF.A.1</p> <ul style="list-style-type: none"> • Target #1: I can recognize equivalent fractions through visual fraction models and by reasoning about their size and number of parts. <p>Tasks:</p> <ul style="list-style-type: none"> • Problem of the Day: Fractured Numbers • CFA Target #1 Assessment
Day 6	<p>Topic: Generate Equivalent fractions with visual models Learning Target: 4.NF.A.1</p> <ul style="list-style-type: none"> • Target #3: I can generate equivalent fractions with models. (DOK2) <p>Tasks:</p> <ul style="list-style-type: none"> • Lesson 4 Problem Set <p>Instructional Strategies:</p> <ul style="list-style-type: none"> • Understand how the numbers and sizes of parts differ even though the two fractions are the same size, and connect this idea to the general method of using multiplication to find an equivalent fraction. • How are the total number of fractional pieces and the total number of shaded fractional pieces related to the equation? <p>Lesson:</p> <ul style="list-style-type: none"> • Lesson 4 Problem Set • What happens to the total number of units in the whole when decomposing a fraction? • How can we represent this relationship with an equation? • How can you determine if they are equivalent using multiplication or division? <p>Homework:</p> <ul style="list-style-type: none"> • Lesson 4 Homework
Day 7	<p>Topic: Generate Equivalent fractions with visual models Learning Target: 4.NF.A.1</p> <ul style="list-style-type: none"> • Target #3: I can generate equivalent fractions with models. (DOK2) <p>Tasks:</p> <ul style="list-style-type: none"> • Go Math Lesson 6-3: Simplest Form <p>Instructional Strategies:</p> <ul style="list-style-type: none"> • Compare models of fractions and explain how the sizes of the parts are related • Simplest form represents a fraction in as few equal parts of a whole as possible. • If you can't describe the part you have using fewer parts, then you cannot simplify the fraction. <p>Lesson:</p> <ul style="list-style-type: none"> • Lesson 6-3: Simplest Form • Go Math Textbook pages 235-238 • Use models to write an equivalent fraction in simplest form • Use common factors to write fractions in simplest form • Show a number sentence to explain calculations
Day 8	<p>Topic: Generate Equivalent fractions with visual models</p>

	<p>Learning Target: 4.NF.A.1</p> <ul style="list-style-type: none"> • Target #3: I can generate equivalent fractions with models. (DOK2) <p>Tasks:</p> <ul style="list-style-type: none"> • Lesson 5 Problem Set Match Fishtank <p>Instructional Strategies:</p> <ul style="list-style-type: none"> • Generate equivalent fractions with larger units using visual models. • Use number lines and tape diagrams to show equivalent fractions • Find missing values that make the equivalent fractions true. • Shade tape diagram models with equivalent fractions • Explain how you know the fractions are equivalent <p>Lesson:</p> <ul style="list-style-type: none"> • Lesson 5: Problem Set • Recognize and generate equivalent fractions with larger units using visual models • Use multiplication and division to generate equivalent fractions • Explore various fraction models to recognize and generate larger equivalent fractions. <p>Homework:</p> <ul style="list-style-type: none"> • Lesson 5 Homework Match Fishtank
Day 9	<p>Topic: Generate equivalent fractions</p> <p>Learning Target: 4.NF.A.1</p> <ul style="list-style-type: none"> • Target 3: I can generate equivalent fractions with models. (DOK2) <p>Tasks:</p> <ul style="list-style-type: none"> • Lesson 6-4: Common Denominator <p>Instructional Strategies:</p> <ul style="list-style-type: none"> • Write a pair of fractions as fractions with a common denominator • Discuss common multiples of the denominators to represent the whole is cut into the same number of pieces • This helps with ordering fractions on a number line or when comparing equivalent fractions • Explain how using a model or listing multiples helps you find a common denominator <p>Lesson:</p> <ul style="list-style-type: none"> • Lesson 6-4: Common Denominator • Go Math Textbook Pages 239-242 • Find common denominators by dividing each whole into the same number of equal parts • Look for common multiples between fractions • Remember that when you multiply the denominator by a factor, you must multiply the numerator by the same factor to write an equivalent fraction <p>Homework:</p>
Day 10	<p>Topic: Generate equivalent fractions</p> <p>Learning Target: 4.NF.A.1</p> <ul style="list-style-type: none"> • Target 3: I can generate equivalent fractions with models. (DOK2) <p>Tasks:</p> <ul style="list-style-type: none"> • Target #3 Assessment
Day 11	<p>Topic: Generate equivalent fractions</p> <p>Learning Target: 4.NF.A.1</p> <ul style="list-style-type: none"> • Target #4: I can generate equivalent fractions by reasoning about their size and number of parts. (DOK2)

	<p>Tasks:</p> <ul style="list-style-type: none"> ● <u>Birthday Fractions: Activity</u> ● <u>Lesson 6-6: Compare Fractions Using Benchmarks</u> <p>Instructional Strategies:</p> <ul style="list-style-type: none"> ● Use benchmark fractions ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{3}{4}$) to compare fractions ● Discuss how to recognize the relationship on a number line ● A known size or amount can help you understand a different size or amount. <p>Lesson</p> <p><u>Birthday Fractions Activity</u></p> <ul style="list-style-type: none"> ● Which cake had more left? ● Justify your answer using a fraction model or a computational method ● Discuss differences in models and number sentences. ● <u>Lesson 6-6: Compare Fractions Using Benchmarks:</u> ● Use benchmarks to compare fractions ● Discuss parts to whole to explain reasoning ● Use number lines to compare fraction with benchmarks ● Use less than $<$, and greater than $>$, symbols to compare <p>Homework:</p>
Day 12	<p>Topic: Generate equivalent fractions</p> <p>Learning Target: 4.NF.A.1</p> <ul style="list-style-type: none"> ● Target #4: I can generate equivalent fractions by reasoning about their size and number of parts. (DOK2) <p>Tasks:</p> <ul style="list-style-type: none"> ● 4.NF.1 HC Exit Slip ● <u>4.NF.1 Pizza Activity</u> <p>Instructional Strategies:</p> <ul style="list-style-type: none"> ● Remind students to think about multiples of the denominators ● Use area models, circle fractions, or fraction strips to explain their size and number of parts ● Discuss key words in word problem to solve <p>Lesson:</p> <ul style="list-style-type: none"> ● <u>4.NF.1 Pizza Activity</u> ● Discuss how students solved the word problem ● Can generate equivalent fractions to explain different parts of a whole. ● Use area models or circle fractions to explain equivalence. <p>Homework:</p> <ul style="list-style-type: none"> ● <u>4.NF.1. HC Exit Slip</u>
Day 13	<p>Topic: Generate equivalent fractions</p> <p>Learning Target: 4.NF.A.1</p> <ul style="list-style-type: none"> ● Target #4: I can generate equivalent fractions by reasoning about their size and number of parts. (DOK2) <p>Tasks:</p> <ul style="list-style-type: none"> ● <u>4.NF.1 Pizza Party Activity #2</u> ● <u>Are They Equivalent?</u> ● <u>Equivalent Fractions Homework</u> <p>Instructional Strategies:</p> <ul style="list-style-type: none"> ● Generate equivalent fractions using multiplication and division ● How are the numerators related and denominators related in the two fractions? <p>Lesson:</p> <ul style="list-style-type: none"> ● <u>Equivalent Fractions Activity</u> ● Generate equivalent fractions using models or a number sentence

	<ul style="list-style-type: none"> • Compare the models • Explain how the number of parts related to the sizes of the parts <p>Homework:</p> <ul style="list-style-type: none"> • Are They Equivalent? Worksheet
Day 14	<p>Topic: Generate equivalent fractions Learning Target: 4.NF.A.1</p> <ul style="list-style-type: none"> • Target #4: I can generate equivalent fractions by reasoning about their size and number of parts. (DOK2) <p>Tasks:</p> <ul style="list-style-type: none"> • Lesson 6 Problem Set Match Fishtank <p>Instructional Strategies:</p> <ul style="list-style-type: none"> • Recognize and generate equivalent fractions with larger units using division • Understand that equivalent fractions may be needed in smaller units or larger units, depending on the situation or problem. <p>Lesson:</p> <ul style="list-style-type: none"> • Lesson 6 Problem Set • Practice finding factors and multiples of two numbers • Show how multiplication and division number sentences are related • What happens to the size of units in the whole as a larger fraction? • What happens to the size of units in the whole as a smaller fraction? • Use a model to explain why a number sentence is equivalent or not <p>Homework:</p> <ul style="list-style-type: none"> • Lesson 6 Homework Match Fishtank
Day 15	<p>Topic: Generate Equivalent Fractions Learning Target: 4.NF.A.1</p> <ul style="list-style-type: none"> • Target #4: I can generate equivalent fractions by reasoning about their size and number of parts. (DOK2) <p>Tasks:</p> <ul style="list-style-type: none"> • Target #4 Assessment
Day 16	<p>Topic: Explain Why Equivalent Learning Target: 4.NF.A.1</p> <ul style="list-style-type: none"> • Target #2: I can explain why two fractions are equivalent. (DOK3) <p>Tasks:</p> <ul style="list-style-type: none"> • Who Ate More? • Lesson 7 Problem Set Match Fishtank <p>Instructional Strategies:</p> <ul style="list-style-type: none"> • Compare fractions with the same numerators or denominators using visual models • Understand when fractions have a common denominator, they will have the same size units • Understand that comparisons are valid only when the two fractions refer to the same whole <p>Lesson:</p> <ul style="list-style-type: none"> • Lesson 7 Problem Set: • Gain familiarity with factors and multiples to compare fractions with related numerators or denominators • Record comparisons with the correct symbols (<, >, =) <p>Homework:</p> <ul style="list-style-type: none"> • Lesson 7 Homework Match Fishtank

Day 17	<p>Topic: Explain Why Equivalent Learning Target: 4.NF.A.1</p> <ul style="list-style-type: none"> Target #2: I can explain why two fractions are equivalent. (DOK3) <p>Tasks:</p> <ul style="list-style-type: none"> Lesson 6-7 Compare Fractions <p>Instructional Strategies:</p> <ul style="list-style-type: none"> Use a common denominator to compare fractions Use a common numerator to compare fractions Create an area model for each fraction to compare fractions <p>Lesson:</p> <ul style="list-style-type: none"> <u>Lesson 6-7: Compare Fractions:</u> Use a common denominator to compare fractions Use a common numerator to compare fractions Create an area model for each fraction to compare fractions Help students recognize that using benchmarks to compare fractions is not always useful <p>Homework:</p>
Day 18	<p>Topic: Explain Why Equivalent Learning Target: 4.NF.A.1</p> <ul style="list-style-type: none"> Target #2: I can explain why two fractions are equivalent. (DOK3) <p>Tasks:</p> <ul style="list-style-type: none"> Snack Time Activity Lesson 6-8: Compare and Order Fractions <p>Instructional Strategies:</p> <ul style="list-style-type: none"> Use a number line to order fractions with different denominators Use $\frac{1}{2}$ benchmark to help identify fractions on a number line Use reasoning and estimation about the relative size of fractions, as well as precise steps to find the relationships <p>Lesson:</p> <ul style="list-style-type: none"> <u>Lesson 6-8: compare & Order Fractions</u> Benchmarks can help you find an approximate location Explain how you know you located the fraction on the number line <p>Homework:</p>
Day 19	<p>Topic: Explain Why Equivalent Learning Target: 4.NF.A.1</p> <ul style="list-style-type: none"> Target #2: I can explain why two fractions are equivalent. (DOK3) <p>Tasks:</p> <ul style="list-style-type: none"> <u>Which is Larger? Activity</u> <u>Fraction Compare Activity</u> <p>Instructional Strategies:</p> <ul style="list-style-type: none"> Justify your conclusion using a visual fraction model Show the correct compare symbols (<, >, =) <p>Lesson:</p> <ul style="list-style-type: none"> <u>Fraction Compare Activity</u> Justify your conclusion using a visual fraction model Show the correct comparison symbols (<, >, =) <p>Homework:</p> <ul style="list-style-type: none"> 4.NF.2 Compare and order fractions HC Exit Slip
Day 20	<p>Topic: Explain Why Equivalent Learning Target: 4.NF.A.1</p>

	<ul style="list-style-type: none"> Target #2: I can explain why two fractions are equivalent. (DOK3) Tasks: <ul style="list-style-type: none"> Target #2 Assessment
Day 21	<p>Topic: Recognize equivalent fractions with visual models Learning Target: 4.NF.A.1</p> <ul style="list-style-type: none"> Target #1: I can recognize equivalent fractions through visual fraction models and by reasoning about their size and number of parts. (DOK2) Target #2: I can explain why two fractions are equivalent. (DOK3) Target #3: I can generate equivalent fractions with models. (DOK2) Target #4: I can generate equivalent fractions by reasoning about their size and number of parts. (DOK2) <p>Tasks:</p> <ul style="list-style-type: none"> Go Math Chapter 6 Review/ Test <p>Instructional Strategies:</p> <ul style="list-style-type: none"> Review all Target Assessments <p>Lesson:</p> <ul style="list-style-type: none"> Review for Unit 4 Assessment
Day 22	<p>Topic: Recognize equivalent fractions with visual models Learning Target: 4.NF.A.1</p> <ul style="list-style-type: none"> Target #1: I can recognize equivalent fractions through visual fraction models and by reasoning about their size and number of parts. (DOK2) Target #2: I can explain why two fractions are equivalent. (DOK3) Target #3: I can generate equivalent fractions with models. (DOK2) Target #4: I can generate equivalent fractions by reasoning about their size and number of parts. (DOK2) <p>Tasks:</p> <ul style="list-style-type: none"> Unit 4: Equivalent Fractions Summative Assessment 4.NF.1
Day 23	<p>Topic: Relate Fractions to Decimals Learning Target: 4.NF.C.6</p> <ul style="list-style-type: none"> I can use decimal notation for fractions with denominators 10 or 100 <p>Tasks:</p> <ul style="list-style-type: none"> Go Math Lesson 9-1: Relate Tenths and Decimals Lesson 1 Problem Set: Decimals Lesson 1 Homework: Decimals
Day 24	<p>Topic: Relate Fractions to Decimals Learning Target: 4.NF.C.6</p> <ul style="list-style-type: none"> I can use decimal notation for fractions with denominators 10 or 100 <p>Tasks:</p> <ul style="list-style-type: none"> Go Math Lesson 9-2: Relate Hundredths and Decimals Lesson 4: Problem Set: Decimals Lesson 4: Homework: Decimals
Day 25	<p>Topic: Relate Fractions to Decimals Learning Target: 4.NF.C.6</p> <ul style="list-style-type: none"> I can use decimal notation for fractions with denominators 10 or 100 <p>Tasks:</p>

	<ul style="list-style-type: none"> • Go Math Lesson 9-3: Equivalent Fractions and Decimals
Day 26	<p>Topic: Relate Fractions to Decimals Learning Target: 4.NF.C.6</p> <ul style="list-style-type: none"> • I can use decimal notation for fractions with denominators 10 or 100 <p>Tasks:</p> <ul style="list-style-type: none"> • Go Math Lesson 9-4: Relate Fractions, Decimals, and Money
Day 27	<p>Topic: Relate Fractions to Decimals Learning Target: 4.NF.C.6</p> <ul style="list-style-type: none"> • I can use decimal notation for fractions with denominators 10 or 100 <p>Tasks:</p> <ul style="list-style-type: none"> • Go Math Lesson 9-6: Add Fractional Parts of 10 and 100 • Lesson 10: Problem Set: Decimals • Lesson 10: Homework: Decimals
Day 28	<p>Topic: Relate Fractions to Decimals Learning Target: 4.NF.C.6</p> <ul style="list-style-type: none"> • I can use decimal notation for fractions with denominators 10 or 100 <p>Tasks:</p> <ul style="list-style-type: none"> • Go Math Lesson 9-7: Compare Decimals • Lesson 7: Problem Set: Decimals • Lesson 7: Homework: Decimals
Day 29	<p>Topic: Relate Fractions to Decimals Learning Target: 4.NF.C.6</p> <ul style="list-style-type: none"> • I can use decimal notation for fractions with denominators 10 or 100 <p>Tasks:</p> <ul style="list-style-type: none"> • Go Math Chapter 9 Review/Test
Day 30	<p>Topic: Relate Fractions to Decimals Learning Target: 4.NF.C.6</p> <ul style="list-style-type: none"> • I can use decimal notation for fractions with denominators 10 or 100 <p>Tasks:</p> <ul style="list-style-type: none"> • Unit 4: Decimal Assessment