

## Module 6: Decimal Fractions (Trimester 3: 20 Days)

Topic A	Exploration of Tenths		<b>4.NF.6</b> 4.NBT.1 4.MD.1
Topic B	Tenths and Hundredths		<b>4.NF.5 4.NF.6</b> 4.NBT.1 4.NF.1 4.NF.7 4.MD.1
Topic C	Decimal Comparison		<b>4.NF.7</b> 4.MD.1 4.MD.2
ASSESSMENT	4.NF.7	Reporting Strand: Understands and compares decimal notation for fractions	Report Card: 0-4
Topic D	Addition with Tenths and Hundredths		<b>4.NF.5 4.NF.6</b> 4.NF.3 4.MD.1
Topic E	Money Amounts as Decimal Numbers		<b>4.MD.2</b> 4.NF.5 4.NF.6
ASSESSMENT	4.NF.5, 4.NF.6	Reporting Strand: Understands and compares decimal notation for fractions	Report Card: 0-4

**4.NF.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. (Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general. But addition and subtraction with unlike denominators in general is not a requirement at this grade.) *For example, express  $\frac{3}{10}$  as  $\frac{30}{100}$ , and add  $\frac{3}{10} + \frac{4}{100} = \frac{34}{100}$ .*

**4.NF.6** Use decimal notation for fractions with denominators 10 or 100. *For example, rewrite 0.62 as  $\frac{62}{100}$ ; describe a length as 0.62 meters; locate 0.62 on a number line diagram.*

**4.NF.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, e.g., by using a visual model

**4.MD.2** Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.

### Reporting Strand: Understands and compares decimal notation for fractions

CCSS	4 – Mastery	3- Proficient	2 – Basic	1 – Below Basic	0 – No Evidence
4.NF.5 4.NF.6	Can extend thinking beyond the standard, including tasks that may involve one of the following: <ul style="list-style-type: none"> <li>• Designing</li> <li>• Connecting</li> <li>• Synthesizing</li> <li>• Applying</li> <li>• Justifying</li> <li>• Critiquing</li> <li>• Analyzing</li> </ul>	Do <b>all</b> of the following with decimal fractions: <ul style="list-style-type: none"> <li>• Express fractions with denominators of 10 as fractions with denominators of 100</li> <li>• Add two fractions with denominators of 10 and 100 by writing 10 as an equivalent fraction with a denominator of 100.</li> <li>• Rewrite decimal notation as fractions with denominators 10 or 100.</li> </ul>	Do <b>2</b> of the following with decimal fractions: <ul style="list-style-type: none"> <li>• Express fractions with denominators of 10 as fractions with denominators of 100</li> <li>• Add two fractions with denominators of 10 and 100 by writing 10 as an equivalent fraction with a denominator of 100.</li> <li>• Rewrite decimal notation as fractions with denominators 10 or 100.</li> </ul>	Do <b>1</b> of the following with decimal fractions: <ul style="list-style-type: none"> <li>• Express fractions with denominators of 10 as fractions with denominators of 100</li> <li>• Add two fractions with denominators of 10 and 100 by writing 10 as an equivalent fraction with a denominator of 100.</li> <li>• Rewrite decimal notation as fractions with denominators 10 or 100.</li> </ul>	Little evidence of reasoning or application to solve the problem  Does not meet the criteria in a level 1
4.NF.7	<ul style="list-style-type: none"> <li>• Creating</li> <li>• Proving</li> </ul>	Compare two decimals to the hundredths (using the symbols $>$ , $=$ , or $<$ ) <b>and justify by using a visual model.</b>	Compare two decimals to the hundredths (using the symbols $>$ , $=$ , or $<$ )	Compare two decimals to the tenths (using the symbols $>$ , $=$ , or $<$ )	

### Entiende y compara la notación decimal para fracciones

CCSS	4 – Dominio	3- Apto	2 – Básico	1 – Por debajo de lo Básico	0 – No hay Evidencia
4.NF.5 4.NF.6	Puede pensar más allá del estándar, incluyendo tareas que puedan involucrar uno de los siguientes aspectos: <ul style="list-style-type: none"> <li>• Diseñar</li> <li>• Conectar</li> <li>• Sintetizar</li> <li>• Aplicar</li> <li>• Justificar</li> <li>• Criticar</li> <li>• Analizar</li> <li>• Crear</li> </ul>	Hace <b>todo</b> lo siguiente con fracciones decimales: <ul style="list-style-type: none"> <li>• Expresan una fracción con denominador 10 como una fracción equivalente con denominador 1000</li> <li>• Suma dos fracciones con denominadores de 10 y 100 escribiendo 10 como una fracción equivalente con un denominador de 100.</li> <li>• Reescribe la notación decimal como fracciones con denominadores de 10 o 100.</li> </ul>	Hace <b>dos</b> de lo siguiente con fracciones decimales: <ul style="list-style-type: none"> <li>• Expresan una fracción con denominador 10 como una fracción equivalente con denominador 1000</li> <li>• Suma dos fracciones con denominadores de 10 y 100 escribiendo 10 como una fracción equivalente con un denominador de 100.</li> <li>• Reescribe la notación decimal como fracciones con denominadores de 10 o 100.</li> </ul>	Hace <b>uno</b> de lo siguiente con fracciones decimales: <ul style="list-style-type: none"> <li>• Expresan una fracción con denominador 10 como una fracción equivalente con denominador 1000</li> <li>• Suma dos fracciones con denominadores de 10 y 100 escribiendo 10 como una fracción equivalente con un denominador de 100.</li> <li>• Reescribe la notación decimal como fracciones con denominadores de 10 o 100.</li> </ul>	Hay poca evidencia de razonamiento o aplicación para resolver el problema  No reúne los criterios del nivel 1
4.NF.7	<ul style="list-style-type: none"> <li>• Demostrar</li> </ul>	Compara dos decimales a la centésima (usando los símbolos $>$ , $=$ , o $<$ ) <b>y lo justifica usando un modelo visual.</b>	Compara dos decimales a la centésima (usando los símbolos $>$ , $=$ , o $<$ )	Compara dos decimales a la decena (usando los símbolos $>$ , $=$ , o $<$ )	