**Fourth Grade Math Unit 5 Guide**

As we go through this unit, we will periodically return to this unit guide so that you can self-assess whether you have mastered the standards and elements that have been taught so far in class. Unit test date\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**NF.5** Express a fraction with a denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators of 10 and 100. For example, express as , and add + = .

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| Learning Targets | Yes! | Not yet. |
| I can change fractions with a denominator of 10 to an equivalent fraction with a denominator of 100, and change a fraction with a denominator of 100 to an equivalent fraction with a denominator of 10. |  |  |
| I can add and subtract fractions with denominators of 10, 100, or combinations of 10 and 100 (by finding a common denominator). |  |  |
| I can solve word problems containing the addition and subtraction of fractions with denominators of 10 and 100. |  |  |

**NF.6** Use decimal notation for fractions with denominators of 10 or 100. For example, rewrite 0.62 as ; describe a length as 0.62 meters; locate 0.62 on a number line diagram.

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| Learning Targets | Yes! | Not yet. |
| I can exchange fractions with denominators of 10 or 100 into decimals. |  |  |
| I can exchange decimals with tenths and hundredths into fractions with denominators of 10 or 100. |  |  |
| I can solve addition and subtraction word problems involving decimals and fractions. |  |  |

**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 the comparisons with the symbols <, =, or >, and justify the conclusions, e.g. by using a visual model.

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| Learning Targets | Yes! | Not yet. |
| I can draw and interpret models of tenths and hundredths as decimals. |  |  |
| I can explain that when comparing decimals the whole must be the same size. |  |  |
| I can compare and order decimals and fractions on a number line and by using <, > and =. |  |  |