

Fourth Grade

Fraction and Decimal Equivalence

Fraction and Decimal Grid

These activities extend the puzzles and the concepts learned in the puzzles throughout the week. The activities might be tasks, word problems, journal writing activities, or hands-on activities designed to deepen student understanding and help students make connections.

Some of the activities listed below work well in a remote environment and can be easily added to your virtual classroom. The activities that can be used remotely are designated as such.

	 Give each student a Four Hundreds Grid Math Mat. Have students explore and find other common fraction equivalents on the hundred grid (e.g., 25/100 = 1/4).
	 Give each student a Four Hundreds Grid Math Mat. Have students explore and compare decimal fractions to money using the hundred grid (e.g., 25/100 = \$0.25; one quarter, etc.)
FOUR HUNDRED GRIDS MATH MAT	 Give students whiteboards, dry eraser markers and the Four Hundreds Grid Math Mat. Display the first puzzle in Level 3. Ask students to look at the two numbers shown in the puzzle and compare them. Ask students to use a model to represent both numbers. Have students record their comparison using >, < or =. Share students' thinking and ask them to justify their answers.
FOUR HUNDRED GRIDS MATH MAT	 Pair up students. Give each pair of students 2 whiteboards, dry eraser markers and a Four Hundreds Grid Math Mat. On their whiteboards, ask student #1 to write a decimal to the hundredths place and ask student #2 to write a fraction with a denominator of 10 or 100. Ask the students to work together to add the two numbers and show their thinking and strategy on a hundreds grid. Share student problems and solutions. Ask students to switch roles and repeat.
Pr2ZLE TALK Pr2-Work Pr2-Work Name: Date: Solve 321 x 45 using two different strategies?	• If you are using Puzzle Talks as part of your remote learning plan, it is important to think about how to maximize the learning in the virtual environment. One strategy might be to do Pre-Work. Pre-Work encourages students to think about the concept prior to the Puzzle Talk.



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How are decimals and fractions related? Explain.

Common denominators are used to add two fractions together. How could you use this idea to solve 3/10 + .04?

Brendan says that 4.50 and 4 $^{1\!\!/_2}$ represent the same number. Is he correct? Why or why not?