UNIT 6 - LESSON PLANS

| **Class** | Math 4 | **Topic** | **Money as Decimals** | **Lesson** | 6 | **Of** | 6 |

Objective	Students will: Students will be able to use place-value charts to read and write money as decimals including tenths and hundredths. Students will be able to understand the relationship between decimals and money.
"I Can" Statement	I can apply my understanding of tenths and hundredths to express money amounts in decimal forms.

Common Core Standards	CCSS.MATH.CONTENT.4.NF.C.5 CCSS.MATH.CONTENT.4.NF.C.6 CCSS.MATH.CONTENT.4.MD.A.2

- 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.[2] *For example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100.*

- Use decimal notation for fractions with denominators 10 or 100. *For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram.*

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- 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

Bell Work	See Bell Work 6-6

Procedures	1. Start and lead student discussion related to the bell work. 2. Distribute the Guided Notes 3. Present lesson or play a video lesson. 4. Use an Online Activity if time permitted. 5. Distribute Lesson Assignment.

Assessment	Bell Work 6-6 Assignment 6-6 Exit Quiz 6-6

Additional Resources	See Online Activities