Lesson 17: Sumas de décimos y centésimos

Standards Alignments

Building On   4.NF.A.1, 4.NF.A.2
Addressing   4.NF.C.5

Teacher-facing Learning Goals

- Use equivalent fractions to add tenths and hundredths, where the sum is greater than 1.

Student-facing Learning Goals

- Sumemos más décimos y centésimos.

Lesson Purpose

The purpose of this lesson is for students to use equivalent fractions to add tenths and hundredths, where the sum is greater than 1.

Prior to this lesson, students learned to combine tenths and hundredths up to a sum of 1. In this lesson, they extend that work to include larger fractions and continue to build their ability to identify equivalent fractions that are helpful for finding sums.

They also encounter some equations involving unknown addends. While subtracting tenths and hundredths is not an expectation at this point, students can reason about the unknown addends by relying on their understanding of addition, their experience with decomposing a fraction into a sum, and their knowledge of equivalence.

Access for:

⬤ Students with Disabilities

- Engagement (Activity 2)

🌐 English Learners

- MLR8 (Activity 1)

Instructional Routines

Card Sort (Activity 1), Which One Doesn't Belong? (Warm-up)

Materials to Gather

- Sticky notes: Activity 1

Materials to Copy

- Card Sort: Less Than, Equal to, or Greater Than 1 (groups of 2): Activity 1
- Fraction Action: Tenths, Hundredths

Lesson Timeline

Warm-up	10 min
Activity 1	20 min
Activity 2	15 min
Activity 3	20 min
Lesson Synthesis	10 min
Cool-down	5 min

Teacher Reflection Question

What questions that you asked supported students' thinking about equivalence and addition of fractions today? What did students say or do that showed they were effective?

Cool-down (to be completed at the end of the lesson) 🕐 5 min

Fracciones que faltan

Standards Alignments

Addressing   4.NF.C.5

Student-facing Task Statement

A cada ecuación le falta una fracción en décimos o en centésimos. En cada caso, encuentra la fracción que hace que la ecuación sea verdadera.

1. $\frac{26}{100} + \frac{8}{10} = $ _____

2. $\frac{7}{10} + $ _____ $= \frac{92}{100}$

3. _____ $+ \frac{8}{100} = \frac{128}{100}$

4. $\frac{12}{100} + \frac{12}{10} = $ _____

Student Responses

1. $\frac{106}{100}$ or $1\frac{6}{100}$

2. $\frac{22}{100}$

3. $\frac{12}{10}$ or $\frac{120}{100}$

4. $\frac{132}{100}$ or $1\frac{32}{100}$