

Name: _____

Date: _____

Unit Problem: Unit 5 Fractions and Decimals

Knowledge (K) - Information, facts, and acquisition of skills Application (A) - The use of knowledge and skills for practical application, inquiry, and problem solving Communication (C) - The ability to develop and explore ideas and express what has been learned	K	A	C
SO7: Demonstrate an understanding of fractions by using concrete, pictorial and symbolic representations to: <ul style="list-style-type: none">• create sets of equivalent fractions• compare fractions with like and unlike denominators			
SO8: Describe and represent decimals (tenths, hundredths, thousandths), concretely, pictorially and symbolically			
SO9: Relate decimals to fractions and fractions to decimals (to thousandths)			
SO10: Compare and order decimals (to thousandths) by using: <ul style="list-style-type: none">• Benchmarks• place value• equivalent decimals			
SO11: Demonstrate an understanding of addition and subtraction of decimals (limited to thousandths)			

Part A

Use numbers, pictures, or words to explain what it means when fractions are equivalent.

You have learned a variety of strategies for comparing fractions.
Which strategy do you find easiest? Explain why.

A student says that 7.52 is to the left of 7.516 on a number line because 52 is less than 516.
Is the student correct? Explain your answer.

How is subtracting decimals like subtracting whole numbers?
How is it different?
Use words, pictures, or numbers to explain.

Part B

Design a garden for your school!

Here are some guidelines.

The garden must be:

- a rectangle
- planted with at least 7 different items
- $\frac{1}{5}$ flowers
- $\frac{3}{10}$ carrots and/or radishes
- $\frac{30}{100}$ corn and tomatoes
- The tomatoes section is twice the size of the corn section

Draw your garden on grid paper.

Label each section clearly.

What fraction of the garden does each section represent?

What decimal does each section represent?

Write 2 story problems about your garden:

- One problem involves adding decimals
- The other problem involves subtracting decimals