

Lesson 2: Equivalent Decimals

Standards Alignments

Addressing 4.NF.C.5, 4.NF.C.6, 4.NF.C.7

Teacher-facing Learning Goals

- Reason about equivalent tenths and hundredths in decimal notation.

Student-facing Learning Goals

- Let's think about equivalent decimals.

Lesson Purpose

The purpose of this lesson is for students to reason about equivalent tenths and hundredths in decimal notation.

Previously, students learned to represent tenths and hundredths shaded on a grid as decimals and fractions. They continue to build their understanding of decimals in this lesson and take a closer look at decimals that are equivalent (for example, 0.2 and 0.20). They articulate why the same value can be expressed in two different ways. They also encounter decimals in equations and on number lines, and use these representations to reason about equivalence.

Access for:

Students with Disabilities

- Representation (Activity 1)

Instructional Routines

Card Sort (Activity 1), MLR1 Stronger and Clearer Each Time (Activity 2), True or False (Warm-up)

Materials to Copy

- Card Sort: Diagrams of Fractions & Decimals (groups of 2): Activity 1

Lesson Timeline

Warm-up	10 min
Activity 1	15 min

Teacher Reflection Question

Which students did you not hear from today? Review your class list and try to recall something each student did or said. Make note of the students you missed. How will you bring their

Activity 2	20 min
------------	--------

voices into the lesson tomorrow?

Lesson Synthesis	10 min
------------------	--------

Cool-down	5 min
-----------	-------

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

🕒 5 min

Equal or Not Equal?

Standards Alignments

Addressing 4.NF.C.7

Student-facing Task Statement

1. Select **all** the statements that are true.
 - a. $0.2 = 0.20$
 - b. $5.40 = 5.04$
 - c. $1.30 = 1.3$
 - d. $0.07 = 0.70$
 - e. $2.05 = 2.5$
2. Which of these numbers is equivalent to 0.9? Explain how you know they are equivalent.
 - a. 0.09
 - b. 0.90
 - c. 9.0
 - d. 9.09

Student Responses

1. A and C
2. B. 0.90. Sample response: 0.9 is $\frac{9}{10}$, which is equivalent to $\frac{90}{100}$. $\frac{90}{100}$ written as a decimal is 0.90.