

Common Core 4th Grade Math Lesson 4 Homework 4 3 Answer Key

Common Core 4th Grade Math Lesson 4 Homework 4 3 Answer Key Common Core 4th Grade Math Lesson 443 Homework Answer Key Mastering Fractions and Decimals This article provides a comprehensive answer key to the homework assignment for Lesson 443 in a 4thgrade Common Core math curriculum This lesson focuses on a fundamental aspect of math understanding the relationship between fractions and decimals By working through these problems students strengthen their ability to represent fractions as decimals and vice versa laying a solid foundation for future mathematical concepts Lesson Objectives Students will be able to convert fractions to decimals and decimals to fractions Students will be able to identify equivalent fractions and decimals Students will be able to solve word problems involving fractions and decimals Homework Problems and Solutions Problem 1 Directions Write the following fractions as decimals a $\frac{1}{2}$ b $\frac{3}{4}$ c $\frac{1}{10}$ d $\frac{3}{5}$ Solutions a 0.5 b 0.75 c 0.1 d 0.6 Explanation To convert a fraction to a decimal divide the numerator by the denominator For example in problem a 1 divided by 2 equals 0.5 Problem 2 Directions Write the following decimals as fractions in simplest form a 0.25 b 0.6 c 0.8 d 0.33 Solutions a $\frac{1}{4}$ b $\frac{3}{5}$ c $\frac{4}{5}$ d $\frac{1}{3}$ Explanation To convert a decimal to a fraction consider the place value of the last digit For example in problem a the last digit 5 is in the hundredths place so the fraction is $\frac{25}{100}$ This fraction can be simplified by dividing both numerator and denominator by their greatest common factor 25 resulting in $\frac{1}{4}$ Problem 3 Directions Write the equivalent decimal for each fraction Then circle the fractions that are equivalent a $\frac{1}{4}$ b $\frac{2}{8}$ c $\frac{3}{6}$ d $\frac{5}{10}$ Solutions a 0.25 b 0.25 c 0.5 d 0.5 Circle a $\frac{1}{4}$ and b $\frac{2}{8}$ c $\frac{3}{6}$ and d $\frac{5}{10}$ Explanation Equivalent fractions represent the same portion of a whole In this problem $\frac{1}{4}$ and $\frac{2}{8}$ are equivalent because they both represent the same value 0.25 Similarly $\frac{3}{6}$ and $\frac{5}{10}$ are 3 equivalent both representing 0.5 Problem 4 Directions Solve the following word problems a Sarah ate $\frac{1}{4}$ of her pizza What decimal represents the portion of pizza she ate b David ran 0.75 miles What fraction of a mile did he run Solutions a 0.25 Sarah ate 0.25 of her pizza b $\frac{3}{4}$ David ran $\frac{3}{4}$ of a mile Explanation These word problems require

students to apply their understanding of converting between fractions and decimals in real-life scenarios

Problem 5 Directions
Circle the larger number in each pair
a $\frac{1}{2}$ or $\frac{6}{10}$ b $\frac{7}{10}$ or $\frac{2}{3}$ c $\frac{1}{3}$ or $\frac{3}{10}$

Solutions
a $\frac{6}{10}$ is larger than $\frac{1}{2}$ b $\frac{7}{10}$ is larger than $\frac{2}{3}$ c $\frac{3}{10}$ is larger than $\frac{1}{3}$

Explanation
This problem encourages students to compare fractions and decimals directly. To make the comparison easier, they can convert the fractions to decimals or vice versa.

Conclusion
This homework assignment reinforces the key concepts covered in Lesson 4.4.3, focusing on the relationship between fractions and decimals. By successfully completing these problems, students demonstrate their understanding of this fundamental mathematical relationship and lay a strong foundation for future learning in math 4.

Additional Tips for Parents and Teachers
Encourage students to use visual aids like fraction bars or number lines to help them visualize the relationships between fractions and decimals. Provide students with opportunities to practice converting between fractions and decimals in various contexts, including real-life situations. Emphasize the importance of understanding the concepts rather than simply memorizing formulas. Remember, mastering the connection between fractions and decimals is a crucial step in building a solid foundation for future mathematical success.

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