Just In Time Quick Check
Standard of Learning (SOL) 4.3a

Strand: Number and Number Sense

Standard of Learning (SOL) 4.3a
The student will read, write, represent, and identify decimals expressed through thousandths.

Grade Level Skills:

- Read and write decimals expressed through thousandths, using base-ten manipulatives, drawings, and numerical symbols.
- Represent and identify decimals expressed through thousandths, using base-ten manipulatives, pictorial representations, and numerical symbols (e.g., relate the appropriate drawing to 0.05).
- Investigate the ten-to-one place value relationship for decimals through thousandths, using base-ten manipulatives (e.g., place value mats/charts, decimal squares, and base-ten blocks).
- Identify and communicate, both orally and in written form, the position and value of a decimal through thousandths (e.g., given 0.385, the 8 is in the hundredths place and has a value of 0.08).

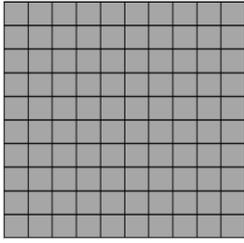## Just in Time Quick Check

Just in Time Quick Check Teacher Notes

Supporting Resources:

- VDOE Mathematics Instructional Plans (MIPS)
    - 4.3a - Reading and Writing Decimals (Word) / PDF Version
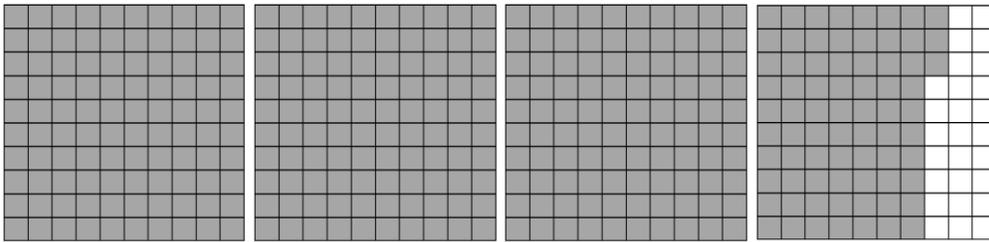- VDOE Word Wall Cards: Grade 4 (Word) | (PDF)
    - Decimal Place Value Position

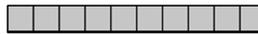## Supporting and Prerequisite SOL: 4.1a, 3.1a, 3.1b, 3.1c, 3.2a, 3.2b, 3.2c

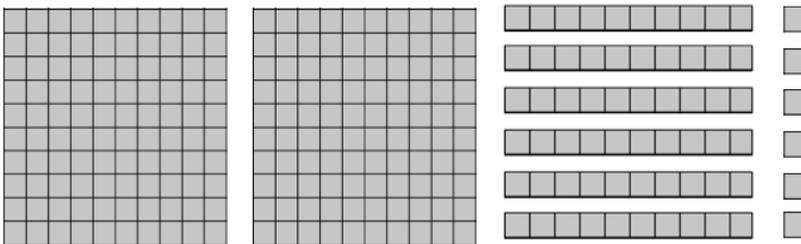1. This model represents one whole.

   What decimal number does this model represent?

2. This model represents one whole.

   What decimal number does this model represent?

3. Complete the chart to show the place value of each digit in the number 7.524.
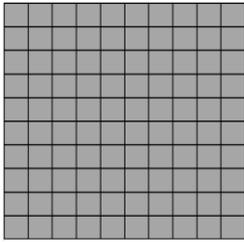
Digit	Place	Value
5	tenths	
4		
7	ones	
2		0.02

4. Write this decimal number in standard form.

   "nine hundred eighty-one thousandths"

SOL 4.3a - Just in Time Quick Check Teacher Notes
Common Errors/Misconceptions and their Possible Indications

1. This model represents one whole.

What decimal number does this model represent?
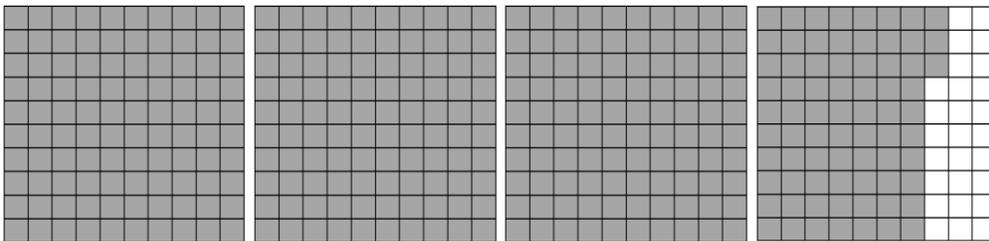
A common error for some students is to use whole number base-ten place value thinking rather than recognizing that this model represents a decimal number. Instead of recognizing the whole as one unit, some students may transfer the whole number value of the "flat" and read it as one hundred.
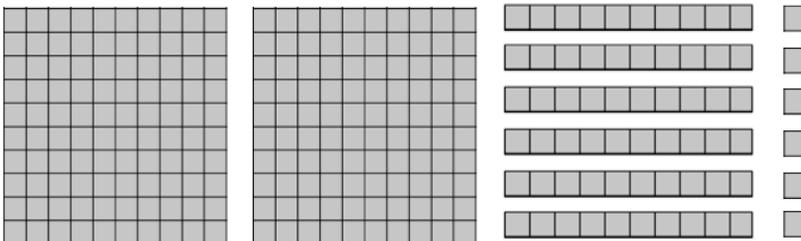
In this question, students may write this number as 373 instead of writing it correctly as decimal number 3.73

Provide students with multiple practice opportunities arranging flats, rods, and units to create decimal numbers in a place value chart based on a teacher-defined whole. It would also be helpful for students to place digit cards in the chart to label their block representation with the standard form of the decimal number.

2. This model represents one whole.

What decimal number does this model represent?

3. Complete the chart to show the place value of each digit in the number 7.524.

Digit	Place	Value
5	tenths	
4		
7	ones	
2		0.02

4. Write this decimal number in standard form.

"nine hundred eighty-one thousandths"