

Play-dough Decimals 4th Grade

Objective: Conceptual development of decimals to hundredths place

Materials: Play-dough (1 small can for every 2-3 students)
Rulers

- Each container of play-dough is divided among 2 to 3 students.
- The students roll their play-dough in a ball.
- Announce that they each have one ball of play-dough.
- Ask them to roll their ball into a long snake.
- Then they are to take the edge of their ruler and divide the snake in 10 equal sections.
- Ask ~
 - How many parts of the whole do we have?
 - What is the name for one part?
 - What does 1 in the numerator refer to?
 - What does the 10 in the denominator refer to?
 - There is another way to write $1/10$. It is a type of fraction called a decimal. 0.1
 - Suppose we take 2 parts of the whole thing.
 - How would we write that as a common fraction?
 - How would we write it as a decimal fraction?
 - Continue with other tenths.
- Ask then to take one of their tenths and roll it into a long snake and with their ruler divide the snake in 10 equal sections.
- Have them continue dividing each of their tenths in the same manner until they get the idea that each tenth will represent 10 more little sections.
- Ask~
 - If we divide 3 of our tenths, how many little pieces will we have?
 - If we divide 8 of our tenths, how many little pieces will we have?
 - If we divide all 10 of our tenths, how many little pieces will we have?
 - How many parts of the whole do we have?
 - What is the name for one part?
 - What does 1 in the numerator refer to?
 - What does the 100 in the denominator refer to?
 - There is another way to write $1/100$. It is a type of fraction called a decimal. 0.01
 - Suppose we take 2 parts of the whole thing.
 - How would we write that as a common fraction?
 - How would we write it as a decimal fraction?
 - Continue with other hundredths.