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ST. 63 98.8 98.8 9.1 10.4	- 12.57 Agango	STeconois 5.6 + 1.3	4.3 + 6.7 Battle of the Decimals
Potato Skins       \$7.37       Chicken and Gravy         Nachos       \$5.18       Spaghetti and         Buffalo Wings       \$8.66       Metitoalis       \$8.25         Chips & Salsa       \$6.42       Grilled Cheese       \$6.51         Jalapeno Poppers       \$7.56       Pizza Slice       \$6.23         SoupS AND SALADS       Sides       Sides       Ad a side to your meal to really fill you up.	Chocolate Cake Sorro'S CAFG Apple Pie Slice Cookies (three) Cheesecake Brownie Drizzle Control States Cookies (three) Brownie Drizzle Cookies (three) Cheesecake Cookies (three) Cookies (three) Brownie Drizzle Cookies (three) Cookies (thr	k shate price of 2,3 + 4,5	Battle of the Decimals 4.2 + 0.07 4.5 + 4.23
Chef Salad         \$7.37         French Fries         \$3.76           French Onion         \$5.18         Green Beans         \$2.42           Creamy Potato         \$8.66         Fresh Fruit         \$3.86           Chicken Mondle         \$3.86         \$100 min         \$3.86	Soda Pop \$1.87 Lemonade	Image: State of the Decimals         5.8 + 0           6.8 + 9.7         10	189 Ihe Owl TEACHER

## Unit Overview

Lesson 1 How do we estimate sums and differences in decimals?	Lesson 2 What strategies can we use to add decimals? (place value)	Lesson 3 What strategies can we use to add decimals? (split)	Lesson 4 What strategies can we use to add decimals? (jump)	Lesson 5 What strategies can we use to add decimals? (shortcut)
pg.18	pg. 27	pg.39	pg. 47	pg. 56
Lesson 6 How can the properties of addition help us add decimals? pg. 66	Lesson 7 What strategies can we use to subtract decimals? (place value) pg. 74	Lesson 8 What strategies can we use to subtract decimals? (split) pg. 83	Lesson 9 What strategies can we use to subtract decimals? (jump) pg. 92	Lesson 10 What strategies can we use to subtract decimals? (shortcut) pg. 98
Lesson 11 How can we add decimals using the traditional algorithm?	Lesson 12 How can we add decimals using the traditional algorithm?	Lesson 13 How can we subtract decimals using the traditional algorithm?	Lesson 14 How can we subtract decimals using the traditional algorithm?	Lesson 15 Show what you know (unit review)
pg. 104	pg. 111	pg. 119	pg. 127	pg.130

Pretest pgs. 6 - 9

Post test pgs. 140 - 143

## Standards Addressed

#### 5.NBT.B.7

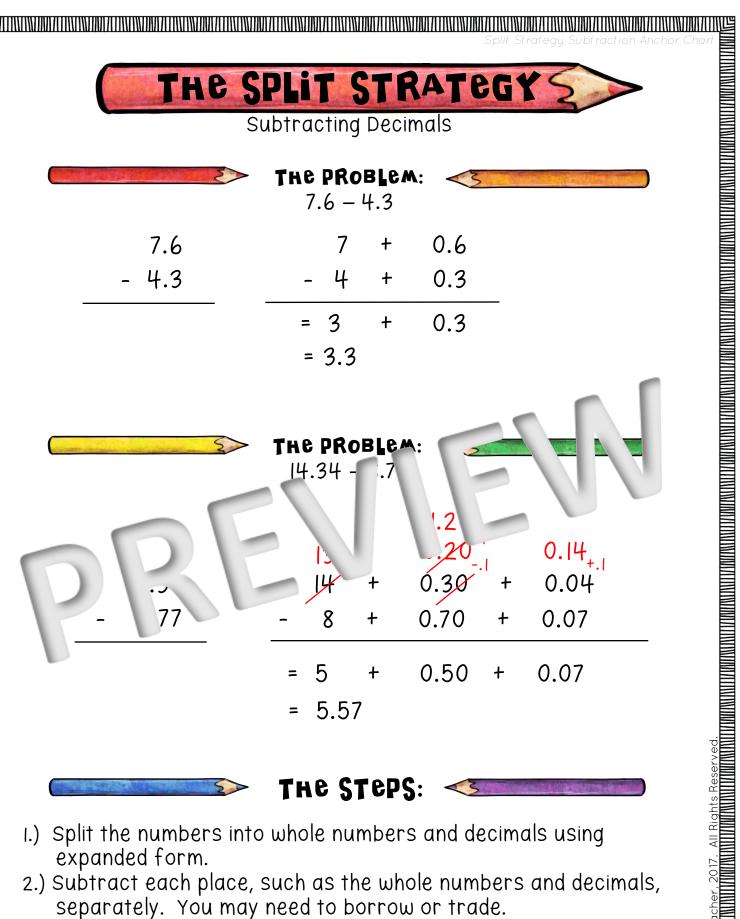
Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

## Vocabulary Covered

- Decimal Subtrahend Identity Property Shortcut Strategy Split Strategy Tenth
- Algorithm Decompose Commutative Property Number Line Estimate Hundredth
- Minuend Expanded Form Associative Property Jump Strategy Reasonable Thousandth

## lesson 8: What strategies can we use to subtract decimals?

I Can Statement I can use the split strategy to subtract decimals.	CCSS 5.NBT.7
<b>Vocabulary</b> None new (reviewing decompose, expanded fo	orm, subtrahend, minuend)
<b>Materials</b> Split Strategy Subtraction Anchor Chart; Activ Sheet (Optional Practice)	e Engagement INB Piece; Squirrel Game; Squirrel
this strategy when we were adding decimals. decompose our numbers, we subtract them. F numbers 7.6 - 4.3. First, I would break up my r and then, I would break up my subtrahend so i difference between the tenths place and then is 3. Now I just take my two numbers and push and 0.3 is 3.3. Just like before, I am going to d answer is reasonable because the 'w' good to trade. (Demonstrate how Joive a su good to trade. (Demonstrate how Joive a su good to trade. See the Source of the 'w' good the 'w' good 'w' thre' have oble 'w' good the 'w' good 'w' thre' have oble 'w' good the 'w' will need to ut out and glue into your undern 'h its flap. When you are finished, we Engagement INB Piece and give students a few who are struggling. After a few minutes call or answer.)	me thing, but without the base ten blocks. I numbers, in this case our minuend and alues, or extend them. If you remember, we used It was called the split strategy. After we for example, let's say that I want to subtrom the minuend by place value so it is now ' and 's', t is 4 and 0.3. Next I am ing the ' the the ones. So, ( ) us 0. 0.3 m im is 4 in the n k k to ther into e and dit m b, 3 loud chick by the ing to all sur- od their ticid do. Now, so measure need the or bar with the where you would need to how hart the guid is indexes and think aloud Remember, it is just like the split strategy with borrowing. I have an interactive notebook piece in notebook. Then you will complete the problem e will go over the answer. (Pass out the Active is minutes to start it. Take note of any students
squirrel game, you will put it away and comple	nd solving the problem. When you solve the e acorn with that answer. If it is there and not g colored in with your partner's color or it's not erns in a row wins! When you are finished with the ete this sheet independently.
Intervention Have students create a number with base ten blocks and find 3 other ways to represent it by breaking it up. Consider starting with smaller, whole numbers if needed.	<b>Extension</b> Ask students to explain how to solve these problems in written form, as if they were explaining it to a younger child.
<b>Closing</b> Have students think-pair-share a time when th	is strategy could be useful in real life.

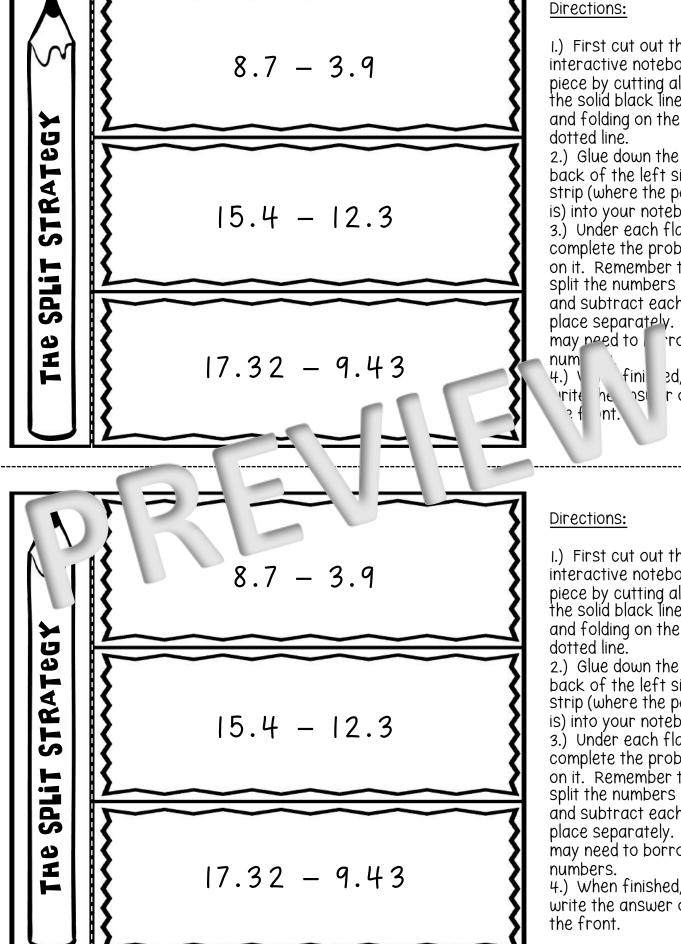


3.) Then add the whole numbers and decimals back together for the total answer.



I.) First cut out the interactive notebook piece by cutting along the solid black lines and folding on the dotted line. 2.) Glue down the back of the left side strip (where the pencil is) into your notebook. 3.) Under each flap complete the problem on it. Remember to split the numbers up and subtract each place separately. You may need to `row num 4.) \ fini 2d, rit€ he isi ron

I.) First cut out the interactive notebook piece by cutting along the solid black lines and folding on the dotted line. 2.) Glue down the back of the left side strip (where the pencil is) into your notebook. 3.) Under each flap complete the problem on it. Remember to split the numbers up and subtract each place separately. You may need to borrow numbers. 4.) When finished, write the answer on the front.



#### Directions:

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STRATEGY 15.4 - 12.315 + 0.4=3.1 12 + 0.3+ 0.13 D 5 17.32 9.43 2+1 لك 16 -1 0.2-0.1 0.12+0.1 Ī + 0.3 + 0.02 +0.4+0.03+0.8+0.8.7 3.9 STRATEGY 15.4 - 12.3SPLiT H C 17.32 - 9.43

8.7

4 +

KEY

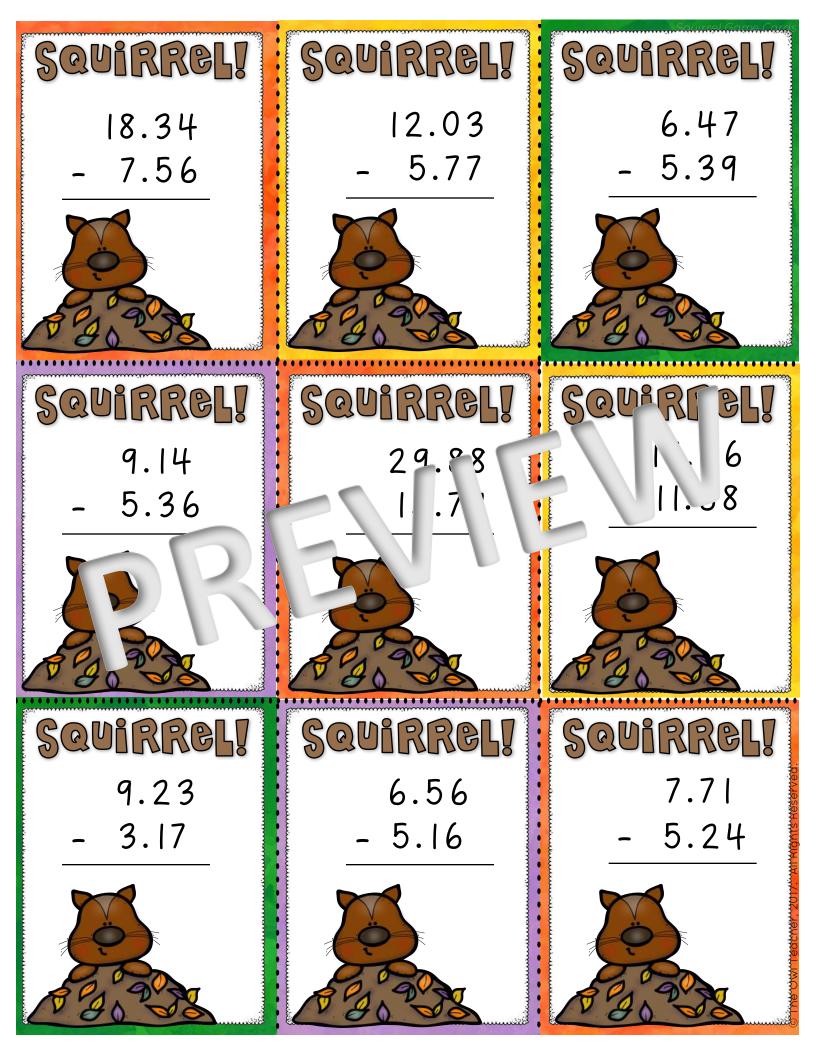
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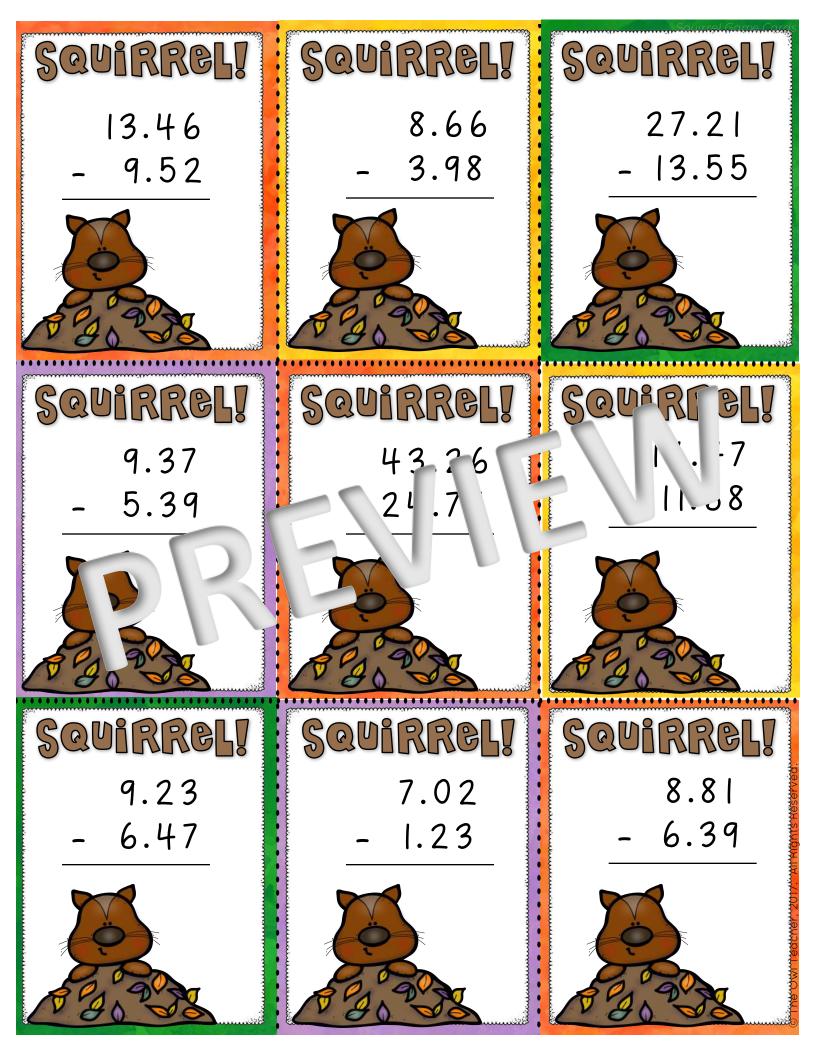
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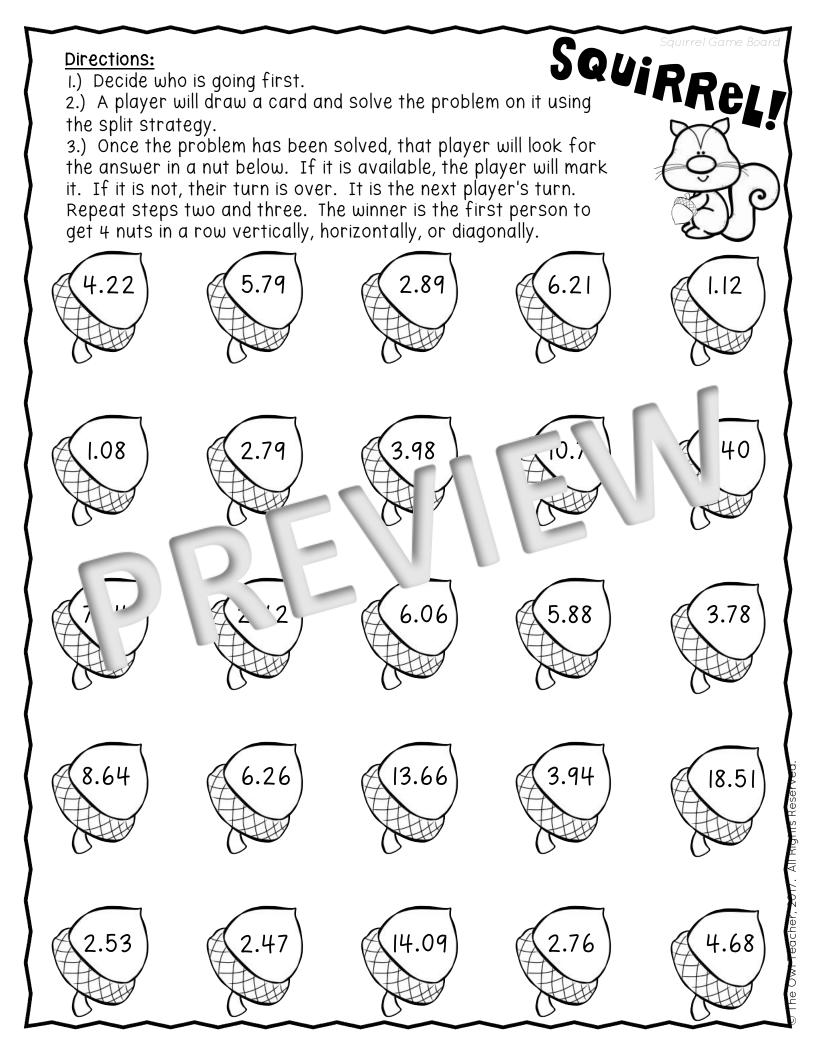
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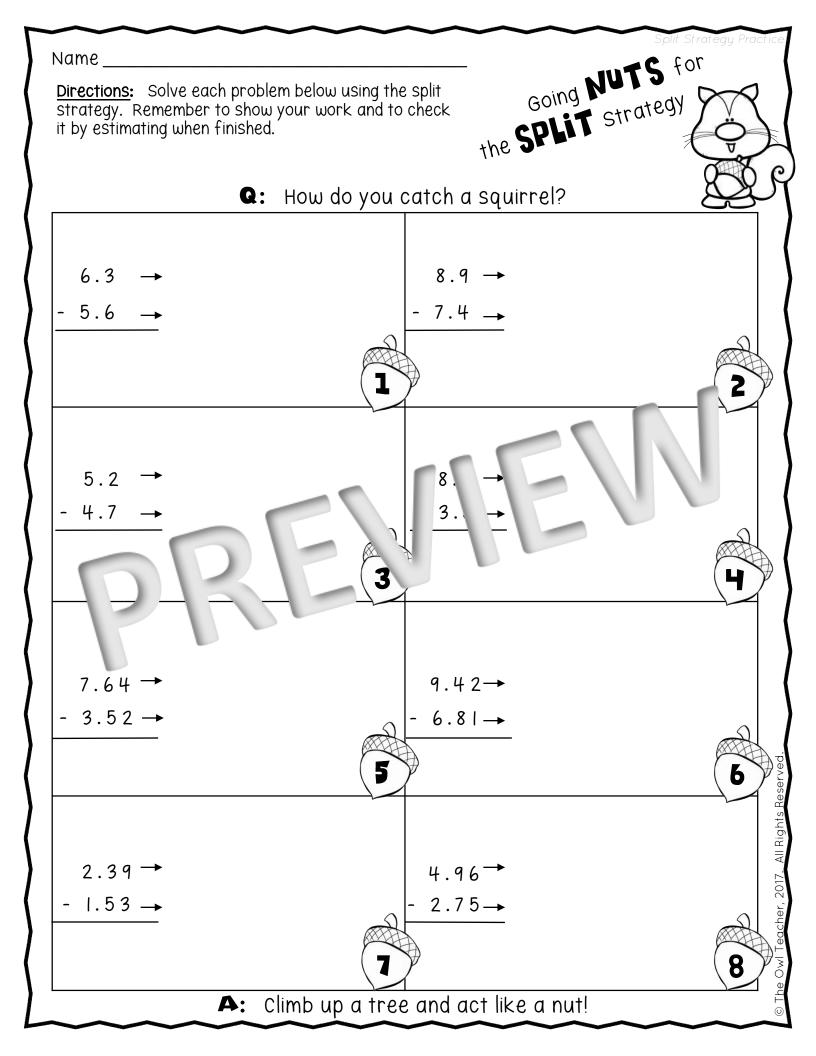
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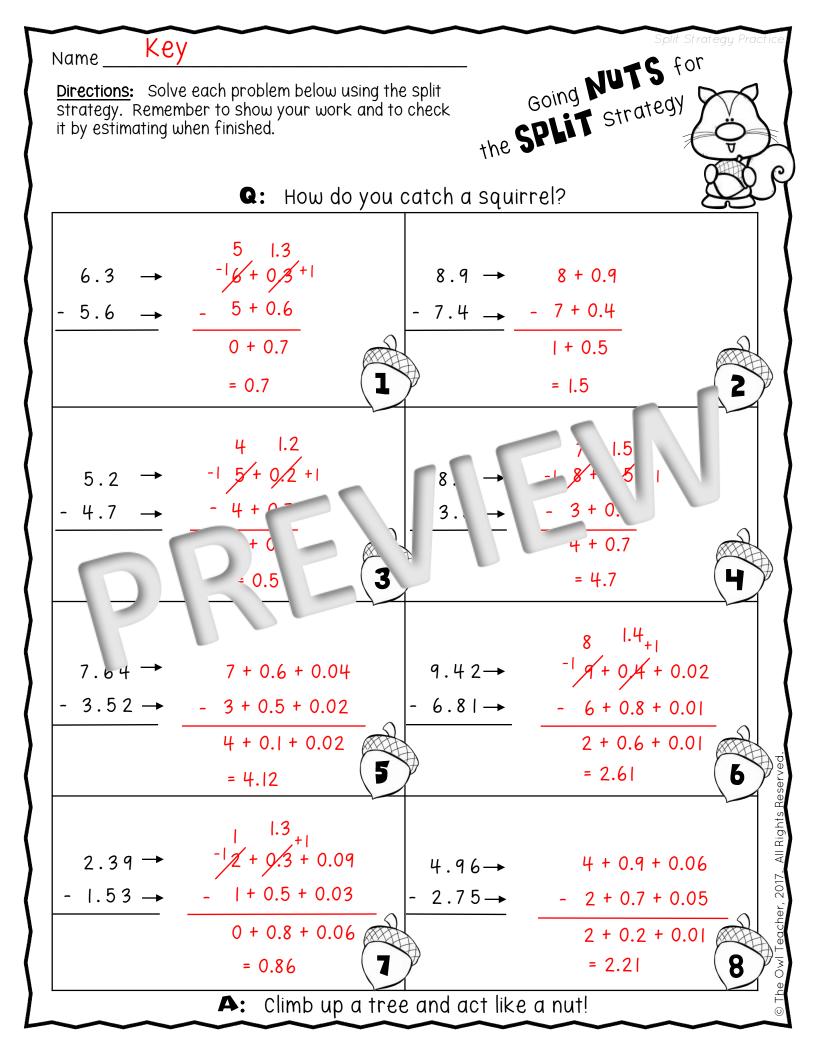
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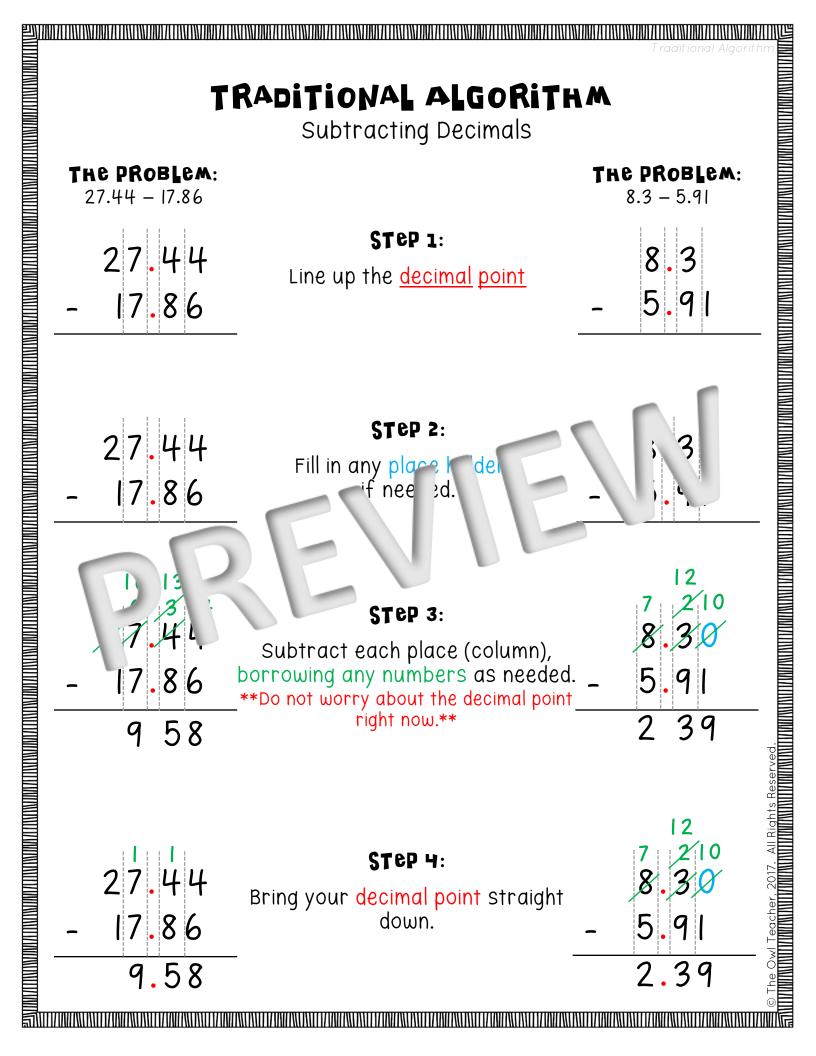


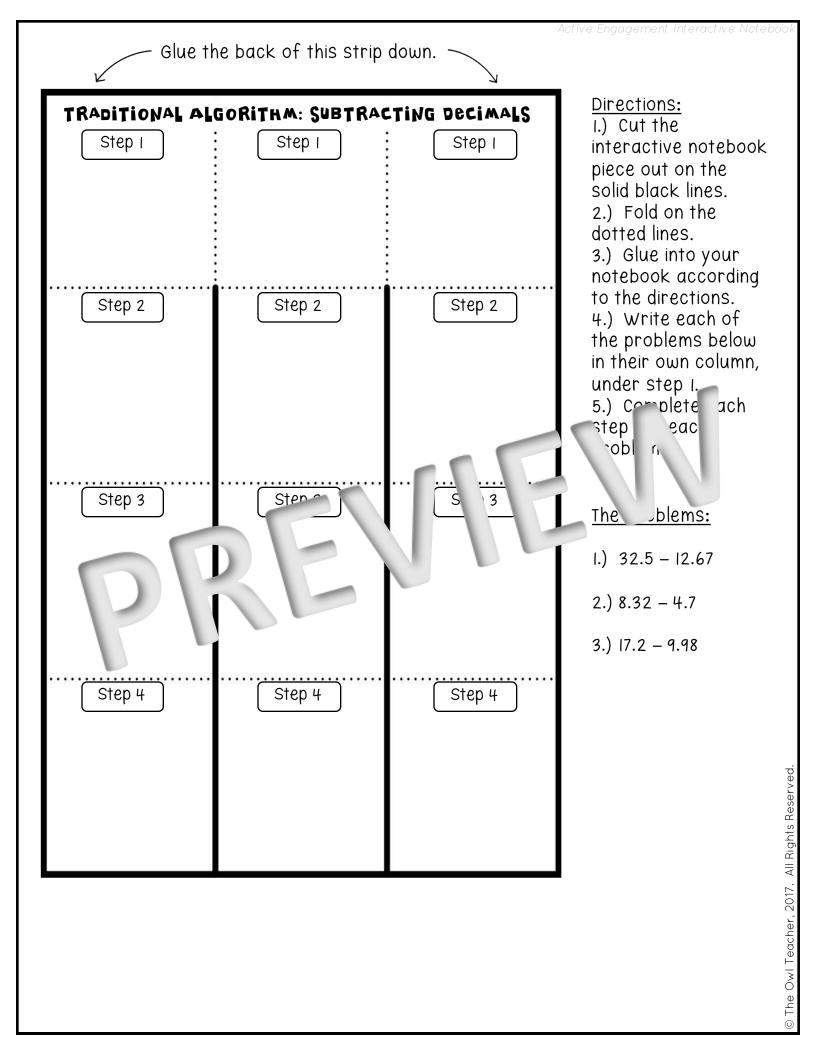


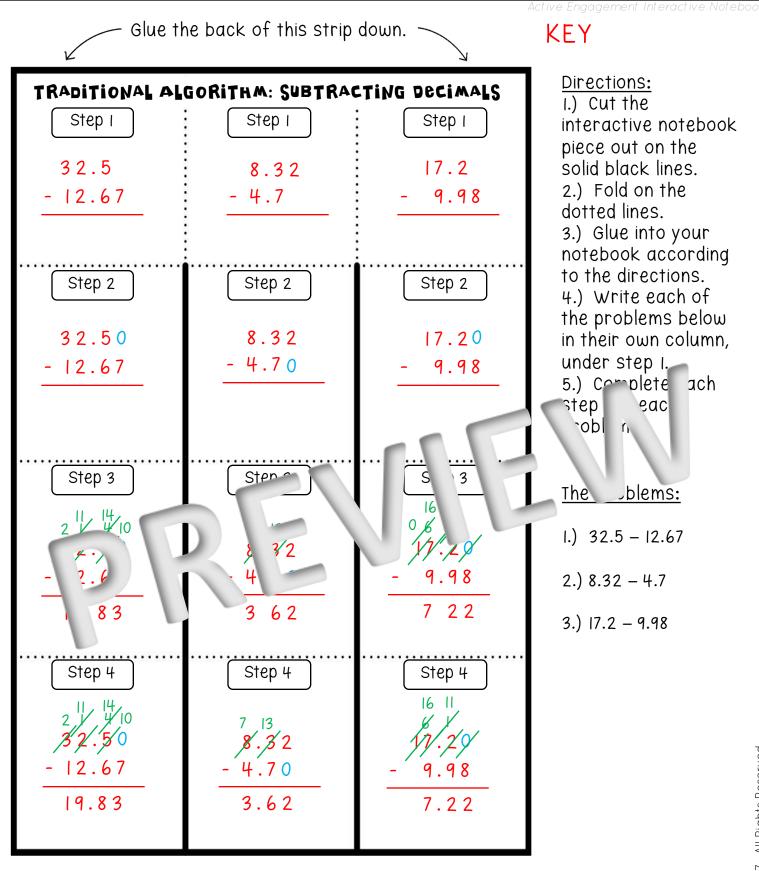




I <b>Can Statement</b> I can subtract decimals using the traditional algorithm.	CCSS 5.NBT.7
<b>Vocabulary</b> Algorithm	
<b>Materials</b> Subtracting (Traditional Algorithm) Anchor Ch Wave Game; Subtracting Decimals Practice (C	
Mini-lesson You have done a great job with adding decimals are going to focus on subtracting decimals usi we learned during adding is exactly the same. their decimal point. Then we fill in any place h subtracting because we need those zeroes to s like with any subtraction problem. We are just Then once we have subtracted each place, we (Model working through some example proble Subtracting Traditional Algorithm Anchor Char out each problem. You may need to complete	ng the traditional algorithm. The steps that We always start by lining up the numbers by olders. This is really important when subtract from. Then we begin subtracting just going to ignore the decimal point righ bring our decimal point straig ms, such as the t. Mod you minking press sour rk
all of the ble on i You write each intentive teb the ces an give student.	e o practe scracting decimals using the <b>interdivent work piece</b> and complete em out the each step. (Pass out the lew minutes to follow the directions. Take e. After a few minutes, model each step for
Link a Independent Practice Today J are going to continue practicing sul Game. You will work with a partner and work of in the middle. When you have finished, you co sheet to turn in. Let's get started.	around the board until you arrive on the island
<b>Intervention</b> Pull students to work with you one-on-one	<b>Extension</b> Have students try subtracting decimal problems with missing numbers in places throughout both the subtrahend and
with base-ten blocks to understand the basic concepts of both decimals and subtracting.	minuend.







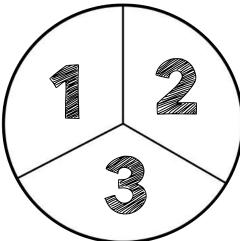
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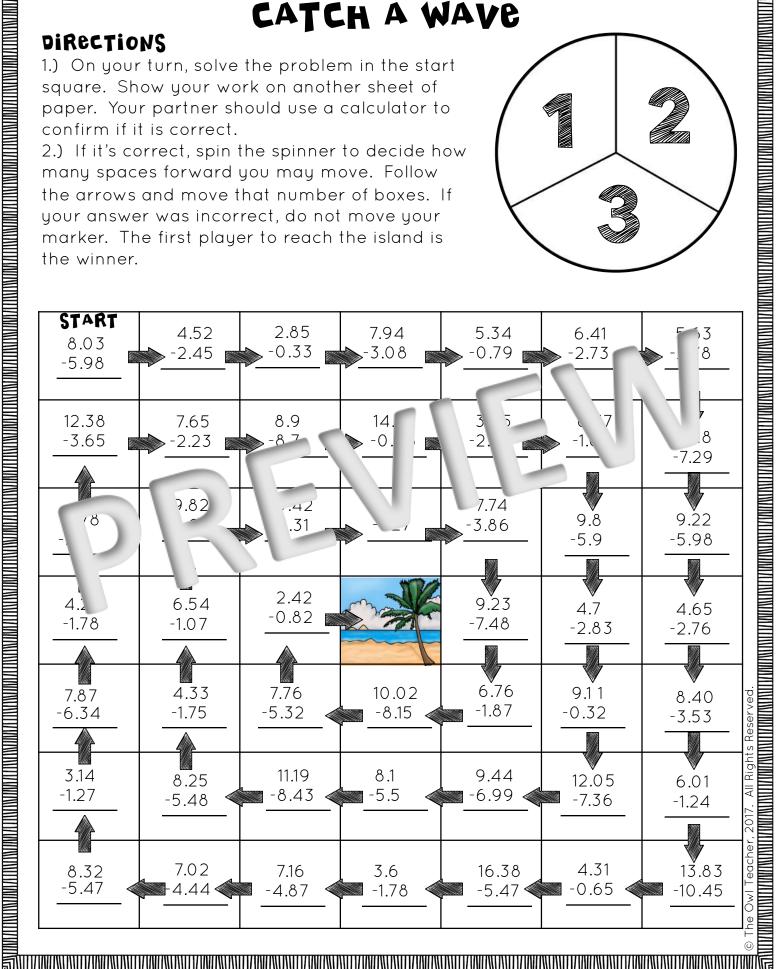
# CATCH A WAVE

### DIRECTIONS

1.) On your turn, solve the problem in the start square. Show your work on another sheet of paper. Your partner should use a calculator to confirm if it is correct.

2.) If it's correct, spin the spinner to decide how many spaces forward you may move. Follow the arrows and move that number of boxes. If your answer was incorrect, do not move your marker. The first player to reach the island is the winner.



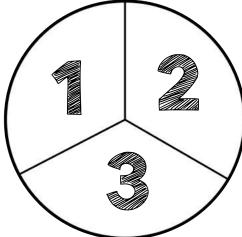


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<b>START</b> 8.03 -5.98 2.05	4.52 -2.45 2.07	2.85 ►-0.33 ►-2.52	7.94 ►-3.08 <u>4.86</u>	5.34 -0.79 455	6.41 -2.73 - <mark>.68</mark>	- <u>8</u> <u>- 8</u>
12.38 -3.65 8.73	7.65 -2.23	8.9 -8.7 0.2	14. ▶ -0. 13. →	3 5 -2. 0.6	ι 7 <u>-1.ι</u> <u>5.2</u> 5	18 .29 4.89
	7.82 <u>83</u>		1.88	7.74 -3.86 <u>3.88</u>	9.8 -5.9 <u>3.9</u>	9.22 -5.98 3.24
4.1 -1.78 2.43	6.5.4 -1.0.7 5.47	2.42 -0.82		9.23 -7.48 1.75	4.7 -2.83 1.87	4.65 -2.76 1.89
7.87 -6.34 1.53	4.33 -1.75 2.58	7.76 -5.32 2.44	10.02 -8.15 1.87	6.76 -1.87 4.89	9.1 1 -0.32 8.79	8.40 -3.53 4.87
3.14 -1.27 1.87	8.25 -5.48	11.19 ► -8.43 ◄ 2.76	8.1 -5.5 ◀ 2.6	9.44 -6.99 ◀ 2.45	<ul> <li>✓ 12.05</li> <li>→ -7.36</li> <li>✓ 4.69</li> </ul>	6.01 -1.24 4.77
8.32 -5.47 2.85	7.02 -4.44 2.58	7.16 -4.87 2.29	3.6 -1.78 1.82	16.38 -5.47 10.91	4.31 -0.65 <u>3.66</u>	13.83 -10.45 <u>3.38</u>

