

Decimals

0.4600

Grade 5

## Standards Addressed

## 5.NBT.A. 1

Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and $1 / 10$ of what it represents in the place to its left.

## 5.NBT.A. 3

Read, write, and compare decimals to thousandths.

## 5.NBT.A.3.a

Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392=3 \times 100+4 \times 10+7 \times 1+3 \times(1 / 10)$ $+9 \times(1 / 100)+2 \times(1 / 1000)$.

## 5.NBT.A.3.b

Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.

## 5.NBT.A. 4

Use place value understanding to round decimals to any place.

## SOURCE:

National Governors Association Center for Best Practices \& Council of Chief State School Officers. (2010). Common Core State Standards for Mathematics. Washington, DC: Authors.

## Unit Overview

| Lesson 1 <br> What are decimals and their size? $\text { pg. } 15$ | Lesson 2 <br> How does the placement of a digit affect its value? pg. 22 | Lesson 3 How do we read decimal numbers? $\text { pg. } 28$ | Lesson 4 How do we write decimal numbers? <br> pg. 36 | Lesson 5 <br> How can we represent decimals in base-ten form? $\text { pg. } 41$ |
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| Lesson 6 How can we represent decimals in expanded form? pg. 49 | Lesson 7 How can we represent decimals? <br> pg. 57 | Lesson 8 What are equivalent decimals? $\text { pg. } 63$ | Lesson 9 How do we compare decimals? <br> pg. 70 | Lesson 10 How do we order decimals? <br> pg. 76 |
| Lesson 11 How do we compare and order decimals? $\text { pg. } 87$ | Lesson 12 How do we round decimals to any place using a number line? pg. 90 | Lesson 13 <br> How do we round decimals? <br> pg. 111 | Lesson 14 How do we understand the size of decimals and relate it to benchmarks? <br> pg. 121 | Lesson 15 <br> Review <br> pg. 126 |

## Vocabulary Covered

Place Value
Rounding
Tenth
Decimal Point
Digits
Less Than
Number Line

Decimal
Standard Form
Hundredth
Word Form
Compare
Place
Equivalent

Expanded Form
Base-Ten Form
Thousandth
Benchmark
Greater Than
Value
Estimate

## 

## I Can Statement

CCSS
I can round decimals to any place.

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\text { 5.NBT. } 4
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## Vocabulary <br> Rounding

## Materials

Rounding Decimals Anchor Chart, Rounding Decimals INB, A Garden of Rounding Materials, A Garden of Rounding Sheet

## Mini-lesson

Last time we talked about rounding decimals using a number line and benchmarks. Today, we are going to continue rounding decimals. If you need to draw a number line to round, that is perfectly fine. It is a tool that is there to help you. (Briefly review with students how to round decimals, including the steps, using the Rounding Decimals Anchor Chart. Model with a few more examples while thinking aloud. If possible model without using a number line since the activities today will not use it. As an option, you can also provide students with the Rounding Decimals INB sheet to glue into their notebooks and fill in with the steps to rounding decimals.)

## Active Engagement

Now it is your turn. I want you to try to round these numbers. (Write a few numbers up on the anchor chart and give students a few minutes to write them in their notebooks or on scrap paper. They should be practicing rounding to the nearest tenths and hundredths mostly, along with a few other places. Then, after a few minutes is up, have students share with a partner. Take note of who needs extra help still.)

## Link and Independent Practice

Today you are going to play a game called A Garden of Rounding. (Students can play in partners or groups. Explain the directions to students or have them read them when they begin the activity.) When you are finished with the game, you will then complete the $A$ Garden of Rounding Sheet and turn it in. Are there any questions? Alright, let's get started.

## Intervention

Continue to have students use a number line and see previous interventions.

## Extension

Have student try to round larger numbers such as thousandths.

## Closing

Call on students to share why it's important to round numbers.



## A Garden of Rounding

 Directions
## 1.) Stack the cards facedown.

2.) When it's your turn, draw a card. Record the number and then round it according to the code:

> Tomato - round to the nearest whole number Potato - round to the nearest tenth Beet - round to the nearest hundredth
3.) Have your partner check the answer key. If you're correct, keep the card. If you're not correct, return the card to the bottom of the pile.
4.) Keep playing until the numbers on all the cards have been rounded correctly. The players with more cards win.


## A Garden of Rounding

Name $\qquad$
Round the tomatoes to the nearest whole number, the potatoes to the nearest tenths, and the beets to the nearest hundredths. Then record the rounded answer on the line.



