

## 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  $\rangle$ , =, and  $\langle$  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	Lesson 2	Lesson 3	Lesson 4	Lesson 5				
What are	How does	How do we	How do we	How can we				
decimals	the	read	write	represent				
and their	placement	decimal	decimal	decimals in				
size?	of a digit	numbers?	numbers?	base-ten				
	affect its value?			form?				
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Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10				
How can we	How can we	What are	How do we	How do we				
represent	represent	equivalent	compare	order				
decimals in	decimals?	decimals?	decimals?	decimals?				
expanded								
form?								
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Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15				
How do we	How do we	How do we	How do we	Review				
compare	round	round	understand					
and order	decimals to	decimals?	the size of					
decimals?	any place		decimals and					
	using a		relate it to					
	number line?		benchmarks?					
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# 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

# lesson 13: How do we round decimals?

I Can Statement I can round decimals to any place.	<b>CCSS</b> 5.NBT.4
<b>Vocabulary</b> Rounding	
<b>Materials</b> Rounding Decimals Anchor Chart, Rounding De Garden of Rounding Sheet	ecimals INB, A Garden of Rounding Materials, A
Mini-lesson Last time we talked about rounding decimals us we are going to continue rounding decimals. I that is perfectly fine. It is a tool that is there to to round decimals, including the steps, using the with a few more examples while thinking aloud line since the activities today will not use it. As the Rounding Decimals INB sheet to glue into the rounding decimals.)	using a number line and benchmarks. Today, f you need to draw a number line to round, o help you. (Briefly review with students how ne <b>Rounding Decimals Anchor Chart</b> . Model d. If possible model without using a number is an option, you can also provide students with meir notebooks and fill in with the steps to
Active Engagement Now it is your turn. I want you to try to round the anchor chart and give students a few minus scrap paper. They should be practicing roundi mostly, along with a few other places. Then, at with a partner. Take note of who needs extra h	these numbers. (Write a few numbers up on utes to write them in their notebooks or on ng to the nearest tenths and hundredths fter a few minutes is up, have students share help still.)
Link and Independent Practice Today you are going to play a game called A G partners or groups. Explain the directions to s begin the activity.) When you are finished with Garden of Rounding Sheet and turn it in. Are t	<b>Garden of Rounding. (</b> Students can play in tudents or have them read them when they in the game, you will then complete the <b>A</b> here any questions? Alright, let's get started.
<b>Intervention</b> Continue to have students use a number line and see previous interventions.	<b>Extension</b> Have student try to round larger numbers such as thousandths.
<b>Closing</b> Call on students to share why it's important to	round numbers.









l.) 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 answer Key				
1.) 4.03	9.) 3	17.) 32.18	25.) 2		
2.) 8.1	10.) 6.9	18.) 61.25	26.) 5.3		
3.) 14.21	11.) 2.2	19.) 88.01	27.) 8.2		
4.) 5.01	12.) 11	20.) 123.46	28.) 4.1		
5.) 8	13.) 5.74	21.) 94	29.) 3.15		
6.) 16	14.) 3	22.) 31	30.) 81		
7.) 3	15.) 867.5	23.) 27	31.) 278.063		
8.) 10	16.) 87.29	24.) 100	32.) 10.98		



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