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| **Grade 5 Module 1: Place Value and Decimal Fractions** | | | | |
| **Topic A: Multiplicative Patterns on the Place Value Chart** | | | |  |
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| Lesson 3 | Multiply and Divide Decimals by 10, 100 and 1000 **(5.2A)** | Write the Unit as a Decimal **(4.2A)** | Convert Units **(4.8A, 4.8B)** |  |
| **Topic B: Decimal Fractions and Place Value Patterns** | | | | |
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| Lesson 12 | Sprint: Subtract Decimals **(5.3K)** | Find the Product **(5.3E)** | Compare Decimal Fractions **(5.2B)** |  |
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**Grade 5 Module 1**

**Lesson 1**

**Fluency Practice (12 minutes)**

⬛ Sprint: Multiply by 10 4.2A, 4.4B (8 minutes)

⬛ Rename the Units—Choral Response 2.2A (2 minutes)

⬛ Decimal Place Value 4.2E, 4.2G (2 minutes)

**Sprint: Multiply by 10 (8 minutes)**

Materials: (S) Multiply by 10 Sprint

Note: Reviewing this fluency activity will acclimate students to

the Sprint routine, a vital component of the fluency program.

Please see Directions for Administration of Sprints in the

Module Overview for tips on implementation.

**Rename the Units—Choral Response (2 minutes)**

Notes: This fluency activity reviews foundations that lead into

today’s lesson.

T: (Write 10 ones = ten.) Say the number sentence.

S: 10 ones = 1 ten.

T: (Write 20 ones = tens.) Say the number sentence.

S: 20 ones = 2 tens.

T: 30 ones.

S: 3 tens.

Repeat the process for 80 ones, 90 ones, 100 ones, 110 ones, 120 ones, 170, 270, 670, 640, and 830.

**Decimal Place Value (2 minutes)**

Materials: (S) Personal white board, unlabeled hundreds through thousandths place value chart (Fluency Template)

Note: Reviewing this Grade 4 topic lays a foundation for students to better understand place value to bigger and smaller units.

T: (Project unlabeled hundreds to thousandths place

value chart. Draw 3 ten disks in the tens column.)

How many tens do you see?

A picture containing diagram

Description automatically generated

S: 3 tens.

T: (Write 3 underneath the disks.) There are 3 tens and how many ones?

S: Zero ones.

T: (Write 0 in the ones column. Below it, write 3 tens = .) Fill in the blank.

S: 3 tens = 30.

Repeat the process for 3 tenths = 0.3.

T: (Write 4 tenths = .) Show the answer in your place value chart.

S: (Draw four 1 tenth disks. Below it, write 0.4.)

Repeat the process for 3 hundredths, 43 hundredths, 5 hundredths, 35 hundredths, 7 ones 35 hundredths,

9 ones 24 hundredths, and 6 tens 2 ones 4 hundredths.

Note: Place value disks are used as models throughout the curriculum and can be represented in two different ways. A disk with a value labeled inside of it (above) should be drawn or placed on a place value chart with no headings. The value of the disk in its appropriate column indicates the column heading. A place value disk drawn as a dot should be used on place value charts with headings, as shown in Problem 1 of Concept Development. The dot is a faster way to represent the place value disk and is used as students move further away from a concrete stage of learning.

**Lesson 2**

Fluency Practice (12 minutes)

  Skip-Counting 3.4E (3 minutes)

  Take Out the Tens 2.2A (2 minutes)

  Bundle Ten and Change Units 4.2A, 4.4B (2 minutes)

  Multiply and Divide by 10 4.2A (5 minutes)

**Skip-Counting (3 minutes)**

Note: Practicing skip-counting on the number line builds a

foundation for accessing higher order concepts throughout the

year.

Direct students to count forward and backward by threes to 36, emphasizing the transitions of crossing the

ten. Direct students to count forward and backward by fours to 48, emphasizing the transitions of crossing

the ten.

**Take Out the Tens (2 minutes)**

Materials: (S) Personal white board

Note: Decomposing whole numbers into different units lays a foundation to do the same with decimal

fractions.

T: (Write 83 ones = tens ones.) Write the number sentence.

S: (Write 83 ones = 8 tens 3 ones.)

Repeat the process for 93 ones, 103 ones, 113 ones, 163 ones, 263 ones, 463 ones, and 875 ones.

**Bundle Ten and Change Units (2 minutes)**

Note: Reviewing this fluency area helps students work toward mastery of changing place value units in the base ten system.

T: (Write 10 hundreds = 1 .) Say the number sentence, filling in the blank.

S: 10 hundreds = 1 thousand.

Repeat the process for 10 tens = 1 , 10 ones = 1 , 10 tenths = 1 , 10 thousandths = 1 , and

10 hundredths = 1 .

**Multiply and Divide by 10 (5 minutes)**

Materials: (T) Millions through thousandth place value chart (Lesson 1 Template) (S) Personal white board, millions through thousandths place value chart (Lesson 1 Template)

Note: Reviewing this skill from Lesson 1 helps students work toward mastery.

T: (Project the place value chart from millions to thousandths.) Draw three ones disks, and write the

total value of the disks below it.

S: (Draw three disks in the ones column. Below it, write 3.)

T: Multiply by 10. Cross out each disk and the number 3 to show that you’re changing its value.

S: (Cross out each disk in the ones column and the 3. Draw arrows to the tens column, and draw three

disks in the tens column. Below it, write 3 in the tens column and 0 in the ones column.)

Repeat the process for 2 hundredths, 3 tenths 2 hundredths, 3 tenths 2 hundredths 4 thousandths, 2 tenths

4 hundredths 5 thousandths, and 1 tenth 3 thousandths. Repeat the process for dividing by 10 for this

possible sequence: 2 ones, 3 tenths, 2 ones 3 tenths, 5 tenths and 1 ten 5 tenths.

**Lesson 3**

Fluency Practice (12 minutes)

  Multiply and Divide Decimals by 10, 100, and 1,000 5.2A (6 minutes)

  Write the Unit as a Decimal 4.2A (3 minutes)

  Convert Units 4.8A, 4.8B (3 minutes)

**Multiply and Divide Decimals by 10, 100, and 1,000 (6 minutes)**

Materials: (S) Millions through thousandths place value chart (Lesson 1 template), personal white board

Note: This fluency activity reviews concepts taught in earlier lessons and helps students work toward mastery in multiplying and dividing decimals by 10, 100, and 1,000.

T: (Project the place value chart from millions to thousandths. Draw 3 disks in the tens place, 2 disks in

the ones place, and 4 disks in the tenths place.) Say the value as a decimal.

S: 32.4 (thirty-two and four tenths).

T: Write the number on your personal boards, and multiply it by 10.

S: (Write 32.4 on their place value charts, cross out each digit, and shift the number one place value to

the left to show 324.)

T: Show 32.4 divided by 10.

S: (Write 32.4 on their place value charts, cross out each digit, and shift the number one place value to

the right to show 3.24.)

Repeat the process and sequence for 32.4 X 100, 32.4 ÷ 10, 837 ÷ 100, and 0.418 X 1000.

**Write the Unit as a Decimal (3 minutes)**

Materials: (S) Personal white board

Note: Reviewing these skills helps students work toward mastery of decimal place value. This, in turn, helps them apply their place value skills to more difficult concepts.

T: (Write 9 tenths on the board.) Show this unit form as a decimal.

S: 0.9.

T: (Write 10 tenths on the board.)

S: 1.0.

Repeat the process for 20 tenths, 30 tenths, 70 tenths, 9 hundredths, 10 hundredths, 11 hundredths, 17

hundredths, 57 hundredths, 42 hundredths, 9 thousandths, 10 thousandths, 20 thousandths, 60 thousandths, 64 thousandths, and 83 thousandths.

**Convert Units (3 minutes)**

Materials: (S) Personal white board

Note: Reviewing conversions in isolation lays a foundation for students to apply it when multiplying and

dividing during the lesson.

Use this quick fluency drill to activate prior knowledge of these familiar equivalents.

T: (Write 1 km = m.) Fill in the unknown number.

S: (Write 1 km = 1,000 m.)

Repeat the process and procedure for 1 kg = \_\_\_ g, 1 liter = \_\_\_mL, 1 m = \_\_\_cm.

**Lesson 4**

Fluency Practice (12 minutes)

⬛ Sprint: Multiply Decimals by 10, 100, and 1,000 5.2A (8 minutes)

⬛ Multiply Metric Units 5.7 (3 minutes)

**Sprint: Multiply Decimals by 10, 100, and 1,000 (8 minutes)**

Materials: (S) Multiply Decimals by 10, 100, and 1,000 Sprint

Note: This Sprint helps students work toward automaticity of multiplying and dividing decimals by 10, 100, and 1,000.

**Multiplying Metric Units (3 minutes)**

Materials: (S) Millions to thousandths place value chart (Lesson 1 Template), personal white board

Note: This fluency activity helps students work toward mastery of the concept introduced in Lesson 4.

T: (Write 3 m = cm.) Show 3 on your place value chart.

S: (Write 3 in the ones column.)

T: How many centimeters are in 1 meter?

S: 100 centimeters.

T: Show how many centimeters are in 3 meters on your place value chart.

S: (Cross out the 3, and shift it two place values to the left to show 300.)

T: How many centimeters are in 3 meters?

S: 300 centimeters.

Repeat the process and procedure for 7 kg = \_\_\_g, 7,000 mL = \_\_\_L, 7,500 m = \_\_\_\_km \_\_\_\_m, and

8,350 g = \_\_\_\_kg \_\_\_\_g.

**Lesson 5**

Fluency Practice (12 minutes)

⬛ Find the Midpoint 5.2C (5 minutes)

⬛ Rename the Units 5.2A (2 minutes)

⬛ Multiply by Decimal Fractions 5.2A (5 minutes)

**Find the Midpoint (5 minutes)**

Materials: (S) Personal white board

Note: Practicing this skill in isolation helps students conceptually understand rounding decimals in Lesson 6.

T: (Draw a 0 on the left side of a number line and 10 on the right side of the number line.) What’s

halfway between 0 ones and 10 ones?

S: 5 ones.

T: (Write 5 ones halfway between the 0 and 10. Draw a second number line directly beneath the first.

Write 0 on the left side and 1 on the right side.) How many tenths is 1?

S: 1 is 10 tenths.

T: (Write 10 tenths below the 1.) On your boards, write the decimal that is halfway between 0 and 1 or

10 tenths.

S: (Write 0.5 approximately halfway between 0 and 1 on their number lines.)

Repeat the process for these possible sequences: 0 and 0.1, 0 and 0.01, 10 and 20, 1 and 2, 0.1 and 0.2, 0.01 and 0.02, 0.7 and 0.8, 0.7 and 0.71, 9 and 10, 0.9 and 1, and 0.09 and 0.1.

**Rename the Units (2 minutes)**

Note: Reviewing unit conversions helps students work toward mastery of decomposing common units into

compound units.

T: (Write 100 cm = \_\_\_m.) Rename the units.

S: 100 cm = 1 meter.

T: (Write 200 cm = \_\_\_m.) Rename the units.

S: 200 centimeters = 2 meters.

T: 700 centimeters.

S: 7 meters.

T: (Write 750 cm = \_\_\_m \_\_\_cm.) Rename the units.

S: 7 meters 50 centimeters.

Repeat the process for 450 cm, 630 cm, and 925 cm.

**Multiply by Decimal Fractions (5 minutes)**

Materials: (S) Personal white board, millions through thousandths place value chart (Lesson 1 Template)

Note: Reviewing the concept helps students work toward mastery of this skill introduced in previous lessons.

T: (Project a place value chart from tens to thousandths. Beneath the chart, write 3 X 10 =\_\_\_ .) Say

the multiplication sentence.

S: 3 X 10 = 30.

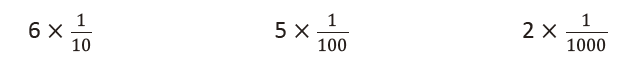
T: (Write 3 in the tens column. Below the multiplication sentence, write 30. To the right of 3 X 10,

write 4 X 1 = \_\_\_.) Say the multiplication sentence.

S: 4 X 1 = 4.

T: (Write 4 in the ones column, and fill in the addition sentence so that it reads 30 + 4.)

Repeat the process with each of the expressions below so that, in the end, the number 34.652 will be written in the place value chart and 30 + 4 + 0.6 + 0.05 + 0.002 is written underneath it:



T: Say the addition sentence.

S: 30 + 4 + 0.6 + 0.05 + 0.002 = 34.652.

T: (Write 75.614 on the place value chart.) Write the number in expanded form.

Repeat with the following possible sequence: 75.604, 20.197, and 40.803.

**Lesson 6**

Fluency Practice (12 minutes)

  Sprint: Find the Midpoint 5.2C (7 minutes)

  Compare Decimal Fractions 5.2B (2 minutes)

  Rename the Units 5.2A (3 minutes)

**Sprint: Find the Midpoint (7 minutes)**

Materials: (S) Find the Midpoint Sprint

Note: Practicing this skill in isolation helps students conceptually

understand the rounding of decimals.

**Compare Decimal Fractions (2 minutes)**

Materials: (S) Personal white board

Note: This review fluency activity helps students work toward

mastery of comparing decimal numbers, a topic introduced in

Lesson 5.

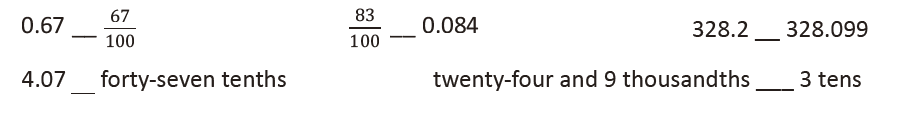
T: (Write 12.57 12.75.) On your personal boards,

compare the numbers using the greater than, less

than, or equal sign.

S: (Write 12.57 < 12.75 on boards.)

Repeat the process and procedure:

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**Rename the Units (3 minutes)**

Note: Renaming decimals using various units strengthens student understanding of place value and provides

an anticipatory set for rounding decimals.

T: (Write 1.5 = \_\_\_\_ tenths.) Fill in the blank.

S: 15 tenths.

T: (Write 1.5 = \_\_\_15 tenths. Below it, write 2.5 = \_\_\_\_ tenths.) Fill in the blank.

S: 25 tenths.

T: (Write 2.5 = \_\_\_25 tenths. Below it, write 12.5 = \_\_\_\_ tenths.) Fill in the blank.

S: 125 tenths.

Repeat the process for 17.5, 27.5, 24.5, 24.3, and 42.3.

**Lesson 7**

Fluency Practice (12 minutes)

⬛ Rename the Units 5.2A (6 minutes)

⬛ Round to Different Place Values 5.2C (6 minutes)

**Rename the Units (6 minutes)**

Note: Decomposing common units as decimals strengthens

student understanding of place value.

T: (Write 13 tenths = \_\_\_\_.) Say the decimal.

S: One and 3 tenths.

Repeat the process for 14 tenths, 24 tenths, 124 tenths, and

524 tenths.

T: Name the number of tenths. (Write 2.5.)

S: 25 tenths.

Repeat the process for 17.5, 27.5, 24.5, 24.3, and 42.3. Then, repeat the entire process, but with hundredths.

T: (Write 37 hundredths = \_\_\_\_.) Say the decimal.

S: 0.37.

T: (Write 37 hundredths = 0.37. Below it, write 137 hundredths = \_\_\_\_.) Say the decimal.

S: 1.37.

Repeat the process for 537 hundredths and 296 hundredths.

T: (Write 0.548 = \_\_\_\_thousandths.) Say the number sentence.

S: 0.548 = 548 thousandths.

T: (Write 0.548 = 548 thousandths. Below it, write 1.548 = thousandths.) Say the number

sentence.

S: 1.548 = 1548 thousandths.

Repeat the process for 2.548 and 7.352.

**Round to Different Place Values (6 minutes)**

Materials: (S) Personal white board

Note: Reviewing this skill introduced in Lesson 6 helps students work toward mastery of rounding decimal numbers to different place values.

Although the approximation sign (≈ ) is used in Grade 4, a quick

review of its meaning may be in order.

T: (Project 8.735.) Say the number.

S: 8 and 735 thousandths.

T: Draw a vertical number line on your boards with two

endpoints and a midpoint.

T: Between what two ones is 8.735?

S: 8 ones and 9 ones.

T: What’s the midpoint for 8 and 9?

S: 8.5.

T: Fill in your endpoints and midpoint.

T: 8.5 is the same as how many tenths?

S: 85 tenths.

T: How many tenths are in 8.735?

S: 87 tenths.

T: Is 87 tenths more than or less than 85 tenths?

S: More than.

T: (Write 8.735 ≈ \_\_\_\_.) Show 8.735 on your number line. Write the number sentence, when

rounded to the nearest one.

S: (Write 8.735 between 8.5 and 9 on the number line and write 8.735 ≈ 9.)

Repeat the process for the tenths place and hundredths place. Follow the same process and procedure for

7.458.

**Lesson 8**

Fluency Practice (14 minutes)

⬛ Sprint: Round to the Nearest One 5.2C (8 minutes)

⬛ Decompose the Unit 4.2A (2 minutes)

⬛ Round to Different Place Values 5.2C (2 minutes)

⬛ One Unit More 4.2A (2 minutes)

**Sprint: Round to the Nearest One (8 minutes)**

Materials: (S) Round to the Nearest One Sprint

Note: This Sprint helps students build mastery of rounding to the nearest whole number.

**Decompose the Unit (2 minutes)**

Materials: (S) Personal white board

Note: Decomposing common units as decimals strengthens student understanding of place value.

T: (Project 6.358.) Say the number.

S: 6 and 358 thousandths.

T: How many tenths are in 6.358?

S: 63 tenths.

T: (Write 6.358 = 63 tenths \_\_\_\_thousandths.) On your boards, write the number separating the

tenths.

S: (Write 6.358 = 63 tenths 58 thousandths.)

Repeat the process for hundredths. Follow the same process for 7.354.

**Round to Different Place Values (2 minutes)**

Materials: (S) Personal white board

Note: Reviewing this skill introduced in Lesson 7 helps students work toward mastery of rounding decimal numbers to different place values.

T: (Project 2.475.) Say the number.

S: 2 and 475 thousandths.

T: On your board, round the number to the nearest tenth.

S: (Write 2.475 ≈ 2.5.)

Repeat the process, rounding 2.457 to the nearest hundredth. Follow the same process for 2.987, but vary the sequence.

**One Unit More (2 minutes)**

Materials: (S) Personal white board

Note: This anticipatory fluency drill lays a foundation for the concept taught in this lesson.

T: (Write 5 tenths.) Say the decimal that’s one-tenth more than the given value.

S: Six tenths.

Repeat the process for 5 hundredths, 5 thousandths, 8 hundredths, 3 tenths, and 2 thousandths. Specify the unit to increase by.

T: (Write 0.052.) On your board, write one more thousandth.

S: (Write 0.053.)

Repeat the process for 1 tenth more than 35 hundredths, 1 thousandth more than 35 hundredths, and 1

hundredth more than 438 thousandths.

**Lesson 9**

Fluency Practice (10 minutes)

⬛ Take Out the Unit 5.2A (3 minutes)

⬛ Add Decimals 5.3K (3 minutes)

⬛ One Less Unit 4.2A (4 minutes)

**Take Out the Unit (3 minutes)**

Materials: (S) Personal white board

Note: Decomposing common units as decimals strengthens student understanding of place value.

T: (Project 76.358 = \_\_\_.) Say the number.

S: 76 and 358 thousandths.

T: (Write 76.358 = 7 tens \_\_\_thousandths.) On your personal white board, fill in the blank.

S: (Write 76.358 = 7 tens 6358 thousandths.)

Repeat the process for tenths and hundredths. 76.358 = 763 tenths \_\_\_thousandths, 76.358 =\_\_\_

hundredths 8 thousandths.

**Add Decimals (3 minutes)**

Materials: (S) Personal white board

Note: Reviewing this skill introduced in Lesson 8 helps students work toward mastery of adding common

decimal units.

T: (Write 3 tenths + 2 tenths = \_\_\_.) Write the addition sentence in standard form.

S: 0.3 + 0.2 = 0.5.

Repeat the process for 5 hundredths + 4 hundredths and 35 hundredths + 4 hundredths.

**One Unit Less (4 minutes)**

Materials: (S) Personal white board

Note: This anticipatory fluency drill lays a foundation for the concept taught in this lesson.

T: (Write 5 tenths.) Say the decimal that is 1 tenth less than the given unit.

S: 0.4.

Repeat the process for 5 hundredths, 5 thousandths, 7 hundredths, and 9 tenths.

T: (Write 0.029.) On your board, write the decimal that is one less thousandth.

S: (Write 0.028.)

Repeat the process for 1 tenth less than 0.61, 1 thousandth less than 0.061, and 1 hundredth less than 0.549.

Note: This fluency is a review of skills learned in Lesson 8.

**Lesson 10**

Fluency Practice (10 minutes)

▪ Take Out the Unit 5.2A (4 minutes)

▪ Add and Subtract Decimals 5.3K (6 minutes)

**Take Out the Unit (4 minutes)**

Materials: (S) Personal white board

Note: Decomposing common units as decimals strengthens

student understanding of place value.

T: (Project 1.234 = \_\_\_thousandths.) Say the number.

Think about how many thousandths are in

1.234.

T: (Project 1.234 = 1234 thousandths.) How much is one

thousand thousandths?

S: One thousand thousandths is the same as 1.

T: (Project 65.247 = \_\_\_\_.) Say the number in unit form.

S: 65 ones 247 thousandths.

T: (Write 76.358 = 7 tens thousandths.) On your

personal white board, fill in the blank.

S: (Write 76.358 = 7 tens 6358 thousandths.)

Repeat the process for 76.358 = 763 tenths \_\_\_\_thousandths and 76.358 =\_\_\_\_ hundredths 8 thousandths.

**Add and Subtract Decimals (6 minutes)**

Materials: (S) Personal white board

Note: Reviewing these skills introduced in Lessons 8 and 9 helps students work toward mastery of adding and subtracting common decimal units.

T: (Write 7258 thousandths + 1 thousandth = \_\_\_\_ .) Write the addition sentence in standard form.

S: 7.258 + 0.001 = 7.259.

Repeat the process for 7 ones 258 thousandths + 3 hundredths, 7 ones 258 thousandths + 4 tenths, 6 ones

453 thousandths + 4 hundredths, 2 ones 37 thousandths + 5 tenths, and 6 ones 35 hundredths +

7 thousandths.

T: (Write 4 ones 8 hundredths – 2 ones = \_\_\_\_ ones \_\_\_\_ hundredths.) Write the subtraction sentence in

standard form.

S: (Write 4.08 – 2 = 2.08.)

Repeat the process for 9 tenths 7 thousandths – 4 thousandths, 4 ones 582 thousandths – 3 hundredths,

9 ones 708 thousandths – 4 tenths, and 4 ones 73 thousandths – 4 hundredths.

**Lesson 11**

Fluency Practice (12 minutes)

▪ Sprint: Add Decimals 5.3K (9 minutes)

▪ Find the Product 5.3E (3 minutes)

**Sprint: Add Decimals (9 minutes)**

Materials: (S) Add Decimals Sprint

Note: This Sprint helps students build automaticity in adding decimals without renaming.

**Find the Product (3 minutes)**

Materials: (S) Personal white board

Note: Reviewing this skill introduced in Lesson 10 helps students work toward mastery of multiplying single digit numbers times decimals.

T: (Write 4 X 2 ones = .) Write the multiplication sentence.

S: 4 X 2 = 8.

T: Say the multiplication sentence in unit form.

S: 4 X 2 ones = 8 ones.

Repeat the process for 4 X 0.2, 4 X 0.02, 5 X 3, 5 X 0.3, 5 X 0.03, 3 X 0.2, 3 X 0.03, 3 X 0.23, and 2 X 0.14.

**Lesson 12**

Fluency Practice (15 minutes)

⬛ Sprint: Subtract Decimals 5.3K (9 minutes)

⬛ Find the Product 5.3E (3 minutes)

⬛ Compare Decimal Fractions 5.2B (3 minutes)

**Sprint: Subtract Decimals (9 minutes)**

Materials: (S) Subtract Decimals Sprint

Note: This Sprint helps students build automaticity in subtracting

decimals without renaming.

**Find the Product (3 minutes)**

Materials: (S) Personal white board

Note: Reviewing this skill introduced in Lessons 10 and 11 helps students work toward mastery of multiplying single-digit numbers times decimals.

T: (Write 4 X 3 = \_\_\_.) Say the multiplication sentence in unit form.

S: 4 X 3 ones = 12 ones.

T: (Write 4 X 0.2 =\_\_\_ .) Say the multiplication sentence in unit form.

S: 4 X 2 tenths = 8 tenths.

T: (Write 4 X 3.2 = \_\_\_.) Say the multiplication sentence in unit form.

S: 4 X 3 ones 2 tenths = 12 and 8 tenths.

T: Write the multiplication sentence.

S: (Write 4 X 3.2 = 12.8.)

Repeat the process for 4 X 3.21, 9 X 2, 9 X 0.1, 9 X 0.03, 9 X 2.13, 4.01 X 4, and 5 X 3.23.

**Compare Decimal Fractions (3 minutes)**

Materials: (S) Personal white board

Note: This review fluency helps solidify student understanding of place value in the decimal system.

T: (Write 13.78 13.86.) On your personal white boards, compare the numbers using the greater

than, less than, or equal sign.

S: (Write 13.78 < 13.86.)

Repeat the process and procedure for 0.78 \_\_\_78/100, 439.3 \_\_\_\_4.39, 5.08 fifty-eight tenths, thirty-five and 9 thousandths \_\_\_\_4 tens.

**Lesson 13**

Fluency Practice (12 minutes)

⬛ Multiply and Divide by Multiples of 10 5.2A (3 minutes)

⬛ Round to Different Place Values 5.2C (3 minutes)

⬛ Find the Quotient 5.3G (6 minutes)

**Multiply and Divide by Multiples of 10 (3 minutes)**

Materials: (T) Millions to thousandths place value chart (Lesson 1 Template) (S) Millions to thousandths

place value chart (Lesson 1 Template), personal white board

Note: This review fluency helps solidify student understanding of multiplying by 10, 100, and 1,000 in the decimal system.

T: (Project the place value chart from millions to thousandths.) Using the place value chart, write

65 tenths as a decimal.

S: (Write 6 in the ones column and 5 in the tenths column.)

T: Say the decimal.

S: 6.5

T: Multiply it by 100.

S: (Cross out 6.5 and write 650.)

Repeat the process and sequence for 0.7 X 100, 8 ÷ 100, 3.895 X 1,000, and 54,720 ÷ 1,000.

**Round to Different Place Values (3 minutes)**

Materials: (S) Personal white board

Note: This review fluency helps solidify student understanding of rounding decimals to different place values.

T: (Project 6.385.) Say the number.

S: 6 and 385 thousandths.

T: On your personal white boards, round the number to the nearest tenth.

S: (Write 6.385 ≈ 6.4.)

Repeat the process, rounding 6.385 and 37.645 to the nearest hundredth.

**Find the Quotient (6 minutes)**

Materials: (S) Personal white board

Note: Reviewing these skills introduced in Lesson 12 helps students work toward mastery of dividing

decimals by single-digit whole numbers.

T: (Write 14 ÷ 2 = \_\_\_.) Write the division sentence.

S: 14 ÷ 2 = 7.

T: Say the division sentence in unit form.

S: 14 ones ÷ 2 = 7 ones.

Repeat the process for 1.4 ÷ 2, 0.14 ÷ 2, 24 ÷ 3, 2.4 ÷ 3, 0.24 ÷ 3, 30 ÷ 3, 3 ÷ 3, and 0.3 ÷ 3.

**Lesson 14**

Fluency Practice (6 minutes)

⬛ Find the Quotient 5.3G (6 minutes)

**Find the Quotient (6 minutes)**

Materials: (S) Millions to thousandths place value chart (Lesson 1 Template), personal white board

Note: This review fluency drill helps students work toward mastery of dividing decimals using concepts

introduced in Lesson 13.

T: (Project the place value chart showing ones, tenths, and hundredths. Write 0.48 ÷ 2 = \_\_\_.) On your

place value chart, draw 48 hundredths using place value disks. (Allow students time to draw.)

T: (Write 48 hundredths ÷ 2 =\_\_\_ hundredths = \_\_\_tenths \_\_\_hundredths.) Solve the division problem.

S: (Write 48 hundredths ÷ 2 = 24 hundredths = 2 tenths 4 hundredths.)

T: Solve using the standard algorithm.

Repeat the process for 0.42 ÷ 3, 3.52 ÷ 2, and 96 tenths ÷ 8.

**Lesson 15**

Fluency Practice (6 minutes)

Find the Quotient 5.3G (6 minutes)

**Find the Quotient (6 minutes)**

Materials: (S) Hundreds through thousandths place value chart (Lesson 6 Template), personal white board

Note: This review fluency drill helps students work toward mastery of dividing decimals using concepts

introduced in Lesson 14.

T: (Project the place value chart showing ones, tenths, and hundredths. Write 0.3 ÷ 2 = .) Use place

value disks to draw 3 tenths on your place value chart. (Allow students time to draw.)

T: (Write 3 tenths ÷ 2 = hundredths ÷ 2 = tenths hundredths on the board.) Solve the division

problem.

S: (Write 3 tenths ÷ 2 = 30 hundredths ÷ 2 = 1 tenth 5 hundredths.)

T: (Write the algorithm below 3 tenths ÷ 2 = 30 hundredths ÷ 2 = 1 tenth 5 hundredths.) Solve using

the standard algorithm. (Allow students time to solve.)

Repeat the process for 0.9 ÷ 5, 6.7 ÷ 5, 0.56 ÷ 4, and 96 tenths ÷ 6.