



Program Information	<i>[Lesson Title]</i> Decimals		TEACHER NAME Shannon Pelsnik		PROGRAM NAME Parma City School District			
	<i>[Unit Title]</i> Basic Mathematics		NRS EFL(s) 1 – 3		TIME FRAME 60 minutes			
Instruction	<u>OBR ABE/ASE Standards – Mathematics</u>							
	Numbers (N)		Algebra (A)		Geometry (G)		Data (D)	
	Numbers and Operations	N.1.1 – 3.1 N.3.2 N.3.4 N.3.13	Operations and Algebraic Thinking		Geometric Shapes and Figures		Measurement and Data	
	The Number System	N.3.28	Expressions and Equations		Congruence		Statistics and Probability	
	Ratios and Proportional Relationships	N.3.19	Functions		Similarity, Right Triangles. And Trigonometry			
	Number and Quantity				Geometric Measurement and Dimensions			
				Modeling with Geometry				



Mathematical Practices (MP)	
■ Make sense of problems and persevere in solving them. (MP.1)	■ Use appropriate tools strategically. (MP.5)
Reason abstractly and quantitatively. (MP.2)	■ Attend to precision. (MP.6)
Construct viable arguments and critique the reasoning of others. (MP.3)	■ Look for and make use of structure. (MP.7)
Model with mathematics. (MP.4)	Look for and express regularity in repeated reasoning. (MP.8)
<p>LEARNER OUTCOME(S)</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Compare decimals by reasoning about their size • Use the four operations to solve word problems involving simple decimals • Use the four operations to solve construction word problems involving decimals 	<p>ASSESSMENT TOOLS/METHODS</p> <ul style="list-style-type: none"> • Individual practice problems – Students will complete practice problems with 80% accuracy • Teacher will walk around during group work and individual work to check for understanding. Further review in next class if not mastered.
<p>LEARNER PRIOR KNOWLEDGE</p> <ul style="list-style-type: none"> • Addition, subtraction, multiplication, division, • Calculator skills, computer and internet skills 	
<p>INSTRUCTIONAL ACTIVITIES</p> <ol style="list-style-type: none"> 1. Independent review: <ol style="list-style-type: none"> a. Have students work independently on <i>Chapter One: Basic Calculating</i> problems #1-35. b. Provide students with help as needed. c. Once students have finished, they can check their work using the answer key (provided) 	<p>RESOURCES</p> <p>Pencils/pens for student use</p> <p>Calculators for student use</p> <p>Student copies of <i>Chapter One: Basic Calculating</i> problems 1-35.</p>



<ol style="list-style-type: none">2. Introduce the concept of decimals and place value by presenting the <i>Place Value with Decimals</i> PPT.3. Using the <i>Multiplication and Division</i> section (starting on page 1-17) of <i>Construction Math</i>, model for students how to solve multiple and division with whole and decimal numbers problems.<ol style="list-style-type: none">a. After reviewing the rules and modeling how to solve a few problems, ask for students to participate in the problem-solving process.b. Once students are comfortable with the process, have students work independently or with a partner to complete pages 1-17 – 1-29.c. Review student answers as a class or students can use the answer key to check their work.4. For additional practice, have students complete:<ol style="list-style-type: none">a. Decimals – Addition and Subtraction I and/or II and Decimals – Multiplication and Division I and/or IIb. <i>Chapter 2: Decimals</i> from Common Core Basics: Building Essential Test Readiness Skills (Mathematics)c. Build Your Math Skills	<p>Florida Department of Transportation. (2002). <i>Construction Math</i> [PDF file]. Retrieved from http://www.ctqpfloida.com/course_Prep_Materials/scanned_Training_Materials/wholeBook.pdf</p> <p><i>Place Value with Decimals</i> PPT (attached)</p> <p>Projector, ability to project</p> <p>Computer</p> <p>Computers for student use</p> <p>Internet</p> <p>Tests Of Adult Basic Education (TABE) Progress Checks. (n.d.). Retrieved from http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/additional-cte-programs-courses/special-needs/tests-of-adult-basic-edu-tabe-progress.stml</p> <p><i>Common core basics: Building essential test readiness skills</i> (Mathematics). (2014). Columbus, OH: McGraw-Hill Education.</p> <p>Build Your Math Skills. (n.d.). Retrieved from http://www.learningexpresshub.com/learningexpress-hub/ohio-means-jobs/prepare-for-your-ged-test/build-your-basic-skills/build-your-math-skills</p>
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	DIFFERENTIATION <ul style="list-style-type: none">• Give extra help to students who need it; pair lower-level with higher-level students• Use projector, PPT, and worksheets for tactile and visual learners• Teacher can model more examples if needed.• Individual and Whole Class instruction
Reflection	TEACHER REFLECTION/LESSON EVALUATION
	ADDITIONAL INFORMATION

Place Value with Decimals



How do I know what kind of decimal it is?



- The name of a decimal is determined by the number of places to the right of the decimal point

Number of Places	Decimal Name	Example
1	tenths	0.7 seven tenths
2	hundredths	0.05 five hundredths
3	thousandths	0.016 sixteen thousandths

What are mixed decimals?



- Numbers with both whole numbers and decimals
 - 128.765
 - ✦ 128 = whole number
 - ✦ .765 = decimal

How do you read decimals?



- First, find the decimal point
 - Whole number.decimal fraction
 - 128.765
- Say “and” for the decimal point
 - 128.765 = “one hundred, twenty-eight and seven hundred sixty-five thousandths”

Zeros after the decimal point



- Writing extra zeros after the decimal point does *not* change the value!
 - $0.2 = 0.20 = 0.200$

Practice



Exercise 1



Write the decimals:

1. Five thousandths
2. Ninety-four thousandths
3. Three hundred thirty-six and sixty-nine hundredths

Exercise 2



Write each decimal in words:

1. 7884.011
2. 5592.4
3. 4.203
4. 612.250
5. 10.44

Exercise 3



In what place (on the place value chart) is the underlined digit? Write the answer.

1. 1.475
2. 3.763
3. 7780.215
4. 412.407
5. 902.103

Exercise 4



Write a decimal that has the same number:

1. 0.2
2. 5.51
3. 410.6
4. 753.809