

Today's Lesson: To understand the place value system.

CCSS

Number and Operations in Base Ten, Fifth Grade. (Understand the place value system.)
5.NBT.4

Focus Lesson 1 (I do)

"We have learned that we can compare whole numbers and decimals. Today we're going to learn how to replace a number with another number that tells about how many or how much."

Begin the lesson by writing the numbers 1140, 1123, 1170 and 1101 on the white board or on chart paper. The teacher also needs to draw a number line from 1100 – 1200 on the whiteboard or on chart paper.

"I am going to tell you if I think each number is closer to 1100 or 1200. Then I'm going to tell you how I decided this." The teacher will think aloud and say, "My first number is 1140. 1140 is closer to 1100. My second number is 1123, it is also closer to 1100. My next number is 1170, it is closer to 1200. My last number is 1101, it is closer to 1100."

The teacher will then point out to the students that the number 1150 is exactly in the middle. Thinking aloud, the teacher will say, *"The numbers to the left of the middle are rounded down, and the numbers to the right of the middle are rounded up."* Still thinking aloud, the teacher will say, *"What we are doing is called rounding. Rounding a number is replacing a number with the closest multiple of 10, 100, 100, etc."*

Round of Daily 3 Math

Focus Lesson 2 (We do)

The teacher needs to hand out number lines created by the teacher ahead of time. Each number line should be created from 1400 to 1500 with 10 lines placed equally between the two numbers. If number lines aren't created ahead of time, the teacher could draw a number line on the white board or chart paper.

The teacher will say, "We are going to practice rounding numbers that I say aloud. I am going to tell you a number, and I would like for you to decide which number it will be rounded to. For example, if I say the number 1430, I want you to decide if this number should be rounded to 1400 or 1500."

The teacher will then proceed to say a number to the class. The students should think of their answer on their own, and then share with an elbow buddy. The students should explain/prove to their elbow buddy how they determined which number to round it to.



Round of Daily 3 Math

Focus Lesson 3 (You do)

The teacher will post the following sentence starter on the board:

"To round a number, I would . . ."

Each student should be able to explain the process they go through to round a number in their math journal.

Then, ask students to give an example of two different numbers that can both be rounded to 1200.

Student Sharing

