

Teri Moore  
Math Chapter 3 Lesson 5  
Adding Decimals Using Models

Use the unit overview at the end of the lesson (5 min.) for them to show proof and change their rating on adding decimals with models.

Set the timer for 5 minutes on Elmo. Review prior skills with Decimal of the Day  $\frac{1}{2}$  sheet. 10.63 from day 3. They will write it in work and expanded form, round it to the tenths and ones place and compare it to 10.7. These are all skills we have practiced to this point. Gather them up after 5 minutes to check understanding.

***Today we are working on Learning Target 4: (Show Unit Overview on Elmo) I can represent decimal addition and subtraction using a model. At the end of the lesson, I will give you 5 minutes to rate your understanding and fill in the proof box. If you're not at a three yet, you can just continue practicing the skill to get you there.***

Show on the Elmo the decimal 1.43.

***What number does this model represent?***

***In just a minute we are going to be adding decimals with models. How might we complete this addition sentence using models? Talk with someone near you to share your thinking. If your thinking is stalled, be sure to listen to those around you.***

***1.43 + 2.15. You're going to draw the picture of this on your first clean sheet of paper. I expect you to follow along drawing the picture as I use the models.***

Make sure students are stacking them on top of one another lining up the place values. This will help when we use the algorithm in a later lesson.

***Now let's give this one a try: 3.57 + 4.34. I'm looking at my hundredths, and I notice I have more than 10. This information is***

***critical or really important so lean in and listen carefully. What am I going to have to do with all these hundredths?***

Make sure students tell me we will have to trade them in, regroup them. Trade 10 of the hundredths for a tenth.

***Let's turn to page 122 and work number 1 & 2 together. Instead of using the actual manipulatives, I'm going to draw the pictures along with you. I expect you to follow the steps as I do them. When I send you off to work independently, you will need to make sure you have the models of the addition.***

Work independently to complete page 123.

Walk around the room to make sure students are stacking and regrouping. Reteach and clear up mistakes.

***Now you are going to work in pairs so I can get an indication of where you are in understanding. Think about where you might be on our scale on the Unit Overview. After we work with our partners, we'll be filling out our scale and proof box on the Unit Overview. If you're feeling like you're at a two, this is the opportunity to clear up your thinking to get to a three.***

***With your elbow partner, you are going to lead your partner through an adding problem. The partner with the shortest hair will be the director telling the doer what to do with the models. The director has to direct the doer with every step of the way. Let me show you how this looks. Aislin, will you be my partner for this? I'll direct her steps to solve  $1.64 + 1.53$ .***

***You will spend the next few minutes completing this worksheet (from 3.5 of Standards Practice Book) with your partners. My alarm will go off when we have five minutes left for us to check out our Unit Overview.***

***Turn and tell your elbow partner what you are going to be doing for the next few minutes.***

***Can I answer any questions?***

***Off you go...***

Stop with 5 minutes left for them to fill out their Unit Overview. Walk around while they fill out to check their proof box. Clear up misconceptions.