Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	3rd Grade
Lesson Title:	Decimals
Focus:	Decimals

Materials:

White boards	Decks of cards
Crayolas	Vocabulary Notebooks
Socks	Activity at the end of this lesson plan

Opening

State the objective

Today we are going to practice using our math vocabulary and practice in the basic operations of addition, subtraction, multiplication, and division.

Gain prior knowledge by asking students the following questions

Math is about intentionally thinking of the relationships between numbers, operations, and the words we use to describe those things. Think about a dollar. A dollar is worth 100 pennies. We write dollars by using a dollar sign, $, writing the number of whole dollar we have, $3 and then placing a decimal point after the number of whole dollars to talk about the cents we have as well, $3.47. In this example we have 3 dollars and 47 cents. The 47 cents could be all pennies, 9 nickels and 2 pennies, 1 quarter, 2 dimes, and 2 pennies, and so on. But in order for us to be able to talk about it consistently without having to describe each coin, we say 47 cents, or 47 of the 100 cents it would take to make another whole dollar. Share some of the experiences you have had with money—your allowance, paying for something, and how you knew how much money you had or had spent. Practice writing several different dollar and cents amounts.

Content (the "Meat")

Problem of the Day

John has been rolling a die. He has written down each number that he rolls. Make a tally chart using the numbers.

Rolls: 2, 1, 2, 4, 4, 6, 3,6,5, 5, 3, 1,4, 1, 5, 5, 5,

Fact Practice

Addition War

- Divide students into pairs. Give each pair a deck of cards without face cards and jokers.
- Shuffle the deck and divide the cards evenly between the two players
- On go, the players turn over the cards at the same time
- Students add the 2 numbers that have been turned up
- First person to give the answer either wins the cards because the answer is

Activity → Teachable Moment(s) *throughout

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments

Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking

correct, or has to turn over 2 cards because he/she gave the wrong answer

- At the end of round, students may reshuffle the pile of cards that they have
- Play can continue until one player has all cards or time has called

When possible, engage students in a "teach to learn" opportunity and have the student become the teacher

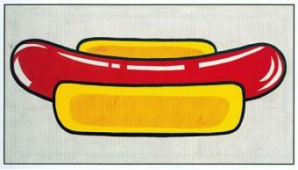
Math Vocabulary

Word for Today: decimal

Description: The term decimal is used to describe the period or the dot that is put in a number to show where the whole number ends and the fractional part of the number begins. A decimal is written like a period, but when we are reading a number with a decimal in it, we say the word "and" when we come to the decimal. That and signifies that everything said before refers to whole thinks and everything that is said after is going to be a part of a whole. The two most commonly used parts are 10 parts or 100 parts, which we refer to as tenths or hundredths. Give several examples of whole numbers with decimal poits and either 10^{th} or 100^{th} after it.

Create an entry in your Vocabulary Notebook for the term "decimal".

Vocabulary Notebook Sample:

New Word	**My Description**
picnic	Hot dogs, mustard, catsup, drinks, ball games, family fun at the park
Personal Connection	**Drawing**
I love to go to the park with my family. We take a picnic lunch and barbeque hot dogs.	

It is important to review academic math vocabulary often throughout the day

Complete the Vocabulary notebook for each word.

When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation)

Vocabulary Notebooks can be made from ½ of a composition book

Activity

Decimals

Decimals

A decimal is a "dot" or a period that separates a whole number from a portion of a number. Unlike fractions, decimals are written in tenths and hundredths. That means that the denominator for tenths is 10 and the denominator for hundredths is 100. If you are writing a whole number, such as 345, the three represents 3 hundred, the 4 represents 40 and the 5 represents 5 (ones). The decimal point would bet placed to the RIGHT of the ones place. In this number, 345.23, the 3, 4, and 5 stay the same, when you see the decimal you say the word "and". The 2 represents 2 tenths and the 3 represents hundredths. This number would be read: 3 hundred forty-five AND 23 hundredths. In money this would look like, $345.23 and we would say 345 dollars and 23 cents. Cents refers to the number of the 100 pennies you would need for a dollar.

We are going to work on identifying, reading and writing decimals.

Decimals

Directions:

Focus on having young people "compete" in pairs or small groups. Once a game is mastered you can utilize it in the "When Homework Is Complete" center

1. Divide students into pairs 2. Give each pair a white board and a set of Decimal Cards. 3. Player 1 draws a card and selects an answer. If correct, he/she keeps the card. If not, the card is discarded. 4. Player 2 repeats 5. Game is over when all cards have been claimed.	

Closing
Review Say: • Please recap what we did today. • Did we achieve our objectives?
Debrief **Three Whats** Ask the following three what questions: What was your key learning for the day? What opportunities might you have to do this same thing in the "real world"? What advice would you give to a "new" player getting ready to play this game so he/she could get all the blocks are completed.

Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them

3rd Grade Decimals

What decimal matches the shaded part of the rectangle?

0.3 3.7 3 .03

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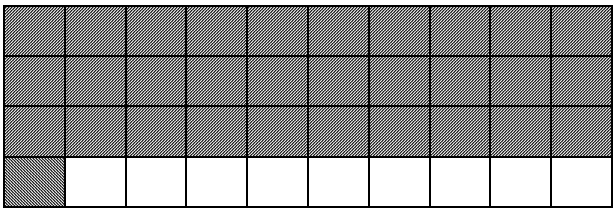

31 3.1 0.31 3.01

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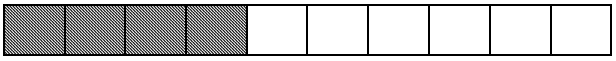
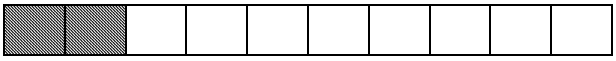


4 0.04 0.4 4.6

What decimal matches the shaded part of this rectangle?



2.8 2 0.02 0.2

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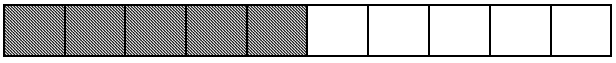
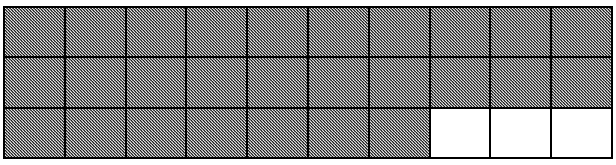


5 0.05 0.5 5.5

Which decimal matches the shaded part of these rectangles?



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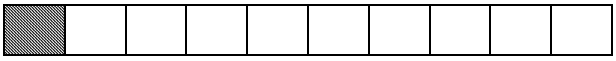

1.9 0.01 1 0.1

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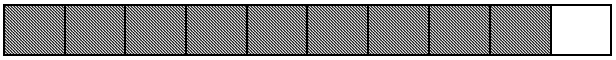

9 9.1 0.09 0.9

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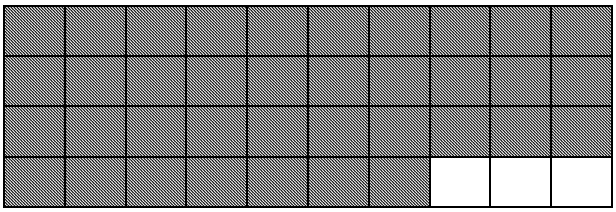

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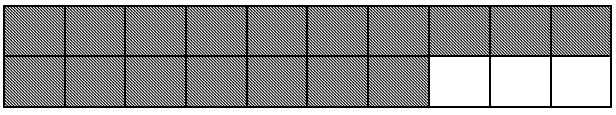

17.0 1.07 1.7 0.17

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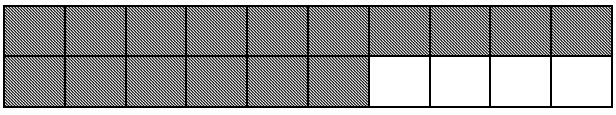
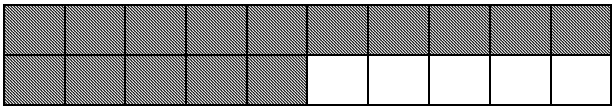


1.6 1.06 16.0 0.16

What decimal matches the shaded part of these rectangles?



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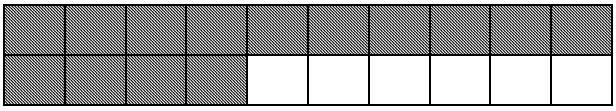

14.0 1.04 0.14 1.4

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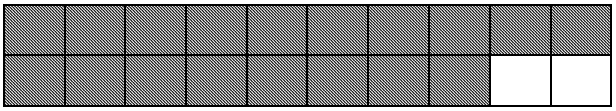

1.08 0.18 1.8 18.0

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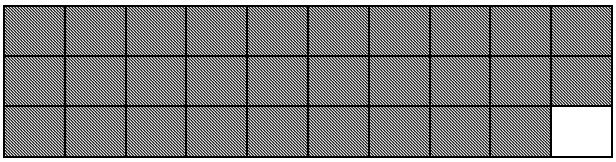

29.0 2.9 0.29 2.09

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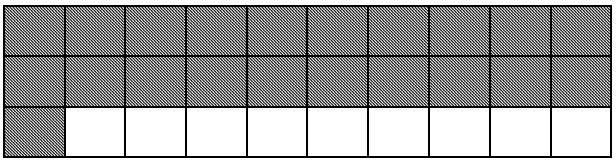

2.01 0.21 2.1 21.0

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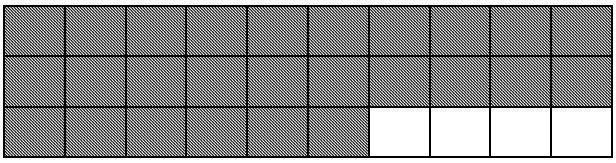

2.06 2.6 0.26 26.0

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Component	Math
Grade Level:	3rd Grade
Lesson Title:	Decimals 2
Focus:	Decimals

Materials:

White boards	Decks of cards
Crayolas	Vocabulary Notebooks
Socks	Activity at the end of this lesson plan

Opening

State the objective

Today we are going to practice using our math vocabulary and practice in the basic operations of addition, subtraction, multiplication, and division.

Gain prior knowledge by asking students the following questions

Math is about intentionally thinking of the relationships between numbers, operations, and the words we use to describe those things. What are some strategies that you use when you are trying to figure out how to solve a mathematics problem?

Share what you understand about decimals. On a white board, show how you would write 38 cents using a dollar sign and a decimal point. Try writing eight dollars and forty-one cents; 6 dollars and thirty-seven cents; and ten dollars and eight-eight cents. Compare and discuss what the meaning of the numbers to the right of the decimals point is.

Content (the "Meat")

Problem of the Day

Mark, Julie, Kyle, Bonnie, and Jake are standing in line to ride the merry-go-round. Mark is second in line and Kyle is third. Jake is behind Kyle and in front of Bonnie. Who is first and how do you know?

Fact Practice

Foreheader

1. Divide students into trios. Give each trio a deck of cards without face cards and jokers.
2. Shuffle the deck and give all of the cards to the referee who will be "judging" the contest
3. On go, players are each handed a card by the referee and **WITHOUT** looking, put the card face out on his/her forehead
4. The referee adds the two numbers together and states the answer
5. Each player looks at the other person's exposed number and names his/her own number
6. Person who wins (accuracy and time), collects both cards
7. Play continues until all cards are gone.
8. Players can repeat play (if there is another time) with each other so each has an opportunity to be both a player and referee

Activity → Teachable Moment(s) *throughout

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments

Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking

When possible, engage students in a "teach to learn"

	opportunity and have the student become the teacher
Math Vocabulary **Word for today: tenths** **Description:** The term, tenths, refers to 1 of 10 equal parts. You can have 1, 2, 3, 4, 5, 6, 7, 8, or 9 tenths and have less than one whole. On the tenth, tenth, you would have 1. Think in terms of needing 10 dimes to equal one dollar. The tenths place when you are writing a number is the first place after the decimal point. 2.5 would be said, two and 5 tenths, remember that the decimal point is said "and" and since the number 5 is in the tenths place and no other number comes after, you say the name of the number and then the word tenths to indicate that this is the last place a number is in. Practice several examples. Create an entry for the word "tenths" in your Vocabulary Notebook. **Vocabulary Notebook Sample:**	It is important to review academic math vocabulary often throughout the day Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation) Vocabulary Notebooks can be made from ½ of a composition book

New Word	**My Description**
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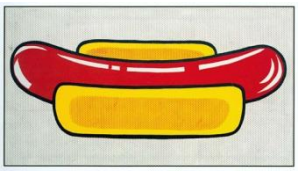
I love to go to the park with my family. We take a picnic lunch and barbeque hot dogs.	

Activity **Decimals** **Decimals** A decimal is a "dot" or a period that separates a whole number from a portion of a number. Unlike fractions, decimals are written in tenths and hundredths. That means that the denominator for tenths is 10 and the denominator for hundredths is 100. If you are writing a whole number, such as 345, the three represents 3 hundred, the 4 represents 40 and the 5 represents 5 (ones). The decimal point would bet placed to the RIGHT of the ones place. In this number, 345.23, the 3, 4, and 5 stay the same, when you see the decimal you say the word "and". The 2 represents 2 tenths and the 3 represents hundredths. This number would be read: 3 hundred forty-five AND 23 hundredths. In money this would look like, $345.23 and we would say 345 dollars and 23 cents. Cents refers to the number of the 100 pennies you would need for a dollar. We are going to work on identifying, reading and writing decimals. **Decimals**	Focus on having young people "compete" in pairs or small groups. Once a game is mastered you can utilize it in the "When Homework Is Complete" center

Consult 4 Kids Lesson Plans

Directions: 1. Divide students into pairs 2. Give each pair a white board and a set of Decimal Cards. 3. Player 1 draws a card and selects an answer. If correct, he/she keeps the card. If not, the card is discarded. 4. Player 2 repeats 5. Game is over when all cards have been claimed.	

Closing
Review Say: • Please recap what we did today. • Did we achieve our objectives?
Debrief **Three Whats** Ask the following three what questions: What was your key learning for the day? What opportunities might you have to do this same thing in the "real world"? What advice would you give to a "new" student getting ready to do this activity.

Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
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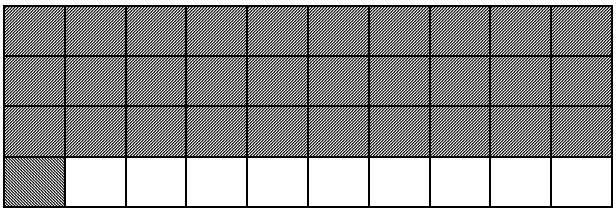

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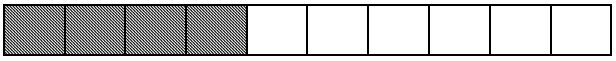

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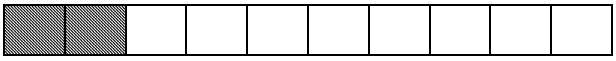

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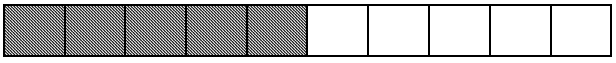

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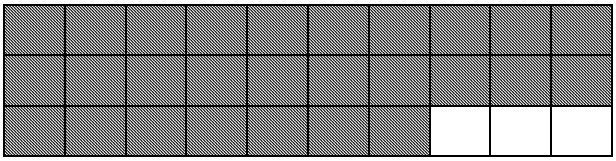

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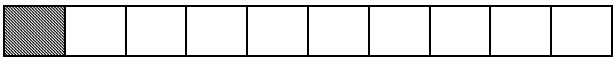

1.9 0.01 1 0.1

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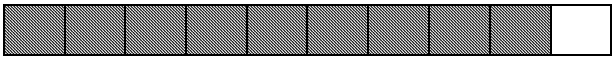

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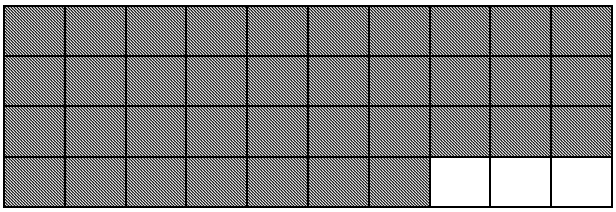

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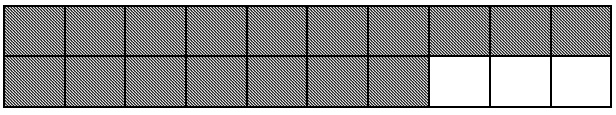

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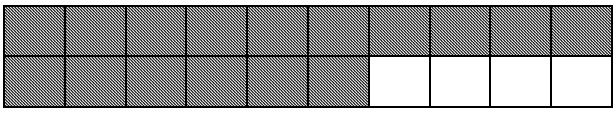

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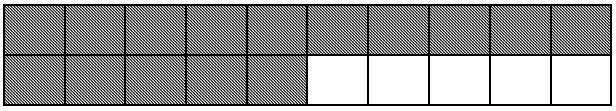

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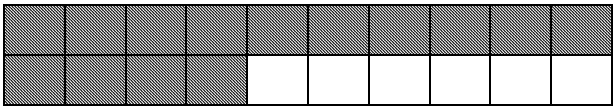

14.0 1.04 0.14 1.4

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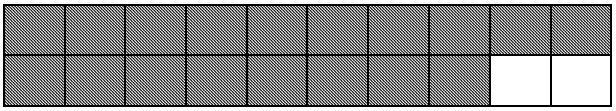
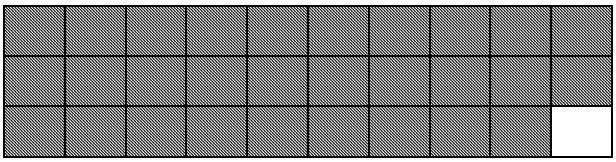


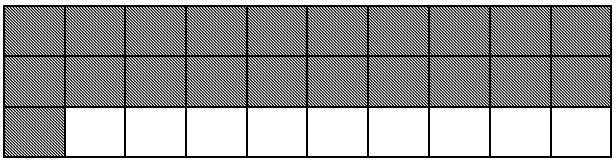
1.08 0.18 1.8 18.0

What decimal matches the shaded part of these rectangles?



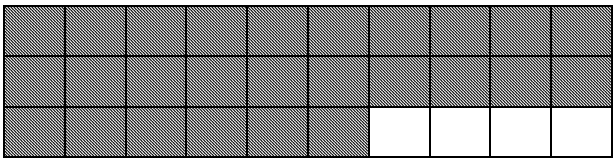
29.0 2.9 0.29 2.09

What decimal matches the shaded part of these rectangles?



2.01 0.21 2.1 21.0

What decimal matches the shaded part of these rectangles?



2.06 2.6 0.26 26.0

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	3rd Grade
Lesson Title:	Hundredths
Focus:	Decimals

Materials:

White boards	Vocabulary Notebooks	Activity at end of this lesson plan
Crayolas	Dice	
Socks	Cards(remove face cards, use the joker as a zero)	

Opening

State the objective

Today we are going to practice using our math vocabulary and practice in the basic operations of addition, subtraction, multiplication, and division.

Gain prior knowledge by asking students the following questions

Math is about intentionally thinking of the relationships between numbers, operations, and the words we use to describe those things. What are some strategies that you use when you are trying to figure out how to solve a mathematics problem?

Share what you understand about decimals. On a white board, show how you would write 38 cents using a dollar sign and a decimal point. Try writing eight dollars and forty-one cents; 6 dollars and thirty-seven cents; and ten dollars and eight-eight cents. Compare and discuss what the meaning of the numbers to the right of the decimals point is.

Content (the "Meat")

Problem of the Day

Linda is counting to 50 by 10s. Marnie is counting to 50 by 5s. Jorge is counting to 50 by 2s. What 5 numbers will all three of them say? How do you know?

Fact Practice

Spokes on a Wheel

1. Divide students into pairs
2. On a white board, student draws a small circle with 9 spokes coming out of it (should look like a bicycle tire)
3. Have students choose to put a 6, 7 or 8 in the center circle
4. Student rolls two dice and adds the pips (dots)
5. Taking this total, student writes a math problem on one of the spokes (eg. 7 is in the circle and students rolls a 3 and 5 which totals 8. The spoke equation would look like 7 + 8 = 15

Activity → Teachable Moment(s) *throughout

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments

Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking

When possible, engage

6. Process continues until all spokes have an equation	students in a "teach to learn" opportunity and have the student become the teacher

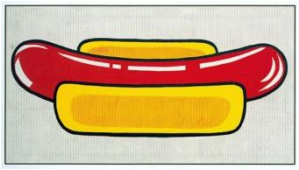
Math Vocabulary

Word for today: hundredths

Description: Hundredths is a term that we use to describe one of 100 equal parts much like there are 100 pennies in a dollar. Each penny is $\frac{1}{100}$ of a dollar. In a number that has a decimal point, if there is a number in two places to the right of that decimal, you would call that hundredths. 5.03 is said, five a 3 hundredths. 5.32 would be said, five and thirty-two hundredths. Since the 2 is in the hundredths place, the 3 and the 2 are said 32 and then given the "title" of hundredths.

Students complete the Vocabulary Notebook for the term "hundredths".

Vocabulary Notebook Sample:

New Word	My Description
picnic	Hot dogs, mustard, catsup, drinks, ball games, family fun at the park
Personal Connection	**Drawing**
I love to go to the park with my family. We take a picnic lunch and barbeque hot dogs.	

It is important to review academic math vocabulary often throughout the day

Complete the Vocabulary notebook for each word.

When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation)

Vocabulary Notebooks can be made from ½ of a composition book

Activity

Decimals

Hundredths Place

The first place after the decimal point is tenths. The second place after the decimal is hundredths. If you were thinking about money, it would be the number of pennies you would need of the 100 needed to make a dollar.

When reading a number with two digits after the decimal point, the number is read saying the two numbers together with the final word being hundredths. .26 is read 26 hundredths, .53 if read fifty-three hundredths, and .87 is read eighty-seven hundredths. If this number were written as a fraction it would be written: $\frac{26}{100}, \frac{53}{100}, \frac{87}{100}$

Today and tomorrow we are going to be looking at hundredths.

Hundredths

Directions:

1. Divide students into pairs
2. Give each pair a white board and a set of Hundredths Cards.
3. Player 1 draws a card and selects an answer. If correct, he/she keeps the card. If not,

Focus on having young people "compete" in pairs or small groups. Once a game is mastered you can utilize it in the "When Homework Is Complete" center

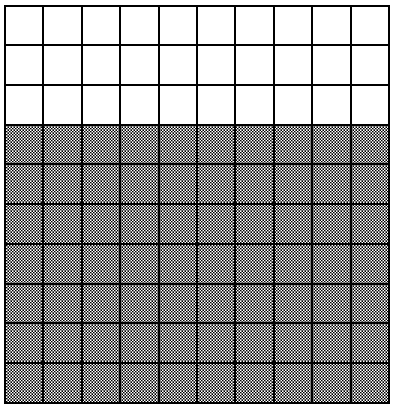
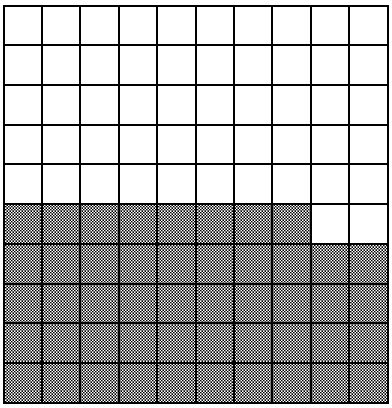
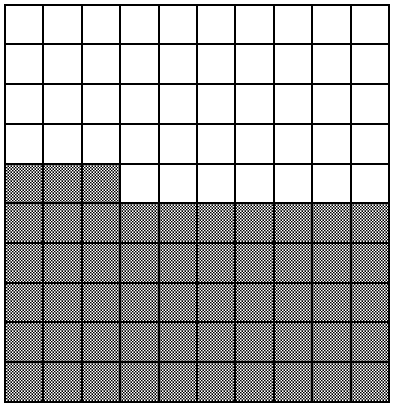
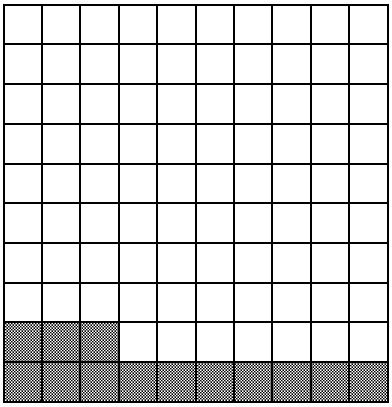
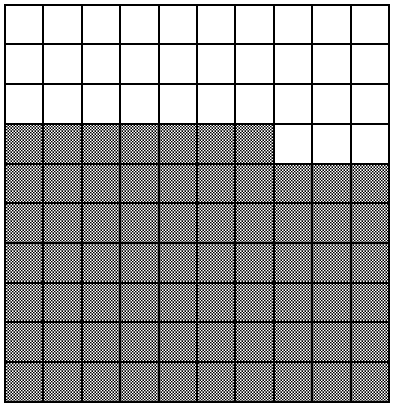
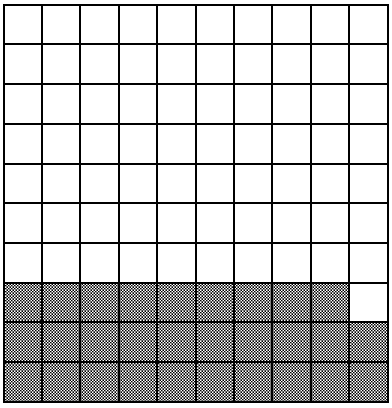
the card is discarded. 4. Player 2 repeats 5. Game is over when all cards have been claimed.	

Closing
Review Say: • Please recap what we did today. • Did we achieve our objectives?
Debrief **Three Whats** Ask the following three what questions: What was your key learning for the day? What opportunities might you have to do this same thing in the "real world"? What advice would you give to a "new" student getting ready to do this activity.

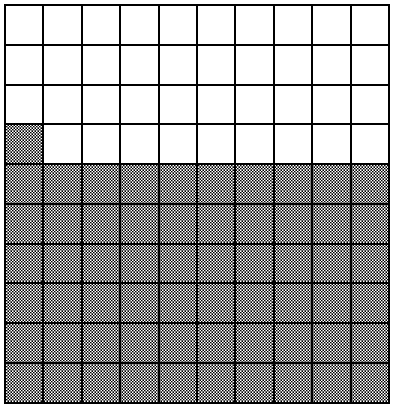
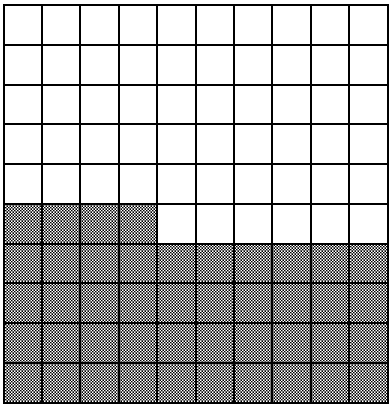
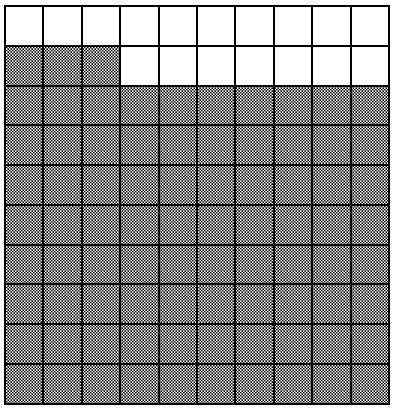
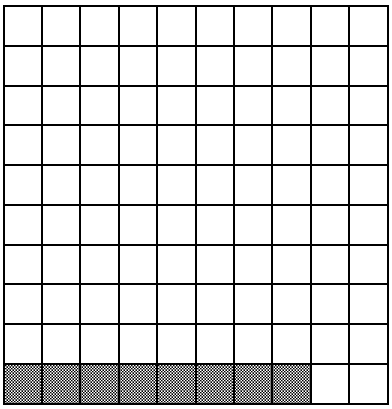
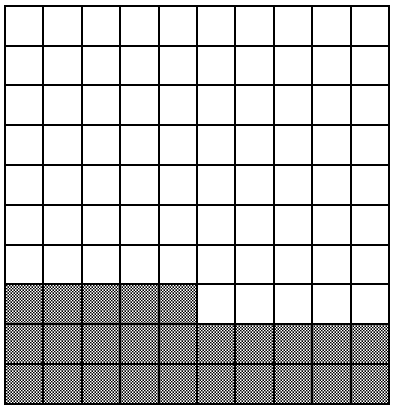
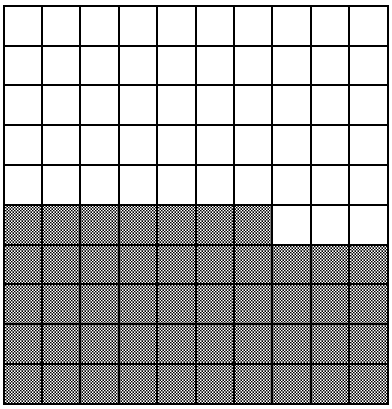
Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them

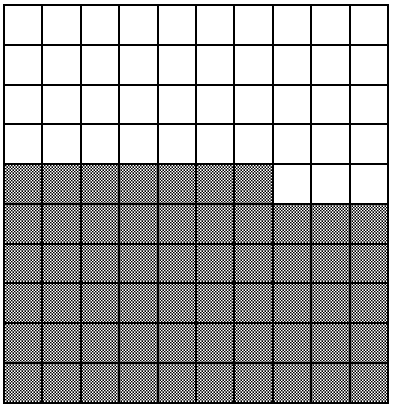
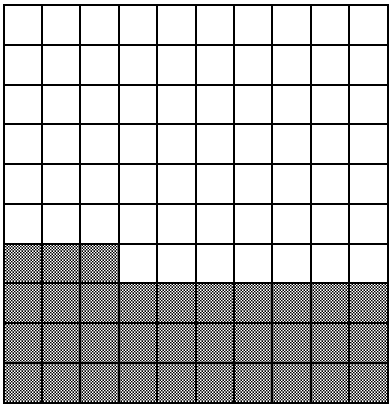
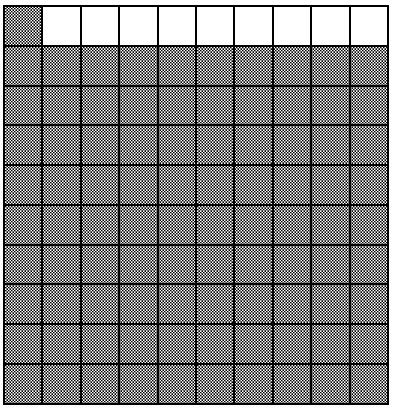
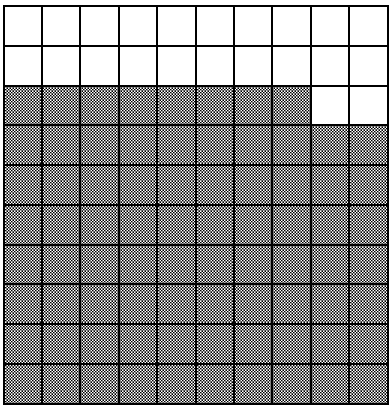
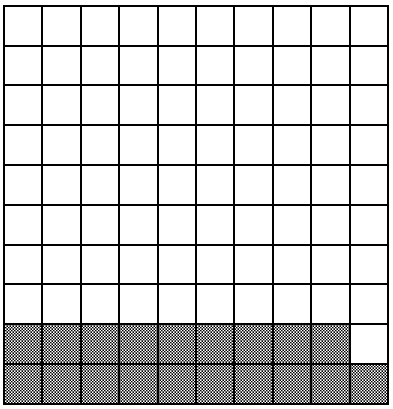
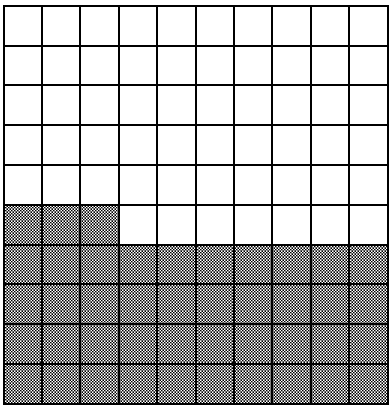
3rd Grade Hundredths

Write a decimal for the shaded part of this box. 	Write a decimal for the shaded part of this box. 
Write a decimal for the shaded part of this box. 	Write a decimal for the shaded part of this box. 
Write a decimal for the shaded part of this box. 	Write a decimal for the shaded part of this box. 

Consult 4 Kids Lesson Plans

Write a decimal for the shaded part of this box. 	Write a decimal for the shaded part of this box. 
Write a decimal for the shaded part of this box. 	Write a decimal for the shaded part of this box. 
Write a decimal for the shaded part of this box. 	Write a decimal for the shaded part of this box. 

Consult 4 Kids Lesson Plans

Write a decimal for the shaded part of this box. 	Write a decimal for the shaded part of this box. 
Write a decimal for the shaded part of this box. 	Write a decimal for the shaded part of this box. 
Write a decimal for the shaded part of this box. 	Write a decimal for the shaded part of this box. 

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	3rd Grade
Lesson Title:	Hundredths 2
Focus:	Decimals

Materials:	
White boards	Vocabulary Notebooks
Crayolas	dice
Socks	Activity at the end of this lesson plan

Opening

State the objective

Today we are going to practice using our math vocabulary and practice in the basic operations of addition, subtraction, multiplication, and division.

Gain prior knowledge by asking students the following questions

Math is about intentionally thinking of the relationships between numbers, operations, and the words we use to describe those things. What are some strategies that you use when you are trying to figure out how to solve a mathematics problem?

Share what you understand about decimals. On a white board, show how you would write 38 cents using a dollar sign and a decimal point. Try writing eight dollars and forty-one cents; 6 dollars and thirty-seven cents; and ten dollars and eight-eight cents. Compare and discuss what the meaning of the numbers to the right of the decimals point is. What are some strategies that you use when you are trying to figure out how to solve a mathematics problem?

How can you tell that you are on the right track for solving the problem?

What are the basic operations that you need to utilize during math?

Content (the "Meat")

Problem of the Day

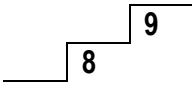
Look at the 5 numerals below. Write the largest number that you can. Then write the smallest. Tell your neighbor how you know that you are correct.

4 9 2 7 5

Fact Practice

Addition Ladder

1. Give each student a white board (include marker or crayola)
2. Student should draw a ladder like the one below



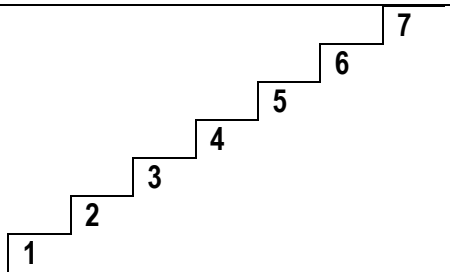
Activity → Teachable Moment(s) *throughout

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments

Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of



3. Have student roll 2 dice, total the pips and then add that number to each of the numbers in the ladder, writing the sum to the right of the number

the group is thinking

When possible, engage students in a "teach to learn" opportunity and have the student become the teacher

Math Vocabulary

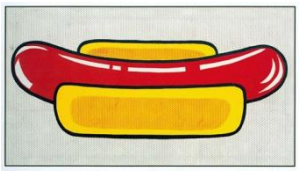
Word for Today: hundredths

Description: The term hundredths was discussed yesterday. Ask students to give you examples of things that are in hundredths.

The 16 is the dividend.

Share yesterday's entry for the term "hundredth" with a peer. Make any corrections or changes that are necessary. .

Vocabulary Notebook Sample:

New Word	My Description
picnic	Hot dogs, mustard, catsup, drinks, ball games, family fun at the park
Personal Connection	**Drawing**
I love to go to the park with my family. We take a picnic lunch and barbeque hot dogs.	

It is important to review academic math vocabulary often throughout the day

Complete the Vocabulary notebook for each word.

When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation)

Vocabulary Notebooks can be made from ½ of a composition book

Activity

Decimals

Hundredths Place

The first place after the decimal point is tenths. The second place after the decimal is hundredths. If you were thinking about money, it would be the number of pennies you would need of the 100 needed to make a dollar.

When reading a number with two digits after the decimal point, the number is read saying the two numbers together with the final word being hundredths. .26 is read 26 hundredths, .53 if read fifty-three hundredths, and .87 is read eighty-seven hundredths. If this number were written as a fraction it would be written: $\frac{26}{100}, \frac{53}{100}, \frac{87}{100}$

Today and tomorrow we are going to be looking at hundredths.

Focus on having young people "compete" in pairs or small groups. Once a game is mastered you can utilize it in the "When Homework Is Complete" center

Consult 4 Kids Lesson Plans

Hundredths **Directions:** 1. Divide students into pairs 2. Give each pair a white board and a set of Hundredths Cards. 3. Player 1 draws a card and selects an answer. If correct, he/she keeps the card. If not, the card is discarded. 4. Player 2 repeats 5. Game is over when all cards have been claimed. 1.	

Closing
Review Say: • Please recap what we did today. • Did we achieve our objectives?
Debrief **Three Whats** Ask the following three what questions: What was your key learning for the day? What opportunities might you have to do this same thing in the "real world"? What advice would you give to a "new" student getting ready to do this activity.

Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
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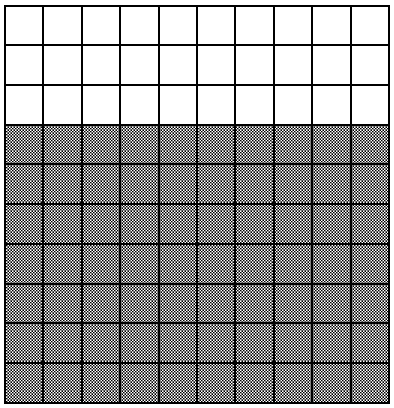
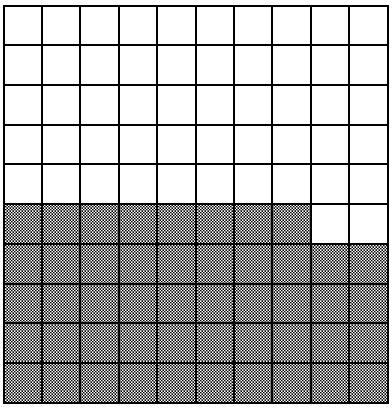
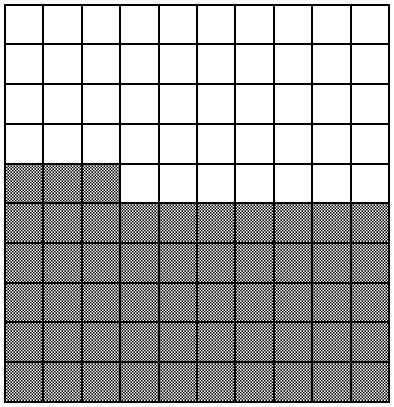
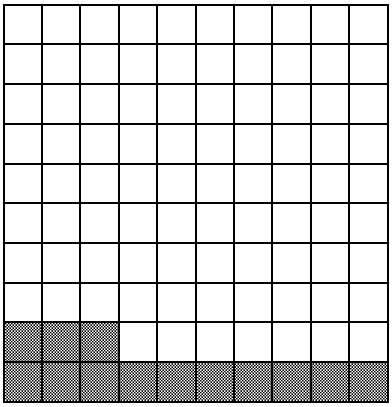
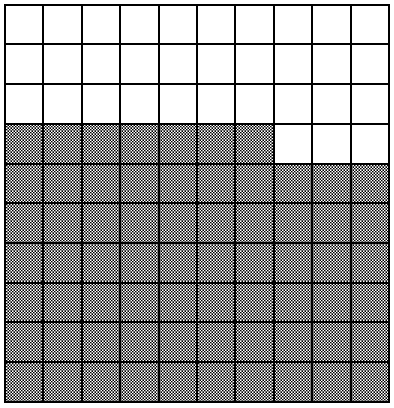
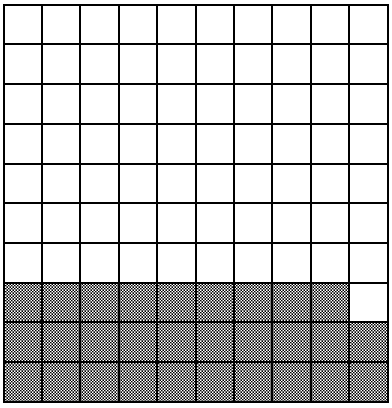
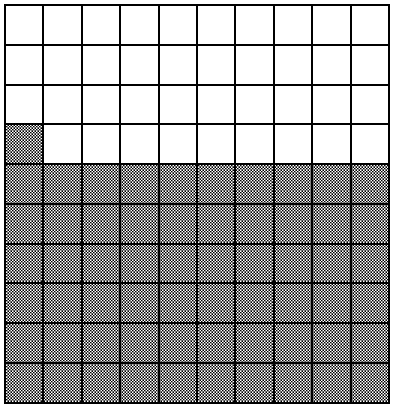
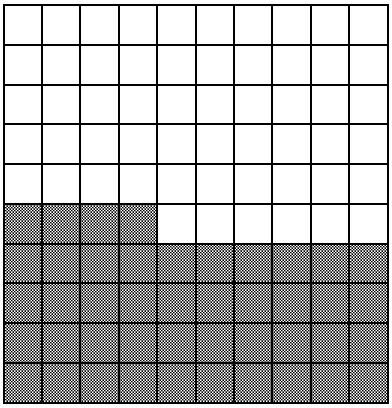
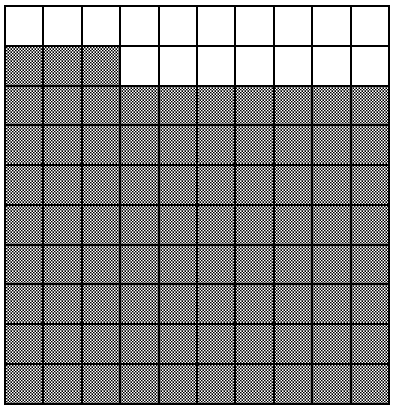
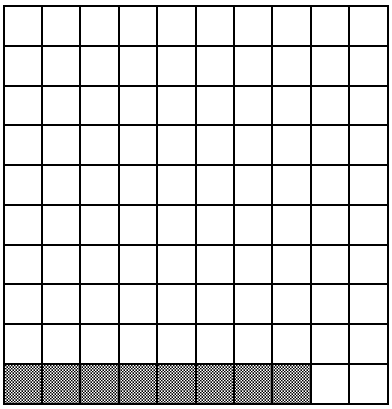
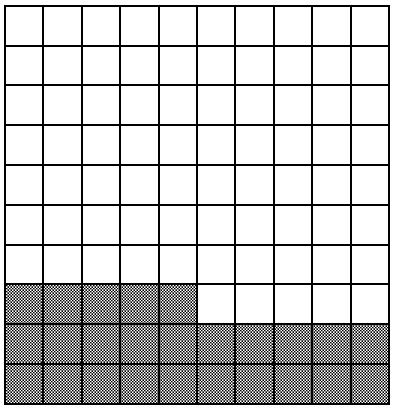
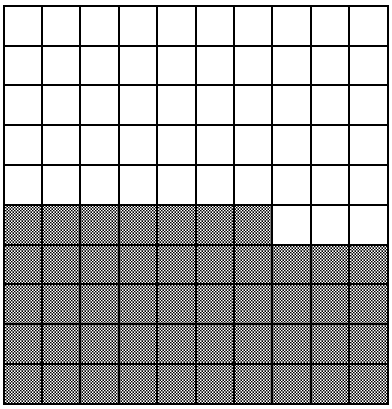
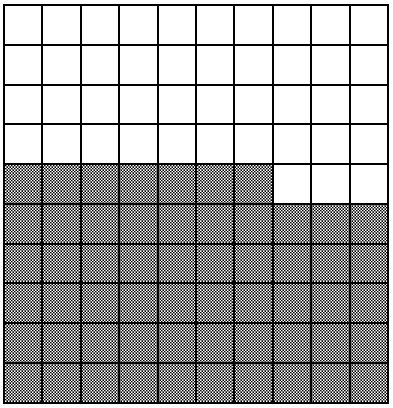
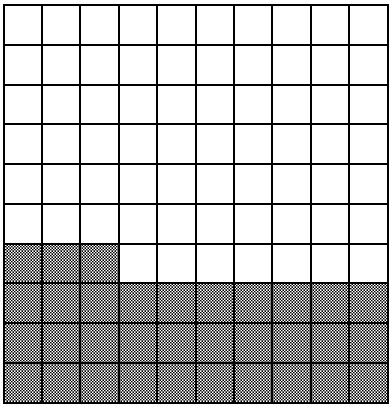
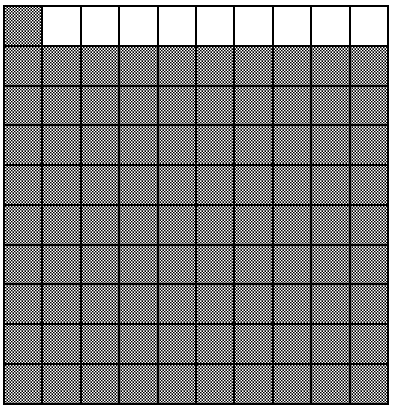
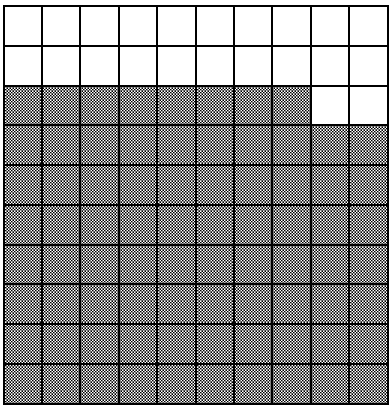
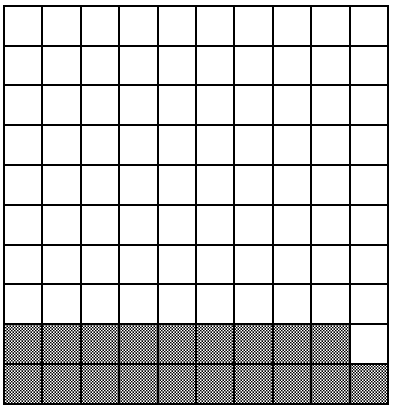
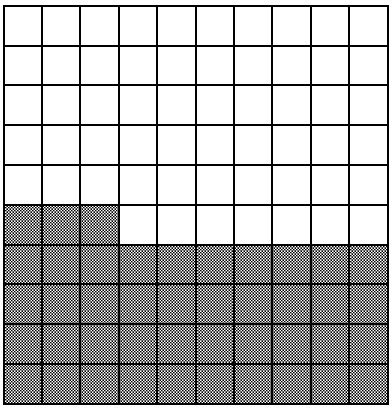
3rd Grade Hundredths

Write a decimal for the shaded part of this box. 	Write a decimal for the shaded part of this box. 
Write a decimal for the shaded part of this box. 	Write a decimal for the shaded part of this box. 
Write a decimal for the shaded part of this box. 	Write a decimal for the shaded part of this box. 

Consult 4 Kids Lesson Plans

Write a decimal for the shaded part of this box. 	Write a decimal for the shaded part of this box. 
Write a decimal for the shaded part of this box. 	Write a decimal for the shaded part of this box. 
Write a decimal for the shaded part of this box. 	Write a decimal for the shaded part of this box. 

Consult 4 Kids Lesson Plans

Write a decimal for the shaded part of this box. 	Write a decimal for the shaded part of this box. 
Write a decimal for the shaded part of this box. 	Write a decimal for the shaded part of this box. 
Write a decimal for the shaded part of this box. 	Write a decimal for the shaded part of this box. 

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	3rd Grade
Lesson Title:	Which Place?
Focus:	Decimals

Materials:	
White boards	Vocabulary Notebooks
Crayolas	Deck of Cards for each pair
Socks	Activity at the end of this lesson plan

Opening
State the objective
Today we are going to practice using our math vocabulary and practice in the basic operations of addition, subtraction, multiplication, and division.
Gain prior knowledge by asking students the following questions
Math is about intentionally thinking of the relationships between numbers, operations, and the words we use to describe those things. What are some strategies that you use when you are trying to figure out how to solve a mathematics problem? Share what you understand about decimals. On a white board, show how you would write 38 cents using a dollar sign and a decimal point. Try writing eight dollars and forty-one cents; 6 dollars and thirty-seven cents; and ten dollars and eight-eight cents. Compare and discuss what the meaning of the numbers to the right of the decimals point is. What are some strategies that you use when you are trying to figure out how to solve a mathematics problem? How can you tell that you are on the right track for solving the problem? What are the basic operations that you need to utilize during math?

Content (the "Meat")	
Problem of the Day Draw a picture that will demonstrate an even number of circles and an odd number of circles. Label each picture. Tell how you know that you are correct.	***Activity → Teachable Moment(s) *throughout*** During the lesson check in with students repeatedly.
Fact Practice **Target** 1. Divide students into trios 2. Each trio needs a deck of cards without face cards and jokers 3. Place the cards face up in a TicTac Toe Grid 4. Turn up a 10th card which will be to the side and becomes the target number (aces count as 1) 5. Each player makes an equation with some or all of the numbers in the grid to equal	Check in about what is happening and what they are thinking. Take advantage of any teachable moments Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of

the target number. Students may add or subtract.

6. Each card may be used only one time in the equation
7. As the cards are being picked up, the player must say the equation aloud—for example if the target card is 10, then I could say 6 + 4 = 10, and pick up the 6 and the 4.
8. After one player finishes his/her turn, then the cards taken are replaced by cards from the remaining deck
9. Player with the most cards at the end of the game win

the group is thinking

When possible, engage students in a "teach to learn" opportunity and have the student become the teacher

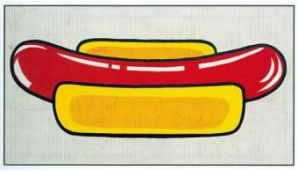
Math Vocabulary

Word for today: place value

Description: The term place value refers to the value of where the digit is in the number, such as units, tens, hundreds, or if you are talking about digits to the right of decimal point, tenths and hundredths. Right now we are looking at the place value to the right of the decimal point. Give several examples and have students identify whether this is tenths or hundredths.

Students should complete the Vocabulary Notebook for the two connected terms: place value

Vocabulary Notebook Sample:

New Word	**My Description**
picnic	Hot dogs, mustard, catsup, drinks, ball games, family fun at the park
Personal Connection	**Drawing**
I love to go to the park with my family. We take a picnic lunch and barbeque hot dogs.	

It is important to review academic math vocabulary often throughout the day

Complete the Vocabulary notebook for each word.

When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation)

Vocabulary Notebooks can be made from ½ of a composition book

Activity

Decimals

Tenths and Hundredths Place Value

It is important that students be able to move easily between the place value of whole numbers (thousands hundreds, tens, and ones) and both tenths and hundredths which represent a portion of the whole.

In the activity today and tomorrow, students will be playing a game that has them determine the place value of an identified number.

Which Place?

Directions:

1. Divide students into pairs
2. Give each pair a set of Which Place? Cards and a Game Board

Focus on having young people "compete" in pairs or small groups. Once a game is mastered you can utilize it in the "When Homework Is Complete" center

3. Player one draws a Which Place? Card and determines which place value the underlined number represents. 4. Player places a token on the word on the game board that indicates the correct place 5. Player 2 repeats the process 6. If the answer is incorrect, the card is returned to the deck. If the answer is correct, player keeps the card. 7. Game is over when all cards are claimed.	

Closing
Review Say: • Please recap what we did today. • Did we achieve our objectives?
Debrief **Three Whats** Ask the following three what questions: What was your key learning for the day? What opportunities might you have to do this same thing in the "real world"? What advice would you give to a "new" student getting ready to do this activity.

Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them

3rd Grade Which Place?

What is the place value of the 8 in 857.01?	What is the place value of the 9 in 432.96
What is the place value of the 8 in 497.08?	What is the place value of the 4 in 942.85?
What is the place value of the 2 in 162.89?	What is the place value of the 2 in 352.61?
What is the place value of the 3 in 107.63?	What is the place value of the 9 in 537.96?

What is the place value of the 9 in 617.94?	What is the place value of the 1 in 947.81?
What is the place value of the 5 in 246.75?	What is the place value of the 8 in 108.93?
What is the place value of the 6 in 650.81?	What is the place value of the 2 in 429.37?
What is the place value of the 4 in 62.94?	What is the place value of the 4 in 428.93?
What is the place value of the 1 in 650.71?	What is the place value of the 8 in 107.89?

What is the place value of the 3 in 246.35?	What is the place value of the 5 in 852.04?

Which Place? Game Board

tenths	ones	hundreds	tens	hundredths
				hundreds
ones	hundredths	tens	hundreds	tenths
tenths				
tens	ones	tens	hundreds	tenths
				hundredths

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	3rd Grade
Lesson Title:	Which Place? 2
Focus:	Decimals

Materials:		
White boards	Vocabulary Notebooks	Materials at end of lesson plan
Crayolas	12-sided dice for each pair	
Socks	Number Hunt Work Sheet	

Opening

State the objective

Today we are going to practice using our math vocabulary and practice in the basic operations of addition, subtraction, multiplication, and division.

Gain prior knowledge by asking students the following questions

Math is about intentionally thinking of the relationships between numbers, operations, and the words we use to describe those things. What are some strategies that you use when you are trying to figure out how to solve a mathematics problem?

Share what you understand about decimals. On a white board, show how you would write 38 cents using a dollar sign and a decimal point. Try writing eight dollars and forty-one cents; 6 dollars and thirty-seven cents; and ten dollars and eight-eight cents. Compare and discuss what the meaning of the numbers to the right of the decimals point is. What are some strategies that you use when you are trying to figure out how to solve a mathematics problem?

How can you tell that you are on the right track for solving the problem?

What are the basic operations that you need to utilize during math?

Content (the "Meat")

Problem of the Day

Martha wants to plant 55 daffodils. Each flower pot will hold 10 daffodils. How many flower pots will she need to plan all of the daffodils? Draw a picture and explain your answer.

Fact Practice

Number Hunt

1. Divide students into pairs
2. Each pair needs a Number Hunt sheet (attached to this lesson plans)
3. Player rolls two, 12-sided dice.
4. Player adds or subtracts the two numbers.
5. If the number is not yet covered, then player may cover the number.
6. Next player repeats steps 1-3.

*Activity → Teachable Moment(s) *throughout*

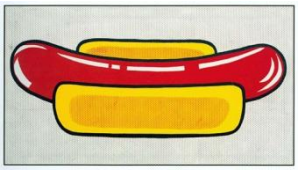
During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments

Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of

7. Winner is determined by who has the most numbers covered.	the group is thinking When possible, engage students in a "teach to learn" opportunity and have the student become the teacher
Math Vocabulary **Word for Today: and** **Description:** The term and is the word we use when we are reading a number aloud and it has a decimal point in it. When we come to the decimal point, we say the word "and" to indicate the decimal point. Sometimes people say the word "and' in between the word hundred and 26, for example 3 hundred and 26. If you say a number that way, what you are saying is 300.26. So if you want to say 326, you need to say three hundred twenty-six and leave out the word "and". Create an entry in your Vocabulary Notebook for the word and. **Vocabulary Notebook Sample:**	It is important to review academic math vocabulary often throughout the day Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation) Vocabulary Notebooks can be made from ½ of a composition book
Activity **Decimals** **Tenths and Hundredths Place Value** It is important that students be able to move easily between the place value of whole numbers (thousands hundreds, tens, and ones) and both tenths and hundredths which represent a portion of the whole. In the activity today and tomorrow, students will be playing a game that has them determine the place value of an identified number. **Which Place?** **Directions:** 1. Divide students into pairs 2. Give each pair a set of Which Place? Cards and a Game Board 3. Player one draws a Which Place? Card and determines which place value the underlined number represents. 4. Player places a token on the word on the game board that indicates the correct place 5. Player 2 repeats the process	Focus on having young people "compete" in pairs or small groups. Once a game is mastered you can utilize it in the "When Homework Is Complete" center

New Word	My Description
picnic	Hot dogs, mustard, catsup, drinks, ball games, family fun at the park
Personal Connection	**Drawing**
I love to go to the park with my family. We take a picnic lunch and barbeque hot dogs.	

6. If the answer is incorrect, the card is returned to the deck. If the answer is correct, player keeps the card. 7. Game is over when all cards are claimed.	

Closing
Review Say: • Please recap what we did today. • Did we achieve our objectives?
Debrief **Three Whats** Ask the following three what questions: What was your key learning for the day? What opportunities might you have to do this same thing in the "real world"? What advice would you give to a "new" student getting ready to do this activity.

Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them

Number Hunt

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

Number Hunt

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

3rd Grade Which Place?

What is the place value of the 8 in 857.01?	What is the place value of the 9 in 432.96
What is the place value of the 8 in 497.08?	What is the place value of the 4 in 942.85?
What is the place value of the 2 in 162.89?	What is the place value of the 2 in 352.61?
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What is the place value of the 9 in 617.94?	What is the place value of the 1 in 947.81?
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What is the place value of the 4 in 62.94?	What is the place value of the 4 in 428.93?
What is the place value of the 1 in 650.71?	What is the place value of the 8 in 107.89?

What is the place value of the 3 in 246.35?	What is the place value of the 5 in 852.04?

Which Place? Game Board

tenths	ones	hundreds	tens	hundredths
				hundreds
ones	hundredths	tens	hundreds	tenths
tenths				
tens	ones	tens	hundreds	tenths
				hundredths

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	3rd Grade
Lesson Title:	Greatest to Least
Focus:	Decimals

Materials:	
White boards	Vocabulary Notebooks
Crayolas	deck of cards, no face cards or jokers for math fact practice
Socks	Activity at the end of the lesson plan

Opening

State the objective

Today we are going to practice using our math vocabulary and practice in the basic operations of addition, subtraction, multiplication, and division.

Gain prior knowledge by asking students the following questions

Math is about intentionally thinking of the relationships between numbers, operations, and the words we use to describe those things. What are some strategies that you use when you are trying to figure out how to solve a mathematics problem?

Share what you understand about decimals. On a white board, show how you would write 38 cents using a dollar sign and a decimal point. Try writing eight dollars and forty-one cents; 6 dollars and thirty-seven cents; and ten dollars and eight-eight cents. Compare and discuss what the meaning of the numbers to the right of the decimals point is. What are some strategies that you use when you are trying to figure out how to solve a mathematics problem?

How can you tell that you are on the right track for solving the problem?

What are the basic operations that you need to utilize during math?

Content (the "Meat")

Problem of the Day

What is the rule for the pattern below? How did you find it? Complete the list.

12, 13, 14, 18, 22 _____, _____, _____

Fact Practice

Draw!

1. Divide students into pairs and give each pair a deck of cards
2. Remove the face cards and jokers from the deck of cards.
3. Shuffle the deck.
4. Decide who will go first.
5. First player draws two cards.
6. Student adds or subtracts the cards.

Activity → Teachable Moment(s) *throughout

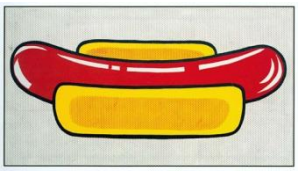
During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments

Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of

7. Student writes his/her problem on the white board, writing a complete number sentence. 8. Students take turns drawing cards and creating problems.	the group is thinking When possible, engage students in a "teach to learn" opportunity and have the student become the teacher
Math Vocabulary **Word for Today: greatest** **Description:** The term greatest in math refers to which is larger; which has the greatest value. Since we only have 10 numerals (0, 1, 2, 3, 4, 5, 6, 7, 8, and 9), the place that a number is in determines to value and helps you to determine which number is the greatest. In decimals, it is important to look first at the whole number if there is one to the left of the decimal. Obvious if one number is larger than another in to the left of the decimal, then the decision is easy. If the numbers to the left are the same, then must look at the numbers to the right of the decimal and ask yourself which is larger or greatest. Look at several examples to determine if students understand this concept. Have student complete his/her Vocabulary Notebook for the term "greatest". **Vocabulary Notebook Sample:**	It is important to review academic math vocabulary often throughout the day Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation) Vocabulary Notebooks can be made from ½ of a composition book
Activity **Decimals** **Greatest to Least** Another skill that students need to master when dealing with decimals if the ability to order them from greatest to least or least to greatest. This is something that will help students as they begin to add, subtract, multiply, divide and compare decimals. **Greatest to Least** **Directions:** 1. Divide students into pairs 2. Give each pair a white board or a copy of the number line (either laminate or place in a transparent sheet protector, and a deck of Greatest to Least Cards. 3. Player 1 draws a card and orders the numbers on the card from greatest to least. Player	Focus on having young people "compete" in pairs or small groups. Once a game is mastered you can utilize it in the "When Homework Is Complete" center

New Word	My Description
picnic	Hot dogs, mustard, catsup, drinks, ball games, family fun at the park
Personal Connection	**Drawing**
I love to go to the park with my family. We take a picnic lunch and barbeque hot dogs.	

1 and 2 discuss, making any corrections needed. 4. Player 2 repeats the process. 5. Game is over when all cards have been drawn.	

Closing
Review Say: • Please recap what we did today. • Did we achieve our objectives?
Debrief **Three Whats** Ask the following three what questions: What was your key learning for the day? What opportunities might you have to do this same thing in the "real world"? What advice would you give to a "new" student getting ready to do this activity.

Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them

Consult 4 Kids Lesson Plans

3rd Grade Greatest to Least

On the white board, write the following in order from greatest to least… 0.1 3 2.6 4.5	On the white board, write the following in order from greatest to least… 2.6 0.1 .27 2.7
On the white board, write the following in order from greatest to least… 2 1.4 1.2 1.0	On the white board, write the following in order from greatest to least… 1.4 1.6 7 1.2
On the white board, write the following in order from greatest to least… 5 3.4 3.6 .9	On the white board, write the following in order from greatest to least… 0.5 0.9 0.6 1.2
On the white board, write the following in order from greatest to least… 0.4 2.2 0.8 5.0	On the white board, write the following in order from greatest to least… 0.3 1.2 2.8 0.8
On the white board, write the following in order from greatest to least… 0.32 0.14 0.43 0.58	On the white board, write the following in order from greatest to least… 4.32 4.67 4.13 4.53

Consult 4 Kids Lesson Plans

On the white board, write the following in order from greatest to least… 028 1.28 0.99 0.81	On the white board, write the following in order from greatest to least… 3.81 3.71 3.90 3.01
On the white board, write the following in order from greatest to least… 4.03 4.13 3.97 4.28	On the white board, write the following in order from greatest to least… 0.24 2.4 24.0 2.43
On the white board, write the following in order from greatest to least… 4.09 3.87 3.12 4.01	On the white board, write the following in order from greatest to least… 21.3 2.13 0.21 213.0
On the white board, write the following in order from greatest to least… 24.98 3.98 12.98 1.98	On the white board, write the following in order from greatest to least… 2.11 3.01 0.89 1.89
On the white board, write the following in order from greatest to least… 6.01 60.1 0.61 .06	On the white board, write the following in order from greatest to least… 0.98 9.80 1.98 3.09

Consult 4 Kids Lesson Plans

On the white board, write the following in order from greatest to least… 24.09 2.49 31.21 2.41	On the white board, write the following in order from greatest to least… 2.45 2.33 0.98 1.69
On the white board, write the following in order from greatest to least… 3.92 3.98 30.9 0.95	On the white board, write the following in order from greatest to least… 6.04 64.3 6.78 0.69
On the white board, write the following in order from greatest to least… 50.71 5.07 0.51 1.53	On the white board, write the following in order from greatest to least… 3.11 31.1 42.9 41.6
On the white board, write the following in order from greatest to least… 2.84 0.89 1.87 3.12	On the white board, write the following in order from greatest to least… 7.24 72.41 7.04 0.74
On the white board, write the following in order from greatest to least… 3.21 8.93 9.01 6.71	On the white board, write the following in order from greatest to least… 9.01 90.1 9.12 9.38

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	3rd Grade
Lesson Title:	Greatest to Least 2
Focus:	Decimals

Materials:	
White boards	Vocabulary Notebooks
Crayolas	Double 9 Dominoes
Socks	Activity at the end of this lesson plan

Opening
State the objective
Today we are going to practice using our math vocabulary and practice in the basic operations of addition, subtraction, multiplication, and division.
Gain prior knowledge by asking students the following questions
Math is about intentionally thinking of the relationships between numbers, operations, and the words we use to describe those things. What are some strategies that you use when you are trying to figure out how to solve a mathematics problem? Share what you understand about decimals. On a white board, show how you would write 38 cents using a dollar sign and a decimal point. Try writing eight dollars and forty-one cents; 6 dollars and thirty-seven cents; and ten dollars and eight-eight cents. Compare and discuss what the meaning of the numbers to the right of the decimals point is. What are some strategies that you use when you are trying to figure out how to solve a mathematics problem? How can you tell that you are on the right track for solving the problem? What are the basic operations that you need to utilize during math?

Content (the "Meat")	
Problem of the Day Linda wants to write the number 82,479 in expanded notation. She writes 80,000 + 400 + 70 + 9. Is she correct? How do you know?	***Activity → Teachable Moment(s) *throughout*** During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of
Fact Practice **Spots and Dots** There is a master of Double 9 Dominos attached to this lesson plan. You will need 1 full set for each pair of students in your class. It is recommended that you duplicate on card stock and if possible, laminate for use again in the future. Players sit across from each other. Dominoes are between them, face (or spots) down. Each student draws a domino and writes the addition problem on their white board, adding the numbers represented by the spots Example: Domino drawn is	

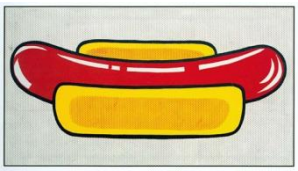
●● | ●●● Addition: 2 + 3 = 5	the group is thinking When possible, engage students in a "teach to learn" opportunity and have the student become the teacher

Math Vocabulary

Math term: least
Description: The term "least" refers to the value of a number as well as greatest. Again, since we have only 10 digits (0, 1, 2, 3, 4, 5, 6, 7, 8, and 9) the place that this number is in makes its value different. Practice a variety of numbers with decimals and both tenths and hundreds so students can be familiar with how to determine which is least and which is greatest.

Have student create an entry and then review his/her Vocabulary Notebook for the term "least" with a peer.
Any corrections that need to be made should be made.

Vocabulary Notebook Sample:

New Word	**My Description**
picnic	Hot dogs, mustard, catsup, drinks, ball games, family fun at the park
Personal Connection	**Drawing**
I love to go to the park with my family. We take a picnic lunch and barbeque hot dogs.	

It is important to review academic math vocabulary often throughout the day
Complete the Vocabulary notebook for each word.
When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation)
Vocabulary Notebooks can be made from ½ of a composition book

Activity
Decimals

Greatest to Least
Another skill that students need to master when dealing with decimals if the ability to order them from greatest to least or least to greatest. This is something that will help students as they begin to add, subtract, multiply, divide and compare decimals.

Greatest to Least
Directions:
1. Divide students into pairs
2. Give each pair a white board or a copy of the number line (either laminate or place in a transparent sheet protector, and a deck of Greatest to Least Cards.

Focus on having young people "compete" in pairs or small groups. Once a game is mastered you can utilize it in the "When Homework Is Complete" center

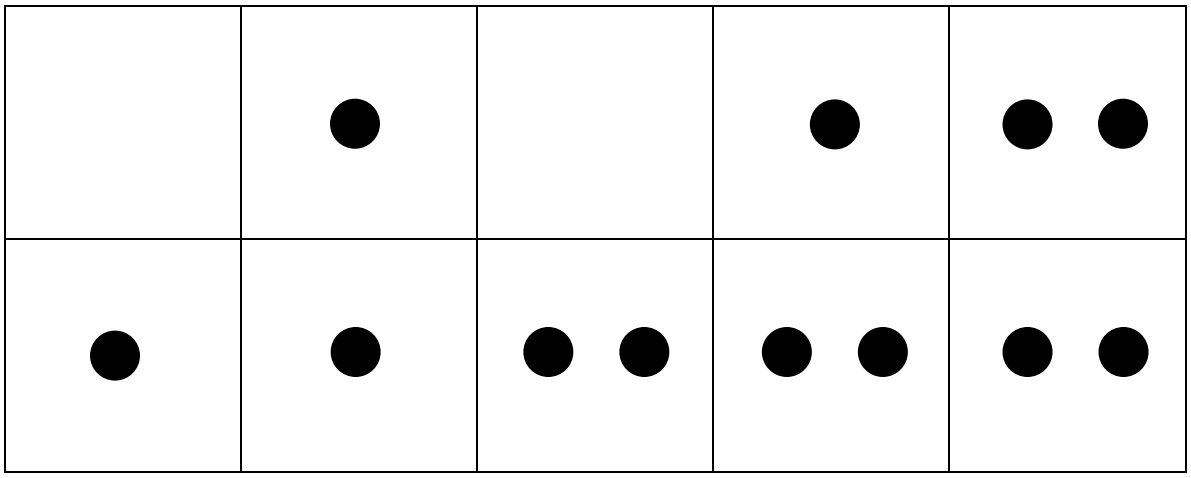
3. Player 1 draws a card and orders the numbers on the card from greatest to least. Player 1 and 2 discuss, making any corrections needed. 4. Player 2 repeats the process. 5. Game is over when all cards have been drawn. 6. Game is over when all cards have been played.	

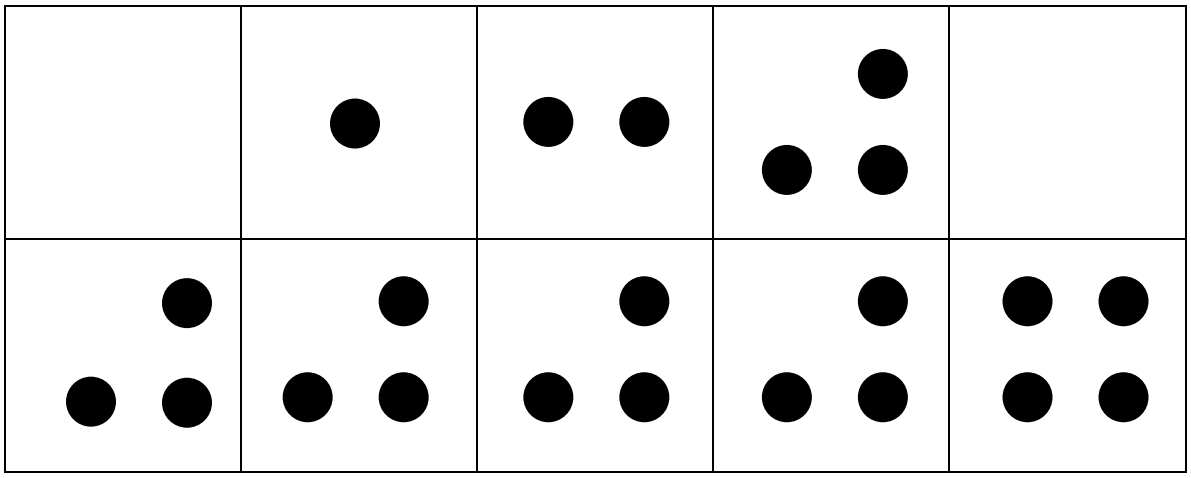
Closing
Review Say: • Please recap what we did today. • Did we achieve our objectives?
Debrief **Three Whats** Ask the following three what questions: What was your key learning for the day? What opportunities might you have to do this same thing in the "real world"? What advice would you give to a "new" student getting ready to do this activity.

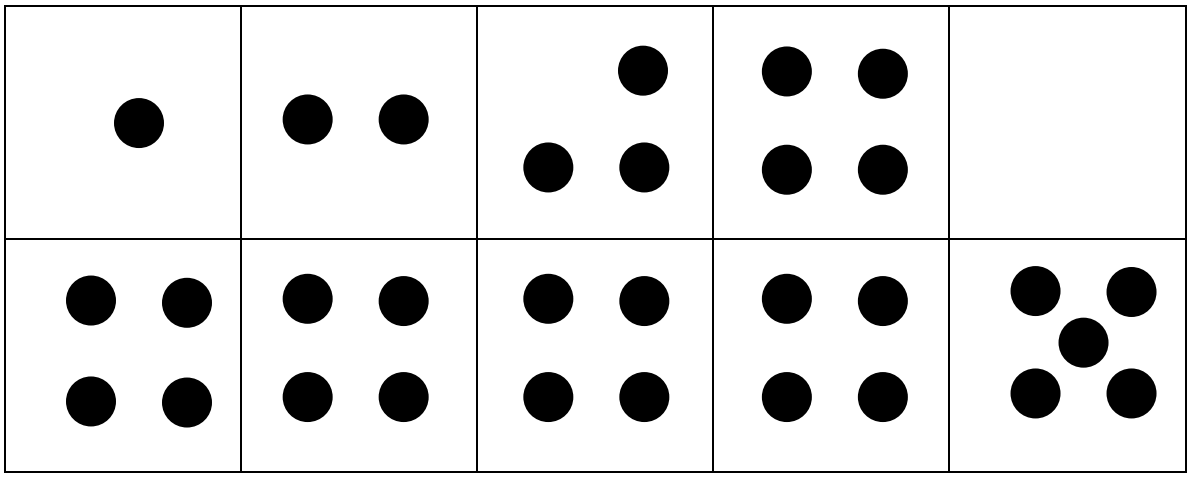
Reflection (Confirm, Tweak, Aha!)

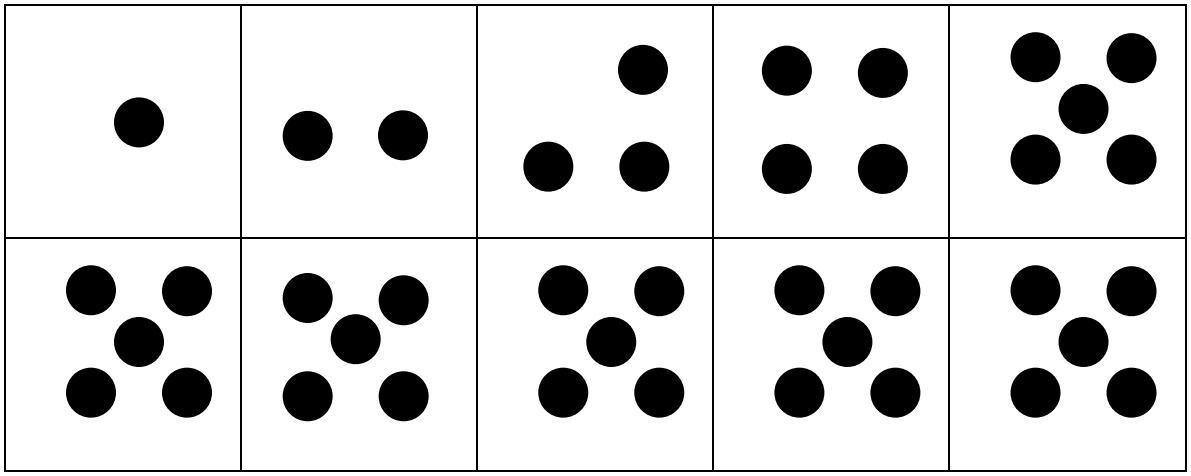
1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them

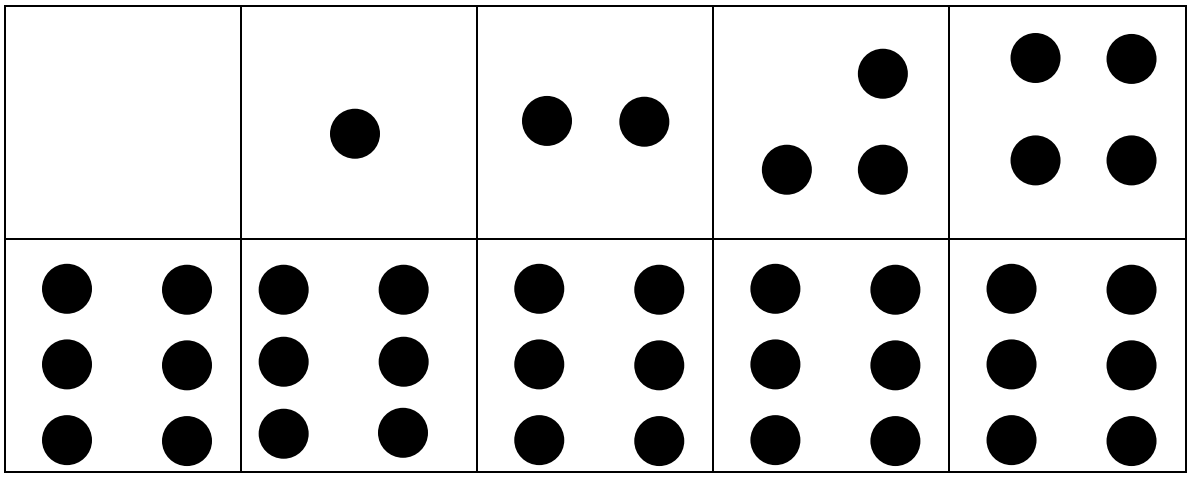
Double 9 Dominoes

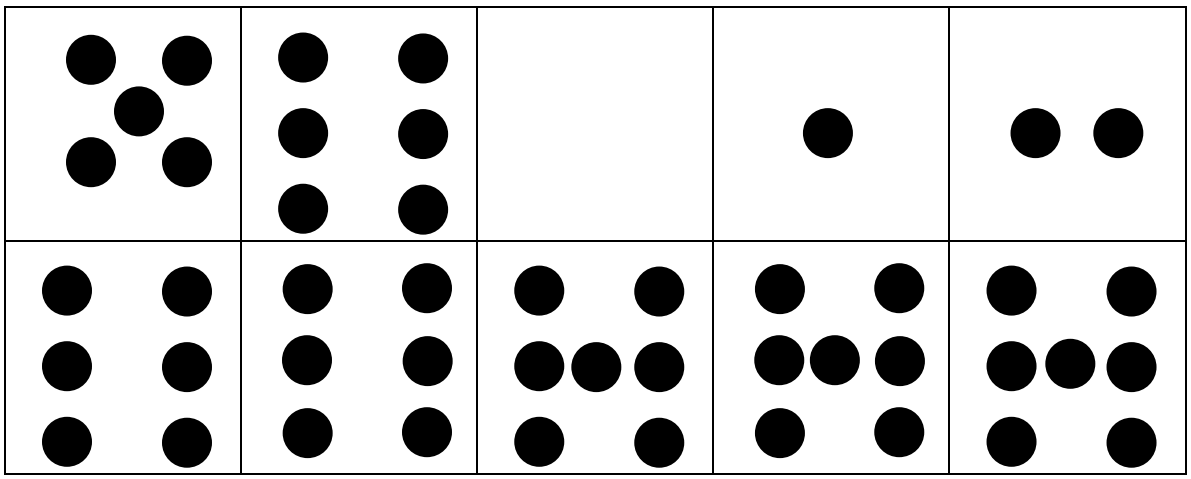




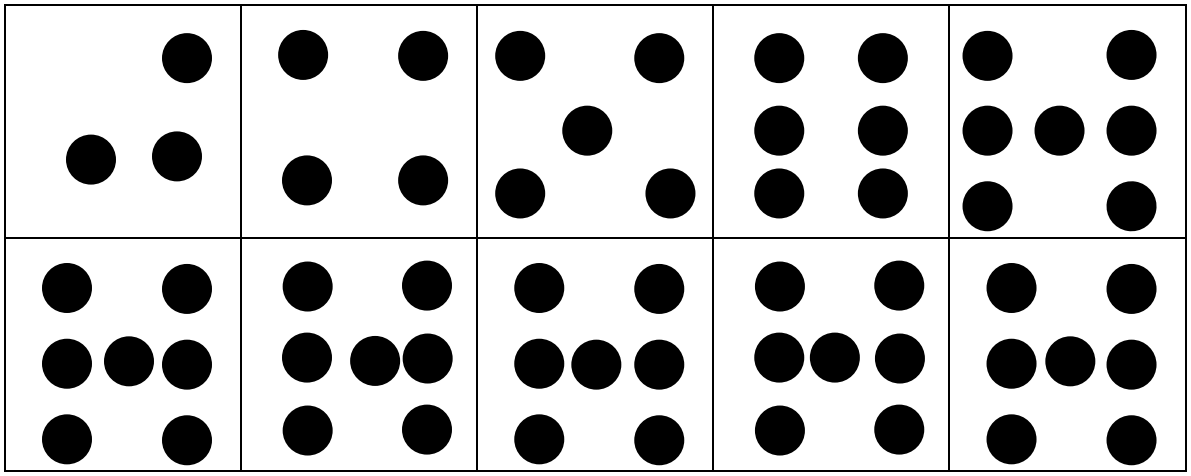


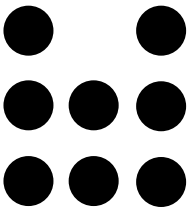
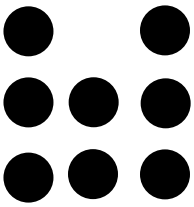
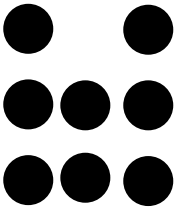
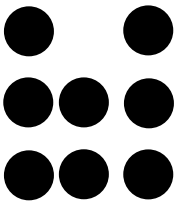
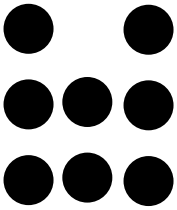


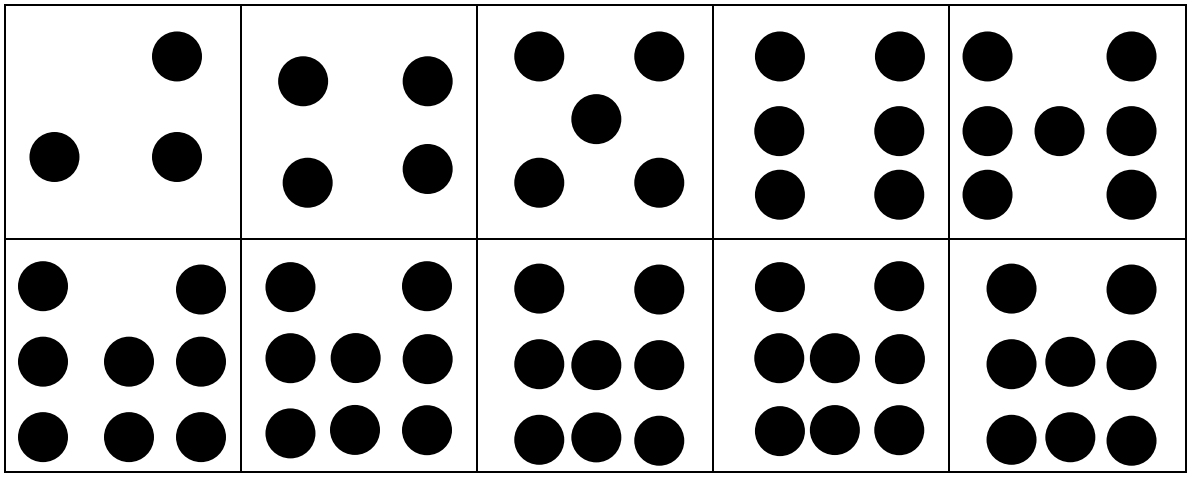


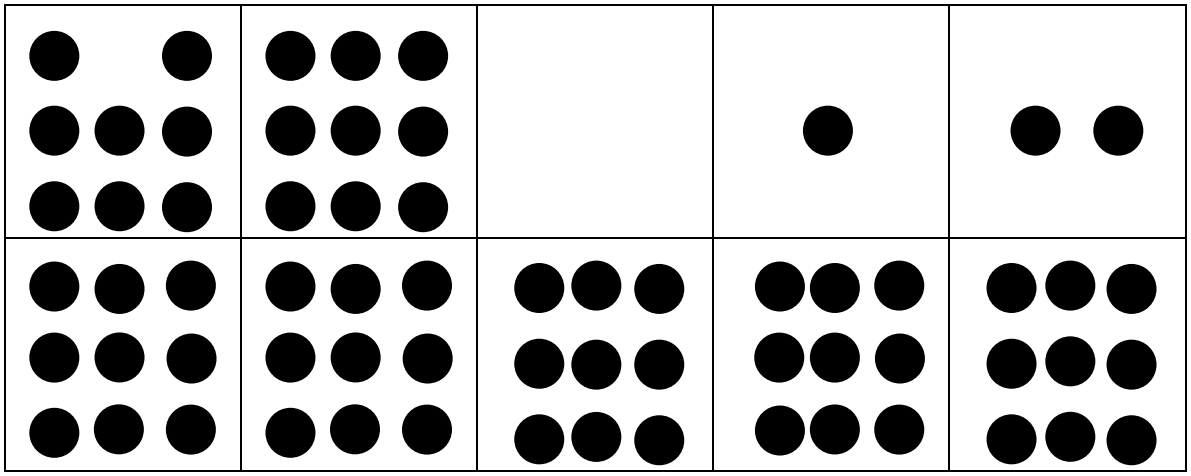


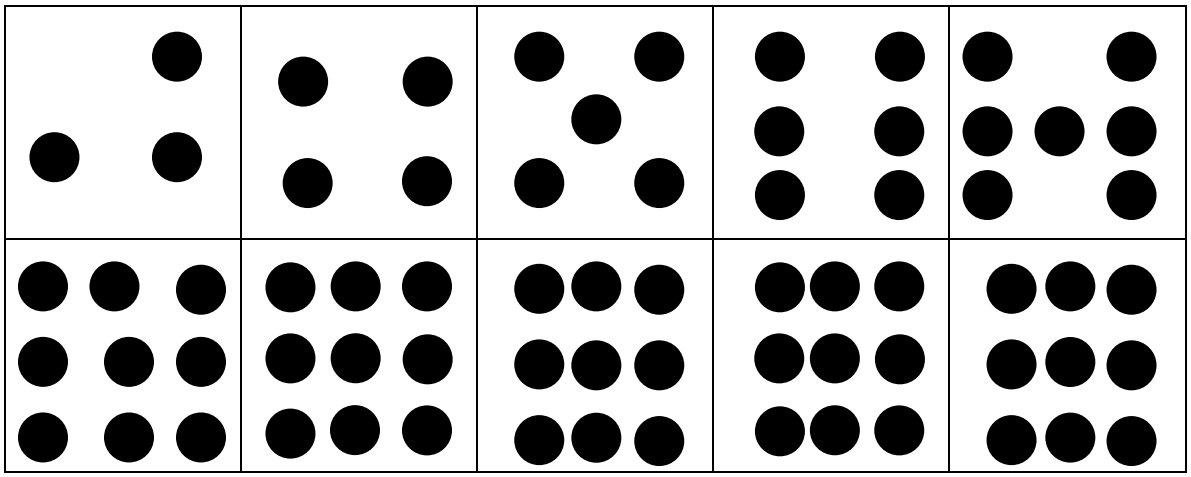
Consult 4 Kids Lesson Plans



Do not use				
Do not use				







3rd Grade Greatest to Least

On the white board, write the following in order from greatest to least… 0.1 3 2.6 4.5	On the white board, write the following in order from greatest to least… 2.6 0.1 .27 2.7
On the white board, write the following in order from greatest to least… 2 1.4 1.2 1.0	On the white board, write the following in order from greatest to least… 1.4 1.6 7 1.2
On the white board, write the following in order from greatest to least… 5 3.4 3.6 .9	On the white board, write the following in order from greatest to least… 0.5 0.9 0.6 1.2
On the white board, write the following in order from greatest to least… 0.4 2.2 0.8 5.0	On the white board, write the following in order from greatest to least… 0.3 1.2 2.8 0.8
On the white board, write the following in order from greatest to least… 0.32 0.14 0.43 0.58	On the white board, write the following in order from greatest to least… 4.32 4.67 4.13 4.53

Consult 4 Kids Lesson Plans

On the white board, write the following in order from greatest to least… 028 1.28 0.99 0.81	On the white board, write the following in order from greatest to least… 3.81 3.71 3.90 3.01
On the white board, write the following in order from greatest to least… 4.03 4.13 3.97 4.28	On the white board, write the following in order from greatest to least… 0.24 2.4 24.0 2.43
On the white board, write the following in order from greatest to least… 4.09 3.87 3.12 4.01	On the white board, write the following in order from greatest to least… 21.3 2.13 0.21 213.0
On the white board, write the following in order from greatest to least… 24.98 3.98 12.98 1.98	On the white board, write the following in order from greatest to least… 2.11 3.01 0.89 1.89
On the white board, write the following in order from greatest to least… 6.01 60.1 0.61 .06	On the white board, write the following in order from greatest to least… 0.98 9.80 1.98 3.09

Consult 4 Kids Lesson Plans

On the white board, write the following in order from greatest to least… 24.09 2.49 31.21 2.41	On the white board, write the following in order from greatest to least… 2.45 2.33 0.98 1.69
On the white board, write the following in order from greatest to least… 3.92 3.98 30.9 0.95	On the white board, write the following in order from greatest to least… 6.04 64.3 6.78 0.69
On the white board, write the following in order from greatest to least… 50.71 5.07 0.51 1.53	On the white board, write the following in order from greatest to least… 3.11 31.1 42.9 41.6
On the white board, write the following in order from greatest to least… 2.84 0.89 1.87 3.12	On the white board, write the following in order from greatest to least… 7.24 72.41 7.04 0.74
On the white board, write the following in order from greatest to least… 3.21 8.93 9.01 6.71	On the white board, write the following in order from greatest to least… 9.01 90.1 9.12 9.38

Consult 4 Kids Lesson Plans

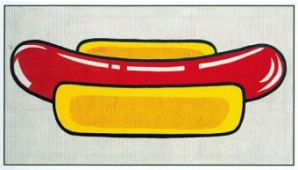
Component	Math
Grade Level:	3rd Grade
Lesson Title:	Adding Decimals
Focus:	Decimals

Materials:	
White boards	Vocabulary Notebooks
Crayolas	dice (6-sided and 12-sided for each pair)
Socks	Activity at the end of this lesson plan

Opening
State the objective Today we are going to practice using our math vocabulary and practice in the basic operations of addition, subtraction, multiplication, and division.
Gain prior knowledge by asking students the following questions Math is about intentionally thinking of the relationships between numbers, operations, and the words we use to describe those things. Now that we've explored decimals for a few days, what do you know about decimals? About tenths? About hundredths? About place value? About how you read a number with a decimal in it? When we think of decimals one of the most common usages has to do with money. Describe what these money amounts are: $6.34, $9.14, and $32.57.

Content (the "Meat")	
Problem of the Day Your student store sold 4,211 Snickers candy bars and 3,781 Milky Ways. How many candy bars did you sell? How many more Snickers than Milky Ways? Explain your answer.	***Activity → Teachable Moment(s) *throughout*** During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking When possible, engage students in a "teach to learn" opportunity and have the
Fact Practice **Fact Family** A Fact Family is 3 numbers which have a relationship in addition and subtraction. For example, the number 9, 4, and 13 have a particular relationship in math. This family has four members: 9 + 4 = 13 4 + 9 = 13 13 – 9 = 4 13 – 4 = 9 Students should roll 2 dice and create a Fact Family by writing the members of the family on the white board. Student should roll a total of 5 times, creating 5 Fact Families	

	student become the teacher
Math Vocabulary **Word for Today: vertical** **Description:** The term "vertical refers to some up and down, like a tree. Vertical things are upright and not sideways. When we add or subtract with decimals, it is important to write the problems vertically and line up the decimal points of each of the numbers. If we do this, then addition and subtraction of decimals is as simple as adding and subtracting whole numbers. Have student create and entry in his/her Vocabulary Notebook for the term "vertical". Any corrections that need to be made should be made. **Vocabulary Notebook Sample:**	It is important to review academic math vocabulary often throughout the day Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation) Vocabulary Notebooks can be made from ½ of a composition book
Activity **Adding Decimals** Addition of decimals is just like adding whole numbers with a twist. The first step is that addition of decimals requires you to write the problems vertically and it is essential that you line the decimals of the numbers up. For example, if the problem is 32.5 + 2.13 = you would need to rewrite the problem in this way: 32.5 +2.13 As you can see there is no numeral over the final 3 in 2.13, so you would want to put a 0 over it to make the numbers even. This would make the top number read 32.50. In a decimal a 0 added to the right does not change the value of a number. Today and tomorrow the students will work on adding decimals. Demonstrate and model several problems for the students so they are able to complete the activity successfully. **Adding Decimals** **Directions:** 1. Divide students into pairs 2. Give each pair a set of Decimal Addition cards and a white board. 3. Together, the pair is to select a card and complete the problem on the white board. 4. When all of the problems are finished, then the activity is over.	Focus on having young people "compete" in pairs or small groups. Once a game is mastered you can utilize it in the "When Homework Is Complete" center

New Word	My Description
picnic	Hot dogs, mustard, catsup, drinks, ball games, family fun at the park
Personal Connection	**Drawing**
I love to go to the park with my family. We take a picnic lunch and barbeque hot dogs.	

Closing
Review Say: • Please recap what we did today. • Did we achieve our objectives?
Debrief **Three Whats** Ask the following three what questions: What was your key learning for the day? What opportunities might you have to do this same thing in the "real world"? What advice would you give to a "new" student getting ready to do this activity.

Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them

3rd Grade Adding Decimals

5.4 +3.1	7.4 +5.5	9.8 +3.0	4.2 +7.4
7.5 +3.9	2.6 +3.1	3.5 +5.7	7.4 +5.3
2.1 +5.5	5.0 +4.9	2.1 +9.2	4.6 +5.9
8.8 +5.2	2.9 +5.1	1.4 +1.3	1.1 +4.6
6.21 +.43	24.3 .7	2.27 +3.41	7.05 +.41

16.3 +21.9	1.2 +6.3	18.01 +1.23	82.1 +.7
22.9 +7.2	6.53 +9.86	3.69 +9.28	9.84 +1.28
3.96 +9.16	2.38 +4.27	8.52 +5.38	1.74 +5.85
9.86 +3.50	9.21 +9.94	8.4 +4.6	2.3 +9.9
5.4 +6.9	6.7 +8.3	5.53 +2.79	8.3 +7.4

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	3rd Grade
Lesson Title:	Adding Decimals 2
Focus:	Decimals

Materials:

White boards	Vocabulary Notebooks
Crayolas	Deck of cards
Socks	Activity at end of lesson plan

Opening

State the objective

Today we are going to practice using our math vocabulary and practice in the basic operations of addition, subtraction, multiplication, and division.

Gain prior knowledge by asking students the following questions

Math is about intentionally thinking of the relationships between numbers, operations, and the words we use to describe those things. Now that we've explored decimals for a few days, what do you know about decimals? About tenths? About hundredths? About place value? About how you read a number with a decimal in it? When we think of decimals one of the most common usages has to do with money. Describe what these money amounts are: $14.98, $3.04, $18.71.

Content (the "Meat")

Problem of the Day

Using the five numerals below write five different 3 digit numbers. Then order the number from smallest to largest. Tell how you know that you are correct.

7 4 5 3 6

Fact Practice
Bump It Up! Add A Zero

1. Divide students into pairs
2. Give each pair a white board and a deck of cards (without face cards, jokers, or 10s)
3. The object of this fact practice is to sum numbers until you reach 1,000.
4. Student draws 2 cards, adds the value of the cards together, multiplies by ten and writes the total on the sheet.
5. It is not the other person's turn to do the same
6. When play returns to the first player, the process is repeated, although this time, the totals are added together.
7. First person to 1,000 wins.

Activity → Teachable Moment(s) *throughout

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments

Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking

When possible, engage students in a "teach to learn" opportunity and have the

8. Example: Player draws a 7 and a 4. Total is 11. Multiply by 10 (add the zero) equals 110. Next turn, player draws a 3 and a 2 which totals 5. Multiply by 10 and I now add 50 to 110 for a total of 160.

student become the teacher

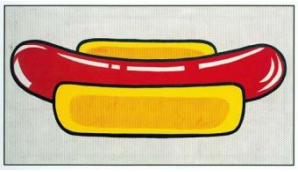
Math Vocabulary

Word for Today: line up the decimals

Description: The term "line up the decimals" means exactly that—when you are adding or subtracting numbers with decimals it is essential that you write the problems vertically and that you line up the decimals so you are adding tenths to tenths and hundredths to hundredths. Practice this by writing several problems on the board and the white boards.

Create the entry for the term "line up the decimals" in the Vocabulary Notebook with a peer.

Vocabulary Notebook Sample:

New Word	My Description
picnic	Hot dogs, mustard, catsup, drinks, ball games, family fun at the park
Personal Connection	**Drawing**
I love to go to the park with my family. We take a picnic lunch and barbeque hot dogs.	

It is important to review academic math vocabulary often throughout the day

Complete the Vocabulary notebook for each word.

When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation)

Vocabulary Notebooks can be made from ½ of a composition book

Activity

Decimals

Adding Decimals

Addition of decimals is just like adding whole numbers with a twist. The first step is that addition of decimals requires you to write the problems vertically and it is essential that you line the decimals of the numbers up. For example, if the problem is 32.5 + 2.13 = you would need to rewrite the problem in this way:

32.5
+2.13

As you can see there is no numeral over the final 3 in 2.13, so you would want to put a 0 over it to make the numbers even. This would make the top number read 32.50. In a decimal a 0 added to the right does not change the value of a number. Today and tomorrow the students will work on adding decimals.

Demonstrate and model several problems for the students so they are able to complete the activity successfully.

Adding Decimals

Focus on having young people "compete" in pairs or small groups. Once a game is mastered you can utilize it in the "When Homework Is Complete" center

Consult 4 Kids Lesson Plans

Directions: 1. Divide students into pairs 2. Give each pair a set of Decimal Addition cards and a white board. 3. Together, the pair is to select a card and complete the problem on the white board. 4. When all of the problems are finished, then the activity is over.	

Closing
Review Say: • Please recap what we did today. • Did we achieve our objectives?
Debrief **Three Whats** Ask the following three what questions: What was your key learning for the day? What opportunities might you have to do this same thing in the "real world"? What advice would you give to a "new" student getting ready to do this activity.

Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them

3rd Grade Adding Decimals

5.4 +3.1	7.4 +5.5	9.8 +3.0	4.2 +7.4
7.5 +3.9	2.6 +3.1	3.5 +5.7	7.4 +5.3
2.1 +5.5	5.0 +4.9	2.1 +9.2	4.6 +5.9
8.8 +5.2	2.9 +5.1	1.4 +1.3	1.1 +4.6
6.21 +.43	24.3 .7	2.27 +3.41	7.05 +.41

16.3 +21.9	1.2 +6.3	18.01 +1.23	82.1 +.7
22.9 +7.2	6.53 +9.86	3.69 +9.28	9.84 +1.28
3.96 +9.16	2.38 +4.27	8.52 +5.38	1.74 +5.85
9.86 +3.50	9.21 +9.94	8.4 +4.6	2.3 +9.9
5.4 +6.9	6.7 +8.3	5.53 +2.79	8.3 +7.4

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	3rd Grade
Lesson Title:	Student Activity Choice
Focus:	Review

Materials:

Game Boards and materials from this week.

Prizes (these can be time, a leadership role, opportunities to be the "teacher"

Opening

State the objective

Today we are going to have fun playing a game. Students will be able to choose from the games learned in the past two weeks.

Content (the "Meat") teams

Activity

Today is review day. Students will be able to select from the Fraction Games you played for the last 10 days. Ask students to select from:

Decimals
Hundredths
Which Place?
Greatest to Least
Adding Decimals

Closing

Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them