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Focused Mathematics Intervention— Nivel 5 (Level 5)

This sample includes the following:

Level 5

Focused Mathematics Intervention

Teacher's Guide

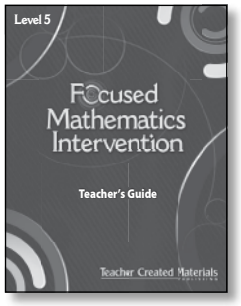
Teacher Created Materials
PUBLISHING

Table of Contents

Kit Components

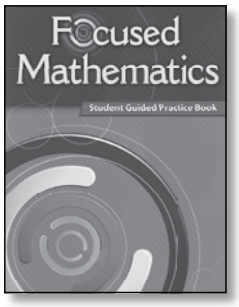
Teacher's Guide

30 easy-to-use, standards-based lesson plans



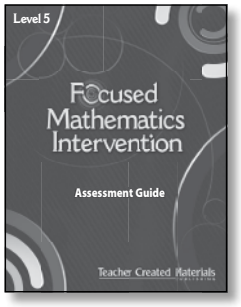
Student Guided Practice Book

Full-color student activities



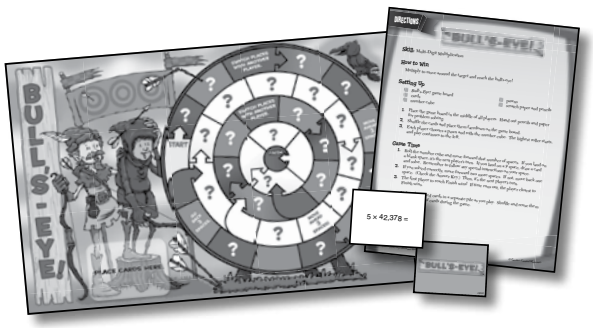
Assessment Guide

Includes a pretest, posttest, performance tasks with assessments, and the answer key for the *Student Guided Practice Book*



3 Math Fluency Game Sets

Include a game board, directions, an answer key, and game pieces



3 Digital Math Fluency Games

Focus on mathematical skills and strategies, and are on the Digital Resources USB Device

Digital Resources

- PDFs of all student materials, game sets, activity sheets, assessments, etc.
- PDFs of teacher resources
- Digital Math Fluency Games
- Electronic versions of the Pretest, Posttest, Performance Tasks, and reporting tools

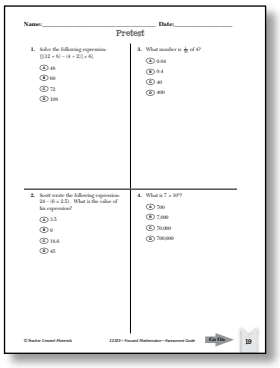
Refocus Mini Lesson

Provide as PowerPoint® and PDF files

Getting Started

1. Prior to instruction, administer the Pretest. This assessment covers all the mathematics skills and objectives for this level of the program. It can be used to determine which concepts have already been mastered by each individual student, as well as which lesson's concepts still need to be taught.

Note: Use the Pretest Item Analysis (pretestanalysis.doc; pretestanalysis.pdf, pretestanalysis.xls) to help monitor which skills are the most difficult for students and need to be focused on.



Name:_____ Date:_____

Pretest

1. Solve the following expression.
$[(32 \div 8) - (4 \div 2)] \times 6$.
(A) 48
(B) 60
(C) 72
(D) 108

3. What number is $\frac{1}{10}$ of 4?
(A) 0.04
(B) 0.4
(C) 40
(D) 400

2. Scott wrote the following expression.
$24 - 9 \div 2.5$. What is the value of his expression?
(A) 3.5
(B) 9
(C) 19.6
(D) 45

4. What is 7×10^4?
(A) 700
(B) 7,000
(C) 70,000
(D) 700,000

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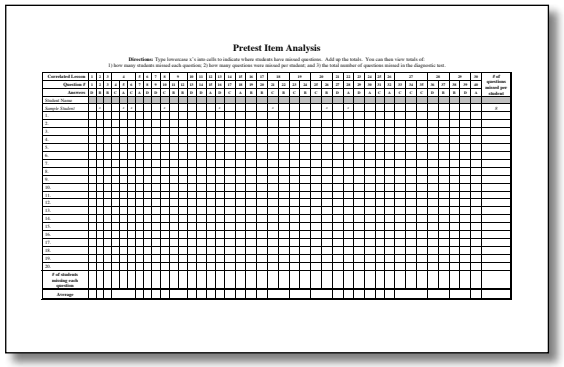
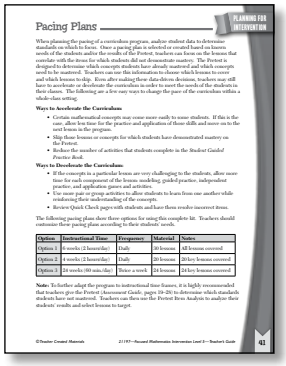
Pretest



Pretest Item Analysis

2. Determine the most appropriate pacing plan for students. Use or modify the pacing plans located on pages 41–44 to best meet the needs of your students.



Pacing Plans

PLANNING FOR INTERVENTION

When planning the pacing of a curriculum program, analyze student data to determine standards on which to focus. Once a pacing plan is selected or created based on known needs of the students and/or the results of the Pretest, teachers can focus on the lessons that correlate with the items for which students did not demonstrate mastery. The Pretest is designed to determine which concepts students have already mastered and which concepts need to be mastered. Teachers can use this information to choose which lessons to cover and which lessons to skip. Even after making these data-driven decisions, teachers may still have to accelerate or decelerate the curriculum in order to meet the needs of the students in their classes. The following are a few easy ways to change the pace of the curriculum within a whole-class setting.

Ways to Accelerate the Curriculum:

- Contain mathematical concepts may come more easily to some students. If this is the case, allow less time for the practice and application of those skills and move on to the next lesson in the program.
- Skip those lessons or concepts for which students have demonstrated mastery on the Pretest.
- Reduce the number of activities that students complete in the *Student Guided Practice Book*.

Ways to Decelerate the Curriculum:

- If the concepts in a particular lesson are very challenging to the students, allow more time for each component of the lesson: modeling, guided practice, independent practice, and application games and activities.
- Use more pair or group activities to allow students to learn from one another while reinforcing their understanding of the concepts.
- Review Quick Check pages with students and have them rewrite incorrect items.

The following pacing plans show three options for using this complete kit. Teachers should customize these pacing plans according to their students' needs.

Option	Instructional Time	Frequency	Material	Notes
Option 1	6 weeks (2 hours/day)	Daily	30 lessons	All lessons covered
Option 2	4 weeks (2 hours/day)	Daily	20 lessons	20 key lessons covered
Option 3	24 weeks (90 min./day)	Twice a week	24 lessons	24 key lessons covered

Note: To further adapt the program to instructional time frames, it is highly recommended that teachers give the Pretest (Assessment Guide, pages 19–20) to determine which standards students have not mastered. Teachers can then use the Pretest Item Analysis to analyze their students' results and select lessons to target.

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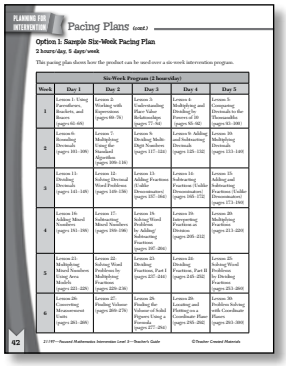


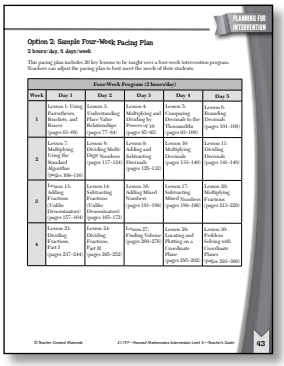
PLANNING FOR INTERVENTION Pacing Plans (cont.)

Option 1: Sample Six-Week Pacing Plan
2 hours/day, 5 days/week

This pacing plan shows how the product can be used over a six-week intervention program.

Six-Week Program (2 hours/day)					
Week	Day 1	Day 2	Day 3	Day 4	Day 5
1	Lesson 1: Using Factorfilers, Brackets, and Boxers (pages 61–68)	Lesson 2: Solving with Expressions (pages 69–76)	Lesson 3: Understanding Place Value Relationships (pages 77–84)	Lesson 4: Multiplying and Dividing by Powers of 10 (pages 85–92)	Lesson 5: Comparing Decimals to the Thousandths (pages 93–100)
2	Lesson 6: Rounding Decimals (pages 101–108)	Lesson 7: Multiplying Using the Standard Algorithm (pages 109–116)	Lesson 8: Dividing Multi-Digit Numbers (pages 117–124)	Lesson 9: Adding and Subtracting Decimals (pages 125–132)	Lesson 10: Multiplying Decimals (pages 133–140)
3	Lesson 11: Dividing Decimals (pages 141–148)	Lesson 12: Solving Decimal Word Problems (pages 149–156)	Lesson 13: Adding Fractions (Unlike Denominators) (pages 157–164)	Lesson 14: Subtracting Fractions (Unlike Denominators) (pages 165–172)	Lesson 15: Adding and Subtracting Fractions (Unlike Denominators) (pages 173–180)
4	Lesson 16: Adding Mixed Numbers (pages 181–188)	Lesson 17: Subtracting Mixed Numbers (pages 189–196)	Lesson 18: Fractions, Decimals, Percents (pages 197–204)	Lesson 19: Solving Problems by Adding/Subtracting Fractions (pages 205–212)	Lesson 20: Multiplying Fractions (pages 213–220)
5	Lesson 21: Multiplying Mixed Numbers Using Area Models (pages 221–228)	Lesson 22: Solving Word Problems by Multiplying Fractions (pages 229–236)	Lesson 23: Dividing Fractions, Part I (pages 237–244)	Lesson 24: Dividing Fractions, Part II (pages 245–252)	Lesson 25: Solving Word Problems by Dividing Fractions (pages 253–260)
6	Lesson 26: Converting Measurement Units (pages 261–268)	Lesson 27: Finding Volume (pages 269–276)	Lesson 28: Finding the Volume of Solid Figures Using a Process (pages 277–284)	Lesson 29: Locating and Plotting on a Coordinate Plane (pages 285–292)	Lesson 30: Problem Solving with Coordinate Planes (pages 293–300)

42 21197—Focused Mathematics Intervention Level 5—Teacher's Guide © Teacher Created Materials



PLANNING FOR INTERVENTION

Option 2: Sample Four-Week Pacing Plan
2 hours/day, 5 days/week

This pacing plan includes 20 key lessons to be taught over a four-week intervention program. Teachers can adjust the pacing plan to best meet the needs of their students.

Four-Week Program (2 hours/day)					
Week	Day 1	Day 2	Day 3	Day 4	Day 5
1	Lesson 1: Using Factorfilers, Brackets, and Boxers (pages 61–68)	Lesson 3: Understanding Place Value Relationships (pages 77–84)	Lesson 4: Multiplying and Dividing by Powers of 10 (pages 85–92)	Lesson 5: Comparing Decimals to the Thousandths (pages 93–100)	Lesson 6: Rounding Decimals (pages 101–108)
2	Lesson 7: Multiplying Using the Standard Algorithm (pages 109–116)	Lesson 8: Dividing Multi-Digit Numbers (pages 117–124)	Lesson 9: Adding and Subtracting Decimals (pages 125–132)	Lesson 10: Multiplying Decimals (pages 133–140)	Lesson 11: Dividing Decimals (pages 141–148)
3	Lesson 13: Adding Fractions (Unlike Denominators) (pages 157–164)	Lesson 14: Subtracting Fractions (Unlike Denominators) (pages 165–172)	Lesson 16: Adding Mixed Numbers (pages 181–188)	Lesson 17: Subtracting Mixed Numbers (pages 189–196)	Lesson 20: Multiplying Fractions (pages 213–220)
4	Lesson 23: Dividing Fractions, Part I (pages 237–244)	Lesson 24: Dividing Fractions, Part II (pages 245–252)	Lesson 27: Finding Volume (pages 269–276)	Lesson 29: Locating and Plotting on a Coordinate Plane (pages 285–292)	Lesson 30: Problem Solving with Coordinate Planes (pages 293–300)

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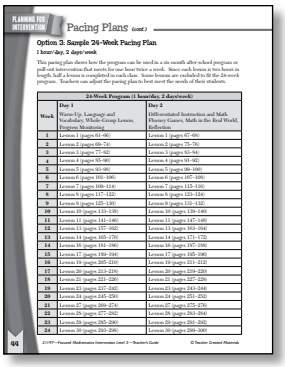

PLANNING FOR INTERVENTION Pacing Plans (cont.)

Option 3: Sample 24-Week Pacing Plan
1 hour/day, 2 days/week

This pacing plan shows how the program can be used in a six-month after-school program or pull-out intervention that meets for one hour twice a week. Since each lesson is two hours in length, teachers will need to select the key lessons to include in this 24-week program. Teachers can adjust the pacing plan to best meet the needs of their students.

24-Week Program (1 hour/day, 2 days/week)		
Week	Day 1 Warm-Up, Language and Vocabulary, Whole-Group Lesson, Progress Monitoring	Day 2 Differentiated Instruction and Math Planner Games, Math in the Real World, Reflection
1	Lesson 1 (pages 61–68)	Lesson 1 (pages 67–68)
2	Lesson 2 (pages 69–74)	Lesson 2 (pages 75–76)
3	Lesson 3 (pages 77–82)	Lesson 3 (pages 83–84)
4	Lesson 4 (pages 85–90)	Lesson 4 (pages 91–92)
5	Lesson 5 (pages 93–98)	Lesson 5 (pages 99–100)
6	Lesson 6 (pages 101–106)	Lesson 6 (pages 107–108)
7	Lesson 7 (pages 109–114)	Lesson 7 (pages 115–116)
8	Lesson 8 (pages 117–122)	Lesson 8 (pages 123–124)
9	Lesson 9 (pages 125–130)	Lesson 9 (pages 131–132)
10	Lesson 10 (pages 133–138)	Lesson 10 (pages 139–140)
11	Lesson 11 (pages 141–146)	Lesson 11 (pages 147–148)
12	Lesson 13 (pages 157–162)	Lesson 13 (pages 163–164)
13	Lesson 14 (pages 165–170)	Lesson 14 (pages 171–172)
14	Lesson 16 (pages 181–186)	Lesson 16 (pages 187–188)
15	Lesson 17 (pages 189–194)	Lesson 17 (pages 195–196)
16	Lesson 18 (pages 205–210)	Lesson 18 (pages 211–212)
17	Lesson 20 (pages 213–218)	Lesson 20 (pages 219–220)
18	Lesson 21 (pages 221–226)	Lesson 21 (pages 227–228)
19	Lesson 23 (pages 237–242)	Lesson 23 (pages 243–244)
20	Lesson 24 (pages 245–250)	Lesson 24 (pages 251–252)
21	Lesson 27 (pages 269–274)	Lesson 27 (pages 275–276)
22	Lesson 28 (pages 277–282)	Lesson 28 (pages 283–284)
23	Lesson 29 (pages 285–290)	Lesson 29 (pages 291–292)
24	Lesson 30 (pages 293–298)	Lesson 30 (pages 299–300)

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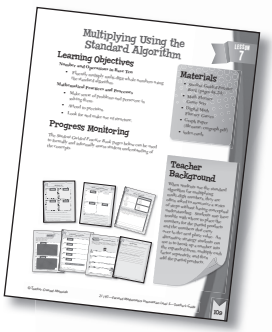
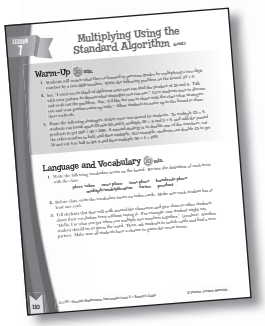
Teaching a Lesson

Teacher's Guide

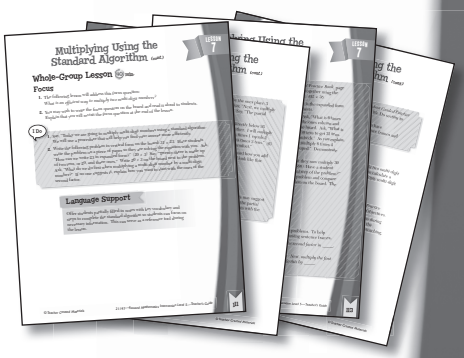
Each 8-page lesson is organized in a consistent format for ease of use. Teachers may choose to complete some or all of the lesson activities to best meet the needs of their students. Lesson materials can be utilized flexibly in a variety of settings. For example, modeling with a small group, using printed materials with a document camera, or using PDF materials on a digital platform, such as an interactive whiteboard. Each lesson includes:



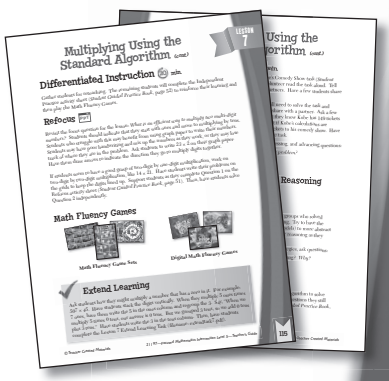
- an overview page with key information for planning
- key mathematics content standards covered
- key mathematical practices and processes addressed
- an overview providing teacher background or student misconceptions



- a Warm-Up activity to build students' recall of important mathematical concepts
- a whole-class Language and Vocabulary activity
- time markers to indicate the approximate time for instruction



- a whole-class section focusing on the key concept/skill being taught
- use of the gradual release of responsibility model in the Whole-Group lesson section



- differentiation strategies to support and extend learning with the Refocus lesson and Extend Learning activity
- math fluency games that motivate students to develop and reinforce mastery of basic skills
- a Math in the Real World concept task activity

Teaching a Lesson *(cont.)*

Student Guided Practice Book

Each lesson in the *Teacher's Guide* has seven corresponding student pages in the *Student Guided Practice Book:*

- a We Do activity to support the gradual release of responsibility model
- a You Do activity to facilitate independent practice
- a Quick Check to easily monitor students' progress
- a Refocus activity for students who need more instruction
- an Independent Practice page to reinforce mathematical content taught in the lesson
- a Math in the Real World concept task for students to apply the math concept in a real-life scenario
- a Reflection page for students to share their mathematical understanding

LESSON 6

Rounding Decimals

Learning Objectives

Number and Operations in Base Ten

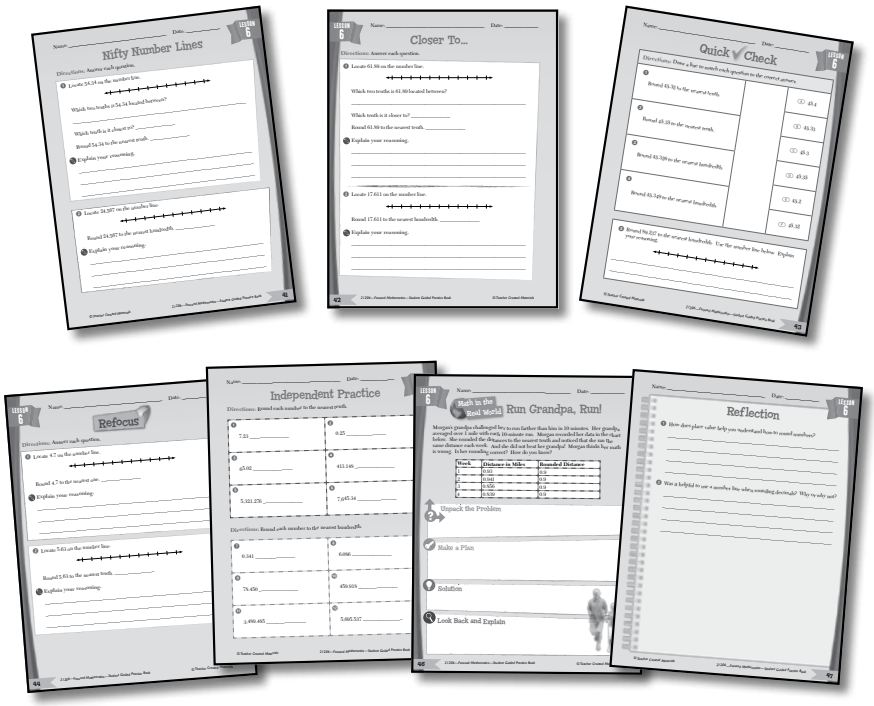
- Use place value understanding to round decimals to any place.

Mathematical Practices and Processes

- Model with mathematics.
- Attend to precision.
- Look for and make use of structure.

Progress Monitoring

The *Student Guided Practice Book* pages below can be used to formally and informally assess student understanding of the concepts.



Materials

- *Student Guided Practice Book* (pages 41–47)
- Math Fluency Game Sets
- Digital Math Fluency Games
- index cards
- chart paper
- markers
- unlined paper

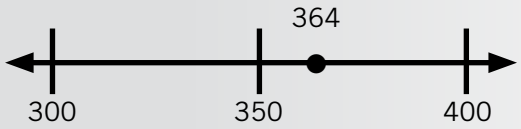
Student Misconceptions

Students may misapply the rule for "rounding up" by rounding the designated place value up but leaving the remaining digits as they are. For example, when rounding the number 13,567 to the nearest thousand, students may write 14,567 instead of 14,000. To be successful with rounding decimal numbers, students need a strong understanding of place value. A number line provides an effective visual model for students to understand place value and rounding.

Rounding Decimals *(cont.)*

Warm-Up 10 min.

1. Write *tens*, *hundreds*, and *thousands* on index cards. Shuffle the cards and place them facedown on the table. Write the following on the board: *Round the number to the nearest* _____. Also, write a three-digit number (such as 364), and then move on to a four-digit number (such as 5,689) on the board.
2. To remind students how to round numbers to a designated place value, demonstrate using a number line. For example, when rounding 364 to the nearest hundred, students should know that they can either round 364 down to 300 or up to 400. Since 364 is greater than 350, the number is rounded up to 400. The number line should look like this:



3. Have a student volunteer select the top card and complete the sentence on the board with the word on the card. Have the class round the number on the board to the specified place. Ask students to write the rounded number on a sheet of paper. Have students hold up their papers. Scan the answers. Write a new three- or four-digit number on the board and continue play.

Language and Vocabulary 10 min.

1. Write the following vocabulary terms on the board. Review the definition of each term with the class.

tenths **hundredths** **thousandths** **round** **estimate**

2. Ask students why it is important to know how to round numbers. Students should understand that knowing how to round numbers will help them estimate. For example, when shopping at the grocery store, you might need to estimate your total cost before walking up to the cashier. Rounding the cost of each item to the nearest dollar will help to get an estimate of the total cost. For example, if the cost of a loaf of bread is $1.89, a good estimate would be to round the cost up to $2.00 since $1.89 is closer to $2.00 than $1.00.
3. Write the decimal *0.568* on chart paper. Have students copy the decimal on a sheet of paper. Say, "Label each place on the decimal with the following words: *tenths*, *hundredths*, and *thousandths*." Allow students time to label their number. Then, ask student volunteers to label the decimal on the chart paper.
4. After students have finished, write *round* on the chart paper and circle it. Ask, "Are there other words that mean the same thing as *round*?" As students provide answers, draw an idea web with synonyms of the word *round*. Examples may include: *estimate*, *approximation*.

Rounding Decimals *(cont.)*

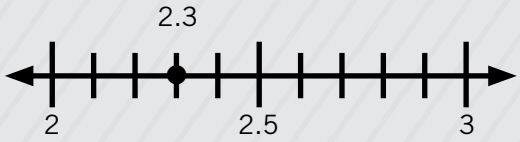
Whole-Group Lesson 40 min.

Focus

1. The following lesson will address this focus question:
   How do you use place value to round decimals?
2. You may wish to write the focus question on the board and read it aloud to students. Explain that you will revisit the focus question at the end of the lesson.

I Do

1. Say, "Today we are going to round decimals to the tenths place and hundredths place." Write the following decimal on the board: *2.3.*
2. Ask, "What can you tell me about this number?" Students should indicate it is a number that includes a whole number and a part of a whole (decimal). They should note that it extends to the tenths place. Students might discuss what digits are in each place. *(The 2 is in the ones place; 3 is in the tenths place.)* Guide students to discuss the value of the number. (*The number is more than 2 but less than 3.*)
3. Ask, "If I want to place this decimal on the number line, what two whole numbers should it be between?" (*2 and 3*) "How many tenths are between 2 and 3?" (*10*)
4. Draw a number line on the board. Distribute a sheet of paper to each student. Have them make their own number line as you create yours. Ask, "How can I determine where this number goes on the number line?" *(It will be greater than 2 but less than 3.)* Ask, "How do I know exactly where it goes?" *(Look at the tenths place.)* Make 10 equal parts between 2 and 3. Say, "We need to place this dot on 2 and three tenths." Place a dot to show *2.3* on the number line.



Rounding Decimals *(cont.)*

Whole-Group Lesson *(cont.)*

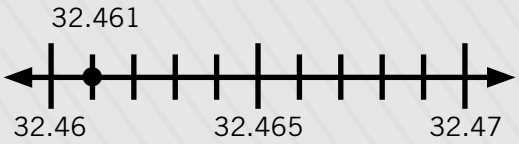
I Do (cont.)

5. Say, "Round 2.3 to the nearest whole number. Explain your answer." Student responses will vary but should show an understanding that the number is between 2 and 3. They should explain that there are three tenths and indicate that three tenths is closer to the whole number 2 than the whole number 3. *(The decimal 2.3 rounds down to 2.)* Students may use the benchmark decimal 2.5 to help them know whether to round up or down.

6. Say, "Let's try another example. Round 12.38 to the nearest tenth. Explain your answer." Underline the tenths place. Students should indicate that the answer will include a tenth and that 12.38 is between three tenths and four tenths. They should note that eight hundredths is closer to four tenths than three tenths, so 12.38 would round up to 12.4. Encourage students to draw a number line to explain their reasoning.

7. Make sure students understand that rounding numbers is all about the value of digits and that it is place value that determines that value. Write *32.461* on the board. Say, "We are going to create a number line to show how to round this number to the nearest hundredth." Draw a number line on the board. Have students create a number line on their papers as well.

8. Say, "We are going to zoom in closer on this number line than the last one we made." Ask, "What two hundredths is 32.461 between?" (*six and seven hundredths*) Label the number line, and draw lines to indicate the thousandths. Say, "Draw a dot on your number line to show where 32.461 is located. What hundredth is it closest to? Tell how you know." (*six hundredths*) Students should indicate it is one thousandth from six hundredths but nine thousandths from seven hundredths. Write *32.461 rounded to the nearest hundredth = 32.46* on the board.



Language Support

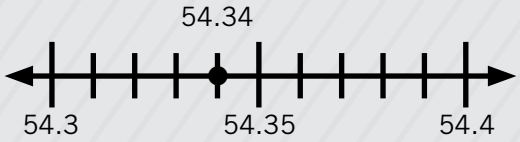
Students may not notice the difference between tens and tenths, hundreds and hundredths, and thousands and thousandths. Write the words next to each other. Emphasize that the *th* at the end of a word means it is a decimal unit, not a whole number. Remind students that decimal place values are equivalent to fractions, or parts of a whole. For example, 0.4 is written as *four tenths* or $\frac{4}{10}$, whereas four tens is the whole number 40.

Rounding Decimals *(cont.)*

Whole-Group Lesson *(cont.)*

We Do

1. Refer students to the Nifty Number Lines activity sheet (*Student Guided Practice Book*, page 41). Say, "Let's round some more decimals using number lines." Have a student volunteer read Question 1: *Locate 54.34 on the number line.*
2. Say, "When we round 54.34 to the nearest tenth, it falls between 54.3 and 54.4." Ask, "Which is it closer to?" Say, "Our number is greater than 54.3 but less than the next tenth, 54.4. How can we locate 54.34?" Draw a number line to locate 54.34. If no one suggests it, demonstrate drawing lines to represent hundredths between three tenths and four tenths. Have a student draw a dot to show 54.34. The number line should look like this:



3. Have students work with a partner to explain their reasoning for Question 1. When they have finished, have students volunteer their answers aloud. Students should indicate that 54.34 is closer to 54.3 than 54.4. Ask, "What is 54.34 rounded to the nearest tenth?" (*54.3*)
4. To help students explain their reasoning, provide them with the following sentence frames:
   - *Since I wanted to round to the _____ place, I found the two _____ the number was between.*
   - *I found the exact location of the number on a number line to determine which _____ it was closest to.*
5. Continue working with students on Question 2. Students will be rounding to the nearest hundredth. Guide students to think about what hundredth 24.567 is closest to using a number line. Then, students will explain their reasoning.

Rounding Decimals *(cont.)*

Whole-Group Lesson *(cont.)*

You Do

1. Refer students to the Closer To… activity sheet (*Student Guided Practice Book*, page 42). Provide the sentence frames from Step 4 of the We Do section to help students explain their reasoning.
2. Have students share their number lines and reasoning. If students have difficulty explaining their reasoning, remind them to use the sentence frames and vocabulary terms.

Closing the Whole-Group Lesson

Revisit the focus question for the lesson: *How do you use place value to round decimals?* Discuss how understanding place value added to students' understanding of rounding decimal numbers. Ask students to explain how they would round a decimal number to the nearest tenth and to the nearest hundredth. Ask students how using a number line helped them round decimals. Students should recognize that plotting a decimal number on a number line helps them see the decimal in relation to other numbers.

Progress Monitoring 5 min.

1. Have students complete the Quick Check activity sheet (*Student Guided Practice Book*, page 43) to gauge student progress toward mastery of the Learning Objectives.
2. Based on the results of the Quick Check activity sheet and your observations during the lesson, identify students who may benefit from additional instruction in the Learning Objectives. These students will be placed into a small group for reteaching. See instructions on the following page.

Rounding Decimals *(cont.)*

Differentiated Instruction 20 min.

Gather students for reteaching. The remaining students will complete the Independent Practice activity sheet (*Student Guided Practice Book*, page 45) to reinforce their learning and then play the Math Fluency Games.

Refocus PPT

Revisit the focus question for the lesson: *How do you use place value to round decimals?* Have students draw a number line on a sheet of paper. Write *6.7* on the board. Ask, "What do we know about this number?" Students should recognize that it is a number made up of a whole number and a decimal. Ask, "What two whole numbers does 6.7 fall between?" *(between 6 and 7)*

Draw a number line on the board. Label each end of the number line with the whole numbers 6 and 7, and make tick marks between the numbers so that there are 10 equal parts. Say, "Each of the lines between 6 and 7 represents a tenth." Point to each line as you count, "One tenth, two tenths, three tenths, etc." Label the benchmark decimal 6.5 in the middle of 6 and 7. Ask, "How many tenths are in 6.7? Where is it located on the number line?" (*seven tenths, between 6 and 7*) Have students plot the number. Say, "If I were to round this number to the nearest whole number, is it closer to 6 or 7?" (*7*) Say, "We know 6.7 is closer to 7 because seven tenths is closer to 7 than 6. You can use the benchmark decimal 6.5 to help you."

Support students as they complete Question 1 on the Refocus activity sheet (*Student Guided Practice Book*, page 44). Then, have students solve Question 2 independently.

Math Fluency Games

Math Fluency Game Sets

Digital Math Fluency Games

Extend Learning

Ask students how they might round numbers without the use of a number line. Write *4.68* on the board. Say, "Round this number to the nearest tenth." Students should explain that the number is between 4.6 and 4.7. Have students complete the Lesson 6 Extend Learning Task (filename: extendtask6.pdf).

Rounding Decimals *(cont.)*

Math in the Real World 30 min.

1. Refer students to the Math in the Real World: Run Grandpa, Run! task (*Student Guided Practice Book*, page 46). Have a student volunteer read the task aloud. Tell students to explain or summarize the task to their partners. Have a few students share their summaries.
2. Ask students to think about what information they will need to solve the task and what the task is asking them to do. Then, have them share with a partner. Ask a few students to share aloud. Students should identify that they know the distance in miles that Morgan ran each week. They need to find out if she rounded to the nearest tenth correctly. Have students work in groups of two or three to complete the task.
3. As students are working, circulate and ask focusing, assessing, and advancing questions:
   - *What is the purpose of rounding a number?*
   - *Did Morgan round each number correctly?*
   - *What does her rounding mean?*

Sentence Frames for Explaining Reasoning

- *To round to the nearest tenth, Morgan needs to _____.*
- *Morgan's rounding is/is not correct because _____.*
- *When she rounded, she found out _____. Instead, she could _____.*

4. Observe how students are solving the task, and choose a few groups who solved the task in different ways to share their solutions and reasoning. Try to have the solutions move from concrete representations (number lines) to more abstract representations (place value chart). Make sure students explain their reasoning as they share solutions.
5. As groups are sharing their solution paths, reasoning, and strategies, ask questions:
   - *Do you agree or disagree with the solution path and reasoning? Why?*
   - *Who can restate _____'s strategy/solution path/reasoning?*
   - *Which solution path makes the most sense to you? Why?*

Lesson Reflection 5 min.

Have students summarize their learning about using place value to round decimals, and provide feedback on any questions they still have about the content on the Reflection activity sheet (*Student Guided Practice Book*, page 47).

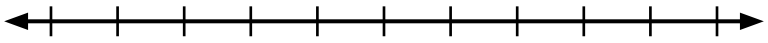
Nombre: _____ Fecha: _____

LECCIÓN 6

Rectas numéricas ingeniosas

Instrucciones: Responde las preguntas.

1. Ubica 54.34 en la recta numérica.



¿Entré cuáles dos décimos se encuentra 54.34?

_____

¿A cuál décimo está más cercano? _____

Redondea 54.34 al décimo más cercano. _____

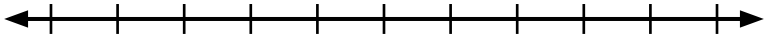
Explica tu razonamiento.

_____

_____

_____

2. Ubica 24.567 en la recta numérica.



Redondea 24.567 al centésimo más cercano. _____

Explica tu razonamiento.

_____

_____

_____

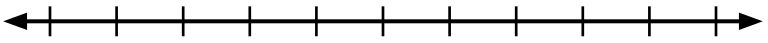
LECCIÓN 6

Nombre: _____ Fecha: _____

Más cercano a...

Instrucciones: Responde las preguntas.

1. Ubica 61.89 en la recta numérica.



¿Entré cuáles dos décimos se encuentra 61.89?

_____

¿A cuál décimo está más cercano? _____

Redondea 61.89 al décimo más cercano. _____

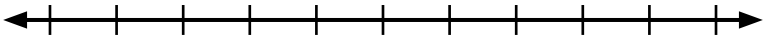
Explica tu razonamiento.

_____

_____

_____

2. Ubica 17.611 en la recta numérica.



Redondea 17.611 al centésimo más cercano. _____

Explica tu razonamiento.

_____

_____

_____

Nombre: _____ Fecha: _____

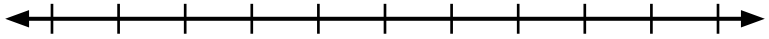
LECCIÓN 6

Repaso rápido

Instrucciones: Dibuja una línea para relacionar las preguntas con la respuesta correcta.

1 Redondea 45.32 al décimo más cercano.	A 45.4
2 Redondea 45.35 al décimo más cercano.	B 45.33
3 Redondea 45.326 al centésimo más cercano.	C 45.3
4 Redondea 45.349 al centésimo más cercano.	D 45.35
	E 45.2
	F 45.32

5 Redondea 89.237 al centésimo más cercano. Usa la siguiente recta numérica. Explica tu razonamiento.



_____

_____

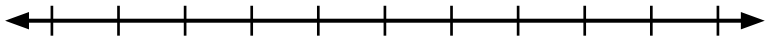
LECCIÓN 6

Nombre: _____ Fecha: _____

Concéntrate

Instrucciones: Responde las preguntas.

1. Ubica 4.7 en la recta numérica.



Redondea 4.7 a la unidad más cercana. _____

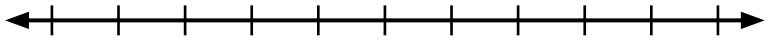
Explica tu razonamiento.

_____

_____

_____

2. Ubica 5.63 en la recta numérica.



Redondea 5.63 al décimo más cercano. _____

Explica tu razonamiento.

_____

_____

_____

Nombre: _____ Fecha: _____

LECCIÓN 6

Práctica independiente

Instrucciones: Redondea los números al décimo más cercano.

1 7.23 _____	2 0.25 _____
3 65.02 _____	4 413.148 _____
5 5,321.276 _____	6 7,645.34 _____

Instrucciones: Redondea los números al centésimo más cercano.

7 0.341 _____	8 6.086 _____
9 78.450 _____	10 459.918 _____
11 3,489.485 _____	12 5,695.537 _____

LECCIÓN 6

Nombre: _____ Fecha: _____

Matemáticas en el mundo real

¡Corre, abuelo, corre!

El abuelo de Morgan la desafió a correr más lejos que él en 10 minutos. Su abuelo tuvo un promedio de 1 milla por cada carrera de 10 minutos. Morgan registró sus datos en la siguiente tabla. Redondeó las distancias al décimo más cercano y notó que corrió la misma distancia cada semana. ¡Y no venció a su abuelo! Morgan cree que su cálculo está mal. ¿Es correcto su redondeo? ¿Cómo lo sabes?

Semana	Distancia en millas	Distancia redondeada
1	0.93	0.9
2	0.941	0.9
3	0.856	0.9
4	0.839	0.9

Desarma el problema

Prepara un plan

Solución

Repasa y explica

Nombre: _____ Fecha: _____

LECCIÓN 6

Observaciones

1. ¿Cómo te ayuda el valor posicional a comprender de qué manera redondear números?

_____

_____

_____

_____

2. ¿Te resultó útil usar una recta numérica para redondear decimales? ¿Por qué sí o por qué no?

_____

_____

_____

_____

Nombre: _____ **Fecha:** _____

Evaluación diagnóstica

1. Resuelve la siguiente expresión: $\{[(12 + 8) - (4 \div 2)] \times 6\}$.

(A) 48

(B) 60

(C) 72

(D) 108

2. Scott escribió la siguiente expresión: $24 - (6 \times 2.5)$. ¿Cuál es el valor de su expresión?

(A) 3.5

(B) 9

(C) 18.6

(D) 45

3. ¿Qué número es $\frac{1}{10}$ de 4?

(A) 0.04

(B) 0.4

(C) 40

(D) 400

4. ¿Cuánto es 7×10^4?

(A) 700

(B) 7,000

(C) 70,000

(D) 700,000

Nombre: _____ **Fecha:** _____

Tarea de desempeño 1: Feria del libro

Parte A

Hoy es el Día de la Biblioteca en la Escuela Belleview. La Sra. Webb y sus estudiantes de quinto grado ayudan a la Srta. Tan, la bibliotecaria de la escuela, a prepararse para la recolecta de comida enlatada.

1. La Srta. Tan tiene que reorganizar los estantes de libros a fin de dejar espacio para la recolecta de comida enlatada. La Srta. Tan necesita saber cuántos libros hay en los estantes. Cory y Albert se ofrecen como voluntarios para contar los libros de un estante de dos caras y hacer una tabla.

Número de estante	Libros (cara 1)	Libros (cara 2)
1	11	17
2	11	17
3	11	17
4	11	17
5	11	17

A. Cory dice que sabe que hay 140 libros en los primeros cinco estantes del estante para libros. Explica: "Sumé 11 más 17 y luego multipliqué por 5". ¿Está Cory en lo correcto? Explica tu razonamiento.

_____

_____

B. Albert dice: "Obtuve el mismo número. Primero, escribí la oración numérica $5 \times (11 + 17)$ y, luego, encontré la solución". ¿Está Albert en lo correcto? ¿Cómo lo sabes?

_____

_____

2. Cory y Albert han encontrado cajas de distintos tamaños de tarjetas de biblioteca antiguas. La Srta. Tan quiere empacar las tarjetas en cajas pequeñas con otras tarjetas. Usa la siguiente oración numérica para encontrar la cantidad de paquetes que la Srta. Tan necesitará: $[15 + 5(500 – 400) + 25]$. Explica los pasos que seguiste para encontrar la solución.

_____

_____