

Co-taught Lesson Plan

Name of Lesson Plan: Decimals > 1 **Grade Level:** 3rd

Topic: Decimals Greater than 1 **Time required:** 50 min. **Space:** Classroom

Preparer: Christina Millson (co-taught with Massaro and Miller) **Audience:** Whole Group

Number of Students: 22

Resources: document camera, projector, math journal, base ten blocks (3 packages), glue sticks, lined paper, pencils, three teachers

VA SOL:

3.7 The student will read and write decimals expressed as tenths and hundredths, using concrete materials and models.

Behavioral Objectives:

Given base ten block manipulatives and concrete models, students will write numeral representation of model in fraction and decimal form.

Given base ten block pictorial models and numeral forms of decimals, students will match the decimals and pictorial models.

Lesson Description:

Introduction: (Christina Millson) Explain to students they will be completing a quick chart (see attached) to make sure they understand tenths and hundredths. Pass out chart and have students complete for a grade. Once complete ask students to exchange papers and grade chart as a class.

Then introduce decimals greater than one, explaining that up to this point the students have only been working with decimals less than one.

Content Focus: (Christina Millson) Model a decimal greater than one with base ten manipulatives (such that the flats equal one whole, sticks equal one tenth, and cubes equal one hundredth). Model decimal 1.0 by explaining to students that ten tenth sticks make up one whole, or in fractional terms $10/10$ equals one whole.

Model decimal 1.1 using one flat and one tenth stick. Explain that the flat represents one whole and the tenth represents $1/10$ or one tenth. The fraction is said one and one tenth, just as the decimal is also said one and one tenth.

Model 1.2 using one flat and two tenths. Ask students to write down decimal in their math journals. The decimal is 1.2.

Then model 1.3 and have the students write the decimal. Finally model 1.4 and have students write the decimal.

(Millson, Massaro, Miller) After they have grasped the concept it is time to split into three groups based on ability. In each group, continue modeling fractions greater than one with the manipulatives. Ask students to write down fraction and decimal for each model. Once students understand tenths, move onto decimals greater than one with hundredths. Model one flat, one tenth, and one hundredth. Explain that there are eleven hundredths because the little cubes represent hundredths. Have students write down fraction (1 and $11/100$) and decimal (1.11).

Model one flat and one hundredth, having students write down fraction (1 and $\frac{1}{100}$) and decimal (1.01).

Then have students complete worksheet in which they match decimals and pictorial models of decimals greater than one. Paste the matches in math journals.

Closure: (Millson) Review saying the names of fractions greater than one as a class. For instance, 3.12 would be said “three and twelve hundredths”.

Evaluation: *Formative:* Observe students’ attention and focus during lesson. Observe students’ performance in small groups.

Summative: Performance on quick check- up to determine understanding of decimals less than one. Performance on matching activity. Performance on decimals quiz.

Differentiation: Students in the lower ability groups will be given the opportunity to use the manipulatives longer to reinforce the concept with concrete models. The higher group will be given the opportunity to relate the models to money, compare decimals, and add decimals if they are ready. The division of the students into groups will ensure that the lesson meets the needs of all students appropriately.

Name _____ # _____ Date _____

Decimal-Fraction-Money Chart: Fill in the missing boxes.

Fraction	Decimal	Money
$\frac{1}{10}$		
	0.01	
$\frac{26}{100}$		
		16 pennies
	0.75	
		3 dimes
$\frac{7}{10}$		

