**Grade: 5 Unit: 3 Decimals (Addition and Subtraction)**

### **Critical Area:** Extending division to two-digit divisors, integrating decimal fractions into the place value system and developing an understanding of operations with decimals to hundreths, and developing fluency with whole number and decimal operations.

***Standards Addressed:*** *5.NBT.1, 5.NBT.3, 5.NBT.4, 5.NBT.7*

### **Focus Mathematical Practices:**

### MP.3 Construct viable arguments and critique the reasoning of others.

* MP.8 Look for and express regularity in repeated reasoning.

To be completed on or about: November 25th

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| Prerequisites | Targets | Extensions |
| Prior Learning: | Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left. 5.NBT.1  |  |
|  | Read and write decimals to the thousandths using base-ten numerals, number names and expanded form, e.g. 347.392 = 3 x100 + 4 x 10 + 7 x 1 + 3 x (1/10) + 9 x (1/100) + 2 x (1/1000). 5.NBT.3a  |  |
|  | Compare two decimals to the thousandths based on meanings of the digits in each place. This can be done by using >, < and = symbols to record the results of comparisons. 5.NBT.3b |  |
|  | Use place value understanding to round decimals to any place. Understand the role of rounding while estimating sums and differences. 5.NBT.4  |  |
|  | Add and subtract decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction: relate the strategy to a written method and explain the reasoning used.  5.NBT.7 |  |
|  | Solve problems using the strategy make a table. (Not a separate target.) 5.NBT.7 |  |