Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



You were hired to help repaint the school during the summer. Your job is to paint classroom doors. Your boss told you to paint \_\_\_\_\_ classroom doors. Each of the classroom doors takes \_\_\_\_\_ of a can of paint. How many cans of paint will you need to paint all of your classroom doors?

(7, 0.1) (7, 0.3) (7, 0.6) (14, 0.6)

Justify your solution using numbers, pictures, and/or words.

* What standards does this lesson address?
	+ **5.NBT.7** Add, subtract, multiply, and divide 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.
		- This is a multiplication problem
* Why were these number sets chosen for this problem?
	+ The number sets for this problem are (7, 0.1) (7, 0.3) (7, 0.6) (14, 0.6)
	+ These number sets were chosen to give students a chance to multiply using their understanding from Unit 2 (place value). Multiplying by one tenth should be a nice starting point. Multiplying by three tenths and six tenths may be more of a challenge.
	+ A nice connection for students to make based on these number sets
		- 7 groups of 3 is 21
		- 7 groups of 0.3 is 21 tenths, which is 2 and one tenth (because I know 10 tenths is 1, so 20 tenths is 2) or 2.1
		- 7 groups of 6 is 42
		- 7 groups of 0.6 is 42 tenths, which is 4 and two tenths (because I know 10 tenths is 1, so 40 tenths is 4) or 4.2
		- This thinking would be an application of what they learned in Unit 2 (5.NBT.2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.)