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

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



The zoo has a brand new baby monkey named Harry. Harry loves applesauce. The zookeeper feeds Harry \_\_\_\_\_ of a jar of applesauce each day for a snack. How many days would it take for Harry to eat \_\_\_\_\_ jars of applesauce?

(0.1, 5) (0.2, 5) (0.2, 10) (0.01, 5) (0.03, 5)

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.
		- For this lesson we are focusing on adding and subtracting decimals
	+ **5.NBT.3a** Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000).
* Why were these number sets chosen for this problem?
	+ The number sets for this problem are (0.1, 5) (0.2, 5) (0.2, 10) (0.01, 5) (0.03, 5)
	+ These number sets were chosen to give students a chance to divide using their understanding from Unit 2 (place value). Dividing by one tenth and one hundredth should be a nice starting point.
	+ A nice connection for students to make would be that it take ten groups of 0.1 to make 1, so it will take five times that to make 5 so 5x(10 x 0.1).
	+ The number sets build on one another, so if students see a connection, they can use what they already know from one number set to solve the next number set.
* Helpful Resources
	+ Extending Children’s Mathematics: Fractions and Decimals (Susan B. Empson and Linda Levi)
		- Chapter 7 page 149 -170