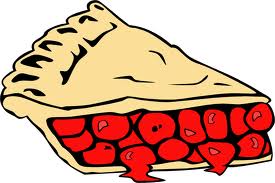
Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

Larry, Mo, and Curly entered a pie eating contest as a team. Altogether they scored \_\_\_\_\_ points. Each friend scored the same number of points for the team. How many points did each friend score?

(21.12) (27.27) (60.33) (96.09)

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 all divisible by 3 – the goal is for students to use place value understanding to figure out how many groups of 3 are in numbers such as 21 and 0.12 - they can think of it as 21 shared equally by 3 is 7 and 12 hundredths shared equally by 3 is 4 hundredths
  + Helpful Resources
  + Extending Children’s Mathematics: Fractions and Decimals (Susan B. Empson and Linda Levi)
    - Chapter 7 page 149 -170