



Grade 5 Module 1

Place Value and Decimal Fractions

Lesson 7: Rounding on the Vertical Number Line, Part 2

Objective Round a given decimal to any place using place value understanding and the vertical number line.		Materials <ul style="list-style-type: none"> Lesson 5 Template 	
Items to share with families in advance of the lesson: <ul style="list-style-type: none"> Links: Lesson 7 Daily Video, Student Edition (SE) Lesson 7 Materials list Assignment: After watching the video, complete Problems 1(b) and 2 from the Problem Set. Students should work on the Problem Set for 10 minutes and should try to complete as many of the assigned problems as they can. Optionally, provide additional suggestions for students who finish in less than 10 minutes. 			
Remote Learning Recommendations			
	Pacing	Activity	Notes
Asynchronous	10–15 minutes	Daily Video	Ideally, students should watch the video and complete the assignment 1 or 2 days before the synchronous meeting for this lesson. Video description: <ul style="list-style-type: none"> Models using the vertical number line as a tool to round any given decimal to various place values, decomposing numbers into different units (from hundreds to thousandths) and rounding to different place values on the vertical number line Demonstrates considering which decomposition is most helpful when rounding to a certain place value Models using the approximation sign \approx Note: Problem 2 was adjusted from 9.949 to 9.349 to allow for modeling an example when the number rounds down.
	10 minutes	Assignment	The video asks students to complete Problems 1(b) and 2 from the Problem Set. Consider encouraging students to complete additional problems if they finish in less than 10 minutes.
Synchronous (Virtual or In Person)	2–10 minutes	Welcome	Consider using a routine designed to welcome students into the learning environment.
	2 minutes	Recommendations for Synchronous Learning	Demonstrate where to find links and assignments for each day’s lesson. Practice using the features of your meeting platform: <ul style="list-style-type: none"> Mute and unmute the microphone on your device. Hold a piece of paper up to the camera and make sure it is visible to everyone. Establish virtual classroom rules and engagement practices: <ul style="list-style-type: none"> Show students how to snap their fingers in front of the camera to show they agree with something a peer says. Instruct students to raise their hands in front of the camera when they want to share. Show students how to enter a response to a question in the chat.



In-Person Delivery (Optional)	6 minutes	Rename the Units	Follow the Fluency activity Rename the Units, found in the Teacher Edition (TE) for this lesson. <i>“Let’s practice decomposing common units.”</i>
	6 minutes	Round to Different Place Values	Follow the Fluency activity Round to Different Place Values, found in the TE for this lesson. <i>“Let’s work toward mastery of rounding decimal numbers to different place values.”</i>
Synchronous (Virtual or In Person)	2 minutes	Focus of Today’s Lesson	Discuss strategies used to round 9.949. <i>“In the video for Lesson 7, we considered which decomposition was most helpful when rounding to a certain place value. Let’s continue thinking about what we learned in the video.”</i>
	6 minutes	Application Problem	Present the Application Problem from the SE, either under the document camera or by screen sharing the PDF of the page or the Topic Facilitation slides. Use guided practice and the Read–Draw–Write process and have students record their work in their books, on a clean sheet of paper, or by using the annotation features of the fillable PDF. Refer to the TE for additional notes on facilitation.
	7 minutes	Student Debrief	The Student Debrief is intended to invite reflection and active processing of the total lesson experience. Refer to the TE for additional notes on facilitation. Share the Topic Facilitation slides for Lesson 7 as you lead the debrief. <i>“Once a number rounds up at one place value, does it follow then that every place value will round up? Why or why not?” (Encourage students to refer to their Problem Sets as evidence of their reasoning. Problem 1(b) provides an example of differing unit choices resulting in differences in rounding up and down.) (Impact)</i> As you facilitate the debrief, take the opportunity to review and reinforce vocabulary presented in the lesson: decomposition, endpoints, midpoint, unit form.
	3 minutes	Exit Ticket	Assign the Exit Ticket to be completed and submitted either while in the meeting or asynchronously after the meeting.