



Grade 5 Module 1

Place Value and Decimal Fractions

Lesson 10: Multiplying a Decimal by a Single-Digit Whole Number

<p>Objective Multiply a decimal fraction by single-digit whole numbers, relate to a written method through application of the area model and place value understanding, and explain the reasoning used.</p>	<p>Materials</p> <ul style="list-style-type: none"> Lesson 5 Template
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Items to share with families in advance of the lesson:

- Links: Lesson 10 Daily Video, Student Edition (SE) Lesson 10
- Materials list
- Assignment: After watching the video, complete Problems 1, 2(b)–(c), and 3 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	15–20 minutes	Daily Video	<p>Ideally, students should watch the video and complete the assignment 1 or 2 days before the synchronous meeting for this lesson.</p> <p>Video description:</p> <ul style="list-style-type: none"> • Models multiplying a decimal by a single-digit whole number, representing the distributive property by using chips in a place value chart and by using an area model • Models relating place value understanding from the pictorial (chip model and area model) to the abstract (standard algorithm) • Utilizes vocabulary related to multiplication, including times, copies, and groups <p>Note: Students may require additional support with this concept. Refer to the Concept Development section found in the Teacher Edition (TE) for this lesson. Consider facilitating an example from Problems 7–9 to allow students to practice with the area model.</p>
	10 minutes	Assignment	<p>The video asks students to complete Problems 1, 2(b)–(c), and 3 from the Problem Set.</p> <p>Consider encouraging students to complete additional problems if they finish in less than 10 minutes.</p>
Synchronous (Virtual or In Person)	2–10 minutes	Welcome	<p>Consider using a routine designed to welcome students into the learning environment.</p>
	2 minutes	Recommendations for Synchronous Learning	<p>Demonstrate where to find links and assignments for each day’s lesson.</p> <p>Practice using the features of your meeting platform:</p> <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. <p>Establish virtual classroom rules and engagement practices:</p> <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



			<p>they want to share.</p> <ul style="list-style-type: none"> Show students how to enter a response to a question in the chat.
In-Person Delivery (Optional)	4 minutes	Take Out the Unit	<p>Follow the Fluency activity Take Out the Unit, found in the TE for this lesson.</p> <p><i>“Let’s practice decomposing common units as decimals.”</i></p>
Synchronous (Virtual or In Person)	2 minutes	Focus of Today’s Lesson	<p>Use a place value chart to show 2×0.43. Discuss the connection between making copies and multiplication.</p> <p><i>“In the video for Lesson 10, we explored place value understanding by relating a chip model and an area model to the standard algorithm. Let’s continue thinking about what we learned in the video.”</i></p>
	5 minutes	Application Problem	<p>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.</p> <p>Use independent 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.</p>
	7 minutes	Student Debrief	<p>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.</p> <p>Share the Topic Facilitation slides for Lesson 10 as you lead the debrief.</p> <p><i>Compare student work in Problems 1(c) and 1(d), as some students may regroup units while others may not. “How are they similar and different?” (Sample Solution)</i></p> <p>As you facilitate the debrief, take the opportunity to review and reinforce vocabulary presented in the lesson: area model, bundle, copies, distributive property, unit form.</p>
	3 minutes	Exit Ticket	<p>Assign the Exit Ticket to be completed and submitted either while in the meeting or asynchronously after the meeting.</p>