



# Dividing Decimals Lesson Plan: Grade 5

Grade Level: **Fifth Grade** | Duration: **Two days, 30 minutes per lesson**

## Objective

In this lesson, fifth graders use BrainPOP resources to learn how to divide with decimals.

Students will:

- 1. Build Background Knowledge:**
  - Watch the BrainPOP Decimals and Dividing Decimals movies
- 2. Think and Do:**
  - Vocabulary: Define vocabulary and use in a sentence.
  - Vocabulary: Identify the steps for dividing decimals in a concept map.
- 3. Assess:**
  - Take the Decimals quiz.

## Preparation


- Preview the BrainPOP movies [Decimals](#) and [Dividing Decimals](#) to plan for any adaptations.
- Create and schedule Day 1 assignment: [Decimals Movie](#), [Vocabulary](#), and [Quiz](#).
- Create and schedule Day 2 assignment: [Dividing Decimals Movie](#) and [Make-a-Map](#).

## Before the Lesson




Background knowledge helps students make sense of new ideas and experiences. To activate prior knowledge, ask these questions:

- *When do you use decimal numbers outside of school?*
- *What is a situation when you might need to divide a decimal into equal parts?*


## DAY 1: Build Background (10 minutes)

Lesson Steps	Offline Modifications	Modifications for Diverse Learners	ELL/Language Development
<div style="text-align: center;">  </div> <p>1. Watch the <a href="#">Decimals</a> movie.</p> <p>Click pause at noted time codes to discuss key ideas:</p> <p>Time code 0:30: Where did the word “decimal” come from?</p> <p>Timecode 1:02: How are decimals and fractions similar?</p> <p>Timecode 3:39: Imagine the time keepers weren’t using decimals in the swimming race. How might that affect the results?</p>	<ul style="list-style-type: none"> <li>• Print the <a href="#">movie transcript</a> and highlight evidence that answers each of the discussion questions.</li> <li>• Two students act out the transcript, one as Tim and the other as Moby.</li> </ul>	<ul style="list-style-type: none"> <li>• Set a <b>specific viewing purpose</b> for individual students or small groups based on <b>lesson objectives and student readiness</b>. For example, have students focus on different ways to use decimals outside of school.</li> <li>• Pause at two key points and prompt students to <b>summarize</b>.</li> <li>• <b>Support recall</b> by having students draw one or two key ideas from the movie</li> </ul>	<ul style="list-style-type: none"> <li>• Pause for new <b>vocabulary</b>. Use the word in a sentence. Prompt students to say the word and repeat the sentence. Invite them to draw a picture of the word.</li> <li>• Create a <b>word wall</b> with vocabulary and the drawing.</li> <li>• Pause at key points and ask the <b>discussion questions</b> in the student’s home language or English.</li> </ul>


## DAY 1: Think & Do (15 minutes)

Lesson Steps	Offline Modifications	Modifications for Diverse Learners	ELL/Language Development
<div style="text-align: center;">  </div> <p>2. Students open their Vocabulary assignment. Or, if not using Assignment Builder, model how to open <a href="#">Vocabulary</a>.</p> <p>Students click Flip All or each term individually. To hear a term read aloud, click the speaker icon.</p> <div style="text-align: center;">  </div> <p>Students type a definition and sentence for each term.</p> <p>When they finish, students click the <b>Submit To Teacher</b> button and/or print out.</p>	<ul style="list-style-type: none"> <li>Print Vocabulary.</li> </ul> <div style="text-align: center;">  </div> <ul style="list-style-type: none"> <li>Students write a definition and sentence for each term.</li> </ul>	<ul style="list-style-type: none"> <li>Assign <b>appropriately challenging words</b> to individual students.</li> <li>Assign a few of the six terms to individual students to <b>define</b> and <b>use in a sentence</b>.</li> <li>As a challenge, students can <b>add two additional terms</b>, writing a definition and sentence for each.</li> </ul>	<ul style="list-style-type: none"> <li>Say the term(s) in students' <b>home language</b>. Then say the words in English. Have the student repeat in English.</li> <li>Use the <b>term in a sentence</b>. Prompt students to say the word and repeat the sentence.</li> <li>Click the speaker icon to hear the term read aloud.</li> </ul>

## DAY 1: Assess (5 minutes)


Lesson Steps	Offline Modifications	Modifications for Diverse Learners	ELL/Language Development
 <p>3. Students open their Quiz assignment. Or, if not using Assignment Builder, model how to open the <a href="#">quiz</a>.</p> <p>If you assigned the quiz, you will see students' results in your Dashboard. If not assigned, students click the <b>Submit to Teacher</b> button.</p>	<ul style="list-style-type: none"> <li>Print the <a href="#">quiz</a> for students to complete.</li> </ul>	<ul style="list-style-type: none"> <li><b>Read aloud</b> the questions and answers.</li> <li><b>Reduce the number</b> of questions and/or possible answers (using the Quiz Mixer).</li> <li><b>Support recall</b> by revisiting movie drawings.</li> </ul>	<ul style="list-style-type: none"> <li><b>Read aloud the quiz</b> in students' home language.</li> <li><b>Highlight the key vocabulary</b> in a printable version of the quiz.</li> <li>Support recall by having students review drawings they made during the movie.</li> </ul>

## DAY 2: Build Background (10 minutes)

Lesson Steps	Offline Modifications	Modifications for Diverse Learners	ELL/Language Development
 <p>4. Watch the <a href="#">Dividing Decimals</a> movie.</p> <p>Click pause at noted time codes to discuss key ideas:</p>	<ul style="list-style-type: none"> <li>Print the <a href="#">movie transcript</a> and highlight evidence that answers each of the discussion questions.</li> <li>Two students act out the transcript, one as Tim and the other as Moby.</li> </ul>	<ul style="list-style-type: none"> <li>Set a <b>specific viewing purpose</b> for individual students or small groups based on <b>lesson objectives and student readiness</b>. For example, have students focus on the difference between dividing with a whole number and dividing with a decimal.</li> </ul>	<ul style="list-style-type: none"> <li>Pause for new <b>vocabulary</b>. Use the word in a sentence. Prompt students to say the word and repeat the sentence. Invite them to draw a picture of the word.</li> </ul>

<p>Time code 2:49: How did Tim decide that the decimal point needed to go between the 5 and 8?</p> <p>Time code 3:29: If you move the decimal point 2 places to the right in the divisor, what do you have to do to the dividend?</p> <p>Time code 4:10: Why can we move the decimal points in the dividend and divisor without changing the answer?</p>		<ul style="list-style-type: none"> <li>• Pause at two key points and prompt students to <b>summarize</b>.</li> <li>• <b>Support recall</b> by having students draw one or two key ideas from the movie</li> </ul>	<ul style="list-style-type: none"> <li>• Create a <b>word wall</b> with vocabulary and the drawing.</li> <li>• Pause at key points and ask the <b>discussion questions</b> in the student's home language or English.</li> </ul>
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## DAY 2: Think & Do (20 minutes)

Lesson Steps	Offline Modifications	Modifications for Diverse Learners	ELL/Language Development
<div style="text-align: center;">  <p>Make-a-Map</p> </div> <p>5. Students open their Make a Map assignment. Or, if not using Assignment Builder, model how to open <a href="#">Make-a-Map</a>.</p> <p>Students explain the steps used to divide with decimal numbers.</p> <p>When they finish, students click the <b>Submit To Teacher</b> button and/or print out.</p>	<ul style="list-style-type: none"> <li>• Create an offline concept map.</li> <li>• Students explain the steps used to divide with decimal numbers.</li> </ul>	<ul style="list-style-type: none"> <li>• Students speak their response and <b>brainstorm</b> what they will write for each step on their map.</li> <li>• <b>Model</b> how to complete the Make-a-Map using the first step with at least one key word. Demonstrate how to return to the movie to find evidence.</li> <li>• Support recall by prompting students to <b>revisit the drawings</b> they made after watching the movie.</li> </ul>	<ul style="list-style-type: none"> <li>• Say the name of each step in students' <b>home language</b> or English. Have them repeat it in English.</li> <li>• Before students create their Make-a-Map,, have them use their home language or English to <b>discuss what they plan to draw and write</b>.</li> </ul>