

Today's Lesson: To multiply decimals by writing standard algorithms.

CCSS

Numbers and Operations: (To fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.) 6.NS.3

**Focus Lesson 1
(I do)**

"We have learned how to multiply whole numbers and fractions. Today we are going to learn how to multiply decimals."

Begin the lesson by giving the following problem: $63.03 \times .39$. The teacher will then write the problem on the board or chart paper, and think aloud with the students. *"I would like to multiply these two factors together. First, I'm going to think about what I already know. I know that when we look at whole numbers, we see a whole number with a decimal point and 0 is a 'place holder' at the end. A decimal point exists in a whole number, but it can be dropped. The opposite is also true. A zero can be dropped from the end of a decimal without changing its value. Knowing this . . . I'm going to try and figure out the answer to this problem.*

Now, I'm going to multiply like I typically do, and I won't worry about the decimals." The teacher will then find the product, thinking aloud as he/she works. "After I find the answer, I need to find where to put my decimals. I know that the first factor has 2 decimal places. The second factor also has 2 decimal places. When we add 2 plus 2, we get four. That means we need to move over to the right '4' places, and place the decimal there. This is how to multiply decimals."

Round of Daily 3 Math

**Focus Lesson 2
(We do)**

The teacher will hand out different problems for students to practice multiplying decimals.

Examples are:
 13.62×14.1
 3.27×29.74
 44.1×65.14

The teacher will say, *"We have practiced multiplying whole numbers. Today we are practicing multiplying decimals. You are going to work with a partner. You and your partner are going to practice on the problem you are given. Then you will explain the process you went through to find the answer."*

The teacher will allow students time to figure out and discuss with an elbow buddy. The teacher will have pairs of students come up to the board and present their problem and thinking.

*Discussion should follow about patterns made by even and odd numbers. The teacher should also remind students that the patterns (0, 2, 4, 6, 8) can be used for determining odd and even numbers greater than 20.



Round of Daily 3 Math

Focus Lesson 3 (You do)

Present students with the following problem:

$$78.23 \times 14.03$$

The teacher will give each student a blank paper. The teacher will ask the students to solve the problem and explain their process.

Student Sharing

