

Name: _____Date: _____

Answer the following based on the Decimal Number of the Day.
Always refer to the original number to answer.

Today's Number Is _____

Round to the nearest hundredth _____

Round to the nearest tenth _____

Round to the nearest ten _____

One hundred more is _____

One hundredth more is _____

One thousandth less is _____

Ten less is _____

Here is a larger number _____

Write today's number in expanded form. _____

Write an equation that equals today's number below. _____

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Really Good Stuff® Activity Guide

Slide and Learn™ Decimals - Intermediate

This Really Good Stuff® product includes:

- 12 **Slide and Learn™ Decimals - Intermediate**
- This Really Good Stuff® Activity Guide

Congratulations on your purchase of the Really Good Stuff® **Slide and Learn™ Decimals - Intermediate**—an interactive manipulative tool to practice decimal skills and to round multi-digit numbers with decimals from thousands to thousandths.

Meeting Common Core State Standards
This Really Good Stuff® **Slide and Learn™ Decimals - Intermediate** is aligned with the following Common Core State Standards for Mathematics:

- Number and Operations in Base Ten**
- 5.NBT.A.1** Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.
- 5.NBT.A.2** Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.
- 5.NBT.A.3** Read, write, and compare decimals to thousandths.
- 5.NBT.A.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).
- 5.NBT.A.3b** Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.
- 5.NBT.A.4** Use place value understanding to round decimals to any place.

- Number and Operations – Fractions**
- 4.NF.C.5** Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. *For example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100.*
- 4.NF.C.6** Use decimal notation for fractions with denominators 10 or 100. *For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram.*
- 4.NF.C.7** Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual model.

Preparing the Slide and Learn™ Decimals - Intermediate
Before introducing the **Slide and Learn™ Decimals - Intermediate** set, make copies of this Really Good Stuff® Activity Guide, and file the pages for future use. Or, download another copy of it from our Web site at www.reallygoodstuff.com. Store the *Slide and Learn™ Decimals* set where students can access one easily. Copy the *Decimal Slide and Learn Number Cards Reproducibles* onto cardstock, and laminate them for durability. Cut them apart and store them in a zippered plastic bag until ready for use. Choose a location to store the *Slide and Learns™*. For example, you might store them in a large zippered plastic bag or in a basket at your math center.

Introducing the Slide and Learn™ Decimals - Intermediate
Review with students that a decimal point is a dot used to separate the whole number part from the fractional part of a number. Tell students instead of writing decimals that they will use a *Slide and Learn™*. Show the class a *Slide and Learn™*, and slide the strips to display the number 5,432.000, leaving the tenths, hundredths, and thousandths places blank. Ask a student to read the number. Point to the decimal, and remind students that it is the end of the whole number. Change the number to read 5,432.1. Ask a volunteer to read the new number. Continue creating increasingly smaller decimals by adding numbers to the hundredths and thousandths places, and correctly reading each smaller decimal number.

Distribute *Slide and Learns™* to students and have them place the *Slide and Learns™* flat on their desks or tables. Give students a few minutes to

examine them. Direct students to make a number containing a decimal. As you walk around to help students who may be having difficulty using the *Slide and Learn™*, practice making several numbers together. Ask students to read the numbers out loud to you in order to practice saying the number with the decimal point. Instruct students to return their *Slide and Learn™* to your predetermined location.

Rounding Decimal Numbers
Use the **Slide and Learn™ Decimals - Intermediate** to practice rounding numbers with decimals. Choose a number with a decimal and have students create it on their *Slide and Learns™*. Next, ask them to round to the nearest decimal place of your choosing. Practice several times, assessing students' understanding as you walk around checking each *Slide and Learn™*.

Once students understand how to use the *Slide and Learn™*, assign a place value to each side of a die as follows, write the values on a chart, and display the chart:

- 1: thousands place
- 2: hundreds place
- 3: tens place
- 4: ones place
- 5: tenths place
- 6: hundredths place

Call out a number with decimals, and have students make it on their *Slide and Learn™*. Roll the die. Instruct students to round the number to the place value determined by the die. Have students hold up their *Slide and Learn™* for you to check. Give students with the correct answer a thumbs-up, signaling that they have the correct answer and can put down the *Slide and Learn™*. Continue calling out numbers and rolling the die for more practice.

Comparing Decimals Center
Create a center for partners to practice comparing decimals: Copy and laminate several sets of the *Decimal Slide and Learn Number Cards Reproducibles*, copying each set on a different color paper. Use the blank cards to create additional numbers before copying the reproducible. Store the sets in zippered plastic bags to keep them organized. Place one set of the *Slide and Learn Number Cards* and a *Slide and Learn™* for each player into a zippered plastic bag. Explain to students that they are to place the *Slide and Learn Number Cards* facedown on a table. Each player chooses a card, and does not show his or her partner the number on the card. Both players use a *Slide and Learn™* to create the given number on the card. They then compare numbers, and the player with the greatest number keeps both of the cards. After all of the cards have been used, the player with the most cards wins. Continue to play as many rounds as time allows.

Variation: Change the game so that the player with the lowest number wins each round.

To make this activity self-checking, create a corresponding answer key with the following answers. Label blank cards with additional letters as needed.

- A) 9,415 B) 1,002 C) 3,781 D) 2,999 E) 7,654 F) 415 G) 745
H) 872 I) 901 J) 427 K) 39 L) 43 M) 71 N) 88 O) 95 P) 1
Q) 2 R) 3 S) 4 T) 5 U) 5,417.2 V) 3,047.1 W) 452.9 X) 876.5
Y) 610.9 Z) 87.4 AA) 92.6 BB) 17.3 CC) 5.2 DD) 9.9 EE) 7,355.28
FF) 3,118.54 GG) 9,910.75 HH) 306.85 II) 105.09 JJ) 2,439.062
KK) 6,705.012 LL) 1,451.012 MM) 500.003 NN) 110.762

Decimal Number of the Day
Reinforce decimal skills by creating a Decimal Number-of-the-Day Journal: Copy and cut the reproducible in half to make individual pages to pass out each day.

Begin each morning by posting a number with a decimal in your classroom. Train students to take a *Slide and Learn™*, and use it to create the number. Then have them fill in a *Decimal Number-of-the-Day Sheet Reproducible* referring to the *Slide and Learn™*. Review the answers together as a class as a part of your morning routine.

A nine thousand, four hundred fifteen	B one thousand, two	C three thousand, seven hundred eighty-one	D two thousand, nine hundred ninety-nine	E seven thousand, six hundred fifty-four
F four hundred fifteen	G seven hundred forty-five	H eight hundred seventy-two	I nine hundred one	J four hundred twenty-seven
K thirty-nine	L forty-three	M seventy-one	N eighty-eight	O ninety-five
P one	Q two	R three	S four	T five

U five thousand, four hundred seventeen and two tenths	V three thousand, forty seven and one tenth	W four hundred fifty-two and nine tenths	X eight hundred seventy-six and five tenths	Y six hundred ten and nine tenths
Z eighty-seven and four tenths	AA ninety-two and six tenths	BB seventeen and three tenths	CC five and two tenths	DD nine and nine tenths
EE seven thousand, three hundred fifty-five and twenty-eight hundredths	FF three thousand, one hundred eighteen and fifty-four hundredths	GG nine thousand, nine hundred ten and seventy-five hundredths	HH three hundred six and eighty-five hundredths	II one hundred five and nine hundredths
JJ two thousand, four hundred thirty-nine and sixty-two thousandths	KK six thousand, seven hundred five and twelve thousandths	LL one thousand, four hundred fifty-one and twelve thousandths	MM five hundred and three thousandths	NN one hundred ten and seven hundred sixty-two thousandths