

# Lesson 6: Compare Decimals on the Number Line

## Standards Alignments

Addressing 5.NBT.A, 5.NBT.A.3.b

### Teacher-facing Learning Goals

- Compare two decimals based on the value of the digits in each place, using  $>$ ,  $=$ , and  $<$  symbols to record the results of comparisons.
- Represent decimals on a number line.

### Student-facing Learning Goals

- Let's locate and label decimals on number lines.

## Lesson Purpose

The purpose of this lesson is for students to represent decimals to the thousandths place on the number line and compare them.

In the previous lesson students compared decimals using a strategy that made sense to them with a focus on developing place value understanding to include thousandths. In this lesson, students use the number line to locate decimals to the thousandth. They continue to use their place value understanding as they label tick marks representing tenths, hundredths, and thousandths (MP7). They also see that the number line can be used to compare decimals just like it was used to compare whole numbers in earlier grades. Students also consider which number line is best for locating different decimals.

### Access for:

#### Students with Disabilities

- Engagement (Activity 1)

#### English Learners

- MLR8 (Activity 1)

## Instructional Routines

Notice and Wonder (Warm-up)

### Lesson Timeline

Warm-up	10 min
Activity 1	15 min

### Teacher Reflection Question

Reflecting on the students' work today, who participated in math class today? What assumptions are you making about those who

Activity 2	10 min
Activity 3	10 min
Lesson Synthesis	10 min
Cool-down	5 min

did not participate? How can you leverage each of your students' ideas to support them in being seen and heard in tomorrow's math class?

## Cool-down (to be completed at the end of the lesson)

 5 min

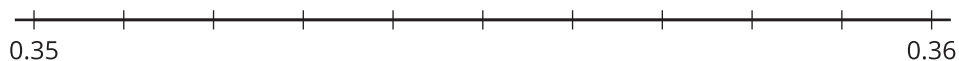
Locate, Label, and Compare Numbers

### Standards Alignments

Addressing 5.NBT.A.3.b

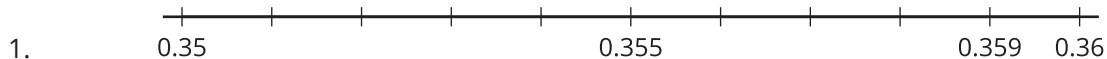
### Student-facing Task Statement

1. Locate and label 0.355 and 0.359 on the number line.



2. Which is greater, 0.355 or 0.359? Explain or show your reasoning.

### Student Responses



2. Sample response: 0.359 is greater because it's farther to the right.