PRESENTER SCRIPT · GRADE 5 · 5.NS.1 · 5.NS.3 · 5.CA.9-5.CA.10

Decimal Place Value & Operations: teacher script

Use with the Lesson presenter (room page -> Lesson presenter). Slides show only student cues; this script has what to say. Students need the printed lesson worksheet and a pencil.

Presenter keys: Right/left arrows change slides. N shows short notes. T pauses the timer. P picks a student. F is fullscreen.

Response routine: Students write each answer on their worksheet, then show it with fingers (1 = A, 2 = B, 3 = C, 4 = D). Scan the room before revealing.

SLIDE 1: TODAY'S TARGET — 1 min

Say	Today's learning target is: "I can compare and round decimals and add, subtract, multiply, and divide decimals using place value." Read it with me.
Say	Here is how you will know you have it: the success criteria. You will prove it on the exit ticket at the end of class.
Point to	The agenda and the key vocabulary. Tell students they need their notebook, guided notes page, and pencil.

SLIDE 2: WARM-UP — 0:00–0:08

Say	Turn to Part 2 of your lesson worksheet. Answer the three questions in complete sentences. You have 5 minutes of silent work. Go.
Do	Start the 8:00 timer. Circulate. At 5 minutes say: "Turn to your partner and compare answers for 2 minutes."
Look for	1) 7/10, seven tenths. 2) 0.5, because 0.50 has 50 hundredths and 0.45 has 45 hundredths. 3) $0.75.
Say	Call on 2-3 students for questions 1 and 2, then reveal. Say: "We will come back to question 3 at the end of class."

SLIDE 3: HOOK — 1 min

Say	Read the question on the screen: "Which is bigger: 0.5 or 0.45?" Circle your prediction in Part 3 of your worksheet and write why. Then vote.
Background	Write 0.5 and 0.45 on the board. "Which is bigger? 45 is more than 5, so 0.45 must be bigger... right?" Let students debate.
Do	Tap +1 for each vote. Do not give the answer. Say: "By the end of the lesson, you will be able to check your prediction."

SLIDE 4: LEARN 1: PLACE VALUE — 3 min

Say	Each place is 10 times the place to its right. 0.4 = 4 tenths = 40 hundredths.
Worksheet	Say: "Part 5: fill in the blanks (A), do the task (B), write what your partner said (C), and answer the check (D)." Blank answers: Each place is 10 times the place to its right. 0.4 = 40 hundredths. (tap "Show the missing words" after students try.)
Explore	Point to the model: 1 flat = 1 whole, 1 rod = 1 tenth, 1 unit = 1 hundredth: 1.35. Ask: "What do you notice?" Students do: Write the value of each digit in 3.572.
Turn and talk	Say: "Why is 0.5 greater than 0.45 even though 45 is more than 5?" Start the 1:00 timer. Then pick a pair to share.
Check	Read the question aloud. Students write, then show fingers. Scan, then reveal. Answer: (D) 8 hundredths. The 8 is in the hundredths place.
If < 80% correct	Go back to the Explore box and model a second example out loud, then re-ask the check with a partner discussion first. See "Misconceptions to watch for" at the end of this script.

SLIDE 5: LEARN 2: COMPARE DECIMALS — 3 min

Say	Line up the decimal points and compare place by place from the left. Adding zeros can help: 0.50 vs. 0.45.
Worksheet	Say: "Part 6: fill in the blanks (A), do the task (B), write what your partner said (C), and answer the check (D)." Blank answers: To compare decimals, line up the DECIMAL POINTS and compare from the LEFT. (tap "Show the missing words" after students try.)
Explore	Point to the model: A number line from 0 to 1 in tenths. Ask: "What do you notice?" Students do: Order 0.6, 0.06, 0.66 from least to greatest.
Turn and talk	Say: "What does each zero in 0.050 tell you?" Start the 1:00 timer. Then pick a pair to share.
Check	Read the question aloud. Students write, then show fingers. Scan, then reveal. Answer: (C) 0.7. 7 tenths is more than 6 tenths.
If < 80% correct	Go back to the Explore box and model a second example out loud, then re-ask the check with a partner discussion first. See "Misconceptions to watch for" at the end of this script.

SLIDE 6: LEARN 3: ROUND — 3 min

Say	Look at the digit to the right of the place you are rounding to. 5 or more rounds up; 4 or less stays.
Worksheet	Say: "Part 7: fill in the blanks (A), do the task (B), write what your partner said (C), and answer the check (D)." Blank answers: To round, look at the digit to the RIGHT. 5 or more rounds up. (tap "Show the missing words" after students try.)
Explore	Students do: Round 3.46 to the nearest tenth.

Turn and talk	Say: "Why do we look only at one digit to decide how to round?" Start the 1:00 timer. Then pick a pair to share.
Check	Read the question aloud. Students write, then show fingers. Scan, then reveal. Answer: 7.9. The hundredths digit is 6, so round up.
If < 80% correct	Go back to the Explore box and model a second example out loud, then re-ask the check with a partner discussion first. See "Misconceptions to watch for" at the end of this script.

SLIDE 7: LEARN 4: OPERATIONS — 3 min

Say	Add and subtract by lining up decimal points. Multiply as whole numbers, then count decimal places. Divide by a whole number: the decimal point goes straight up.
Worksheet	Say: "Part 8: fill in the blanks (A), do the task (B), write what your partner said (C), and answer the check (D)." Blank answers: When adding decimals, line up the DECIMAL POINTS. (tap "Show the missing words" after students try.)
Explore	Students do: Solve 4.5 + 2.37 and 1.2 × 3.
Turn and talk	Say: "Why must decimal points be lined up to add but not to multiply?" Start the 1:00 timer. Then pick a pair to share.
Check	Read the question aloud. Students write, then show fingers. Scan, then reveal. Answer: 6.87. 4.50 + 2.37 = 6.87.
If < 80% correct	Go back to the Explore box and model a second example out loud, then re-ask the check with a partner discussion first. See "Misconceptions to watch for" at the end of this script.

SLIDE 8: WORKED EXAMPLE (I DO) — 2 min

Say	Watch how I solve this. Write the final answer in Part 9 of your worksheet.
Think aloud	Solve 3.6 × 0.4 aloud: "36 × 4 = 144. There is one decimal place in 3.6 and one in 0.4, so two in all: 1.44. Estimate: about 4 × 0.4 = 1.6. Close, makes sense."
Reveal	Problem: 3.6 × 0.4. | Step 1: Multiply as whole numbers: 36 × 4 = 144. | Step 2: Count decimal places: one in 3.6, one in 0.4 -> two in all. | Step 3: 1.44. | Check with an estimate: about 4 × 0.4 = 1.6. 1.44 is close, so it makes sense.

SLIDE 9: WE DO — 2 min

Say	Now we solve one together in Part 10. Read the problem with me.
Do	Before revealing each step, ask: "What should we do next?" Take one answer, then tap "Show next step."
Steps	Multiply as whole numbers: 36 × 4 = 144. | Count decimal places: 3.6 has 1, 0.4 has 1, total 2. | Place the point 2 places from the right: 1.44. | Estimate: about 4 × 0.4 = 1.6, so 1.44 makes sense.

Answer	1.44

SLIDE 10: YOU DO — 2 min

Say	Now on your own: Part 11. Solve it with no talking. You have 2 minutes.
Answer	7.75. 12.50 - 4.75 = 7.75.
Then	Students who got it: launch the room. Students who missed it: 3-minute reteach at your table, then start the room at the Explorer level.

SLIDE 11: WORK TIME: SPEEDWAY DECIMAL FIELD TRIP — 0:20–0:48

Say	Open Speedway Decimal Field Trip on your device. Type your name, choose the level I assigned, and begin. Whisper voice with your partner only.
Do	Start the 28:00 timer and leave this slide up. Circulate with the answer key.
Checkpoints	At 10 minutes: stage 2 done. At 20 minutes: stage 4 done; give a 5-minute warning for the final lock and turn-in.
Turn-in	Students tap "Copy my work" and paste it into the Canvas assignment (Text Entry).

SLIDE 12: DEBRIEF — 0:48–0:52

Ask	Why do we line up decimal points to add and subtract? | How can estimating help you place the decimal point? | Where do you see decimals outside of school?
Say	Back to warm-up question 3 and our hook vote: were our predictions right? What evidence changed your mind?
Answer	$0.75.

SLIDE 13: EXIT TICKET — 0:52–1:00

Say	Clear your desk except a pencil. Work silently and on your own. For every answer, write "I know because..." and use evidence.
Do	Hand out the exit ticket. Start the 8:00 timer. Collect and sort with page 3 (Mastered / Approaching / Beginning).

MISCONCEPTIONS TO WATCH FOR

- "Longer decimals are bigger." 0.45 is less than 0.5.
- "Line up the digits on the right when adding." Line up the decimal points.

- "Multiplying always gives a bigger answer." Multiplying by a decimal less than 1 gives a smaller answer.