Subject/Grade: Grade 4/5 Math	**Lesson Title:** Subtracting Decimals

Stage 1: Identify Desired Results

Established Goals: (Learning outcome/s & indicator/s from curriculum)

Outcome N5.7: Demonstrate an understanding of addition and subtraction of decimals (limited to thousandths).

Indicators:

(f) Explain how understanding place value is necessary in calculating sums and differences of decimals.

(g) Solve a given problem that involves addition and subtraction of decimals and explain the strategies used.

Outcome N4.8: Demonstrate an understanding of addition and subtraction of decimals limited to hundredths (concretely, pictorially, and symbolically)

(g) Represent a sum or difference of two decimals concretely or pictorially, and record the solution to the sum or difference symbolically.

Understandings: (can also be written as 'I Can' statements) *Students will understand…*	**Essential Questions:**
- I can identify place value - I can carry identify decimals - I can subtract numbers - I can borrow from bigger place values	- How do we subtract decimals? - How do we borrow when subtracting? - How do we keep place value when subtracting

Students will know… **K**	*Students will be able to…* **D**
- Students will know how to identify place value of digits in an equation - Students will know when they need to borrow from bigger place values - Students will know how to line up equations properly	- Students will be able to line up equations vertically - Students will be able to show their process of borrowing - Students will be able to count down to the answer (subtracting) - Students will be able to carry decimals down to the answer in the same place

Stage 2: Determine Evidence for Assessing Learning

Students will be formatively assessed through a work booklet of problems.

Stage 3: Build Learning Plan

Instructional Strategies:
-   Problem solving through worksheets
-   Verbal inquiry questions from both teacher and students through teaching and learning

(45 min lesson)

Set (Engagement):   **Length of Time: 2 min**

-   Introduce the lesson by explaining the topic (subtracting with decimals) and discuss the class plan (1. Review elements of decimals and subtracting 2. questions on board 3. individual work)

Development: **Time: 15 mins**

-   Discuss as a class the elements of subtracting (borrowing and taking away (counting backwards))
-   Discuss the place values with decimals (write on board place values to visually understand)
-   Discuss how to set up an equation (lining up decimals and place values)
-   Complete the first question of booklet on board
-   Complete 2 more questions (made up)
    -   showing lining up and borrowing
    -   one question done horizontally

          20-25 mins
-   Have students work on worksheets individually

Closure: **Time: 5 mins**

-   Do one question board that students already complete (identify from observation during work time)
-   Have students put their worksheet in their duotang, clean up pencils & erasers

Materials/Resources:

-   Worksheets
-   whiteboard & markers
-   pencils & erasers

Possible Adaptations/ Differentiation:

-   play quiet music
-   have a timer to designate work time

Management Strategies:

-   Allow time for all questions related to the lesson to be asked and answered
-   have a brief minute between questions for students to process
-   limit talking between classmates for individual problem solving

Safety Considerations:

-   Consideration as the educator to properly work through each step of the equation slowly for students to not feel lost

Stage 4: Reflection

Professional Development Goal is…

To have students understand how subtract with decimals both horizontally and vertically.