



SAINT PIERRE LEARNING RESOURCES

MATHEMATICS | QUARTER 1 | DAY 1

5TH GRADE

STANDARD

NC.5.NBT.1 - Explain patterns in the place value system from one million to the thousandths place, including that a digit is 10 times as much as the same digit one place to the right and $\frac{1}{10}$ as much as the same digit one place to the left; explain patterns when multiplying/dividing by powers of 10.

LEARNING TARGET

I can explain place-value relationships from whole numbers through thousandths and use powers of 10.

80-MINUTE COMPLETE DAILY LESSON

8 min	Warm-Up / Spiral Review
12 min	Visual Mini-Lesson + I Do
15 min	We Do Guided Practice
20 min	Small Group + Centers
20 min	Independent Practice
5 min	Exit Ticket

Includes teacher guidance, visuals/manipulatives, differentiation, extension, and answer key.

Materials

Place-value chart millions to thousandths, place-value disks, decimal grids, digit cards, dry-erase boards.

Teacher Look-Fors

Students correctly use $\times 10$ and $1/10$ relationships across decimal point; avoid “just add/remove a zero” misconception; explain movement by place value.

Suggested Teacher Language

“The digits do not magically move because of a rule about zeros. The value changes by a factor of 10 from one place to the next in our base-ten system.”

80-Minute Flow

Warm-Up - 8 min	Activate prior knowledge; students use visuals or manipulatives.
Mini-Lesson - 12 min	Model the skill explicitly using a visual representation.
Guided Practice - 15 min	Solve examples together and require students to explain thinking.
Small Group/Centers - 20 min	Teacher table + hands-on center + independent visual center.
Independent - 20 min	Students complete grade-level practice independently.
Exit Ticket - 5 min	Quick check for today's standard.

Differentiation

Support: Reduce the number set, provide manipulatives, allow oral responses, and model one example before students work.

On Level: Use the lesson as written and require students to show a visual model plus an answer.

Extension: Increase the number range and ask students to create a new example and explain why their model works.