





Lesson Topic : Decimal Math					
Year Group : 7/8					
Learning Outcome	<ul style="list-style-type: none"> We are learning how to identify parts of a whole, known as decimals. We are learning to represent a decimal as an image. 				
Links with the New Zealand Curriculum 	Math Level 4 Number and Algebra Number strategies and knowledge <ul style="list-style-type: none"> Understand addition and subtraction of fractions, decimals, and integers. Find fractions, decimals, and percentages of amounts expressed as whole numbers, simple fractions, and decimals. Apply simple linear proportions, including ordering fractions and decimals. Know the equivalent decimal and percentage forms for everyday fractions. Know the relative size and place value structure of positive and negative integers and decimals to three places. 				
Key Competencies 	<ul style="list-style-type: none"> Thinking - Students will identify and order decimals Using language, symbols and texts - Students will understand the decimal point in a number Participating and contributing - Students will share their understanding and ideas about decimals Relating to others - Students will listen to ideas and build on them to create a better understanding of decimals Managing self - Children have to manage their own time working through the task to build their understanding 				
Prior knowledge 	<p>Students have seen the decimal point in money, but coins and decimals are read differently. They understand the place value of whole numbers in the base ten system.</p>				
Lesson Sequence 	<table border="1"> <tr> <td colspan="2"> Session Outline This session is to identify students who need more help with understanding decimals and the place value system to 3 decimal places. </td></tr> <tr> <td>Learner Activity</td><td>Teacher Activity</td></tr> </table>	Session Outline This session is to identify students who need more help with understanding decimals and the place value system to 3 decimal places.		Learner Activity	Teacher Activity
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	<p>Learn Identify what we know about decimals on jamboard. Participate in the identifying of a decimal and visual representation of a range of decimals.</p>	<p>Before lesson: Create Jamboard for Prior Knowledge. Create slides for students to identify decimals</p> <p>During lesson: Gather ideas of what students know about decimals. Prompt student discussion about what is a decimal, and how many in a tenth, hundredth, thousandth Check understanding of decimals with students through the diagram they are creating.</p>
	<p>Create Students engage in finding tenths and hundredths of the number required.</p>	<p>Teacher is available for support via email or commenting on Google slides.</p>
	<p>Share Learners share their learning on their blog.</p>	<p>Teacher comments on learner blogs.</p>

Reflection and Analysis

	<p>Lesson Content - Students enjoyed a hands-on method of exploring decimals, this also led to students talking about how $\frac{1}{10}$ and $\frac{2}{10}$ made $\frac{3}{10}$. Which I was excited about, having not known where exactly this lesson would take them.</p> <p>Lesson Pacing and Lesson Delivery - With the students showing me what they understood about adding decimals I moved this lesson (for this group) along faster and continued to encourage the adding of decimals and finding out what was not coloured. Students adapted the slides to include total area shaded and encouraged others to do this as well.</p> <p>Student Understanding - Students in the group who were unsure about the adding grasped it quickly with the other students showing them and the visual in front of them.</p>
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