CCSS	**4.NF.6** Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram.
I can statement / Goal of Lesson	Goal of the lesson: To have students be able to correctly identify the decimal of an image shown and write the decimal with the numbers in the correct place values.
MT will be doing…	My mentor will be walking around to students while I am teaching and making sure they are staying on task. She will also be walking around during the scavenger hunt to make sure everything is going alright.
How does this lesson related to previous lessons and/or DATA	This lesson relates to previous lessons because this is our last day of reviewing decimals before we move on to measurement. We have been focusing on decimals and fractions for the past week and a half.
Steps / Procedures	1) Students will begin at their seats and grab out their cards from the day before. a) Half of the students have these papers and the other half do not. We did an activity the day before as partners with 1 copy. 2) We will begin the activity by having the students work together with their desk partners. Next, we will do a round of students working by themselves and putting the decimals in order from least to greatest. If time we will do a speed round! 3) After this students will begin to work on a paper that has phase ten blocks on it. They will need to write the fraction and decimal (if time word form). 4) Enrichment Groups… 5) When they come back they will receive a paper for the scavenger

	hunt. 6) I will go over expectations with my students and explain how this scavenger hunt is similar/different from the previous one we have done.
Time (in minutes) and steps	Practicing our decimal cards should take no more than 15 minutes. The paper with visuals of the phase ten blocks should take about 15 minutes maximum with a partner. The scavenger hunt will take about 20 minutes. This may go up to 25 depending on how much time my students need and how many numbers they find.
Academic/Social/Linguistic Supports for individual students	**Academic Support-** Some of my students struggle with writing decimals based on visuals. I am having students work on a paper before we do our main activity so that they can practice and work through some problems with a partner. **Social Support-** Students will be able to talk with peers during the activity before enrichment and after enrichment. Both activities will allow for discussion.
Emergent Bilingual	My multilingual students will need assistance on how to spell out some words for their numbers on the first worksheet. Since that is not my main focus in my lesson I will have them fill out everything else prior to writing the word out in word form. When they are ready I will ask them to sound out the words with me or my mentor.
Assessment	I will be checking the first paper that they need to hand in before enrichment groups. I want to see that they can look at a visual and turn that from a fraction into a decimal.