



Student Background: Sam is beginning the 5th grade at age 10. He has Down Syndrome and has been diagnosed as having a moderate intellectual disability. Sam communicates primarily by talking, but sometimes has to repeat himself to be understood due to articulation challenges. Sam has benefited from outstanding academic instruction from both his prior teachers and tutors that his parents hire. In math, Sam has shown his strongest ability. He can do two-digit addition and subtraction if there is no regrouping. He has some multiplication skills of single-digit numbers. If a math word problem involves addition, he can usually find the answer. Sam is in a 5th grade general education class fulltime. Sam has a lot of interests, but his passion is playing soccer. Sam’s IEP team decided the state’s alternate assessment was the best option for him. At the meeting, his parents asked that his academic instruction to be as close to 5th grade standards as possible.

High-Quality Planning and Instruction: In Sam’s 5th grade general education math class, the teacher continues instruction on rounding decimals to the tenths, hundredths, and thousandths place through Eureka Math, Module 1, Lessons 7-8. The teacher’s lesson plan includes annotations of the Eureka lesson and notes on differentiation and grouping. The special education teacher, Ms. Reine, reviews the lesson and sees that working with decimals and rounding will feature prominently.

Sam has strong knowledge of numbers and facility with rounding whole numbers, but no understanding of decimals. Given this, Ms. Reine uses the [crosswalks](#) and determines that Sam is ready to move to the second Louisiana Connector associated with the 5th grade standard.

Louisiana Student Standard	Louisiana Connector
5.NBT.A.4 Use place value understanding to round decimals to any place.	LC.5.NBT.A.4b Round decimals to the tenths place.

In preparation for this lesson, Ms. Reine did some warm-up work with Sam the day before to show how decimals are part of the whole using strips separated into blocks of 10. Then she showed how each block of 10 could be further divided into 10 each. Ms. Reine asks the general education teacher to review this concrete illustration of decimals at the start of the whole group lesson because other students may also be unclear on what the decimal means. Sam participates in this part of the lesson needing no special accommodations.

When the small group work begins, Sam is placed with other students who are continuing to master rounding to the tenths place. Ms. Reine has consulted the [Student Response Modes](#) resource on the Louisiana Believes website to determine the best ways for Sam to demonstrate what he knows and in the context of small group work with his peers. As such, Sam’s group is working with a computer tablet that has the numbers. When it is Sam’s turn, he changes the number to show how to round it. Sam reads his response aloud but is unable to articulate his answer clearly, in which case his peer also reads Sam’s response aloud to ensure all members of the group comprehend and stay on track. Sam’s worksheet has numbers with a mix of those to round up and down but using numbers to the hundredths so he has only to attend to one number when rounding up or down (e.g., 23.46, 17.82). The last digit is highlighted and Sam uses a visual reminder to determine whether to round up if the number is five through nine or keep it the same if it is zero through four.

As Sam demonstrates his facility with rounding to the tenths place after deep practice, Ms. Reine prepares for the following day where they will begin working on rounding to the hundredths place. She thinks through other ways to represent the concept of place value, as well as additional modes Sam can use to show what he has learned.