



مدرسة القديسة مريم الكاثوليكية الثانوية - دبي
ST. MARY'S CATHOLIC HIGH SCHOOL, DUBAI


Lesson Plan


Subject	Mathematics
Class/ Section	Year 4 (A – F)
Week	Week 3 (12 th – 16 th September, 2021)
Work sent to students by	Google classroom & ActiveLearn Platform
Total number of lessons per week	6
Unit/Topic	Number: Place value – 4-digit numbers
Key Vocabulary	hundreds, tens, thousands, place value, rounding, base 10 blocks, part-whole model, place value grid, number line, partition
<u>Lessons 1</u> Live Zoom lesson along with face to face instruction for students present on a particular day Work will be assigned in Google classroom which will be matched to the student's ability. Tasks	<u>1,000, 100s, 10s and 1s</u> <u>Specific Learning objectives</u> <ul style="list-style-type: none">▪ Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens and ones). <u>Specific Intended Learning Outcomes</u> <ul style="list-style-type: none">▪ Students will be able to partition four-digit numbers into thousands, hundreds, tens and ones.▪ Students will be able to identify, represent and estimate numbers using place value grids.▪ Students will be able to read and write a four-digit number in numerals and in words. <ul style="list-style-type: none">▪ PowerPoint Presentation (SELF-EXPLANATORY/ CHILD-FRIENDLY)▪ Practice: Textbook 4A Pages 28–31; Practice Book 4A Pages 21–23▪ Students will be put in break out rooms during Zoom lesson to encourage collaborative learning▪ Activelearn Allocation: Unit1: Lesson 6: Power Up; Unit Video

**Assessment Criteria/
Essential questions**

• **AO2**

Complete the number sentences and write the numbers in numerals.


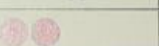


a) 
= thousands, hundreds, tens and ones.

b) 
= thousands, hundreds, tens and ones.





• **AO5**

Kate and Isla have made numbers on a place value grid.

Kate

Th	H	T	O
			

Isla

Th	H	T	O
			

Kate says, 'We have made the same number.'
Isla says, 'We have made different numbers.'
Who do you agree with?
Explain your answer.

Resources

ActiveLearn Platform, PowerPoint Presentation, Google Classroom, PowerMaths Textbook 4A and Practice Book 4A

Lessons 2

Live Zoom lesson along with face to face instruction for students

present on a particular day

Work will be assigned in Google classroom which will be matched to the student's ability.

Finding 1,000 more or less

Specific Learning objectives

- Find 1,000 more or less than a given number to 10,000.

Specific Intended Learning Outcomes

- Students will be able to identify 10 and 100 more or less than a given number (learnt in the previous year).
- Students will be able to identify 1,000 more or less than a given number using skip counting forward by 1,000s.
- Students will be able to solve number problems and practical problems involving these ideas.

Tasks

- PowerPoint Presentation (SELF-EXPLANATORY/ CHILD-FRIENDLY)
- Practice: Textbook 4A Pages 48–51; Practice Book 4A Pages 35–37
- Students will be put in break out rooms during Zoom lesson to encourage collaborative learning
- Activelearn Allocation: Unit2: [Lesson 1: Power Up](#); Unit Video

Assessment Criteria/ Essential questions

• AO2

2 a) What is 1,000 more than 5,800?

Th	H	T	O
●●●●●	●●●●●		

1,000 more than 5,800 is .

b) What is 10 less than 5,000?

Th	H	T	O
●●●●●			

10 less than 5,000 is .

• AO5

3 The number 5,675 is entered into a function machine. CHALLENGE

a) What is the final number?
b) What is the final number if 6,993 was entered?
c) What number was entered if 7,650 came out?

ActiveLearn Platform, PowerPoint Presentation, Google Classroom, PowerMaths Textbook 4A and Practice Book 4A

Resources

Lessons 3&4

Live Zoom lesson along with face to face instruction for students present on a particular day

Work will be assigned in Google classroom which will be matched to the student's ability.

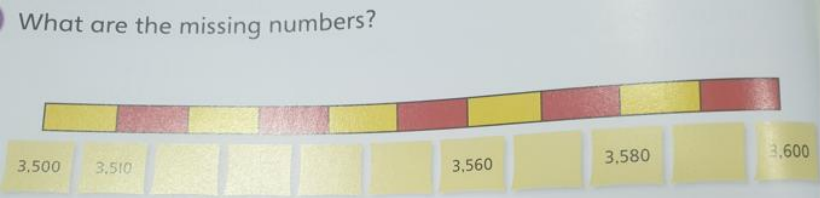
The number line to 10,000

Specific Learning objectives

- Recognise the place value of each digit in a four-digit number and represent four-digit numbers on a number line to 10,000.

Specific Intended Learning Outcomes

- Students will be able to recall the use of a number line to 1,000 (learnt in the previous year).
- Students will be able to find the intervals of a given number line to 10,000.
- Students will be able to state where to place given numbers on the

<p>Tasks</p> <p>Assessment Criteria/ Essential questions</p> <p>Resources</p>	<p>number line to 10,000.</p> <ul style="list-style-type: none"> ▪ PowerPoint Presentation (SELF-EXPLANATORY/ CHILD-FRIENDLY) ▪ Practice: Textbook 4A Pages 32–39; Practice Book 4A Pages 24–29 ▪ Students will be put in break out rooms during Zoom lesson to encourage collaborative learning ▪ Activelearn Allocation: Unit1: Lesson 7&8: Power Up; Unit Video <ul style="list-style-type: none"> • AO2  <p>ActiveLearn Platform, PowerPoint Presentation, Google Classroom, PowerMaths Textbook 4A and Practice Book 4A</p>
<p><u>Lessons 5&6</u></p>	<p><u>Recapitulation/ Review</u></p> <ul style="list-style-type: none"> • PPT – Quick recap/ review • Check the completion of Pages in the Practice Book • Google Forms – Simple Check