



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

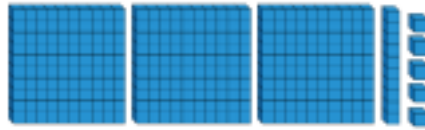
Lesson Plan

Subject	Mathematics
Class/ Section	Year 3 (A – E)
Week	5 th September to 9 th September
Work sent to students by	Google classroom & ActiveLearn Platform
Total number of lessons per week	6
Unit/Topic	Number: Place value within 1,000
Key Vocabulary	hundreds, tens, ones, place value, represent, base 10 blocks, part-whole model, place value grid, number line
<u>Lessons 1 & 2</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>Representing numbers to 1,000</u> <u>Specific Learning objectives</u> <ul style="list-style-type: none">▪ Recognise the place value of each digit in a three-digit number to count and represent numbers to 1,000. <u>Specific Intended Learning Outcomes</u> <ul style="list-style-type: none">▪ Students will be able to identify the place and place value of digits in a three-digit number.▪ Students will be able to identify, represent and estimate numbers using base-10 and part-whole models.▪ Students will be able to read and write a three-digit number by recognising the place value of each digit. <ul style="list-style-type: none">▪ PowerPoint Presentation (SELF-EXPLANATORY/ CHILD-FRIENDLY)▪ Practice: Textbook 3A Pages 12–15; Practice Book 3A Pages 9–11▪ Students will be put in break out rooms during Zoom lesson to encourage collaborative learning▪ Activelearn Allocation: Unit1: Lesson 2: Power Up; Unit Video

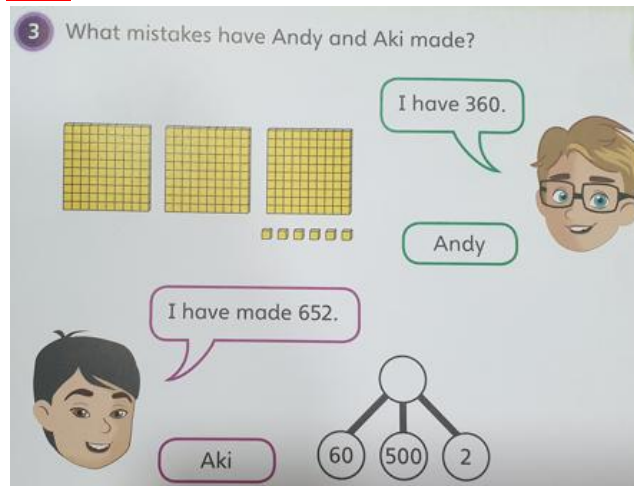
**Assessment Criteria/
Essential questions**

• **AO1 & AO3**

Question: What is the name of the representation shown below? Is there any other way of representing this number?



• **AO2**



Resources

ActiveLearn Platform, PowerPoint Presentation, Google Classroom, PowerMaths Textbook 3A and Practice Book 3A

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.

Tasks

100s, 10s and 1s

Specific Learning objectives

- Recognise the place value of each digit in a three-digit number (hundreds, tens, ones) and use different representations to show a three-digit number.

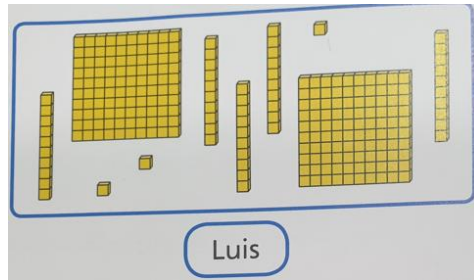
Specific Intended Learning Outcomes

- Students will be able to partition three-digit numbers into 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 three-digit number in numerals and in words.

- PowerPoint Presentation (SELF-EXPLANATORY/ CHILD-FRIENDLY)
- Practice: Textbook 3A Pages 16–23; Practice Book 3A Pages 12–17
- Students will be put in break out rooms during Zoom lesson to encourage collaborative learning
- Activelearn Allocation: Unit1: Lesson 3&4: Power Up; Unit Video

**Assessment Criteria/
Essential questions**

• **AO2**



a) How many 100s, 10s and 1s did Luis use?
What number did Luis make?
Luis used hundreds, tens and ones.
Luis made the number .

• **AO5**

a) Toshi needs to plant 215 flower bulbs.
How many boxes of 100 bulbs will he need?
How many boxes of 10 bulbs?
How many single bulbs?

Resources

ActiveLearn Platform, PowerPoint Presentation, Google Classroom, PowerMaths Textbook 3A and Practice Book 3A

Lessons 5 & 6

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

The number line to 1,000

Specific Learning objectives

- Recognise the place value of each digit in a three-digit number and represent three-digit numbers on a number line to 1,000.

Specific Intended Learning Outcomes

- Students will be able to recall the use of a number line to 100 (learnt in the previous year).
- Students will be able to find the intervals of a given number line to 1,000.
- Students will be able to state where to place given numbers on the number line.

- PowerPoint Presentation (SELF-EXPLANATORY/ CHILD-FRIENDLY)
- Practice: Textbook 3A Pages 24–31; Practice Book 3A Pages 18–23
- Students will be put in break out rooms during Zoom lesson to encourage collaborative learning
- Activelearn Allocation: Unit1: Lesson 5&6: Power Up; Unit Video

**Assessment Criteria/
Essential questions**

• **AO2**

Which of the numbers can go on these lines?

a)

200 300

220 250 275 320 222 450

• **AO5**

All these numbers appear on the number line.

420 480 560 495 502

400 ?

What could the end number be?

The end number of the number line could be .

Resources

ActiveLearn Platform, PowerPoint Presentation, Google Classroom,
PowerMaths Textbook 3A and Practice Book 3A