|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| STRAND: Number SUBSTRAND: Addition (A + B) STAGE: 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| TERM: | 1 | | 2 | 3 | | | 4 | | WEEK: | | 1 | | 2 | | | 3 | 4 | | | 5 | | 6 | 7 | | | 8 | | | 9 | 10 | | 11 |
| AHC-ICON-Aboriginal Torres Strait Islander histories-300dpiAboriginal and Torres Strait Islander histories and cultures | | A-ICON-Asia Australias engagement with Asia-300dpiAsia and Australia’s engagement with Asia | | | S-ICON-Sustainability-300dpiSustainability | | | CCT-ICON-critical creative thinking-300dpiCritical and creative thinking | | EU-ICON-ethical understanding-300dpiEthical understanding | | | | | ICT-ICON-300dpiInformation and communication technology capability | | | IU-ICON-intercultural understanding-300dpiIntercultural understanding | | | L-ICON-literacy 300dpiLiteracy | | | N-ICON-numeracy-300dpiNumeracy\* | | | | PSC-ICON-personal social capability-300dpiPersonal and social capability | | | WE-work and enterprise-300dpiWork and enterprise | |
| ***What are we learning to do (WALT):***  Select and apply efficient mental, written and calculator strategies for addition with numbers of any size.  Use estimation and rounding to check the reasonableness of answers to calculations.  Create a simple budget. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ***Adjustment:*** | | | | | | | | | | | | | | **Post Assessment Highlighted** | | | | | | | | | | | | | | | | | | |
| **TEACHING AND LEARNING ACTIVITIES** | | | | | | | | | | | | | | | | | | | | | | | | | **REG** | | | | | | | |
| **Monday** | | | | | | **Tuesday** | | | | | | **Wednesday** | | | | | | | **Thursday** | | | | | | | | **Friday** | | | | | |
| ***What I’m Looking For (WILF):***  ***To use written strategies to add numbers of different sizes*** | | | | | | ***What I’m Looking For (WILF):***  ***To use written strategies to add numbers of different sizes*** | | | | | | ***What I’m Looking For (WILF):***  ***To use written strategies to add numbers of different sizes*** | | | | | | | ***What I’m Looking For (WILF):***  ***To create a simple budget*** | | | | | | | | ***What I’m Looking For (WILF):***  ***To create a simple budget*** | | | | | |
| **Lesson Breakers** | | | | | | **Lesson Breakers** | | | | | | **Lesson Breakers** | | | | | | | **Lesson Breakers** | | | | | | | | **Lesson Breakers** | | | | | |
| **Introduction**   |  | | --- | | **Greedy Pig**  1. To play this game you need an ordinary 6-sided die.  2. Each turn of the game consists of one or more rolls of the die. You keep rolling until you decide to stop, or until you roll a 1. You may choose to stop at any time.  3. If you roll a 1, your score for that turn is 0.  4. If you choose to stop rolling before you roll a 1, your score is the sum of all the numbers you rolled on that turn.  5. Each player has 10 turns.  The player with the highest score wins.  There are many variations of this game, the most common being a full class version in which the teacher rolls the die, and calls out the numbers. All students play using the same numbers and their score depends on when they elect to ‘save’ their score. If they save their score any further rolls that turn do not count towards their score. If a 1 is rolled all players who have not saved their score get 0 for that turn and the next turn starts.  The ones dice can be changed to adding tens, hundreds and thousands by writing on blank dice. 1 could be changed to any other number as the key number to avoid rolling.  **The ones dice can be changed** | | | | | | | **Introduction**  **Calculator Race**  Give students a series of addition combinations of various numbers. One group can add these numbers using pencil and paper another group could use calculators and a third group could try and solve the problems mentally. Students will come to realise that the most efficient strategy to solve addition problems varies according to the difficultly of problems. | | | | | | **Introduction**   |  | | --- | | **Make 1000**  1. The aim is to score 100 or as close as possible without ‘busting’ (passing 100).  2. The teacher rolls the die and announces the number. Students may choose to multiply that number by 10 or score it at face value, e.g. 2 may be scored as 2 or 20. Once a decision has been made it cannot be changed.  3. The die is rolled again. If the number is (say) 4, students decide to score this as 4 or 40 and record it, completing the progressive total.  4. This continues until 9 rolls have been completed. Note: All rolls must be used.  5. The student who scores 100 or the number closest to (but below) 100 wins.  Variations  (a) Use a 1–6 die or a 0–9 die. Ask students how they will vary their strategies if you change from a 1–6 to a 0–9 die.  (b) Set a different target.  (i) Target = 200 “How will you vary your strategies from the original game?” (Students should realise that they will need to multiply by 10 more often.)  (ii) Target = 1000 and you may multiply by 100 once and once only during the game.  (c) Allow addition or subtraction of each number rolled. | | | | | | | | **Introduction**  **Calculator Problems**  Estimate first then use a calculator.  A stadium contained 27685 seats. 15306 seats were filled. How many seats were empty?  There were 53685 trout in a hatchery. If 13987 trout were sold to farmers, how many trout were left in the hatchery?  Josie had 11493 stickers. To win a prize in a sticker collection competition she needed to collect 20000 stickers. How many more stickers did she need to collect? | | | | | | | | **Introduction**  richkidsmartkid.com  “Reno's Dilemma” | | | | | |
| **Body**  **Written algorithms-** A series of written algorithms will be placed on the IWB. Students must write the corresponding algorithm using the inverse operation showing the relationship between addition and subtraction, for example: *To extend students use larger numbers here.*  7932 6511  - 6511 + 1421  1421 7932 | | | | | | **Body**  **Let’s go shopping-**In pairs students will visit some supermarket websites (catalogues may be used if access to technology is limited). They will be given a grocery list (items listed on the board by the teacher) and must search the internet using computers or i-pads to find prices. Students will add together their prices and create a written budget *(see format attached).* In pairs students will be given a budget of $100. They must record their items and prices and use addition and subtraction to complete the form. Compare and discuss at the conclusion of the lesson. | | | | | | **Body**  **Shopping list-** Students will be asked to come up with a shopping receipt of 10 products and their prices (decided by student) Try to use larger products with 3-4 digits *(decimals may be used here depending on knowledge of class*). They will then give their shopping receipt to a partner to estimate the answer (time limit 1 min.)  After the minute they must record their estimated total and return to the original partner who will decide on the reasonableness of their answer using estimation. The first student will then decide how much they paid with. Their partner must now estimate the change and return back to student 1 to again check whether the answer is reasonable. | | | | | | | **Body**  **How to Budget-**The teacher will place the students in small groups to work through a number of budgeting scenarios. These scenarios and supporting lessons can be found at  <http://www.moneyand>  stuff.info/lessons/2  BBudgetingLesson\_  Allowance.pdf  (see hardcopy attached). The teacher will model how to complete the first budget scenario before allowing each group to add and subtract and use a budgeting format. The groups may swap scenarios a few times before comparing and sharing their findings. They must record their budget unto a spreadsheet designed independently (assessment) | | | | | | | | **Body**  **Understanding Budgets-** Students will work through independently a series of budgeting worksheets found at ‘Hands on Banking-Kids version’ see attached- The students will read the sheets and independently use addition and subtraction to present the findings to the teacher – may also be used as an assessment | | | | | |
| **Conclusion** | | | | | | **Conclusion** | | | | | | **Conclusion** http://www.coolmath-games.com/0-coffee-shop | | | | | | | **Conclusion** | | | | | | | | **Conclusion**  Students will work through a variety of **maths money activities** as selected by the teacher or chosen by the student.  <http://www.primaryresources>  .co.uk/maths/mathsD2.htm | | | | | |
| **Resources**   * Dice * Written algorithms | | | | | | **Resources**   * Catalogues or online supermarket websites * Paper or workbooks | | | | | | **Resources**   * Dice * Paper | | | | | | | **Resources**   * Calculators   <http://www.moneyand>  stuff.info/lessons/2  BBudgetingLesson\_  Allowance.pdf | | | | | | | | **Resources**  <http://www.primaryresources>  .co.uk/maths/mathsD2.htm   * Budgeting worksheets   ‘Hands on Banking-Kids version’ | | | | | |
| **Reflection/Check In** | | | | | | **Reflection/Check In** | | | | | | **Reflection/Check In** | | | | | | | **Reflection/Check In** | | | | | | | | **Reflection/Check In** | | | | | |