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| STRAND: Number + Measurement SUBSTRAND: Multiplication (B) + Volume & Capacity (A) 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):***  Use and record a range of mental and written strategies to multiply by one- and two-digit operators.  Solve word problems and record the strategy used.  Record capacities using decimal notation to three decimal places.  Convert between millilitres and litres. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ***Adjustment:*** | | | | | | | | | | | | | | **Post Assessment Highlighted** | | | | | | | | | | | | | | | | | | |
| **TEACHING AND LEARNING ACTIVITIES** | | | | | | | | | | | | | | | | | | | | | | | | | **REG** | | | | | | | |
| **Monday** | | | | | | **Tuesday** | | | | | | **Wednesday** | | | | | | | **Thursday** | | | | | | | | **Friday** | | | | | |
| ***What I’m Looking For (WILF):*** | | | | | | ***What I’m Looking For (WILF):*** | | | | | | ***What I’m Looking For (WILF):*** | | | | | | | ***What I’m Looking For (WILF):*** | | | | | | | | ***What I’m Looking For (WILF):*** | | | | | |
| **Lesson Breakers** | | | | | | **Lesson Breakers** | | | | | | **Lesson Breakers** | | | | | | | **Lesson Breakers** | | | | | | | | **Lesson Breakers** | | | | | |
| **Introduction**  Dice to 100  Students in pairs can play a game of Dice to 100.  Two students need two 1 to 6 dot dice.  The students take turns to roll two dice and multiply the numbers. The total for each round is added onto the previous round. The first person to 100 is the winner.  Variation: Use a 10- or 12-sided dice and a larger target number. | | | | | | **Introduction**  **Multo**  Provide each student with a 4X4 grid  Students write products from 1X1 up to 10X10 in each square  Roll ten sided dice twice, multiply numbers together  Students cross off the answer on grids  First with four in a row win – any direction | | | | | | **Introduction**  **Salute!**  This game is played with a pack of cards. One player is the “dealer” who deals a single card to each player. When the dealer deals the cards he/she says “Salute” and the two other players hold the card up to their forehead so that the dealer and the other player can see the card. The dealer multiplies the cards mentally and announces the total. The first player to calculate the number on their own card wins both cards. The winner is the one with the most cards by the end of the deck. The dealer plays the winner and the game continues.(Value of the Ace is one and Value of Jack, Queen, King cards can be ten) | | | | | | | **Introduction**  Activity 1  The teacher shows students a range of containers with labels that hold different amounts of liquid.  Say:  I have a container and I want to know what its capacity is. Capacity means how much it will hold.  Capacity is measured in litres or millilitres.  Each container has a different capacity. Look at the labels to find out how much each container can hold.  Students record list of containers and the capacity of each.  The teacher provides students with a list of cards with terms related to capacity.  http://www.schools.nsw.edu.au/learning/7-12assessments/naplan/teachstrategies/yr2011/images/nn_meas_voca_table_02_01.jpg  [view and print](http://www.schools.nsw.edu.au/learning/7-12assessments/naplan/teachstrategies/yr2011/images/nn_meas_voca_worksheet2_1.pdf)  In groups, students sort the terms into two columns.  http://www.schools.nsw.edu.au/learning/7-12assessments/naplan/teachstrategies/yr2011/images/nn_meas_voca_table_02_02.jpg | | | | | | | | **Introduction** | | | | | |
| **Body** | | | | | | **Body**  **Multiplication/Division Webs**  Students create web patterns using three- or four-digit numbers. They draw the web with multiplication facts on one side and division facts on the back. Students swap their webs with a partner and write the answers in the outer web. They check the answers with a calculator.  *Variation:* Students create multiplication or division webs using large numbers. | | | | | | **Body**  **Extended Form of Multiplication**  Students multiply numbers by breaking the calculation into  two parts  eg 32 × 14 = 32 × 10 + 32 × 4.  Students are shown how these can be combined in using an  extended algorithm. | | | | | | | **Body**   * **I wonder?** Students estimate how many millilitres (mL) of water each container will hold. Students check their estimates with a measuring jug and record their results in their workbooks. * **Investigation:** Set up a table with a variety of containers (with measurements in mL down the side) and fill each container with a different amount of liquid (liquid can be coloured with food die to help students differentiate one from another). Students measure the capacities of each container. | | | | | | | | **Body** | | | | | |
| **Conclusion** | | | | | | **Conclusion** | | | | | | **Conclusion** | | | | | | | **Conclusion**  <http://www.bgfl.org/bgfl/custom>  /resources\_ftp/client\_ftp/ks2  /maths/measures/index.htm | | | | | | | | **Conclusion** | | | | | |
| **Resources** | | | | | | **Resources** | | | | | | **Resources** | | | | | | | **Resources** | | | | | | | | **Resources** | | | | | |
| **Reflection/Check In** | | | | | | **Reflection/Check In** | | | | | | **Reflection/Check In** | | | | | | | **Reflection/Check In** | | | | | | | | **Reflection/Check In** | | | | | |