**MATHEMATICS STAGE 3**

**TEACHING AND LEARNING OVERVIEW**

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| TERM:  | WEEK: 15 | STRAND: Number and Algebra | **SUB-STRAND:** Fractions and Decimals 2 | **WORKING MATHEMATICALLY:** MA3-1WM MA3-2WM MA3-3WM |
| OUTCOMES: MA3-7NA  | **Compares, orders and calculates with fractions, decimals and percentages.** |
| **CONTENT:**  | **Multiply decimals by whole numbers and perform divisions by non-zero whole numbers where the results are terminating decimals, with and without the use of digital technologies. (ACMNA129)*** Use mental strategies to multiply simple decimals by single-digit numbers, eg: 3.5 x 2.
* Multiply decimals of up to three decimal places by whole numbers of up to two digits, with and without the use of digital technologies, eg: “I measured three desks. Each desk was 1.25 m in length, so the total length is 3 x 1.25 = 3.75 m
* Divide decimals by a one-digit whole number where the result is a terminating decimal, eg: 5.25 ÷ 5 = 1.05
* Solve word problems involving the multiplication and division of decimals, including those involving money, eg: determining the “best buy” for different sized cartons of cans of soft drink.
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| **ASSESSMENT FOR LEARNING** **(PRE-ASSESSMENT)** | * Decimal division:

In pairs, students are provided with a pack of playing cards with tens and picture cards removed. The aces are worth 1 and the jokers are worth 0. Student A flips up to five cards, making a decimal number up to three decimal places, and reads them aloud. Student B flips one card. Student A writes down the numbers and writes an algorithm to divide the numbers. Student B checks the answer using a calculator. The students swap roles and repeat. |
| **WARM UP/ DRILL** |  |
| TENS ACTIVITYNEWMAN’S PROBLEMINVESTIGATION  |  |
| QUALITY TEACHING ELEMENTS | **INTELLECTUAL QUALITY** | **QUALITY LEARNING ENVIRONMENT** | **SIGNIFICANCE** |
| * Deep knowledge
* Deep understanding
* Problematic knowledge
* Higher-order thinking
* Metalanguage
* Substantive communication
 | * Explicit quality criteria
* Engagement
* High expectations
* Social support
* Students’ self-regulation
* Student direction
 | * Background knowledge
* Cultural knowledge
* Knowledge integration
* Inclusivity
* Connectedness
* Narrative
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| RESOURCES | Whiteboards, calculators, paper, pencils.Mathletics workbooks – fractions and DecimalsStudyladder<http://www.mathsisfun.com/decimals.html><https://www.youtube.com/watch?v=0GL87_AEVUg><http://www.themathpage.com/arith/decimals.htm><http://www.bbc.co.uk/bitesize/ks2/maths/number/decimals/read/1/> |

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| WHOLE CLASS INSTRUCTION MODELLED ACTIVITIES | GUIDED & INDEPENDENT ACTIVITIES |
| Multiplying decimalsTeach and Review:Mathletics workbook pg 38Model how to multiply decimal numbers, making sure the columns and decimals line up.Explain that this is exactly the same as with whole numbers BUT the decimal point has to stay in the same place.Define and reinforce metalanguage used in this unit:Students should be able to communicate using the following language: decimal, decimal point, digit, place value, decimal place, tenth, hundredth. | LEARNING SEQUENCERemediationS2  | * Consolidate multiplication of whole numbers and provide opportunities for students to explore the concept of decimal multiplication
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| LEARNING SEQUENCES3 | * **Decimal multiplication:**

In pairs, students are provided with a pack of playing cards with tens and picture cards removed. The aces are worth 1 and the jokers are worth 0. Student A flips up to five cards, making a decimal number up to three decimal places, and reads them aloud. Student B flips one card. Student A writes down the numbers and writes an algorithm to multiply the numbers. Student B checks the answer using a calculator. The students swap roles and repeat.* **Dividing decimals on a calculator:**

Students enter a decimal number between 0 and 1, with up to three decimal places into a calculator. Students predict what will happen when the number is divided by ten. Students record their prediction and the test it. Students repeat the activity using other decimal numbers between 0 and 1. Students are asked to write a strategy for divividing a decimal number by 100 and 1000. Students are encouraged to multiply decimals by multiples of ten without calculators.* **Calculating – dividing decimals by 10, 100, 1000**

Mathletics Worksheet pg 38* **Calculating – Solving word problems:**

Matheltics worksheet pg 42-43.* Division of Decimals:

Targeting Maths p, 120, 172* **Interactive resources:**

Studyladderhttp://www.mathsisfun.com/decimals.htmlhttp://www.bbc.co.uk/bitesize/ks2/maths/number/decimals/read/1/* Students should be encouraged to talk about what they are doing, how they are working out the problems and what they need to work on to consolidate their own learning
* Assessment task: Mathletics Booklet pg 56-57 (can be done at the end of the 2 week block)
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| LEARNING SEQUENCEExtension S4 | * **Operations with Decimals:**

Targeting Maths Year 6 pg: 171 |
| **EVALUATION & REFLECTION** | **Student Engagement: Resources:****Achievement of Outcomes: Follow-up:** |

* All assessment tasks should be written in **red** and planning should be based around developing the skills to complete that task.
* Assessment rubrics or marking scale should be considered.