

## National Mathematics Team

### Mathematics Planning Template

Strand : Number				
Week	Topics/Objectives	Main Concepts	Teaching/Learning Activities	Assessment/Homework Activities
	<ol style="list-style-type: none"> <li>Show knowledge of financial institutions and their function.</li> <li>Describe terms used in saving and loans.</li> <li>Round a number representing an amount of money to the nearest dollar, ten dollars, hundred dollars, thousand dollars.</li> </ol>	<ul style="list-style-type: none"> <li>Financial Institutions</li> <li>Saving</li> <li>Loan</li> <li>Interest</li> <li>Payment options</li> <li>Transaction</li> <li>Deposit</li> <li>Withdrawal</li> <li>Money</li> <li>Rounding</li> </ul>	<ol style="list-style-type: none"> <li>Design a spin the wheel game or a PowerPoint Presentation, logos and slogans of different financial institutions, to introduce the concept of Financial Institutions. In groups allow students to spin the wheel and then discuss in their groups the roles and functions of the financial institution they selected.</li> <li>Have students do role play of given scenarios to find their understanding of financial institutions and their functions. Role play should bring out the following terms: transactions, savings, loans, interest, payment options, deposit and withdrawal.</li> <li>Give students different scenarios of transactions. Example: John had \$900 in his account, Mary deposited \$220 in his account. Have students round off balance/s to the nearest dollar, ten dollar, hundred dollar or thousand dollar</li> </ol>	<ol style="list-style-type: none"> <li>In groups allow students to create a project on a financial institution selected, using criteria which have developed within the rubric given. (<i>See Resource Document, for rubric</i>)</li> <li>In groups play the Financial Game successfully and then share experiences/lessons learnt from their participation. (<i>See Resource Document, for rubric</i>)</li> </ol>

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Strand: Number				
Week	Topics/Objectives	Main Concepts	Teaching/Learning Activities	Assessment/Homework Activities
	a. Add or subtract numbers to three decimal places. b. Find the product of a whole number and a decimal to three places of decimals. c. Solve worded problems involving the use of any one or two basic operations d. Analyze data for problems to discover missing facts essential to their solution. e. Tell the operation to be used to solve word problems when no numbers are given. f. Discuss the importance of being honest.	<ul style="list-style-type: none"> <li>• Addition</li> <li>• Subtraction</li> <li>• Product</li> <li>• Multiplication</li> <li>• Whole number</li> <li>• Decimal</li> </ul>	1. Review place value of numbers using real life instances. Example: Allow students to use digit cards to model the numbers within a problem, by placing digits in their correct places. Extend to include situations that require addition and subtraction of decimals. For example; use scenarios including money and mass of items. 2. Allow students to shade given decimal numbers on a 100 grid. Example: 0.20, 0.56 ( <i>See Resource Document, for hundred grid</i> ) 3. Have students observe patterns as they estimate and find actual results of product of whole numbers; extend to include decimals. 4. Use expanded notation and addition to find the product of numbers. ( <i>See Resource Document, for details of this</i> )	1. Allow students to use expanded notation and addition to find the product of whole number a decimal up to three places. E.g. $145 \times 2.3$ 2. Allow students to do journal entry about the following: <ol style="list-style-type: none"> <li>a. The pattern they develop when multiplying whole numbers to decimal. (<i>See Teaching and Learning Activity, #3</i>)</li> <li>b. Key terms/facts they used to determine an operation within a mathematical problem</li> </ol>

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			<p>5. In groups have students read given worded problems use vocabulary or key words to decide suitable operations to be used. Allow students to justify their responses and assist students to clear up misconceptions.</p> <p><b>Extension:</b> Have students critique each other's presentation, to bring out the importance of being honest</p>	<p>c. The importance of being honest, especially when doing group activities.</p>
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<i>Number</i>				
Week	Topics/Objectives	Main Concepts	Teaching Learning	Assessment/Homework Activities
	<p>Rename two or more fractional numbers with unlike denominators to show the same denominator.</p> <p><b>a.</b> Round a mixed number to the nearer whole number</p> <p>Compare fractional numbers in any form</p> <p>Add or subtract unlike fractions including mixed numbers with or without renaming.</p>	<p>Fractions</p> <p>Common Fractions</p> <p>Equivalent Fraction</p> <p>Mixed number</p> <p>Renaming Fractions</p> <p>Numerator</p> <p>Denominator</p> <p>Fraction</p> <p>Multiple</p> <p>Common Denominator</p> <p>Proper Fraction</p> <p>Mixed Number</p> <p>Addition</p>	<p>Identify what fractions that are less than or more than a whole.</p> <p>Allow students to represent mixed numbers pictorially and then to round them to the nearest whole number. <i>(Use pattern blocks or Cuisenaire rods for students to model with)</i></p> <p>Use fraction tiles/paper folding to have students relate two fractions with different denominators with one common denominator. <i>(Cuisenaire rods can be used to model this as well)</i></p> <p>Have students create their own story problems and have them use fraction pieces to model them. E.g. Mary has half a bar of chocolate and John has a third. How much chocolate do they have all together? Allow students to document their stories using pictures and videos. Then have them publish their stories using PowerPoint or Windows Movie Maker.</p> <p>Use matching and visual inspection to determine which fractions are equivalent.</p> <p>Allow students to explore how many thirds, fourths, fifths, etc. are in a whole using pictures/manipulative.</p>	<p><b>Worksheet 4</b> – Fraction Hopscotch <i>(See Resource Document page )</i></p> <p><b>Worksheet 5</b>– <i>(See Resource Document - page ) draw a diagram depicting fractions equivalent to the one shown</i></p> <p>Given the sum/difference, students will create a mathematical sentence which would make the equation true.</p> <p>e.g.</p> $\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \frac{2}{4}$

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		Subtraction  Difference	<p>Use fraction tiles, make students draw pictorial representation or show models of whole numbers divided into parts, based on the denominator of the fraction which is being subtracted.</p> <p>Make students draw pictorial representations or show models of fractional numbers they will subtract or add.</p>	
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