GRADE 4 LESSON PLAN EXEMPLAR TERM 1 2021

Lesson 1

Topic

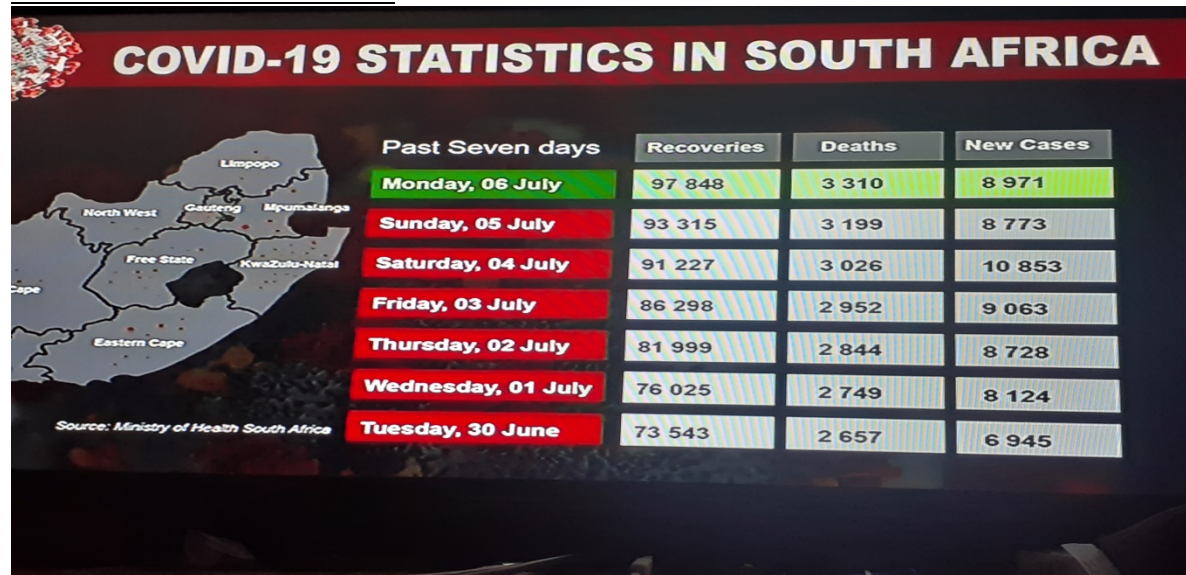| |
|---|
| Whole Numbers: Up to 10 000   Place value |

Concepts and Skills

• Order, compare and represent numbers to at least 4-digit numbers. • Recognizing the place value of digits in whole numbers to at least 4-digit numbers

Mental Maths

Oral: Count forwards and backwards between 0 and 10 000 in 2s,3s,5s,10s, with varied starting points.   (10mins+5)
COVID-19 INFORMATION & PSS
 	
From the data above :a) read the number of deaths recorded on the seven days of July 2020?
             b) write the numbers of recorded deaths in words
             c) Always maintain social distance
             d) cover your nose and mouth with your face mask and
             e) avoid handshakes to avoid infection from COVID-19 virus.

Resources Required

Solutions For All Mathematics LB pp 1-3, TGpp1-3, DBE workbook No.25-26 pp. 2-5,CAPS pp 37

Vocabulary

Whole numbers, place value, digit, ordering.

Lesson Content/Concept Development

- The table above shows the numbers of COVID infections, recoveries and death cases in SA for one week.
- Write numbers up to 4 digits and ask learners to read them eg 5 456, 6 123, 1 021,
- Explain the table below: By focusing on: Tens column = Bundles of 10 units; Hundreds Column = 10 bundles of 10units = 100; Thousands Column = 10 bundles of 100units, etc.

Thousands	Hundreds	Tens	Ones
4	9	7	1
9	6	2	3
1	8	2	4
2	7	0	9

- 4 971 is a 4-digit number. The first digit (4) shows Thousands.
- 9 623 is a 4- digit number. The digit(6) shows Hundreds.
- 1 824 is a 4-digit number. The digit(2) shows Tens.
- 2 709 is a 4-digit number. The last digit(9)shows Units.
- Do activity with different numbers so that learners can read them.
- Write THE COVID -19 numbers on table above, on board and let them read, and write them in words or numbers eg
  a) 3 310
   b) Two thousand six hundred and fifty-seven
- Ask learners to read and identify the biggest and smallest number from the following: 2 717; 999; 8 109; 898; 5 265; 6 256; 1 890
- Ask learners to arrange the number from smallest to biggest.

(20 mins)

Classwork Activity

Solutions For All LB pg 1-3 Act 1 No.1,3	(20 mins)

Homework Allocation

DBE workbook no.1a 1b pp. 2-5	(5 mins)

Lesson Reflection

GRADE 4 LESSON PLAN EXEMPLAR TERM 1 2021

Lesson 2

Topic

Whole numbers up to 10 000
Place value-comparing numbers and ordering

Concepts and Skills

• Order, compare and represent numbers to at least 4-digit numbers.
• Represent numbers up to 10 000.
• Recognizing the place value of digits in whole numbers to at least 4-digit numbers

Mental Maths

Oral: Count forwards and backwards between 0 and 9 999 in 5s,10s,25s,   (10mins+5)

COVID-19 & PSS

HOW COVID-18 VIRUS SPREADS
The virus that causes COVID-19 is mainly transmitted through droplets generated when an infected person coughs, sneezes, or exhales. These droplets are too heavy to hang in the air, and quickly fall on floors or surfaces.
You can be infected by breathing in the virus if you are within close proximity of someone who has COVID-19, or by touching a contaminated surface and then your eyes, nose or mouth.

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HOMEWORK REVIEW
Remediate and correct the previous day's work   (5mins)

Resources Required

Solutions For All LB pg 3. TG 3, DBE workbook no, 2-3 pp. 6-9,CAPS pg37

KEYWORDS
Whole numbers, place value, , digit, smallest to biggest, arranging, ordering.

PRIOR KNOWLEDGE
Reading and representing numbers up to 4 digits
Writing numbers in words
Ordering numbers
Rounding off numbers

Lesson Content/Concept Development

• What numbers do the letters a) to h) stand for in the boxes?

5 397	5 398	a	5 400	b	c	d	5 3404
7 017	7 018	e	f	g	7 022	7 023	h

• Do counting activity with different intervals eg
   a) Counting in 25s from 2 225 to 2 300

b) Completing 6 010, 6 035, **6 060, _6 085__, _6 110____,_6 135____**
c) Round off numbers a-e to the nearest 10, 100

(15mins)

Classwork activity
Solutions For All LB pp 3 no.4,pp 189no. 1,3,4   Act 1 No.3, 4 (select)
(20min)

Homework Allocation

DBE workbook 2-3 pp. 6-9	(5mins)

Lesson Reflection

GRADE 4 LESSON PLAN EXEMPLAR TERM 1 2021

Lesson 3

Topic

Whole numbers
Work with 4-digit whole numbers comparing numbers >,<,=

Concepts and Skills

• Order, compare and represent numbers to at least 4-digit numbers.
• Recognizing the place value of digits in whole numbers to at least 4-digit numbers
• Counting in multiples

Mental Maths

Count forwards and backwards in 5s,10s,50s,and 100s, starting from any number.
COVID-19 & PSS
Which are the first symptoms of the coronavirus disease?
The virus can cause a range of symptoms, ranging from mild illness to pneumonia. Symptoms of the disease are fever, cough, sore throat and headaches. In severe cases difficulty in breathing and deaths can occur.
(10mins)

HOMEWORK REVIEW

Remediate and correct the previous day's work   (10 mins)

Resources Required

Solutions For All LB pp 92-93 TG pp 65, DBE workbook No. 25–26 (pp. 76–78), CAPS pp 68

KEYWORDS

Whole numbers, place value, multiples, digit, ascending order, descending order, estimation, rounding off, breaking up.

PRIOR KNOWLEDGE

Representing numbers up to 4 digits
Identifying place value of numbers up to 4 digits
Ordering numbers

Lesson Content/Concept Development

Table 1

• In the number 1 504 it is made up of
<table><tr><td>1 000</td><td>500</td><td>4</td></tr></table>
One thousand =1x 1 000
Five hundred = 5x100
Four ones = 4x1
In 1 504 there are no tens

- Break up the following numbers eg 2 312= a) 2 000 + 300 + 10 + 2

  b) (2x 1 000) + (3x 100) + (1x10) + (2x1)

  i) 9 909 = 9 000 + { } + 9

  ii) [ ] = 7000 + 200 + 40 + 1

- Fill in > ,< or =   a) **8 09**8 _____ **8 08**9 (We compare digits from left to right that is 8 thousand and 8 thousand, 0 hundred and 0 hundred, 9 tens and 8 tens.9 tens is bigger than 8 tens. (Therefore   8 098 > 8 089)

(20 +10 mins)

Classwork activity

Solutions For All   LB pp 92-93 TG pp 65 (select)   (30min)

Homework Allocation

DBE workbook no.   DBE workbook No. 25–26 (pp. 76–78

(5min)

Lesson Reflection

GRADE 4 LESSON PLAN EXEMPLAR TERM 1 2021

Lesson 4

Topic

Whole numbers
Work with 4-digit whole numbers Revision: rounding off, breaking up numbers, counting patterns

Concepts and Skills

- Order, compare and represent numbers to at least 4-digit numbers.
- Recognizing the place value of digits in whole numbers to at least 4-digit numbers
- Breaking up numbers
- Rounding off

Mental Maths

Count forwards and backwards in 3s,5s,50sand 100s between 0 and at least 10 000, and starting at any number.

COVID-19 & PSS
How dangerous is COVID-19?
Although for most people COVID-19 causes only mild illness, it can make some people very ill. At times, the disease can be fatal. Older people, and those with pre-existing medical conditions (such as high blood pressure, heart problems or diabetes) appear to be more vulnerable.

(20min)

HOMEWORK REVIEW
Remediate and correct the previous day's work   (5 mins)

Resources Required

Solutions For All LB pp 189-191 ,TG pp 150-154, DBE workbook no. (pp. 28-29) (pp. 30-31, CAPS pp 92

KEYWORDS
Whole numbers, place value, ordering , rounding off, breaking up.

PRIOR KNOWLEDGE

- Representing numbers up to 4 digits
- Identifying place value of numbers up to 4 digits
- Rounding off
- Comparing numbers

Lesson Content/Concept Development

- Each digit in a number has a place value.
  Eg in the number 3 817
  3 stands for Thousands (3 000)
  8 stands for hundreds (800)
  1 stands for tens (10)
  7 stands for ones (7)
- Write 3 817 number in words.
- Round off the number to the nearest a) 10   b) 100   c)1 000.
- Count in 25s from 1 225 to 1 300.
- If 4 559 < 4 595 Fill in with the correct sign in   a) 7 7 21_____7 712 b) 3 048_____2 995

(30min)

Classwork activity
Solutions For All LB pp 189 -191 no.3,4,5, 2,1,2(select)
((30min)

Homework Allocation

DBE workbook   No. 76 (pp. 28-29) (pp. 30-31, No. 77
(5min)

Lesson Reflection

GRADE 4 LESSON PLAN EXEMPLAR TERM 1 2021

Lesson 5

Topic

Whole numbers
Work with 4-digit whole numbers Revision: rounding off, breaking up numbers, counting patterns

Concepts and Skills

• Order, compare and represent numbers to at least 4-digit numbers. • Recognizing the place value of digits in whole numbers to at least 4-digit numbers • Breaking up numbers • Rounding off

Mental Maths

Count forwards and backwards in 3s,5s,50sand 100s between 0 and at least 10 000, starting at any number. **COVID-19 & PSS** **How dangerous is COVID-19?** Although for most people COVID-19 causes only mild illness, it can make some people very ill. At times, the disease can be fatal. Older people, and those with pre-existing medical conditions (such as high blood pressure, heart problems or diabetes) appear to be more vulnerable. (20min)

HOMEWORK REVIEW

Remediate and correct the previous day's work   (5 mins)

Resources Required

Solutions For All LB pp 248–250 ,TG pp 204–205, DBE workbook no No. 105 (pp. 100–101),CAPS pp 106

KEYWORDS

Whole numbers, place value, ordering , rounding off, breaking up.

PRIOR KNOWLEDGE

- Representing numbers up to 4 digits
- Identifying place value of numbers up to 4 digits
- Rounding off
- Comparing numbers

Lesson Content/Concept Development(breaking up big numbers)

(a)   5 619 can be broken into 5 000 + ☐ + ☐ + ☐
(b)   2 321 = (☐ x 1 000)+ (3 x 100) + (☐ x ☐) + (☐ x 1)
From the above examples we can see different ways of breaking up numbers

Work out 2 more examples with the class so that they master the concept.

Work out the ordering and comparing numbers given below with the class step by step.

(c) 9 199, 1 999, 9 991, 9 9919 from smallest to biggest and vice versa
(d)   comparing 6 077 * 6 7 07 (do a few more with class)

                                            (30min)

Classwork activity
Solutions For All LB pp 248–250,no.1,2,1,3,4,56,7 (select)
((30min)

Homework Allocation

DBE workbook   DBE workbook no No. 105 (pp. 100–101)
(5min)

Lesson Reflection