

End-of-year review: number, measures and shape

CURRICULUM ALIGNMENT

NUM.PVT.3

explore equivalent numerical expressions of numbers using the base ten system.

MEA.MSR.3a

compare, estimate and measure length, weight, capacity, area and volume using appropriate instruments and record and communicate appropriately.

SHA.SHP.3a

investigate and analyse the properties of 3-D and 2-D shapes and identify classes of shapes based on these properties.

INTERACTIVES

Place Value Blocks (Dienes) · display

Drag Sort · challenge

WHAT THIS LESSON TEACHES

The value of a digit is decided by the column it sits in: hundreds, tens or units. We also review measuring lengths in cm or m and naming shapes by their sides and corners.

→ In 234 the 2 is worth two hundred, the 3 is worth thirty, the 4 is worth four.

→ 268 rounds to 270 to the nearest ten and to 300 to the nearest hundred.

MODEL THIS ON THE BOARD

PLACE VALUE OF 235

- 1 Write 235 in the H T U columns.
- 2 The 2 sits in hundreds so it is worth 200.
- 3 The 3 sits in tens so it is worth 30.
- 4 The 5 sits in units so it is worth 5.
- 5 Read the number as two hundred and thirty-five.

DISCUSSION STARTER

REFLECT

Which feels strongest now — number, measures or shape?

ANSWER KEY

a) H:2 T:3 U:4 (ring 2)

b) H:2 T:6 U:8 (underline 8)

c) 240

Q1: 100

Q2: 193

Q3: 4

Q4: 300

a) Always : Place value means the H T or U column always sets what the digit is worth.

b) Always : Even 1 hundred (100) is greater than 9 tens (90).

c) Never : A classroom is measured in metres because centimetres would give a huge number.

d) Never : A triangle always has exactly three sides.