Grade 4 Mathematics

Term 1 - 44 complete lesson plans

Ready to teach, in the KICD lesson-plan format | 35-minute lessons | PDF and editable Word

ABOUT THIS PACK

44 complete, ready-to-teach Grade 4 Mathematics lesson plans for Term 1, covering whole numbers, addition, subtraction and multiplication.

TOPICS IN THIS PACK

Topic	Name	Lessons
1.1	Whole numbers	20
1.2	Addition	8
1.3	Subtraction	8
1.4	Multiplication	8

INSIDE EVERY LESSON PLAN

- The specific learning outcomes, key inquiry question, core competencies, values and PCIs, and the resources needed.
- A timed lesson flow: what the teacher does and what the learners do, from introduction to summary.
- A worked example, then four practice questions with the answers for the teacher.
- The common mistake to watch for, and ideas for learners who need support and for those ready for more.
- A four-level CBC assessment rubric (EE, ME, AE, BE), homework, and a blank reflection space to fill in after teaching.

A TASTE OF LESSON 1

Place value of digits up to thousands

By the end of the lesson, the learner should be able to: a) state the place value of each digit in a number up to 9,999; b) write a number from its place value chart

> **Finding the place value of each digit in 4,538**
> Write 4,538 in a place value chart: Thousands 4 | Hundreds 5 | Tens 3 | Ones 8.
> The 4 sits in the thousands place, so its place value is thousands. The 5 is in the hundreds place, the 3 in the tens place and the 8 in the ones place.

You also receive this pack as an editable Word file, so you can change any lesson to suit your class before you print it. Lessons follow the order of the KICD curriculum design.

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ELIMU254

Place value of digits up to thousands

Strand 1.0 NUMBERS > Sub-strand 1.1 WHOLE NUMBERS | Lesson 1 of 20 | 35 minutes

SCHOOL	TEACHER	DATE
CLASS / STREAM	TIME	ROLL (B / G)

SPECIFIC LEARNING OUTCOME(S)

By the end of the lesson, the learner should be able to: a) state the place value of each digit in a number up to 9,999; b) write a number from its place value chart

KEY INQUIRY QUESTION(S)

- What do you consider when writing numbers in words?
- How can you find the place value of a digit in a number?
- How can you find the total value of a digit in a number?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Critical thinking and problem solving**	Learners choose a method, check their answers and give reasons for their choices.
COMPETENCY	**Learning to learn**	Learners say what they found easy or hard and decide their next step.
COMPETENCY	**Digital literacy**	Learners use a phone, tablet or the class computer to explore or check the idea.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
VALUE	**Unity**	Learners share materials fairly and work as one team.
VALUE	**Integrity**	Learners record their own honest results and mark work truthfully.
PCI	**Financial literacy**	Examples use shillings and cents, shopping, saving and simple budgets.

LEARNING RESOURCES

Place value chart drawn on manila paper | Bottle tops, sticks or counters | Number cards 0 to 9 | Sticks bundled in tens with rubber bands | Chalkboard and chalk | Learners' exercise books

ORGANISATION OF LEARNING

Whole class for the introduction and the summary; pairs or groups of four to five for guided practice; individual work for the independent tasks.

KEY WORDS

digit | place value | total value | round off | factor | multiple | even | odd | Roman numeral

THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
5 min	8 min	9 min	8 min	5 min

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	5	Greet the class and ask: "Mama Wanjiru sold 4,538 oranges this month. Which digit tells us how many thousands she sold, and how do you know?" Take two or three answers, link them to earlier work, then state today's outcome.	Answer the starter question, recall what they already know and read the outcome aloud.
Step 1: Teacher models	8	Work through the worked example on the next page, thinking aloud. Use place value chart drawn on manila paper, bottle tops, sticks or counters, number cards 0 to 9. Ask learners to predict each step before you show it.	Watch, predict the next step, ask questions and note the key steps in their exercise books.
Step 2: Guided practice	9	Give questions 1 and 2. Move round the groups, ask "How do you know?" and correct errors kindly on the spot.	Work in pairs or small groups, explain each step to a partner and check one another's answers.
Step 3: Independent practice	8	Set questions 3 and 4 for individual work. Mark as you walk round and note who needs help in the next lesson.	Work on their own, then swap books with a partner to check.
Summary and conclusion	5	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "Write a number with 5 in the thousands place and 2 in the ones place."	Say the key idea in their own words and answer the exit question in the exercise book.

WORKED EXAMPLE

Finding the place value of each digit in 4,538

Write 4,538 in a place value chart: Thousands 4 | Hundreds 5 | Tens 3 | Ones 8.

The 4 sits in the thousands place, so its place value is thousands. The 5 is in the hundreds place, the 3 in the tens place and the 8 in the ones place.

Swap the 4 and the 8 to make 8,534. The same digits are used, but each one is in a different place, so the number is different.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Write the place value of the digit 7 in 7,214.	**Thousands**
2	Write the place value of the digit 6 in 3,562.	**Tens**
3	In 9,148, which digit is in the hundreds place?	**1**
4	Write a number with 5 in the thousands place and 2 in the ones place.	**Any correct number, for example 5,312 or 5,002**

WATCH OUT FOR

Learners often name the digit instead of its place: "the place value of 5 in 4,538 is 5" is wrong - it is hundreds. Keep asking: which place is this digit sitting in?

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

Level	What the learner can do
Exceeds expectations (EE)	Can state the place value of each digit in a number up to 9,999 confidently and accurately, explain the method used, and apply the idea to new or unfamiliar problems.
Meets expectations (ME)	Can state the place value of each digit in a number up to 9,999 accurately in familiar situations; notices and corrects slips without help.
Approaches expectations (AE)	Can partly state the place value of each digit in a number up to 9,999, or does so with prompts from the teacher or a partner; makes some errors.
Below expectations (BE)	Cannot yet state the place value of each digit in a number up to 9,999 without direct help; needs the idea taught again with concrete objects.

SUPPORT AND EXTENSION

Learners who need support	Let the learner build the number on a place value chart with bottle tops, one column at a time, and read each column aloud.
Learners ready for more	Use the digits 3, 0, 7 and 9 once each to make the largest and the smallest 4-digit numbers. (Answer: Largest 9,730; smallest 3,079 (a number cannot start with 0))
Inclusion	Seat learners with low vision near the board and read aloud whatever you write; use large, clear, tactile materials; allow extra time; pair with a patient partner; use gestures or Kenyan Sign Language for the key words.

HOMEWORK AND FOLLOW-UP

Redo questions 3 and 4 neatly in the exercise book. Then tell someone at home what you learned about "place value of digits up to thousands" and bring one question of your own to ask next lesson.

TEACHER SELF-CHECK

- Did every learner get a turn to handle materials or explain their thinking?
- Did most learners meet the outcome? Write down the names of those who did not.
- Was the pace right — did any step take too long or too short a time?
- Which competency and value did I see learners showing?
- What will I change the next time I teach this lesson?

REFLECTION ON THE LESSON / SELF-REMARKS

Write this after teaching - what worked, what to change, which learners need follow-up.

ELIMU254

Place value of digits up to ten thousands

Strand 1.0 NUMBERS > Sub-strand 1.1 WHOLE NUMBERS | Lesson 2 of 20 | 35 minutes

SCHOOL	TEACHER	DATE
CLASS / STREAM	TIME	ROLL (B / G)

SPECIFIC LEARNING OUTCOME(S)

By the end of the lesson, the learner should be able to: a) state the place value of each digit in a number up to 99,999; b) read a 5-digit number correctly

KEY INQUIRY QUESTION(S)

- What do you consider when writing numbers in words?
- How can you find the place value of a digit in a number?
- How can you find the total value of a digit in a number?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Critical thinking and problem solving**	Learners choose a method, check their answers and give reasons for their choices.
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ORGANISATION OF LEARNING

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KEY WORDS

digit | place value | total value | round off | factor | multiple | even | odd | Roman numeral

THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
5 min	8 min	9 min	8 min	5 min

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	5	Greet the class and ask: "A stadium in Kisumu was filled by 34,506 fans. Which digit shows the ten thousands?" Take two or three answers, link them to earlier work, then state today's outcome.	Answer the starter question, recall what they already know and read the outcome aloud.
Step 1: Teacher models	8	Work through the worked example on the next page, thinking aloud. Use place value chart drawn on manila paper, bottle tops, sticks or counters, number cards 0 to 9. Ask learners to predict each step before you show it.	Watch, predict the next step, ask questions and note the key steps in their exercise books.
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Step 3: Independent practice	8	Set questions 3 and 4 for individual work. Mark as you walk round and note who needs help in the next lesson.	Work on their own, then swap books with a partner to check.
Summary and conclusion	5	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "Write a number with 9 in the ten thousands place, 0 in the thousands place and 4 in the ones place."	Say the key idea in their own words and answer the exit question in the exercise book.

WORKED EXAMPLE

Extending the place value chart to ten thousands

Write 45,392 in the chart: Ten thousands 4 | Thousands 5 | Hundreds 3 | Tens 9 | Ones 2.

Read it as "forty-five thousand, three hundred and ninety-two". The comma only helps us read; it is one number of five digits.

Point to each digit and name its place, moving from the right (ones) to the left (ten thousands).

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Write the place value of the digit 8 in 82,417.	**Ten thousands**
2	Write the place value of the digit 6 in 36,905.	**Thousands**
3	In 57,081, which digit is in the tens place?	**8**
4	Write a number with 9 in the ten thousands place, 0 in the thousands place and 4 in the ones place.	**For example 90,214 (any number written 90,__4)**