### Maths through German lesson plan

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| Language: | German | MATHS: | Place Value | | year level: | 3/4 | DURATION: | 1hr |
| lesson TITLE: | Trading Places (Stellen austauschen) | | | | | | | |
| Learning intentions: | We are learning to trade in German | | | | | | | |
| success criteria: | I can demonstrate how 10 “ones” is the same as 1 “ten”  I can describe trading 10 in German | | | | | | | |
| Victorian Curriculum: Maths | Number and algebra/number and place value | | | | | | | |
| Apply place value to partition, rearrange and regroup numbers to at least tens of thousands to assist calculations and solve problems [(VCMNA153)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA153) | | | | | | | |
| Victorian Curriculum: Languagescontent descriptions included in  this lesson | COMMUNICATING | | | UNDERSTANDING | | | | |
| **Socialising**: Participate in everyday classroom activities, responding to questions, instructions and requests, asking for clarification or assistance and making simple statements about own and others’ learning [(VCDEC122)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDEC122)  **Informing**: Present information in modelled spoken and written texts relating to personal, social and natural worlds [(VCDEC124)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDEC124) | | | **Systems of language**: Experiment with the pronunciation of vowel sounds, letter combinations and intonation patterns, and recognise and write high-frequency words and expressions in familiar contexts [(VCDEU131)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDEU131) | | | | |
| KEY LANGUAGE INTRODUCED(KEY WORDS & PHRASES) | [number] *plus* [number] *ist gleich* [number] [number] plus [number] equals [number]  *1er - Einer* (ones), *10er - Zehner* (tens), *100er - Hunderter* (hundreds), *1000er -Tausender* (thousands), *10,000er - Zehntausender* (ten thousands)  *Wir müssen austauschen* We have to trade.  *Das ist eine* [number]. That is a [number].  Number words | | | | | | | |

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| lesson Outline | | | | |
| lesson structure | Learning Activities: | Relevant high impact teaching strategy | Key Language: | Resources: |
| WHOLE | Have students read out loud the Learning Intentions and Success Criteria for this lesson | Setting Goals |  | Learning Intentions and Success Criteria written on whiteboard |
| 'String game' to revise saying numbers in German |  | Numbers one to twenty in German | string |
| With all students in a circle revise concept of trading 10 ones for 1 ten using MAB, while revising numbers and the terms for ones, tens, hundreds etc in German | Explicit Teaching | Numbers one to twenty in German  *1er - Einer* (ones), *10er - Zehner* (tens), *100er - Hunderter* (hundreds),  *1000er -Tausender* (thousands),  *10,000er - Zehntausender* (ten thousands) | MAB  string  key word cards for ones, tens, hundreds etc |
| Revise the German word for 'trade' - *'austauschen',* modelling the trading concept with MAB.  Students take control of whiteboards, MAB, unifix, flip chart, demonstrating different ways of representing the same number(s) eg. 25 'ones' or 2 'tens' and 5 'ones'. | Worked Examples | *austauschen -* trade  *Wir müssen austauschen*  We have to trade.  Numbers one to twenty in German  *1er - Einer* (ones), *10er - Zehner* (tens), *100er - Hunderter* (hundreds),  *1000er -Tausender* (thousands),  *10,000er - Zehntausender* (ten thousands) | dice  mini whiteboards + markers  mini place value flip charts  MAB |
| Model the game 'Win a flat'.  Students will work in pairs and roll a dice to generate numbers. They use MAB and add the numbers together, 'trading' each time they make a 'ten'. The winner is the first to make a 'flat' (100). | Worked Examples | *Das ist eine* [number].  That is a [number]. | dice  mini whiteboards + markers  MAB |
| PART | Students work in small groups of 2-3 to play 'Win a flat'.  Teacher differentiates challenge level by adjusting task. Some students are given the option to use multiple dice. eg. red dice represents 'tens' and green dice represents 'ones'. Students roll the dice and record their numbers and the addition on mini whiteboard, working towards a target of 1000 or 10,000. Other students are provided with additional modelling to support their understanding of the 'trading' concept. | Collaborative Learning  Differentiated Teaching  Questioning  Multiple Exposures | *Das ist eine* [number].  That is a [number]. (ie. When rolling a dice - 'That is a 4')  *austauschen -* trade  *Wir müssen austauschen*  We have to trade. | dice  mini whiteboards + markers  MAB |
| WHOLE | All students come together as a group at the end of the lesson to share their learning, reflecting on the success criteria for the lesson. | Metacognitive Strategies  Feedback | All language from lesson |  |