



**Lesson Plan 1**  
**Primary 3**  
**Numbers To 10000**

**Pre-requisite Knowledge**

By the end of P2, your child should have been able to count in hundreds.

**1.0 Objectives:**

At the end of this lesson, your child should be able to:

- count to 10 000;
- read and write numbers up to 10 000;
- recognize the place values of thousands, hundreds, tens and ones;
- compare and order numbers up to 10 000;
- complete number patterns; and
- identify odd and even numbers.

**2.0 Starting Up:**

- Focus your child attention on the blocks of flats near your home; Ask him/her to guess the number of units there are in the building. Move your attention to the nearby blocks, and finally along one street of the housing estate. Ask him/her the same question.
- Get your child to count the number of units. Write it down on a piece of paper as he/she counts the number of units.

**3.0 Teaching Points**

**3.1 Activity One:**

- Conduct a quick revision of concepts learnt in Primary Two e.g. to count in tens (recall the multiplication table of 10).



- Your child would recite 10, 20, 30 ..... 100.
- Then get him/her to count in hundreds.
- Your child would recite 100, 200, 300, ..... 1000.
- Provide a picture of blocks of 1000 (this is usually found in a textbook) where your child is able to see and count in hundreds.
- Explain the following to your child with the help of the picture.

10 ones = 10 = 1 ten

10 tens = 100 = 1 hundred

10 hundreds = 1000 = 1 thousand

10 thousands = 10 000 = 1 ten thousand (at this point refer back to the picture of the blocks)

- Make number cards of digits from 0 to 9, (you will get 10 pieces of number cards).
- Ask your child to choose any 4 cards and arrange to make a 4-digit number e.g. 6730.

E.g. a: Get him/her to read the numeral/ number.

E.g. b: Get him/her to rearrange the numbers differently to get a new number and to read it.

E.g. c: Ask him/her how many different numbers can be made from one 4-digit number.

E.g. d: Your child will take another 4 cards for a new number and continue with the activity.

### 3.2 Activity Two:

- Refer to the textbook picture which shows blocks of thousands, hundreds, tens and ones.
- Draw your child's attention to the number 2346. The picture will show 2 blocks of 1000, 3 pieces of 100, 4 strips of 10 and 6 single ones.



- Ask your child: what does each digit stand for?
- Get your child to state the following:

that the digit '2' in the thousands place is equal to '2000';  
 the digit '3' in the hundreds place is equal to '300';  
 the digit '4' in the tens place is equal to '40'; and  
 the digit '6' in the ones place is equal to '6'.

- Emphasize on the terms 'place value' and 'digit'. 'Digit' means 'number' and 'place value' means the value of the place where that particular digit stands.
- Explain further by showing this concept on a chart of the size of a drawing block or vanguard paper.

### Place Values

Thousands	Hundreds	Tens	Ones
9	4	5	6
9 x 1000 = 9000	4 x 100 = 400	5 x 10 = 50	6 x 1 = 6
9000	+ 400	+ 50	+ 6 = 9456

### *Reminder: Zero as a Place Holder*

- Emphasise that the value of a number will change if we remove the digit 'zero' from the number e.g. for the number 40, if the zero is removed, it becomes 4. For the number 801, if the zero is removed, it becomes 81. However, when the digit '0' is added to the front of a number, the value of the number does not change e.g. 041 is still 41, 0801 is still 801.
- Choose one or two other similar numbers and go through the different place values with your child to ensure that your child understands the concept of place value.



### 3.3 Activity Three:

- Prepare two number cards – 2314 and 2541.
- Ask your child to look at the digits in the thousands place;

2314      2541       $\longrightarrow$  They are the same.

- Next, look at the digits in the hundreds place.

2314      2541       $\longrightarrow$  5 is greater than 3  
So, 2541 is greater than 2314.

- Get 3 different number cards e.g. 7534, 7136 and 7154  
Ask your child to look at the digits and compare their values.  
Once he/she gets to know the greatest and the smallest numbers, he/she is then able to arrange the numbers in order.
- Get your child to arrange the numbers starting from the greatest, and then from the smallest.

Your child should get these two sets of numbers:

Start with the greatest	$\longrightarrow$	7534	7154	7136
Start with the smallest	$\longrightarrow$	7136	7154	7534

- Get him/her to do a few sets of numbers; from a set of 4 numbers to a set of perhaps 5 numbers.
- Praise your child when he/she gets the answers correct.

### 3.4 Activity Four:

- Explain to your child that in a number pattern, the consecutive numbers in a series should increase or decrease by the same number or sometimes, in a specific pattern.



- Go through these examples with your child and at the same time help him/her see the pattern.

E.g.1: 5007 5008 5009 ?  
The next number is 5010. (you add 1 to get the next number)

E.g.2: 5210 5220 5230 ?  
The next number is 5240. (you add 10 to get the next number)

E.g.3: 6290 6280 6270 ? ?  
The next two numbers are 6260 and 6250 (you subtract 10)

E.g.4: 9876 9776 9676 ? ?  
The next two numbers are 9576 and 9476 (you subtract 100)

- Encourage your child to first see if the pattern is increasing or decreasing.
- If it is increasing, the concept used to arrive at the answer to the question has to be either addition or multiplication.
- If it is decreasing, the concept used is either subtraction or division.
- After having determined that, write the differences between the consecutive numbers to find the pattern to complete the series.

### 3.5 Wrap Up:

- Use some concrete objects to help your child see the number patterns formed by even numbers and odd numbers, e.g. make use of straws or ice-cream sticks to show examples.



E.g. 6 , 8 or 10 straws etc.

5 , 7 or 9 ice-cream sticks etc.

- Allow your child to write down all even numbers up to 30 and all odd numbers up to 30 on his/her own, with your guidance.
- Help your child to decide if a number is even or odd with these pointers:

Even Numbers:

- A number that can be divided by 2 exactly;
- The last digit can be divided by 2 exactly; and
- The last digit should be 0, 2, 4, 6 or 8.

Odd Numbers:

- A number that cannot be divided by 2 exactly;
- The last digit cannot be divided by 2 exactly; and
- The last digit should be 1, 3, 5, 7 or 9.