Mathematics Unit Planner: Number and Algebra - Place Value

AusVELS Level 3 & 4: Term One, 2014

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VELS Learning Focus Statement: *Refer to AusVELS documents.

Vocabulary Development:
Units, tens, ones, hundreds, thousands, tens of thousands, hundred thousands, millions, billions, decimal, tenths, hundredths, thousandths, place value, base-ten, value, worth, expand

Establishing Prior Knowledge:
- Dot cards (Rich Assessment Task)
- Adding the Corners (Rich Assessment Task)

Common Assessment Tasks

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<thead>
<tr>
<th>Assessment FOR Learning</th>
<th>Assessment AS Learning</th>
<th>Assessment OF Learning</th>
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<tbody>
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<td>Assessment FOR learning occurs when teachers use inferences about student progress to inform their teaching. It is frequent, formal or informal (e.g. quality questioning, anecdotal notes, written comments), embedded in teaching and provides clear and timely feedback that helps students in their learning progression. It has a formative use providing evidence that informs, or shapes, short term planning for learning.</td>
<td>Assessment AS learning occurs when students reflect on and monitor their progress to inform their future learning goals. It is regularly occurring, formal or informal (e.g. peer feedback buddies, formal self-assessment) and helps students take responsibility for their own past and future learning. It builds metacognition as it involves students in understanding the standards expected of them, in setting and monitoring their own learning goals, and in developing strategies for working towards achieving them.</td>
<td>Assessment OF learning occurs when teachers use evidence of student learning to make judgements on student achievement against goals and standards. It is usually formal, frequently occurring at the end of units of work where it sums up student achievement at a particular point in time. It is often organised around themes or major projects and judgements may be based on student performance on multi-domain assessment tasks. It has a summative use, showing how students are progressing against the Standards, and a formative use providing evidence to inform long term planning.</td>
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- Dot cards (Rich Assessment Task)
- Adding the Corners (Rich Assessment Task)
- Anecdotal notes and observations
- Participation in warm up activities based on place value, naming of numbers
- Participation in group activities
- AusVELS checklists (Emma)
- Post Assessment
- Nelson Kit
- Assessment on Demand
**Other Resources:**

- Maths On The Go 1 & 2, R. Vingerhoets;
- Open-Ended Maths Tasks
- Number Sense - Grades 4-6; ISBN 1 57232 263 2
- Number Sense - Grades 6-8; ISBN 1 57232 264 0
- Open Ended Maths Activities; 1\textsuperscript{st} and 2\textsuperscript{nd} edition P. Sullivan, P. Lilburn; Oxford
- Mathematics Assessment for Learning: Rich Tasks and Work Samples
- Teaching Primary Mathematics – Edition 3; G. Booker, 8. Maths Essentials; Andrea Hillbrick
- Think Mathematically; Alstair McIntosh, Ellita DeNardi, Paul Swan; Longman; ISBN 0 582 80314 4. (Years 1 to 6)
- The New Primary Mathematics Handbook
- Mastergrids for Mathematics; Paul Swan
- Department websites; nzmath.com, maths 300