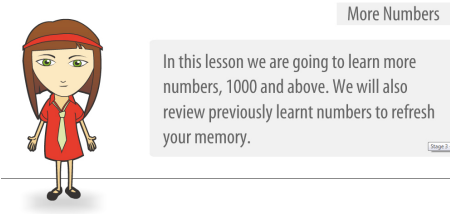
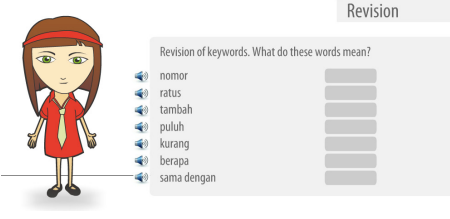
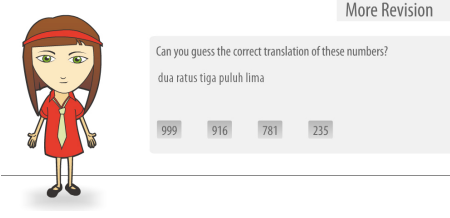
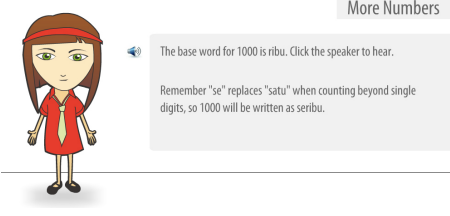

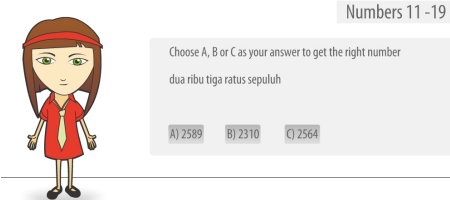


Lesson Focus	Slide	Content	Activities
<p>Covers 3.UL.1 3.UL.2 3.UL.3 3.UL.4 3.MLC.1 3.MLC.2</p> <p>Vocabulary used:</p> <ul style="list-style-type: none"> • tambah (add) • kurang (minus) • sama dengan (equals) <p>• “ribu” is the base word for thousands. The same pattern will be followed with the use of “belas” and “ratus”</p> <p>e.g.</p> <p>1000 = seribu 2000 = dua ribu 3000 = tiga ribu</p>		<p>Arial introduces unit Stage Three Unit, Numbers - 1000 and beyond and currency</p>	
		<p>nomor = number ratus = hundreds tambah = add puluh = tens kurang = minus berapa = how many sama dengan = equals</p>	<p>Revision of key words. What do these words mean? Listen to the pronunciation.</p> <p>Rub and reveal the answer</p>
		<p>a) dua ratus tiga puluh lima b) tujuh ratus delapan puluh satu c) sembilan ratus enam belas d) sembilan ratus sembilan puluh sembilan</p>	<p>click on the correct translation for the number. When correct you will automatically be taken to the next slide</p>
		<p>Remember “se” replaces “satu” when counting beyond single digits, so 1000 Will be written as “seribu”.</p>	<p>Can you figure out the numbers for 2000, 3000, 4000, 9000 ?? Try and do this and check the next slide for answers.</p>

Lesson Focus	Slide	Content	Activities
		<p>seribu = 1000 dua ribu = 2000 tiga ribu = 3000 empat ribu = 4000 lima ribu = 5000 enam ribu = 6000 tujuh ribu = 7000 delapan ribu = 8000 sembilan ribu = 9000</p>	<p>Let's see how you went.</p> <p>Click on the Indonesian word then the correct number, when your correct a linking line will appear between them.</p>
		<ol style="list-style-type: none"> 1. dua ribu tiga ratus sepuluh = 2310 2. enam ribu dua ratus tiga belas = 6213 3. delapan ribu tujuh ratus lima puluh lima = 8755 4. tiga ribu empat ratus satu = 3401 	<p>Let's work out some numbers using the thousands!</p> <p>Click on the correct translation. When correct you will automatically move on to the next slide.</p>