TERM THREE
WEEKLY LESSON NOTES
WEEK 2

Date: 23ᴿᴰ SEPT, 2022		DAY:		Subject: Mathematics	
Duration: 50mins				Strand: Geometry & Measurement	
Class: B7		Class Size:		Sub Strand: Shape and Space	
Content Standard: B7.3.1.2 Demonstrate how to construct a perpendicular to a line from a given point			Indicator: B7.3.1.2.7: Describe examples of perpendicular line segments, perpendicular bisectors and angle bisectors in the environment		Lesson: 1 of 2
Performance Indicator: Learners can describe examples of perpendicular line segments, perpendicular bisectors and angle bisectors in the environment			Core Competencies: Communication and Collaboration (CC) Critical Thinking and Problem solving (CP)		
References: Mathematics Curriculum Pg. 58					

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Revise with learners on the previous lesson. Call volunteer learners to the board to solve sample questions. Introduce the lesson by sharing performance indicators.	
PHASE 2: **NEW LEARNING**	Revise with learners to construct angle bisectors and perpendicular bisectors. Take learners outside to have a look at angle bisectors and perpendicular bisectors in structures in the community. Guide learners to identify angle bisectors and perpendicular bisectors in structures and artefacts such as buildings, water tanks, boxes, etc. in the environment Guide learners to estimate and measure the size of angles in artefacts, tools, and structures.	Rule, pencil , a pair of compass, a pair of divider and protractor.
PHASE 3: **REFLECTION**	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.	

Date: 23RD SEPT, 2022	DAY:	Subject: Mathematics	
Duration: 50mins		Strand: Geometry & Measurement	
Class: B7	Class Size:	Sub Strand: Perimeter	
Content Standard: B.7.3.2.1 Demonstrate the ability to find the perimeter of plane shapes including circles using the concept of pi (π) to find the circumference of a circle		Indicator: B.7.3.2.1.1 Calculate the perimeter of given shapes whose dimensions are in two units (i.e. cm and mm, m and cm, or km and m)	Lesson: 2 of 2
Performance Indicator: Learners can calculate the perimeter of given shapes		Core Competencies: Communication and Collaboration (CC) Critical Thinking and Problem solving (CP)	
References: Mathematics Curriculum Pg. 59-60			

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Revise with learners on the meaning of perimeter. • What is meant by perimeter? • How do you measure the perimeter of an object? • How do you apply perimeter in real life situations?	
PHASE 2: **NEW LEARNING**	Have learners display their shapes on their desks. Demonstrate with learners how to measure the perimeter of a given shape. Guide learners to measure the perimeter of their shapes created. Allow each group a chance to walk around the classroom to find the perimeter of other groups' shapes. • What are your observations? • Does the shapes have equal perimeters? Guide learners to estimate the perimeter of objects in the classroom using referents for centimeter (hand span and thumb width). e.g. *exercise book, floor tiles, math set, teacher's table, classroom floor, etc.* Create different 2D shapes and bring them to class. Using the pick and say technique, call learners to pick and identify the names of the shapes they pick. Give learners 2D shapes with given dimensions to find the perimeter by adding the distance around the shapes. • How do you find the perimeter of objects? Assessment Give learners compound 2D shapes that can be spilt to many rectangles with given dimensions to find the surface area by adding areas of the various rectangles.	Empty chalk boxes, tins, cut out shapes from cards.

PHASE 3: **REFLECTION**	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.	