WEEK 5

Date: 18th FEB, 2022	**Period:**	**Subject:** Mathematics
Duration:		**Strand:** Number
Class: B7	**Class Size:**	**Sub Strand:** Number Operations

Content Standard: B.7.1.2.2 Demonstrate an understanding of addition, subtraction, multiplication and division of (i) whole numbers, and (ii) decimal numbers, to solve problems.	**Indicator:** B7.1.2.2.1 Add and subtract up to four-digit numbers.	**Lesson:**

Performance Indicator: Learners can add and subtract up to four-digit numbers	**Core Competencies:** CP, CC
References: Mathematics Curriculum Pg.9	
Keywords: mental, strategies	

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Revise with learners on what was taught in the previous lesson. Share with learners the performance indicators.	
PHASE 2: **NEW LEARNING**	Guide learners to use partitioning (or expanded form) and place value system to add whole and decimal numbers. Example: i) Add 785 and 9,342 785 = 700+80+5 + 9,342 = 9000+300+40+2 10,127 = 9000+1000+120+7 ii) Add 327.6 and 54.13 $327.60 = 300 + 20 + 7 + \frac{6}{10} + \frac{0}{100}$ + $54.13 = 50 + 4 + \frac{1}{10} + \frac{3}{100}$ $381.73 = 300 + 70 + 11 + \frac{7}{10} + \frac{3}{100}$ Guide learners to use partitioning (or expanded form) and place value system to subtract whole and decimal numbers. Example:	Counters, bundle and loose straws base ten cut square, Bundle of sticks

	iii) Subtract 7.85 from 93.6 $93.60 = 90 + 3 + \frac{6}{10} + \frac{0}{100}$ − $7.85 = 7 + \frac{8}{10} + \frac{0}{100}$ $85.75 = 80 + 5 + \frac{75}{100}$ Guide learners to practice with more examples. <u>Assessment</u> Solve for the following 1) 4.13 and 2.13 2) 785 and 9,342 3) 327.6 and 54.13	
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.	

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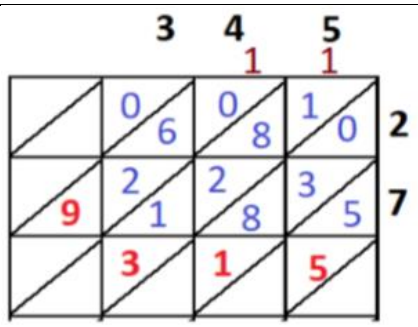
Content Standard: B.7.1.2.2 Demonstrate an understanding of addition, subtraction, multiplication and division of (i) whole numbers, and (ii) decimal numbers, to solve problems	**Indicator:** B71.2.2.2 Multiply or divide multi-digit numbers by 1- and 2- digit numbers.	**Lesson:**

Performance Indicator: Learners can multiply or divide multi-digit numbers	**Core Competencies:**
References: Mathematics Curriculum Pg.10-11	
Keywords: mental, strategies	

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Revise with learners on what was taught in the previous lesson. Share with learners the performance indicators.	
PHASE 2: **NEW LEARNING**	Guide learners to use partitioning/expanded form to multiply and divide efficiently Example: i) Multiply 584 by 8 584 = 500 + 80 + 4 × 8 = 8 4,000 + 640 + 32 4,672 = 4,672 Guide learners to multiply whole numbers using the vertical place value method or lattice method: i. Place value method: 345 x 27 = 345 x27 2,415 + 6,900 9,315 Lattice method: Draw a 2 by 3 lattice for solving 345 × 27.	Counters, bundle and loose straws base ten cut square, Bundle of sticks

	 Guide learners to use the distributive property to multiply whole numbers. Example: 325 by 15. =325 x (10 + 5) = (325 x 10) + (325 x 5) =3,250 + 1,625 =4,875 Let learners investigate and determine basic division facts including divisibility test. (i) determine how a given number is divisible by 2,3, 4, 5, 6, 7 8, 9,10, etc. For example, a number is divisible by 3 if the sum of its digits is divisible by 3. So, 72 is divisible by 3 because 7+2 = 9. Hence since 9 is divisible by 3, then 72 is divisible by 3. Also, to find out if a number is divisible by 7, take the last digit in the number then double it and subtract from the rest of the number. If the answer is 0 or a multiple of 7, then the number is divisible by 7. So, 595 is divisible by 7 because 5 x 2 =10. 59 – 10 = 49. Therefore, 595 is divisible by 7.	
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.	