FIRST TERM WEEKLY LESSON PLAN – B7

WEEK 1

Date:		Period:		Subject: Mathematics
Duration:				Strand: Number
Class: B7		Class Size:		Sub Strand: Numeration Systems

Content Standard: B7.1.1.1 Demonstrate understanding and the use of place value for expressing quantities recorded as base ten numerals as well as rounding to a given decimal place and significant figures.	Indicator: B7.1.1.1.1 Model number quantities more than 1,000,000,000	Lesson: 1 of 5
Performance Indicator: Learners can use names to count numbers up to 1,000,000,000	Core Competencies: CP, CC	
References: Mathematics Curriculum Pg.2		
Keywords: denomination, combination		

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Recap with learners to count forward and backwards, read and write number names of number quantities and vice versa, addition and subtraction of numbers. Share with learners the performance indicators.	
PHASE 2: **NEW LEARNING**	Guide learners to form numbers with given multi-base ten materials, given that a small cube is 1,000; 10 small cubes is a rod (i.e. 10,000), 10 rods is a flat (i.e. 100,000); and 10 flats is a block (i.e. 1000,000) Learners to use multiples of 10s, 50s, 100s and 200s to represent numbers in multiples of ways E.g. $5,560 = 20\times200 + 10\times100 + 11\times50 + 1\times10$; or $5,560 = 15\times200 + 20\times100 + 10\times50 + 6\times10$; etc. Let learners use tokens (or paper-made currency notes) such as GH₵20, GH₵50, GH₵100 and GH₵200 to work out how many of each denomination would be required to model given amount up to one billion. i. *Workout how many GH₵200 will make GH₵185, 000,000, GH₵1,890,750,000, etc.*	Counters, bundle and loose straws base ten cut square, Bundle of sticks

	ii. *Determine combinations of GH₵50, GH₵100 or GH₵200 notes that make GH₵1,000,000 (make sure each denomination is used* Assessment 1. Model the following numbers with multi-base ten materials or graph sheet: a. 150,000 b. 485,000 2. Write these numbers using words a) 3,500 b) 17,100 c) 54,400	
PHASE 3: **REFLECTOIN**	Engage learners to summarize the lesson outcomes. Ask learners how the lesson will benefit them in their daily lives.	

Date:		Period:		Subject: Mathematics
Duration:				Strand: Number
Class: B7		Class Size:		Sub Strand: Numeration Systems

Content Standard: B7.1.1.1 Demonstrate understanding and the use of place value for expressing quantities recorded as base ten numerals as well as rounding to a given decimal place and significant figures.	Indicator: B7.1.1.2 Compare and order whole numbers more than 1,000,000,000 and represent the comparison using ">, <, or="	Lesson: 2 of 5

Performance Indicator: Learners can use <, > and = to compare numbers up to 1,000,000,000	Core Competencies: CP, CC

References: Mathematics Curriculum Pg.2

Keywords:

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Recap with learners to count forward and backwards, read and write number names of number quantities and vice versa, addition and subtraction of numbers. Share with learners the performance indicators.	
PHASE 2: **NEW LEARNING**	Skip count forwards and backwards in 25s, 50s and 250s beginning from 1000. Identify numbers which are for instance, 500,000 more than or less than a given 8-digit or 9-digit number. i. 1,295,800,000 is 500,000 more than 1,295,300,000 and 1,295,300,000 is 500,000 less than 1,295,800,000 Use phrases such as "is equal to", "is greater than" and "is less than' as well as their symbols such as ">", "<" and "=" to compare any two numbers. i 1,300,850,700 …. 1,300,850,700 ii. 5,223,487,637 …. 5,113,487,637 etc. Assessment 1. Compare the following numbers using < or >: a) 345 and 395 b) 4,726 and 9,726 c) 57,821 and 52,821 d) 209,481 and 279,481 d) 63,237 and 23,237 e) 368,7693 and 9,687,693	Counters, bundle and loose straws base ten cut square, Bundle of sticks

PHASE 3: **REFLECTOIN**	Engage learners to summarize the lesson outcomes. Ask learners how the lesson will benefit them in their daily lives.	