

## WEEK 2

<b>Date:</b> 28 <sup>TH</sup> JAN, 2022	<b>Period:</b>	<b>Subject:</b> Mathematics																
<b>Duration:</b>		<b>Strand:</b> Number																
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Numeration Systems																
<b>Content Standard:</b> 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.		<b>Indicator:</b> B7.1.1.3 Round (off, up, down) whole numbers more than 1,000,000,000 to the nearest hundred-thousand, ten-thousands, thousands, hundreds and tens																
<b>Performance Indicator:</b> Learners can round (off, up, down) whole numbers		<b>Lesson:</b> 3 of 5																
<b>References:</b> Mathematics Curriculum Pg.2		<b>Core Competencies:</b> CP, CC																
<b>Keywords:</b> round up” and “round down																		
Phase/Duration	Learners Activities	Resources																
<b>PHASE 1: STARTER</b>	<p>Recap with learners to find out what they already know about rounding off and significant figures.</p> <p>Share with learners the performance indicators.</p>																	
<b>PHASE 2: NEW LEARNING</b>	<p>Guide learners to round off whole numbers up to over 1,000,000,000 to the nearest hundred-thousands, ten-thousands, thousands, hundreds, etc. For example, 1,879,653 to the nearest</p> <p>i. hundred thousand is 1,900,000 since 1,879,653 is nearer to 1,900,000 than 1,800,000</p> <p>ii. ten thousand is 1,880,000 since 1,879,653 is nearer to 1,880,000 than 1,870,000.</p> <p>Guide learners to explain the differences between the “round up” and “round down” concepts.</p> <p>When rounding up, we consider the larger number, while when rounding down, we consider the smaller of the two.</p> <p>The table below may bring out the meaning of the concept.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="text-align: left;">2,846,655</th> <th style="text-align: center;">Round up</th> <th style="text-align: center;">Round down</th> <th style="text-align: center;">Round off</th> </tr> </thead> <tbody> <tr> <td>To the nearest thousand</td> <td style="text-align: center;">2,847,000</td> <td style="text-align: center;">2,846,000</td> <td style="text-align: center;">2,847,000</td> </tr> <tr> <td>To the nearest ten thousand</td> <td style="text-align: center;">2,850,000</td> <td style="text-align: center;">2,840,000</td> <td style="text-align: center;">2,850,000</td> </tr> <tr> <td>To the nearest hundred thousand</td> <td style="text-align: center;">2,900,000</td> <td style="text-align: center;">2,800,000</td> <td style="text-align: center;">2,800,000</td> </tr> </tbody> </table>	2,846,655	Round up	Round down	Round off	To the nearest thousand	2,847,000	2,846,000	2,847,000	To the nearest ten thousand	2,850,000	2,840,000	2,850,000	To the nearest hundred thousand	2,900,000	2,800,000	2,800,000	<p>Counters, bundle and loose straws base ten cut square, Bundle of sticks</p>
2,846,655	Round up	Round down	Round off															
To the nearest thousand	2,847,000	2,846,000	2,847,000															
To the nearest ten thousand	2,850,000	2,840,000	2,850,000															
To the nearest hundred thousand	2,900,000	2,800,000	2,800,000															

	<p>Guide learners to express whole numbers to significant figures  For example 857386321</p> <p>i. five significant figures is 857390000  the fifth significant figure is 8 but the figure after it (i.e. the 6<sup>th</sup> significant figure) is 6 which is greater than 5. Therefore we add 1 to 8 to give 9.</p> <p>ii. four significant figures is 857400000  the fourth significant figure is 3 but the figure after it (i.e. the 5<sup>th</sup> significant figure) is 8 which is greater than 5. Therefore we add 1 to 3 to give 4</p> <p>iii. three significant figures is 857000000  the third significant figure is 7 but the figure after it (i.e. the 4<sup>th</sup> significant figure) is 3 which is less than 5. Therefore we leave 7 as it is.</p> <p><u>Assessment</u>  I. correct 287530 to:  (a) 4 s.f. (b) 3 s.f. (c) 2 s.f. (d) 1 s.f.</p>	
<p>PHASE 3:  <b>REFLECTOIN</b></p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p> <p>Ask learners how the lesson will benefit them in their daily lives.</p>	

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<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Numeration Systems
<b>Content Standard:</b> 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.	<b>Indicator:</b> B7.1.1.1.4 Round decimals to the nearest tenth, hundredth, thousandths, etc.	<b>Lesson:</b> 4 of 5
<b>Performance Indicator:</b> Learners can Round decimals to the nearest tenth, hundredth, thousandths		<b>Core Competencies:</b> CP, CC
<b>References:</b> Mathematics Curriculum Pg.2		
<b>Keywords:</b> tenth, hundredth, thousandths		

Phase/Duration	Learners Activities	Resources												
<b>PHASE 1: STARTER</b>	<p>Revise with learners on what was taught in the previous lesson.</p> <p>Share with learners the performance indicators.</p>													
<b>PHASE 2: NEW LEARNING</b>	<p>Round (off, up and down) decimals to the nearest tenths, hundredths, thousandths.....</p> <p>For example: Round 486.3685 as indicated in the table below</p> <table border="1" data-bbox="483 1094 1151 1264"> <thead> <tr> <th>Number</th> <th>Round to the nearest tenths</th> <th>Round to the nearest hundredths</th> <th>Round to the nearest thousandths</th> </tr> </thead> <tbody> <tr> <td>486.3685</td> <td>486.4</td> <td>486.37</td> <td>486.369</td> </tr> <tr> <td>0.0605368</td> <td>0.1</td> <td>0.06</td> <td>0.061</td> </tr> </tbody> </table> <p>i. to the nearest whole number is 486. Discard figures after decimal point if the figure immediately after the decimal point is less than 5. If the figure is 5 or more more, add 1 to the whole number.</p> <p>ii. to the nearest tenth (i.e. 1 d.p.) is 486.4 iii. to the nearest hundredth (i.e. 2 d.p.) is 486.37 iii. to the nearest thousandth (i.e. 3 d.p.) is 486.369</p> <p><u>Assessment</u> Round the following numbers to the nearest i. tenth ii. Hundredth iii. Thousandth a. 14.526 b. 78.460 b. 478.036 d. 1.23564</p>	Number	Round to the nearest tenths	Round to the nearest hundredths	Round to the nearest thousandths	486.3685	486.4	486.37	486.369	0.0605368	0.1	0.06	0.061	<p>Counters, bundle and loose straws base ten cut square, Bundle of sticks</p>
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<p><b>PHASE 3:</b> <b>REFLECTOIN</b></p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p> <p>Ask learners how the lesson will benefit them in their daily lives.</p>	
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