WEEK 3

Date: 4TH FEB, 2022	**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 these to given decimal places and significant figures	**Indicator:** B7.1.1.1.5 Express decimal numerals to given significant and decimal places	**Lesson:** 5 of 5	
Performance Indicator: Learners can correct numerals to given significant and decimal places		**Core Competencies:** CP, CC	
References: Mathematics Curriculum Pg.4			
Keywords: significant figure			

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**	Using several examples explain to learners when zero (0) is significant in a decimal numeral. *A zero is significant when it follows a non-zero figure*. Example: i. 0.360 = the significant number in 0.360 is 3 but not 0. The 0 after the 6 is the 3rd significant figure. ii. 7.021 = the significant number in 7.021 is 7. The 0 after the 7 is the 2nd significant number. Guide learners to correct or round numbers to significant figures. Example: 1) 0.00234567 i. 3sf – 0.00235 ii. 4sf – 0.002346 iii. 6sf – 0.00234567 2) 84.40995000 i. 3sf – 84.4 ii. 4sf – 84.41 iii. 6sf – 84.4100	Counters, bundle and loose straws base ten cut square, Bundle of sticks

	Guide learners to express decimal numbers to a given number of decimal places. Example: (i) 745.9674 (3 d.p.) – 745.967 (2 d.p.) – 745.97 (1 d.p.) – 746.0 ii. Musa measured the length of his teacher's table and corrected his measurement to 2 decimal places as 0.76m. State the possible actual readings Musa might have obtained. Engage learners to investigate similar problems on significant figures. <u>Assessment</u> Correct the following numbers to i) 4 ii) 3 iii) 2 iv) 1 a) 17300 e) 20023 b) 0.423568 f) 23354204 c) 0.651234 g) 2785469 d) 46.10214 h) 0.60080107	
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. Ask learners how the lesson will benefit them in their daily lives.	

Date: 4TH FEB, 2022	**Period:**	**Subject:** Mathematics	
Duration:		**Strand:** Number	
Class: B7	**Class Size:**	**Sub Strand:** Number Operations	
Content Standard: B7.1.2.1 Apply mental mathematics strategies and number properties used to solve problems	**Indicator:** B7.1.2.1.1 Multiply and divide given numbers by powers of 10 including decimals and benchmark fractions	**Lesson:** 1 OF 3	
Performance Indicator: Learners can multiply and divide given numbers by powers of 10		**Core Competencies:** CP, CC	
References: Mathematics Curriculum Pg.7			
Keywords: decimal point, benchmark			

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Write on the board: List the first ten multiples of 15. Ask pupils to write the answers in their exercise books. Call on pupils one at a time to give one of the multiples, and list their answers on the board. (Answers: 15, 30, 45, 60, 75) Share the performance indicators and introduce the lesson.	
PHASE 2: **NEW LEARNING**	Have learners recall multiplication facts up to 144 and related division facts. Revise with learners to multiply large numbers. Example: 1264 by 328 Guide learners to recall decimal names of given benchmark fractions converted to decimals or percentages (and vice versa) Learners to find the product of a given decimal number when it is multiplied. Example: decimals are multiplied as if they are no decimal point. E.g. 4.91 x 12 First 291 x 12 = 5892 There are three decimal places altogether in the two numbers. Now put the decimal places into the answer, which gives 5.892	Multiplication chart, place value chart, abacus

	<u>Assessment</u> Evaluate the following 1. 9.31 x 1.0 2. 0.56 x 10 3. 0.02 x 0.08 4. 3.566 x 0.005	
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.	