

# WEEKLY LESSON PLAN – B7

## WEEK 6

<b>Date:</b> 25 <sup>TH</sup> FEB, 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> Number Operations
<b>Content Standard:</b> 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.		<b>Indicator:</b> B7.1.2.2.3. Create and solve story problems involving decimals on the four basic operations.	<b>Lesson:</b>
<b>Performance Indicator:</b> Learners can create and solve story problems involving decimals			<b>Core Competencies:</b> CP, CC
<b>References:</b> Mathematics Curriculum Pg.13			
<b>Keywords:</b> mental, strategies, basic operations, decimals			
Phase/Duration	Learners Activities		Resources
PHASE 1: <b>STARTER</b>	Ask learners open-ended questions: What are the words used for addition in maths?  Allow learners to give their answers, and tell them any other answers. (Example answers: Sum, total, add, increase, altogether).  Repeat this question for subtraction, multiplication and division. (Answer: Subtraction (subtract, takeaway, difference, reduce, decrease) Multiplication (Multiply, 'of', product) division (divide, quotient, share).  Share performance indicators and introduce the lesson		
PHASE 2: <b>NEW LEARNING</b>	Write and read the word problem on the board: Example: <i>Abu's height is 1.5 m. and Foday's height is 1.3 m. What is their total height?</i>  Ask learners what can we do to find the total height of the boys? (Answer: We add 1.5 m. and 1.3 m.)  Ask learners: Why do you think we should add? (Answer: Because of the word total.)  Guide learners to solve the word problem. <div>1 .5 + 1 .3 ----- 2 .8</div>		Counters, bundle and loose straws base ten cut square, Bundle of sticks

**Example:** A group of two hundred and fifteen men and seven hundred and eighty-four women went to watch a musical concert. An amount of GH¢25 was collected at the gate from each person. How much money was collected all together?

Give learners few minutes to solve the problem.

Call volunteer learners to board to present their answers. Encourage them to explain their answers.

Guide learners to solve word problems on data presented in a table

**Example:** In preparation towards an open day anniversary, a school's Management Committee approved the following budget on some projects.

Activity	Cost (GH¢)
Painting school building	4,580
Mending cracks on the basketball pitch	3,050
Restock the library with new books	2,690
Buying of choir robes	5,340
Buying prizes for awards	4,270

- (a) How much was approved for painting the school building and buying choir robes?
- (b) How much more was to be spent on mending the cracks on the basketball pitch than restocking the library with new books?
- (c) How much was spent on buying prizes for awards if twice the amount approved was spent on this activity?

#### Assessment

(i) Ebo weighs 28.6kg. His father weighs four times as heavy. What is the total weight of Ebo and his father?

(ii) Mrs Armah bought 45.75 metres of linen for her five children. If they share the material equally, how many metres of linen did each receive?

(iii) Mrs Adamu bought 13.6kg of meat. Mrs Anderson bought 2.4kg of meat less than Mrs Adamu. How many kilograms of meat did they buy all together?

<p>PHASE 3: <b>REFLECTION</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>	
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<b>Class:</b> B7	<b>Class Size:</b>		<b>Sub Strand:</b> Number Operations
<b>Content Standard:</b> B7.1.2.3 Demonstrate understanding and the use of powers of natural numbers in solving problems		<b>Indicator:</b> B7.1.2.3.1 Illustrate with examples the meaning of repeated factors using counting objects such as bottle tops or bundle sticks.	<b>Lesson:</b>
<b>Performance Indicator:</b> Learners can the use of powers of natural numbers in solving problems			<b>Core Competencies:</b> CP, CC
<b>References:</b> Mathematics Curriculum Pg.13			
<b>Keywords:</b> mental, strategies, basic operations, decimals			
Phase/Duration	Learners Activities		Resources
PHASE 1: <b>STARTER</b>			
PHASE 2: <b>NEW LEARNING</b>	<p>Write on the board: Express in index form:  <math>2 \times 2 =</math>  <math>2 \times 2 \times 2 =</math>  <math>2 \times 2 \times 2 \times 2 =</math></p> <p>Ask learners to think about the problems on the board for a moment.</p> <p>Ask for a learner to volunteer the answer for the first one. (Answer: <math>2 \times 2 = 2^2</math>)</p> <p>Ask another learner to answer the second one. (Answer: <math>2 \times 2 \times 2 = 2^3</math>)</p> <p>Ask: How do you think we will write the third one?</p> <p>Allow learners to share their ideas, and ask them to write the answer in their exercise books. (Answer: <math>2 \times 2 \times 2 \times 2 = 2^4</math>)</p> <p>Guide learners to model repeated factors using counters or bottle tops. Example: <math>3 \times 3 \times 3</math>, is repeated factors, and each factor is 3.</p>		counters and bottle tops.

	<p>i. <math>2 \times 2 \times 2 \times 2 \times 2 = 2^5 = 32</math></p> <p>Guide learners to explain the features of an index form or index notation.</p> <p>Ask pupils to look at <math>2^4</math> written on the board.</p> <p>Ask: How do you think we read this?</p> <p>Allow them to share their ideas.</p> <p>Guide learners to read it as '<b>two to the fourth power</b>' or '<b>two to the power four</b>'</p> <p>Again guide learners to explain the features of the power <math>2^3</math>. The 2 in <math>2^3</math> is the base, while the 3 in <math>2^3</math> is the exponent or index.</p> <p><u>Assessment</u></p> <p>Find the value of;</p> <table><tr><td>1) <math>5^5</math></td><td>6) <math>9^3</math></td></tr><tr><td>2) <math>6^3</math></td><td>7) <math>2^7</math></td></tr><tr><td>3) <math>10^3</math></td><td>8) <math>4^4</math></td></tr><tr><td>4) <math>2^{10}</math></td><td>9) <math>10^4</math></td></tr><tr><td>5) <math>7^2</math></td><td>10) <math>20^3</math></td></tr></table>	1) $5^5$	6) $9^3$	2) $6^3$	7) $2^7$	3) $10^3$	8) $4^4$	4) $2^{10}$	9) $10^4$	5) $7^2$	10) $20^3$	
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PHASE 3: <b>REFLECTION</b>	<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>											