# FIRST TERM
# WEEKLY LESSON NOTES
# WEEK 4

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| **Week Ending:** 03-02-2023 | **DAY:** | **Subject:** Mathematics |
| **Duration:** 60MINS | | **Strand:** Number |
| **Class:** B8 | **Class Size:** | **Sub Strand:** Word Problems On Place Values |

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| **Content Standard:**<br>B8.1.1.1 Demonstrate understanding and the use of place value for expressing quantities in standard form and rounding numbers and decimals to significant figures and a given number of decimal places | **Indicator:**<br>B8.1.1.1.6 Create and solve word or real-life problems on place values | **Lesson:**<br>1 of 1 |

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| **Performance Indicator:**<br>Learners can solve word or real-life problems on place values | **Core Competencies:**<br>Communication and Collaboration (CC)<br>Critical Thinking and Problem solving (CP) |
| **References:** Mathematics Curriculum Pg. 90 | |

| Phase/Duration | Learners Activities | Resources |
|---|---|---|
| PHASE 1: **STARTER** | Revise with learners on the previous lesson.<br><br>Share performance indicators with learners and introduce the lesson. | |
| PHASE 2: **NEW LEARNING** | Revise with learners on the basic operations used in mathematics. That is Addition, Subtraction, Multiplication and Division.<br><br>Explain these basic operation with scenarios to aid learners understanding.<br><br>Example 1: Last summer Jane earned GHc75.50 mowing lawns. From these earnings, she saved GHc2.50 more than she spent. How much money did Jane save?<br><br><u>Solution</u><br>Since Jane made GHc75.50, choose a reasonable guess for the amount of money spent, such as GHc30.00. Make a table and compute the amount saved. Find the total to test your guess. | Counters, bundle and loose straws base ten cut square, Bundle of sticks |

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| Spent | 30.00 | 37.00 | 36.50 |
| Saved | 32.50 | 39.50 | 39.00 |
| Total | 62.50 | 76.50 | 75.50 |
| Test | Too low | Too low | Correct |

Jane saved GHc39.00.

Subtract the amount saved from the amount earned to see if GHc36.50 was spent.
GHc75.50 - GHc39.00 = GHc36.50
GHc39.00 – GHc36.50 = GHc2.50
The answer checks.

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| | Example 2: In a typical week, a chicken farmer collects about 1164 eggs each day. If all of the eggs are sent to the market, how many dozen eggs are sent each week?<br><br><u>Solution</u><br>First, to find how many eggs are collected in one week, multiply<br>7 days x 1164 eggs per day = $\frac{?}{eggs\ in\ one\ week}$<br><br>Then, to find how many dozen eggs are sent to the market each week, divide:<br><br>$\frac{\text{Eggs collected in one week}}{\text{12 eggs}}$ = number of dozens sent to the market<br><br>1 4 2<br>1 1 6 4<br>× 7<br>8 1 4 8<br>eggs collected each week<br><br>6 7 9 ← dozen eggs sent to the market<br>12)8 1 4 8<br>−7 2<br>9 4<br>−8 4<br>1 0 8<br>−1 0 8<br><br>Each week 679 dozen eggs are sent to the market.<br><br>Check your computations by using inverse operations.<br>$8148 \div 7 \stackrel{?}{=} 1164$ Yes. $12 \times 679 \stackrel{?}{=} 8148$ Yes.<br><br><u>Assessment</u><br>Adom earns Gh₵2500 a month after tax and his elder brother Arko earns three times as much. How much is their total income after five years if there are no increases in their earnings? | |
| PHASE 3:<br>**REFLECTION** | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.<br><br>Take feedback from learners and summarize the lesson. | |

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| **Week Ending:** 27-01-2023 | **DAY:** | **Subject:** Mathematics |
| **Duration:** 60MINS | | **Strand:** Number |
| **Class:** B8 | **Class Size:** | **Sub Strand:** Sets |

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| **Content Standard:**<br>B8.1.1.2 Identify perfect squares, determine their square root and solve real life problems involving union and intersection of two sets | **Indicator:**<br>B8.1.1.2.1. Use the concept of sets to identify perfect squares and determine the square roots. | **Lesson:**<br>1 of 1 |

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| **Performance Indicator:**<br>Learners can identify perfect squares and determine the square roots | **Core Competencies:**<br>Communication and Collaboration (CC) Critical Thinking and Problem solving (CP) |

**References:** Mathematics Curriculum Pg. 91

| Phase/Duration | Learners Activities | Resources |
|---|---|---|
| PHASE 1:<br>**STARTER** | Revise with learners on the previous lesson.<br><br>Share performance indicators with learners and introduce the lesson. | |
| PHASE 2:<br>**NEW LEARNING** | Guide learners to identify perfect squares or perfect numbers.<br><br>Engage learners to list sets of multiples of numbers and identify a set of perfect numbers among them.<br><br>In groups, learners list the first twelve multiples of the following<br>(1) 5 (2) 2 (3) 4<br><br>5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, …<br>2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 22, 24 …<br>4, 8, 12, 16, 20, 24, 28, 32, 36, 40, 44, 48…<br><br>Guide learners on how to determine if a number is a perfect square.<br>- By using repeated division of prime factors.<br><br>Therefore the Perfect squares 4, 9, 16, 25, 36<br><br>Guide learners to use the knowledge on odd numbers to determine the square root of perfect numbers.<br>(i) Determine the square root of 49.<br><br><u>Assessment</u><br>Which of the following numbers are perfect square?<br>40 64 676 50 4 36 73 | Counters, bundle and loose straws base ten cut square, Bundle of sticks |
| PHASE 3:<br>**REFLECTION** | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.<br><br>Take feedback from learners and summarize the lesson. | |