FIRST TERM
WEEKLY LESSON NOTES
WEEK 5

Week Ending: 10-02-2023	**DAY:**	**Subject:** Mathematics
Duration: 60MINS		**Strand:** Number
Class: B8	**Class Size:**	**Sub Strand:** Union & Intersection Of Sets

Content Standard: B8.1.1.2 Identify perfect squares, determine their square root and solve real life problems involving union and intersection of two sets	**Indicator:** B8.1.1.2.2. Use the knowledge on sets and sets of factors of numbers to solve real life problems involving union and intersection	**Lesson:** 1 of 1
Performance Indicator: Learners can use sets of factors of numbers to solve real life problems	**Core Competencies:** Communication and Collaboration (CC) Critical Thinking and Problem solving (CP)	
References: Mathematics Curriculum Pg. 93		

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Revise with learners on the previous lesson. Share performance indicators with learners and introduce the lesson.	
PHASE 2: **NEW LEARNING**	Revise with learners on the meaning of factors of numbers. *A factor is a number that divides into another number exactly and without leaving a remainder.* Write this on the board. 2 x 3 = 6 Guide learners to identify 2 and 3 as factors and 6 as the product. Let learners understand that factors are also numbers that multiply together to get another number (product). In groups, learners list the factors of these numbers. 1) 6 2) 8 3) 10 Engage learners in different activities to find common factors of numbers. Example: 12 and 15 12 = {1,2,3,4,6,12} and 15= {1,3,5,15} Common factors = {1,3} Guide learners to explain and understand the concept of union and intersection of sets. The union of two sets is a set containing all the elements that are in A or in B. it has the symbol U. For example: A={1,2} and B= {2,3} So A U B = {1,2,3} Have learners note that, in writing the members for the union sets, numbers which are common in both sets are written once. Engage learners in different activities to introduce learners to intersection of sets.	Counters, bundle and loose straws base ten cut square, Bundle of sticks

	<u>Assessment</u> Guide learners to solve story and real-life problems involving union and intersection of sets (i) There are 80 farmers in a certain village who grow maize and rice or both. Out of the 80 farmers, 50 grow maize and 60 grow rice. (a) Represent the information on a Venn diagram. (b) If x of them grows both crops, write an equation in x and solve for it	
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.	

Week Ending: 10-02-2023	**DAY:**	**Subject:** Mathematics
Duration: 60MINS		**Strand:** Number
Class: B8	**Class Size:**	**Sub Strand:** Decimals

Content Standard: B8.1.2.1 Apply mental mathematics strategies and number properties used to solve problems	**Indicator:** B8.1.2.1.1 Multiply and divide by power of 10 including decimals and the benchmark fractions	**Lesson:** 1 of 1

Performance Indicator: Learners can multiply and divide by power of 10	**Core Competencies:** Communication and Collaboration (CC) Critical Thinking and Problem solving (CP)

References: Mathematics Curriculum Pg. 94

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Revise with learners on the previous lesson. Share performance indicators with learners and introduce the lesson.	
PHASE 2: **NEW LEARNING**	In turns let learners recall multiplication facts up to 144 and related division facts. Recall decimal names of the benchmark fractions converted to decimals or percentages (and vice versa). Learners determine a product when a decimal number is a multiple by 10 <u>Assessment</u> Convert each of the following fractions to percentage. 1. $\frac{2}{5}$ 4. If 6 x 12 = ___ then ___ ÷ 12 = 6 2. $\frac{9}{10}$ 5. If 11x 7 = ___ then ___ ÷ 7 = 11 3. $\frac{7}{25}$ 6. If 8 x ___ = 72 then 72 ÷___= 8	Counters, bundle and loose straws base ten cut square, Bundle of sticks
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.	