FIRST TERM
WEEKLY LESSON NOTES
WEEK 6

Week Ending: 17-02-2023	**DAY:**	**Subject:** Mathematics
Duration: 60MINS		**Strand:** Number
Class: B8	**Class Size:**	**Sub Strand:** Mental Mathematics Strategies

Content Standard: B8.1.2.1 Apply mental mathematics strategies and number properties used to solve problems	**Indicator:** B8.1.2.1.2 Apply mental mathematics strategies and number properties to do calculation	**Lesson:** 1 of 2
Performance Indicator: Learners can apply mental mathematics strategies and number properties to do calculation	**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. Play; "making Doubles". Call out a number and learners multiply it by 2 and call out the number. E.g. 1) 2→4 2) 10→20 3) 30→60 4) 100→200 Share performance indicators with learners and introduce the lesson.	
PHASE 2: **NEW LEARNING**	Guide learners to apply halving and doubling to determine the product given product of two given numbers. *In this strategy, we double one of the numbers to be multiplied and halve the other.* Write this sentence on the board. 84 x 5 =? Brainstorm learners to think of different strategies to solve the problem. Use the halving and doubling to determine the answer. 1. 84 x 5 = 24 x 10 = 240 So 84 x 5 = 240 Put learners into groups of five, write this sentence on the board 95 x 8 = ? Double 95 as 190, and halve 8 as 4. Now multiply 190 x 4 = 760 Explain to learners that it easier to double odd numbers and halve even numbers. E.g. 1) 125 x 20 → 250 x 10	Counters, bundle and loose straws base ten cut square, Bundle of sticks

	2) 84 x 5 → 24 x 10 Put learners into groups of five. Use the halving and doubling to solve the following 1. 78 x 5 = ? 3. 200 x 14 =? 2. 124 x 3 = ? 4. 188 x 15 =? <u>Assessment</u> Apply halving and doubling to solve each of the following 1. 39 x 20 6. 266 x 5 2. 75 x 20 7. 300 x 5 3. 131 x 20 8. 226 x 15 4. 157 x 20 9. 250 x 13 5. 220 x 5 10. 420 x 20	
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: 17-02-2023	**DAY:**	**Subject:** Mathematics
Duration: 60MINS		**Strand:** Number
Class: B8	**Class Size:**	**Sub Strand:** Mental Mathematics Strategies

Content Standard: B8.1.2.1 Apply mental mathematics strategies and number properties used to solve problems	**Indicator:** B8.1.2.1.3 Apply mental mathematics strategies to solve word problems	**Lesson:** 2 of 2

Performance Indicator: Learners can apply mental mathematics strategies and number properties to do calculation	**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 the four basic operations. a. Addition: *Plus, add, find the sum, total, altogether.* b. Subtraction: *minus, subtract, take away, reduce, difference, decrease, deduct, etc.* c. Multiplication: *multiply, times, product, groups of, etc.* d. Division: *shared equally, divide, average, out of, etc.* Guide learners to apply the various mental strategies to solve some word problems. Put learners into groups of five, write this sentence on the board, what is 800g out of 1kg? <u>Solution</u> *1kg = 1000g* *So, 800g out of 1000g* = $\frac{800g}{1000g} = \frac{4}{5}$ *Therefore, 800g out of 1kg is* $\frac{4}{5}$ Dean bought a birthday card for $2.95. There was an additional $0.18 tax. Dean paid for his purchase using a $10 bill. How much change should Dean receive? <u>Solution</u> *Birthday card for $2.95* *Tax $0.18* *Total cost $3.13* *Amount paid – Total cost = change* *$10.00 - $3.13 = $6.87* *Hence, Dean should receive a change of $6.87* On Thursday, 30,861 people attended the baseball game. On Friday, 60,192 people attended. On Saturday 30,100 more people	Counters, bundle and loose straws base ten cut square, Bundle of sticks

	attended the game than on Thursday. On which day did more people attend the baseball game: Friday or Saturday? Explain. <u>Solution</u> *Thursday = 30,861* *Saturday = 30,861 + 30,100 = 60,961* *Friday = 60,192.* *Which is greater = 60,961 > 60,192* *Therefore, more people (60,961) attended the baseball game on Saturday than on Friday (60,192)* Provide more opportunities for learners to use mental strategies, short methods and sundry tables to develop fluency in solving problems. <u>Assessment</u> • Henry has 898 pegs in each box. If there are 7 boxes, how many pegs does he have in total? • Dana worked for 7 hours on Thursday, 8 hours on Friday, and 4 hours on Saturday. She is scheduled to work 20 hours next week. How many hours did she work this week? • There are 375 audience tickets available for each taping of the Win It All game show. If 204 shows are taped each year, how many tickets are there in all?	
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.	