

WEEKLY LESSON PLAN – B7

WEEK 2

Date: 28 TH JAN, 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 to a given decimal place and significant figures.		Indicator: B7.1.1.1.3 Round (off, up, down) whole numbers more than 1,000,000,000 to the nearest hundred-thousand, ten-thousands, thousands, hundreds and tens	Lesson: 3 of 5																
Performance Indicator: Learners can round (off, up, down) whole numbers		Core Competencies: CP, CC																	
References: Mathematics Curriculum Pg.2																			
Keywords: round up” and “round down																			
Phase/Duration	Learners Activities	Resources																	
PHASE 1: STARTER	Recap with learners to find out what they already know about rounding off and significant figures. Share with learners the performance indicators.																		
PHASE 2: NEW LEARNING	<p>Guide learners to round off whole numbers up to over 1,000,000,000 to the nearest hundred-thousands, ten-thousands, thousands, hundreds, etc. For example, 1,879,653 to the nearest</p> <p>i. hundred thousand is 1,900,000 since 1,879,653 is nearer to 1,900,000 than 1,800,000</p> <p>ii. ten thousand is 1,880,000 since 1,879,653 is nearer to 1,880,000 than 1,870,000.</p> <p>Guide learners to explain the differences between the “round up” and “round down” concepts.</p> <p>When rounding up, we consider the larger number, while when rounding down, we consider the smaller of the two.</p> <p>The table below may bring out the meaning of the concept.</p> <table border="1"> <thead> <tr> <th>2,846,655</th> <th>Round up</th> <th>Round down</th> <th>Round off</th> </tr> </thead> <tbody> <tr> <td>To the nearest thousand</td> <td>2,847,000</td> <td>2,846,000</td> <td>2,847,000</td> </tr> <tr> <td>To the nearest ten thousand</td> <td>2,850,000</td> <td>2,840,000</td> <td>2,850,000</td> </tr> <tr> <td>To the nearest hundred thousand</td> <td>2,900,000</td> <td>2,800,000</td> <td>2,800,000</td> </tr> </tbody> </table>	2,846,655	Round up	Round down	Round off	To the nearest thousand	2,847,000	2,846,000	2,847,000	To the nearest ten thousand	2,850,000	2,840,000	2,850,000	To the nearest hundred thousand	2,900,000	2,800,000	2,800,000	Counters, bundle and loose straws base ten cut square, Bundle of sticks	
2,846,655	Round up	Round down	Round off																
To the nearest thousand	2,847,000	2,846,000	2,847,000																
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	<p>Guide learners to express whole numbers to significant figures For example 857386321</p> <p>i. five significant figures is 857390000 the fifth significant figure is 8 but the figure after it (i.e. the 6th significant figure) is 6 which is greater than 5. Therefore we add 1 to 8 to give 9.</p> <p>ii. four significant figures is 857400000 the fourth significant figure is 3 but the figure after it (i.e. the 5th significant figure) is 8 which is greater than 5. Therefore we add 1 to 3 to give 4</p> <p>iii. three significant figures is 857000000 the third significant figure is 7 but the figure after it (i.e. the 4th significant figure) is 3 which is less than 5. Therefore we leave 7 as it is.</p> <p><u>Assessment</u> 1. correct 287530 to: (a) 4 s.f. (b) 3 s.f. (c) 2 s.f. (d) 1 s.f.</p>	
<p>PHASE 3: REFLECTOIN</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> <p>Ask learners how the lesson will benefit them in their daily lives.</p>	

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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 to a given decimal place and significant figures.		Indicator: B7.1.1.1.4 Round decimals to the nearest tenth, hundredth, thousandths, etc.		Lesson: 4 of 5													
Performance Indicator: Learners can Round decimals to the nearest tenth, hundredth, thousandths				Core Competencies: CP, CC													
References: Mathematics Curriculum Pg.2																	
Keywords: tenth, hundredth, thousandths																	
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		<p>Round (off, up and down) decimals to the nearest tenths, hundredths, thousandths..... For example: Round 486.3685 as indicated in the table below</p> <table border="1"> <thead> <tr> <th>Number</th> <th>Round to the nearest tenths</th> <th>Round to the nearest hundredths</th> <th>Round to the nearest thousandths</th> </tr> </thead> <tbody> <tr> <td>486.3685</td> <td>486.4</td> <td>486.37</td> <td>486.369</td> </tr> <tr> <td>0.0605368</td> <td>0.1</td> <td>0.06</td> <td>0.061</td> </tr> </tbody> </table> <p>i. to the nearest whole number is 486. Discard figures after decimal point if the figure immediately after the decimal point is less than 5. If the figure is 5 or more more, add 1 to the whole number.</p> <p>ii. to the nearest tenth (i.e. 1 d.p.) is 486.4 iii. to the nearest hundredth (i.e. 2 d.p.) is 486.37 iii. to the nearest thousandth (i.e. 3 d.p.) is 486.369</p> <p>Assessment Round the following numbers to the nearest i. tenth ii. Hundredth iii. Thousandth a. 14.526 b. 78.460 b. 478.036 d. 1.23564</p>		Number	Round to the nearest tenths	Round to the nearest hundredths	Round to the nearest thousandths	486.3685	486.4	486.37	486.369	0.0605368	0.1	0.06	0.061	Counters, bundle and loose straws base ten cut square, Bundle of sticks	
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<p>PHASE 3: REFLECTOIN</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> <p>Ask learners how the lesson will benefit them in their daily lives.</p>	
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