FIRST TERM
WEEKLY LESSON NOTES
WEEK 1

Week Ending: 13-01-2023	DAY:		Subject: Mathematics
Duration: 60MINS			Strand: Number
Class: B8	Class Size:		Sub Strand: Read And Write In Number Quantities
Content Standard: B8.1.1.1 Demonstrate understanding and the use of place value for expressing quantities in standard form and rounding numbers.		Indicator: B8.1.1.1.1 Apply the understanding of place value to read and write in number quantities over 1,000,000,000.	Lesson: 1 of 1
Performance Indicator: Learners can read and write in number quantities over 1,000,000,000.		Core Competencies: Communication and Collaboration (CC) Critical Thinking and Problem solving (CP)	
References: Mathematics Curriculum Pg. 90			

Phase/Duration	Learners Activities	Resources

PHASE 1:
STARTER
	Play:"1 more than". Mention a number and learners add 1 to it and call out the number
	e.g. 1) 6 →7
	    2) 15 → 16
	    3) 30 → 31
	    4) 88 → 89
	
	• *Did you have fun playing the game?*
	• *What set of numbers did you hear in the song?*
	• *Write 1 to 20 in your books.*
	
	Share performance indicators and introduce the lesson.	

PHASE 2: NEW LEARNING	Have learners look at the multi-based block and write the number name for each. 1) One thousand 2) Five thousand 3) Sixty 4) Four Draw the Place Value Chart on the board | Ten thousand	Thousand	Hundred	Tens	Ones
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1	2	4	6	
3	6	0	4	| Have learners be in groups of five. Write these numbers on the board. Learners read it and write the numerals under the appropriate columns: 1, 2 4 6. And 3, 6 0 4 Give out the place value chart to learners. They write numeral on their own and write it under the appropriate column in the place value chart. In pairs, let learners write the number name for these numerals. 1) 645 2) 1,332 3) 2,408,321	Counters, bundle and loose straws base ten cut square, Bundle of sticks

	In groups of five, give out the Place Value Chart. Write these numerals on the board for learners to write them in the chart. 1) 5,896 2) 6,035 3) 10,000 | Ten thousand	Thousand	Hundred	Tens	Ones
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	5	8	9	6
	6	0	3	5
1	0	0	0	0 | Repeat this exercise. Learners write their own numerals and write number names for them. They should move round other groups and compare their work. Engage learners to work in pairs. Write number names for these numerals. 1) 5,648 2) 6,099 Assessment Write number names for these numerals. 1) 9,804 2) 10,024 3) 9,999 4) 1,567,451 Write the number names for these numerals. 1) 4,999 2) 4,005 3) 3,079 4) 1,567,451	
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.	

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Duration: 60MINS		Strand: Number
Class: B8	Class Size:	Sub Strand: Read And Write In Number Quantities

Content Standard: 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: B8.1.1.1.2. Skip count forwards and backwards in 10,000s, 100,000s, 500,000s, etc.	Lesson: 2 of 2
Performance Indicator: Learners can skip count forwards and backwards in 10,000s, 100,000s, 500,000s	Core Competencies: Communication and Collaboration (CC) Critical Thinking and Problem solving (CP)	

References: Mathematics Curriculum Pg. 90		

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Play: "How Many fingers up" and "How Many" fingers down? Hold up fingers on two hands. Say "How Many fingers up" and "How Many fingers down"? Learners call out the fingers they see up and the number of fingers they see down	
PHASE 2: **NEW LEARNING**	Revise counting forwards and backwards by 1000s and 10000s with the class. Put learners into groups of five. Give them 100000 number charts. Learners skip count in columns in 100000s starting on 200000,300000,400000,500000. The group leaders should identify errors or omissions and correct them. Give 1000 numeral cards to learners in their groups. They play counting forwards in 10s starting on 200000, 400000, 500000 etc. Deduce from learners a pattern or trend that they have identified when they were counting forwards in 10000's. Have learners work in pairs. Give them 10000 numeral charts. They skip count forwards in 10s starting from any number. Call out 10 learners to the front of the class. Make sure you cater for gender and social inclusiveness. Give each of them multiples of 10000 numeral cards. They hold from 100 – 10. Each learner reads his/her number. 100 90 80 70 60 50 40 30 20 10	Counters, bundle and loose straws base ten cut square, Bundle of sticks

	Give out the 100 numeral chart to learners in their groups. They skip count backwards by 10s starting from different numbers. Give them the 1000 numeral cards to repeat the same above. Give out 1000 numeral charts to learners, they skip count backwards by 100s from any number. Count backwards in 100,500s up to the fifth number. (I) 1,800,000, 1699500, 1599000, ... Assessment Give out 10000 numeral charts to learners. They skip count backwards from these numbers 1) 520 2) 802 3) 905 Give them 10000 numeral cards. They skip count forwards by 10000's starting from any number.	
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.	