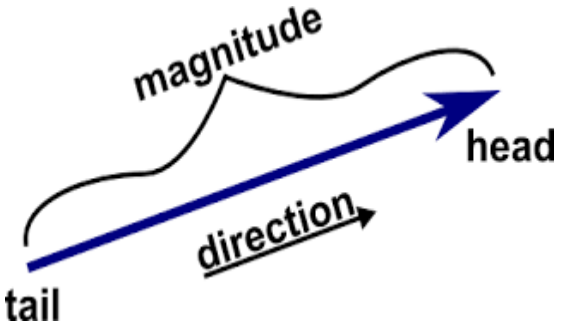
WEEK ENDING.....25/11/2022.....

SUBJECT...MATHEMATICS

REFERENCE...SYLLABUS(CRDD,2007), MATHS FOR JHS .....

FORM.....BASIC 8.....WEEK.....11.....

DAY/DURATION	***TOPIC/SUB-TOPIC/ASPECT***	***OBJECTIVES/R.P.K***	***TEACHER-LEARNER ACTIVITIES***	**T/L MATERIALS**	**CORE POINTS**	**EVALUATION AND REMARKS**
TUESDAY **22-11-2022** **1:20PM – 2:40PM** **80min**	**Topic;** **Vectors** **Sub-Topic;** Bearing of a point from another point	By the end of the lesson, the Pupil will be able to; locate the position of a point given its bearing and distance from a given point **RPK** Pupils were taught lessons on bearings in basic 6.	**Introduction** Pupils brainstorm to explain the meaning of Bearing. **Activities;** 1. Guide pupils to describe bearing of the cardinal points, North, East, South and West as 0000(3600), 0900, 1800 and 2700 respectively.	**Graph sheet, Protractor, Ruler**	A vector is an object that has both a magnitude and a direction. Geometrically, we can picture a vector as a directed line segment, whose length is the magnitude of the vector and with an arrow indicating the direction. The direction of the vector is from its tail to its head.  	determine the bearing of a point from another point

			2. Pupils in groups practice calculating the bearing of a point from a distance . **Closure;** Ask pupils questions and answer Pupils questions			
THURSDAY **24-11-2022** **8:05AM – 9:15AM** **70min**	**Topic;** **Vectors** **Sub-Topic;** Idea of a vector	**Objective** By the end of the lesson the Pupil will be able to; identify the length and bearing of a vector identify a zero vector **RPK** Pupils were taught lessons on bearings in basic 6.	**Introduction** Review Pupils knowledge on the previous lesson. **Activities;** 1. Guide pupils to identify a vector as a movement (distance) along a given bearing. 2. Guide pupils to take the distance	**Graph sheet, Protractor, Ruler**	A vector is a quantity or phenomenon that has two independent properties: magnitude and direction. The term also denotes the mathematical or geometrical representation of such a quantity. Examples of vectors in nature are velocity, momentum, force, electromagnetic fields, and weight. **How do you find the bearings of a vector?** Use the law of sines to calculate the bearing and the groundspeed. Because these alternate interior angles are congruent, the 54° angle is the sum of the 14° angle and the 40° angle. Therefore, the bearing of the plane should be 14° + 13.4° = 27.4°. The	**REMARKS**

			along a vector as its length and the 3 digit clockwise angle from the north as its bearing **Closure;** Through questions and answers, conclude the lesson		groundspeed of the plane is 342.3 miles per hour.