**EaD Comprehensive Lesson Plans**

or  **0248043888**

***https://***[***www.TeachersAvenue.net***](http://www.TeachersAvenue.net)

***https://TrendingGhana.net***

***https://www.mcgregorinriis.com***

**NAME OF TEACHER: ………………………………………………… WEEK ENDING…14-04-2023………………**

**NUMBER ON ROLL: ………………………………………………… SUBJECT… MATHEMATICS**

**DURATION: ………………………………………………………….... REFERENCE…SYLLABUS(CRDD,2007),MATHS FOR JHS ……**

**FORM……………..BASIC 9…………… WEEK………2…………..**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| ***DAY/DURATION*** | ***TOPIC/SUB-TOPIC/ASPECT*** | ***OBJECTIVES/R.P. K*** | ***TEACHER-LEARNER ACTIVITIES*** | T/L MATERIALS | CORE POINTS | EVALUATION AND REMARKS |
| **MONDAY**  **10-04-2023** | **Topic;**  Handling Data and Probability  **Sub-Topic;**  Interpreting an Information Presented in a table. | By the end of the lesson the Pupil will be able to;  read and interpret  information presented in tables  **RPK**  Pupils were taught lessons on handling data and Probability in basic 8. | **Introduction**  Through questions and answers, review Pupils knowledge on the previous lesson.  **Activities**   1. Assist Pupils to read and process to understand data presented in a table. 2. Pupils brainstorm to interpret data in a table after processing. 3. Pupils in small groups to read, discuss and interpret data in tables.   **Closure**  Through questions and answers, conclude the lesson.  . | Wordchart, Power Point Presentation, Pictures | Tables are the simplest way to represent data. A table compiles all the data into columns and rows so that it can be easily interpreted. This table below shows the average number of visitors per day at two different lakes over an 8-year period.  null  The process of interpreting tables consists of five steps:   1. Subheads are distributed through subsumed items. 2. The types of items are recognized, subject to consistency across that field in all the records. 3. Limited use is made of headers to further disambiguate the types of the items. 4. The most plausible relation among the items in the records is hypothesized, subject to consistency throughout the table. 5. The pretabular sentence is interpreted, allowing for parameters for the table items | **Exercise;**  Absolute and relative frequencies of acne scar in 18- year-old adolescents (n = 2.414). Pelotas, Brazil, 2010   | **Prevalence** | **Absolute frequency (n)** | **Relative frequency (%)** | | --- | --- | --- | | No | 1.855 | 76.84 | | Yes | 559 | 23.16 | | Total | 2.414 | 100.00 |   Explain the above data. |
| **WEDNESDAY**  **12-04-2023** | **Topic;**  Handling Data and Probability  **Sub-Topic;**  Creating a frequency table | By the end of the lesson the Pupil will be able to;  Make a Frequency table from a data presented in table.  **RPK**  Pupils can already read and interpret a data. | **Introduction**  Pupils brainstorm to read, process and interpret data presented in a table.  **Activities**   1. Demonstrate making a frequency table from a data. 2. Assist Pupils to make a frequency table from a data. 3. Discuss frequency tables with Pupils.   **Closure**  Through questions and answers, conclude the lesson. |  | A frequency distribution table is one way you can organize data so that it makes more sense. For example, let's say you have a list of IQ scores for a gifted classroom in a particular elementary school. The IQ scores are: 118, 123, 124, 125, 127, 128, 129, 130, 130, 133, 136, 138, 141, 142, 149, 150, 154.  Image result  Image result  There are two types of frequency table - Grouped Frequency Distribution and Ungrouped Frequency Distribution. | **Exercise;**   1. Represent the data below on a frequency table; 2. The scores of 35 students in a science test (out of 10). Arrange these in a tabular form using tally marks: 5, 8, 7, 6, 10, 8, 2, 4, 6, 3, 7, 5, 8, 5, 1, 7, 4, 6, 3, 5, 2, 8, 4, 2, 6, 4, 2, 8, 9, 5, 4, 7, 5, 5, 8. 3. **The following are age groups of 20 people in a concert.**   **5, 65, 62, 48, 5, 23, 17, 40, 32, 34, 35, 51, 6, 18, 52, 28, 39, 41, 20, 69**  C**onstruct a grouped distribution table with class intervals 0–10, 10–20 and so on.** |
| **THURSDAY**  **13-04-2023** | **Topic;**  Handling Data and Probability  **Sub-Topic;**  Calculating mean, median and mode from a frequency table. | **Objective**  By the end of the lesson the Pupil will be able to;  Calculate mean, median and mode from a frequency table.  **RPK**  Pupils can already make a frequency table from data. | **Introduction**  Discuss the meanings of Mean, Median and Mode with the Pupils.  **Activities**   1. Demonstrate calculating Mean, Median and Mode from a frequency table. 2. Assist Pupils to calculate the mean, median and mode of a frequency table. 3. Discuss the difference between Mean, Median and Mode .   **Closure**  Through questions and answers, conclude the lesson. |  | **The difference between mean, median and mode**  The **mean** is the value obtained by dividing the sum of the observations by the number of observations, and it is often called average.   The **median** is the middlemost value in the ordered list of observations  The **mode** is the most frequently occurring value.  **Mean**  To calculate the mean, you first add all the numbers together (3 + 11 + 4 + 6 + 8 + 9 + 6 = 47). Then you divide the total sum by the number of scores used (47 / 7 = 6.7). In this example, the mean or average of the number set is 6.7.  **Mode**   The most frequent number—that is, the number that occurs the highest number of times. Example: The mode of {4 , 2, 4, 3, 2, 2} is 2 because it occurs three times, which is more than any other number.  **Median:**  The middle number; found by ordering all data points and picking out the one in the middle (or if there are two middle numbers, taking the mean of those two numbers).  **Example**: The median of 444, 111, and 777 is 444 because when the numbers are put in order (1(1left parenthesis, 1, 444, 7)7)7, right parenthesis, the number 444 is in the middle. | **Exercise;**   1. **Find the mean of this data;** 111, 222, 444, 55 2. **Find the median of this data:** 10, 40, 20, 50 3. Ms. Norris asked students in her class how many siblings they each had.   Find the mode of the data; 0, 0, 1, 1, 1, 1, 1, 1, 2, 2, 2, 3, 5 |

**Name of Teacher: School: District:**