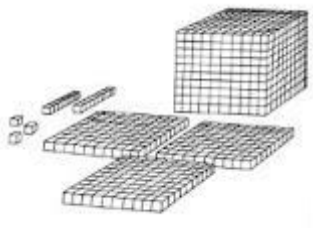
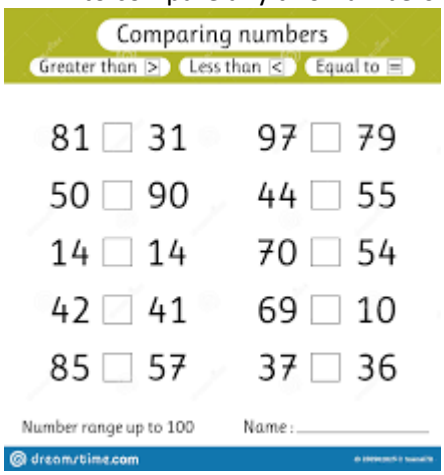
Strand:	Number	**Sub-Strand:**	Number and Numeration Systems

BASIC 7

WEEKLY LESSON PLAN – WEEK 1

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 these to given decimal places and significant figures.				
Indicator (s)	B7.1.1.1.1 Model number quantities more than 1,000,000,000 using graph sheets, isometric papers and multi-base blocks B7.1.1.2 Compare and order whole numbers more than1,000,000,000andrepresentthecomparison using ">, <, or="	**Performance Indicator:** Learners can use multi-base blocks to add quantities.			
Week Ending	13-09-2024				
Class	B.S.7	**Class Size:**		**Duration:**	
Subject	Mathematics				
Reference	Mathematics Curriculum, Teachers Resource Pack, Learners Resource Pack, Textbook.				
Teaching / Learning Resources	Graph sheet, Multi-base block, Pictures, number chart.	**Core Competencies:**	Ability to combine Information and ideas from several sources to reach a conclusion		

DAY/DATE	**PHASE 1 : STARTER**	**PHASE 2: MAIN**	**PHASE 3: REFLECTION**
TUESDAY	Learners brainstorm to identify multi-base materials and their values. (Cube = 100,000, Rod = 1,000,000, Flat = 10,000,000, block = 100,000,000)	1. Demonstrate how to add quantities up to 1,000,000,000 using multi-base blocks. 2. Assist Learners to find out how many cubes ,rods, flats and blocks will make 1,000,000,000. 3. Discuss how to use multiples of 10s, 50s, 100s and 200s to represent numbers in multiples of ways.   5,560 = 20×200 + 10×100 +11×50 + 1×10; or = 15×200 + 20×100 +10×50 + 6×10 8610 =30 x 200 + 20 x 100 + 10 x 50 + 11 x 10	Individual Learners to solve more examples of adding quantities using multi-base blocks.

THURSDAY	Review Learners knowledge on the previous lesson.	1. Learners brainstorm to identify the Ghana Cedis paper notes denominations we have. 2. Demonstrate how many of each denomination would be required to model given amount up to one billion. 3. Assist Learners to calculate how many of each denomination would be required to model given amount up to one billion. 4. Learners in small group to practice combining two or more of the Ghana Cedis paper notes to add up to an amount. i. Workout how many GH₵200 will make GH₵185, 000,000, = 925000 of the Gh₵200 paper note will be Gh₵185,000,000 ii. Determine combinations of GH₵50, GH₵100 or GH₵200 notes that make GH₵1,000,000 . = 400 of the Gh₵50 will be Gh₵20,000 = 200 of the Gh₵100 will be Gh₵20,000 = 300 of the Gh₵200 will be Gh₵60,000	Through questions and answers, conclude the lesson. **Exercise;** 1. How many of the Gh₵50 will be Gh₵530,000? 2. How many of the Gh₵100 and Gh₵50 will be Gh₵250,000, 000? 3. How many of the Gh₵20 will be Gh₵10,000.
FRIDAY	Through questions and answers, review Learners on the previous lesson.	1. Assist Learners to skip count forwards and backwards in25s, 50s and 250s beginning from 1000. 2. Learners brainstorm to identify numbers which are for instance, 500,000 more than or less than a given 8-digit or 9-digit numbers. 3. Learners in small groups to use phrases such as “is equal to”, “is greater than” and “is less than' as well as their symbols such as “>”, “<” and “=” to compare any two numbers.  	Individual Learners brainstorm to identify, read and write numbers in given positions in a number chart. **Exercise;** Compare the numbers in each set and insert > or < sign between the given numbers. (i) 31 _____ 41 (ii) 46 _____ 61 (iii) 9 _____ 15 (iv) 28 _____ 38 (v) 66 _____ 42 (vi) 90 _____ 80 (vii) 77 _____ 71 (viii) 86 _____ 75

			(ix) 33 _____ 44

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