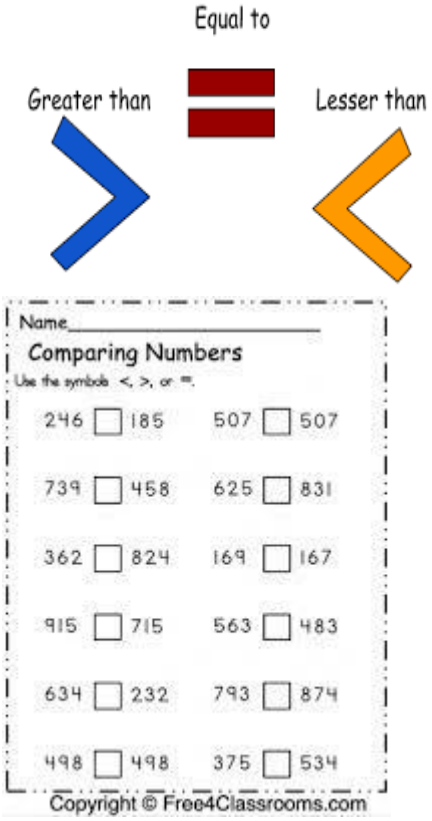
BASIC 8

WEEKLY LESSON PLAN – WEEK 2

Strand:	Number		**Sub-Strand:**	Number and Numeration Systems	
Content Standard:	B.8.1.1.1 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 (s)	8.1.1.1.1.1 Apply the understanding pf place value to read and write in number quantities up to over 1,000,000,000. 8.1.1.1.2. Skip count forward and backwards in 10,000s, 100,000s, 500,000s, etc		**Performance Indicator:** Learners can arrange digits in ascending and descending order.		
Week Ending	20-09-2024				
Class	B.S.8	**Class Size:**		**Duration:**	
Subject	Mathematics				
Reference	Mathematics Curriculum, Teachers Resource Pack, Learners Resource Pack, Textbook.				
Teaching / Learning Resources	Place Value Chart, Abacus, Pictures, Poster showing Numbers in words.		**Core Competencies:**	• Demonstrate behaviour and skills of working towards group goals • Ability to select alternative(s) that adequately meet selected criteria	

DAYS	**PHASE 1 : STARTER**	**PHASE 2: MAIN**	**PHASE 3: REFLECTION**
MONDAY	Discuss the meaning of number names with the Learners. Show Learners a Wordchart displaying number names or numbers in words.	1. Discuss the meaning of Place Value with the Learners. 2. Assist Learners to read and write numbers in words. 3. Individual Learners practice reading numbers in words and writing them in figures. **Understand place values;** We can tell what each digit in a number means based on where it is. Here's what the first 9 place values are called:[1] • 1 → the ones place. • 10 → the tens place. • 100 → the hundreds place. • 1,000 → the thousands place. • 10,000 → the ten thousands place. • 100,000 → the hundred	Let Learners solve more examples of writing figures in words and words in figures. **Exercise;** 1. Write the following figures in words; i. 78 ii. 350 iii. 6,246 iv. 20,304 v. 433,460,000 2. Write the following number names in figures; i. four hundred and sixty-seven thousand, three hundred fifty. ii. five million, four hundred sixty-seven

		thousands place. • 1000,000 → the millions place. • 10,000,000 → the ten millions place. • 100,000,000 → the hundred millions place. **Write any number from 100 to 999.** Just write the hundreds place, then the rest of the number. You don't need to write "and" or anything else between them. Here are some examples: • 120 = one hundred twenty • 405 = four hundred five • 556 = five hundred fifty-six • 999 = nine hundred ninety-nine	thousand, three hundred fifty. iii. Two hundred and five thousand, eight hundred and twenty-six.

WEDNESDAY	Engage Learners in skip counting backwards and forward figures in 10,000s, 100,000s, 500,000s .	1. Demonstrate counting forward figures in 500,000s up to the fifth number. 2. Assist Learners to practice counting figures in backwards 100,500s to the fifth number. 3. Learners in small groups to practice comparing figures using greater than >, less than < and equals to =. 4. Individual Learners brainstorm to identify which figures are greater, less or equals to another. 	Reflect on how to compare figures using >,< or = to determine which figures are greater, less or equals to. **Exercise;** Using >,< or =, compare the following order of figures; i. 450,468___10,500 ii. 50,970 ___ 110,450 iii. 5,500 ____ 5,500 iv. 1,400,604 __2 00,570 . **Assignment;** 1. Count forward to the fifth digit in the following figures; i. 500000 ii. 200000 iii. 700000 2. Count backwards to the fifth digit in the following figures; i. 10500 ii. 1,800,000 iii. 1599000

FRIDAY	Review Learners knowledge on the previous lesson.	1. Assist Learners to Identify numbers which are 100,000, 1,500,000, 10,800,000 more or less than given 8-digit numbers. 2. Learners practice arranging digits in ascending and descending order according their values. 3. Call individual Learners to the chalkboard to solve comparing numbers which are 100,000,1,500,000, 10,800,000 more are less than 9-digit numbers. To compare numbers, we follow the following steps: **Step 1**: If the number of digits in the given numbers is unequal, the number with lesser digits is smaller. **Step 2**: If the number of digits in the given number is equal, then compare the digits at the highest place. The number having a greater digit is greater. **Step 3**: If the digits at the highest place are equal, compare the digits at the next highest place. The number with a greater digit is greater, and so on. **Arrange the following numbers in ascending order.** i. 589940, 54729, 573995, 57390583, 5738993 ii. 64567834, 6543289, 6543719, 65427829 iii. 956432, 43829, 4238290, 534289 **Arrange the following numbers in descending order.** i. 7584392, 6534829, 76548329, 75849320, 8694503 ii. 78459302, 56432, 4538219, 5432299 iii. 789543028, 5643829, 76543829, 753942	Through questions and answers, conclude the lesson. **Exercise;** Compare the following using >, < or =; i. 76543 ___ 67899 ii. 54325 ___ 54456 iii. 6543299 ___ 567890 iv. 75849395 ___ 611478392 v. 56776548 ___ 56306432

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