|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Week Ending:** | **DAY:** | | | **Subject:** Mathematics | | |
| **Duration:** 60mins per lesson | | | | **Strand:** Geometry & Measurement | | |
| **Class:** B5 | **Class Size:** | | | **Sub Strand:** Probability and Chance | | |
| **Content Standard:**  B5.4.1.2 Construct and interpret double bar graphs to draw conclusions | | | **Indicator:**  B5.4.2.1.3 Conduct a given probability experiment a number of times, recording the outcomes, and explaining the results | | | **Lesson:**  1 OF 1 |
| **Performance Indicator:**   * Learners can conduct a given probability experiment a number of times, recording the outcomes, and explaining the results. | | | | | **Core Competencies:**  Problem Solving skills; Critical Thinking; Justification of Ideas; | |
| **Teaching/ Learning Resources** | | Counters, bundle and loose straws | | | | |
| **References:** MathematicsCurriculum Pg. 112 | | | | | | |

|  |  |  |  |
| --- | --- | --- | --- |
|  | | | |
| **DAYS** | **PHASE 1: STARTER** | **PHASE 2: MAIN** | **PHASE 3: REFLECTION** |
| Monday | Learners must count in reverse, numbers in a range continuously without breaking.  For example from (20 – 1).  Divide the class into groups. One person from each group countdown the range without breaking.  The group with the highest score wins! | Through examples let learners understanding the meaning of probability and chance.  Example: In a Ludo competition with a die, the event of “obtaining the number 1” is possible; the event of “obtaining the number 7” is impossible; the event of “obtaining the number 1 or 2 or 3 or 4 or 5 or 6” is certain.    Let learners classify the likelihood of a single outcome occurring in a probability experiment as impossible, possible, or certain | Give learners task to complete whiles you go round to guide those who don’t understand.  Give remedial learning to those who may need special help. |
| Tuesday | Engage learners to solve this brain teaser  A farmer has 19 sheep on his land. One day, a big storm hits and all but seven run away. How many sheep does the farmer have left?  Answer: 7 | Revise with learners by solving word problems on whether an outcome occurring in a probability experiment as impossible, possible, or certain  Example: In a bag containing 10 red, 4 green and 1 pink bottle tops, let a learner pick one bottle top from the bag.  1. Picking a black bottle top is impossible  2. Picking a red bottle top is possible (likely)  3. Picking a pink bottle top is possible (unlikely)  4. Picking a red or green or pink bottle top is certain. Explain each of the four outcomes  Have learners to design and conduct an experiment in which the likelihood of a single outcome occurring is impossible, possible (likely or unlikely), certain | Give learners task to complete whiles you go round to guide those who don’t understand.  Give remedial learning to those who may need special help. |
| Thursday | Engage learners to solve this number pattern  If: 2+2=44  3+3=96  4+4=168  5+5=2510  Then: 6+6=?  Answer: 3612 | Revise with learners by solving problems on an experiment in which the likelihood of a single outcome occurring is impossible, possible (likely or unlikely), certain  Ask 5 learners of their expectations/predictions about the outcome of tossing a coin three times.  Teacher tosses a coin three times and records the outcome. (e.g. head, head, tail) Does the outcome match their expectation? Either way the teacher should explain.  In pairs, learners should repeat the experiment several times, record the outcomes and compare the number of heads turning up | Give learners task to complete whiles you go round to guide those who don’t understand.  Give remedial learning to those who may need special help. |
| Friday | Tell learners a few jokes to get their attention.  Call two learners to share their jokes as well | Revise with learners by solving problems on an experiment in which the likelihood of a single outcome occurring is impossible, possible (likely or unlikely), certain  Ask 5 learners of their expectations/predictions about the outcome of tossing a coin three times.  Teacher tosses a coin three times and records the outcome. (e.g. head, head, tail) Does the outcome match their expectation? Either way the teacher should explain. | Give learners task to complete whiles you go round to guide those who don’t understand.  Give remedial learning to those who may need special help. |