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| **Week Ending:** | **DAY:** | | | | **Subject:** Mathematics | |
| **Duration:** 60mins per lesson | | | | | **Strand:** Number | |
| **Class:** B4 | **Class Size:** | | | | **Sub Strand:** Counting, Representation & Cardinality | |
| **Content Standard:**  B4.1.1.1 Demonstrate an understanding of quantities and place value for multi-digit whole numerals up to 100,000. | | | **Indicator:**  B4.1.1.1.1-2 Learners can model number quantities, place values for multi-digit using graph sheets | | | **Lesson:**  1 OF 1 |
| **Performance Indicator:**  Learners can model number quantities, place values for multi-digit using graph sheets | | | | **Core Competencies:**  Problem Solving skills; Critical Thinking; Justification of Ideas | | |
| **Teaching/ Learning Resources** | | Counters, bundle and loose straws base ten cut square | | | | |
| **References:** MathematicsCurriculum Pg. 2 | | | | | | |

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| **DAYS** | **PHASE 1: STARTER** | **PHASE 2: MAIN** | **PHASE 3: REFLECTION** |
| Monday | Play show me a number game with learners (up to 10), with fingers.  Teacher mentions the number from (1 to 10).  Learners then show their fingers up to show the number. | Have learners to model numbers quantities up to 100000 using graph sheets or multi base materials.  For instance, with multi base block.  a cube=100unit, a rod=1000, a flat=10000, and a block=100000.  Learners model 32300 with the appropriate materials. | What have we learnt today?  Modeling number quantities using graph sheet.  Learners to model number quantities written on the board. |
| Tuesday | Paste a chart of base block on the board for learners to observe. Hand out sheet of papers to learners to draw what they see on the chart.  Review the previous lesson through examples | Ask learners to model the number 12500 shading graph sheet square.   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  |   Distribute graph sheets to learners and demonstrate how to model the number 12500 by shading.  Note:  A cube=100unit  A rod=1000 Etc.  Have learners practice more examples.  Give learners teacher made token currency notes on different colored paper and ask them to model or pick given amounts up to GHC10000. | Review lesson with learners.  Have learner model number quantities for multi digit using multi base materials |
| Wed | Review the previous lesson by;  Bring real Ghana cedi currency of different denominations to class.  Put them in a box in front of the class. Call out an amount for learners to model it. Do it in groups to create competition. | Read out number figures and have learner to write number in figures and in words up to 100000.  Assessment: Play the place value number wheel game:  Use the hundred thousand number wheel to generate 6-digit numbers and represent the number generated on a place value frame.  Throw a number of pebbles (or stones) onto the number wheel, identify the number of pebbles landing in each place value ring, and state the number generated in the wheel (i.e. 2 landed in the ten-thousand’ ring making the number twenty-thousand or 20,000). | What have we learnt today?  Have learners summarize the important points of the lesson.  Engage pupils in a think pair share activity to .  \*write number in figures and in words up to 100000 |
| Thursday | Play clap that number (up to 10). Have learner count in unison as they clap the number.  Play show me game;  Write a number on the board and let learners show number with bundles of 10s and 1s. | Ask learners to write given number on the expanded from of the number:  14031= 10000+4000+30+1  Have learner practice more examples | What have we learnt today?  We have learnt how to write number in the expanded form. |
| Friday | Review previous lesson by solving examples. | Display a number chart or number line with multiples of 500 between 10000 and 50000 and lead learners to identify numbers in different positions around a given number. | Review the lesson with learners.  Have pupils practice more examples. |