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| **Week Ending:**  | **DAY:**  | **Subject:** Mathematics |
| **Duration:** 60mins per lesson | **Strand:** Number  |
| **Class:** B5 | **Class Size:**  | **Sub Strand:** Counting, Representation & Cardinality |
| **Content Standard:** B5.1.1.1 Demonstrate an understanding of quantities and place value for multi-digit numerals up to 1000,000  | **Indicator:** B5.1.1.1.1-3 Read and write number in figures and words up to 1000000 | **Lesson:**1 OF 1 |
| **Performance Indicator:** Learners can read and write number in figures and words up to 1000000 | **Core Competencies:**Critical Thinking; Justification of Ideas;  |
| **Teaching/ Learning Resources** | Counters, bundle and loose straws |
| **New words** |  |
| **References:** MathematicsCurriculum Pg. 55 |

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| **DAYS** | **PHASE 1: STARTER** | **PHASE 2: MAIN**  | **PHASE 3: REFLECTION**  |
| Tuesday  | 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 1000000 using graph sheets or multi base materials. For instance, with multi base block.A cube=1000unit, a rod=10000, a flat=100000, and a block=1000000.Learners model 436000 with the appropriate materials.AssessmentUse multi base materials to represent these numbers1. 422,500,000
2. 38,400,000
3. 161,200,00
4. 21,800,00
 | Ask learners to tell you what they have learnt and what they will like to learn in the next lessonHome workUse multi base materials to represent these numbers1. 9,200,000
2. 800,000
3. 586,200,000
4. 827,200,000
5. 489,300,000
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| Wednesday | 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 137000 shading graph sheet square.Distribute graph sheets to learners and demonstrate how to model the number 12500 by shading.Note: A cube = 1000unitA rod = 10000unit 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 GHC100,000 | Ask learners to tell you what they have learnt and what they will like to learn in the next lesson.HomeworkRepresent 146,000,000 on a graph sheet |
| Thursday | 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 groups to create competition. | Read out number figures and have learners to write numbers 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) | Ask learners to tell you what they have learnt and what they will like to learn in the next lesson |
| Friday | 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 groups to create competition. | Read out number figures and have learners write them in words up to 10,000,000.**Assessment**: Engage learners to 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)Display a number chart in multiples of 1,500 between 10,000 and 1000,000 and lead learners identify numbers in different positions around a given number. Put learners in pairs and give each group a number grid and have them identify numbers in different positions around a chosen number | Ask learners to tell you what they have learnt and what they will like to learn in the next lessonNext Lesson: Compare and order whole numbers up to 100,000 and represent the comparison using ">, <, or =" |