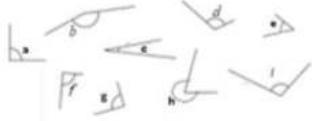
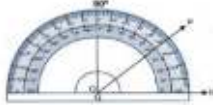

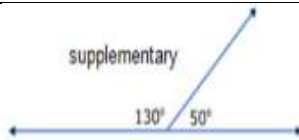


## SECOND TERM WEEKLY LESSON NOTES

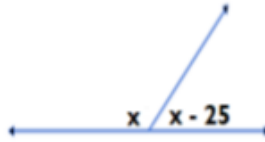
## WEEK 10

<b>Date:</b> 15 <sup>th</sup> JULY, 2022	<b>DAY:</b>	<b>Subject:</b> Mathematics
<b>Duration:</b>		<b>Strand:</b> Geometry & Measurement
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Shape and Space
<b>Content Standard:</b> B7.3.1.1 Demonstrate understanding of angles including adjacent, vertically opposite, complementary, supplementary and use them to solve problems.	<b>Indicator:</b> B7.3.1.1.1-2 Measure and classify angles according to their measured sizes – right, acute, obtuse and reflex.	<b>Lesson:</b> 1 of 2
<b>Performance Indicator:</b> Learners can measure angles using the protractor. Learners can classify angles into right, acute, obtuse and reflex.		<b>Core Competencies:</b> Communication and Collaboration (CC) Critical Thinking and Problem solving (CP)
<b>References:</b> Mathematics Curriculum Pg. 47-49		

Phase/Duration	Learners Activities	Resources
<b>PHASE 1: STARTER</b>	<p>Revise with learners on the previous lesson. Call volunteer learners to the board to solve sample questions.</p> <p>Introduce the lesson by sharing performance indicators.</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Guide learners to sort angles into those which are right, acute, obtuse or reflex angles from photocopied worksheets with several angles to measure.</p>  <p>Use a protractor to draw angles such as 30°, 45°, 60°, 75°, 90°, 120°, 150°, 270°, 300°, etc.</p>  <p>Guide learners to apply the fact that; (i) complementary angles are two angles that have a sum of 90°, and</p>  <p>(ii) supplementary angles are two angles that have a sum of 180° to solve problems.</p>	Empty chalk boxes, tins, cut out shapes from cards.

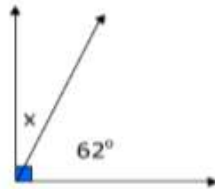


Guide learners to determine the angle(s) marked with letters in the complementary and supplementary angles.  
 Example: determine the missing angle marked x.



Since complementary angles sum up to  $180^\circ$ ,  
 $x + x - 25 = 180^\circ$  (group like terms)  
 $x + x = 180 + 25$  (simplify both sides)  
 $2x = 205$  (divide through by 2)  
 $x = \frac{205}{2}$   
 $x = 102.5^\circ$

E.g.2. determine the missing angle marked x.



Since complementary angles sum up to  $90^\circ$ ,  
 $x + 62 = 90^\circ$  (group like terms)  
 $x = 90 - 62$  (simplify both sides)  
 $x = 28^\circ$


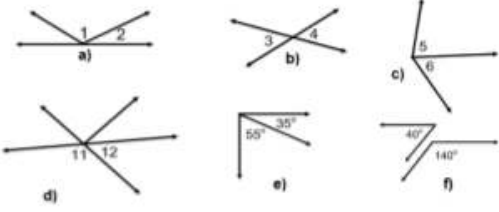
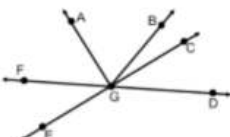
Engage learners to practice with more examples.

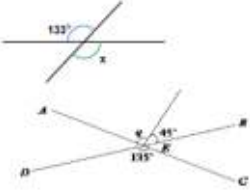
**PHASE 3:  
 REFLECTION**

Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.

Take feedback from learners and summarize the lesson.

<b>Date:</b> 15 <sup>th</sup> JULY, 2022	<b>DAY:</b>	<b>Subject:</b> Mathematics
<b>Duration:</b>	<b>Strand:</b> Geometry & Measurement	
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Shape and Space
<b>Content Standard:</b> B7.3.1.1 Demonstrate understanding of angles including adjacent, vertically opposite, complementary, supplementary and use them to solve problems.	<b>Indicator:</b> B7.3.1.1.3 Use adjacent, supplementary and vertically opposite angles to solve problems	<b>Lesson:</b> 1 of 2
<b>Performance Indicator:</b> Learners can solve problems using adjacent, supplementary and vertically opposite angles	<b>Core Competencies:</b> Communication and Collaboration (CC) Critical Thinking and Problem solving (CP)	
<b>References:</b> Mathematics Curriculum Pg. 47-49		

Phase/Duration	Learners Activities	Resources
<b>PHASE 1: STARTER</b>	<p>Revise with learners on the previous lesson. Call volunteer learners to the board to solve sample questions.</p> <p>Introduce the lesson by sharing performance indicators.</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Guide learners to determine the angle(s) marked with letters in the adjacent and/or supplementary.</p>  <p>angles below.</p> <p>Guide learners to identify each pair of angles as adjacent, vertically opposite, complementary or supplementary.</p>  <p>Use the figure at the right to identify and label the following angles</p> <ol style="list-style-type: none"> <li>two acute vertical angles.</li> <li>two obtuse vertical angles.</li> <li>a pair of adjacent angles</li> <li>a pair of complementary angles.</li> <li>an angle supplementary to <math>\angle FGE</math></li> </ol> 	Empty chalk boxes, tins, cut out shapes from cards.

	<p>Guide learners to use adjacent, vertically opposite, complementary or supplementary to solve problems. Determine the angle(s) marked with letters</p> 	
<p>PHASE 3: <b>REFLECTION</b></p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	