## FIRST TERM WEEKLY LESSON NOTES WEEK 4

Week Ending: 27-10-2023		DAY:		Subject: Mathematics		
Duration: 100MINS				Strand: Number		
Class: B9		Class Si	ze:	e: Sub Strand: Number Operat		
<b>Content Standar</b> B.9.1.2.1 Apply mer properties to deter addition and subtrac	and r :ts.	Indicator: B9.1.2.1.3 Use addition and m	the associative property of ultiplication	Lesson: I of 3		
<b>Performance Indicator:</b> Learners can apply the associative pr and multiplication.			cy of addition Core Competencies: Communication and Collaboration (CC) Critical Thinking and Problem solving (CP)			
References: Math	ematics Curric	ulum Pg.	168			
New words: Asso	ciative, Additic	on, Group	oing, Equality			
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Phase/Duration	Learners Act	ivities		wahlam an the based with	Kesources	
STARTER	Begin by presenting a simple addition problem on the board with more than two numbers, e.g., $2 + 3 + 4$ .					
	Ask learners, "Does it matter which numbers we add together first?" Allow a few learners to solve, demonstrating different groupings.					
PHASE 2: NEW LEARNING	Share performance indicators and introduce the lesson.Display the Associative Property of addition on the chart paper or board: $a + (b + c) = (a + b) + c$ or $a + (b + c) = (a + c) + b$				Number cards or dice for activities	
	Present multiple problems, letting learners solve in pairs. For each problem, ask learners to solve by grouping the numbers differently.					
	Discuss as a class. For every problem, the result should remain the same regardless of the grouping. Example: $15 + (6 + 9) = (15 + 6) + 9 = 30$					
	Provide learners with number cards or dice. Ask learners to roll or draw three numbers and write down an addition equation.					
	Learners sho to demonstra	uld then 1 ate the as	rewrite the equa sociative proper	tion with a different grouping ty.		
	Briefly introd c = a × (b × c e.g., (12 × 5)	uce the a c), demon × 4 = 12	ssociative prope strating with an $\times (5 \times 4) = 240$ .	rty of multiplication (a × b) × example,		
	Ask learners examples, tes	to pair up ting diffe	o and come up w rent groupings.	vith their own multiplication		

	Share a few examples with the class, confirming the property holds true for multiplication as well.
	Assessment 1. $4+(6+2) = ?$ 2. $7+(5+3) = ? 7+(5+3) = ?$ 3. $3\times(2\times4) = ? 3\times(2\times4) = ?$ 4. $5\times(3\times2) = ? 5\times(3\times2) = ?$ 5. $6+(7+5) = ? 6+(7+5) = ?$
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.

Week Ending: 27-10-2023		DAY:		Subject: Mathematics		
Duration: 100MINS		Strand: Nu		nber		
: B9		ze:	Sub Strand: Number Operations		ons	
<b>Content Standard:</b> B.9.1.2.1 Apply mental mathematics and properties to determine answers for addition and subtraction of basic facts			the distributiv ns	Lesson: 2 of 3		
<b>Performance Indicator:</b> Learners can apply the distributive property in arithmetic probler and solve problems using the distributive property and recognize application in real-world scenarios.			problems cognize its	Core Competencies: Communication and Collaboration (CC) Critical Thinking and Problem solving (CP)		
matics Curric	ulum Pg.	168				
oute, Multiply,	Additior	n, Subtraction.				
Learners Activities Present a simple problem on the board, e.g., 5× (2+3).				Resources		
Ask learners, "How might we solve this without directly calculating the numbers inside the parentheses first?" Wait for some responses. Then, demonstrate the distributive property to solve.						
Display the D Guide learner i. a × (b + c) = ii. a × (b - c) = Use the board solve them in Discuss the so Divide learner containing pro Ask learners to they're taking Example: 5 × 5 × After a set du groups to exp Discuss real-v	istributiv rs to recc = $(a \times b)$ = $(a \times b)$ d to prese pairs. olutions, e rs into sn oblems th to solve e (10 + 7) = (10 - 7) = oration, re- plain their vorld sce	e Property on the property on the property on the property on the property of the term of	ne chart paper ny three numb examples, letti ne understand provide each g istributive pro a team, discus × 7) = 85 7) = 15 ons as a class. I e distributive p	or board. ers a, b and c; ng learners s the process. roup with cards perty to solve. sing the steps Encourage	Pre-prepared cards with arithmetic problems for group activities	
	I mathematics ne answers for on of basic fac <b>ator:</b> the distributive using the distributive using the distributive using the distributive using the distributive using the distributive carners Actional resent a sime Ask learners, the numbers of then, demonst the numbers of then, demonst the numbers of then, demonst the numbers of the numbers of the numbers of the numbers of the numbers of the	Class SiI mathematics and ne answers for on of basic facts.ator: the distributive proper using the distributive yorld scenarios.natics Curriculum Pg. ute, Multiply, AdditionLearners Activities Present a simple problemAsk learners, "How mithe numbers inside the Display the Distributive Guide learners to record.a × (b + c) = (a × b) i. a × (b + c) = (a × b)Jse the board to pressolve them in pairs.Discuss the solutions, Divide learners to solve the containing problems the Ask learners to solve the containing problems the Ask learners to solve the containing problems the contain the in the contain	Class Size:I mathematics and ne answers for on of basic facts.Indicator: B9.1.2.1.4 Use solving problemator: the distributive property in arithmetic using the distributive property and record scenarios. natics Curriculum Pg. 168ute, Multiply, Addition, Subtraction	Strand: NumClass Size:Sub Strand:I mathematics and ne answers for on of basic facts.Indicator: B9.1.2.1.4 Use the distributive solving problemsator: the distributive property in arithmetic problems using the distributive property and recognize its orld scenarios. natics Curriculum Pg. 168ute, Multiply, Addition, Subtraction	Imathematics and ne answers for on of basic facts.Indicator: B9.1.2.1.4 Use the distributive property in solving problemsIter: the distributive property in arithmetic problems using the distributive property and recognize its orld scenarios.Core Competer Communication an (CC) Critical Thin solving (CP)natics Curriculum Pg. 168 ute, Multiply, Addition, Subtraction.Core Calculating the distributive problem on the board, e.g., $5 \times (2+3)$ .Ask learners, "How might we solve this without directly calculating the numbers inside the parentheses first?" Wait for some responses. Fhen, demonstrate the distributive property on the chart paper or board.Sidie learners to recognize that for any three numbers a, b and c; . a $\times (b + c) = (a \times b) + (a \times c)$ i. a $\times (b - c) = (a \times b) - (a \times c)$ Jse the board to present a few more examples, letting learners colve them in pairs.Discuss the solutions, ensuring everyone understands the process.Divide learners to to solve each problem as a team, discussing the steps they're taking.Example: $5 \times (10 + 7) = (5 \times 10) + (5 \times 7) = 85$ $5 \times (10 - 7) = (5 \times 10) - (5 \times 7) = 15$ After a set duration, review the solutions as a class. Encourage groups to explain their approaches.Discuss real-world scenarios where the distributive property night e applied. For instance, if a student buys 3 pencils and 2 erasers	

	where each pencil costs Ca and each eraser costs Cb, the total cost would be 3a+2b	
	<ul> <li><u>Assessment</u></li> <li>I. Solve: 4× (3+6) =?</li> <li>2. Solve: 7× (5-2) =?</li> <li>3. If a=2, b=4, and c=3, what is a× (b-c)?</li> <li>4. Why is the distributive property useful in simplifying arithmetic problems?</li> </ul>	
PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.	

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Class: B9		Class Si	ze:	Sub Strand: Number Operations		
<b>Content Standard</b> B.9.1.2.1 Apply men- properties to determ addition and subtract	and r ts.	Indicator: B9.1.2.1.4 Use associative pro multiplication i	the distributiv perty of additi n solving prob	Lesson: 3 of 3		
<b>Performance Indicator:</b> Learners can apply the distributive property in arithmetic and solve problems using the distributive property and re application in real-world scenarios.				problems cognize its Core Competencies: Communication and Collaboration (CC) Critical Thinking and Problem solving (CP)		
References: Mathe	ematics Curric	ulum Pg.	168			
New words: Distr	ibute, Multiply	, Additior	n, Subtraction.			
	I A	• • •				D
Phase/Duration	Learners Acti	vities	om on the board	1 og 5x (2+3	2)	Resources
STARTER	Ask learners, "How might we solve this without directly calculating the numbers inside the parentheses first?" Wait for some responses. Then, demonstrate the distributive property to solve.					
PHASE 2: NEW LEARNING	Guide learners to use the distributive property and associative property of addition and multiplication in solving problems. Let learners do this activity in pairs. Invite pars randomly to share their solutions on the board <b>I. Problem:</b> 6×(4+7) <b>Solution:</b> Using the distributive property: 6×4+6×7 =24+42 =66 <b>2. Problem:</b> 3×(5+9) <b>Solution:</b> Using the distributive property: 3×5+3×9 =15+27 =42				Pre-prepared cards with arithmetic problems for group activities	

Solution:	
Using the distributive property:	
4×8–4×3	
=32-12	
=20	
<b>4. Problem:</b> 7×(6+2)	
Solution: Using the distributive property: 7×6+7×2 =42+14 =56	
<b>5. Problem:</b> 5×(7-4)	
Solution: Using the distributive property: 5×7-5×4 =35-20 =15	
<b>I. Problem:</b> Solve for $x$ where $x = (3+4)+5$	
Solution: Using the associative property of addition, x=3+(4+5) x=3+9 x=12	
<b>2. Problem:</b> Solve for y where $y=2\times(3\times4)$	
Solution: Using the associative property of multiplication, y=(2×3)×4 y=6×4 y=24	
<b>3. Problem:</b> Evaluate z given z=(8+7)+6	
Solution: Using the associative property of addition, z=8+(7+6) z=8+13 z=21	

	<b>4. Problem:</b> Determine <i>w</i> where $w=5\times(6\times2)$			
	Solution: Using the associative property of multiplication, w=(5×6)×2 w=30×2 w=60			
	<b>5. Problem:</b> Evaluate <i>p</i> given $p=(10+9)+11$			
	Solution: Using the associative property of addition, p=10+(9+11) p=10+20 p=30			
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.			