**EMERALD ROYAL INT’L SCHOOL**

**LESSON PLAN/NOTE FOR WEEK 1 ENDING: 13TH JANUARY, 2023**

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| **Term** | 2nd |
| **Week** | 1 |
| **Date** | 12/01/2023 |
| **Class** | Grade 3 |
| **Subject** | Mathematics |
| **Topic** | Estimation |
| **Sub-topic** | Rounding off decimals |
| **Period** | 1st & 2nd |
| **Time** | 8:10 – 9:20 |
| **Duration** | 80minutes |
| **Number in class** | 10 |
| **Average age** | 7years |
| **Sex** | Mixed |
| **Specific objectives** | By the end of the lesson, pupils should be able to:   1. Round off decimals to the nearest whole number 2. Estimate sums and products of numbers |
| **Rationale** | To enable pupils understand how to estimate values without actually knowing the actual value. |
| **Previous knowledge** | Pupils have been taught estimation in their previous class |
| **Instructional aid** | A chart showing estimated numbers |
| **Reference** | New General Mathematics for primary schools, primary 4 by W Colyn, J Philander, A Arigbabu, A Aderohunmu |

**LESSON DEVELOPMENT**

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| **STEPS** | **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **LEARNING POINTS** |
| **Introduction** | The teacher begin the lesson by asking the pupils to explain what a decimal means. | The pupils answer the question orally. | To arouse the pupils interest towards the lesson. |
| **Step I** | *Rounding off decimals to the nearest whole number.*  Decimals can also be rounded off to the nearest whole number using a number line.  Examples   1. Round off the following to the nearest whole number using a number line. 2. 5.1 3. 6.8 4. 0.9   *Solution*   1. 5.1   The teacher draws the number line on the board and places digits from 5.1 - 6.0  5.1 is rounded down to 5  ⸫ 5.1 ≈ 5 (nearest whole number)   1. 6.8   The teacher draws the number line on the board and places digits from 6.1 – 7.0  6.8 is rounded down to 7.0  ⸫ 6.8 ≈ 7   1. 0.9   The teacher draws the number line on the board and places digits from 0.1 to 1.0  0.9 is rounded up to 1 | The pupils participate in the definition. | To ensure that the pupils understand the concept and definition of money. |
| **Step II** | *Estimation of sums and products of numbers*  Estimation is used to check the accuracy of a sum.  Examples  Round off the following and simplify. Find the difference between the estimated and the actual answer.   1. 47 + 11 2. 12.2 + 8.9 3. 510 × 33   *Solution*   1. 47 + 11   Estimate by rounding off to the nearest 10  47 ≈ 50  11 ≈ 10  50 + 10 = 60  Add the actual number  47 + 11 = 58  Find the difference between the estimated and the actual value.  = 60 – 58  = 2   1. 12.2 + 8.9   Estimate by rounding off to the nearest 10  12.2 ≈ 12  8.9 ≈ 9  12 + 9 = 21  The actual number is  12.2 + 8.9 = 21.1  The difference between the real and actual number is  21.1 – 21 = 0.1   1. 510 × 33   Estimate to the nearest 100  510 ≈ 500  33 ≈ 30  510 × 30 = 15,000  510 × 30 = 1,830 | The pupils copy the note in their exercise books. | For reference purpose. |
| **Evaluation** | The teacher evaluates the pupils by giving them the following classwork.  Estimate the value of 0.8 + 4.9 | The pupils solve the classwork in their exercise books. | To ascertain the pupils level of understanding of the lesson. |
| **Conclusion** | The teacher marks and makes correction of the classwork on the board. | The pupils copy the correction in their exercise books. | For better understanding. |
| **Assignment** | Estimate 18 × 13 and simplify. Work out the difference between the real and the estimated value. | The pupils copy the question. | To test the pupils level of understanding. |



13th January, 2023

Deputy Head Instructor Admin

APPROVED!