TERM THREE
WEEKLY LESSON NOTES
WEEK 10

Week Ending: 18th NOV, 2022	**DAY:**	**Subject:** Mathematics
Duration: 60MINS		**Strand:** Handling Data
Class: B7	**Class Size:**	**Sub Strand:** Statistics

Content Standard: B7.4.1.1 Select, justify, and use appropriate methods to collect data	**Indicator:** B7.4.1.1.3- Organize and present data from a survey into a table and/or chart, and analyze it to solve and/or pose problems.	**Lesson:** 1 of 2
Performance Indicator: Learners can tallies to represent data in a frequency table	**Core Competencies:** Communication and Collaboration (CC) Critical Thinking and Problem solving (CP)	
References: Mathematics Curriculum Pg. 77-80		

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Revise with learners on the previous lesson. Call volunteer learners to the board to solve sample questions. Introduce the lesson by sharing performance indicators.	
PHASE 2: **NEW LEARNING**	Explain to pupils the meaning of tally marks (strokes which represent the number of time a particular event or appears) Engage learners to count the number of tables and chairs in the classroom. Example: tables = 10, chairs = 12 Demonstrate how to represent the data collected using tallies. Tables = 𝍸 𝍸 Chairs = 𝍸 𝍸 // In pairs, let learners use tallies to represent the number of boys and girls in the classroom. Have them present their work for discussion. Task learners to solve more questions using tallies. Example: 20 learners are each asked to give the number of sisters they have. The data is collected as follows: Michael (4), Issa (4), Janet (5), Abass (3), Jane (1) Idrissa (2) and Fanta (1). Ask learners to work in pairs and display the information with tally marks. <u>Assessment</u> Henry scored the following marks in an Exams. Mathematics 14, English 10, Social Studies 13, French 19, Business Studies 8 and Integrated Science 11. Use tallies to organize into a frequency table marks obtained in the exams.	Sample questionnaire

<table>
<tr>
<td></td>
<td>Guide learners to construct a frequency table and discuss the titles in each column.
<table>
<tr><td>Event (Marks)</td><td>Tally</td><td>Frequency</td></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td></tr>
</table>
</td>
<td></td>
</tr>
<tr>
<td>PHASE 3:
REFLECTION</td>
<td>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.</td>
<td></td>
</tr>
</table>

Week Ending: 18th NOV, 2022	**DAY:**	**Subject:** Mathematics
Duration: 60MINS		**Strand:** Handling Data
Class: B7	**Class Size:**	**Sub Strand:** Statistics

Content Standard: B7.4.1.1 Select, justify, and use appropriate methods to collect data	**Indicator:** B7.4.1.1.3- Organize and present data from a survey into a table and/or chart, and analyze it to solve and/or pose problems.	**Lesson:** 2 of 2

Performance Indicator: Learners can use tally to represent data in a frequency table	**Core Competencies:** Communication and Collaboration (CC) Critical Thinking and Problem solving (CP)

References: Mathematics Curriculum Pg. 77-80

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Revise with learners on the previous lesson. Call volunteer learners to the board to solve sample questions. Introduce the lesson by sharing performance indicators.	
PHASE 2: **NEW LEARNING**	Revise with learners on the meaning of tally and how to use tally to represent data collected. Guide learners solve more examples on how to use tallies to organize into a frequency table. Use the data below which was obtained by a group of learners for the number of people living in households around their houses. 3 4 2 4 3 2 2 5 4 3 2 6 3 5 4 1 2 6 3 5 5 2 4 1 5 4 2 4 3 4 2 4 4 6 2 4 3 4 2 4 Guide learners to complete the frequency table below for the data recorded from the survey of people living in households around their houses. No./ Household | Tally | Frequency | Angle of sector 1 | // | 2 | $\frac{2}{40} \times 360 = 18^c$ 2 | //// //// | 10 | 3 | //// // | 7 | 4 | //// //// /// | 13 | 5 | //// | 5 | 6 | /// | 3 | Learners to draw a pie chart to illustrate the data in the frequency table (i.e. in E.g. 1 above). They write their conclusion about the number of people living in the households and/or pose questions on the pie chart.	Sample questionnaire

	In pairs learners draw a graph or chart for data organized in a frequency tables and use it to answer and/or pose questions. <u>Assessment</u> The table below shows how Fayol spends his day. Complete the blanks in the table with information on how you spend your day. Draw a double bar graph to compare how you spend your day with Fayol. Activity | School | Sleeping | Homework | Eating | Other No. of hours | 8 | 8 | 3 | 1 | 4 No. of hours | | | | |	
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. <u>Homework</u> The table below shows the amount of rainfall recorded in millimeters per month in the two towns in Ghana. Draw a double bar c hart to represent the data, write your conclusion and/or pose questions based on the chart | Jan | Feb | Mar | Apr | May | Jun | Jul | Aug | Sep | Oct | Nov | Dec Kumasi | 5 | 10 | 15 | 20 | 50 | 45 | 55 | 35 | 40 | 50 | 35 | 10 Oda | 3 | 10 | 13 | 25 | 40 | 50 | 60 | 50 | 40 | 45 | 35 | 8	