TERM THREE
WEEKLY LESSON NOTES
WEEK 11

Week Ending: 25TH NOV, 2022	**DAY:**	**Subject:** Mathematics
Duration:		**Strand:** Handling Data
Class: B7	**Class Size:**	**Sub Strand:** Statistics
Content Standard: B7.4.1.2 Determine the measures of central tendency	**Indicator:** B7.4.1.2.1 Calculate the mean for a given ungrouped data and use it to solve problems.	**Lesson:** 1 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**	Guide learners to explain the measures of central tendency • Mean: The average of given numbers • Median: Is the middle number in a sorted list of numbers • Mode: the most occurring number in a sorted list of numbers. Guide learners to find the mean for a data set by dividing the sum of all the items in the data set by the by the number of items. Example: The mean for the data set {8, 9, 7, 6, 8,10} $= \frac{8+9+7+6+8+10}{6}$ In groups, let learners find the mean for the data set below which is the marks obtained out of a total of 5 in a mathematics class test. 3 4 2 4 3 2 2 5 4 3 4 1 2 6 3 5 5 2 4 1 Demonstrate to learners on how to find the median for a data set by arranging the items in the set in an array and identifying the middle item. Example: Find the median of 19, 29, 36, 15, and 20. Start by arranging the numbers in ascending order 15,19, 20, 29, 36 and choose the middle number to be 20. NB. since there are 5 values (odd number), 20 is the median (middle number)	Sample questionnaire

	Demonstrate to learners on how to find the median for a data set in a frequency table. <u>Assessment</u> Find the mean for the marks obtained out of a total of 5 in a mathematics class test presented in the frequency table: Find the mean of the ages of children at a party presented in the frequency table	
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> Solve problems involving calculating the mean or average. i. A shop keeper sold the following loaves of bread over the last 6 days: 25, 48, 25, 33, 57, 50. What was the average number of loaves sold each day? ii. Sena has had the following scores in five of the common core subjects this term: 75, 87, 90, 88, 79. If she wishes to have an average score of 85, what must she score on the sixth test?	

Score	1	2	3	4	5
Frequency	2	6	4	5	3

Ages (x):	1	3	5	6	7	8	9	10
Frequency (f):	2	5	6	10	8	5	3	1

Week Ending: 25TH NOV, 2022	**DAY:**	**Subject:** Mathematics
Duration:		**Strand:** Handling Data
Class: B7	**Class Size:**	**Sub Strand:** Chance or Probability

Content Standard: B7.4.2.1 Identify the sample space for a probability experiment	**Indicator:** B7.4.2.1.1 Demonstrate understanding of likelihood of a single outcome occurring by providing examples of events that are impossible, possible, or certain from personal contexts.	**Lesson:** 1 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**	Describe each outcome using words like: impossible, possible, or certain. i. The dog will fly tomorrow (impossible). ii. Someone in the class would be a teacher in the future (possible). iii. Ghana will still be an African country tomorrow (certain). Ask learners to work in groups to discuss the outcome of the following events using words like: impossible, possible, or certain A. A coin lands heads side up. B. The day after Monday will be Tuesday. C. A new-born baby will be a girl. D. It will rain in Winneba in the first week of January. Learners to classify the likelihood of a single outcome occurring in a probability experiment as impossible, possible, or certain. In groups, learners discuss the following outcomes of throwing a dice using words like impossible, possible, or certain. A. Obtaining the number 1 B. Obtaining the number 7 C. Obtaining the number 4 Guide them to discuss the following outcomes of throwing two dice using words like impossible, possible, or certain. A. Obtaining a total of 12 B. Obtaining a total of 2 C. Obtaining a total of 13	Sample questionnaire

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.	