

FIRST LESSON PLAN FOR WEEK ONE ENDING 15TH SEPTEMBER 2023

THEME:	Numbers
DATE:	09 – 09 – 2024
CLASS:	JSS1
TIME:	8:40am - 09:20am
DURATION	40 minutes
PERIOD	1
SUBJECT:	Mathematics
UNIT TOPIC:	Whole Numbers
LESSON TOPIC:	Counting of whole numbers

SPECIFIC OBJECTIVE: By the end of the lesson, learners should be able to

1. Discuss the basis of counting
2. State basis of counting
3. Describe the roman numerals

INSTRUCTIONAL RESOURCES: Charts showing whole number

LESSON PRESENTATION

STAGES	TEACHERS ACTIVITIES	STUDENTS ACTIVITIES	MODE
STEP 1	PREVIOUS KNOWLEDGE: The students are conversant with numbers and number systems	Students recall.	Individual
STEP 2	EXPLORATION: The teacher introduces the topic with the following questions: 1. Express 27 in tally system 2. Write in XLV in figures	Students make attempt to answer the	Group

		questions	
STEP 3	<p>DISCUSSION:</p> <p>Counting of numbers</p> <p>It is likely that mathematics began when people started to count and measure. Counting and measuring are part of everyday life.</p> <p>Ancient people used fingers and toes to help them count or group numbers in different number bases. This led them to collect numbers in groups: sometimes 5s (fingers of one hand), sometimes 10s (both hands) and even in 20s (hands and feet). When people group numbers in 5s, we say they use a base five method. The most common bases used were five, ten and twenty. For example, a person with thirty two cows would say 'I have six fives and two cows' when counting in base ten. The most widely used base is base ten also called the denary system.</p> <p>Other bases of counting: seven and sixty</p> <p>7 days = 1 week</p> <p>60 seconds = 1 minute</p> <p>60 minutes = 1 hour</p> <p>In English, 'dozen' means 12, 'score' means 20 and 'gross' means 144</p> <p>System of Counting</p> <p>1. Tally System</p> <p>Tally marks were probably the first numerals.</p> <p>The ancient people employed tally marks to count</p>	Students listen attentively and take down notes.	Group

large numbers. The tally marks were scratched on stones or sometimes cut on sticks but today we use tally marks to count or record large data, especially in statistics.

A tally mark of 5 is written by putting a line across a tally count of 4.

i.e = 4 and = 5

2. Roman numerals

The Romans used capital letters of the alphabets to represent numbers. Many people believe that the Romans used the fingers to represent numbers as follows:

I for one finger, II for two fingers, III for three fingers, V for five fingers and X for the combination of two hands (or two V's) .

The Roman also used L for fifty, C for hundred, D for five hundred and M for one thousand as shown below.

Hindu-Arabic	Roman Numeral	Hindu-Arabic	Roman Numeral
1	I	20	XX
2	II	40	XL
3	III	50	L
4	IV	60	LX
5	V	90	XC
6	VI	100	C
7	VII	400	CD
8	VIII	500	D
9	IX	900	CM

	10 X 1000 M		
STEP 4	<p>APPLICATION:</p> <p>Draw the tally marks for each of the following numbers:</p> <p>(a) 34 (b) 15</p> <p>Solution</p> <p> </p> <p>(a) 34 =</p> <p>(b) 15 = </p> <p>Show the how the following conversions can be made</p> <p>(a) IV means V- I i.e. $5 - 1 = 4$</p> <p>(b) VI means V+ I, i.e. $5 + 1 = 6$</p> <p>(c) IX means X- I, i.e. $10 - 1 = 9$</p> <p>(d) XXIV means XX + IV = $20 + 4 = 24$</p> <p>(e) CD means D- C = $500 - 100 = 400$</p> <p>(f)</p> <p>(g) MC means M + C = $1000 + 100 = 1100$</p>	Students ask questions on the topic which the teacher answers.	Group
STEP 5	<p>EVALUATION: The teacher evaluates the students using the following:</p> <ol style="list-style-type: none"> 1. Discuss the basis of counting 2. State basis of counting 3. Describe the roman numerals 	The students answer the questions.	Group

Assignment

1. Write the following Roman figures in natural (or counting) numbers:
(a) MMMCLIV (b) MMCDLXXI (c) MCMIX (d) DCCCIV
2. Write the following natural numbers in Roman figures:
(a) 2659 (b) 1009 (c) 3498 (d) 1584

References

New Concept Mathematics for Junior Secondary Schools 1 by A.A ARIGBABU et al

New General mathematics for junior secondary schools 1 by M.F Macrae et al