**LESSON DEVELOPMENT THREE**

**PLACE – VALUE OF NUMERALS UP TO 9 999**

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| **STAGE/TIME** | **TEACHER’S ACTIVITIES** | **LEARNER'S ACTIVITIES – MIND/HANDS ON** | **LEARNING POINTS** |
| **Step 1****Introduction** **(5 minutes)** | Reviews –The basic ten digits are 0, 1, 2, 3, 4, 5, 6, 7, 8, 9. We combine these digits to form every other single numbers.When two or more digits are grouped together, the order of those digits form a larger number. Allow pupils to put two or more digits (maximum four) to form numbers. Every digit in a number has total value as a result of its position or place value and its face value. Tell pupils that we will be learning Place Value of Numerals Up to 9,999. | Listen to the teacher’s reviews. Forming numbers with two or more digits (maximum four) – One digit – 0, 1, 2, 3, 4, 5, 6, 7, 8, 9.Two digits – 23, 30, 45, etc. Three digits – 123, 176, 750, etc. Four digits – 2 345, 5 789, 9 642,etc.  | Linking the Previous knowledge to the new lesson  |
| **Step 2** **Development** **(5 minutes)** **Grouping** | 1. Groups the learners into four groups – A, B, C, and D. 2. Guide the learners to choose a leader and secretary for your group. 3. Gives each group learning materials – writing materials, flashcards, numbers chart, abacus and any other counting materials.  | 1. Belong to a group. 2. Choose their leader and secretary. , 3. Received learning materials for their group.  | Learner’s group, leader and secretary confirmed. |
| **Step 3****Development****(10 minutes)** | The place value of any number begin with Unit. Units present all single digit number. Let our fingers represent the unit numbers. We have ten unit numbers. All numbers represent 0 – 9 are unit numbers. Also the second place value of any number follow by Tens. Tens present two digits number or the second digit from the right hand side. These numbers are count in 10s and they are 10 in numbers.

|  |  |
| --- | --- |
| **2nd digit** | **1st digit** |
| **Ten(s)** | **Unit(s)** |

The third place value of any number is Hundred. Hundreds represent three digits number or the third digit from the right hand side. These numbers are counting in 100s and they are 10 in numbers.

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| **3rd digit** | **2nd digit** | **3rd digit** |
| **Hundred(s)** | **Ten(s)** | **Unit(s)** |

 | Listen to the teacher’s explanations. 10, 20, 30,…, 80, 90

|  |  |
| --- | --- |
| **Ten(s)** | **Unit(s)** |
| **2** | **9** |

100, 200, 300,…, 800, 900

|  |  |  |
| --- | --- | --- |
| **Hundred(s)**  | **Ten(s)**  | **Unit(s)**  |
| **4** | **3** | **7** |

 | Place value of Numerals Up to 999 |
| **Step 4****Development****(5 minutes)** | The fourth place value of any number is Thousands. Thousands present four digits number or the fourth digit of a number from the right side. These numbers are counting in 1 000s and they are 10 in numbers.

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| **4th** | **3rd** | **2nd** | **1st** |
| **TH** | **H** | **T** | **U** |

 Thousands (TH), Hundreds (H), Tens (T) and Units (U).  | 1 000, 2 000, 3 000,…., 8 000, 9 000

|  |  |  |  |
| --- | --- | --- | --- |
| **4th** | **3rd** | **2nd** | **1st** |
| **6** | **4** | **5** | **3** |

 | Place Value of Numerals Up 9 999. |
| **Step 5** **Development****(5 minutes)** | Write down the place-value and value of each of the underlined figures. 1. 6 **9**512. 9 9753. 3 42**1**4. **3** 0905. 1 34**0** | Groups work  | Groups Evaluation  |
| **Step 6****Development** **(5 minutes)**  | Asks each group to present their answers so that you can compare responses with those of other groups.  | Presentation  | Presentation   |
| **Step 7****Conclusion****(5 minutes)** | To conclude the lesson, the teacher revises the entire lesson and ask the key questions. **KEY QUESTIONS**  | The learners listen, ask and answer questions. **ANSWERS**  | Lesson Evaluation and Conclusion  |

