**LESSON DEVELOPMENT THREE**

**COUNTING OF NUMERALS IN MILLIONS AND BILLIONS**

|  |  |  |  |
| --- | --- | --- | --- |
| **STAGE/TIME** | **TEACHER’S ACTIVITIES** | **LEARNER'S ACTIVITIES – MIND/HANDS ON** | **LEARNING POINTS** |
| **Step 1****Introduction** **(5 minutes)** | Revise the basic numbers with the pupils. From the numbers listed, form a number with one, two, three, four, five, six, seven, eight and nine digit numbers. Tells them that today’s counting millions and billions.  | Basic numbers are 0, 1, 2, 3, 4, 5, 6, 7, 8 and 9.0, 13, 124 and 1 020, 15 200, 891 876,… | 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 and numbers chart.  | 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****(5 minutes)** | Lead the pupils to count from 1,000 up to 9, 999,999.Counting by 1s – 13 001, 13, 002, 13 003,… Counting by 5s – 312 005, 312 010, 312 015,… Counting by 10s – 7 520 010, 7 520 020, 7 520 030,…  |  Follow the teacher’s lead.13 010, 13 011, 13 012, 13 013…312 050, 312 055, 312 060, 312 065,…7 520 080, 7 520 090, 7 520 100, 7 520 110,… | Counting in 1s, 5s and 10s  |
| **Step 4****Development****(5 minutes)** | Ask one of the pupils to form a number with up to 10 digits from the natural numbers and lead them in counting. Count aloud in ones and write down the numbers you count from 8 154 124 351,….   | 8 154 124 351, 8 154 124 352, 8 154 124 353, 8 144 124 354, 8 154 124 355,…. 8 154 124 360,…. | Natural numbers and other numbers.  |
| **Step 5** **Development****(10 minutes)** | Count aloud once and write down the numbers you count from – 1. 67 514 111, 67 514 121, \_\_\_\_, \_\_\_\_, \_\_\_\_, 67 514 124, \_\_\_\_, \_\_\_\_, \_\_\_\_, \_\_\_\_, 67 514 211. **2. 4 548 010 100, 4 548 010 110, 4 548 010 120, \_\_\_\_, \_\_\_\_, \_\_\_\_ 4 548 010 160 \_\_\_\_, \_\_\_\_, \_\_\_\_, \_\_\_\_.**  | 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 – ASSIGNMENT**Count aloud in ones and write down the numbers you count from 1. 34 111 278, 34 111 279, \_\_\_\_, \_\_\_\_, 111 282, \_\_\_\_, \_\_\_\_, \_\_\_\_, 111 286, \_\_\_\_, \_\_\_\_. **2. 6 566 606 656, 6 566 606 666, \_\_\_\_, \_\_\_\_, 6 566 606 696, \_\_\_\_ \_\_\_\_, \_\_\_\_, 6 566 606 736, \_\_\_\_, \_\_\_\_.**   | The learners listen, ask and answer questions. **ANSWERS**  | Lesson Evaluation and Conclusion  |