**LESSON DEVELOPMENT THREE**

**COUNTING OF NUMERALS IN MILLIONS AND BILLIONS**

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| **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 |