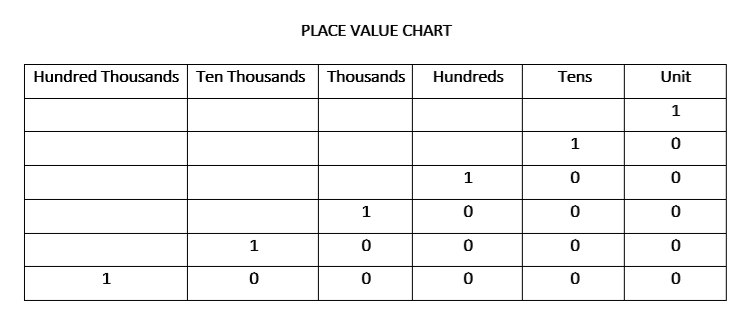
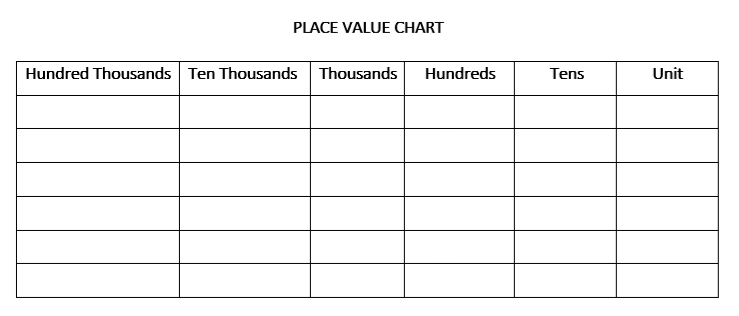
**LESSON DEVELOPMENT THREE**

**PLACE VALUE OF NUMBERS UP TO 100 000**

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| **STAGE/TIME** | **TEACHER’S ACTIVITIES** | **LEARNER'S ACTIVITIES – MIND/HANDS ON** | **LEARNING POINTS** |
| **Step 1**  **Introduction**  **(5 minutes)** | Lead the pupils to count aloud from 1 to 100 000 in the following patterns –  1  10  100  1 000  10 000  100 000  Tell them to count the number of digits in each number.  Ask the pupils the great number because 1 and 10, 10 and 100, 100 and 1 000, 1 000 and 10 000, 10 000 and 100 000.  Then, let them know that the number of digits, the more the value of that number.  In today’s lesson, you will be learning Place Value of Numbers. | Follow the teacher’s lead and count.  Number of digits  One digit number  Two digits number  Three digits number  Four digits number  Five digits number  Six digits number  100 000 > 10 000 > 1 000 > 100 > 10 > 1. | 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 – Place value chart up to 100 000 for each group. | 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)** | Place the chart of place value of numbers on the board. **Note – *write place value in full. For example – Unit, Ten… not in U, T, etc.***  Tell the pupils that each box represents a digit.  Guide them to place each digit of the number counted in step 1 on the chart. | Place Value Chart   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | H. Th | T. Th | Th | H | T | U | |  |  |  |  |  | 1 | |  |  |  |  | 1 | 0 | |  |  |  | 1 | 0 | 0 | |  |  | 1 | 0 | 0 | 0 | |  | 1 | 0 | 0 | 0 | 0 | | 1 | 0 | 0 | 0 | 0 | 0 | | Counting form 10 000 up to 100 000 |
| **Step 4**  **Development**  **(5 minutes)** | Tell pupils that, 1 has one digit and one value called one or unit. 10 has two digits and two values – it is the 2nd digit that Ten while the first digit is Unit from the right hand side.  Write 100 on the board and ask, what number is this?  Correct, hundred is the value of the 3rd digit while 2nd and 1st is Ten and Unit.  Continue with this until you reach 100 000. | Listen to the teacher’s explanation.  Pupil’s response – Hundred.  Listen to the teacher’s explanation. |  |
| **Step 4**  **Development**  **(10 minutes)** | Give each group a plain place value chart and their questions - What is the place-value of 7 in these numbers?  1. 678 123, the place value of in this number is Ten Thousands.  2. 701 432  3. 107 001  4. 789 114  5. 967 453  6. 132 745 | Groups work   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | H. Th | T. Th | Th | H | T | U | | 6 | **7** | 8 | 1 | 2 | 3 | |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  |  |  |  |  | | Groups Evaluation |
| **Step 5**  **Development**  **(5 minutes)** | Asks each group to present their answers so that you can compare responses with those of other groups. | Presentation | Presentation |
| **Step 6**  **Conclusion**  **(5 minutes)** | To conclude the lesson, the teacher revises the entire lesson and ask the key questions. | The learners listen, ask and answer questions. | Lesson Evaluation and Conclusion |

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**Find the place value of 4 in the following numbers**

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| |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **S/N** | **Hundred Thousands** | **Ten Thousands** | **Thousands** | **Hundreds** | **Tens** | **Unit** | | **5.** | **5** | **6** | **8** | **9** | **4** | **3** | | **6.** | **1** | **0** | **4** | **6** | **1** | **2** | | **7.** | **8** | **0** | **0** | **0** | **6** | **4** | | **8.** | **4** | **3** | **2** | **1** | **0** | **9** | | **9.** | **7** | **4** | **6** | **6** | **7** | **6** | |