**LESSON DEVELOPMENT THREE**

**PLACE VALUE OF NUMBERS UP TO 100**

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| **STAGE/TIME** | **TEACHER’S ACTIVITIES** | **LEARNER'S ACTIVITIES – MIND/HANDS ON** | **LEARNING POINTS** |
| **Step 1****Introduction** **(5 minutes)** | Ask pupils, how many 10s and 1s are in the following numbers? 1. 122. 54Hundreds, Tens and Ones (Unit) are the place value of each digit in 132 and 542. | Expected response1 Ten and 2 Ones5 Tens and 5 Ones  | 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 – Flash cards of Hundreds, Tens and Units and of squares box.  | 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)** | Ask each group to count the number of squares and write the total on the cardboard. Make sure all the groups arrive at the same number.Ask them, which of digits represents 50 squares and 9 squares box. Therefore, the place value of 5 is Tens and 9 Units.  | 595 = 5 Tens squares box 9 = 9 Units squares boxListen to the teacher’s explanation.  | Place value of up to 100. |
| **Step 4****Development****(5 minutes)** | Recall the following.  |  | Place value chart  |
| **Step 5** **Development****(10 minutes)** | Copy and write the place value of the underlined digit. 1. **4** 52. 6 **7**3. 9 04. 1 **0** | Work To Do.  | Evaluation  |
| **Step 7****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. | Conclusion  |