**LESSON DEVELOPMENT THREE**

**PLACE VALUE OF NUMBERS UP TO 200**

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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 100s, 10s and 1s are in the following numbers? 1. 1322. 142Hundreds, Tens and Ones (Unit) are the place value of each digit in 132 and 142. | Expected response1 Hundred, 3 Tens and 2 Ones1 Hundred 4 Ten 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 100 squares, 40 squares and 3 squares box. Therefore, the place value of 1 is Hundred, 4 is Tens and 3 Units.  | 1431 = 1 Hundred squares box4 = 4 Tens squares box 3 = 3 Units squares boxListen to the teacher’s explanation.  | Place value of up to 200.  |
| **Step 4****Development****(5 minutes)** | This table shows the place value of the circled digit and study it carefully.  |  | Place value chart  |
| **Step 5** **Development****(10 minutes)** | Copy and write the place value of the underlined digit. 1. 1 **4** 52. 1 6 **7**3. **1** 0 04. 1 **0** 4 | 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  |