**LESSON DEVELOPMENT ONE**

**LEAST COMMON MULTIPLE**

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| **STAGE/TIME** | **TEACHER’S ACTIVITIES** | **LEARNER'S ACTIVITIES – MIND/HANDS ON** | **LEARNING POINTS** |
| **Step 1**  **Introduction**  **(5 minutes)** | Ask pupils to divide 8 by 1, 2, 3, 4, 5, 6, 7 and 8.  Tell them to comment on the answers they got.  Teacher’s remark – all the number that divide 8 exactly without any remainder are factors of 8.  Ask them – what is a factor? What are the factors of 8?  8 is a factor of itself. | Expected response –  8/1 = 8, 8/2 = 4, 8/3 = 2 R 2, 8/4 = 2, 8/5 = 1 R 3, 8/6 = 1 R 2, 8/7 = 1 R 1, 8/8 = 1  Some divide 8 exactly while others are with remainders.  Listen to the teacher’s remark.  A factor of a given number is a number that can divide the given number without a remainder. Factors of 8 are 1, 2, 4 and 8. | 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 – multiplication of numbers. | 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)** | There are numbers that has only one factor, only two factors and numbers with more two factors.  Ask pupils to find the factors of the following 1, 2, 3, 4, 5, 6 and 7.  State the numbers with only one factor, only two factors and more than two factors.  Teacher’s remark – 1 is the only number with only one factor. All numbers that have only two factors are call prime numbers – 2, 3, 5, 7, 11, etc. That’s 1 and itself. | Expected response –  1 x 1 = 1  Factor of 1 is 1  1 x 2 = 2 and 2 x 1  Factors of 2 are 1 and 2  Factors of 3 are 1 and 3  Factors of 4 are 1, 2 and 4  Factors of 5 are 1 and 5  Factors of 6 are 1, 2, 3 and 6.  Factors of 7 are 1 and 7.  1 has only one factor.  2, 3 and 7 have only two factors.  4 and 6 have more than two factors.  Listen to the teacher’s remarks. | Numbers with only one factor, only two factors and numbers with more two. |
| **Step 4**  **Development**  **(5 minutes)** | There are two methods of finding HCF – one factor method or tabular method.  **Factor method**  Guide the pupils to find the common factors and HCF of 6 and 12.  Also guide pupils to use method 2 of find the HCF of 6, 12, 24. | Listen to the teacher’s explanation  Factors of 6 are **1**, **2**, **3** and **6**.  Factors of 12 are **1**, **2**, **3**, **4**, **6** and 12.  Common Factors are 1, 2, 3 and **6**.  HCF is 6.   |  |  |  |  | | --- | --- | --- | --- | | 2 | 6 | 12 | 24 | | 3 | 3 | 6 | 12 | |  | 1 | 2 | 4 | |  |  |  |  |   HCF is 2 x 3 = 6 |  |
| **Step 5**  **Development**  **(10 minutes)** | Find the HCF of 10, 15 and 20 using method 1  Find the HCF of 12, 18 and 36 using method 2. | Work To Do. | Evaluation |
| **Step 6**  **Development**  **(5 minutes)** | Asks each group to present their answers so that you can compare responses with those of other groups. | Group Presentation | Presentation |
| **Step 7**  **Conclusion**  **(5 minutes)** | To conclude the lesson, the teacher revises the entire lesson and ask the key questions.  **KEY QUESTIONS – WORK TO DO AT HOME WITH FAMILY AND FRIENDS.**  **Find the prime numbers between 1 to 50.** | The learners listen, ask and answer questions. | Conclusion |