**WEEK ENDING………30/09/2022……………………………………**

**SUBJECT…MATHEMATICS**

**REFERENCE…SYLLABUS(CRDD,2007), MATHS FOR JHS ……**

**FORM……………..BASIC 8……………WEEK……3……………..**

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| ***DAY/DURATION*** | ***TOPIC/SUB-TOPIC/ASPECT*** | ***OBJECTIVES/R.P. K*** | ***TEACHER-LEARNER ACTIVITIES*** | T/L MATERIALS | CORE POINTS | EVALUATION AND REMARKS |
| TUESDAY  27-09-2022  1:20PM – 2:40PM  80min | **Topic;**  **Ratio and Proportion**  **Sub-Topic;**  Scale Drawing using Proportion. | By the end of the lesson the Pupil will be able to;  use proportion to  find lengths,  distances and  heights involving  scale drawing  **RPK**  Pupils can calculate ratio and proportion questions. | **Introduction**  **Activities**   1. Guide pupils to find lengths, distances and heights   involving scale drawings.   1. Pupils individually to practice using proportion to find lengths, distances and heights with scale proportion.   **Closure**  Through questions and answers, conclude the lesson. | **Pictures, Chart, Scale, beam balance.** |  | **Exercise;**  Using proportion with scale drawing;   1. Which pairs of ratios are Proportional; 2. 3/5,4/8 3. 6/12.3/6 4. 2/5.10/15 5. 5/15,3/9 |
| **THURSDAY**  **29-09-2022**  **8:05AM – 9:15AM**  **70min** | **Topic;**  **Ratio and Proportion**  **Sub-Topic;**  Proportionality in Geometry. | **Objective;**  By the end of the lesson the Pupil will be able to;  Write proportionality statements in Geometry.  **RPK**  Pupils have been taught lessons on Geometry in basic 7. | **Introduction**  Review Pupils knowledge on the previous lesson.  **Activities**   1. Discuss examples of statements in Proportionality with the Pupils. 2. Engage Pupils in solving questions on Proportionality in Geometry.   **Closure**  Through questions and answers, conclude the lesson. | **Pictures, Chart, Scale, beam balance.** | **Proportionality;**  The term proportionality describes any relationship that is always in the same ratio. The number of apples in a crop, for example, is proportional to the number of trees in the orchard, the ratio of proportionality being the average number of apples per tree.  Eg. **Statement:**The line drawn parallel to one side of a [triangle](https://www.cuemath.com/geometry/triangles/) and cutting the other two sides divides the other two sides in equal proportion.  **Given:**Consider a triangle ΔABC, as shown in the given figure. In this triangle, we draw a line DE parallel to the side BC of ΔABC and intersecting the sides AB and AC at D and E, respectively.  **Construction:** In the above diagram, create imaginary lines where you can Join C to D and B to E. Draw [perpendicular](https://www.cuemath.com/geometry/perpendicular/) DP perpendicular to AE and EQ perpendicular to AD.  Basic Proportionality Theorem | **REMARKS** |