**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 |
| TUESDAY27-09-20221:20PM – 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 tofind lengths,distances andheights involvingscale 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
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| **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** |