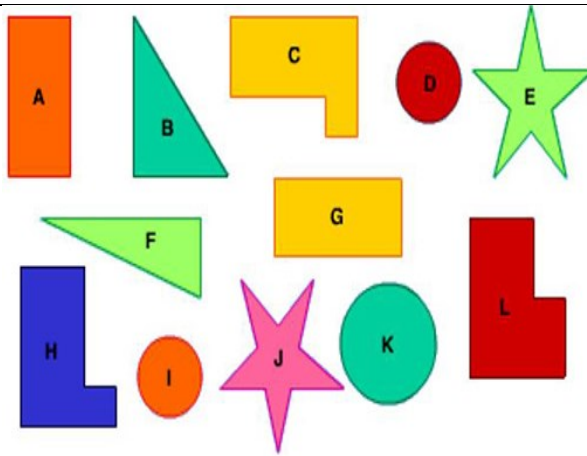


BASIC 7

WEEKLY LESSON PLAN – WEEK 10

Learning Indicator(s)	B7.3.3.3		
Performance Indicator	<p>B7.3.3.3.4 Verify the concept of congruent and similar shapes in coordinate plane using properties of both the object(s) and image(s); and in real life situations (carpet designs, fabric pattern)</p> <p>B7.4.1.1.1- Select and justify a method to collect data (quantitative and qualitative) to answer a given question.</p> <p>B7.4.1.1.2- Design and administer a questionnaire for collecting data to answer a given question(s) and record the results.</p>		
Week Ending	18-11-2022		
FORM	B.S.7		
Subject	Mathematics		
Reference	Teachers Resource Pack, Learners Resource Pack, Textbook.		
Teaching / Learning Resources	Pictures, Shapes, Meter rule, Paper.		
DAYS	PHASE 1 : STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
MONDAY 14-11-2022	Discuss with Learners the meaning of the concept of Congruent	<ol style="list-style-type: none"> 1. Assist Learners to verify which shapes are similar and which are congruent. 2. Learners individually are to be assisted to identify congruent shapes. 	<p>Core Competencies;</p> <ol style="list-style-type: none"> 1. Ability to work with all group members to complete a task successfully 2. Ability to ascertain when information is needed



Identifying Similar or Congruent Shapes on a Grid;

Step 1: Identify if the two shapes you are comparing appear to have all of the same angle measures.

Step 2: If the shapes do have all of the same angle measures as each other, the two shapes are similar.

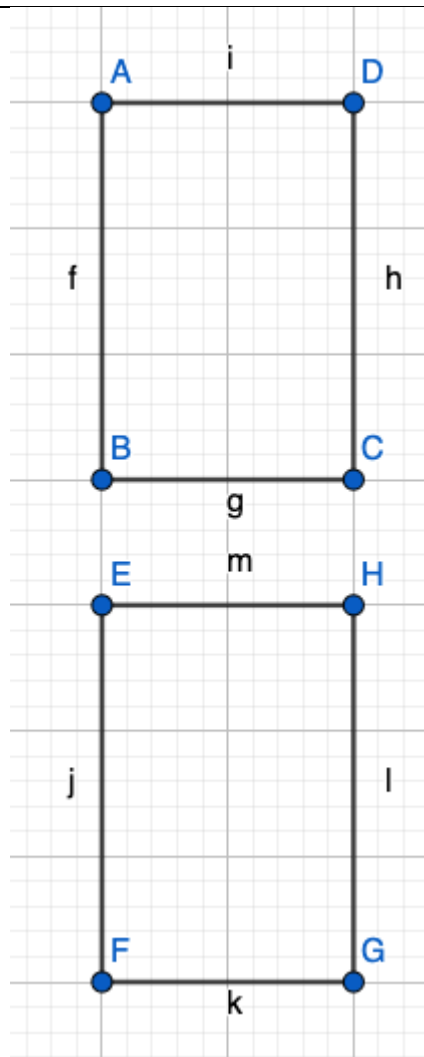
Step 3: Identify if the two shapes you are comparing have all of the same side lengths by counting grid units.

Step 4: If the two shapes do have all of the same side lengths as each other, and if all of the angle measures are the same between the two shapes, the shapes are similar and congruent.

Identifying Similar or Congruent Shapes on a Grid: Congruent Rectangles ;

and be able to identify, locate, evaluate and effectively use them to solve a problem

3. Ability to combine Information and ideas from several sources to reach a conclusion
4. Identify important and appropriate alternatives



Step 1: All four angles of both shapes are right angles, or 90-degree angles, making all pairs of corresponding angles the same.

Step 2: Because all corresponding angles are the same, the two shapes are *similar*.

Step 3: Let's look at each pair of corresponding sides individually:

Side i corresponds with side m . Side i and side m each have lengths of 2 units. This pair is equal.


Side f corresponds with side j . Side f and side j each have lengths of 3 units. This pair is equal.

Side g corresponds with side k . Side g and side k each have lengths of 2 units. This pair is equal.

Side h corresponds with side l . Side h and side l each have lengths of 3 units. This pair is equal.

		<p>Step 4: Because all corresponding sides are the same, and all corresponding angle measures are the same, the two shapes are <i>similar and congruent</i>.</p>	
<p>TUESDAY 15-11-2022</p>	<p>Learners brainstorm to explain quantitative and qualitative data.</p>	<p>1. In small groups, learners discuss and write down how they would make decisions in the following situations, what facts they would take into account and how they would collect these 'facts.</p> <p>(a) The type of drinks to buy for a class party. (b) The make of football boots to buy for the school team (c) Do people who eat more fufu develop pot belly? (d) The number of desks in each classroom (e) The amount of money B6 students spend on bus fare to school every month. (g) Buy a mobile phone from an online shop</p> <p>2. Discuss the methods of collecting data with the Learners.</p> <p>3. Learners brainstorm to collect facts about using the following methods;</p> <ul style="list-style-type: none"> ▪ Questionnaires ▪ interview ▪ observation ▪ experiments ▪ survey ▪ databases ▪ electronic media or internet 	<p>Core Competencies;</p> <ol style="list-style-type: none"> 1. Ability to work with all group members to complete a task successfully 2. Ability to ascertain when information is needed and be able to identify, locate, evaluate and effectively use them to solve a problem 3. Ability to combine Information and ideas from several sources to reach a conclusion 4. Identify important and

			appropriate alternatives
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<p>THURSDAY 17-11-2022</p>	<p>Review Learners knowledge on the previous lesson.</p>	<ol style="list-style-type: none"> 1. Discuss the steps to follow to design a questionnaire with the Learners. 2. Learners are to be guided to design a questionnaire 3. Discuss 4 ways of administering a questionnaire. <p>Questionnaire Design</p> <ol style="list-style-type: none"> 1. Step 1: determine the survey objectives, resources, and time constraints. 2. Step 2: determine how the questionnaire will be administered. 3. Step 3: determine the question format. 4. Step 4: writing clear questions. 5. Step 5: designing the question flow. 6. Step 6: questionnaire evaluation. <p>4 ways to administer a Questionnaire;</p> <ol style="list-style-type: none"> 1. Face-to-face 2. On Phone 3. Online 4. On Paper. 	<p>Core Competencies;</p> <ol style="list-style-type: none"> 1. Ability to work with all group members to complete a task successfully 2. Ability to ascertain when information is needed and be able to identify, locate, evaluate and effectively use them to solve a problem 3. Ability to combine Information and ideas from several sources to reach a conclusion 4. Identify important and
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			appropriate alternatives.
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