Theme: Numbers and Numeration (M-07-001)	CODE: A1	Theme: Numbers and Numeration (M-07-001) CODE: A1
Lesson Title: Concept and Vocabulary of Factor	S	Lesson Title: Concept and Vocabulary of Factors
What are factors ?		Answer: Factors are numbers that can go into another number without a remainder.
	1 minute	
Theme: Numbers and Numeration (M-07-001)	CODE: A2	Theme: Numbers and Numeration (M-07-001) CODF: A2
Lesson Title: Concent and Vocabulary of Eactor	SOBE. AZ	Lesson Title: Concent and Vocabulary of Factors
Look at this list of numbers: 0;24;48;8;13;2;40;1; Which numbers are factors of 24?	14.	Answer: The factors of 24 are: 24 and 1
Theme: Numbers and Numeration (M-07-001)	1½minutes	Theme: Numbers and Numeration (M-07-001) CODE: A3
Lesson Title: Concept and Vocabulary of Eactor	<u>s</u>	Lesson Title: Concept and Vocabulary of Factors
Find the factors of the following numbers: i. 18 ii. 30 iii. 32	5	Answer: i 1; 2; 3; 6; 9; 18 ii 1; 2; 3; 5; 6; 10; 15; 30 iii 1; 2; 4; 8; 16; 32
	4 minutes	
Theme: Numbers and Numeration (M-07-002)	CODE: A4	Theme: Numbers and Numeration (M-07-002) CODE: A4
Lesson Title: Multiples of Whole Numbers What is a multiple?		Lesson Title: Multiples of Whole Numbers Answer: A multiple of a given number can be divided exactly by that number; It is a number you get when you multiply a given number by any other whole number.
	1½ minutes	

Theme: Numbers and N	Numeration (M-07-002)	CODE: A5	Theme:	Numbers and	Numeration (M-07-002)	CODE: A5
Lesson Title: Multiples	of Whole Numbers		Lesson	Title: Multiples	of Whole Numbers	
			Answer:			
i Wri ii Wri but	te down the first 5 mult te down all multiples of less than 45	iples of 11 7 greater than 20		i 11 ii 32	, 22, 33, 44, 55 , 40, 48	
Theme: Numbers and N	Numeration (M-07-002)	3 minutes CODE: A6	Theme:	Numbers and	Numeration (M-07-002)	CODE: A6
Lesson Title: Multiples	of Whole Numbers		Lesson	Title: Multiples	of Whole Numbers	
			Answer:			
a Wh b Is 1	at is a prime number ? a prime number?		a b	Prime numb 1 and the nu NO. A prime num	pers are numbers that ha mber itself. Iber must be greater than	ve only two factors, 1.
		2 minutes				
Theme: Numbers and N	Numeration (M-07-003)	CODE: A7	Theme:	Numbers and	Numeration (M-07-003)	CODE: A7
Lesson Title: Factors of	Whole Numbers		Lesson	Title: Factors of	of Whole Numbers	
Complete the following	table:		Answer:			
Numbers	Factors	Prime factors		Numbers	Factors	Prime factors
32				32	1, 2, 4, 8, 16, 32	2
35				35	1, 5, 7, 35	5, 7
48				48	1, 2, 3, 4, 6, 8, 12, 16, 24, 48	2, 3
	<u> </u>					
		4 minutes				
Theme: Numbers and N	Numeration (M-07-004)	CODE: A8	Theme:	Numbers and	Numeration (M-07-004)	CODE: A8
Lesson Title: Common	Factors		Lesson	Title: Common	Factors	
			Answer:			
Explain the w	ord ' common' in relati	on to numbers.	'Commo	on' means thin	igs or numbers found eve	rywhere.
		1½ minutes				

Theme: Numbers and Numeration (M-07-004)	CODE: A9	heme: Numbers and Numeration (M-	-07-004) CODE: A9
Lesson Title: Common Factors		esson Title: Common Factors	
Complete the following sentence:		nswer:	
When a number is a factor of two or more giver it is called a?	n numbers,	Vhen a number is a factor of two or is called a common factor .	more given numbers,
	1½ minutes		
Theme: Numbers and Numeration (M-07-004)	CODE: A10	heme: Numbers and Numeration (M-	-07-004) CODE: A10
Lesson Title: Common Factors		esson Title: Common Factors	
Below are four pairs of numbers:		nswer:	
a. 6 and 12		a) 6: ①, ②, ③, ⑥ and 12	2: ①, ②, ③, 4, ⑥, 12
b. 5 and 10		b) 5: ①, ⑤ and 10): ①, 2, ⑤, 10
c. 8 and 20 d 9 and 15		c) 8: (1) , (2) , (4) , 8 and 20): ①, ②, ④, 5, 10, 20
d. 5 did 15		d) 9: ①, ③, 9 and 15	5: ①, ③, 5, 15
Find the common factors for the pairs of number Write down the factors of the numbers.	ers.		
	4 minutes		
Theme: Numbers and Numeration (IVI-07-005)	CODE: A11	heme: Numbers and Numeration (M-	-07-005) CODE: A11
Lesson Title: Highest Common Factor (HCF)	CODE: A11	heme: Numbers and Numeration (M- esson Title: Highest Common Factor	-07-005) CODE: A11 or (HCF)
Lesson Title: Highest Common Factor (HCF)	CODE: A11	heme: Numbers and Numeration (M- esson Title: Highest Common Facto nswer:	-07-005) CODE: A11 or (HCF)
Lesson Title: Highest Common Factor (HCF) What does the term 'Highest Common Factor	' (HCF) mean?	heme: Numbers and Numeration (M- esson Title: Highest Common Factor inswer: he HCF (highest common factor) is actor of two or more numbers.	or (HCF) the biggest number that is a
Lesson Title: Highest Common Factor (HCF) What does the term 'Highest Common Factor	' (HCF) mean?	heme: Numbers and Numeration (M- esson Title: Highest Common Factor nswer: he HCF (highest common factor) is actor of two or more numbers.	or (HCF)
Lesson Title: Highest Common Factor (HCF) What does the term 'Highest Common Factor	' (HCF) mean?	heme: Numbers and Numeration (M- esson Title: Highest Common Factor nswer: he HCF (highest common factor) is actor of two or more numbers.	or (HCF) the biggest number that is a
Lesson Title: Highest Common Factor (HCF) What does the term 'Highest Common Factor	' (HCF) mean?	heme: Numbers and Numeration (M- esson Title: Highest Common Factor nswer: he HCF (highest common factor) is actor of two or more numbers.	or (HCF)
Lesson Title: Highest Common Factor (HCF) What does the term 'Highest Common Factor	" (HCF) mean?	heme: Numbers and Numeration (M- esson Title: Highest Common Factor nswer: he HCF (highest common factor) is actor of two or more numbers.	or (HCF) the biggest number that is a
Theme: Numbers and Numeration (M-07-005) Lesson Title: Highest Common Factor (HCF) What does the term 'Highest Common Factor Theme: Numbers and Numeration (M-07-005)	' (HCF) mean? 11/2 minutes CODE: A12	heme: Numbers and Numeration (M- esson Title: Highest Common Factor nswer: he HCF (highest common factor) is actor of two or more numbers.	-07-005) CODE: A11 or (HCF) the biggest number that is a -07-005) CODE: A12
Theme: Numbers and Numeration (M-07-005) Lesson Title: Highest Common Factor (HCF) What does the term 'Highest Common Factor Theme: Numbers and Numeration (M-07-005) Lesson Title: Highest Common Factor (HCF)	² (HCF) mean? 1 ¹ / ₂ minutes CODE: A12	heme: Numbers and Numeration (M- esson Title: Highest Common Factor nswer: he HCF (highest common factor) is actor of two or more numbers. heme: Numbers and Numeration (M- esson Title: Highest Common Factor	-07-005) CODE: A11 or (HCF) the biggest number that is a -07-005) CODE: A12 or (HCF)
Theme: Numbers and Numeration (M-07-005) Lesson Title: Highest Common Factor (HCF) What does the term 'Highest Common Factor Theme: Numbers and Numeration (M-07-005) Lesson Title: Highest Common Factor (HCF)	' (HCF) mean? 11/2 minutes CODE: A12	heme: Numbers and Numeration (M- esson Title: Highest Common Factor nswer: he HCF (highest common factor) is actor of two or more numbers. heme: Numbers and Numeration (M- esson Title: Highest Common Factor nswer:	-07-005) CODE: A11 or (HCF) -07-005) CODE: A12 or (HCF)
Theme: Numbers and Numeration (M-07-005) Lesson Title: Highest Common Factor (HCF) What does the term 'Highest Common Factor Theme: Numbers and Numeration (M-07-005) Lesson Title: Highest Common Factor (HCF) When do we use the factor tree method?	² (HCF) mean? 1 ¹ / ₂ minutes CODE: A12	heme: Numbers and Numeration (M- esson Title: Highest Common Factor inswer: he HCF (highest common factor) is actor of two or more numbers. heme: Numbers and Numeration (M- esson Title: Highest Common Factor inswer: Ve use the factor tree method when f big numbers.	-07-005) CODE: A11 or (HCF) the biggest number that is a -07-005) CODE: A12 or (HCF) n we are trying to find the HCF
Theme: Numbers and Numeration (M-07-005) Lesson Title: Highest Common Factor (HCF) What does the term 'Highest Common Factor Theme: Numbers and Numeration (M-07-005) Lesson Title: Highest Common Factor (HCF) When do we use the factor tree method?	' (HCF) mean? 1 ¹ / ₂ minutes CODE: A12	heme: Numbers and Numeration (M- esson Title: Highest Common Factor inswer: he HCF (highest common factor) is actor of two or more numbers. heme: Numbers and Numeration (M- esson Title: Highest Common Factor inswer: Ve use the factor tree method when f big numbers.	-07-005) CODE: A11 or (HCF) the biggest number that is a -07-005) CODE: A12 or (HCF) n we are trying to find the HCF
Theme: Numbers and Numeration (M-07-005) Lesson Title: Highest Common Factor (HCF) What does the term 'Highest Common Factor Theme: Numbers and Numeration (M-07-005) Lesson Title: Highest Common Factor (HCF) When do we use the factor tree method?	' (HCF) mean? 1½ minutes CODE: A12	heme: Numbers and Numeration (M- esson Title: Highest Common Factor inswer: he HCF (highest common factor) is actor of two or more numbers. heme: Numbers and Numeration (M- esson Title: Highest Common Factor inswer: Ve use the factor tree method when f big numbers.	-07-005) CODE: A11 or (HCF) -07-005) CODE: A12 or (HCF) n we are trying to find the HCF
Theme: Numbers and Numeration (M-07-005) Lesson Title: Highest Common Factor (HCF) What does the term 'Highest Common Factor Theme: Numbers and Numeration (M-07-005) Lesson Title: Highest Common Factor (HCF) When do we use the factor tree method?	CODE: A11 ³ (HCF) mean? 1½ minutes CODE: A12 1½minutes	heme: Numbers and Numeration (M- esson Title: Highest Common Factor inswer: he HCF (highest common factor) is actor of two or more numbers. heme: Numbers and Numeration (M- esson Title: Highest Common Factor inswer: Ve use the factor tree method when f big numbers.	-07-005) CODE: A11 or (HCF) a the biggest number that is a -07-005) CODE: A12 or (HCF) n we are trying to find the HCF

Theme: Numbers and Numeration (M-07-005)	CODE: A13	Theme: Numbers and Numeration (M-07-005) CODE: A13
Lesson Title: Highest Common Factor (HCF)		Lesson Title: Highest Common Factor (HCF)
Use a factor tree to find the HCF of: a.) 14 and 28 b.) 18 and 30		Answer: (a). 14 28 (b). (a). 2×7 (2) × 14 (2) × 9 (15 × 2) 2 × (7) (3) × 3 (3) × 5
	4 minutes	
Theme: Numbers and Numeration (M-07-006)	CODE: A14	Theme: Numbers and Numeration (M-07-006) CODE: A14
Lesson Title: Common Multiples		Lesson Title: Common Multiples
		Answer:
Give the first five multiples of 5		The first five multiples of 5 are: 5, 10, 15, 20, 25
	1 minute	
	1 minute	
Theme: Numbers and Numeration (M-07-006)	CODE: A15	Theme: Numbers and Numeration (M-07-006) CODE: A15
Lesson Title: Common Multiples		Lesson Title: Common Multiples
		Answer:
List the first ten multiples of 3 and 5 .		The first ten multiples of 3 and 5 are:
		3 : 3,6,9,12,15,18,21,24,27,30
		5 : 5.10.15.20.25.30.35.40.45.50
	3 minutes	
Theme: Numbers and Numeration (M-07-006)	CODE: A16	Theme: Numbers and Numeration (M-07-006) CODE: A16
Lesson Title: Common Multiples		Lesson Title: Common Multiples
a. Find the first 5 common multiple: b. Find the first 3 common multiple:	s of 3 and 6. s of 6 and 9.	Answer: a: 3: 3(6)9,1215,1321,24,27,30 6: 6,12,13,24,30 b:
	4 minutes	6: 6, 12,(18) 24, 30,(36) 42, 48,(54) 9: 9,(18) 27,(36), 45,(54)

Theme: Numbers and Numeration (M-07-007)	CODE: A17	Theme: Numbers and Numeration (M-07-007) CODE: A17
Lesson Title: Lowest Common Multiple (LCM)		Lesson Title: Lowest Common Multiple (LCM)
What does the term 'Lowest Common Multi	ole' (LCM) mean?	Answer: The LCM (Lowest Common Multiple) is the smallest positive number that is a multiple of two or more numbers.
	1 ¹ / ₂ minutes	
Theme: Numbers and Numeration (M-07-007)	CODE: A18	Theme: Numbers and Numeration (M-07-007) CODE: A18
Lesson Title: Lowest Common Multiple (LCM)		Lesson Title: Lowest Common Multiple (LCM)
a. Find the LCM of 4 and 12 b. Find the LCM of 10 and 25		Answer:
	4 minutes	a. 4: 2×2 b. 10: 2×5 12: 2×2×3 25: 5×5 LCM = 2×2×3 = 12 LCM = 2×5×5 = 50
Theme: Numbers and Numeration (M-07-008)	CODE: A19	Theme: Numbers and Numeration (M-07-008) CODE: A19
Lesson Title: Square of Whole Number		Lesson Title: Square of Whole Number
Find the values of: (a) 8 squared (b) 9 squared (c) 7 squared		Answer: (a) 82 = 8×8 = 64 (b) 92 = 9 ×9 = 81 (c) 72 = 7×7 = 49)
	3 minutes	
	o minuco	
Theme: Numbers and Numeration (M-07-009)	CODE: A20	Theme: Numbers and Numeration (M-07-009) CODE: A20
Lesson Title: Cubed Whole Numbers		Lesson Title: Cubed Whole Numbers
Find the values of: $a.9^3$ $b.3^3$ $c.5^3$		Answer: a. $9^3 = 9 \times 9 \times 9 = 729$ b. $3^3 = 3 \times 3 \times 3 = 27$ c. $5^3 = 5 \times 5 \times 5 = 125$
		0. 5 - 0.0.0 - 120

Theme: Numbers and Numeration (M-07-010)	CODE: A21	Theme:	Numbers and Numeration (M-07-010)	CODE: A21
Lesson Title: Higher Powers of Whole Numbers		Lesson T	itle: Higher Powers of Whole Numbers	
Simplify the following: (a) 6×6×6×6 (b) 7×7×7×7 (c) 3×3×3×3×3 Expand the following: (d) 2 ⁵ (e)8 ⁴		Answer:	(a) 6 ⁵ (b) 7 ⁴ (c) 3 ⁵ (d) 2×2×2×2×2 (e) 8×8×8×8	
	4 minutes			
Theme: Numbers and Numeration (M-07-011)	CODE: A22	Theme:	Numbers and Numeration (M-07-011)	CODE: A22
Lesson Title: Multiplying Two Indices		Lesson T	itle: Multiplying Two Indices	
What is the value of the power and what is the the expression below: 3 ⁴	value of the base in	Answer:	The power = 4 The base = 3	
	2 minutes			
Theme: Numbers and Numeration (M-07-011)		Thomas		CODE. 400
	CODE. AZJ	meme.	Numbers and Numeration (M-07-011)	CODE: AZ3
Lesson Title: Multiplying Two Indices		Lesson Ti	Numbers and Numeration (M-07-011) itle: Multiplying Two Indices	CODE: A23
Lesson Title: Multiplying Two Indices Complete the following sentence: When multiplying two indices with the same bas	e,	Lesson Tr Answer: When mu simply ad	Numbers and Numeration (M-07-011) itle: Multiplying Two Indices Iltiplying two indices with the same bas dd the powers.	e,
Lesson Title: Multiplying Two Indices Complete the following sentence: When multiplying two indices with the same bas	e,	Lesson Tr Answer: When mu simply ad	Numbers and Numeration (M-07-011) itle: Multiplying Two Indices Iltiplying two indices with the same bas dd the powers.	e,
Lesson Title: Multiplying Two Indices Complete the following sentence: When multiplying two indices with the same bas	e, 1½ minutes	Lesson Tr Answer: When mu simply ad	Numbers and Numeration (M-07-011) itle: Multiplying Two Indices Itiplying two indices with the same bas dd the powers.	CODE: A23
Theme: Numbers and Numeration (M-07-011) Lesson Title: Multiplying Two Indices Complete the following sentence: When multiplying two indices with the same bas	e, 1½ minutes CODE: A24	Theme:	Numbers and Numeration (M-07-011) itle: Multiplying Two Indices iltiplying two indices with the same bas dd the powers.	code: A23
Theme: Numbers and Numeration (M-07-011) Lesson Title: Multiplying Two Indices When multiplying two indices with the same bas	e, 1½ minutes CODE: A24 ssion:	Theme: Lesson Ti Answer: When mu simply ad Theme: Lesson Ti Answer: It is the fi	Numbers and Numeration (M-07-011) itle: Multiplying Two Indices Iltiplying two indices with the same bas dd the powers. Numbers and Numeration (M-07-011) itle: Multiplying Two Indices rst law of indices.	CODE: A23

Theme: Numbers and Numeration (M-07-011)	CODE: A25	Theme: Numbers and Numeration (M-07-011) CODE: A25
Lesson Title: Multiplying Two Indices		Lesson Title: Multiplying Two Indices
Simplify the following. Leave your answer in index form: (a) 4 ² ×4 (b) 2 ³ ×2 ⁴		Answer: (a) $4^2 \times 4 = 4^2 \times 4^1 = 4^{2+1} = 4^3$ (b) $2^3 \times 2^4 = 2^{3+4} = 2^7$
	2 minutes	
Theme: Numbers and Numeration (M-07-012)	CODE: A26	Theme: Numbers and Numeration (M-07-012) CODE: A26
Lesson Title: Dividing Two Indices		Lesson Title: Dividing Two Indices
Complete the following sentence:		Answer:
When we divide two indices with the same base	9,	When we divide two indices with the same base,
		we subtract the powers to get the answer.
	1½minutes	
Theme: Numbers and Numeration (M-07-012)		Theme: Numbers and Numeration (M-07-012) CODE: A27
Theme: Numbers and Numeration (M-07-012)	CODE: A27	Theme: Numbers and Numeration (M-07-012) CODE: A27
Theme: Numbers and Numeration (M-07-012) Lesson Title: Dividing Two Indices Identify the Law of Indices in the following expression $a^m \div a^n = a^{m-n}$	CODE: A27	Theme: Numbers and Numeration (M-07-012) CODE: A27 Lesson Title: Dividing Two Indices Answer: It is the second law of indices.
Theme: Numbers and Numeration (M-07-012) Lesson Title: Dividing Two Indices Identify the Law of Indices in the following expression $a^m \div a^n = a^{m-n}$	CODE: A27 ession: 11/2 minutes	Theme: Numbers and Numeration (M-07-012) CODE: A27 Lesson Title: Dividing Two Indices Answer: It is the second law of indices. It is the second law of indices.
Theme:Numbers and Numeration (M-07-012)Lesson Title:Dividing Two IndicesIdentify the Law of Indices in the following expression $a^m \div a^n = a^{m-n}$ Theme:Numbers and Numeration (M-07-012)	CODE: A27 ession: 1½ minutes CODE: A28	Theme: Numbers and Numeration (M-07-012) CODE: A27 Lesson Title: Dividing Two Indices Answer: It is the second law of indices. It is the second law of indices. Theme: Numbers and Numeration (M-07-012) CODE: A28
Theme:Numbers and Numeration (M-07-012)Lesson Title:Dividing Two IndicesIdentify the Law of Indices in the following expression $a^m \div a^n = a^{m-n}$ Theme:Numbers and Numeration (M-07-012)Lesson Title:Dividing Two Indices	CODE: A27 ession: 1½ minutes CODE: A28	Theme: Numbers and Numeration (M-07-012) CODE: A27 Lesson Title: Dividing Two Indices Answer: It is the second law of indices. It is the second law of indices. Theme: Numbers and Numeration (M-07-012) CODE: A28 Lesson Title: Dividing Two Indices It is the second law of indices.
Theme:Numbers and Numeration (M-07-012)Lesson Title: Dividing Two IndicesIdentify the Law of Indices in the following expression $a^m \div a^n = a^{m-n}$ Theme:Numbers and Numeration (M-07-012)Lesson Title: Dividing Two IndicesSimplify:i) $2^4 \div 2^2$ ii) $\frac{t^6}{t^3}$	CODE: A27 ession: 1½ minutes CODE: A28	Theme:Numbers and Numeration (M-07-012)CODE: A27Lesson Title: Dividing Two IndicesAnswer:It is the second law of indices.Theme:Numbers and Numeration (M-07-012)CODE: A28Lesson Title: Dividing Two IndicesAnswer:i) $2^4 \div 2^2 = 2^{4-2} = 2^2$ ii) $\frac{t^6}{t^3} = t^6 \div t^3 = t^{6-3} = t^3$

Theme: Numbers and Numeration (M-07-013) CODE: A29	Theme: Numbers and Numeration (M-07-013) CODE: A29
Lesson Title: Multiplication and Division of Indices	Lesson Title: Multiplication and Division of Indices
Simplify: (a) $\frac{3^2 \times 3^4}{3^4 \times 3}$ (b) $\frac{2^4 \times 2^4}{2^3 \times 2^2}$ (c) $\frac{6^2 \times 6^3}{6^4}$ 4 minutes	Answer: (a) $\frac{3^{3} \times 3^{5}}{3^{4} \times 3^{1}} = \frac{3^{2+5}}{3^{4+1}} = \frac{3^{7}}{3^{5}} = 3^{7-5} = 3^{2}$ (b) $\frac{2^{5} \times 2^{4}}{2^{3} \times 2^{2}} = \frac{2^{5+4}}{2^{3+2}} = \frac{2^{9}}{2^{5}} = 2^{9-5} = 2^{4}$ (c) $\frac{6^{2} \times 6^{3}}{6^{4}} = \frac{6^{2+3}}{6^{4}} = \frac{6^{5}}{6^{4}} = 6^{5-4} = 6^{1} = 6$
Theme: Numbers and Numeration (M-07-014) CODE: A30	Theme: Numbers and Numeration (M-07-014) CODE: A30
Lesson Title: Introduction to Fractions	Lesson Title: Introduction to Fractions
Draw shapes to show the following fractions: (a) $\frac{1}{3}$ (b) $\frac{3}{8}$ (c) $\frac{5}{6}$	Answer:
3 minutes	
Theme: Numbers and Numeration (M-07-015) CODE: A31	Theme: Numbers and Numeration (M-07-015) CODE: A31
Lesson Title: Introduction to Fractions	Lesson Title: Introduction to Fractions
i) Which fraction is bigger $\frac{4}{5}$ or $\frac{4}{6}$? ii) Put this list of fractions in ascending order (smallest first): $\frac{3}{9}; \frac{3}{11}; \frac{3}{5}; \frac{3}{7}$ iii) Put this list of fractions in descending order (largest first): $\frac{5}{6}; \frac{5}{11}; \frac{5}{8}; \frac{5}{9}$ 4 minutes	Answer: i) $\frac{4}{5}$ ii) $\frac{3}{11}; \frac{3}{9}; \frac{3}{7}; \frac{3}{5}$ iii) $\frac{5}{6}; \frac{5}{8}; \frac{5}{9}; \frac{5}{11}$ iii) $\frac{5}{6}; \frac{5}{8}; \frac{5}{9}; \frac{5}{11}$
Theme: Numbers and Numeration (M-07-016) CODE: A32	Theme: Numbers and Numeration (M-07-016) CODE: A32
Lesson Title: Adding fractions with the same denominator	Lesson Title: Adding fractions with the same denominator
Write down the numerator and the denominator in the following fraction: $\frac{2}{13}$ 1½ minutes	Answer: The numerator is 2. The denominator is 13.

Theme: Numbers and Numeration (M-07-016)	CODE: A33	Theme: Numbers and Numeration (M-07-016) CODE: A33
Lesson Title: Adding fractions with the same der	nominator	Lesson Title: Adding fractions with the same denominator
Complete the following sentence:		Answer:
When the fractions have the same denominator	,	When the fractions have the same denominator, we add the numerators and keep the same denominator.
	1½ minutes	
Theme: Numbers and Numeration (M-07-017)	CODE: A34	Theme: Numbers and Numeration (M-07-017) CODE: A34
Lesson Title: Adding fractions with different den	ominators	Lesson Title: Adding fractions with different denominators
Complete the following sentence:		Answer:
A fraction in which the denominator is bigger that	an the numerator is	A fraction in which the denominator is bigger than the numerator is
known as a		known as a proper fraction .
	1½ minutes	
Theme: Numbers and Numeration (M-07-017)	CODE: A35	Theme: Numbers and Numeration (M-07-017) CODE: A35
Theme: Numbers and Numeration (M-07-017) Lesson Title: Adding fractions with different den	CODE: A35 ominators	Theme: Numbers and Numeration (M-07-017) CODE: A35 Lesson Title: Adding fractions with different denominators
Theme: Numbers and Numeration (M-07-017) Lesson Title: Adding fractions with different den	CODE: A35 ominators	Theme: Numbers and Numeration (M-07-017) CODE: A35 Lesson Title: Adding fractions with different denominators Answer: Answer:
Theme: Numbers and Numeration (M-07-017) Lesson Title: Adding fractions with different den Solve the problems below:	CODE: A35 ominators	Theme: Numbers and Numeration (M-07-017) CODE: A35 Lesson Title: Adding fractions with different denominators Answer: (1) 2^{2} + 5^{2} - 2^{+5} - 7^{2} - 1
Theme:Numbers and Numeration (M-07-017)Lesson Title:Adding fractions with different denSolve the problems below:(i) $\frac{2}{7} + \frac{5}{7}$ (ii) $\frac{2}{9} + \frac{2}{9}$	CODE: A35 ominators	Theme:Numbers and Numeration (M-07-017)CODE: A35Lesson Title:Adding fractions with different denominatorsAnswer:(i) $\frac{2}{7}$ + $\frac{5}{7}$ = $\frac{2+5}{7}$ = $\frac{7}{7}$ = 1
Theme:Numbers and Numeration (M-07-017)Lesson Title:Adding fractions with different denSolve the problems below:(i) $\frac{2}{7} + \frac{5}{7}$ (ii) $\frac{2}{9} + \frac{2}{9}$	CODE: A35 ominators	Theme: Numbers and Numeration (M-07-017) CODE: A35 Lesson Title: Adding fractions with different denominators Answer: (i) $\frac{2}{7} + \frac{5}{7} = \frac{2+5}{7} = \frac{7}{7} = 1$ (ii) $\frac{2}{7} + \frac{2}{7} = \frac{2+2}{7} = \frac{4}{7}$
Theme:Numbers and Numeration (M-07-017)Lesson Title:Adding fractions with different denSolve the problems below:(i) $\frac{2}{7} + \frac{5}{7}$ (ii) $\frac{2}{9} + \frac{2}{9}$	CODE: A35 ominators	Theme: Numbers and Numeration (M-07-017) CODE: A35 Lesson Title: Adding fractions with different denominators Answer: (i) $\frac{2}{7} + \frac{5}{7} = \frac{2+5}{7} = \frac{7}{7} = 1$ (ii) $\frac{2}{9} + \frac{2}{9} = \frac{2+2}{9} = \frac{4}{9}$
Theme:Numbers and Numeration (M-07-017)Lesson Title:Adding fractions with different denSolve the problems below:(i) $\frac{2}{7} + \frac{5}{7}$ (ii) $\frac{2}{9} + \frac{2}{9}$	CODE: A35 ominators	Theme: Numbers and Numeration (M-07-017) CODE: A35 Lesson Title: Adding fractions with different denominators Answer: (i) $\frac{2}{7} + \frac{5}{7} = \frac{2+5}{7} = \frac{7}{7} = 1$ (ii) $\frac{2}{9} + \frac{2}{9} = \frac{2+2}{9} = \frac{4}{9}$
Theme:Numbers and Numeration (M-07-017)Lesson Title:Adding fractions with different denSolve the problems below:(i) $\frac{2}{7} + \frac{5}{7}$ (ii) $\frac{2}{9} + \frac{2}{9}$	CODE: A35 ominators	Theme: Numbers and Numeration (M-07-017) CODE: A35 Lesson Title: Adding fractions with different denominators Answer: (i) $\frac{2}{7} + \frac{5}{7} = \frac{2+5}{7} = \frac{7}{7} = 1$ (ii) $\frac{2}{9} + \frac{2}{9} = \frac{2+2}{9} = \frac{4}{9}$
Theme:Numbers and Numeration (M-07-017)Lesson Title:Adding fractions with different denSolve the problems below:(i) $\frac{2}{7} + \frac{5}{7}$ (ii) $\frac{2}{9} + \frac{2}{9}$	CODE: A35 ominators 3 minutes	Theme: Numbers and Numeration (M-07-017) CODE: A35 Lesson Title: Adding fractions with different denominators Answer: (i) $\frac{2}{7} + \frac{5}{7} = \frac{2+5}{7} = \frac{7}{7} = 1$ (ii) $\frac{2}{9} + \frac{2}{9} = \frac{2+2}{9} = \frac{4}{9}$
Theme:Numbers and Numeration (M-07-017)Lesson Title:Adding fractions with different denSolve the problems below:(i) $\frac{2}{7} + \frac{5}{7}$ (ii) $\frac{2}{9} + \frac{2}{9}$ Theme:Numbers and Numeration (M-07-017)	CODE: A35 ominators 3 minutes CODE: A36	Theme:Numbers and Numeration (M-07-017)CODE: A35Lesson Title:Adding fractions with different denominatorsAnswer:(i) $\frac{2}{7} + \frac{5}{7} = \frac{2+5}{7} = \frac{7}{7} = 1$ (ii) $\frac{2}{9} + \frac{2}{9} = \frac{2+2}{9} = \frac{4}{9}$ Theme:Numbers and Numeration (M-07-017)CODE: A36
Theme:Numbers and Numeration (M-07-017)Lesson Title:Adding fractions with different denSolve the problems below:(i) $\frac{2}{7} + \frac{5}{7}$ (ii) $\frac{2}{9} + \frac{2}{9}$ Theme:Numbers and Numeration (M-07-017)Lesson Title:Adding fractions with different den	CODE: A35 ominators 3 minutes CODE: A36 ominators	Theme:Numbers and Numeration (M-07-017)CODE: A35Lesson Title:Adding fractions with different denominatorsAnswer:(i) $\frac{2}{7} + \frac{5}{7} = \frac{2+5}{7} = \frac{7}{7} = 1$ (ii) $\frac{2}{9} + \frac{2}{9} = \frac{2+2}{9} = \frac{4}{9}$ Theme:Numbers and Numeration (M-07-017)CODE: A36Lesson Title:Adding fractions with different denominators
Theme: Numbers and Numeration (M-07-017)Lesson Title: Adding fractions with different denSolve the problems below:(i) $\frac{2}{7} + \frac{5}{7}$ (ii) $\frac{2}{9} + \frac{2}{9}$ Theme: Numbers and Numeration (M-07-017)Lesson Title: Adding fractions with different denMy mother gave me $\frac{3}{2}$ of a pawpaw, and my fath	CODE: A35 ominators 3 minutes CODE: A36 ominators	Theme:Numbers and Numeration (M-07-017)CODE: A35Lesson Title:Adding fractions with different denominatorsAnswer:(i) $\frac{2}{7} + \frac{5}{7} = \frac{2+5}{7} = \frac{7}{7} = 1$ (ii) $\frac{2}{9} + \frac{2}{9} = \frac{2+2}{9} = \frac{4}{9}$ Theme:Numbers and Numeration (M-07-017)CODE: A36Lesson Title:Adding fractions with different denominatorsAnswer:
Theme: Numbers and Numeration (M-07-017) Lesson Title: Adding fractions with different den Solve the problems below: (i) $\frac{2}{7} + \frac{5}{7}$ (ii) $\frac{2}{9} + \frac{2}{9}$ Theme: Numbers and Numeration (M-07-017) Lesson Title: Adding fractions with different den My mother gave me $\frac{3}{8}$ of a pawpaw, and my fath $\frac{2}{9}$ of a pawpaw	CODE: A35 ominators 3 minutes CODE: A36 ominators her gave me	Theme:Numbers and Numeration (M-07-017)CODE: A35Lesson Title:Adding fractions with different denominatorsAnswer:(i) $\frac{2}{7} + \frac{5}{7} = \frac{2+5}{7} = \frac{7}{7} = 1$ (ii) $\frac{2}{9} + \frac{2}{9} = \frac{2+2}{9} = \frac{4}{9}$ Theme:Numbers and Numeration (M-07-017)CODE: A36Lesson Title:Adding fractions with different denominatorsAnswer: $\frac{3}{7} + \frac{2}{7} = \frac{3+2}{9} = \frac{5}{10}$
Theme: Numbers and Numeration (M-07-017)Lesson Title: Adding fractions with different denSolve the problems below:(i) $\frac{2}{7} + \frac{5}{7}$ (ii) $\frac{2}{9} + \frac{2}{9}$ Theme: Numbers and Numeration (M-07-017)Lesson Title: Adding fractions with different denMy mother gave me $\frac{3}{8}$ of a pawpaw, and my fath $\frac{2}{8}$ of a pawpaw.	CODE: A35 ominators 3 minutes CODE: A36 ominators her gave me	Theme:Numbers and Numeration (M-07-017)CODE: A35Lesson Title:Adding fractions with different denominatorsAnswer:(i) $\frac{2}{7} + \frac{5}{7} = \frac{2+5}{7} = \frac{7}{7} = 1$ (ii) $\frac{2}{9} + \frac{2}{9} = \frac{2+2}{9} = \frac{4}{9}$ Theme:Numbers and Numeration (M-07-017)CODE: A36Lesson Title:Adding fractions with different denominatorsAnswer: $\frac{3}{8} + \frac{2}{8} = \frac{3+2}{8} = \frac{5}{8}$
Theme: Numbers and Numeration (M-07-017)Lesson Title: Adding fractions with different denSolve the problems below:(i) $\frac{2}{7} + \frac{5}{7}$ (ii) $\frac{2}{9} + \frac{2}{9}$ Theme: Numbers and Numeration (M-07-017)Lesson Title: Adding fractions with different denMy mother gave me $\frac{3}{8}$ of a pawpaw, and my fath $\frac{2}{8}$ of a pawpaw.How much pawpaw do I have in total?	CODE: A35 ominators 3 minutes CODE: A36 ominators her gave me	Theme:Numbers and Numeration (M-07-017)CODE: A35Lesson Title:Adding fractions with different denominatorsAnswer:(i) $\frac{2}{7} + \frac{5}{7} = \frac{2+5}{7} = \frac{7}{7} = 1$ (ii) $\frac{2}{7} + \frac{2}{9} = \frac{2+2}{9} = \frac{4}{9}$ Theme:Numbers and Numeration (M-07-017)CODE: A36Lesson Title:Adding fractions with different denominatorsAnswer: $\frac{3}{8} + \frac{2}{8} = \frac{3+2}{8} = \frac{5}{8}$
Theme: Numbers and Numeration (M-07-017)Lesson Title: Adding fractions with different denSolve the problems below:(i) $\frac{2}{7} + \frac{5}{7}$ (ii) $\frac{2}{9} + \frac{2}{9}$ Theme: Numbers and Numeration (M-07-017)Lesson Title: Adding fractions with different denMy mother gave me $\frac{3}{8}$ of a pawpaw, and my fath $\frac{2}{8}$ of a pawpaw.How much pawpaw do I have in total?	CODE: A35 ominators 3 minutes CODE: A36 ominators her gave me	Theme:Numbers and Numeration (M-07-017)CODE: A35Lesson Title:Adding fractions with different denominatorsAnswer:(i) $\frac{2}{7} + \frac{5}{7} = \frac{2+5}{7} = \frac{7}{7} = 1$ (ii) $\frac{2}{9} + \frac{2}{9} = \frac{2+2}{9} = \frac{4}{9}$ Theme:Numbers and Numeration (M-07-017)CODE: A36Lesson Title:Adding fractions with different denominatorsAnswer: $\frac{3}{8} + \frac{2}{8} = \frac{3+2}{8} = \frac{5}{8}$
Theme:Numbers and Numeration (M-07-017)Lesson Title:Adding fractions with different denSolve the problems below:(i) (i) $\frac{2}{7} + \frac{5}{7}$ (ii) $\frac{2}{9} + \frac{2}{9}$ Theme:Numbers and Numeration (M-07-017)Lesson Title:Adding fractions with different denMy mother gave me $\frac{3}{8}$ of a pawpaw, and my fath $\frac{2}{8}$ of a pawpaw.How much pawpaw do I have in total?	CODE: A35 ominators 3 minutes CODE: A36 ominators her gave me	Theme: Numbers and Numeration (M-07-017) CODE: A35 Lesson Title: Adding fractions with different denominators Answer: (i) $\frac{2}{7} + \frac{5}{7} = \frac{2+5}{7} = \frac{7}{7} = 1$ (ii) $\frac{2}{9} + \frac{2}{9} = \frac{2+2}{9} = \frac{4}{9}$ Theme: Numbers and Numeration (M-07-017) CODE: A36 Lesson Title: Adding fractions with different denominators Answer: $\frac{3}{8} + \frac{2}{8} = \frac{3+2}{8} = \frac{5}{8}$
Theme:Numbers and Numeration (M-07-017)Lesson Title:Adding fractions with different denSolve the problems below:(i) (i) $\frac{2}{7} + \frac{5}{7}$ (ii) $\frac{2}{9} + \frac{2}{9}$ Theme:Numbers and Numeration (M-07-017)Lesson Title:Adding fractions with different denMy mother gave me $\frac{3}{8}$ of a pawpaw, and my fath $\frac{2}{8}$ of a pawpaw.How much pawpaw do I have in total?	CODE: A35 ominators 3 minutes CODE: A36 ominators her gave me 2 minutes	Theme: Numbers and Numeration (M-07-017) CODE: A35 Lesson Title: Adding fractions with different denominators Answer: (i) $\frac{2}{7} + \frac{5}{7} = \frac{2+5}{7} = \frac{7}{7} = 1$ (ii) $\frac{2}{9} + \frac{2}{9} = \frac{2+2}{9} = \frac{4}{9}$ Theme: Numbers and Numeration (M-07-017) CODE: A36 Lesson Title: Adding fractions with different denominators Answer: $\frac{3}{8} + \frac{2}{8} = \frac{3+2}{8} = \frac{5}{8}$

Theme: Numbers and Numeration (M-07-017)	CODE: A37	Theme:	Numbers and Numeration (M-07-017)	CODE: A37
Lesson Title: Adding fractions with different der	ominators	Lesson	Title: Adding fractions with different de	nominators
Complete the following sentences: a) To subtract fractions with different denomina	tors, we need to	Answer: a) To su	btract fractions with different denomina	ators, we need to
find a		find a	common denominator.	
b) To add fractions with different denominators,	we need to find a	b) To ad	d fractions with different denominators	, we need to find a
		comr	non denominator.	
	2 minutes			
Theme: Numbers and Numeration (M-07-017)	CODE: A38	Theme:	Numbers and Numeration (M-07-017)	CODE: A38
Lesson Title: Adding fractions with different der	ominators	Lesson	Title: Adding fractions with different de	nominators
Complete the following sentence:		Answer:		
A fraction in which the denominator is bigger th	an the numerator is	A fractio	n in which the denominator is bigger th	nan the numerator is
a		a prope	r fraction.	
	1½ minutes			
		- T I		
Theme: Numbers and Numeration (M-07-017)	CODE: A39	Theme:	Numbers and Numeration (M-07-017)	CODE: A39
Theme: Numbers and Numeration (M-07-017) Lesson Title: Adding fractions with different der	CODE: A39 ominators	Theme: Lesson	Numbers and Numeration (M-07-017) Fitle: Adding fractions with different de	CODE: A39 nominators
Theme: Numbers and Numeration (M-07-017) Lesson Title: Adding fractions with different der Complete the following sentence:	CODE: A39 nominators	Theme: Lesson Answer:	Numbers and Numeration (M-07-017) Fitle: Adding fractions with different de	CODE: A39 nominators
Theme: Numbers and Numeration (M-07-017) Lesson Title: Adding fractions with different der Complete the following sentence: A fraction in which the denominator is smaller the	CODE: A39 nominators	Theme: Lesson Answer: A fractio	Numbers and Numeration (M-07-017) Fitle: Adding fractions with different de	CODE: A39 nominators than the numerator
Theme: Numbers and Numeration (M-07-017) Lesson Title: Adding fractions with different der Complete the following sentence: A fraction in which the denominator is smaller the is known as an	CODE: A39 nominators	Theme: Lesson Answer: A fractio is knowr	Numbers and Numeration (M-07-017) Title: Adding fractions with different de n in which the denominator is smaller to as an improper fraction .	CODE: A39 nominators than the numerator
Theme: Numbers and Numeration (M-07-017) Lesson Title: Adding fractions with different der Complete the following sentence: A fraction in which the denominator is smaller the is known as an	CODE: A39 nominators	Theme: Lesson Answer: A fractio is knowr	Numbers and Numeration (M-07-017) Fitle: Adding fractions with different de n in which the denominator is smaller to a as an improper fraction .	CODE: A39 nominators
Theme: Numbers and Numeration (M-07-017) Lesson Title: Adding fractions with different der Complete the following sentence: A fraction in which the denominator is smaller the is known as an	CODE: A39 nominators	Theme: Lesson Answer: A fractio is knowr	Numbers and Numeration (M-07-017) Title: Adding fractions with different de n in which the denominator is smaller to a as an improper fraction .	CODE: A39 nominators
Theme: Numbers and Numeration (M-07-017) Lesson Title: Adding fractions with different der Complete the following sentence: A fraction in which the denominator is smaller the is known as an These Numbers and Numeration (M-07-017)	CODE: A39 nominators nan the numerator 11/2 minutes	Theme: Lesson Answer: A fractio is known	Numbers and Numeration (M-07-017) Title: Adding fractions with different de n in which the denominator is smaller to a as an improper fraction .	CODE: A39 nominators than the numerator
Theme: Numbers and Numeration (M-07-017) Lesson Title: Adding fractions with different der Complete the following sentence: A fraction in which the denominator is smaller the is known as an	CODE: A39 nominators	Theme: Lesson Answer: A fractio is known	Numbers and Numeration (M-07-017) Title: Adding fractions with different de n in which the denominator is smaller to a as an improper fraction . Numbers and Numeration (M-07-017) File: Adding fractions with different to	CODE: A39 nominators than the numerator CODE: A40
Theme: Numbers and Numeration (M-07-017) Lesson Title: Adding fractions with different der Complete the following sentence: A fraction in which the denominator is smaller the A fraction in which the denominator is smaller the Image: Smaller the is known as an	CODE: A39 nominators nan the numerator 1½ minutes CODE: A40 nominators	Theme: Lesson Answer: A fractio is known Theme: Lesson	Numbers and Numeration (M-07-017) Title: Adding fractions with different de n in which the denominator is smaller to a as an improper fraction . Numbers and Numeration (M-07-017) Title: Adding fractions with different de	CODE: A39 nominators than the numerator CODE: A40 nominators
Theme: Numbers and Numeration (M-07-017) Lesson Title: Adding fractions with different der Complete the following sentence: A fraction in which the denominator is smaller the A fraction in which the denominator is smaller the is known as an	CODE: A39 nominators nan the numerator 1½ minutes CODE: A40 nominators ixed fraction:	Theme: Lesson Answer: A fractio is known is known Theme: Lesson Answer:	Numbers and Numeration (M-07-017) Title: Adding fractions with different de n in which the denominator is smaller to a as an improper fraction . Numbers and Numeration (M-07-017) Title: Adding fractions with different de	CODE: A39 nominators than the numerator CODE: A40 nominators
Theme: Numbers and Numeration (M-07-017) Lesson Title: Adding fractions with different der Complete the following sentence: A fraction in which the denominator is smaller the is known as an Theme: Numbers and Numeration (M-07-017) Lesson Title: Adding fractions with different der Change the following improper fraction into a magnetic structure into a magnet structure into a magne	CODE: A39 nominators han the numerator 1½ minutes CODE: A40 nominators ixed fraction:	Theme: Lesson Answer: A fractio is known is known Theme: Lesson Answer:	Numbers and Numeration (M-07-017) Title: Adding fractions with different de n in which the denominator is smaller to a as an improper fraction. Numbers and Numeration (M-07-017) Title: Adding fractions with different de $\frac{31}{30}$	CODE: A39 nominators than the numerator CODE: A40 nominators
Theme: Numbers and Numeration (M-07-017) Lesson Title: Adding fractions with different der Complete the following sentence: A A fraction in which the denominator is smaller the is smaller the is known as an	CODE: A39 nominators	Theme: Lesson Answer: A fractio is knowr is knowr Theme: Lesson Answer:	Numbers and Numeration (M-07-017) Title: Adding fractions with different de n in which the denominator is smaller to a as an improper fraction . Numbers and Numeration (M-07-017) Title: Adding fractions with different de $\frac{31}{30}$ = 31 ÷30	CODE: A39 nominators than the numerator CODE: A40 nominators
Theme: Numbers and Numeration (M-07-017) Lesson Title: Adding fractions with different der Complete the following sentence: A A fraction in which the denominator is smaller the is smaller the is known as an	CODE: A39 nominators	Theme: Lesson Answer: A fractio is known Theme: Lesson Answer:	Numbers and Numeration (M-07-017) Title: Adding fractions with different de n in which the denominator is smaller to a as an improper fraction . Numbers and Numeration (M-07-017) Title: Adding fractions with different de $\frac{31}{30}$ = 31 ÷30 = $1\frac{1}{30}$	CODE: A39 nominators than the numerator CODE: A40 nominators
Theme: Numbers and Numeration (M-07-017) Lesson Title: Adding fractions with different der Complete the following sentence: A A fraction in which the denominator is smaller the is smaller the is known as an	CODE: A39 nominators	Theme: Lesson Answer: A fractio is known Theme: Lesson Answer:	Numbers and Numeration (M-07-017) Title: Adding fractions with different de n in which the denominator is smaller to a as an improper fraction . Numbers and Numeration (M-07-017) Title: Adding fractions with different de $\frac{31}{30}$ = 31 ÷30 = $1\frac{1}{30}$	CODE: A39 nominators than the numerator CODE: A40 nominators

Theme: Numbers and Numeration (M-07-017) CODE: A41	Theme: Numbers and Numeration (M-07-017) CODE: A41
Lesson Title: Adding fractions with different denominators	Lesson Title: Adding fractions with different denominators
Solve the following problems: (i) $\frac{1}{4} + \frac{3}{5}$ (ii) $\frac{2}{5} + \frac{2}{3}$	Answer: (i) $\frac{1}{4} + \frac{3}{5} = \frac{5}{20} + \frac{12}{20} = \frac{5+12}{20} = \frac{17}{20}$ (ii) $\frac{2}{5} + \frac{2}{3} = \frac{6}{15} + \frac{10}{15} = \frac{6+10}{15} = \frac{16}{15} = 1\frac{1}{15}$
4 minutes	
Theme: Numbers and Numeration (M-07-018) CODE: A42	Theme: Numbers and Numeration (M-07-018) CODE: A42
Lesson Title: Subtracting fractions with the same denominators	Lesson Title: Subtracting fractions with the same denominators
Solve the following problems: (a) (b) $\frac{6}{7} - \frac{4}{7}$ (c) $\frac{10}{11} - \frac{6}{11}$ 4 minutes	Answer: (a) $\frac{3}{5} - \frac{1}{5} = \frac{2}{5}$ (b) $\frac{6}{7} - \frac{4}{7} = \frac{2}{7}$ (c) $\frac{10}{11} - \frac{6}{11} = \frac{4}{11}$
Theme: Numbers and Numeration (M-07-019) CODE: A43	Theme: Numbers and Numeration (M-07-019) CODE: A43
Theme: Numbers and Numeration (M-07-019) CODE: A43 Lesson Title: Subtracting fractions with different denominators Simplify: (i) $\frac{8}{9} - \frac{2}{3}$ (ii) A man shared $\frac{5}{6}$ of his money between his 2 sons. If the first son received $\frac{3}{4}$ of his total money, what fraction of his money did his second son receive?	Theme: Numbers and Numeration (M-07-019) CODE: A43 Lesson Title: Subtracting fractions with different denominators Answer: (i) $\frac{8}{9} - \frac{2}{3} = \frac{8}{9} - \frac{6}{9} = \frac{8-6}{9} = \frac{2}{9}$ (ii) $\frac{5}{6} - \frac{3}{4} = \frac{10}{12} - \frac{9}{12} = \frac{10-9}{12} = \frac{1}{12}$
Theme: Numbers and Numeration (M-07-019) CODE: A43 Lesson Title: Subtracting fractions with different denominators Simplify: (i) $\frac{8}{9} - \frac{2}{3}$ (ii) A man shared $\frac{5}{6}$ of his money between his 2 sons. If the first son received $\frac{3}{4}$ of his total money, what fraction of his money did his second son receive? 4 minutes	Theme: Numbers and Numeration (M-07-019) CODE: A43 Lesson Title: Subtracting fractions with different denominators Answer: (i) $\frac{8}{9} - \frac{2}{3} = \frac{8}{9} - \frac{6}{9} = \frac{8-6}{9} = \frac{2}{9}$ (ii) $\frac{5}{6} - \frac{3}{4} = \frac{10}{12} - \frac{9}{12} = \frac{10-9}{12} = \frac{1}{12}$
Theme: Numbers and Numeration (M-07-019) CODE: A43 Lesson Title: Subtracting fractions with different denominators Simplify: (i) $\frac{8}{9} - \frac{2}{3}$ (ii) A man shared $\frac{5}{6}$ of his money between his 2 sons. If the first son received $\frac{3}{4}$ of his total money, what fraction of his money did his second son receive? 4 minutes Theme: Numbers and Numeration (M-07-020) CODE: A44 Lesson Title: Multiplication of fractions Simplify: $\frac{1}{2} \times \frac{3}{8} \times \frac{2}{3}$	Theme: Numbers and Numeration (M-07-019) CODE: A43 Lesson Title: Subtracting fractions with different denominators Answer: (i) $\frac{8}{9} - \frac{2}{3} = \frac{8}{9} - \frac{6}{9} = \frac{8-6}{9} = \frac{2}{9}$ (ii) $\frac{5}{6} - \frac{3}{4} = \frac{10}{12} - \frac{9}{12} = \frac{10-9}{12} = \frac{1}{12}$ Theme: Numbers and Numeration (M-07-020) CODE: A44 Lesson Title: Multiplication of fractions Answer: $\frac{1}{2} \times \frac{3}{8} = \frac{1 \times 3}{2 \times 8} = \frac{3}{16} \rightarrow \frac{3}{16} \times \frac{2}{3} = \frac{6}{48} = \frac{1}{8}$

Theme: Numbers and Numeration (M-07-021)	CODE: A45	Theme: Numbers and Numeration (M-07-021) CODE: A45
Lesson Title: Division of fractions		Lesson Title: Division of fractions
Simplify: a. $\frac{1}{2} \div \frac{2}{3}$ b. $\frac{6}{7} \div \frac{5}{6}$		Answer: a. $\frac{1}{2} \div \frac{2}{3} = \frac{1}{2} \times \frac{3}{2} = \frac{3}{4}$ b. $\frac{6}{7} \div \frac{5}{6} = \frac{6}{7} \times \frac{6}{5} = \frac{36}{35} = 1\frac{1}{35}$
	4 minutes	
Theme: Everyday Arithmetic (M-07-022)	CODE: A46	Theme: Everyday Arithmetic (M-07-022) CODE: A46
Lesson Title: Story problems on the basic operat	tions on fractions	Lesson Title: Story problems on the basic operations on fractions
Solve the problems below: (i) Marie uses $\frac{1}{4}$ of her money to buy rice, and $\frac{3}{8}$ to $\frac{1}{8}$ what fraction of her money is left?	o buy palm oil.	Answer: (i) $1 - (\frac{1}{4} + \frac{3}{8}) = 1 - (\frac{2}{8} + \frac{3}{8}) = 1 - (\frac{2}{8} + \frac{3}{8}) = 1 - (\frac{5}{8} - \frac{5}{8} - \frac{5}{8}) = \frac{3}{8}$
(ii) Bendu wants to buy enough rice for her family member of her family eats $\frac{3}{4}$ cup of rice, and ther of her family. How many cups should she buy?	y's dinner. Each re are 8 members 5 minutes	(ii) $\frac{3}{4} \times 8 = \frac{3}{4} \times \frac{8}{1} = \frac{3 \times 8}{4 \times 1} = \frac{24}{4} = 6$ cups
Theme: Numbers and Numeration (M-07-024)	CODE: A47	Theme: Numbers and Numeration (M-07-024) CODE: A47
Theme: Numbers and Numeration (M-07-024) Lesson Title: Decimals to fractions	CODE: A47	Theme: Numbers and Numeration (M-07-024) CODE: A47 Lesson Title: Decimals to fractions
Theme: Numbers and Numeration (M-07-024) Lesson Title: Decimals to fractions Express the following as fractions in their lowest a. 5.32 b. 0.325 c. 0.66	CODE: A47 terms:	Theme: Numbers and Numeration (M-07-024) CODE: A47 Lesson Title: Decimals to fractions Answer: (a) $5.32 = 5\frac{32}{100} = 5\frac{8}{25}$ (b) $0.325 = \frac{325}{1000} = \frac{13}{40}$ (c) $0.66 = \frac{66}{100} = \frac{33}{50}$
Theme: Numbers and Numeration (M-07-024) Lesson Title: Decimals to fractions Express the following as fractions in their lowest a. 5.32 b. 0.325 c. 0.66	CODE: A47 terms: 4 minutes	Theme: Numbers and Numeration (M-07-024) CODE: A47 Lesson Title: Decimals to fractions Answer: (a) $5.32 = 5\frac{32}{100} = 5\frac{8}{25}$ (b) $0.325 = \frac{325}{1000} = \frac{13}{40}$ (c) $0.66 = \frac{66}{100} = \frac{33}{50}$
Theme: Numbers and Numeration (M-07-024) Lesson Title: Decimals to fractions Express the following as fractions in their lowest a. 5.32 b. 0.325 c. 0.66	CODE: A47 terms: 4 minutes	Theme: Numbers and Numeration (M-07-024) CODE: A47 Lesson Title: Decimals to fractions Answer: (a) $5.32 = 5\frac{32}{100} = 5\frac{8}{25}$ (b) $0.325 = \frac{325}{1000} = \frac{13}{40}$ (c) $0.66 = \frac{66}{100} = \frac{33}{50}$
Theme: Numbers and Numeration (M-07-024) Lesson Title: Decimals to fractions Express the following as fractions in their lowest a. 5.32 b. 0.325 c. 0.66	CODE: A47 terms: 4 minutes CODE: A48	Theme: Numbers and Numeration (M-07-024) CODE: A47 Lesson Title: Decimals to fractions Answer: (a) $5.32 = 5\frac{32}{100} = 5\frac{8}{25}$ (b) $0.325 = \frac{325}{1000} = \frac{13}{40}$ (c) $0.66 = \frac{66}{100} = \frac{33}{50}$ Theme: Numbers and Numeration (M-07-025) CODE: A48
Theme: Numbers and Numeration (M-07-024) Lesson Title: Decimals to fractions Express the following as fractions in their lowest a. 5.32 b. 0.325 c. 0.66	CODE: A47 terms: 4 minutes CODE: A48	Theme: Numbers and Numeration (M-07-024) CODE: A47 Lesson Title: Decimals to fractions Answer: (a) $5.32 = 5\frac{32}{100} = 5\frac{8}{25}$ (b) $0.325 = \frac{325}{1000} = \frac{13}{40}$ (c) $0.66 = \frac{66}{100} = \frac{33}{50}$ Theme: Numbers and Numeration (M-07-025) CODE: A48 Lesson Title: Fractions to decimals
Theme:Numbers and Numeration (M-07-024)Lesson Title:Decimals to fractionsExpress the following as fractions in their lowesta. 5.32b. 0.325c. 0.66Theme:Numbers and Numeration (M-07-025)Lesson Title:Fractions to decimalsExpress the following fractions as decimals:a) $\frac{4}{5}$ b) $1\frac{19}{100}$ c) $39\frac{1}{2}$	CODE: A47 terms: 4 minutes CODE: A48	Theme: Numbers and Numeration (M-07-024) CODE: A47 Lesson Title: Decimals to fractions Answer: (a) $5.32 = 5\frac{32}{100} = 5\frac{8}{25}$ (b) $0.325 = \frac{325}{1000} = \frac{13}{40}$ (c) $0.66 = \frac{66}{100} = \frac{33}{50}$ Theme: Numbers and Numeration (M-07-025) CODE: A48 Lesson Title: Fractions to decimals Answer: (a) $\frac{4}{5} = 5\frac{0.8}{[4.0]} = 0.8$ (b) $1\frac{19}{100} = 1.19$ -4 = 0 0

Theme: Numbers and Numeration (M-07-026)	CODE: A49	Theme: Numbers and Numeration (M-07-026) CODE: A49	
Lesson Title: Rounding off decimal numbers to v	vhole numbers	Lesson Title: Rounding off decimal numbers to whole numbers	
In a mathematics test, Amadu and Fatmata were asked to round 36.5 to the nearest whole number. Amadu's answer was 36 while Fatmata's was 37. Which of them is correct? Give reasons.		Answer: Fatmata's answer was correct because 0.5 can be rounded up by adding 1 to 36. This makes 36.5 become 37 when rounded to the nearest whole number.	
	4 minutes		
Theme: Numbers and Numeration (M-07-027)	CODE: A50	Theme: Numbers and Numeration (M-07-027) CODE: A50	
Lesson Title: Rounding off decimal numbers		Lesson Title: Rounding off decimal numbers	
Round to the number of decimal places given in (a) 7.263 (2) (b) 73.0448 (2) (c) 0.04168 (3) (d) 0.7208 (3)	brackets:	Answer: (a) 7.263 $\rightarrow 7.26$ (b) 73.0448 $\rightarrow 73.04$ (c) 0.04168 $\rightarrow 0.042$ (d) 0.7208 $\rightarrow 0.0721$	
	4 minutes		
Theme: Numbers and Numeration (M-07-028)	CODE: A51	Theme: Numbers and Numeration (M-07-028) CODE: A51	
Lesson Title: Rounding off whole numbers and c	decimals to nearest	Lesson Litle: Rounding off whole numbers and decimals to nearest	
		Answer:	
(a) Round 6309 to nearest 10;		(a) 63 <u>0</u> 9 = 6310	
(b) Round 9672.64 to nearest 100;		(b) 9⑥72.64 = 9700.00 or 9700	
(c) Round 5085.12 to nearest 1000.		(c) (5)085.12 = 5000.00 or 5000. 5	
	3½ minutes		
Theme: Numbers and Numeration (M-07-029)	CODE: A52	Theme: Numbers and Numeration (M-07-029) CODE: A52	
Lesson Title: Multiplying and dividing whole num by powers of 10	bers and decimals	Lesson Title: Multiplying and dividing whole numbers and decimals by powers of 10	
Complete the following sentence:		Answer:	
To multiply or divide decimals and whole numbe	rs by powers of 10,	To multiply or divide decimals and whole numbers by powers of 10,	
we move the point to the		we move the point to the right for multiplication and to the left	
	1½ minutes	for division.	

	Numbers and Nume	eration (M-07-029) CODE: A53	Theme: Numbers and Numeration (M-07-029) CODE: A53
Lesson by powe	Title: Multiplying and ers of 10	d dividing whole numbers and decimals	Lesson Title: Multiplying and dividing whole numbers and decimals by powers of 10
Solve:			Answer:
	(<i>a</i>) 7300÷100		(a) 73.00 = 73
	(<i>b</i>) 5.38×1000		(b) 5,380
	(<i>c</i>) 5.6÷ 10 ²		(c) .056
		3 minutes	
Theme	Evenuday Arithmetic	(M-07-030) CODE: 454	Theme: Evenday Arithmetic (M-07-030) CODE: A54
	Title: Poviow of the		Lesson Title: Poview of the four operations with whole numbers
Lesson	The. Review of the	iour operations with whole humbers	Answer:
Solve:	(a) Add:	2096+4360+3685	a) 2096 + 4360 + 3685 \rightarrow $\begin{array}{cccccccccccccccccccccccccccccccccccc$
	(b) Subtract:	840–512 3 minutes	b) 840-512 \rightarrow $\begin{array}{c} 1 & 0 & 1 & 4 & 1 \\ & & & & & & & \\ & & & & & & & \\ & & & & & & & \\ & & & & & & & \\ & & & & & & & \\ & & & & & & \\ & & & & & & \\ & & & & & & \\ & & & & & & \\ & & & & & & \\ & & & & & & \\ & & & & & & \\ & & & & & & \\ & & & & & & \\ \end{array}$
Theme:	Everyday Arithmetic	: (M-07-030) CODE: A55	Theme: Everyday Arithmetic (M-07-030) CODE: A55
Theme: Lesson	Everyday Arithmetic Title: Review of the	(M-07-030) CODE: A55	Theme: Everyday Arithmetic (M-07-030) CODE: A55 Lesson Title: Review of the four operations with whole numbers
Theme: Lesson Solve:	Everyday Arithmetic Title: Review of the	(M-07-030) CODE: A55 four operations with whole numbers	Theme:Everyday Arithmetic (M-07-030)CODE: A55Lesson Title:Review of the four operations with whole numbersAnswer: $a + 5 + 3 + 2 + 3 + 3$
Theme: Lesson Solve:	Everyday Arithmetic Title: Review of the (a) Multiply:	(M-07-030) CODE: A55 four operations with whole numbers 45×32	Theme: Everyday Arithmetic (M-07-030) CODE: A55 Lesson Title: Review of the four operations with whole numbers Answer: (a) $45 \times 32 \rightarrow \frac{1}{4} \frac{5}{5} \frac{\times 3}{2} \frac{2}{9} \frac{1}{0} \frac{1}{1} \frac{1}{4} \frac{5}{4} \frac{1}{0}$
Theme: Lesson Solve:	Everyday Arithmetic Title: Review of the (a) Multiply: (b) Divide:	(M-07-030) CODE: A55 four operations with whole numbers 45×32 1005 ÷5	Theme: Everyday Arithmetic (M-07-030) CODE: A55 Lesson Title: Review of the four operations with whole numbers Answer: (a) $45 \times 32 \rightarrow \frac{1}{4} \frac{5}{5} \frac{2}{90} \frac{1}{14} \frac{1}{40}$ (b) $1005 \div 5 \rightarrow \frac{5\left[\frac{2}{10} \frac{0}{15} \frac{1}{5} \frac{1}{10} \frac{1}{5} \frac{1}{5} \frac{1}{10} \frac{1}{5} \frac{1}{5} \frac{1}{10} \frac{1}{5} \frac{1}{5} \frac{1}{10} \frac{1}{5} \frac{1}$
Theme: Lesson Solve:	Everyday Arithmetic Title: Review of the (a) Multiply: (b) Divide:	45×32 1005 ÷5 3 minutes	Theme: Everyday Arithmetic (M-07-030) CODE: A55 Lesson Title: Review of the four operations with whole numbers Answer: (a) $45 \times 32 \rightarrow \frac{1}{4} \frac{5}{5} \frac{2}{90} \frac{1}{1} \frac{1}{4} \frac{5}{5} \frac{2}{1} \frac{2}{1} \frac{1}{4} \frac{1}{4} \frac{5}{0} \frac{1}{1} \frac{1}{4} \frac{1}{4} \frac{5}{0} \frac{1}{1} \frac{1}{4} \frac{1}{4} \frac{1}{4} \frac{1}{0}$ (b) $1005 \div 5 \rightarrow \frac{5 \left \frac{2}{1} \frac{0}{1} \frac{1}{5} \frac{1}{5} \frac{1}{5} \frac{1}{0} \frac{1}{5} $
Theme: Lesson Solve: Theme:	Everyday Arithmetic Title: Review of the (a) Multiply: (b) Divide: Everyday Arithmetic	(M-07-030) CODE: A55 four operations with whole numbers 45×32 1005 ÷5 3 minutes : (M-07-031) CODE: A56	Theme:Everyday Arithmetic (M-07-030)CODE: A55Lesson Title: Review of the four operations with whole numbersAnswer:(a) 45×32 \rightarrow $\frac{4}{5}$ $(a) 45 \times 32$ \rightarrow $\frac{4}{5}$ $\frac{1}{4}$ $\frac{5}{10}$ $\frac{2}{5}$ $\frac{2}{10}$ $\frac{1}{10}$ $\frac{1}{1$
Theme: Lesson Solve: Theme: Lesson	Everyday Arithmetic Title: Review of the (a) Multiply: (b) Divide: Everyday Arithmetic Title: Review of add	(M-07-030) CODE: A55 four operations with whole numbers 45×32 1005 ÷5 3 minutes : (M-07-031) CODE: A56 ition and subtraction of decimals	Theme: Everyday Arithmetic (M-07-030) CODE: A55Lesson Title: Review of the four operations with whole numbersAnswer: $a + 5$ (a) $45 \times 32 \rightarrow a + 32$ $a + 32$ (b) $1005 \div 5 \rightarrow a + 32$ $a + 1350$ (b) $1005 \div 5 \rightarrow a + 32$ $a + 1350$ <
Theme: Lesson Solve: Theme: Lesson Solve:	Everyday Arithmetic Title: Review of the (a) Multiply: (b) Divide: Everyday Arithmetic Title: Review of add	(M-07-030) CODE: A55 four operations with whole numbers 45×32 1005 ÷5 3 minutes : (M-07-031) CODE: A56 ition and subtraction of decimals	Theme:Everyday Arithmetic (M-07-030)CODE: A55Lesson Title:Review of the four operations with whole numbersAnswer: $a + 5$ (a) 45×32 \rightarrow $a + 32$ $a + $
Theme: Lesson Solve: Theme: Lesson Solve:	Everyday Arithmetic Title: Review of the (a) Multiply: (b) Divide: Everyday Arithmetic Title: Review of add (a) Add:	(M-07-030) CODE: A55 four operations with whole numbers 45×32 1005 ÷5 3 minutes : (M-07-031) CODE: A56 ition and subtraction of decimals 15.47+9.656	Theme: Everyday Arithmetic (M-07-030) CODE: A55 Lesson Title: Review of the four operations with whole numbers Answer: (a) $45 \times 32 \rightarrow \frac{1}{4} \frac{5}{5} \frac{2}{9} \frac{0}{0} \frac{1}{1} \frac{1}{3} \frac{5}{5} \frac{0}{1} \frac{1}{4} \frac{1}{4} \frac{0}{0}$ (b) $1005 \div 5 \rightarrow \frac{5\left(\frac{2}{1} \frac{0}{0} \frac{1}{5} \frac{1}{0} \frac{1}{$
Theme: Lesson Solve: Theme: Lesson Solve:	Everyday Arithmetic Title: Review of the (a) Multiply: (b) Divide: Everyday Arithmetic Title: Review of add (a) Add: (b) Subtract	(M-07-030) CODE: A55 four operations with whole numbers 45×32 1005 ÷5 3 minutes : (M-07-031) CODE: A56 ition and subtraction of decimals 15.47+9.656 45.7-18.635	Theme: Everyday Arithmetic (M-07-030) CODE: A55 Lesson Title: Review of the four operations with whole numbers Answer: (a) $45 \times 32 \rightarrow \frac{1}{4} \frac{5}{5} \frac{2}{9} \frac{2}{0} \frac{1}{1} \frac{5}{1} \frac{2}{1} \frac{2}{0} \frac{1}{1} \frac{5}{1} \frac{2}{1} \frac{2}{0} \frac{1}{1} \frac{5}{1} \frac{2}{1} \frac{1}{0} \frac{1}{0} \frac{5}{1} \frac{2}{1} \frac{1}{1} \frac{1}{0} \frac{1}{0} \frac{5}{1} \frac{2}{1} \frac{1}{1} \frac{1}{0} \frac{1}$

Theme. Everyday Anthinetic (191-07-032) CODE. AST	Theme: Everyday Arithmetic (M-07-032) CODE: A57
Lesson Title: Multiplying and dividing decimals	Lesson Title: Multiplying and dividing decimals
Solve:	Answer: i) 1.341 ÷ 0.03(1.341 x 100) ÷ (0.03 x 100) = 134.1 ÷ 3 = 44.7
i) 1.341 ÷ 0.03	$ \begin{array}{c ccccccccccccccccccccccccccccccccccc$
ii) 0.24 x 0.02	$ \begin{array}{cccccccccccccccccccccccccccccccccccc$
1½ minutes	$\frac{0}{0} \frac{0}{0} \frac{0}{0} \frac{0}{0} \frac{4}{4} \frac{8}{8} = 0.0048$
Theme: Everyday Arithmetic (M-07-033) CODE: A58	Theme: Everyday Arithmetic (M-07-033) CODE: A58
Lesson Title: Order of operations (BODMAS)	Lesson Title: Order of operations (BODMAS)
Whet is the letters of DODUAC stand for 0	Answer:
What do the letters of BODMAS stand for?	BODMAS stands for 'brackets of division, multiplication, addition and subtraction'.
	B Brackets O Of D Division M Multiplication A And
1½ minutes	S Subtraction
Theme: Everyday Arithmetic (M-07-033) CODE: A59	Theme: Everyday Arithmetic (M-07-033) CODE: A59
Lesson Title: Order of operations (BODMAS)	Lesson Title: Order of operations (BODMAS)
Lesson Title: Order of operations (BODMAS)	Lesson Title: Order of operations (BODMAS) Answer:
Lesson Title: Order of operations (BODMAS) Simplify:	Lesson Title: Order of operations (BODMAS) Answer: $a 51 \times (62 - 3) = 51 \times 32 = 1632$
Lesson Title: Order of operations (BODMAS) Simplify: a. $5.1 \times (6.2 - 3)$ b. $7 \times 2^3 \pm 4$	Lesson Title: Order of operations (BODMAS) Answer: a. 5.1 × (6.2 - 3) = 5.1 × 3.2 = 16.32 b. 7 × $2^3 \div 4 = 7 \times 8 \div 4 = 7 \times 2 = 14$
Lesson Title: Order of operations (BODMAS) Simplify: a. $5.1 \times (6.2 - 3)$ b. $7 \times 2^3 \div 4$ c. $15 \div 3 \div 4^3$	Lesson Title: Order of operations (BODMAS) Answer: a. $5.1 \times (6.2 - 3) = 5.1 \times 3.2 = 16.32$ b. $7 \times 2^3 \div 4 = 7 \times 8 \div 4 = 7 \times 2 = 14$ c. $15 \div 3 \div 4^3 = 15 \div 3 \div 64 = 5 \div 64 = 69$
Lesson Title: Order of operations (BODMAS) Simplify: a. $5.1 \times (6.2 - 3)$ b. $7 \times 2^3 \div 4$ c. $15 \div 3 + 4^3$	Lesson Title: Order of operations (BODMAS) Answer: a. $5.1 \times (6.2 - 3) = 5.1 \times 3.2 = 16.32$ b. $7 \times 2^3 \div 4 = 7 \times 8 \div 4 = 7 \times 2 = 14$ c. $15 \div 3 + 4^3 = 15 \div 3 + 64 = 5 + 64 = 69$
Lesson Title: Order of operations (BODMAS) Simplify: a. $5.1 \times (6.2 - 3)$ b. $7 \times 2^3 \div 4$ c. $15 \div 3 + 4^3$	Lesson Title: Order of operations (BODMAS) Answer: a. $5.1 \times (6.2 - 3) = 5.1 \times 3.2 = 16.32$ b. $7 \times 2^3 \div 4 = 7 \times 8 \div 4 = 7 \times 2 = 14$ c. $15 \div 3 + 4^3 = 15 \div 3 + 64 = 5 + 64 = 69$
Lesson Title: Order of operations (BODMAS) Simplify: a. $5.1 \times (6.2 - 3)$ b. $7 \times 2^3 \div 4$ c. $15 \div 3 + 4^3$	Lesson Title: Order of operations (BODMAS) Answer: a. $5.1 \times (6.2 - 3) = 5.1 \times 3.2 = 16.32$ b. $7 \times 2^3 \div 4 = 7 \times 8 \div 4 = 7 \times 2 = 14$ c. $15 \div 3 + 4^3 = 15 \div 3 + 64 = 5 + 64 = 69$
Lesson Title: Order of operations (BODMAS) Simplify: a. $5.1 \times (6.2 - 3)$ b. $7 \times 2^3 \div 4$ c. $15 \div 3 + 4^3$ 4 minutes	Lesson Title: Order of operations (BODMAS) Answer: a. $5.1 \times (6.2 - 3) = 5.1 \times 3.2 = 16.32$ b. $7 \times 2^3 \div 4 = 7 \times 8 \div 4 = 7 \times 2 = 14$ c. $15 \div 3 + 4^3 = 15 \div 3 + 64 = 5 + 64 = 69$
Lesson Title: Order of operations (BODMAS) Simplify: a. $5.1 \times (6.2 - 3)$ b. $7 \times 2^3 \div 4$ c. $15 \div 3 + 4^3$ 4 minutes	Lesson Title: Order of operations (BODMAS) Answer: a. $5.1 \times (6.2 - 3) = 5.1 \times 3.2 = 16.32$ b. $7 \times 2^3 \div 4 = 7 \times 8 \div 4 = 7 \times 2 = 14$ c. $15 \div 3 + 4^3 = 15 \div 3 + 64 = 5 + 64 = 69$
Lesson Title: Order of operations (BODMAS) Simplify: a. $5.1 \times (6.2 - 3)$ b. $7 \times 2^3 + 4$ c. $15 + 3 + 4^3$ 4 minutes Theme: Everyday Arithmetic (M-07-034) CODE: A60	Lesson Title: Order of operations (BODMAS) Answer: a. $5.1 \times (6.2 - 3) = 5.1 \times 3.2 = 16.32$ b. $7 \times 2^3 \div 4 = 7 \times 8 \div 4 = 7 \times 2 = 14$ c. $15 \div 3 + 4^3 = 15 \div 3 + 64 = 5 + 64 = 69$ Theme: Everyday Arithmetic (M-07-034) CODE: A60
Lesson Title: Order of operations (BODMAS) Simplify: a. $5.1 \times (6.2 - 3)$ b. $7 \times 2^3 + 4$ c. $15 + 3 + 4^3$ 4 minutes Theme: Everyday Arithmetic (M-07-034) CODE: A60 Lesson Title: Estimation	Lesson Title: Order of operations (BODMAS) Answer: a. $5.1 \times (6.2 - 3) = 5.1 \times 3.2 = 16.32$ b. $7 \times 2^3 \div 4 = 7 \times 8 \div 4 = 7 \times 2 = 14$ c. $15 \div 3 + 4^3 = 15 \div 3 + 64 = 5 + 64 = 69$ Theme: Everyday Arithmetic (M-07-034) CODE: A60 Lesson Title: Estimation
Lesson Title: Order of operations (BODMAS)Simplify:a. $5.1 \times (6.2 - 3)$ b. $7 \times 2^3 + 4$ c. $15 + 3 + 4^3$ 4 minutesTheme: Everyday Arithmetic (M-07-034) CODE: A60Lesson Title: Estimation	Lesson Title: Order of operations (BODMAS) Answer: a. $5.1 \times (6.2 - 3) = 5.1 \times 3.2 = 16.32$ b. $7 \times 2^3 \div 4 = 7 \times 8 \div 4 = 7 \times 2 = 14$ c. $15 \div 3 + 4^3 = 15 \div 3 + 64 = 5 + 64 = 69$ Theme: Everyday Arithmetic (M-07-034) CODE: A60 Lesson Title: Estimation Answer:
Lesson Title: Order of operations (BODMAS) Simplify: a. $5.1 \times (6.2 - 3)$ b. $7 \times 2^3 + 4$ c. $15 + 3 + 4^3$ 4 minutes Theme: Everyday Arithmetic (M-07-034) CODE: A60 Lesson Title: Estimation (a) Round 63,194 to nearest Thousands;	Lesson Title: Order of operations (BODMAS) Answer: a. $5.1 \times (6.2 - 3) = 5.1 \times 3.2 = 16.32$ b. $7 \times 2^3 \div 4 = 7 \times 8 \div 4 = 7 \times 2 = 14$ c. $15 \div 3 + 4^3 = 15 \div 3 + 64 = 5 + 64 = 69$ Theme: Everyday Arithmetic (M-07-034) CODE: A60 Lesson Title: Estimation Answer: (a) 63,000
Lesson Title: Order of operations (BODMAS) Simplify: a. $5.1 \times (6.2 - 3)$ b. $7 \times 2^3 + 4$ c. $15 + 3 + 4^3$ 4 minutes Theme: Everyday Arithmetic (M-07-034) CODE: A60 Lesson Title: Estimation (a) Round 63,194 to nearest Thousands; (b) Estimate 828 + 43 to the nearest Tens place	Lesson Title: Order of operations (BODMAS) Answer: a. $5.1 \times (6.2 - 3) = 5.1 \times 3.2 = 16.32$ b. $7 \times 2^3 + 4 = 7 \times 8 + 4 = 7 \times 2 = 14$ c. $15 + 3 + 4^3 = 15 + 3 + 64 = 5 + 64 = 69$ Theme: Everyday Arithmetic (M-07-034) CODE: A60 Lesson Title: Estimation Answer: (a) 63,000 (b) 870
Lesson Title: Order of operations (BODMAS) Simplify: a. $5.1 \times (6.2 - 3)$ b. $7 \times 2^3 \div 4$ c. $15 \div 3 \pm 4^3$ 4 minutes Theme: Everyday Arithmetic (M-07-034) CODE: A60 Lesson Title: Estimation (a) Round 63,194 to nearest Thousands; (b) Estimate 828 + 43 to the nearest Tens place (c) Estimate 23,489 – 2373 to the nearest Thousands place.	Lesson Title: Order of operations (BODMAS) Answer: a. $5.1 \times (6.2 - 3) = 5.1 \times 3.2 = 16.32$ b. $7 \times 2^3 \div 4 = 7 \times 8 \div 4 = 7 \times 2 = 14$ c. $15 \div 3 + 4^3 = 15 \div 3 + 64 = 5 + 64 = 69$ Theme: Everyday Arithmetic (M-07-034) CODE: A60 Lesson Title: Estimation Answer: (a) 63,000 (b) 870 (c) 21,000

Theme: Everyday Arithmetic (M-07-035) CODE: A61	Theme: Everyday Arithmetic (M-07-035) CODE: A61
Lesson Title: Story problems with whole numbers and decimals	Lesson Title: Story problems with whole numbers and decimals
	Answer:
a) A trader has 500 mangoes. After selling some mangoes, the	a) 500–289 = 211 mangoes;
How many mangoes were sold?	b) 7×0.4 kg.= 2.8 kg.→ 3 kg.
 b) After recovering from illness, Mustapha tried to gain weight. For 7 weeks he was able to gain 0.4 kg. each week. How much did he gain in total? Round your answer to the nearest kilogram. 4 minutes 	
Theme: Numbers and Numeration (M-07-036) CODE: A62	Theme: Numbers and Numeration (M-07-036) CODE: A62
Lesson Title: Percentages	Lesson Title: Percentages
	Answer:
What do we mean by ' percent' ?	Percent means per hundred, or part of 100, or out of 100.
1½ minutes	
Theme: Numbers and Numeration (M-07-036) CODE: A63	Theme: Numbers and Numeration (M-07-036) CODE: A63
Lesson Title: Percentages	Lesson Title: Percentages
 i. A student scored 85 marks out of 100 on an exam. Express this as a percentage. ii. There were 100 women in a meeting, but 25 of them left. What percentage of the women left the meeting? iii. There are 100 pupils registered in a school, and 56 of them are girls. What percentage of the pupils are girls? What percentage are boys? 4 minutes 	Answer: i. 85 out of 100 = 85% ii. 25 out of 100 = 25% iii. Girls: 56 out of 100 = 56% Boys: 100-56 = 44 → 44 out of 100 = 44%
Theme: Numbers and Numeration (M 07 027) CODE: A64	
Theme. Numbers and Numeration (N-07-037) GODE: A64	Thoma: Numbers and Numeration (M.07.027)
Lesson Title: Dercentages as fractions and desirable	Theme: Numbers and Numeration (M-07-037) CODE: A64
Lesson Title: Percentages as fractions and decimals	Theme: Numbers and Numeration (M-07-037) CODE: A64 Lesson Title: Percentages as fractions and decimals
Lesson Title: Percentages as fractions and decimals Three friends divided a pawpaw. Michael ate 30%, Zainab ate 25%, and Juliette ate 45%. i. Write each percentage as a fraction and simplify the fraction. Write the fraction as a decimal. ii. Add all three fractions together, and add all three decimals together.	Theme: Numbers and Numeration (M-07-037) CODE: A64 Lesson Title: Percentages as fractions and decimals Answer: i. $30\% = \frac{30}{100} = \frac{3}{10} = 0.30 = 0.325\%$ $= \frac{25}{100} = \frac{1}{4} = 0.2545\% = \frac{45}{100} = \frac{9}{20} = 0.45$ ii. $\frac{3}{10} + \frac{1}{4} + \frac{9}{20} = \frac{6+5+9}{20} = \frac{20}{20} = 10.3 + 0.25 + 0.45 = 1.0$

Theme:	Numbers	and Numeration (M-07-038)	CODE: A65	Theme:	Numbers and Numeration (M-07-038)	CODE: A65
Lesson	Title: Frac	tions and decimals to percent	tages	Lesson	Title: Fractions and decimals to percent	ages
			Answer:			
Express the following as a percentage:						
i)	0.6	5		i)	0.65 = 0.65×100% = 65%	
ii)	<u>4</u> 5			ii)	$\frac{4}{5} = \frac{4x100}{5} = \frac{400}{5} = 80\%$	
:::)	0.0				$0.0 \times 1000/ = 200/$	
III)	0.2			111)	$0.2 \times 100\% = 20\%$	
			3 ¹ / ₂ minutes			
Theme:	Numbers	and Numeration (M-07-039)	CODE: A66	Theme:	Numbers and Numeration (M-07-039)	CODE: A66
Lesson	Title: Iden	tify the percentage of a given	quantity	Lesson	Title: Identify the percentage of a given	quantity
2000011			quantity	Answer:		quantity
					22 (2.202	
	i.	Calculate 22% of Le 60,000).	i. 22%	of Le 60,000 = $\frac{22}{100} \times \frac{60,000}{1} = L$	e 13,200
	ii.	Alpha was given 42% of Le	150, 000.	ii. 42%	6 of Le 150,000 = $\frac{42}{100} \times \frac{150,000}{1}$ =	= Le 63,000
		Calculate the amount give	n to Alpha.			
			3 minutes			
Theme:	Numberg	and Numeration (M 07 040)		Thoma	Numbers and Numeration (NI 07 010)	
	Tumbor		CODE: A07	meme.	Numbers and Numeration (M-07-040)	CODE. AU
Lesson	Title: Exp	ress one quantity as a percen	tage of another	Lesson	Title: Express one quantity as a percent	tage of another
Lesson	Title: Expr	ress one quantity as a percen	tage of another	Lesson Answer:	Title: Express one quantity as a percent	tage of another
Lesson	Title: Expr	ress one quantity as a percen	tage of another pupils are absent	Lesson Answer:	Title: Express one quantity as a percent	tage of another
Lesson	Title: Expr	In a mathematics lesson, 5 from a class of 25 pupils. W	tage of another pupils are absent /hat percentage of	Lesson Answer: $a. \frac{5}{25}$	Title: Express one quantity as a percent $\times \frac{100}{1} = \frac{500}{25} = 20\%$	tage of another
Lesson	Title: Expr a)	In a mathematics lesson, 5 from a class of 25 pupils. W the class is absent?	tage of another pupils are absent /hat percentage of	Lesson Answer: $a. \frac{5}{25}$	Title: Express one quantity as a percent $\times \frac{100}{1} = \frac{500}{25} = 20\%$ $\times \frac{100}{25} = \frac{700}{25} = 70\%$	tage of another
Lesson	a) b)	In a mathematics lesson, 5 from a class of 25 pupils. W the class is absent? 7 out of every 10 people ha football match at the Natior	tage of another pupils are absent /hat percentage of we watched a hal Stadium. What is	Lesson Answer: $a. \frac{5}{25}$; $b. \frac{7}{10}$	Title: Express one quantity as a percent $\times \frac{100}{1} = \frac{500}{25} = 20\%$ $< \frac{100}{1} = \frac{700}{10} = 70\%$	tage of another
Lesson	a) b)	In a mathematics lesson, 5 from a class of 25 pupils. W the class is absent? 7 out of every 10 people ha football match at the Natior this as a percentage?	tage of another pupils are absent /hat percentage of ive watched a nal Stadium. What is	Lesson Answer: $a. \frac{5}{25}$	Title: Express one quantity as a percent $\times \frac{100}{1} = \frac{500}{25} = 20\%$ $< \frac{100}{1} = \frac{700}{10} = 70\%$	tage of another
Lesson	a) b)	In a mathematics lesson, 5 from a class of 25 pupils. W the class is absent? 7 out of every 10 people ha football match at the Natior this as a percentage?	tage of another pupils are absent /hat percentage of new watched a hal Stadium. What is	Lesson Answer: $a. \frac{5}{25}$	Title: Express one quantity as a percent $\times \frac{100}{1} = \frac{500}{25} = 20\%$ $< \frac{100}{1} = \frac{700}{10} = 70\%$	tage of another
Lesson	a) b)	In a mathematics lesson, 5 from a class of 25 pupils. W the class is absent? 7 out of every 10 people ha football match at the Natior this as a percentage?	tage of another pupils are absent /hat percentage of ive watched a hal Stadium. What is 3 minutes	Lesson Answer: $a. \frac{5}{25}$	Title: Express one quantity as a percent $\times \frac{100}{1} = \frac{500}{25} = 20\%$ $< \frac{100}{1} = \frac{700}{10} = 70\%$	tage of another
Lesson	a) b)	In a mathematics lesson, 5 from a class of 25 pupils. W the class is absent? 7 out of every 10 people ha football match at the Natior this as a percentage?	tage of another pupils are absent /hat percentage of new watched a hal Stadium. What is 3 minutes	Lesson Answer: $a. \frac{5}{25}$	Title: Express one quantity as a percent $\times \frac{100}{1} = \frac{500}{25} = 20\%$ $< \frac{100}{1} = \frac{700}{10} = 70\%$	tage of another
Lesson Theme:	a) b)	In a mathematics lesson, 5 from a class of 25 pupils. W the class is absent? 7 out of every 10 people ha football match at the Natior this as a percentage?	tage of another pupils are absent /hat percentage of ive watched a ial Stadium. What is 3 minutes CODE: A68	Ineme:LessonAnswer: $a. \frac{5}{25}$; $b. \frac{7}{10}$ >Theme:	Numbers and Numeration (M-07-040) Title: Express one quantity as a percent $\times \frac{100}{1} = \frac{500}{25} = 20\%$ $\propto \frac{100}{1} = \frac{700}{10} = 70\%$ Numbers and Numeration (M-07-041)	tage of another
Lesson Theme: Lesson	a) b) Numbers	In a mathematics lesson, 5 from a class of 25 pupils. W the class is absent? 7 out of every 10 people ha football match at the Natior this as a percentage?	tage of another pupils are absent /hat percentage of new watched a hal Stadium. What is 3 minutes CODE: A68	Theme: Lesson $a. \frac{5}{25}$ $b. \frac{7}{10}$	Numbers and Numeration (M-07-040) Title: Express one quantity as a percent $\times \frac{100}{1} = \frac{500}{25} = 20\%$ $\propto \frac{100}{1} = \frac{700}{10} = 70\%$ Numbers and Numeration (M-07-041) Title: Percentage increase	code: A68
Lesson Theme: Lesson	a) b) Numbers	In a mathematics lesson, 5 from a class of 25 pupils. W the class is absent? 7 out of every 10 people ha football match at the Natior this as a percentage?	tage of another pupils are absent /hat percentage of ive watched a hal Stadium. What is 3 minutes CODE: A68	LessonAnswer: $a. \frac{5}{25}$ $b. \frac{7}{10}$ Theme:LessonAnswer:	Numbers and Numeration (M-07-040) Title: Express one quantity as a percent $\times \frac{100}{1} = \frac{500}{25} = 20\%$ $\propto \frac{100}{1} = \frac{700}{10} = 70\%$ Numbers and Numeration (M-07-041) Title: Percentage increase	code: A68
Lesson Theme: Lesson What do	a) b) Numbers Title: Perc	In a mathematics lesson, 5 from a class of 25 pupils. W the class is absent? 7 out of every 10 people ha football match at the Nation this as a percentage?	tage of another pupils are absent /hat percentage of new watched a hal Stadium. What is 3 minutes CODE: A68	Theme: Lesson $a. \frac{5}{25}$; $b. \frac{7}{10}$ Theme: Lesson Answer: Increas	Numbers and Numeration (M-07-040) Title: Express one quantity as a percent $\times \frac{100}{1} = \frac{500}{25} = 20\%$ $\propto \frac{100}{1} = \frac{700}{10} = 70\%$ Numbers and Numeration (M-07-041) Title: Percentage increase e means addition to a quantity.	CODE: A68
Lesson Theme: Lesson What do	Title: Expr a) b) Numbers Title: Perc	In a mathematics lesson, 5 from a class of 25 pupils. W the class is absent? 7 out of every 10 people ha football match at the Natior this as a percentage?	tage of another pupils are absent /hat percentage of we watched a hal Stadium. What is 3 minutes CODE: A68	Ineme:LessonAnswer: $a. \frac{5}{25}$; $b. \frac{7}{10}$ Theme:LessonAnswer:Increas	Numbers and Numeration (M-07-040) Title: Express one quantity as a percent $\times \frac{100}{1} = \frac{500}{25} = 20\%$ $\langle \frac{100}{1} = \frac{700}{10} = 70\%$ Numbers and Numeration (M-07-041) Title: Percentage increase e means addition to a quantity.	CODE: A68
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Lesson Theme: Lesson What do	Title: Expr a) b) Numbers Title: Perc	In a mathematics lesson, 5 from a class of 25 pupils. W the class is absent? 7 out of every 10 people ha football match at the Nation this as a percentage?	tage of another pupils are absent /hat percentage of new watched a nal Stadium. What is 3 minutes CODE: A68	Ineme:LessonAnswer: $a. \frac{5}{25}$ $b. \frac{7}{10}$ Theme:LessonAnswer:Increas	Numbers and Numeration (M-07-040) Title: Express one quantity as a percent $\times \frac{100}{1} = \frac{500}{25} = 20\%$ $\propto \frac{100}{1} = \frac{700}{10} = 70\%$ Numbers and Numeration (M-07-041) Title: Percentage increase e means addition to a quantity.	CODE: A68
Lesson Theme: Lesson What do	Title: Expr a) b) Numbers Title: Perc	In a mathematics lesson, 5 from a class of 25 pupils. W the class is absent? 7 out of every 10 people ha football match at the Natior this as a percentage?	tage of another pupils are absent /hat percentage of we watched a hal Stadium. What is 3 minutes CODE: A68	Ineme:LessonAnswer: $a. \frac{5}{25}$ $b. \frac{7}{10}$ Theme:LessonAnswer:Increas	Numbers and Numeration (M-07-040) Title: Express one quantity as a percent $\times \frac{100}{1} = \frac{500}{25} = 20\%$ $\langle \frac{100}{1} = \frac{700}{10} = 70\%$ Numbers and Numeration (M-07-041) Title: Percentage increase e means addition to a quantity.	CODE: A68
Lesson Theme: Lesson What do	a) b) Numbers Title: Perc	In a mathematics lesson, 5 from a class of 25 pupils. W the class is absent? 7 out of every 10 people ha football match at the Nation this as a percentage?	tage of another pupils are absent /hat percentage of new watched a nal Stadium. What is 3 minutes CODE: A68	Ineme:LessonAnswer: $a. \frac{5}{25}$ $b. \frac{7}{10}$ Theme:LessonAnswer:Increas	Title: Express one quantity as a percent $\times \frac{100}{1} = \frac{500}{25} = 20\%$ $< \frac{100}{1} = \frac{700}{10} = 70\%$ Numbers and Numeration (M-07-041) Title: Percentage increase e means addition to a quantity.	CODE: A68

	Numbers	and Numeration (M-07-041)	CODE: A69	Theme:	Numbers and Numeration (M-07-041)	CODE: A69
Lesson T	Title: Perc	entage increase		Lesson	Title: Percentage increase	
				Answer		
(i) A bag of rice cost le 150,000, and was increased to le 210,000. Calculate the percentage increase.		(i) $\frac{60,000}{150,000} \times \frac{100\%}{1} = 40\%$				
 (ii) A man sells cassava in the market. One week he sold 200 bags and the next week he sold 240 bags. Calculate the percentage increase. 		(ii) <u>-</u> 2	$\frac{40}{200} \times \frac{100\%}{1} = 20\%$			
			3 minutes			
Theme:	Numbers	and Numeration (M-07-042)	CODE: A70	Theme:	Numbers and Numeration (M-07-042)	CODE: A70
Lesson T	Title: Perc	entage decrease		Lesson	Title: Percentage decrease	
What is t decrease	the formul	a for finding the percentage in	ncrease or	Answer	change in quantity original quantity × 100%	,
			1 ¹ / ₂ minutes			
T 1	Numbore	and Numeration (M 07 042)		T 1		
Theme:	numbers	and Numeration (IVI-07-042)	CODE: A/1	Theme:	Numbers and Numeration (M-07-042)	CODE. AT
Lesson T	Title: Perc	entage decrease	CODE: AN	Lesson	Numbers and Numeration (M-07-042) Title: Percentage decrease	CODE. AT
Lesson T	i.	A businesswoman sells her per yard, but she sold one y le 15,000. Calculate the per In one year, the number of cell phones in one village in people to 60 people. Calcul increase.	a lappa for le 20,000 yard to her friend for reentage decrease. people who own ocreased from 40 ate the percentage 3 minutes	Ineme: Lesson Answer:	Numbers and Numeration (M-07-042) Title: Percentage decrease $\frac{5,000}{0,000} \times \frac{100\%}{1} = 25\%$; ii. $\frac{20}{40} \times \frac{100}{1}$	^{0%} = 50%
Theme: Theme:	i. ii.	A businesswoman sells her per yard, but she sold one y le 15,000. Calculate the per In one year, the number of cell phones in one village in people to 60 people. Calcul increase.	Tappa for le 20,000 yard to her friend for reentage decrease. people who own icreased from 40 ate the percentage 3 minutes CODE: A72	Lesson Answer: i. $\frac{1}{2}$	Numbers and Numeration (M-07-042) Title: Percentage decrease $\frac{5,000}{0,000} \times \frac{100\%}{1} = 25\%$; ii. $\frac{20}{40} \times \frac{100}{1}$ Numbers and Numeration (M-07-042)	$\frac{0\%}{1} = 50\%$
Theme: Lesson T Theme: Lesson T	i. i. Numbers	A businesswoman sells her per yard, but she sold one y le 15,000. Calculate the per In one year, the number of cell phones in one village in people to 60 people. Calcul increase.	a lappa for le 20,000 yard to her friend for reentage decrease. people who own locreased from 40 ate the percentage 3 minutes CODE: A72	Lesson Answer: i. $\frac{1}{2}$ Theme: Lesson	Numbers and Numeration (M-07-042) Title: Percentage decrease $\frac{5,000}{0,000} \times \frac{100\%}{1} = 25\%$; ii. $\frac{20}{40} \times \frac{100}{1}$ Numbers and Numeration (M-07-042) Title: Percentage decrease	0% = 50% CODE: A72
Theme: Lesson T Theme: Lesson T	i. ii. Numbers	A businesswoman sells her per yard, but she sold one y le 15,000. Calculate the per In one year, the number of cell phones in one village in people to 60 people. Calcul increase. and Numeration (M-07-042) entage decrease	a minutes	Theme: Lesson Answer: i. $\frac{1}{2}$ Theme: Lesson Answer:	Numbers and Numeration (M-07-042) Title: Percentage decrease $\frac{5,000}{0,000} \times \frac{100\%}{1} = 25\%$; ii. $\frac{20}{40} \times \frac{100}{1}$ Numbers and Numeration (M-07-042) Title: Percentage decrease	$\frac{0\%}{1} = 50\%$
Theme: Lesson T Lesson T	i. ii. ii. iii. (i) (ii)	A businesswoman sells her per yard, but she sold one y le 15,000. Calculate the per In one year, the number of cell phones in one village in people to 60 people. Calcul increase. and Numeration (M-07-042) entage decrease There were 800 people livir 2005. By 2015, the populati 20%. What was the populati David had 400 DVDs for sa he sold 30% of them. How to in his shop?	Plappa for le 20,000 yard to her friend for reentage decrease. people who own acreased from 40 ate the percentage 3 minutes CODE: A72 and grown by ion had grown by ion in 2015? le in his shop, but many DVDs remain	Theme: Lesson Answer: i. $\frac{1}{2}$ Theme: Lesson Answer: (i) (ii)	Numbers and Numeration (M-07-042) Title: Percentage decrease $\frac{5,000}{0,000} \times \frac{100\%}{1} = 25\%$; ii. $\frac{20}{40} \times \frac{100}{1}$ Numbers and Numeration (M-07-042) Title: Percentage decrease $100 + 20 = 120 \frac{120}{100} \times \frac{800}{1} = 9$ $100 - 30 = 70 \frac{70}{100} \times \frac{400}{1} = 28$	0% = 50% CODE: A72 60 0 DVDs

Theme:	Numbers and Numeration (M-07-044) CODE: A73	Theme: Numbers and Numeration (M-07-044) CODE: A73
Lesson ⁻	Title: Applying percentages to problems with money	Lesson Title: Applying percentages to problems with money
	 i. Francis opened a new cookery shop. On the first day, his profit was Le150, 000. The second day, his profit was 25% lower. What was his profit the second day? ii. Juliet sells lappa in the market. Before, she sold it for le15, 000 per yard. However, the cost of her rent increased and she wants to increase the price of her lappa by 15%. What will be the new price per yard? 4 minutes 	Answer: i. $100 - 25 = 75\frac{75}{100} \times \frac{150,000}{1} = Le112,500$ ii. $100 + 15 = 115\frac{115}{100} \times \frac{15,000}{1} = Le17,250$
Theme:	Numbers and Numeration (M-07-045) CODE: A74	Theme: Numbers and Numeration (M-07-045) CODE: A74
Lesson	Title: Story problems with percentages	Lesson Title: Story problems with percentages
a. b.	Abass gets 80% correct in a test of 20 questions. Calculate the number of questions in the test he got wrong. A man bought a car for Le8,000,000 and sold it a year later at Le6,000,000. What was the percentage decrease in the value of the car? 4 minutes	Answer: a. If Abass got 80% correct, then he got 20% wrong (100%-80% = 20%). The number of questions he got wrong is $\frac{20}{100} \times \frac{20}{1} = \frac{400}{100} = 4$ questions. b. Calculate the amount of the decrease: 8,000,000 - 6,000,000 = Le2,000,000. Divide the amount decrease by the original quantity and multiply by 100: $\frac{2,000,000}{8,000,000} \times \frac{100}{1} = \frac{200}{8} = 25\%.$