Theme:	Algebra (M-07-106)	CODE: C1	Theme:	Algebra (M-07-106)	CODE: C1
Lesson	Title: Identifying number patterns		Lesson	Title: Identifying number patterns	
Comple	te the following sentence:		Answer:		
When a	list of numbers follows a certain patterr	n, it can be referred	When a	list of numbers follows a certain patter	rn, it can be referred
to as a	·		to as a s	sequence.	
				- 1	
		1½ minutes			
<b>T</b> 1		0005 00	-		0005 00
Theme:	Algebra (M-07-106)	CODE: C2	Theme:	Algebra (M-07-106)	CODE: C2
Lesson	Title: Identifying number patterns			Title: Identifying number patterns	
Comple	te the following sentence:		Answer:		
compie	to the following bencence.				
A seque	ence in which the same number is adde	d again and again	A seque	nce in which the same number is adde	ed again and again
to the pr	eceding number is called an		to the pr	eceding number is called an arithmet	ic pattern or
			arithme	tic sequence.	
		1 <sup>1</sup> / <sub>2</sub> minutes			
Theme:	Algebra (M-07-106)	CODE: C3	Theme:	Algebra (M-07-106)	CODE: C3
Lesson	Title: Identifying number patterns		Lesson	Title: Identifying number patterns	
Conside	er the following pattern: 5; 7; 9; 11; 13.		Answer:		
2	Is the above pattern an arithmetic pat	torn?	a.	Yes.	
a.	Give a reason for your answer.		a.	Because the same number is being	added each time.
				, i i i i i i i i i i i i i i i i i i i	
b.	What is the number being added to th time?	nis pattern each	b.		
			υ.	2 is being added.	
			0.	2 is being added.	
			5.	2 is being added.	
		3 minutes		2 is being added.	
Theme:					CODE: C4
Theme:	Algebra (M-07-106)	3 minutes CODE: C4	Theme:	Algebra (M-07-106)	CODE: C4
			Theme: Lesson	Algebra (M-07-106) Title: Identifying number patterns	CODE: C4
Lesson	Algebra (M-07-106)	CODE: C4	Theme:	Algebra (M-07-106) Title: Identifying number patterns	CODE: C4
Lesson	Algebra (M-07-106) Title: Identifying number patterns f the following lists of numbers are arith 20, 30, 40, 50, 60	CODE: C4	Theme: Lesson Answer:	Algebra (M-07-106) Title: Identifying number patterns	
Lesson Which o a. b.	Algebra (M-07-106) Title: Identifying number patterns f the following lists of numbers are arith 20, 30, 40, 50, 60 4, 8, 16, 20, 28, 32	CODE: C4	Theme: Lesson Answer: <b>a</b> is an a and	Algebra (M-07-106) Title: Identifying number patterns	each time,
Lesson Which o a. b. c.	Algebra (M-07-106) Title: Identifying number patterns f the following lists of numbers are arith 20, 30, 40, 50, 60 4, 8, 16, 20, 28, 32 21, 17, 13, 9, 5, 1	CODE: C4	Theme: Lesson Answer: <b>a</b> is an a and	Algebra (M-07-106) Title: Identifying number patterns	each time,
Lesson Which o a. b.	Algebra (M-07-106) Title: Identifying number patterns f the following lists of numbers are arith 20, 30, 40, 50, 60 4, 8, 16, 20, 28, 32	CODE: C4	Theme: Lesson Answer: <b>a</b> is an a and	Algebra (M-07-106) Title: Identifying number patterns	each time,
Lesson Which o a. b. c.	Algebra (M-07-106) Title: Identifying number patterns f the following lists of numbers are arith 20, 30, 40, 50, 60 4, 8, 16, 20, 28, 32 21, 17, 13, 9, 5, 1	CODE: C4	Theme: Lesson Answer: <b>a</b> is an a and	Algebra (M-07-106) Title: Identifying number patterns	each time,
Lesson Which o a. b. c.	Algebra (M-07-106) Title: Identifying number patterns f the following lists of numbers are arith 20, 30, 40, 50, 60 4, 8, 16, 20, 28, 32 21, 17, 13, 9, 5, 1	CODE: C4	Theme: Lesson Answer: <b>a</b> is an a and	Algebra (M-07-106) Title: Identifying number patterns	each time,

Theme:	Algebra (M-07-108)	CODE: C5	Theme:	Algebra (M-07-108)	CODE: C5
Lesson	Title: Completing number patterns			Title: Completing number patterns	
			Answer:		
Conside	r the following sequence: 2; 5; 8; 11; 14	; 17; 20.		The contract of the contract o	
a.	What is the pattern in this number sec	quence?	a.	The pattern in the number sequence preceding number to get the next nur	
b.	What is the common difference in this	sequence?	b.	3 is the common difference.	
		3 minutes			
Theme:	Algebra (M-07-108)	CODE: C6	Theme:	Algebra (M-07-108)	CODE: C6
Lesson	Title: Completing number patterns		Lesson	Title: Completing number patterns	
			Answer:		
Conside	r the following number sequence:				
a.	Identify the rule in the pattern: 3, 12, 2	21, 30, 39, 48.	a.	The rule is to add 9 to each number; difference is 9.	the common
b.	Create an arithmetic pattern with a co		b.	15; 30; 45; 60; 75.	
D.	15		D.	13, 30, 43, 00, 73.	
		4 minutes			
Thomas	Algebra (M-07-108)	CODE: C7	Thomas	Algebra (M-07-108)	CODE: C7
Theme:	Title: Completing number patterns		Theme:	Fitle: Completing number patterns	CODE: C7
			Answer:	inter completing number partonic	
a	Write the next 4 terms of the arithmeti	ic nattern <sup>.</sup>			
a.	Write the next 4 terms of the arithmetic 1, 4, 7,,,,,	ic pattern:	a.	1, 4, 7, 10, 13, 16, 19	
	1, 4, 7,,,,	ic pattern:	a.	1, 4, 7, 10, 13, 16, 19 the common difference is 3	
a. b.		ic pattern:	a. b.	the common difference is 3 35, 30, 25, 20, 15, 10, 5, 0	
	1, 4, 7, <u>, , , , , ,</u> , Find the missing terms:	ic pattern:		the common difference is 3	
	1, 4, 7, <u>, , , , , ,</u> , Find the missing terms:			the common difference is 3 35, 30, 25, 20, 15, 10, 5, 0	
	1, 4, 7, <u>, , , , , ,</u> , Find the missing terms:	ic pattern: 3½ minutes		the common difference is 3 35, 30, 25, 20, 15, 10, 5, 0	
b. Theme:	1, 4, 7, <u>, , , , , , ,</u> Find the missing terms: 35, 30, <u>, , , , 10, 5, 0</u> Algebra (M-07-108)		b. Theme:	the common difference is 3 35, 30, 25, 20, 15, 10, 5, 0 the common difference is -5 Algebra (M-07-108)	CODE: C8
b. Theme:	1, 4, 7,,,, Find the missing terms: 35, 30,,, 10, 5, 0	3½ minutes	b. Theme: Lesson	the common difference is 3 35, 30, 25, 20, 15, 10, 5, 0 the common difference is -5	CODE: C8
b. Theme:	1, 4, 7, <u>, , , , , , ,</u> Find the missing terms: 35, 30, <u>, , , , 10, 5, 0</u> Algebra (M-07-108)	3½ minutes	b. Theme:	the common difference is 3 35, 30, 25, 20, 15, 10, 5, 0 the common difference is -5 Algebra (M-07-108) Title: Completing number patterns	CODE: C8
b. Theme:	1, 4, 7, <u>, , , , , , ,</u> Find the missing terms: 35, 30, <u>, , , , 10, 5, 0</u> Algebra (M-07-108)	3½ minutes CODE: C8	b. Theme: Lesson	the common difference is 3 35, 30, 25, 20, 15, 10, 5, 0 the common difference is -5 Algebra (M-07-108)	CODE: C8
b. Theme: Lesson	1, 4, 7,,,, Find the missing terms: 35, 30,,, 10, 5, 0 Algebra (M-07-108) Title: Completing number patterns	3½ minutes CODE: C8 60, 72	b. Theme: Lesson T Answer:	the common difference is 3 35, 30, 25, 20, 15, 10, 5, 0 the common difference is -5 Algebra (M-07-108) Title: Completing number patterns	CODE: C8
b. Theme: Lesson a.	1, 4, 7,,,, Find the missing terms: 35, 30,,, 10, 5, 0 Algebra (M-07-108) Title: Completing number patterns Find the first 3 terms:,, 48,	3½ minutes CODE: C8 60, 72 5, -23, -28,, -38	b. Theme: Lesson T Answer: a.	the common difference is 3 35, 30, 25, 20, 15, 10, 5, 0 the common difference is -5 Algebra (M-07-108) Title: Completing number patterns 12, 24, 36, 48, 60, 72	CODE: C8
b. Theme: Lesson a. b.	1, 4, 7,,,,         Find the missing terms:         35, 30,,,, 10, 5, 0         Algebra (M-07-108)         Title: Completing number patterns         Find the first 3 terms:,, 48,         Find the missing terms: -3, -8,, -18	3½ minutes CODE: C8 60, 72 5, -23, -28,, -38	b. Theme: Lesson T Answer: a. b.	the common difference is 3 35, 30, 25, 20, 15, 10, 5, 0 the common difference is -5 Algebra (M-07-108) Title: Completing number patterns 12, 24, 36, 48, 60, 72 -3, -8, -13, -18, -23, -28, -33, -38	CODE: C8
b. Theme: Lesson a. b.	1, 4, 7,,,,         Find the missing terms:         35, 30,,,, 10, 5, 0         Algebra (M-07-108)         Title: Completing number patterns         Find the first 3 terms:,, 48,         Find the missing terms: -3, -8,, -18	3½ minutes <b>CODE: C8</b> 60, 72 3, -23, -28,, -38 ,,	b. Theme: Lesson T Answer: a. b.	the common difference is 3 35, 30, 25, 20, 15, 10, 5, 0 the common difference is -5 Algebra (M-07-108) Title: Completing number patterns 12, 24, 36, 48, 60, 72 -3, -8, -13, -18, -23, -28, -33, -38	CODE: C8
b. Theme: Lesson a. b.	1, 4, 7,,,,         Find the missing terms:         35, 30,,,, 10, 5, 0         Algebra (M-07-108)         Title: Completing number patterns         Find the first 3 terms:,, 48,         Find the missing terms: -3, -8,, -18	3½ minutes CODE: C8 60, 72 5, -23, -28,, -38	b. Theme: Lesson T Answer: a. b.	the common difference is 3 35, 30, 25, 20, 15, 10, 5, 0 the common difference is -5 Algebra (M-07-108) Title: Completing number patterns 12, 24, 36, 48, 60, 72 -3, -8, -13, -18, -23, -28, -33, -38	CODE: C8

Theme: Algebra (M-07-109)	CODE: C9	Theme:	Algebra (M-07-109)	CODE: C9
Lesson Title: Variables			Title: Variables	
		Answer		
What is a variable?				
			le is an unknown value.	
		It is a le	tter in place of a missing number.	
	1½ minutes			
Theme: Algebra (M-07-109)	CODE: C10	Theme:	Algebra (M-07-109)	CODE: C10
Lesson Title: Variables			Title: Variables	
		Answer		
a What is the inverse exerction of ad	dition?	2	Subtraction	
a. What is the inverse operation of ad		a.		
b. What is the inverse operation of su	btraction?	b.	Addition	
	1½ minutes			
		-		
Theme: Algebra (M-07-109) Lesson Title: Variables	CODE: C11	Theme:	Algebra (M-07-109) Title: Variables	CODE: C11
		Answer		
Consider the following equations:				
a. y + 1 = 4		a.	<i>y</i> = 3	
What number must be added to 1 to	o get 4?		-	
b. a-6=7		b.	a = 13	
6 must be subtracted from which nu	umber to get 7?			
	2 minutes			
Theme: Algebra (M-07-109)	CODE: C12	Theme:	Algebra (M-07-109)	CODE: C12
Lesson Title: Variables		Lesson Answer	Title: Variables	
Solve for the unknown variables in the followi	ing equations:	AIISWEE		
i. x + 2 = 3		i.	v – 1	
		I.	<i>x</i> = 1	
ii. $6 = y - 4$		ii.	<i>y</i> = 10	
	2 minutes			
	2 minutes			

Theme: Algebra (M-07-110)	CODE: C13	Theme: Algebra (M-07-110)	CODE: C13
Lesson Title: Solving for a variable		Lesson Title: Solving for a variable	
		Answer:	
Solve for the unknown variables in the followin	a equations:		
	3 - 1	i. $5 + 8 = y - 8 + 8$	
i. $5 = y - 8$		13 = <i>y</i>	
ii. x + 9 = 15 + 4		ii. x + 9 - 9 = 19 - 9	
		<i>x</i> = 10	
	2 <sup>1</sup> / <sub>2</sub> minutes		
Theme: Algebra (M-07-111)	CODE: C14	Theme: Algebra (M-07-111)	CODE: C14
Lesson Title: Coefficients		Lesson Title: Coefficients	
		Answer:	
What do you understand by the term 'coefficie	ent"?	A <b>coefficient</b> is any number multiplied by a va	ariable.
	1 <sup>1</sup> / <sub>2</sub> minutes		
	.,		
Theme: Algebra (M-07-111)	CODE: C15	Theme: Algebra (M-07-111)	CODE: C15
Lesson Title: Coefficients		Lesson Title: Coefficients	
		Answer:	
Consider the following expression:		The coefficient of x is 4.	
		The coefficient of <i>x</i> is 4.	
4 <i>x</i> + 3		The coefficient of <i>x</i> is 4.	
		The coefficient of <i>x</i> is 4.	
4 <i>x</i> + 3		The coefficient of <i>x</i> is 4.	
4 <i>x</i> + 3	1 minuto	The coefficient of <i>x</i> is 4.	
4 <i>x</i> + 3	1 minute	The coefficient of <i>x</i> is 4.	
4 <i>x</i> + 3	1 minute CODE: C16	The coefficient of <i>x</i> is 4. Theme: Algebra (M-07-111)	CODE: C16
4x + 3 Identify the coefficient of <i>x</i> in the expression.			CODE: C16
4x + 3 Identify the coefficient of <i>x</i> in the expression. Theme: Algebra (M-07-111)		Theme: Algebra (M-07-111)	CODE: C16
4x + 3 Identify the coefficient of <i>x</i> in the expression. Theme: Algebra (M-07-111) Lesson Title: Coefficients		Theme: Algebra (M-07-111) Lesson Title: Coefficients	CODE: C16
4x + 3 Identify the coefficient of x in the expression. Theme: Algebra (M-07-111) Lesson Title: Coefficients Simplify the following expressions:		Theme: Algebra (M-07-111) Lesson Title: Coefficients Answer:	CODE: C16
4x + 3 Identify the coefficient of x in the expression. Theme: Algebra (M-07-111) Lesson Title: Coefficients		Theme:       Algebra (M-07-111)         Lesson Title:       Coefficients         Answer:       a.       9t         The coefficient is 9       Second	CODE: C16
4x + 3 Identify the coefficient of x in the expression. Theme: Algebra (M-07-111) Lesson Title: Coefficients Simplify the following expressions:		Theme: Algebra (M-07-111) Lesson Title: Coefficients Answer: a. 9t	CODE: C16
4x + 3 Identify the coefficient of x in the expression. Theme: Algebra (M-07-111) Lesson Title: Coefficients Simplify the following expressions:		Theme:       Algebra (M-07-111)         Lesson Title:       Coefficients         Answer:       a.       9t         The coefficient is 9       b.       5b	CODE: C16
4x + 3 Identify the coefficient of x in the expression. Theme: Algebra (M-07-111) Lesson Title: Coefficients Simplify the following expressions:		Theme:       Algebra (M-07-111)         Lesson Title:       Coefficients         Answer:       a.       9t         The coefficient is 9       b.       5b	CODE: C16
4x + 3 Identify the coefficient of x in the expression. Theme: Algebra (M-07-111) Lesson Title: Coefficients Simplify the following expressions:		Theme:       Algebra (M-07-111)         Lesson Title:       Coefficients         Answer:       a.       9t         The coefficient is 9       b.       5b	CODE: C16

Theme: Algebra (M-07-112)	CODE: C17	Theme:	Algebra (M-07-112)	CODE: C17
Lesson Title: Solving for a variable with a coe	fficient	Lesson	Fitle: Solving for a variable with	a coefficient
		Answer:		
Simplify and find the value of the variable in the	he expression:			
		а.	$3 \times t = 9 - 3$ b. 2	2u = 10
a. $3 \times t = 9 - 3$			3t = 6	$\frac{2u}{2} = \frac{10}{2}$
b. 2 <i>u</i> = 10			$\frac{3t}{3} = \frac{6}{3}$	$u^{2} = 5^{2}$
			$t^{3} = 2^{3}$	u = 5
			$\iota = 2$	
	2 <sup>1</sup> / <sub>2</sub> minutes			
Theme: Algebra (M-07-113)	CODE: C18	Theme:	Algebra (M-07-113)	CODE: C18
Lesson Title: Like terms		Lesson	Fitle: Like terms	
Complete the following contenant:		Answer:		
Complete the following sentence:				
When adding or subtracting like terms, the va	riables and	When ac	lding or subtracting like terms,	the variables and
exponents in terms don't		exponen	ts in terms don't <b>change</b> .	
	-		Ū	
	1½ minutes			
Theme: Algebra (M-07-114)	CODE: C19	Theme:	Algebra (M-07-114)	CODE: C19
Lesson Title: Combining like terms			Title: Combining like terms	
Identify the like terms from the expressions:		Answer:		
		a.	2p and $-5p$	
a. 2 <i>p</i> + 5 – 5 <i>p</i> – 11			5 and 11	
b. $6m + 3n - 8m + 2n$		b.	6m and $-8m$	
			3n and $2n$	
	01/			
	2 <sup>1</sup> / <sub>2</sub> minutes			
		1		
Theme: Algebra (M-07-114)	CODE: C20	Theme:	Algebra (M-07-114)	CODE: C20
Theme: Algebra (M-07-114) Lesson Title: Combining like terms	CODE: C20		Algebra (M-07-114) Fitle: Combining like terms	CODE: C20
Lesson Title: Combining like terms	CODE: C20			CODE: C20
	CODE: C20	Lesson		CODE: C20
Lesson Title: Combining like terms Combine the like terms: i) $-20x + 9x$	CODE: C20	Lesson Answer:	Fitle: Combining like terms	CODE: C20
Lesson Title: Combining like terms Combine the like terms: i) $-20x + 9x$ ii) $12a + 35a$	CODE: C20	Lesson Answer: i) ii)	Fitle: Combining like terms -11x 47a	CODE: C20
Lesson Title: Combining like terms Combine the like terms: i) $-20x + 9x$ ii) $12a + 35a$	CODE: C20	Lesson Answer:	Fitle: Combining like terms	CODE: C20
Lesson Title: Combining like terms Combine the like terms: i) $-20x + 9x$ ii) $12a + 35a$ iii) $100s - 21s$	CODE: C20	Lesson <sup>-</sup> Answer: i) ii) iii)	Fitle: Combining like terms -11x 47a 79s	CODE: C20
Lesson Title: Combining like terms Combine the like terms: i) $-20x + 9x$ ii) $12a + 35a$ iii) $100s - 21s$		Lesson <sup>-</sup> Answer: i) ii) iii)	Fitle: Combining like terms -11x 47a 79s	CODE: C20
Lesson Title: Combining like terms Combine the like terms: i) $-20x + 9x$ ii) $12a + 35a$ iii) $100s - 21s$	CODE: C20 3 minutes	Lesson <sup>-</sup> Answer: i) ii) iii)	Fitle: Combining like terms -11x 47a 79s	CODE: C20

Theme: Algebra (M-07-115)	CODE: C21	Theme: Algebra (M-07-115) CODE: C21
Lesson Title: Simplifying algebraic expressions		Lesson Title: Simplifying algebraic expressions
Consider the following expressions and identify	the like terms:	Answer:
a. 4 <i>y</i> + 2 + <i>y</i> + 2		a. 4 <i>y</i> and <i>y</i> ; 2 and 2
b. 2a + 7 + 5a – 2		b. 2 <i>a</i> and 5 <i>a</i> ; 7 and - 2
	2 minutes	
Theme: Algebra (M-07-115)	CODE: C22	Theme: Algebra (M-07-115) CODE: C22
Lesson Title: Simplifying algebraic expressions		Lesson Title: Simplifying algebraic expressions
Simplify:		Answer:
	2	(a) $4ab - ab + 3a - 2a + 7 - 8$
(a) 4 <i>ab</i> + 3 <i>a</i> + 7 − <i>ab</i> − 2 <i>a</i> − 3	8	= (4-1)ab + (3-2)a + 7 - 8
(b) $4f + 6 + f - 4$		= 3ab + a - 1
		(b) $4f + f + 6 - 4$
		= (4+1)f + 6 - 4
	3 minutes	= 5f + 2
Theme: Algebra (M-07-115)	CODE: C23	Theme: Algebra (M-07-115) CODE: C23
Theme: Algebra (M-07-115) Lesson Title: Simplifying algebraic expressions	CODE: C23	Lesson Title: Simplifying algebraic expressions
	CODE: C23	
Lesson Title: Simplifying algebraic expressions	CODE: C23	Lesson Title: Simplifying algebraic expressions Answer: a. $- \times -= +$
Lesson Title: Simplifying algebraic expressions Complete the following:	CODE: C23	Lesson Title: Simplifying algebraic expressions Answer:
Lesson Title: Simplifying algebraic expressions Complete the following: a. $- \times - =$	CODE: C23	Lesson Title: Simplifying algebraic expressions Answer: a. $- \times -= +$
Lesson Title: Simplifying algebraic expressions Complete the following: a. $- \times - =$ b. $- \times + =$	2 minutes	Lesson Title: Simplifying algebraic expressions Answer: a. $- \times - = +$ b. $- \times + = -$
Lesson Title: Simplifying algebraic expressions Complete the following: a. $- \times - = $ b. $- \times + = $ c. $+ \times + = $	2 minutes	Lesson Title: Simplifying algebraic expressions Answer: a. $- \times - = +$ b. $- \times + = -$ c. $+ \times + = +$
Lesson Title: Simplifying algebraic expressions         Complete the following:       a. $- \times - = $ b. $- \times + = $ b. $- \times + = $ c. $+ \times + = $ c. $+ \times + = $ Theme: Algebra (M-07-116)		Lesson Title: Simplifying algebraic expressionsAnswer:a. $- \times - = +$ b. $- \times + = -$ c. $+ \times + = +$ Theme: Algebra (M-07-116)CODE: C24
Lesson Title: Simplifying algebraic expressions         Complete the following:         a. $- \times - = $ b. $- \times + = $ c. $+ \times + = $ c. $+ \times + = $ Theme: Algebra (M-07-116)         Lesson Title: Multiplying algebraic expressions	2 minutes	Lesson Title: Simplifying algebraic expressions Answer: a. $- \times - = +$ b. $- \times + = -$ c. $+ \times + = +$
Lesson Title: Simplifying algebraic expressions         Complete the following:       a. $- \times - = $ b. $- \times + = $ b. $- \times + = $ c. $+ \times + = $ c. $+ \times + = $ Theme: Algebra (M-07-116)	2 minutes	Lesson Title: Simplifying algebraic expressions         Answer:         a. $- \times - = +$ b. $- \times + = -$ c. $+ \times + = +$ Theme: Algebra (M-07-116)         CODE: C24         Lesson Title: Multiplying algebraic expressions         Answer:
Lesson Title: Simplifying algebraic expressions         Complete the following:         a. $- \times - = $ b. $- \times + = $ c. $+ \times + = $ c. $+ \times + = $ Theme: Algebra (M-07-116)         Lesson Title: Multiplying algebraic expressions	2 minutes	Lesson Title: Simplifying algebraic expressionsAnswer:a. $- \times - = +$ b. $- \times + = -$ c. $+ \times + = +$ CODE: C24Lesson Title: Multiplying algebraic expressionsAnswer:(i) $8(3 + 5b) = 24 + 40b$
Lesson Title: Simplifying algebraic expressions         Complete the following:       a. $- \times - = \_$ a. $- \times - = \_$ b. $- \times + = \_$ b. $- \times + = \_$ c. $+ \times + = \_$ c. $+ \times + = \_$ c.         Theme: Algebra (M-07-116)       Lesson Title: Multiplying algebraic expressions         Simplify the following expressions:       (i) $8(3 + 5b)$	2 minutes	Lesson Title: Simplifying algebraic expressions         Answer:         a. $- \times - = +$ b. $- \times + = -$ c. $+ \times + = +$ Theme: Algebra (M-07-116)         CODE: C24         Lesson Title: Multiplying algebraic expressions         Answer:
Lesson Title: Simplifying algebraic expressionsComplete the following:a. $- \times - = $ b. $- \times + = $ c. $+ \times + = $ c. $+ \times + = $ Theme: Algebra (M-07-116)Lesson Title: Multiplying algebraic expressionsSimplify the following expressions:(i) $8(3 + 5b)$ (ii) $-6(4x + 1)$	2 minutes	Lesson Title: Simplifying algebraic expressionsAnswer:a. $- \times - = +$ b. $- \times + = -$ c. $+ \times + = +$ CODE: C24Lesson Title: Multiplying algebraic expressionsAnswer:(i) $8(3 + 5b) = 24 + 40b$
Lesson Title: Simplifying algebraic expressions         Complete the following:       a. $- \times - = \_$ a. $- \times - = \_$ b. $- \times + = \_$ b. $- \times + = \_$ c. $+ \times + = \_$ c. $+ \times + = \_$ c.         Theme: Algebra (M-07-116)       Lesson Title: Multiplying algebraic expressions         Simplify the following expressions:       (i) $8(3 + 5b)$	2 minutes	Lesson Title: Simplifying algebraic expressionsAnswer:a. $- \times - = +$ b. $- \times + = -$ c. $+ \times + = +$ CODE: C24Lesson Title: Multiplying algebraic expressionsAnswer:(i) $8(3 + 5b) = 24 + 40b$ (ii) $-6(4x + 1) = -24x - 6$
Lesson Title: Simplifying algebraic expressionsComplete the following:a.a. $- \times - = $ b. $- \times + = $ c. $+ \times + = $ c. $+ \times + = $ Chance Algebra (M-07-116)Lesson Title: Multiplying algebraic expressionsSimplify the following expressions:(i) $8(3 + 5b)$ (ii) $-6(4x + 1)$	2 minutes	Lesson Title: Simplifying algebraic expressionsAnswer:a. $- \times - = +$ b. $- \times + = -$ c. $+ \times + = +$ CODE: C24Lesson Title: Multiplying algebraic expressionsAnswer:(i) $8(3 + 5b) = 24 + 40b$ (ii) $-6(4x + 1) = -24x - 6$

Theme: Alg	gebra (M-07-117)	CODE: C25	Theme: Alg	gebra (M-07-117)	CODE: C25
Lesson Title:	: Dividing algebraic expressions		Lesson Title	: Dividing algebraic expre	essions
Simplify the	following expressions:		Answer:		
(i)	14 <i>xy</i> ÷ 7		(i)	$14xy \div 7 = 2xy$	
(ii)	2 <i>ab</i> ÷ -2		(ii)	$2ab \div -2 = -ab$	
(iii)	-100 <i>z</i> ÷ 25		(iii)	$-100z \div 25 = -4z$	
l		21/2 minutes			
Theme: Alg	gebra (M-07-118)	CODE: C26	Theme: Alg	gebra (M-07-118)	CODE: C26
Lesson Title:	: Factorisation		Lesson Title	: Factorisation	
Factorise the	e following:		Answer:		
(i)	18 <i>x</i> - 12 <i>y</i>		(i)	18x - 12y = 6(3x - 2y)	v)
(ii)	16 <i>x</i> – 24		(ii)	16 <i>x</i> - 24 = 8(2 <i>x</i> - 3)	
(iii)	7 <i>a</i> - 14 <i>b</i> + 21 <i>c</i>		(iii)	7a - 14b + 21c = 7(a	-2b + 3c)
		3½ minutes			
-	gebra (M-07-119)	CODE: C27	-	gebra (M-07-119)	CODE: C27
Lesson Title:	: Introduction to linear equations			: Introduction to linear eq	uations
Solve for the		a aquationa:	Answer:		
	unknown variables on the followin	g equations.			
(i)	8 unknown variables on the followin 8 = 4 + n	g equations.	(i)	Transposition: 8 = 4 + <i>n</i>	Balancing: 8 = 4 + <i>n</i>
(i) (ii)		g equalions.	(i)		
(i) (ii)	8 = 4 + <i>n</i>	g equalions.		8 = 4 + n 8 - 4 = n n = 4 y - 6 = -12	8 = 4 + n 8 - 4 = 4 + n - 4 n = 4 y - 6 = -12
	8 = 4 + <i>n</i>	g equalions.		8 = 4 + n 8 - 4 = n n = 4 y - 6 = -12 y = -12 + 6	8 = 4 + n 8 - 4 = 4 + n - 4 n = 4 y - 6 = -12 y - 6 + 6 = -12 + 6
	8 = 4 + <i>n</i>	3 minutes		8 = 4 + n 8 - 4 = n n = 4 y - 6 = -12	8 = 4 + n 8 - 4 = 4 + n - 4 n = 4 y - 6 = -12
(ii)	8 = 4 + <i>n</i>	-	(ii)	8 = 4 + n 8 - 4 = n n = 4 y - 6 = -12 y = -12 + 6	8 = 4 + n 8 - 4 = 4 + n - 4 n = 4 y - 6 = -12 y - 6 + 6 = -12 + 6
(ii) Theme: Alg	8 = 4 + <i>n</i> y - 6 = -12	3 minutes	(ii) Theme: Alg	8 = 4 + n 8 - 4 = n n = 4 y - 6 = -12 y = -12 + 6 y = -6	8 = 4 + n 8 - 4 = 4 + n - 4 n = 4 y - 6 = -12 y - 6 + 6 = -12 + 6 y = -6 CODE: C28
(ii) Theme: Alg Lesson Title:	8 = 4 + n y - 6 = -12 gebra (M-07-120)	3 minutes CODE: C28	(ii) Theme: Alg	8 = 4 + n 8 - 4 = n n = 4 y - 6 = -12 y = -12 + 6 y = -6 gebra (M-07-120) : Showing linear equation	8 = 4 + n 8 - 4 = 4 + n - 4 n = 4 y - 6 = -12 y - 6 + 6 = -12 + 6 y = -6 CODE: C28
(ii) Theme: Alg Lesson Title: Solve for the	8 = 4 + n y - 6 = -12 gebra (M-07-120) : Showing linear equation (review)	3 minutes CODE: C28	(ii) Theme: Alg Lesson Title Answer: 7m + 3 = 1 7m + 3 - 5 2m + 3 = 1	8 = 4 + n 8 - 4 = n n = 4 y - 6 = -12 y = -12 + 6 y = -6 gebra (M-07-120) : Showing linear equation 13 + 5m im = 13 + 5m - 5m 13	8 = 4 + n 8 - 4 = 4 + n - 4 n = 4 y - 6 = -12 y - 6 + 6 = -12 + 6 y = -6 CODE: C28 (review) CODE: C28 (review)

Theme:	Algebra (M-07-121)	CODE: C29	Theme: Alge	ebra (M-07-121)		CODE: C29
Lesson T	Fitle: Introduction to the Cartesian plane		Lesson Title:	Introduction to	the Cartesian pla	ane
			Answer:		↑ <sup>y-axis</sup>	
(a)	Draw a Cartesian plane.			Quadrant II	G G Quadrant	1
(a)	Draw a Galtesian plane.			Quadrant in		
(b)	Label the axes from -7 to +7.				2 Origin	
(c)	Label the origin.			-7 -6 -5 -4 -3 -2 -1		
(c)	Laber the origin.			-7 -0 -5 -4 -5 -2 -1		0 / X-0A13
(d)	Label each quadrant.			Quadrant III		t IV
		4½ minutes				
		4/2 111111111111111111111111111111111111			<b>↓</b> -7	
Theme:	Algebra (M-07-122)	CODE: C30	Theme: Alge	ebra (M-07-122)		CODE: C30
Lesson T	Fitle: Identifying points on the Cartesian	plane		, ,	ts on the Cartes	ian plane
	, , , , , , , , , , , , , , , , , , , ,	•	Answer:		A y avis	•
Draw a C	Cartesian plane showing the points:			Α		
	<b>A</b> (-2; 4), <b>B</b> (4; 3), <b>C</b> (-1; -2), <b>D</b> (3; -3	1		-	- 3= • = • =	в
	$\mathbf{A}$ (-2, 4), $\mathbf{B}$ (4, 5), $\mathbf{C}$ (-1, -2), $\mathbf{D}$ (5, -5)	)			- 2	-
				-4 -3 -2		4 x-axis
				с	•2	
						D
		4½ minutes			<b>1</b> -4	
					•	
<b>T</b> I	04-4-4-4	0005-004	Thomas Otat	(11 07 400)		
Theme:	Statistics (M-07-126)	CODE: C31		tistics (M-07-126)		CODE: C31
	Statistics (M-07-126) Fitle: Data collection	CODE: C31	Lesson Title:	tistics (M-07-126) Data collection		CODE: C31
Lesson T	Title: Data collection			. ,		CODE: C31
Lesson T 7 pupils a	· /		Lesson Title:	. ,		CODE: C31
Lesson T 7 pupils a The data	Fitle: Data collection are each asked to state how many siste is collected is as follows:	rs they have.	Lesson Title: Answer:	Data collection	//// Janet - ##	
Lesson T 7 pupils a The data Michael (	Fitle: Data collection are each asked to state how many siste is collected is as follows: (4), Issa (4), Janet (5), Abass (3), Jane	rs they have.	Lesson Title: Answer: Mich	Data collection		
Lesson T 7 pupils a The data Michael ( Fanta (1)	Title: Data collection are each asked to state how many sisten is collected is as follows: (4), Issa (4), Janet (5), Abass (3), Jane ).	rs they have.	Lesson Title: Answer: Mich	Data collection	//// Janet - ## Idrissa - <sup>  /</sup> Far	
Lesson T 7 pupils a The data Michael ( Fanta (1)	Fitle: Data collection are each asked to state how many siste is collected is as follows: (4), Issa (4), Janet (5), Abass (3), Jane	rs they have.	Lesson Title: Answer: Mich	Data collection		
Lesson T 7 pupils a The data Michael ( Fanta (1)	Title: Data collection are each asked to state how many sisten is collected is as follows: (4), Issa (4), Janet (5), Abass (3), Jane ).	rs they have.	Lesson Title: Answer: Mich	Data collection		
Lesson T 7 pupils a The data Michael ( Fanta (1)	Title: Data collection are each asked to state how many sisten is collected is as follows: (4), Issa (4), Janet (5), Abass (3), Jane ).	rs they have.	Lesson Title: Answer: Mich	Data collection		
Lesson T 7 pupils a The data Michael ( Fanta (1)	Title: Data collection are each asked to state how many sisten is collected is as follows: (4), Issa (4), Janet (5), Abass (3), Jane ). he information with tally marks.	rs they have. (1) Idrissa (2) and 2½ minutes	Lesson Title: Answer: Mich	Data collection nael - //// Issa - nael - /// Jane - /	Idrissa - // Far	nta - /
Lesson T 7 pupils a The data Michael ( Fanta (1) Display t	Title: Data collection are each asked to state how many sisten is collected is as follows: (4), Issa (4), Janet (5), Abass (3), Jane ). he information with tally marks.	rs they have. (1) Idrissa (2) and	Lesson Title: Answer: Mich Abas	Data collection nael - //// Issa - ss - /// Jane - /	Idrissa - // Far	
Lesson T 7 pupils a The data Michael ( Fanta (1) Display t	Title: Data collection are each asked to state how many sisten is collected is as follows: (4), Issa (4), Janet (5), Abass (3), Jane ). he information with tally marks.	rs they have. (1) Idrissa (2) and 2½ minutes	Lesson Title: Answer: Mich Abas Theme: Stat Lesson Title:	Data collection nael - //// Issa - nael - /// Jane - /	Idrissa - // Far	nta - /
Lesson T 7 pupils a The data Michael ( Fanta (1) Display t Theme: Lesson T	Title: Data collection are each asked to state how many sisten is collected is as follows: (4), Issa (4), Janet (5), Abass (3), Jane ). he information with tally marks. Statistics (M-07-127) Title: Tables of data	rs they have. (1) Idrissa (2) and 2½ minutes CODE: C32	Lesson Title: Answer: Mich Abas	Data collection hael - //// Issa - hael - //// Jane - / histics (M-07-127) Tables of data	Idrissa - // Far	nta - / CODE: C32
Lesson T 7 pupils a The data Michael ( Fanta (1) Display t Theme: Lesson T This is a	Title: Data collection         are each asked to state how many sister         is collected is as follows:         (4), Issa (4), Janet (5), Abass (3), Jane         (4), Issa (4), Janet (5), Abass (3), Jane         (b), Issa (4), Janet (5), Abass (3), Jane         (c), Issa (4), Janet (5), Issa (4), Jane         (c), Issa (4), Jane         (c), Issa (4), Jane	rs they have. (1) Idrissa (2) and 2½ minutes CODE: C32	Lesson Title: Answer: Mich Abas Theme: Stat Lesson Title:	Data collection hael - //// Issa - hael - //// Jane - / histics (M-07-127) Tables of data scores	Idrissa - // Far	nta - /
Lesson T 7 pupils a The data Michael ( Fanta (1) Display t Display t Theme: Lesson T This is a worth 30	Title: Data collection are each asked to state how many sisten is collected is as follows: (4), Issa (4), Janet (5), Abass (3), Jane ). he information with tally marks. Statistics (M-07-127) Title: Tables of data	rs they have. (1) Idrissa (2) and 2½ minutes CODE: C32	Lesson Title: Answer: Mich Abas Theme: Stat Lesson Title: Answer:	Data collection hael - //// Issa - hael - //// Issa - hael - //// Jane - / hael - //// Jane - // hael - //// Jane - / hael - //// Jane - / hael - //// Jane - // hael - //// Jane - // hael - //// Jane - //// Jane - //// hael - //// Jane - //// Jane - //// hael - //// Jane - ///// hael - //// Jane - ///// hael - //// Jane - ///// hael - //// Jane - //// hael - /////// hael - ///// hael - //// hael - ///// hael - //// hael - //// hael - ///// hael - ///// hael - ///// hael - //// hael - ///// hael - ///// hael - //// hael - ///// hael - /////// hael - ///// hael - ////// hael - ///// hael - ////// hael - ////// hael - ////// hael - ////// hael - /////// hael - ///////// hael - /////////////// hael - ///////////////////////////////////	Idrissa - // Far Tally Marks	nta - / CODE: C32
Lesson T 7 pupils a The data Michael ( Fanta (1) Display t Display t Theme: Lesson T This is a worth 30 Organise	Title: Data collection         are each asked to state how many sister         is collected is as follows:         (4), Issa (4), Janet (5), Abass (3), Jane         (4), Issa (4), Janet (5), Abass (3), Jane         (a), Issa (4), Janet (5), Abass (3), Jane         (b), Issa (4), Janet (5), Abass (3), Jane         (c), Issa (4), Janet (5), Issa (4), Jane         (c), Issa (4), Janet (5), Issa (4), Jane         (c), Issa (4), Janet (5), Issa (4), Jane         (c), Issa (4), Issa (4)	rs they have. (1) Idrissa (2) and 2½ minutes CODE: C32	Lesson Title: Answer: Mich Abas Theme: Stat Lesson Title: Answer:	Data collection nael - //// Issa - iss - /// Jane - / tistics (M-07-127) Tables of data scores 2 5	Idrissa - // Far	nta - / CODE: C32
Lesson T 7 pupils a The data Michael ( Fanta (1) Display t Display t Theme: Lesson T This is a worth 30 Organise 12, 25, 3	Title: Data collection         are each asked to state how many sister         is collected is as follows:         (4), Issa (4), Janet (5), Abass (3), Jane         (4), Issa (4), Janet (5), Abass (3), Jane         (a), Issa (4), Janet (5), Abass (3), Jane         (b), Issa (4), Janet (5), Abass (3), Jane         (c), Issa (4), Janet (5), Ias	rs they have. (1) Idrissa (2) and 2½ minutes CODE: C32	Lesson Title: Answer: Mich Abas Theme: Stat Lesson Title: Answer:	Data collection nael - //// Issa - iss - /// Jane - / istics (M-07-127) Tables of data scores 5 5 5 5 6 5 6 6 6 6 6 6 6 6 6 6 6 6 6	Idrissa - // Far	NUMBER OF PUPILS 10 5 5
Lesson T 7 pupils a The data Michael ( Fanta (1) Display t Display t Theme: Lesson T This is a worth 30 Organise 12, 25, 3 12, 15, 1	Title: Data collection         are each asked to state how many sister         is collected is as follows:         (4), Issa (4), Janet (5), Abass (3), Jane         (4), Issa (4), Janet (5), Abass (3), Jane         (a), Issa (4), Janet (5), Abass (3), Jane         (b), Issa (4), Janet (5), Abass (3), Jane         (c), Issa (4), Janet (5), Issa (4), Jane         (c), Issa (4), Janet (5), Issa (4), Jane         (c), Issa (4), Janet (5), Issa (4), Jane         (c), Issa (4), Issa (4)	rs they have. (1) Idrissa (2) and 2½ minutes CODE: C32	Lesson Title: Answer: Mich Abas Theme: Stat Lesson Title: Answer:	Data collection  hael - //// Issa -  ss - /// Jane - /  tistics (M-07-127) Tables of data  scores  5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	Idrissa - // Far	NUMBER OF PUPILS 10 5 5 5
Lesson T 7 pupils a The data Michael ( Fanta (1) Display t Display t Theme: Lesson T This is a worth 30 Organise 12, 25, 3 12, 15, 1	Title: Data collection         are each asked to state how many sistent is collected is as follows:         (4), Issa (4), Janet (5), Abass (3), Jane         (5), Issa (4), Janet (5), Abass (3), Jane         (5), Issa (4), Janet (5), Abass (3), Jane         (5), Issa (4), Janet (5), Abass (3), Jane         (6), Issa (4), Janet (5), Abass (3), Jane         (7), Issa (6), Issa (7),	rs they have. (1) Idrissa (2) and 2½ minutes CODE: C32	Lesson Title: Answer: Mich Abas Theme: Stat Lesson Title: Answer:	Data collection nael - //// Issa - iss - /// Jane - / istics (M-07-127) Tables of data scores 5 5 5 5 6 5 6 6 6 6 6 6 6 6 6 6 6 6 6	Idrissa - // Far	NUMBER OF PUPILS 10 5 5
Lesson T 7 pupils a The data Michael ( Fanta (1) Display t Display t Theme: Lesson T This is a worth 30 Organise 12, 25, 3 12, 15, 1	Title: Data collection         are each asked to state how many sistent is collected is as follows:         (4), Issa (4), Janet (5), Abass (3), Jane         (5), Issa (4), Janet (5), Abass (3), Jane         (5), Issa (4), Janet (5), Abass (3), Jane         (5), Issa (4), Janet (5), Abass (3), Jane         (6), Issa (4), Janet (5), Abass (3), Jane         (7), Issa (6), Issa (7),	rs they have. (1) Idrissa (2) and 2½ minutes CODE: C32	Lesson Title: Answer: Mich Abas Theme: Stat Lesson Title: Answer:	Data collection  hael - //// Issa -  ss - /// Jane - /  tistics (M-07-127) Tables of data  scores  5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	Idrissa - // Far	NUMBER OF PUPILS 10 5 5 5
Lesson T 7 pupils a The data Michael ( Fanta (1) Display t Display t Theme: Lesson T This is a worth 30 Organise 12, 25, 3 12, 15, 1	Title: Data collection         are each asked to state how many sistent is collected is as follows:         (4), Issa (4), Janet (5), Abass (3), Jane         (5), Issa (4), Janet (5), Abass (3), Jane         (5), Issa (4), Janet (5), Abass (3), Jane         (5), Issa (4), Janet (5), Abass (3), Jane         (6), Issa (4), Janet (5), Abass (3), Jane         (7), Issa (6), Issa (7),	rs they have. (1) Idrissa (2) and 2½ minutes CODE: C32	Lesson Title: Answer: Mich Abas Theme: Stat Lesson Title: Answer:	Data collection  hael - //// Issa -  ss - /// Jane - /  tistics (M-07-127) Tables of data  scores  5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	Idrissa - // Far	NUMBER OF PUPILS 10 5 5 5

Theme: Statistics (M-07-128)	CODE: C33	Theme:	Statist	ics (M-07-128)		CODE: C33
Lesson Title: Creating bar charts		Lesson T	itle: Cr	eating bar cha	rts	
The following are sizes of shoes worn by 20 p		Answer:				
7, 9, 6, 10, 8, 8, 9, 11, 8, 7, 9, 6, 8, 10, 9, 8, 7 Copy and complete the table below:	, 7, 8, 9.			Cine	<b>F</b>	1
				Size 6	Frequency 2	
Size Frequency				7	4	
6 7				8	6	
8				9	5	
9				10	2	
10				11 Total	1 20	
5	minutes			Total	20	J
Theme: Statistics (M-07-129)	CODE: C34	Theme:	Statist	ics (M-07-129)		CODE: C34
Lesson Title: Creating bar charts		Lesson T	itle: Cr	eating bar cha	rts	
Consider the bar chart and answer the question	ins:	Answer:		Ŭ		
a. Which number was Outcome of a Die	Tossed 25 Times					
rolled most offen?		a.	3 and	5		
rolled least often?		h	6			
c. How many more		b.	0			
times did Aminata roll a 3 than a 1?		C.	7 – 2	= 5 more times	5	
d. How many fewer						
times did Aminata 1 2 3	4 5 6	d.	7 – 1	= 6 fewer times	6	
roll a 6 than a 5? Numb	ers on a Die					
	4½ minutes					
Theme: Statistics (M-07-130)	CODE: C35	Theme:	Statist	ics (M-07-130)		CODE: C35
Lesson Title: Creating line graphs				eating line gra	ohs	
		Answer:	100. 01	outing into gru		
		7				
What is a graph?		A graph i	s a pic	ture that shows	s information.	
	4					
	1 minute					
Theme: Statistics (M-07-130)	CODE: C36	Theme:	Statiat	ics (M-07-130)		CODE: C36
· · · ·	CODE. C30				- he	CODE. C30
Lesson Title: Creating line graphs			itte: Cr	eating line gra	pns	
Consider the following table:		Answer:				
Months         1         2         3         4         5         6           Weight in Ibs.         10         15         20         25         30         3	7 8 9 5 40 45 50	a.	Month	-		
Weight in 105, 10 15 20 25 50 5	5 40 45 50	b.	Weigł	nt in Ibs		
1						
a. Which values should we put on the a	κ-axis?					
<ul><li>a. Which values should we put on the <i>x</i></li><li>b. Which values should be on the <i>y</i>-ax</li></ul>						
	is?					

Theme: Statistics (M-07-130) CODE: C37	Theme: Statistics (M-07-130) CODE: C37
Lesson Title: Creating line graphs	Lesson Title: Creating line graphs
Lesson Title: Creating line graphs         The table below shows daily temperatures for Freetown City, recorded for 6 days in degrees Celsius.         Display the data in a line graph with a y-axis ranging from 24 to 33         Temperature in Freetown City         Day       1       2       3       4       5       6         Temperature in Freetown City         Day       1       2       3       4       5       6         Temperature (°C)       27       28       27       31       32       30         41½ minutes         Theme: Statistics (M-07-131)         CODE: C38         Lesson Title: Interpreting line graphs	Lesson Title: Creating line graphs         Answer:         Temperature in Freetown City         9       33         9       29         9       29         9       29         1       2         2       3         4       5         6       Day         Theme:       Statistics (M-07-131)         CODE: C38         Lesson Title: Interpreting line graphs
a. How many pens were sold at 1 pm? b. How many more pens were sold at 12 pm than at 8 am? c. What time had the highest sale? Pens Sold pens Sold At pens Sold pens Sold At pens Sold pens Sold At pens Sold pens Sold pens Sold At pens Sold pens Sold At pens Sold pens Sold At pens Sold pens Sold pens Sold At pens Sold pens Sold pens Sold At pens Sold pens Sold At pens Sold pens Sold At pens Sold pens Sold At pens Sold pens Sold pens Sold At pens Sold pens	Answer: a. 29 pens b. 25 pens c. 12:00 PM
Theme: Statistics (M-07-132) CODE: C39	Theme: Statistics (M-07-132) CODE: C39
Lesson Title: Pie charts	Lesson Title: Pie charts
Consider the pie chart showing transportation used by pupils: a. Which means of transportation do the highest percentage of pupils use? b. Which means of transportation do the lowest percentage of pupils use? c. What is the difference in percentage between pupils who use bicycles and those who use cars? d. What percentage of pupils do not walk to school?	Answer: a. Bicycle b. Car c. 45 – 109 = 35% d. 100 – 15 = 85%
Theme: Statistics (M-07-133) CODE: C40	Theme: Statistics (M-07-133) CODE: C40
Lesson Title: Comparing graphs and charts What is a bar chart?	Lesson Title: Comparing graphs and charts         Answer:         A chart with rectangular bars of equal width that interpret statistical information.
1½ minutes	

Theme: Statistics (M-07-133)	CODE: C41	Theme: Statistics (M-07-133) CODE: C41
Lesson Title: Comparing graphs and charts		Lesson Title: Comparing graphs and charts
		Answer:
When do we use a bar chart?		When trying to compare different amounts.
		when a ying to compare american amounto.
	1 <sup>1</sup> / <sub>2</sub> minutes	
Theme: Statistics (M-07-133)	CODE: C42	Theme: Statistics (M-07-133) CODE: C42
Lesson Title: Comparing graphs and charts		Lesson Title: Comparing graphs and charts
		Answer:
What is a line graph?		It is used to display data or information that changes continuously
		over time.
	1 <sup>1</sup> / <sub>2</sub> minutes	
Theme: Statistics (M-07-133)	CODE: C43	Theme: Statistics (M-07-133) CODE: C43
Lesser Title Occursion should be to		Lesses Title Oscillation and the second sheets
Lesson Title: Comparing graphs and charts		Lesson Title: Comparing graphs and charts
Lesson Title: Comparing graphs and charts		Lesson Title: Comparing graphs and charts Answer:
Lesson Title: Comparing graphs and charts What is a pie chart?		Answer: A pie chart is a type of graph in which a circle is divided into
		Answer:
		Answer: A pie chart is a type of graph in which a circle is divided into
		Answer: A pie chart is a type of graph in which a circle is divided into
		Answer: A pie chart is a type of graph in which a circle is divided into
		Answer: A pie chart is a type of graph in which a circle is divided into
	1½ minutes	Answer: A pie chart is a type of graph in which a circle is divided into
What is a pie chart?		Answer: A pie chart is a type of graph in which a circle is divided into sectors that each represent a proportion of the whole.
What is a pie chart? Theme: Statistics (M-07-133)	1½ minutes CODE: C44	Answer:         A pie chart is a type of graph in which a circle is divided into sectors that each represent a proportion of the whole.         Theme:       Statistics (M-07-133)         CODE: C44
What is a pie chart?		Answer: A pie chart is a type of graph in which a circle is divided into sectors that each represent a proportion of the whole.
What is a pie chart?         Theme:       Statistics (M-07-133)         Lesson Title:       Comparing graphs and charts		Answer:         A pie chart is a type of graph in which a circle is divided into sectors that each represent a proportion of the whole.         Theme:       Statistics (M-07-133)         CODE:       C44         Lesson Title:       Comparing graphs and charts         Answer:       Answer:
What is a pie chart? Theme: Statistics (M-07-133)		Answer:         A pie chart is a type of graph in which a circle is divided into sectors that each represent a proportion of the whole.         Theme:       Statistics (M-07-133)         CODE:       C44         Lesson Title:       Comparing graphs and charts
What is a pie chart?         Theme:       Statistics (M-07-133)         Lesson Title:       Comparing graphs and charts		Answer:         A pie chart is a type of graph in which a circle is divided into sectors that each represent a proportion of the whole.         Theme:       Statistics (M-07-133)         CODE:       C44         Lesson Title:       Comparing graphs and charts         Answer:       Answer:
What is a pie chart?         Theme:       Statistics (M-07-133)         Lesson Title:       Comparing graphs and charts		Answer:         A pie chart is a type of graph in which a circle is divided into sectors that each represent a proportion of the whole.         Theme:       Statistics (M-07-133)         CODE:       C44         Lesson Title:       Comparing graphs and charts         Answer:       Answer:
What is a pie chart?         Theme:       Statistics (M-07-133)         Lesson Title:       Comparing graphs and charts		Answer:         A pie chart is a type of graph in which a circle is divided into sectors that each represent a proportion of the whole.         Theme:       Statistics (M-07-133)         CODE:       C44         Lesson Title:       Comparing graphs and charts         Answer:       Answer:
What is a pie chart?         Theme:       Statistics (M-07-133)         Lesson Title:       Comparing graphs and charts		Answer:         A pie chart is a type of graph in which a circle is divided into sectors that each represent a proportion of the whole.         Theme:       Statistics (M-07-133)         CODE:       C44         Lesson Title:       Comparing graphs and charts         Answer:       Answer:
What is a pie chart?         Theme:       Statistics (M-07-133)         Lesson Title:       Comparing graphs and charts	CODE: C44	Answer:         A pie chart is a type of graph in which a circle is divided into sectors that each represent a proportion of the whole.         Theme:       Statistics (M-07-133)         CODE:       C44         Lesson Title:       Comparing graphs and charts         Answer:       Answer:
What is a pie chart?         Theme:       Statistics (M-07-133)         Lesson Title:       Comparing graphs and charts		Answer:         A pie chart is a type of graph in which a circle is divided into sectors that each represent a proportion of the whole.         Theme:       Statistics (M-07-133)         CODE:       C44         Lesson Title:       Comparing graphs and charts         Answer:       Answer:

Theme: Statistics (M-07-133)	CODE: C45	Theme:	Statistics (M-07-133)	CODE: C45
Lesson Title: Comparing graphs and charts		Lesson	Title: Comparing graphs and charts	
a. Which score was achieved by the most pupils? b. How many pupils scored 35? c. Did more pupils score 45 or 35? d. How many more pupils scored 45 than 35?	A MATHS TEST	Answer:	<ul> <li>a. 45</li> <li>b. 3</li> <li>c. 45</li> <li>d. 4</li> </ul>	
Theme: Statistics (M-07-134)	CODE: C46	Theme:	Statistics (M-07-134)	CODE: C46
Lesson Title: Community survey collecting data		Lesson	Title: Community survey collecting data	
<ul> <li>a. What is a community?</li> <li>b. What is a survey?</li> <li>c. What is data collection?</li> </ul> Theme: Statistics (M-07-136) Lesson Title: Mean and median <ul> <li>a. What do you understand by the term 1</li> <li>b. What do you understand by the term 1</li> </ul>		Answer: a. b. c. Theme: Lesson Answer: a. b.	A group of people living together, wor sharing common things. A way of collecting information that yo the views of the whole community or are interested. The process of gathering and measur Statistics (M-07-136) Title: Mean and median	vu hope represents group in which you ing information CODE: C 47
	2½ minutes			
Theme: Statistics (M-07-136)	CODE: C 48	Theme:	Statistics (M-07-136)	CODE: C 48
Lesson Title: Mean and median			Title: Mean and median	
The marks for a class of 16 pupils for a mathem ordered from smallest to largest: 3; 15; 16; 16; 18; 20; 21; 22; 27; 27; 27; 31 Calculate the following: a. The mean for the class b. The median for the class		Answer: a. b.	$\frac{\text{mean} =}{\frac{3+15+16+16+18+20+21+22+27+27+27+27+27}{16}}$ $\text{mean} = \frac{403}{16} \text{ mean} = 25,2$ $\text{median} = \frac{22+27}{2} \text{ median} = 24,5$	
	4 minutes			

Theme:	Statistics (M-07-137)	CODE: C 49	Theme:	Statistics (M-07-137)	CODE: C 49
Lesson	Title: Mode and range		Lesson	Title: Mode and range	
			Answer:		
What do	What do you understand by the following terms?			Mode is the data value that occurs most often in the data	
a.	Mode		a.	set.	
b.	Range		b.	Range is the difference between the numbers.	highest and lowest
		2½ minutes			
Theme:	Statistics (M-07-137)	CODE: C 50	Theme:	Statistics (M-07-137)	CODE: C 50
	Title: Mode and range			Title: Mode and range	
	er the following set of data and answer th	e questions below:	Answer:		
	2; 1; 7; 5; 6; 8; 6; 9; 6;	9	a.	1	
a.	What is the lowest number?		b.	9	
b.	What is the highest number?		C.	6	
C.	Which number appears more often that	an the others? 3 minutes			
		0005 054	Therese		CODE: C 51
Theme:	Statistics (M-07-138)	CODE: C 51	Theme:	Statistics (M-07-138)	CODE: C 31
	Title: Statistical calculations from a list o			Statistics (M-07-138) Title: Statistical calculations from a list of	
Lesson	Title: Statistical calculations from a list o				
Lesson Find the	Title: Statistical calculations from a list o		Lesson Answer:	Title: Statistical calculations from a list c	of data
Lesson Find the a.	Title: Statistical calculations from a list o : mean		Lesson Answer:	Title: Statistical calculations from a list of mean = $8+9+10+10+10+11+11+11+11+11+11+11+11+11+11+$	of data
Lesson Find the	Title: Statistical calculations from a list o		Lesson Answer: a.	Title: Statistical calculations from a list of mean = $\frac{8+9+10+10+10+11+11+11+11}{10}$ = $\frac{105}{10}$ = 10,5	of data
Lesson Find the a. b.	Title: Statistical calculations from a list o : mean median		Lesson Answer: a.	Title: Statistical calculations from a list of mean = $\frac{8+9+10+10+10+11+11+11+11}{10}$ = $\frac{105}{10}$ = 10,5	of data
Lesson Find the a. b. c. d.	Title: Statistical calculations from a list o mean median mode range		Lesson Answer: a. b. c.	Title: Statistical calculations from a list of mean = $\frac{8+9+10+10+10+11+11+11+11+1}{10}$ = $\frac{105}{10} = 10,5$ median = $\frac{10+11}{2} = \frac{21}{2} = 10,5$ mode = 10; 11	of data
Lesson Find the a. b. c. d.	Title: Statistical calculations from a list o mean median mode range	f data	Lesson Answer: a. b.	Title: Statistical calculations from a list of mean = $\frac{8+9+10+10+10+11+11+11+1}{10}$ = $\frac{105}{10} = 10,5$ median = $\frac{10+11}{2} = \frac{21}{2} = 10,5$	of data
Lesson Find the a. b. c. d.	Title: Statistical calculations from a list o mean median mode range	f data	Lesson Answer: a. b. c.	Title: Statistical calculations from a list of mean = $\frac{8+9+10+10+10+11+11+11+11+1}{10}$ = $\frac{105}{10} = 10,5$ median = $\frac{10+11}{2} = \frac{21}{2} = 10,5$ mode = 10; 11	of data
Lesson Find the a. b. c. d.	Title: Statistical calculations from a list o mean median mode range	f data	Lesson Answer: a. b. c.	Title: Statistical calculations from a list of mean = $\frac{8+9+10+10+10+11+11+11+11+1}{10}$ = $\frac{105}{10} = 10,5$ median = $\frac{10+11}{2} = \frac{21}{2} = 10,5$ mode = 10; 11	of data
Lesson Find the a. b. c. d. of the fo	Title: Statistical calculations from a list o mean median mode range Ilowing number set: 8; 9; 10; 10; 10; 11; 11; 11;	f data 12; 13 4½ minutes	Lesson Answer: a. b. c. d.	Title: Statistical calculations from a list of mean = $8+9+10+10+10+11+11+11+11+11+11+11+11+11+11+$	of data -12+13
Lesson Find the a. b. c. d. of the fo	Title: Statistical calculations from a list o : mean median mode range Ilowing number set: 8; 9; 10; 10; 10; 11; 11; 11; Statistics (M-07-139)	f data 12; 13 4½ minutes CODE: C 52	Lesson Answer: a. b. c. d. Theme:	Title: Statistical calculations from a list of mean = $\frac{8+9+10+10+10+11+11+11+1}{10}$ = $\frac{105}{10}$ = 10,5 median = $\frac{10+11}{2}$ = $\frac{21}{2}$ = 10,5 mode = 10; 11 range = 13 - 8 = 5 Statistics (M-07-139)	of data -12+13 CODE: C 52
Lesson Trind the a. b. c. d. of the formation of the form	Title: Statistical calculations from a list o : mean median mode range Ilowing number set: 8; 9; 10; 10; 10; 11; 11; 11; Statistics (M-07-139) Title: Statistical calculations from a bar o	f data 12; 13 4½ minutes CODE: C 52	Lesson Answer: a. b. c. d. Theme: Lesson	Title: Statistical calculations from a list of mean = $8+9+10+10+10+11+11+11+11+11+11+11+11+11+11+$	of data -12+13 CODE: C 52
Lesson Trind the a. b. c. d. of the for the fo	Title: Statistical calculations from a list o mean median mode range llowing number set: 8; 9; 10; 10; 10; 11; 11; 11; Statistics (M-07-139) Title: Statistical calculations from a bar o or the chart and answer the following que	f data 12; 13 4½ minutes CODE: C 52 stions:	Lesson Answer: a. b. c. d. Theme:	Title: Statistical calculations from a list of mean = $\frac{8+9+10+10+10+11+11+11+1}{10}$ = $\frac{105}{10}$ = 10,5 median = $\frac{10+11}{2}$ = $\frac{21}{2}$ = 10,5 mode = 10; 11 range = 13 - 8 = 5 Statistics (M-07-139)	of data -12+13 CODE: C 52
Lesson Find the a. b. c. d. of the fo Theme: Lesson Conside a. What i median r	Title: Statistical calculations from a list o mean median mode range llowing number set: 8; 9; 10; 10; 10; 11; 11; 11; Statistics (M-07-139) Title: Statistical calculations from a bar of the chart and answer the following que s the Favourite Gam	f data 12; 13 4½ minutes CODE: C 52 stions:	Lesson Answer: a. b. c. d. Theme: Lesson	Title: Statistical calculations from a list of mean = $\frac{8+9+10+10+10+11+11+11+1}{10}$ = $\frac{105}{10}$ = 10,5 median = $\frac{10+11}{2}$ = $\frac{21}{2}$ = 10,5 mode = 10; 11 range = 13 - 8 = 5 Statistics (M-07-139)	of data -12+13 CODE: C 52 chart
Lesson Find the a. b. c. d. of the fo of the fo Theme: Lesson Conside a. What i median r of teenag	Title: Statistical calculations from a list or mean median mode range Ilowing number set: 8; 9; 10; 10; 10; 11; 11; 11; Statistics (M-07-139) Title: Statistical calculations from a bar of the chart and answer the following que s the Favourite Gam number gers s	f data 12; 13 4½ minutes CODE: C 52 stions:	Lesson Answer: a. b. c. d. d. Theme: Lesson Answer:	Title: Statistical calculations from a list of $mean = \frac{8+9+10+10+10+11+11+11+1}{10}$ $= \frac{105}{10} = 10,5$ median = $\frac{10+11}{2} = \frac{21}{2} = 10,5$ mode = 10; 11 range = 13 - 8 = 5 Statistics (M-07-139) Title: Statistical calculations from a bar To find the median, list the numbers in 2, 4, 5, 5, 6, 8	of data -12+13 CODE: C 52 chart
Lesson Find the a. b. c. d. of the fo Theme: Lesson Conside a. What i median r	Title: Statistical calculations from a list o mean median mode range llowing number set: 8; 9; 10; 10; 10; 11; 11; 11; Statistics (M-07-139) Title: Statistical calculations from a bar of the chart and answer the following que s the Favourite Gam number pers s aach 7	f data 12; 13 4½ minutes CODE: C 52 stions:	Lesson Answer: a. b. c. d. d. Theme: Lesson Answer: a.	Title: Statistical calculations from a list of mean = $\frac{8+9+10+10+10+11+11+11+11+1}{10}$ = $\frac{105}{10} = 10,5$ median = $\frac{10+11}{2} = \frac{21}{2} = 10,5$ mode = 10; 11 range = 13 - 8 = 5 Statistics (M-07-139) Title: Statistical calculations from a bar To find the median, list the numbers in 2, 4, 5, 5, 6, 8 Median = $\frac{5+5}{2} = 5$	of data - <u>12+13</u> CODE: C 52 chart n order:
Lesson Find the a. b. c. d. of the for of the for Theme: Lesson Conside a. What i median r of teenag that like a sport?	Title: Statistical calculations from a list o mean median mode range llowing number set: 8; 9; 10; 10; 10; 11; 11; 11; Statistics (M-07-139) Title: Statistical calculations from a bar of the chart and answer the following que s the Favourite Gam number pers s aach 7	f data 12; 13 4½ minutes CODE: C 52 stions:	Lesson Answer: a. b. c. d. d. Theme: Lesson Answer:	Title: Statistical calculations from a list of $mean = \frac{8+9+10+10+10+11+11+11+1}{10}$ $= \frac{105}{10} = 10,5$ median = $\frac{10+11}{2} = \frac{21}{2} = 10,5$ mode = 10; 11 range = 13 - 8 = 5 Statistics (M-07-139) Title: Statistical calculations from a bar To find the median, list the numbers in 2, 4, 5, 5, 6, 8 Median = $\frac{5+5}{2} = 5$ Mode = 5 because the bars for table to	of data - <u>12+13</u> CODE: C 52 chart n order:
Lesson Find the a. b. c. d. of the fo of the fo Theme: Lesson Conside a. What i median r of teenag that like of	Title: Statistical calculations from a list o mean median mode range Ilowing number set: 8; 9; 10; 10; 10; 11; 11; 11; Statistics (M-07-139) Title: Statistical calculations from a bar of the chart and answer the following que s the Favourite Gam umber gers each s the following a statistical calculations from a bar of the chart and answer the following que the chart and answer the following que the chart and answer the chart and answer the following que the chart and answer the chart and answer the following que the chart	f data 12; 13 4½ minutes CODE: C 52 stions:	Lesson Answer: a. b. c. d. Theme: Lesson Answer: a. b.	Title: Statistical calculations from a list of mean = $\frac{8+9+10+10+10+11+11+11+1}{10}$ = $\frac{105}{10} = 10,5$ median = $\frac{10+11}{2} = \frac{21}{2} = 10,5$ mode = 10; 11 range = 13 - 8 = 5 Statistics (M-07-139) Title: Statistical calculations from a bar To find the median, list the numbers in 2, 4, 5, 5, 6, 8 Median = $\frac{5+5}{2} = 5$ Mode = 5 because the bars for table to tennis are the same height.	of data - <u>12+13</u> CODE: C 52 chart n order:
Lesson Find the a. b. c. d. of the fo of the fo Theme: Lesson Conside a. What i median r of teenag that like a sport? b. What i mode? c. What i	Title: Statistical calculations from a list or mean median mode range Illowing number set: 8; 9; 10; 10; 10; 11; 11; 11; Statistics (M-07-139) Title: Statistical calculations from a bar compared sthe following que s the following	f data 12; 13 4½ minutes CODE: C 52 stions:	Lesson Answer: a. b. c. d. d. Theme: Lesson Answer: a.	Title: Statistical calculations from a list of $mean = \frac{8+9+10+10+10+11+11+11+1}{10}$ $= \frac{105}{10} = 10,5$ median = $\frac{10+11}{2} = \frac{21}{2} = 10,5$ mode = 10; 11 range = 13 - 8 = 5 Statistics (M-07-139) Title: Statistical calculations from a bar To find the median, list the numbers in 2, 4, 5, 5, 6, 8 Median = $\frac{5+5}{2} = 5$ Mode = 5 because the bars for table to	of data - <u>12+13</u> CODE: C 52 chart n order:
Lesson Find the a. b. c. d. of the fo of the fo Theme: Lesson Conside a. What i median r of teenag that like a sport? b. What i mode?	Title: Statistical calculations from a list o mean median mode range Ilowing number set: 8; 9; 10; 10; 10; 11; 11; 11; Statistics (M-07-139) Title: Statistical calculations from a bar of the chart and answer the following que s the s th	f data 12; 13 4½ minutes CODE: C 52 chart estions: nes	Lesson Answer: a. b. c. d. Theme: Lesson Answer: a. b.	Title: Statistical calculations from a list of mean = $\frac{8+9+10+10+10+11+11+11+1}{10}$ = $\frac{105}{10} = 10,5$ median = $\frac{10+11}{2} = \frac{21}{2} = 10,5$ mode = 10; 11 range = 13 - 8 = 5 Statistics (M-07-139) Title: Statistical calculations from a bar To find the median, list the numbers in 2, 4, 5, 5, 6, 8 Median = $\frac{5+5}{2} = 5$ Mode = 5 because the bars for table to tennis are the same height.	of data - <u>12+13</u> CODE: C 52 chart n order:
Lesson Find the a. b. c. d. of the fo of the fo Theme: Lesson Conside a. What i median r of teenag that like a sport? b. What i mode? c. What i	Title: Statistical calculations from a list or mean median mode range Ilowing number set: 8; 9; 10; 10; 10; 11; 11; 11; Statistics (M-07-139) Title: Statistical calculations from a bar of the chart and answer the following que s the s the	f data 12; 13 4½ minutes CODE: C 52 chart estions: nes	Lesson Answer: a. b. c. d. Theme: Lesson Answer: a. b.	Title: Statistical calculations from a list of mean = $\frac{8+9+10+10+10+11+11+11+1}{10}$ = $\frac{105}{10} = 10,5$ median = $\frac{10+11}{2} = \frac{21}{2} = 10,5$ mode = 10; 11 range = 13 - 8 = 5 Statistics (M-07-139) Title: Statistical calculations from a bar To find the median, list the numbers in 2, 4, 5, 5, 6, 8 Median = $\frac{5+5}{2} = 5$ Mode = 5 because the bars for table to tennis are the same height.	of data - <u>12+13</u> CODE: C 52 chart n order:

Theme: Statistics (M-07-140)	CODE: C 53	Theme: Statistics (M-07-140)	CODE: C 53	
Lesson Title: Statistics story problems		Lesson Title: Statistics story problems		
		Answer:		
One day a distributor was supplied with crates follows: Sprite 15 crates, Coke 20 crates, Mega cola 10 crates, Apple Sidra 20 crates, Fanta 25 crates	0 crates, Vimto 5	Mean $=\frac{105}{7} = 15$ Median $= 15$ Mode $= 10$ and 20 Range $= 25 - 5 = 20$		
Calculate the mean, median, mode, and range	e of the information.			
	4 minutes			
Theme: Probablity (M-07-141)	CODE: C 54	Theme: Probability (M-07-141)	CODE: C 54	
Lesson Title: Introduction to probability		Lesson Title: Introduction to probability		
		Answer:		
The sun rises at 10 o'clock in the night. Is this statement impossible, unlikely, likely, or certain?		It is impossible: the sun rises in the morning, not at night.		
Theme: Probability (M-07-142)	1½ minutes CODE: C 55	Theme: Probability (M-07-142)	CODE: C 55	
Lesson Title: Probability experiments		Lesson Title: Probability experiments		
What is an experiment?		Answer: It's when we try something to understand how it do experiments to understand new ideas.	works, scientists	
	1½ minutes			
Theme: Probability (M-07-142)	CODE: C 56	Theme: Probability (M-07-142)	CODE: C 56	
Lesson Title: Probability experiments		Lesson Title: Probability experiments		
		Answer:		
What is an outcome when we talk about experiments?		An outcome is a single result of an experiment.		
	1½ minutes			

Theme:	Probability (M-07-142)	CODE: C 57	Theme:	Probability (M-07-142)	CODE: C 57
Lesson 7	Title: Probability experiments		Lesson 7	Title: Probability experiments	
For each experim a. b. c. d. e. f. g. Theme: Lesson T What is f a.	a of the following, which is an <b>outcome</b> ent? A coin landing on heads Randomly choosing any pen from a co- coloured pens Rolling a die Choosing a red pen from a cup Choosing a football jersey at random different team jerseys A die landing on 3 Choosing a Manchester United jersey Probability (M-07-143) Title: Certain and uncertain probability the probability of the following: A cat giving birth to chickens	up of 10 different from a box of	Answer: a. b. c. d. e. f. g. Theme: Lesson Answer: a.	Outcome Experiment Experiment Outcome Outcome Outcome Probability (M-07-143) Title: Certain and uncertain probability Impossible	CODE: C 58
b.	Next year being 2015		b.	Impossible	
C.	A 14-year old turning 15 on her next l	birthday. 3 minutes	C.	Certain	
-			-		
Theme:	Probability (M-07-144)	CODE: C 59	Theme:	Probability (M-07-144)	CODE: C 59
Lesson	Fitle: Likely and unlikely events			Title: Likely and unlikely events	
a. b.	What does it mean if an event is <i>likel</i> . What does it mean if an event is <i>unlik</i>		Answer: a. b.	A likely event has a greater chance of probably happen but we are not certa happen. An unlikely event is an event that is n is not impossible, but it will probably	ain that it will not sure to occur; it
		2½ minutes			
Theme:	Probability (M-07-144)	CODE: C 60	Theme:	Probability (M-07-144)	CODE: C 60
	Fitle: Likely and unlikely events			Fitle: Likely and unlikely events	
orange, a	e 25 football jerseys in a box. 8 of then and the rest are black. I will randomly s e following events from most likely (or c ssible): I will select a yellow jersey I will select a green jersey I will select an orange jersey I will select a black jersey I will select a jersey that is yellow, ora	elect one to wear. ertain) to least likely	Answer:	e; d; a; c; b	

Theme: Probability (M-07-145)	CODE: C 61	Theme:	Probability (M-07-145)	CODE: C 61	
Lesson Title: The language of probability		Lesson 7	itle: The language of probability		
<ul> <li>Amadu and his two sisters lives with their grandmother.</li> <li>Randomly select one person from Amadu's family to win a prize.</li> <li>Write down the probability of the following: <ul> <li>a. Is it more likely that you will choose a male or a female?</li> <li>b. Is it more likely that you will choose someone over 40 years old, or under 40 years old?</li> </ul> </li> </ul>		Answer: a. b.	<ul> <li>a. It is more likely that we will choose a female because there are more females than males in Amadu's family.</li> </ul>		
	3 minutes				
Theme: Probability (M-07-146)	CODE: C 62	Theme:	Probability (M-07-146)	CODE: C 62	
Lesson Title: The language of probability		Lesson 1	itle: The language of probability		
		Answer:			
Mary will choose a letter at random from the 2 alphabet. What is the probability that she will o 1. E 2. Z 3. A vowel		2.	$\frac{1}{26}$ because E only appears in the alp there are 26 possible letters to choos $\frac{1}{26}$ because Z only appears in the alp there are 26 possible letters to choos $\frac{5}{26}$ because there are 5 vowels in the (a, e, i, o, u) and there are 26 possible from.	e from. habet once and e from. alphabet	
Theme: Probability (M-07-147) CODE: C63		Theme: P	robability (M-07-147) CODE: C63		
Lesson Title: Probability fraction problems		Lesson 7	itle: Probability fraction problems		
There are six red balls and nine blue balls in a selected at random. Find the probability that the ball is: a. Red b. Blue c. Either red or blue	box. A ball is 4 minutes	b.	$\frac{6}{15} = \frac{2}{5}$ there is a 2 in 5 chance of set $\frac{9}{15} = \frac{3}{5}$ there is a 3 in 5 chance of set $\frac{6}{15} + \frac{9}{15} = \frac{6+9}{15} = \frac{15}{15} = 1$		
Theme: Probability (M-07-148) CODE: C64		Theme: P	robability (M-07-148) CODE: C64		
Lesson Title: Probability as a percent			itle: Probability as a percent		
Martina has 100 mangoes for sale. 20 of them 5 of them are bad. If a mango is picked at rand find: a. The probability that it is unripe mang b. The probability that it is a bad mang	dom,	Answer: a.	$\frac{20}{100} = 20\%$ $\frac{5}{100} = 5\%$		
	21/2 minutes				

Theme: Probability (M-07-149)	CODE: C65	Theme: P	robability (M-07-149)	CODE: C65	
Lesson Title: Solving probability story problems			Lesson Title: Solving probability story problems		
		Answer:			
<ul> <li>a. What does a probability of zero me</li> <li>b. What does a probability of one mea</li> <li>c. What does it mean if the probability</li> </ul>	n?	a. b. c.	Impossible for the event to occur Certain that the event will occur There is an even chance that it wi	l occur or will not occur	
half?		0.	<ul> <li>it is neither likely nor unlikely</li> </ul>		
	3 minutes	Therese D		0005-000	
Theme: Probability (M-07-149)	CODE: C66		robability (M-07-149)	CODE: C66	
Lesson Title: Solving probability story problem	ns	Answer:	Title: Solving probability story proble	ems	
Sam will buy a new kitten. He found someone and there were 2 black kittens, 3 grey kittens, the kittens, 4 were male. He will choose one at random. What is the pro- choose: a. A black kitten? b. Either a black or grey kitten? c. A brown kitten? d. A female kitten?	and 1 white kitten. Of	a. b. c.	$\frac{2}{6} = \frac{1}{3}$ $\frac{2}{6} + \frac{3}{6} = \frac{5}{6}$ 0 because there are no brown kitter	ens	
	4 minutes	d.	$\frac{2}{6} = \frac{1}{3}$		