

PERCENTAGE (P6)

PART 1 - INTERACTIVE GAME: MULTIPLICATION SQUARES (10 MINUTES)

Materials: Multiplication Squares game board (x4), dices(x8), markers(x8)

1. Group the class into 4. There will be a maximum of 4 groups; 2 students per group.
2. Each group will be given 2 dices and a different coloured marker for each player.
3. During a player's turn, he/she rolls both dice and multiplies the two numbers shown on the dice. The player looks for the product on the board and draws a line to connect any two dots that form part of the square around that product.
4. Since each product appears multiple times on the board, the player can be strategic about where he/she draws a line.
5. When a player draws a line that closes a square, that player gets to colour in the square with his/her marker. That player rolls the dice again and takes another turn.
6. When all of the dots have been connected, the player with the most squares coloured in wins the game!

PART 2 - TEACHING 1: SOLVING WORD PROBLEMS USING PERCENTAGE STEP 1: ENROLL (20 - 30 MINUTES)

From the multiplication squares game, you can ask the class the percentage of the squares have they managed to colour in.

STEP 2: EXPERIENCE

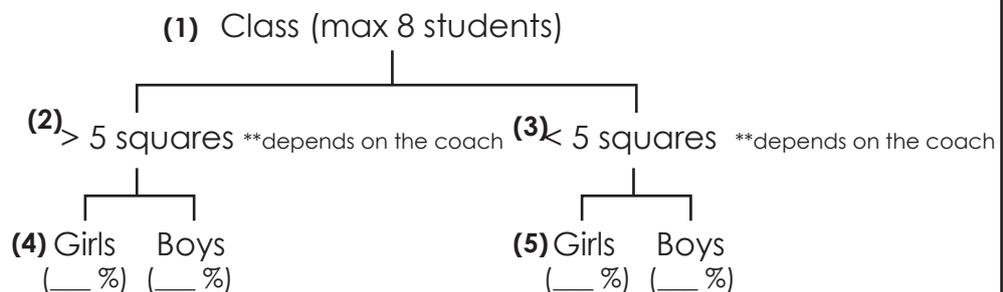
In the game, the winner is only between two players. When the class has to count the percentage of squares they have filled, they will be comparing it within the class, wanting to know who has the highest per-cent. Hoping that through this, their participation level will be higher and they will be more engaged and open in learning percentage.

Before they start to calculate their percentage, you can go through the steps to finding the percentage. This is to ensure that their calculations are correct.

Based on the percentages calculated by the class, you can then introduce solving word problems using percentage.

STEP 3: DEMONSTRATE & LABEL

For example:



Therefore based on their percentages, you can then give a live presentation of what a percentage word problem will look like. You can start by writing (1) on the whiteboard.

Questions you can include:

- 1) *Writes (2) & (3)* How many students have coloured in that ___ squares. Eg. "How many of you have more than 5 squares coloured/Less than 5 squares coloured?"
- 2) *Writes (4) & (5)* How many girls boys and girls are there under the ">5 squares"?

STEP 5: REVIEW

In addition, you can form a word problem question based on the findings you and the class have found!

STEP 6: CELEBRATE

Praise the effort of the students to learn.

PART 4 - LEVEL 2 (30 MINUTES)

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EXERCISE 1(pg 105): 5, 7, 9

EXERCISE 2(pg 109): 6 - 10

PART 6 - BREAK (15 MINUTES)

Coach tells a motivational story to the class.

PART 7 - TEACHING (10 MINUTES)

Coach goes through the questions which the class or students have difficulty in.

PART 8 - LEVEL 3 (20 MINUTES)

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EXERCISE 1(pg 110): 6, 7

EXERCISE 2(pg 116): 6, 7

PART 9 - HOMEWORK (5 MINUTES)

Level 3 Ex 1 (pg 112): 10

Level 3 Ex 2 (pg 117): 8