

Year 9 Maths Lesson Plan Week 6 – Teaching Plan

Date: 2/3/26 – 6/3/26	Topics: Income / Algebra	Lessons 4
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Prior to Lesson

- Students line up outside classroom
- While students are still outside, select 1 or 2 to hand out the books
- Give any other instructions about seating or other equipment they will need (eg calculators)
- When they are settled and ready, let them in.

Content Descriptors covered

- AC9M9A02 (simplify expressions), AC9M9A01 (exponents)

Learning Intentions

- To consolidate learning of interest rates
- To review the conventions and language of algebra

Success Criteria

- I can simplify algebraic expressions using multiplication or division or both
- I can collect like terms to simplify an expression

End of Lesson

- Students pack away any pencils, erasers, rulers etc in the correct place.
- Books in correct drawer
- Calculators away
- Chairs pushed in and floor tidy

Notes:

- Students not working on Level 9 Maths Mates: Blake (7). Thomas (8) , Ruby T (8)
- Thomas does work directly on his laptop using a stylus, not in his book.
- Blake is working from the Year 7 book on Cambridge GO. He is working on Ex 2D Prime numbers.

Day:	Topic	Activity	Resources
Monday L1	Maths Mates: Interest rates	<ul style="list-style-type: none"> • Students that have already handed up this week's sheet will need to get them from the drawer. • All students swap sheets and mark them as teacher call out the answers. • After marking, students place sheets in their display book and return display books to the front of the classroom • Hand out sheet 4. Due date is 9/3/26 • Students should be working on Ex 1K. • $I = Prt/100$ where I = interest, P = principal, r = rate, t = time (the time period may need to be converted to years) 	<ul style="list-style-type: none"> • Maths Mate answer sheet Term 1, sheet 3 • Maths Mate Term 1, Sheet 4 • Cambridge Essentials Ex 1K (Page 68) or Cambridge GO. • Worked solutions are available on Cambridge GO
Monday L2	Interest rates	<ul style="list-style-type: none"> • Finish Exercise 1K • Early finishers should do the IK Scorcher on Cambridge GO 	<ul style="list-style-type: none"> • Exercise 1K (Cambridge GO) or • Cambridge Essentials page 66

Tuesday L5	<p>Reviewing Algebraic expressions</p> <p>Prior Knowledge Pre-test</p>	<ul style="list-style-type: none"> • Students are to do the prior knowledge quiz assigned to them on Cambridge GO. It will take them most of the lesson • Students need to click submit when they are done. • Remind them that this is to see what they remember from last year. If they aren't sure about a question, move on. This test is so I can plan their lessons • Early finishers can do a sudoku or play magnetic chess 	<ul style="list-style-type: none"> • Work is assigned to students on Cambridge GO. • Students look in their notifications
Thursday L4	<p>Lesson starter: Notation Linkup sheet.</p> <p>Simplifying Algebraic expressions</p>	<ul style="list-style-type: none"> • Students to do the lesson starter. Time allowed – 5 minutes. <ul style="list-style-type: none"> ○ Match the equal expressions ○ Students swap sheets for marking. ○ Show the answers on the whiteboard and read them out ○ Get students to indicate how they went ○ Collect sheets • Write definitions on board for student to copy into their exercise books <ul style="list-style-type: none"> ○ <u>Pronumeral</u> (sometimes called a variable): is a letter or symbol that represents a number. ○ <u>Like terms</u>: have the same pronumeral and power. Can be added or subtracted to form a single term (eg $4a + 6a = 10a$) ○ <u>Unlike terms</u>: do not have the same pronumeral and cannot be contracted (eg $4b + 4b^2 = 4b + 4b^2$) • Memo Book: Example 4 pg 104 <ul style="list-style-type: none"> ○ When <u>multiplying</u> algebraic terms remember to multiply numbers first then the pronumerals in alphabetical order. ○ I do: Do the examples on the board explaining what you are doing ○ We do: Do the examples on the board, asking for input from students ○ You do: Students do the NYT questions from Example 4 (put on whiteboard) • Memo book Example 5 pg 105 <ul style="list-style-type: none"> ○ When <u>dividing</u> algebraic terms remember to write as a fraction first, cancel any numbers or pronumerals then re-write. ○ I do: Do the examples on the board explaining what you are doing ○ We do: Do the examples on the board, asking for input from students ○ You do: Students do the NYT questions from Example 5 (put on whiteboard) • Exercise book: Ex 2B Questions 1 – 5 (questions according to group.) 	<ul style="list-style-type: none"> • Notation link up sheet • Thumbs up / down • Exercise 2B (Cambridge GO) or • Cambridge Essentials page 103 – 105 • I do examples <ul style="list-style-type: none"> ○ $3 \times 2b$ ○ $-2a \times 3ab$ • We do examples: <ul style="list-style-type: none"> ○ $2 \times 8b$ ○ $3 \times -5p$ ○ $5mn \times -3n$ • I do examples <ul style="list-style-type: none"> ○ $6ab \div 18ab^2$ ○ $12a^2b \div 3ab$ • We do examples: <ul style="list-style-type: none"> ○ $-2a \div 6$ ○ $3mn \div 6n$ ○ $-3xy \div yx$ • S: Q1 – 4, MB: Q1 – 5, F: Q 2 – 5
Friday L5	Sports day	No lessons	