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| **Class & Subject** | | **X MATHEMATICS** | **Topic** | | | **Chapter 17**  **Money**  17.3 Buying and selling | | | **Type of the lesson** | | **On Campus** |
| **Lesson No** | | **2** | **Date** | | |  | **Name of the Teacher** | | **Musthafa** | | |
| **Week No** | | **13** | | | | | | | | | |
|  | **Aim** | | | | | By the end of the chapter, students will be able to calculate earnings in various situations, analyze borrowing and investing scenarios, and accurately determine costs related to buying and selling. | | | | | |
|  | **Objective** | | | | | By the end of the lesson, students will be able to understand and apply the concepts of buying price, selling price, profit, and loss. They will calculate profit or loss percentages and determine the final selling price in various scenarios, developing skills to analyze basic financial transactions in real-life contexts. They will be able to achieve this by participating in class discussions, group or pair activity, and attempting individual practice. | | | | | |
|  | **Level of Bloom’s Taxonomy** | | | | | * **Create** * **Evaluate** * **Analyze** * **Understand** * **Remember** | | | | | |
|  | **Teacher's Resource Book Page No** | | | | | 577-579 | | | | | |
|  | **Key Vocabulary** | | | | | Cost price, Selling Price, Profit percentage, Loss Percentage | | | | | |
|  | **Objectives**   * **Confidence** * **leadership** * **Independent thinking** * **Inspires students to become a responsible global citizen** | | | | | **Values**   * **Empathy** * **Sincerity** * **Teamwork** * **Ambition** * **Respect** | |  | | | |
| **Stage** | | **Interaction** | **Time** | **Skills focused** | **Planned Activity (Differentiate CAIE classroom activities)** | | | | | **Resources/ Links** | | |
| **A. Introduction** | | **T>Ss** | **10 min** | **Analytical skills** | **Starter**  Start by bringing a few familiar items to class, such as a water bottle, a snack, or a phone case. Alternatively, you can show pictures of these items.  Twigs & Teacups | Back to school! Have your kids lost their water bottle  already? Or did you realize you need more snack bags for their lunch box?  Need... | Instagram  Explain that these items were bought at a certain price, which is the "buying price." Now, if they were to sell these items to a friend or customer, what price would they set?  Ask students to suggest a selling price for each item and justify their answers. Why did they choose that price? Guide them to think about profit, loss, and why they’d want to sell for a higher price than the buying price.  Introduce the key terms: **buying price, selling price, profit, and loss**. Clarify that profit is made when an item is sold for more than its buying price, while a loss occurs if it’s sold for less. | | | | |  | | |
| **B. Development** | | **T >Ss** | **20 min** | **Analytical skills**  **Arithmetic skills**  **Critical thinking skills** | Students will solve short, real-life scenarios to find missing variables in simple interest problems (amount, interest, time, or rate).  Start with a brief review of the simple interest formula:    Also, remind students that to find the total amount (A), they add the principal and the interest  A=P+I  Give each pair of students a card with a short problem that focuses on a missing variable (amount, interest, time, or rate)  In heterogeneous group, students solve their given scenario by applying the simple interest formula. Encourage them to show their working process.  Pair A,D solve for the total amount A.  Pair B,E solve for time TTT.  Pair C,F solve for rate RRR, etc.  ( Worksheet is attached with the plan)  Ask a few pairs to quickly share their solution and explain their reasoning to the class. This step reinforces understanding and clarifies any misconceptions.  Students will work in pairs to review and discuss the provided worked examples, deepening their understanding of the concept. The teacher will provide support as needed | | | | |  | | |
| **C. Practice** | | **Ss> Ss** | **20 min** | **Analytical skills**  **Arithmetic skills**  **Critical thinking skills** | Students will collaborate in mixed-ability groups to solve problems from Exercise 17.4. Upon completion, their solutions will be reviewed, followed by constructive feedback. | | | | |  | | |
| **D. Independent Practice [HW]** | |  |  |  | Exercise 17.5 of page :563 | | | | |  | | |
| **E. Differentiated Instruction** | | **Ss> Ss** |  |  | Flexible grouping  Hook up – challenging questions  Real life question for plenary  heterogeneous group | | | | |  | | |
| **F. Plenary** | | **Ss> Ss** | **10 min** | **Analytical skills** | **EXIT TICKET**  Exit ticket will be given | | | | |  | | |
| **Reflection and evaluation** | | | | | | | | | | | |
| **Reflection** | | **Answer the most relevant question** | | | | | | | | | |
| **Were the lesson objective realistic?** | |  | | | | | | | | | |
| **What did the learners learn today?** | |  | | | | | | | | | |
| **What was the learning atmosphere like?** | |  | | | | | | | | | |
| **Did my planed differentiation work well?** | |  | | | | | | | | | |
| **Did I stick to timing?** | |  | | | | | | | | | |
| **What changes did I make from my plan and why?** | |  | | | | | | | | | |
| **Summary evaluation** | | | | | | | | | | | |
| **What two things went really well? (Consider both learning and teaching)** | |  | | | | | | | | | |
| **What two things would have improved the lesson? (Consider both learning and teaching)** | |  | | | | | | | | | |
| **What have I learned from this lesson about the class or individuals that will inform my next lesson?** | |  | | | | | | | | | |

The different combinations of **interaction** you can use: **S > WB S > Text Ss > T T > S Ss > Ss S > S**