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**Numeracy
lesson plans
Primary 1**

Term 2
Involving pupils in
their learning

**Weeks
11—15**

Type of lesson plans/
Grade

Term/
Learning theme

Numeracy lesson plans Primary 1 Term 2
Involving pupils in their learning

This is the third in a series of six numeracy lesson plan publications, designed to be used throughout the three academic school terms.

Introduction

Teacher training remains a key element in improving schools and increasing learning outcomes. Where teachers are not supported, there may be high rates of teacher absenteeism, pupil drop out and apathy from parents. Jigawa State Ministry of Education, Science and Technology and the State Universal Basic Education Board (SUBEB) are working with the UK Department for International Development (DFID) and Education Sector Support Programme in Nigeria (ESSPIN) to increase the capacity of teachers and school heads to be effective and accountable.

Following the 2010 Teacher Development Needs Assessment, we collectively embarked on a series of reforms to strengthen teacher quality and school leadership. This work has focused on how to make teaching child-centred, and the organisational structures needed to improve service delivery.

These lesson plans are not designed to replace professional teachers' preparations. They address gaps in linking theory and practice and focus on improving pupils' literacy and numeracy through a step-by-step guide for teachers, while ensuring children that become active learners. Alongside the plans, new structures and processes ensure that teachers are continuously supported by both the State School Improvement Team (SSIT) and the LGEA-based school support officers (SSOs).

I am confident that with correct implementation and targeted support, these lesson plans will raise standards and improve the quality of teaching and learning outcomes.

The Ministry of Education, Science and Technology appreciates all those who have worked hard to produce these lesson plans and train our teachers to use them. Specifically, I offer thanks to DFID for its ongoing support through the ESSPIN programme.

Professor Haruna Wakili
Honourable Commissioner, Ministry of Education, Science and Technology, Jigawa State

**Numeracy
lesson plans
Primary 1**

**Term 2
Involving pupils in
their learning**

**Weeks
11—15**

Introduction
▶ Involving pupils in their learning

Learning must be an active process on the part of the learner.

How children learn

These lesson plans provide you with a variety of techniques to make learning faster, fun and more effective. The plans use activities that reflect the way in which pupils naturally learn, and attempt to bring the joy back into learning for children.

Every individual in your class responds to activities differently and learns their own way, but generally children learn best when they:

Have objects to see and hold.

Take part in the lesson.

Can talk to each other to share ideas and learning.

Practise what they have learned individually, in pairs and in groups.

Are given activities that challenge them and make them think.

Receive encouragement and praise.

Realise that making mistakes is an important part of the learning process.

This third set of lesson plans contains lots of activities to encourage learning through different methods.

**Numeracy
lesson plans
Primary 1**

**Term 2
Involving pupils in
their learning**

**Weeks
11—15**

Introduction

▶Essential low-cost or free teaching aids

Counters

Ask the pupils to help you collect together as many bottle tops, small sticks and small stones as they can. Put them into jars to keep in the classroom and use to help with counting.

Tens and Units

Collect lots of sticks or straws of the same size.

Cut them so that they are about 10 cms long.

Divide them into groups of 10 and tie each set together to make a bundle of Ten.

These can be used to teach the concept of Tens and Units, along with single straws and sticks of the same size.

Money

Make sets of coins and notes by cutting them out of a cardboard carton and writing the correct amounts on them.

**Numeracy
lesson plans
Primary 1**

Term 2
**Involving pupils in
their learning**

**Weeks
11—15**

Introduction
▶ Songs and rhymes
for the term

1, 2 buckle my shoe

1, 2 buckle my shoe /
3, 4 knock at the door /
5, 6 pick up the sticks /
7, 8 lay them straight /
9, 10 a big fat hen.

10 soldiers on parade

10 tall soldiers standing in a row /
9 stood up and 1 lay low /
Along came the sergeant, and what do you think? /
Up popped the other one, quick as a wink /

9 tall soldiers…

(Repeat until no soldier is left standing)

Counting songs

1, 2, 3, 4, 5, once I caught a fish alive /
6, 7, 8, 9, 10, then I let it go again.

1, 2, 3, 4, teachers waiting at the door /
5, 6, 7, 8, children waiting at the gate /
5, 6, 7, 8, run to school and don't be late.

1 little, 2 little,
3 little fingers /
4 little, 5 little,
6 little fingers /
7 little, 8 little,
9 little fingers /
10 little fingers.

(clap, clap, clap)

10 green bottles

10 green bottles standing on the wall (x2) /
If 1 green bottle should accidentally fall /
There'd be 9 green bottles standing on the wall /
9 green bottles standing on the wall…

(Repeat until no more bottles are left standing.)

10 currant buns

10 currant buns in the baker's shop, round and fat with sugar on the top /
Along came (sing the name of a pupil) with a Kobo one day /
Bought a currant bun and took it away /

9 currant buns…

(Repeat until no more currant buns are left)

5 long yams

5 long yams in a farmer's field, round and fat, and ready to be picked /
Along came (sing the name of a pupil) with a hoe one day /
Picked a yam and took it away /

4 long yams…

(Repeat until no more yams are left)

Week
11
Addition 1—10

Words/phrases	Assessment
add equals sum	During the lesson, walk round the classroom and ask questions to see if the pupils clearly understand what you have taught them. If not, help them to understand by explaining the idea to them again, or asking other pupils to help them. You may need to use some different examples of the idea.

**Numeracy
lesson plans**
Primary 1

Term 2
Involving pupils in
their learning

**Week 11
Addition 1—10
Day 1**

Counting the number of objects in a group

Learning outcomes

By the end of the lesson, most pupils will be able to:

Count forwards and backwards between 0 and 10.

Know the symbols + and =.

Teaching aids

Before the lesson:

Rehearse the dance from Week 6 and the song '10 soldiers on parade'.

Write two large '5's on either side of the chalkboard.

Write + and = on the chalkboard.

Prepare 20 counters, a + card and an = card for each pair.

Daily practice

Whole class teaching

Lead the pupils in the dance from Week 6 to count from 0—10.

Reverse the steps of the dance to count from 10—0.

Sing '10 soldiers on parade' with the pupils.

Bring out 10 pupils to the front to be soldiers and give them numbers.

As each verse finishes take one pupil away and count how many there are until there are no soldiers left.

Introduction

Main activity

Plenary

Whole class teaching

Show the class the + and = symbols on the chalkboard and ask pupils to tell you their meaning.

Give them 2 minutes to discuss and then ask what they decided. Agree that + means add and = means equals.

Ask them to show you 3 fingers on one hand.

Ask them to show 2 fingers on their other hand.

Ask how many fingers they have altogether and agree that it is 5.

Explain that they have 'added' 2 and 3, which equals 5.

Write the sum on the chalkboard.

Ask the pupils to suggest three simple sums. Write the sums on the chalkboard.

Pair task

Give each pair 10 counters.

Show them the sums on the chalkboard and remind them that each sum is asking them to add the two numbers together.

Ask pairs to use their counters to find the answers to each question and to write the answers in one of their exercise books.

Ask pairs who finish the sums quickly to make up their own adding sums and write them down in an exercise book.

Whole class teaching

Look at the first number in the first sum and call that number of pupils to the front.

Look at the second number in that sum and call that number of pupils to the front.

Keep the groups separate.

Remind the class that the sum is asking them to add the two groups together. Move the groups of pupils together into one group.

Ask:
'How many pupils are in this new group?

Count them together, agree on the answer to the sum and write it on the chalkboard.

Repeat for each sum.

Whole class teaching

Sing a number song with the pupils, such as '1 little, 2 little, 3 little fingers'.

**Numeracy
lesson plans**
Primary 1

Term 2
**Involving pupils in
their learning**

Week 11
Addition 1—10
Day 2

Counting the number of objects in two groups

Learning outcomes

By the end of the lesson, most pupils will be able to:

Confidently identify numbers from 1—10.

Use counters to add numbers from 1—10.

Teaching aids

Before the lesson:

Have ready a set of number cards from 1—10 for each group.

Have 40 counters, a + and an = card for each group.

Write a large + and = on the chalkboard.

Daily practice

Group task

Give each group a pack of 10 number cards and ask them to arrange the cards in order.

Ask one member of the group to close their eyes.

Ask the rest of the group to remove a number from the line.

Tell the pupil to guess which card has been removed.

Ask them to do this a few times so that everyone in the group has a turn to guess.

Introduction

Main activity

Plenary

Whole class teaching

Show the class the two symbols on the chalkboard.

Ask them to make the symbols in the air with you.

Ask if anyone can remember what they mean.

Remind them that + means add and = means equals.

Ask pairs to take in turns to draw the symbol on each other's back and guess what it is.

Group task

Give 10 counters to each group with a set of number cards from 1—5 and a + and = card.

Tell pupils to shuffle the number cards and put them face down.

Ask one pupil to turn over the top card and read the number on it.

Tell another pupil in the group to count that number of counters and put them next to the number.

Ask another pupil to turn over the next card and read the number.

Tell another pupil to count that number of counters and put them next to the number card.

Ask a pupil to put the + card between the two sets of counters.

Tell the group to count and say how many counters altogether in the two piles.

Ask the group to place that number of counters after the = card next to the second pile.

Ask one pupil to write that number on a new card and put it next to the final pile of counters.

Ask all pupils in the group to write their sum down in their exercise books.

Repeat the game with new pairs of cards.

Whole class teaching

Ask some groups to share their sums with the whole class. As they tell you their sums, write them up on the chalkboard and congratulate them.

Numeracy lesson plans
Primary 1

Term 2
Involving pupils in their learning

Week 11
Addition 1—10
Day 3

Simple addition

Learning outcomes

By the end of the lesson, most pupils will be able to:

Count and order numbers 0—10.

Add numbers from 1—10

Teaching aids

Before the lesson:

Read Macmillan New Primary Mathematics 1, page 57.

Prepare 20 counters for each pair in your class.

Have a set of 0—10 number cards ready for each group.

Daily practice

Group task

Sing '10 green bottles' with the class.

Ask them to use their fingers to show you the number of bottles as they sing.

Give each group a set of number cards from 0—10.

Ask them to lay the cards face down on the table and remove two without anyone seeing which cards they are.

Ask them to put the cards in a number line and say which the missing numbers are.

Tell pupils to turn over the number cards and check they are correct.

Ask them to repeat the game four or five times.

Introduction

Whole class teaching

Take the class outside or to a space large enough to move around in.

Tell them that you will call out two numbers.

Explain that they need to add together the two numbers and get into a group of that size, eg: you call out '2 and 3', and the pupils have to work out the answer and stand in groups of five.

Repeat with three different pairs of numbers.

Main activity

Pair task

Give each pair a set of 20 counters.

Ask the pairs to look at Macmillan New Primary Mathematics 1, page 57, questions e—j. Tell them to use their counters to work out the answers.

They should write the answers down in one of their exercise books.

Ask pairs to share their answers with another pair.

Plenary

Whole class teaching

Ask pairs to share their answers to each sum with the class.

Each time, congratulate the pair and talk through the sum with the whole class.

**Numeracy
lesson plans**
Primary 1

Term 2
Involving pupils in
their learning

**Week 11
Addition 1—10
Day 4**

Writing addition sums

Learning outcomes

By the end of the lesson, most pupils will be able to:

Count between 1 and 10.

Use number lines to help answer basic sums.

Teaching aids

Before the lesson:

Draw a number line from 1—10 on the chalkboard.

Make a number of pairs of flash cards. One card in each pair should have a simple sum using numbers 1—10 and the other card should have the answer. Answers should be no larger than 10.

Look at the first number line in Macmillan New Primary Mathematics 1, page 69.

Daily practice

Whole class teaching

Take the class outside, or to a space large enough for pupils to move around comfortably.

Tell them that when you call out a number between 1 and 10, they have to get themselves into groups of that number and stand in a circle.

Ask them to write the number on the ground in the middle of their group.

If they cannot get into a group of that number, they should join you, make another group and write that number on the ground.

Call out different numbers between 1 and 10.

Introduction

Whole class teaching

Show pupils the number line on the chalkboard.

Ask a pupil to show you the number 3. Tell them that they will add 2 and 3.

Ask the pupil to count two spaces on from number 3.

Ask the class what number has been arrived at and agree that it is 5.

Write the sum on the chalkboard: '3 + 2 = 5'. Explain to the class that number lines can be used to make sums easier.

Main activity

Whole class teaching

Ask pupils to look at a number and use it in the following game.

Give the sum and answer flash cards out to groups. Try not to give matching pairs to the same group.

Play the 'Finding friends' game with the cards.

Ask a pupil to come to the front with a sum and tell them to ask the rest of the class, 'Where is my friend?'

Any pupils who can find a card with the answer to the sum should bring it to the front and say 'I am your friend'. There may be more than one matching card.

Ask the class if they agree. If they do, ask the pupils to shake hands and ask them why they are friends. Make sure they explain the sum using the words 'add' and 'equals'.

Repeat with different sums.

Plenary

Whole class teaching

Ask pupils to write down one of the sums they can remember from the 'Finding friends' game, making sure that they use the + and = signs correctly.

Using real objects to solve addition sums

Numeracy lesson plans
Primary 1

Term 2
Involving pupils in their learning

Week 11
Addition 1—10
Day 5

Learning outcomes

By the end of the lesson, most pupils will be able to:

Answer questions about numbers from 0—10.

Know different ways of adding numbers from 1—10.

Teaching aids

Before the lesson:

Prepare 20 counters for each pair of pupils.

Write 10 simple sums on the chalkboard, using the numbers 1—10.

Daily practice

Whole class teaching

Ask the pupils to use their fingers to count with you from 0—10 and 10—0.

Tell them to look at the first number line in Macmillan New Primary Mathematics 1, page 69 and use their fingers to count forwards and backwards between 1 and 10.

Ask individuals questions which they will answer using the number line, eg:
'Which number is more than 7?'
'Which number is more than 2?'
'Which number comes before 6?'
'Which number comes after 5?'
'How many jumps from 6 to 8?'

Introduction

Main activity

Plenary

Pair task

Give each pair 20 counters.

Ask pupils to show their sums from yesterday to their partner and to check their partner's sum using the first number line in Macmillan New Primary Mathematics 1, page 69 and the counters.

Whole class teaching

Ask pupils to choose five sums from the chalkboard and write them down in their exercise books.

Remind them that they can use the counters or the first number line in Macmillan New Primary Mathematics 1 to help them.

Select numbers from 1—10 at random and read them out to the class.

Give pupils enough time to work out if the number is one of their answers.

If the number you say is the answer to one of their sums, tell the pupil to tick that sum off their list.

When a pupil has ticked off all of the sums on their list, they should shout 'Bingo!'

Continue until five or six pupils have completed their lists of sums.

If there is time, play the game again with the pupils and five new sums.

Individual task

Ask the pupils to write + and = in their exercise books and 'add' and 'equals' next to them.

Tell them to write down two of the sums they have done today using the + and = signs correctly.

Week
12
Addition 0—10

Words/phrases

count
forwards
backwards

Assessment

During the lesson, walk round the classroom and ask questions to see if the pupils clearly understand what you have taught them. If not, help them to understand by explaining the idea to them again, or asking other pupils to help them. You may need to use some different examples of the idea.

**Numeracy
lesson plans**
Primary 1

Term 2
**Involving pupils in
their learning**

Week 12
Addition 0—10
Day 1

Number lines

Learning outcomes

By the end of the lesson, most pupils will be able to:

Use number lines to find numbers.

Use counters to do simple addition sums.

Teaching aids

Before the lesson:

Have ready a set of number cards from 1—10 for each group of 11 or more pupils.

Have a set of 10 counters for each pair in your class.

Draw the + and = symbols clearly on the chalkboard.

Write five simple sums on the chalkboard, making the numbers 1—10.

Daily practice

Whole class teaching

Take the class outside and organise them into groups of 11 or more.

Give a set of number cards to each group. Ask 10 pupils in each group to hold a number card and stand in order from 1—10, to make a human number line.

Call out a question and the pupils not standing in the line will use the number line to find the answer as quickly as they can.

Call out different numbers, such as '1 more than 7' or '3 less than 5'.

Play about 10 times, giving most pupils a chance to solve the sums.

Introduction

Whole class teaching

Show the class the + and = symbols on the chalkboard.

Ask pairs to try and remember what they mean, and to think of a sum using them.

Give them 1—2 minutes to discuss and then ask what they decided.

Agree that + means add and = means equals.

Ask pupils to suggest three or four different simple sums using the symbols.

Write two of the sums on the chalkboard.

If they find this difficult, ask them to all show you 3 fingers on one hand. Then ask them to show 2 fingers on their other hand. Ask how many fingers they have altogether and agree that it is 5.

Explain that they have added 2 and 3, which equals 5. Write the sum on the chalkboard.

Main activity

Pair task

Give each pair 10 counters.

Show them the sums on the chalkboard and remind them that each sum asks them to add the two numbers together.

Ask pairs to use their counters to find the answers to each question and to write the answers in one of their exercise books.

Tell pairs who finish quickly to try to make up their own adding sums and write them down.

Whole class teaching

Look at the first number in the first sum and call that number of pupils to the front of the class.

Look at the second number and call that number of pupils to the front.

Keep the groups separate.

Remind the class that the sum is asking them to add the two groups together. Move the groups of pupils together into one group.

Ask the class how many pupils are in this new group and count them together. Agree on the answer to the sum and write it on the chalkboard.

Repeat for each sum.

Plenary

Whole class teaching

Sing a number song with the pupils, such as '1 little, 2 little, 3 little fingers'.

Using a number line

Learning outcomes

By the end of the lesson, most pupils will be able to:

Use a number line to count.

Use a number line to do simple addition sums.

Teaching aids

Before the lesson:

Draw a number line from 1—10 on the chalkboard.

Look at Macmillan New Primary Mathematics 1, page 69.

Daily practice

Whole class teaching

Show the pupils the number line on the chalkboard and ask them to look at the first number line in Macmillan New Primary Mathematics 1, page 69.

Ask them to count along their number lines with their fingers as you count along yours.

Tell them to find and point to 5 on their number lines.

Ask them to find the number that is 3 more than 5.

Explain that they should put their finger on the number 5 and make 3 jumps.

The number they land on is 3 more than 5.

Repeat with a few more numbers, letting the pupils do it themselves.

Introduction

Whole class teaching

Ask the class to look at Macmillan New Primary Mathematics 1, page 69, exercise A.

Ask the pupils to follow the number lines for each sum with their fingers.

Use your number line on the chalkboard to do the sum along with them, eg:
5 + 3 =

Tell them to put their finger on 5 and then move 3 spaces forwards.

Ask:
'What number have landed you on?' (8).

Say that this shows that 5 add 3 equals 8.

Ask pupils to complete sum a in their exercise books using the number line.

Walk around the class and check that pupils are doing it correctly.

Ask the pupils to put up their hands if they can tell you their answer.

Repeat with sum b.

Main activity

Pair task

Ask pairs to look at Macmillan New Primary Mathematics 1, page 69, sums c—f.

Ask them to use the number lines in the same way to answer the sums, then write them in their exercise books.

Plenary

Whole class teaching

Ask the class to tell you what they worked out for each question.

For each question, ask a pair to come and write the sum on the chalkboard and agree on the answer with their partner.

If there is confusion, lead the class in working the answers out on your number line.

Numeracy lesson plans
Primary 1

Term 2
Involving pupils in their learning

Week 12
Addition 0—10
Day 3

Adding two numbers

Learning outcomes

By the end of the lesson, most pupils will be able to:

Use a number line.

Make simple addition sums to 10

Teaching aids

Before the lesson:

Have a sheet of paper and if possible a ruler for each pair.

Have the 'Finding friends' addition sum cards from Week 11 ready.

Have 10 counters for each pair.

Daily practice

Pair task

Give each pair a sheet of paper and, if possible, a ruler.

Ask them to make a number line from 1—10.

Remind them that they can look at the first number line in Macmillan New Primary Mathematics 1, page 69 to help them do this.

Ask pairs who finish quickly to draw objects to go with their numbers, eg: 1 ball, 2 pencils, etc.

| 10 minutes | Game | 25 minutes | | 10 minutes | |

Introduction

Whole class teaching

Play the 'Finding friends' game with simple addition sums from Week 11.

Main activity

Pair task

Give each pair 10 counters.

Ask them to divide their counters into two groups in as many different ways as possible.

Tell pupils to record each pair of numbers they make in their exercise books, eg:

10	5	5
	3	7

Ask pairs who finish quickly to write their sums down in one of their exercise books.

Plenary

Whole class teaching

Ask some pairs to come to the front and write one of their sums on the chalkboard.

Lead the class in talking through the sum, pointing to each number and symbol as you explain it.

Numeracy lesson plans
Primary 1

Term 2
Involving pupils in their learning

Week 12
Addition 0—10
Day 4

Using an addition table

Learning outcomes

By the end of the lesson, most pupils will be able to:

Count from 0—10.

Use addition tables for simple sums.

Teaching aids

Before the lesson:

Draw an addition table like the one below on the chalkboard.

Table

+	1	2
1	2	3
2	3	4

Daily practice

Whole class teaching

Take the class outside or to a large space to play 'I went to market'.

Stand with the pupils in a circle. Explain that you are each in turn going to say something you bought in the market but that the number will increase by one each time.

You say that you bought one item and the person next to you will say they bought two items, and so on.

Start by saying 'I went to market and I bought 1 chicken.' The next pupil in the circle will increase the number of animals by 1, eg: 'I went to market and I bought 2 chickens.'

Continue until everyone has had a turn.

Introduction

Main activity

Plenary

Whole class teaching

Show the pupils your addition table on the chalkboard.

Explain that it can be used to make adding two small numbers easy.

Write the sum '1 + 2 = __' on the chalkboard. Explain that this is the answer: 1 + 2 = 3

Ask one pupil to come and point to the 1 on the top row of the table.

Ask another pupil to come and point to the 2 on the first column of the table.

Ask the first pupil to bring their finger down the column of numbers and the second to bring their finger along the row of numbers until their fingers meet on 3.

Draw lines where the pupils' fingers moved on the addition table, as shown below.

Table

+	1	2
1	2	3
2	3	4

Pair task

Ask pupils to look at the addition table on the chalkboard.

Tell them that you will call out sums and they must find the answers using the addition table.

One pupil must start from the top row and the other from the first column.

Call out the following sums one at a time, going slowly enough for all pupils to have their fingers in the correct places and then ask them to bring their fingers together to find the answer:
1 + 2
2 + 2
2 + 1
1 + 1

Each time, ask for the answer and then show the pupils how they should have moved their fingers by drawing lines on the table on the chalkboard.

Ask pupils to take it in turns to ask each other questions and answer them using the addition table.

Individual task

Ask pupils to write down two sums they completed using the addition table.

15 minutes | Song | Macmillan New Primary Mathematics 1

Numeracy lesson plans
Primary 1

Term 2
Involving pupils in their learning

Week 12
Addition 0—10
Day 5

Answering addition questions

Learning outcomes

By the end of the lesson, most pupils will be able to:

Count using a number line.

Choose a method to do addition.

Teaching aids

Before the lesson:

Have the 'Finding friends' sum cards from Day 4.

Write the 'Finding friends' answers on the chalkboard.

Read Macmillan New Primary Mathematics 1, page 69.

Have five counters for each pupil.

Daily practice

Whole class teaching

Sing '10 little monkeys' with the class, using numbers.

Ask the pupils to count from 0—20 with you.

Ask them to look at the first number line in Macmillan New Primary Mathematics 1, page 69.

Call out numbers between 0 and 10 and ask the pupils to point to that number on their number lines.

Ask them to check with the person next to them that they are correct.

Ask them some questions which they have to answer by pointing to a number on their number line, eg: 'Which number is one more than 5?' 'Which number comes before 3?'

| 10 minutes | 25 minutes | Macmillan New Primary Mathematics 1 | 10 minutes | Song |

Introduction

Main activity

Plenary

Pair task

Show pairs the numbers on the chalkboard and ask them to choose four and write them down in one of their exercise books.

Shuffle the 'Finding friends' sum cards and show them one by one at random.

If the answer to the sum is a number on a pair's list, they can tick it off.

When they have ticked all of their numbers off, they can shout 'Bingo!'

Continue until five or six pairs have ticked off all the numbers in their list.

Individual task

Give each pupil five counters.

Remind pupils that they have learned three ways of adding numbers. Ask if anyone can remember the different ways and agree that they have used counters, number lines and addition tables.

Ask them to look at Macmillan New Primary Mathematics 1, page 69, exercise A, questions g—k.

Ask pupils to use their favourite method to work out the answers to the questions and write them in their exercise books.

Whole class teaching

Ask pupils what their favourite counting song is and sing it with them.

Week
13
Numbers 0 — 20

Words/phrases

Assessment

eleven
twelve
thirteen
fourteen
fifteen
sixteen
seventeen
eighteen
nineteen
twenty
less than
more than

During the lesson, walk round the classroom and ask questions to see if the pupils clearly understand what you have taught them. If not, help them to understand by explaining the idea to them again, or asking other pupils to help them. You may need to use some different examples of the idea.

15 minutes | Game

Counting

Learning outcomes

By the end of the lesson, most pupils will be able to:

Do simple addition sums.

Count objects from 1—20.

Teaching aids

Before the lesson:

Collect lots of objects for pupils to use as counters (each pair will need 20).

Have ready a set of number cards from 1—20.

Daily practice

Whole class teaching

Play the 'Finding friends' game with the sum and answer cards.

| 10 minutes | 25 minutes | 10 minutes | Song |

Introduction

Whole class teaching

Ask if anyone can tell you any numbers they know that are bigger than 10.

As pupils say numbers, write them on the chalkboard.

Ask if anyone can come out and help you put the numbers in the correct order from the smallest to the biggest number.

Ask the pupils to read the numbers with you.

Point to random numbers and ask pupils to tell you what number they are.

Main activity

Pair task

Ask each pair to collect 20 stones, sticks or bottle tops and put them on their tables.

Show the pupils number cards from 1—20 in random order, and ask the pupils if they can tell you the number.

When they have said the number, ask each pair to count that number of objects and put them on their table.

Put a number card on each table and ask each pair to count that number of objects.

Write a number on the chalkboard and ask pupils to count that number of objects with their partner.

Plenary

Whole class teaching

Together, count from 1—20.

Sing two or three counting songs that the pupils enjoy.

**Numeracy
lesson plans**
Primary 1

Term 2
Involving pupils in
their learning

Week 13
Numbers 0—20
Day 2

Writing numbers

Learning outcomes

By the end of the lesson, most pupils will be able to:

Count, order and write numbers up to 20.

Do addition up to 10.

Teaching aids

Before the lesson:

Find the second number line in Macmillan New Primary Mathematics 1, page 69.

Collect enough counters for each pupil to have 10.

Prepare a sand tray for each group.

Have ready one set of number cards 1—20.

Daily practice

Whole class teaching

Tell the pupils to use their counters to make as many sums as they can which equal 10 and write them in their exercise books.

Introduction

Whole class teaching

Ask the pupils to find the second number line in Macmillan New Primary Mathematics 1, page 69.

Put the number cards face down on your table.

Ask a pupil to come out and pick a card and look at it without showing it to the rest of the class.

Ask them to read it out.

Ask the rest of the pupils to put a counter on top of that number on the number line.

Repeat five times.

Main activity

Group task

Give each group a sand tray.

Ask each pupil to choose their favourite number and write it in the sand.

Ask them to tell the rest of the group why it is their favourite number.

Tell pupils to write some numbers in the sand together, eg: 1, 3, 6, 8, 12, 15, 20.

Individual task

Ask each pupil to write the following numbers in their exercise books and draw the correct number of objects next to them. A number between:
1 and 5
5 and 10
10 and 15
15 and 20

While they are doing that, they can take it in turns to practise writing numbers in the sand.

Plenary

Whole class teaching

Ask some pupils to show the numbers they have written in their books to the class.

15 minutes | Song

Numeracy lesson plans
Primary 1

Term 2
Involving pupils in their learning

Week 13
Numbers 0—20
Day 3

Ordering numbers

Learning outcomes

By the end of the lesson, most pupils will be able to:

Do simple addition up to 10.

Read and order numbers 1—20.

Teaching aids

Before the lesson:

Read Macmillan New Primary Mathematics 1, page 28 and make sure you understand the task.

Collect number cards from 1—20 for each group.

Have ready a set of 20 counters for each group.

Daily practice

Whole class teaching

Sing '10 soldiers on parade' and do the actions.

Count forwards and backwards between 1 and 20.

Ask the pupils 10 simple addition questions which they should try and answer without writing it down, eg:
2 + 4
7 + 2
3 + 5, etc.

Ask pupils to tell you how they worked out the answer.

Introduction

Main activity

Plenary

Group task

Give number cards from 1—20 to each group.

Ask the pupils to read the numbers on their cards.

Tell the pupils to arrange the number cards on their tables in the correct order from 1—20.

Ask the pupils to count from 1—20 in their groups.

Individual task

Ask the pupils to do the activity in Macmillan New Primary Mathematics 1, page 28.

Tell the pupils to use a pencil to match the numbers to the dots.

Ask them to try and write the numbers 10—20 in their exercise books.

Group task

Give each group a set of 20 counters.

Ask them to count their counters and check that they have 20.

Tell the groups that you will give them a number. When they have made that number with their counters, they should all stand up to show you they have finished.

Say a number between 10 and 20, eg: 14.

Repeat with other numbers, finishing with 20.

Whole class teaching

Put one set of number cards face down on the floor at the front of the class.

Ask the pupils to come out, choose a card and say which number they have chosen.

Numeracy lesson plans
Primary 1

Term 2
Involving pupils in their learning

Week 13
Numbers 0—20
Day 4

One more than

Learning outcomes

By the end of the lesson, most pupils will be able to:

Use a number line to count forwards between 1 and 20.

Use the number line to answer the question 'Which number is one more than…?'

Teaching aids

Before the lesson:

Draw a number line from 0—20 on the chalkboard.

Find the second number line in Macmillan New Primary Mathematics 1, page 69.

Read Macmillan New Primary Mathematics 1, page 69.

Daily practice

Whole class teaching

Sing two counting songs with the whole class, with actions to illustrate the songs.

Write five simple addition sums on the chalkboard, ask the pupils to copy them into their exercise books and do the sums.

Ask them how they worked out the answers to the sums.

Introduction

Group task

Ask each group to look at the second number line in Macmillan New Primary Mathematics 1, page 69.

Circle a number between 10 and 20 on the number line on the chalkboard, eg: 14.

Ask the pupils how they would answer the question: 'Which number is one more than 14?'

Remind them that they put their finger on the number 14 and make one jump.

The number they land on is one more than 14.

Ask one pupil to show the rest of the class how they worked out the answer.

Main activity

Pair task

Ask the pupils to use the number line to count from 1—20 and from 20—1.

Ask one pupil in each pair to place their pencils on any number on the number line.

Ask the other pupil in each pair to place their pencil on the next number, eg: 11 and 12, or 14 and 15, etc.

Ask them to say what they have found out, eg: '12 is one more than 11'.

Repeat this activity with different numbers.

Ask each pair to complete Macmillan New Primary Mathematics 1, page 69, exercise B, questions a—f, pointing to the answers on the number line in the textbook.

Plenary

Whole class teaching

Ask some pupils to come out and show how to use a number line to find a number that is one more than another number.

**Numeracy
lesson plans
Primary 1**

**Term 2
Involving pupils in
their learning**

**Week 13
Numbers 0—20
Day 5**

One less than

Learning outcomes

By the end of the lesson, most pupils will be able to:

Use the number line to say a number that is 'one less than' any given number from 0—20.

Use a number line to count forwards and backwards between 1 and 20 from any given starting point.

Teaching aids

Before the lesson:

Write 'more than' and 'less than' on different sides of the chalkboard.

Find the second number line in Macmillan New Primary Mathematics 1, page 69.

Daily practice

Individual task

Stand the pupils in a circle and you stand in the middle.

Ask the pupils to walk around in a circle and put up their hand when they know the answer to the question you are asking them, but to keep walking.

Ask them a simple addition sum.

When someone puts up their hand, ask them to give you the answer.

If the answer is right, ask them to come into the middle and ask the next question.

If the answer is wrong, ask someone else to give you the answer.

Continue until five pupils have had a turn in the middle.

Introduction

Whole class teaching

Call two pupils to the front of the class, give one of them 10 counters and the other 19 counters.

Write the number 12 in the middle of the chalkboard.

Tell the pupil who has 'more than' 12 to go and stand under the words 'more than' on the chalkboard.

Explain that the second pupil has 'less than' 12 and should go and stand under the word 'less than'.

Repeat with different pupils and different numbers between 0 and 20.

Main activity

Group task

Ask each group to look at the second number line in Macmillan New Primary Mathematics 1, page 69.

Ask pupils to use the number line to count from 1—20 and from 20—1.

Ask one pupil in each group to place their pencils on any number on the number line.

Ask the rest of the group to say a number that is less than that number.

Repeat so that each member of the group has a turn.

Whole class teaching

Explain that to find 'one less than' you put your finger on the number line and make one jump backwards.

The number you land on is one less than the number you started with.

Ask each pupil to place their pencil on the number line to do this and say, eg: '7 is one less than 8'.

Repeat for the numbers 9, 10, 7, 14, 20, 17, 4, 2, 6, 11.

Plenary

Whole class teaching

Sing some counting songs with the pupils.

Week
14
Numbers 0—20

Words/phrases

counting
objects
forwards
number line
sets of Ten
bundles of Ten
Tens
Units

Assessment

During the lesson, walk round the classroom and ask questions to see if the pupils clearly understand what you have taught them. If not, help them to understand by explaining the idea to them again, or asking other pupils to help them. You may need to use some different examples of the idea.

Counting to 20

Learning outcomes

By the end of the lesson, most pupils will be able to:

Do simple addition up to 10.

Make sets of Ten.

Teaching aids

Before the lesson:

Prepare sets of number cards from 1—20, enough for one set between for each pair.

Daily practice

Whole class teaching

Hand out cards with numbers from 1—10, so that every pupil in the class has one card.

Ask the pupils to check with their neighbour that they can read the number on their card.

Ask the whole class a selection of simple addition sums using numbers up to 10.

Ask the pupils to hold up their card if they have the correct answer to the sum.

Check that everyone holding a card up has the correct answer.

Ask one or two pupils how they worked out the answer.

Continue for about 10 sums.

Introduction

Main activity

Plenary

Pair task

Ask the pupils to go outside and find 20 stones or sticks and put them on their tables to use as counters.

Put a set of number cards 1—20 on the floor at the front of the class, in the correct order, and ask one or two pupils to come out and count them.

Pair task

Ask the pupils to count their 20 counters.

Give each pair a pile of number cards and ask them to put them face down in a pile on their table.

Ask the first pupil to turn over the top card in the pile and count out that number of counters.

Tell the pairs to carry on taking it in turns to do this until they have turned over all the cards.

Whole class teaching

Tell the pupils that they can make sets of Ten using their counters.

Tell them to make as many sets/groups of Ten as they can with 20 counters.

Ask them to put up their hands and tell you how many sets/groups of Ten they have made.

Write their answers on the chalkboard as follows: '2 sets of Ten = 20'.

Whole class teaching

Ask the pupils to stand in groups of 10.

Ask them how many sets of Ten they have made.

**Numeracy
lesson plans**
Primary 1

Term 2
**Involving pupils in
their learning**

Week 14
Numbers 0—20
Day 2

Introduction to Tens and Units

Learning outcomes

By the end of the lesson, most pupils will be able to:

Recognise sets of numbers that fall into Tens and Units.

Group two-digit numbers into Tens and Units using sticks.

Do simple addition sums up to 10.

Teaching aids

Before the lesson:

Collect straws or sticks, enough for each pair to have 20, and pieces of thread to tie around them to make bundles of Ten.

Collect together sets of number cards from 0—9, enough for one between two pupils.

Have ready the 'Finding friends' addition sum cards from Week 13.

Daily practice

Group task

Tell the pupils you are going to see how many sums each group can answer in 10 minutes.

Put the addition sum cards face down on the floor in the front of the classroom.

Ask one pupil from each group to come out, choose a card and take it back to their group.

Ask each group to match the correct answer to the sum.

Ask each person to write the sum in their exercise books.

When they have all done this the next pupil from the group should come out and collect a new card from the front.

See which group has answered the most sums correctly in 10 minutes.

Introduction

Main activity

Plenary

Pair task

Give each pair 20 short sticks or straws, or ask each pair to go outside and collect about 20 short sticks.

Tell them to put their sticks or straws in bundles of Ten and give them a piece of thread to tie each bundle together. Explain that these are bundles of Ten and they help make counting easier.

Ask pairs to tell you how many bundles they have and how many they have in each bundle (each pair should have two bundles of Ten).

Ask them to put the number 10 underneath one of the bundles to remind them that there are 10 in that bundle.

Ask them to untie one of the bundles so they have a bundle of Ten and 10 separate sticks or straws.

Pair task

Give out number cards from 0—9 and ask each pair to put their cards face down on their table.

Ask them to pick up one of the cards, read the number and count the number of sticks on the card.

Tell them they should now have a bundle of Ten sticks or straws, and a number of separate sticks or straws, ie:

10   3

Ask pairs to count how many sticks they have altogether, and use their number cards to make this number.

Repeat this process until they have made about five different numbers.

Whole class teaching

Ask some pupils to tell you the numbers they have made, eg: a group of Ten and three more make 13.

Tens and Units

Learning outcomes

By the end of the lesson, most pupils will be able to:

Add together two numbers between 1 and 10.

Group two-digit numbers into sets of Tens and Units.

Teaching aids

Before the lesson:

Collect a bundle of Ten and 10 separate sticks or straws for each pair of pupils.

Find the second number line in Macmillan New Primary Mathematics 1, page 69.

Have ready a set of number cards from 0—20 for each pair.

Daily practice

Whole class teaching

Ask the pupils to tell you anything they know about the number 10.

Write their ideas on the chalkboard.

Ask the pupils the following simple sums. Ask them to put up their hands when they can answer the question:
1 + 1
2 + 1
3 + 1
4 + 1
5 + 1
6 + 1
7 + 1
8 + 1
9 + 1

Introduction

Whole class teaching

Sing the song '5 long yams' with the pupils.

Choose one pupil to pretend to pick the yam and take it away.

Ask the rest of the pupils to count how many yams are left in the farmer's field.

Sing the next verse, this time starting with four long yams.

Continue until all the yams have been taken away.

Main activity

Whole class teaching

Give out the straws, sticks and number cards and ask the pupils to remind you what they did on Day 2.

Say a number between 1 and 20 and ask the pupils to make that number using their bundles of Ten and the single sticks or straws.

Repeat two or three times.

Pair task

Give each pair a pile of number cards from 0—20 to put face down on their table.

Ask one of the pupils in each pair to choose a card, turn it over and read the number to their partner without showing them the card.

Ask the other pupil to point to that number on the second number line in Macmillan New Primary Mathematics 1, page 69 and then make it using their bundles of Tens and Units.

Go round the class and help those pupils who find it difficult to understand.

Plenary

Whole class teaching

Sing another counting song with the pupils.

Tens and Units

Learning outcomes

By the end of the lesson, most pupils will be able to:

Do simple addition up to 10.

Expand numbers between 11 and 20 into Tens and Units.

Teaching aids

Before the lesson:

Read Macmillan New Primary Mathematics 1, page 37.

Have ready sets of number cards containing the numbers 0—10, and the word 'and'. Have enough for one set for each pair.

Collect a bundle of Ten and 10 separate sticks or straws for each pair.

Daily practice

Whole class teaching

Sing two counting songs with the whole class, with actions to illustrate the songs.

Hand out cards with numbers from 0—10, so that every pupil has one card.

Ask the whole class a selection of simple addition sums to 10.

Tell the pupils to hold up their card if it is the correct answer.

Check that everyone holding a card up has the correct answer.

Ask one or two pupils how they worked out the answer.

Continue for about 10 sums.

| 10 minutes | Macmillan New Primary Mathematics 1 | 25 minutes | Macmillan New Primary Mathematics 1 | 10 minutes | Game |

Introduction

Whole class teaching

Ask each pupil to find the second number line in Macmillan New Primary Mathematics 1, page 69.

Write the number 12 on the chalkboard.

Draw a bundle of Ten on the chalkboard and 2 separate sticks next to the number.

Ask the pupils to tell you how many bundles of Ten are in that number, and how many Units.

Write the number underneath your drawing as 10 and 2 = 12.

Repeat three or four times with different numbers between 10 and 20.

Main activity

Pair task

Give out a bundle of Ten, 10 separate straws, a set of number cards 0 — 10 and an 'and' card to each pair.

Ask them to open Macmillan New Primary Mathematics 1, page 37 and use their bundles to make each number.

Ask them to use their number cards to show the number in the way you did on the chalkboard, eg: 10 and 5 = 15.

Plenary

Whole class teaching

Play 'I went to market', asking pupils to decrease the number of items they buy each time, eg: I went to market and I bought 20 cars, I went to market and I bought 19 fish.

**Numeracy
lesson plans**
Primary 1

Term 2
**Involving pupils in
their learning**

Week 14
Numbers 0—20
Day 5

Expanding
numbers

Learning outcomes

By the end of the lesson, most pupils will be able to:

Do simple addition up to 10.

Expand numbers between 10 and 20 into Tens and Units.

Teaching aids

Before the lesson:

Have ready the bundles of Ten and single sticks from the previous day.

Have ready a set of number cards 0—10 and an 'and' flash card for each pair.

Write some two-digit numbers, lower than 50, on the chalkboard.

Read Macmillan New Primary Mathematics 1, page 39, Exercise 3.

Daily practice

Group task

Hand out a number card between 5 and 10 to each group.

Tell pupils to put the number in the middle of the table and find one exercise book and pencil.

Ask them to write down as many addition sums as they can which make that number.

Go around the groups and encourage them.

10
minutes

25
minutes

Macmillan
New Primary
Mathematics 1

10
minutes

Introduction

Group task

Count together to 50.

Give pupils a bundle of Ten and 10 Units.

Ask each group to count the total number of sets of 10 that they have in each group.

Ask them to hold up a number card which tells you how many sets of Ten they have in their group.

Main activity

Group task

Tell the class that you will point to different numbers on the chalkboard. Tell them to use their bundles of Ten to make the numbers.

Point randomly to the numbers on the chalkboard. Each time, give groups a little time to make the number using their Tens and Units sticks.

Each time, ask how many sets of Ten they have, and how many Units they needed to make the number.

Ask them to complete Macmillan New Primary Mathematics 1, page 39, Exercise 3 using their bundles to help them expand the numbers into Tens and Units, and using their number cards to show the expanded numbers.

Plenary

Whole class teaching

Write the number 15 on the chalkboard.

Ask pupils how many sets of Ten it has.

Ask if anyone can circle the Tens in the number.

Ask how many Units it has.

Ask if a pupil can come and circle the Units in the number on the chalkboard.

Repeat this process for three or four numbers.

Finish with the number 10, encouraging pupils to identify that it has one Ten and zero Units.

Week
15
Money

Words/phrases

twenty
thirty
forty
fifty
sixty
seventy
eighty
ninety
Hundred
Kobo
Naira
shopping

How much does it cost altogether?

Assessment

During the lesson, walk round the classroom and ask questions to see if the pupils clearly understand what you have taught them. If not, help them to understand by explaining the idea to them again, or asking other pupils to help them. You may need to use some different examples of the idea.

**Numeracy
lesson plans**
Primary 1

Term 2
Involving pupils in
their learning

**Week 15
Money**
Day 1

Money number lines

Learning outcomes

By the end of the lesson, most pupils will be able to:

Expand numbers between 10 and 20.

Order coins and notes according to value.

Teaching aids

Before the lesson:

Collect bundles of Tens and Units, to go around the class.

Draw a number line from 0—20 on the chalkboard.

Have ready real or model money of Kobo and Naira. Have one mixed set for each group in your class.

Have ready a strip of card or paper for each group.

Daily practice

Whole class teaching

Give out the bundles of Ten and Units to the class.

Point to a number on the number line between 10 and 20 and ask pupils to make that number using their sticks or straws.

Ask them:
'How many Tens?'
'How many Units?'
'What number have you made?'

Repeat with different numbers.

| 10 minutes | 25 minutes | 10 minutes |

Introduction

Main activity

Plenary

Whole class teaching

Ask the pupils the following questions:
'What is money?'
'What do we use money for?'

Record their answers on the chalkboard and leave them there for the week.

Group task

Give each group a set of real or model money.

Ask pupils to identify the colours and sizes of the different coins.

Tell them to arrange the coins in order of value, from the smallest to the largest.

Ask them to look at the notes and arrange them in order of value, from the smallest to the largest.

Explain that the coins are worth less than the notes.

Ask them to arrange all their money in order of value from the smallest coin to the largest note.

Ask the following questions which they have to answer using their money line:

'Which coin is worth the least money?'

'Name a coin which is worth less than a note.'

'Which note is worth the most money?'

'Which coin comes before 10K?'

Give each group a strip of paper or cardboard and ask them to draw the money on the card to make a money number line.

Whole class teaching

Ask groups to find somewhere in the classroom to display their money line so that they can easily find it during this week and the next.

**Numeracy
lesson plans**
Primary 1

Term 2
**Involving pupils in
their learning**

Week 15
Money
Day 2

Combining coins

Learning outcomes

**By the end of the lesson, most
pupils will be able to:**

Count up to 100 in Tens.

Order coins and notes by value.

Teaching aids

Before the lesson:

Collect bundles of Tens and Units,
to go around the class.

Have ready the money number line
from Day 1.

Have ready real or model money
of Kobo and Naira, five 5K coins,
two 5K coins and one 10K coin for
each group.

Daily practice

Whole class teaching

Ask the pupils if anyone can count
past 20.

Count with the class in ones to 100,
writing the following numbers on the
chalkboard as the pupils say them:
10, 20, 30, 40, 50, etc.

Explain that these numbers can all
be made with bundles of Ten.

Give out the bundles of Ten, one to
each pupil if possible.

Call out a number between 1 and
9 and ask the pupils to stand in
groups of that number.

Ask each group to put their bundles
of Ten together and say how many
bundles they have.

Repeat with different numbers
between 1 and 9.

Introduction

Main activity

Plenary

Whole class teaching

Look at the ideas you wrote on the chalkboard on Day 1.

Ask the pupils if they can think of any different answers and write them on the chalkboard too.

Group task

Ask the pupils to look at the money number line they made on Day 1.

Ask how their money number line is different from other number lines. (The numbers on the money line go up in jumps, eg: 1K, 5K, 10K, etc and the money line has N1 instead of 100K.)

Ask, 'Can anyone tell me why this is?'

Explain that there are only coins and notes for certain amounts, but it is possible to make all amounts using coins and notes.

Also, 100K would be very heavy to carry, so instead you replace them with N1.

Ask the pupils to show you how to make 3K, using three 1K coins.

Ask them to make the following amounts with the coins they have:
4K
6K
8K
12K

Ask each group to show you how they made each amount and record their ideas on the chalkboard, by drawing the coins.

Individual task

Ask the pupils to find three different ways of using the coins they have to make 10K.

Ordering Kobo

Learning outcomes

By the end of the lesson, most pupils will be able to:

Use Tens and Units to make numbers up to 99.

Use different coins to make 10K.

Place coins in order of value.

Teaching aids

Before the lesson:

Read Macmillan New Primary Mathematics 1, pages 46 and 91.

Have ready 10 bundles of Ten and 10 Units for each group.

Set up a shopping corner in the classroom with a variety of familiar items. Each item should be labelled with amounts up to 10K.

Collect samples of money, including five 5K coins, two 5K coins and one 10K coin per group.

Daily practice

Group task

Ask the pupils to look at the number square in Macmillan New Primary Mathematics 1, page 46.

Ask them to put their fingers on the numbers and count with you from 1—99.

Give each group 10 bundles of Ten and 10 Units.

Ask them to start counting from 1 on the number square and use their Tens and Units to help them, ie: start with the Units for 1—9 and then use a bundle of Ten and the Units to make 10—19, 2 bundles of Ten and the Units to make 20—29, etc.

Ask them if they found out anything about the numbers and the bundles of Ten.

10 minutes	25 minutes	Macmillan New Primary Mathematics 1	10 minutes	Song

Introduction

Whole class teaching

Ask the pupils to tell you what they learned on Day 2 about making different amounts of money.

Ask them which coins they would use to make 9K.

Main activity

Pair task

Ask pupils to complete Macmillan New Primary Mathematics 1, page 91, Exercise 1.

Ask them to use their money number line to order the amounts correctly on the page, from the largest to the smallest.

While they are doing this, bring pairs out one at a time and give them a set of mixed money.

Help them to buy and sell two items in the shopping corner, encouraging them to use different combinations of coins to make 10K.

Plenary

Whole class teaching

Sing '10 currant buns' with the class.

Numeracy lesson plans
Primary 1

Term 2
Involving pupils in their learning

Week 15
Money
Day 4

Shopping for two items

Learning outcomes

By the end of the lesson, most pupils will be able to:

Expand two-digit numbers into Tens and Units.

Work out the cost of two items.

Teaching aids

Before the lesson:

Read Macmillan New Primary Mathematics 1, page 46, Exercise 2.

Have ready 10 bundles of Ten and 10 Units for each group.

Set up the shopping corner in the classroom as on the previous day.

Have ready samples of money, at least five 5K coins, two 5K coins and one 10K coin per group.

Daily practice

Group task

Ask pupils to use their bundles of Tens and Units to make the numbers in Macmillan New Primary Mathematics 1, page 46, Exercise 2, questions 1—5.

Move around the groups and help them understand.

Introduction

Whole class teaching

Read out different amounts of money to the class and ask individual pupils to tell you the different combinations of coins that can be used to make that amount.

Explain that today you will be shopping for two items and they will have to think how they can do that.

Main activity

Whole class teaching

Choose a pupil to pick two items from the shopping corner and read their prices to the class.

Tell the pupils to work out how much the two items will cost altogether.

Ask them to identify which coins they would use to pay for the items in their shopping basket.

Pair task

Tell each pupil to draw four shopping bags on a page in their exercise books.

Ask pupils to work together to choose two items from the shopping corner and draw them, with the prices, in one of the bags.

Tell them to work out how much they cost altogether and then which coins they would use to pay for them.

Ask the pupils to draw the coins underneath the shopping bag.

Repeat the activity until the pupils have filled all four shopping bags.

Plenary

Whole class teaching

Sing '10 currant buns' with the class.

**Numeracy
lesson plans
Primary 1**

**Term 2
Involving pupils in
their learning**

**Week 15
Money
Day 5**

Making 1 Naira

Learning outcomes

By the end of the lesson, most pupils will be able to:

Make numbers 10—99 using bundles of Tens and Units.

Make different amounts of money up to N1.

Teaching aids

Before the lesson:

Read Macmillan New Primary Mathematics 1, page 46.

Have ready a bundle of Ten for each pupil.

Have ready real or dummy 10K coins so that each pair has 10.

Daily practice

Whole class teaching

Ask pupils to open Macmillan New Primary Mathematics 1, page 46 and count from 0—99 with you, pointing to the numbers as they say them.

Ask different groups of pupils to count different sections, eg: all the girls count from 11—20, all the pupils with a brother to count from 61—70, etc.

Give each pupil a bundle of Ten.

Call out a number and ask them how many bundles of Ten they would need to make that number, starting with the multiples of Ten:
10
20
30

Repeat with other numbers.

Introduction

Main activity

Plenary

Whole class teaching

Show the class a N1 coin and 10, 10K coins.

Ask them how many 10K coins there are in N1.

Count the 10K coins with them in Tens until you reach 100.

Pair task

Give each pair a selection of coins and ask them to work out how many 10K coins there are in 50K, 20K, 80K and 30K.

Show the pupils how to use a number line to work out how many 10K coins there are in N1 as shown below.

Explain that they have made 10 jumps so there are 10, 10K coins in N1.

Ask each pair to draw the number line in their books and use it to work out how many 10K coins there are in the following: 60K, 10K, 70K, 40K, 50K.

While they are doing this, bring pairs out one at a time, give them a set of mixed money and help them to use the shopping corner to buy and sell two items, encouraging them to use different combinations of coins to make 10K.

Whole class teaching

Ask the pupils to say something they have learned about money during this week.

Number line

	1	2	3	4	5	6	7	8	9	10	
0	10	20	30	40	50	60	70	80	90	1 Naira	
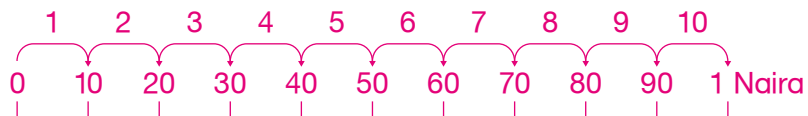
Credits

In 2008, Kwara State carried out a Teachers' Development Needs Assessment for all primary school teachers. This showed that most teachers in Kwara State did not have strong literacy and numeracy skills. The Kwara State Government responded by developing a strategy to support existing teachers and improve new teachers' pre-service training.

These literacy and numeracy lesson plans, developed by the Kwara State School Improvement Team, were part of that strategy. Two years after introducing these plans alongside the training and support programme, Kwara State began to see strong improvements in teachers' teaching skills and pupils' learning outcomes.

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