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**Numeracy
lesson plans**
Primary 1

Term 1
Creating an
effective learning
environment

Weeks
6—10

Type of lesson plans/
Grade

Term/
Learning theme

Numeracy lesson plans Primary 1 Term 1

▶ Organising the classroom for effective learning

This is the second
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 1
Organising the
classroom for
effective learning**

**Weeks
6—10**

Introduction

▶ Organising the classroom for effective learning

Organising the classroom for effective learning

Your classroom is a flexible space. You can change it to suit the learning activities.

Pupils take part in many different activities during each week, eg: games, role plays, circle discussions, group tasks, copying from the chalkboard, using teaching aids, working with a partner, working alone, etc. All these activities need different ways of organising your classroom, eg:

Tables arranged around the edge of the room so there is a space in the middle for games, songs or role play. Pupils can see each other and this helps communication.

Tables arranged in rows so that the pupils can see the chalkboard. This is useful when they need to see something you have written or drawn on the chalkboard.

Tables arranged in groups. This helps pupils to talk together and share ideas. They can see each other clearly and can easily work with one set of number cards or one sheet of paper to produce a joint end product.

Each time you start the day you should think about the activities you need to do and decide if your classroom needs to be arranged differently. Work with the other teachers in your school and cluster, your head teacher and SSO to discuss different ways of arranging your classroom for learning.

Group and pair work

Group and pair work is the basis of a learner-centred classroom, they allow pupils to work together:

To discuss, solve problems or to play learning games.

To find their own way in their learning.

The main benefits of group and pair work are:

More pupils can be active at one time. Pupils can talk and listen to each other, or work on a problem together.

The teacher can walk around the room to monitor what groups and individuals are doing, and can stop with each group to help them with their task. Spending more time with the pupils helps teachers better understand what individual pupils know and can do.

Group work is also one of the best ways of teaching social skills to pupils. While working in groups, pupils are learning a variety of skills including:

Co-operation.

Taking turns.

Listening to others.

Sharing.

Working harmoniously with others.

Solving problems.

The development of these life skills is a major reason why group and pair work is undertaken in most modern classrooms.

**Numeracy
lesson plans
Primary 1**

**Term 1
Organising the
classroom for
effective learning**

**Weeks
6—10**

Introduction

▶ Essential low-cost or free teaching aids

Number cards

Make a set of large number cards from 0—10, which you can use for whole class teaching. Pupils will need their own set of number cards from 0—10 for all five weeks.

Money

Collect a selection of real coins and notes for the pupils to use, or make sets of money by cutting them out of a cardboard carton and writing different amounts on them. Use the examples in Macmillan New Primary Mathematics 1, pages 89 and 90.

Clocks

Make clocks out of cardboard. Cut large circles and then write the numbers 1—12 on them to make a clock face. Punch a hole in the middle. Cut out two strips of cardboard – one long enough to reach the numbers, and one shorter. Use the hole in the middle to attach the hands to the clock so that they can be moved around.

Counters

Ask the pupils to help you collect 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 counting.

Glue

Mix together a cup of water and flour and boil them together to make glue.

Number line mouse

Draw a picture of a mouse. Take a strip of paper and divide it into equal sections from 0—10. Write the numbers on it and stick it on to the mouse to become its tail.

**Numeracy
lesson plans
Primary 1**

**Term 1
Organising the
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effective learning**

**Weeks
6—10**

Introduction

▶ Songs and rhymes for the term

Days of the week

Sunday, Monday,
Tuesday, Wednesday /
Thursday, Friday, Saturday /
These are the days
of the week, the days
of the week /
Which day is your
favourite day?

Early in the morning

This is the way I brush
my teeth, brush my teeth,
brush my teeth /
This is the way I brush
my teeth /
Early in the morning.

This is the way I wash
my face, wash my face,
wash my face /
This is the way I wash
my face /
Early in the morning.

This is the way I comb
my hair...

This is the way I eat
my food...

This is the way I sweep
the floor...

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 juicy oranges

10 juicy oranges sitting in
the heat /
Round and orange and
ready to eat /
Along came a girl with some
money one day /
Bought a juicy orange and
took it away.

9 juicy oranges...
8 juicy oranges...
7 juicy oranges..., etc

10 little monkeys

10 little monkeys jumping
on the bed /
1 fell off and bumped
his head /
Mummy called the doctor,
The doctor said /
'No more monkeys jumping
on the bed'.

9 little monkeys...
8 little monkeys...
7 little monkeys..., etc

10 little fingers

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)

Week
6
Money



Words/phrases

Assessment

money
note
coin
Naira
Kobo
buy
sell

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.

Naira and Kobo

Learning outcomes

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

Order numbers 0—10.

Identify that money is used to buy things.

Identify different types of Nigerian notes and coins.

Teaching aids

Before the lesson:

Collect a range of different objects, eg: bottle tops, stones, leaves, etc. Have one mixed set of about 20 objects for each group in your class.

Collect samples of real or model money. Have one mixed set for each group in your class.

Daily practice

Group task

Give each group a mixed set of objects.

Ask pupils to sort the objects into groups.

Ask pupils to count the number of objects in each group, and to order the groups by the number of objects, ie: the group with the most objects first; the group with fewest objects last.

Give the pupils number cards from 0—10 and ask them to label the object groups with the correct number.

They probably won't use all the numbers from 0—10.

10
minutes

Introduction

Whole class teaching

Ask pupils to tell you places where they have seen money being used, eg: market, bus.

Ask them to tell you a time when they have used money. Ask: 'What was the money used for?'

Explain that money is used to **buy** things and that in Nigeria there are notes and coins.

Ask them:

'Does anyone know what the notes are called?'
(Naira)

'Does anyone know what the coins are called?'
(Kobo)

25
minutes

Main activity

Group task

Give each group a set of mixed money, at least enough for one piece per pupil.

Ask them to look at the money and each choose their favourite note or coin.

Ask one or two pupils from each group to tell you their favourite.

Ask them to take their coin or note and find every-one else in the room with the same one and stand in a group with them.

Ask pupils to sit together in their new groups and count the number of notes or coins they have.

Ask a pupil from each group to bring their money to you at the front of the classroom.

Ask them to give the money to you, telling you what denomination (value) it is, and how many of those notes or coins there are in their group.

Ask each pupil to draw their note or coin in their exercise book.

10
minutes

Plenary

Whole class teaching

Ask pupils to show their picture and read the sentence you have written underneath.

Move around the class and ask each pupil why they chose that note/ coin. You write their reason next to their picture, eg: 'I chose this coin because ___'.

**Numeracy
lesson plans
Primary 1**

**Term 1
Organising the
classroom for
effective learning**

**Week 6
Money
Day 2**

Lesson
title

Sorting money

15
minutes

Game

Learning outcomes

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

Estimate the size of groups of objects up to 10.

Recognise different types of coins and notes.

Teaching aids

Before the lesson:

Collect 10 different objects and cloth to cover them with.

Have a set of number cards from 0—10 for each pair.

Have the collection of real or model money from Day 1.

Write the different colours of money in different places in the room, eg: on the chalkboard, on paper, etc.

Daily practice

Pair task

Give out a set of number cards to pairs of pupils.

Put 10 or fewer objects on a board or tray and cover them with a cloth.

Uncover them for 5 seconds while the pupils look. They should not have enough time to count them, as the game is about estimation.

Ask the pupils to show how many items they saw by holding up a number card.

Ask one pupil to come out, count the objects and see who is correct.

Congratulate the ones who got it right.

Repeat the game four or five times.

10
minutes

Introduction

Group task

Give each group a mixed set of money.

Ask pupils to sort their money by colour.

Ask them to take their money and stand in new groups, arranged by the colour of the money they are holding.

Tell pupils to return to their groups and sort their money in any different way they choose.

Ask each group:
'How did you sort the money?'

25
minutes

Main activity

Group task

Ask each group to look closely at their money and discuss the pictures they can see on the notes.

Ask groups to examine their notes very closely so that they know all the different pictures, numbers and writing on them.

Ask each group to choose one or two 'experts' to remain in their corner with the notes they have been looking at.

Explain that everyone else will go around the room, visiting other experts and looking at the money they have.

10
minutes

Plenary

Whole class teaching

Ask one expert from each group to bring their money back to you.

Ask the class to tell you what they know about each note.

Ask how many notes they have to give you, and count them with the rest of the class.

Repeat with each expert until you have all of the money again.

**Numeracy
lesson plans
Primary 1**

**Term 1
Organising the
classroom for
effective learning**

**Week 6
Money
Day 3**

Lesson
title

Shopping

15
minutes

Song

Learning outcomes

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

Confidently count from 0—10.

Connect money with value.

Teaching aids

Before the lesson:

Have ready large number cards from 1—10.

Have ready the set of real or model money from Day 1.

Prepare a shopping corner and stick a note or place a coin by each object to show its price.

Daily practice

Whole class teaching

Ask pupils to sing '10 little monkeys', doing the actions and using the number cards.

Repeat with different pupils playing the monkeys.

10
minutes

Introduction

Whole class teaching

Give a note or a coin to each pupil.

Show the class one of the objects and explain that in order to buy the object they need a note or coin that matches the one next to the object.

Ask who can buy the object with their note or coin.

Invite that person to come and give you the appropriate note or coin.

Give them the object in exchange.

Repeat with the other objects, giving a few pupils a turn.

25
minutes

Main activity

Group task

Ask the pupils to take their note or coin to their group.

Distribute the objects, giving several to each group.

Ask groups to choose a leader, who will stay at the table and keep the objects they buy.

Tell the class that their objective is to buy as many objects as they can from other groups.

Ask them to move around the room, buying objects from other groups and taking each object back to their leader.

Ask them to draw one of the objects they have bought and a picture of the note or coin they used next to it.

10
minutes

Plenary

Whole class teaching

Ask each group leader to show the class how many objects they have bought, bringing them to the front and counting them as they hand them back to you.

**Numeracy
lesson plans
Primary 1**

**Term 1
Organising the
classroom for
effective learning**

**Week 6
Money
Day 4**

Lesson
title

Buying and selling

15
minutes

Macmillan
New Primary
Mathematics 1

Learning outcomes

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

Count from 0—10.

Use money to buy an object.

Use the language of money and shopping.

Teaching aids

Before the lesson:

Read Macmillan New Primary Mathematics 1, page 26.

Have the objects from Day 3 that have prices on them.

Have the sets of real or model money ready.

Have ready a selection of pieces of cloth and bags and baskets for role play.

Daily practice

Whole class teaching

Draw a number line from 0—10 on the chalkboard and ask pupils to remind you how to use it to count.

Draw a number of objects on the chalkboard and ask a pupil to draw a line joining the objects with the correct number.

Repeat with different numbers of objects.

Ask the pupils to turn to Macmillan New Primary Mathematics 1, page 26 and complete it with the whole class, asking individuals for the answers.

10
minutes

Introduction

Group task

Show the class the objects from yesterday, and explain that the prices have changed.

Tell them the new prices.

Give each group a set of money.

Show an object to the class and ask who can buy an object from you. Give groups time to work out how to make the price.

Invite one pupil with the correct amount of money to come up and 'buy' the object from you.

Show the class how the pupil has made the amount with the money they have.

25
minutes

Main activity

Group task

Give shopping objects, cloth and bags to each group.

Ask each group to practise a short role play about shopping.

Ask them to think about who is involved, what they want to buy and who they are buying it from.

Ask pupils to think about what they would say to each other. Remind them that the role play should end with them handing over a note or a coin in exchange for an object.

Ask each group to show their role play to the class.

Ask them to draw a picture of one way in which they might use money.

10
minutes

Plenary

Whole class teaching

Ask the pupils to show their pictures to the class.

What could I buy with?

Learning outcomes

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

Count forwards and back-
wards along a number line
from 0—10.

Connect objects with their value.

Teaching aids

Before the lesson:

Have counters available in
sets of 20, one set for each group
in your class.

Have objects of different shapes.

Have sets of money from
previous days.

Write 5, 10, 15 and 20 on
the chalkboard.

Daily practice

Whole class teaching

Give the pupils 5 minutes to
draw a number line from 0—10
in their exercise books.

Hold up two number cards
and ask the pupils which is the
smallest number.

Ask them to put their fingers on
that number and jump along
the line until they reach the biggest
number, counting as they do it.

Repeat, but this time start
from the biggest number
and jump along the line to the
smallest number.

After they have done this with
four or five different pairs
of numbers, start to ask them:
'How many jumps are you making
each time?'

10
minutes

Introduction

Group task

Show the class one of the Naira notes they have been using.

Ask them how many sides it has, and how many corners.

Ask if anyone can remember what this shape is called.

Give each group one of the objects they have been using.

Ask them to discuss and decide what shape it is.

25
minutes

Main activity

Individual task

Ask each pupil to draw a line down the middle of a page in their exercise books.

Ask the class to tell you the biggest amount of money they can think of and the smallest amount of money they can think of and you write them on the chalkboard.

Ask them to write the largest amount on one side of their page and the smallest amount on the other side of their page.

10
minutes

Plenary

Whole class teaching

Ask each pupil to tell you one thing they have learned about money during this week.

Ask them to draw in their books what they think they could buy with each amount of money.

Ask some pupils to show the class some the things they have drawn.

Discuss with the class whether there are any objects they have drawn which would cost much more or less than the amount of money they have written.



Week
7
Sets of 10



Words/phrases

Assessment

**ten
unit
set
bundle**

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 1
**Organising the
classroom for
effective learning**

Week 7
Sets of 10
Day 1

Lesson
title

The number 10

15
minutes

Learning outcomes

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

Make sets of 10.

Teaching aids

Before the lesson:

Collect different objects in
groups of 10.

Read Macmillan New Primary
Mathematics 1, page 27.

Daily practice

Whole class teaching

Ask the pupils to tell you any-
thing they can remember about
money from last week.

Write their ideas on the chalkboard.

10
minutes

Song

25
minutes

Macmillan
New Primary
Mathematics 1

10
minutes

Song

Introduction

Whole class teaching

Sing '10 little fingers' with the class.

Ask the class to show you 10 fingers.

Ask them to count the number of fingers their partner is holding up.

Explain that this is one **set** or **group** of 10 fingers.

Ask pupils to count the number of sets or groups of 10 fingers they and their partner have.

Main activity

Pair task

Ask pupils to look at Macmillan New Primary Mathematics 1, page 27.

Ask them to point to where the number '10' is written on the page.

Ask pairs to work together to identify sets of 10 on the page. Ask them: 'How many sets of 10 have you found?'

Ask pairs to share with the rest of the class some sets of 10 they have found.

Ask pupils to look around the classroom for any sets of 10 they can see.

Take feedback from pairs, and lead the class in counting the objects they suggest.

Plenary

Whole class teaching

Sing a counting song with the pupils.

**Numeracy
lesson plans
Primary 1**

**Term 1
Organising the
classroom for
effective learning**

**Week 7
Sets of 10
Day 2**

Lesson
title

Collecting numbers

15
minutes

Learning outcomes

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

Write the number 10.

Find numbers in the environment.

Recognise Nigerian money.

Teaching aids

Before the lesson:

Collect different objects in sets
of 10.

Have sets of money from
previous lessons.

Daily practice

Whole class teaching

Show some money to the pupils
and ask who can recognise it.

Ask if anyone can tell you
what colour it is, or any other way
in which they recognised it.

Repeat with some different notes.

Ask pupils to choose their
favourite note or coin and draw
it in their exercise books.

10
minutes

Introduction

Whole class teaching

Lead the class in drawing the number 10 in the air.

Ask pupils to draw a number 10 on their partner's back.

Draw a number 10 on the chalkboard.

If the number 10 is written anywhere else in the room, ask pupils to point it out to you.

25
minutes

Main activity

Whole class teaching

Take the pupils outside with their exercise books and walk around the school compound.

If you see any numbers between 0 and 10, stop and ask the pupils why that number is there, eg: it shows the number of the class.

Ask the pupils to write that number in their exercise books and continue your walk.

When you get back to the classroom ask pupils to count how many numbers they found and tell you the answer.

Ask them which number is their favourite and why.

Individual task

Ask pupils to write the number 10 in their exercise books 10 times.

Ask pupils to draw 10 objects underneath their numbers.

Ask pairs to swap books to count one another's objects and that they have written '10' 10 times.

10
minutes

Plenary

Whole class teaching

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

**Numeracy
lesson plans
Primary 1**

**Term 1
Organising the
classroom for
effective learning**

**Week 7
Sets of 10
Day 3**

Lesson
title

Sets of 10

15
minutes

Learning outcomes

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

Make sets of 10.

Explain the relationship between coins.

Teaching aids

Before the lesson:

Collect sets of different objects, with 10 in each set.

Have the sets of money from previous lessons.

Daily practice

Group task

Give out sets of money to groups.

Ask them to put the money in a line in order of value.

Share answers among the groups and see if everyone agrees.

10
minutes

Introduction

Whole class teaching

Show the class the objects you have by spreading them on a table or on the floor. Ask if a pupil can come to the front and help you make a set of 10 of the same object.

Encourage the class to count the objects with the pupil, and congratulate them when they make a set of 10.

Repeat three or four times, with different pupils making sets of 10 of different objects.

25
minutes

Main activity

Pair task

Explain to pupils that they will be going outside in pairs.

Tell them that they will be collecting sets of 10 of any objects they can find. If they can, they should bring their sets of 10 back to the classroom – if not, they need to remember what they collected 10 of.

Give them a clear time limit and tell them where you will be while they are looking for objects.

Send them outside to look for objects.

Make sure you give them a warning when they have 1 minute to return to the classroom.

Ask pairs to count how many sets of 10 they have made.

If possible, ask pairs to store their sets of 10 in their desks.

10
minutes

Plenary

Whole class teaching

Ask all pupils to stand up in their pairs.

Say that any pairs who collected no sets of 10 should sit down.

Say that any pairs who collected one set of 10 should sit down.

Each time a pair sits down, congratulate them.

Continue until you have found out how many sets of 10 have been collected. Congratulate the pair who collected the most sets of 10 and ask them to tell the class what their sets were.

Lesson
title

15
minutes

Rhyme

**Numeracy
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**Organising the
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Week 7
Sets of 10
Day 4

Sets of 10

Learning outcomes

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

Write the number 10.

Identify sets of 10.

Teaching aids

Before the lesson:

Prepare a sand tray.

Have a selection of 10 objects
to use for counting.

Daily practice

Pair task

Say the rhyme '10 juicy oranges'.

Bring 10 pupils to stand at the
front of the class as the 'oranges'
and one as a market trader.
Give another 10 pupils a note
or coin.

When you get to the line
'bought a juicy orange', one of
the pupils holding money should
give it to the market trader, take
the hand of one of the oranges
and take it away.

Play two or three times so all
pupils get a turn.

10
minutes

Song

Introduction

Whole class teaching

Sing the counting song '10 little fingers'.

Sing the song again, using toes instead of fingers.

Ask the pupils to 'write' the numbers from 0—10, using as many different parts of their body as possible.

25
minutes

Main activity

Pair task

Demonstrate writing the number 10 on the chalkboard. Ask pupils to write it in their exercise books.

While they are doing this call out each pair of pupils to come and write the numbers 0—10 in the sand tray and count the correct number of objects for each number.

10
minutes

Plenary

Group task

Ask pairs to swap their work with other pairs in their group and make sure they agree on the answers.

Using bundles of 10

Learning outcomes

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

Use bundles of 10 to count
10—20.

Write the numbers 0—20.

Teaching aids

Before the lesson:

Have ready 20 counters for
each pair.

Write the numbers 11—20
on the chalkboard.

Daily practice

Individual task

Ask each pupil to draw a line
down the middle of a page in
their exercise books.

Ask them to write N20 on one
side of their page and N100 on
the other side of their page.

Ask pupils to draw in their
books what they think they
could buy with each amount
of money.

Ask them to show the class some
of the things they have drawn.

Discuss with the class whether
there are any objects they have
drawn which would cost much
more or less than the amount of
money they have written.

10
minutes

Introduction

Group task

Call out a number between 0 and 10 and ask pupils to make a group statue of that number.

Ask each group to show their statues to the rest of the class.

Repeat for four or five different numbers.

25
minutes

Main activity

Pair task

Give each pair 20 counters.

Point to a random number on the chalkboard and ask each pair to make a set of that number using their counters, putting 10 counters into one set and the rest as single counters

Give them some time to count the number of counters.

Ask them to change places with the pair next to them and check that they have the correct number.

10
minutes

Song

Plenary

Whole class teaching

Sing '10 little monkeys' with the class.



Week
8
Length



Words/phrases

**long
short
tall
longer
shorter
taller
longest
shortest
tallest
length
height**

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.

Long and short

Learning outcomes

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

Count forwards and backwards from 10 using a number line.

Use the terms 'long' and 'short' to describe objects.

Teaching aids

Before the lesson:

Collect different objects in sets of 10.

Have ready number cards from 0—10

Read Macmillan New Primary Mathematics 1, page 98.

Collect similar objects of different lengths, eg: sticks, pencils, bottles, books.

Daily practice

Whole class teaching

Lead the pupils in counting and showing 10 fingers.

Count one of your sets of 10 in front of the class. They can join in with the counting.

Invite a pupil to the front to lead the class in counting another set of 10 objects.

Give out the numbers 0—10 to some pupils and ask them to stand in the correct order, from 0—10.

Ask individual pupils to come out and count along the number line, forwards from 0—10 and backwards from 10—0, touching the numbers as they count.

Keep changing the pupils holding the numbers so they don't get tired.

10
minutes

Introduction

Whole class teaching

Ask two pupils to come to the front. Give each one a similar object of different length and ask them to show them to the class.

Ask the pupils whether they are the same **length** or not.

Help the pupils to describe the longer object as **'long'** and the shorter object as **'short'**.

Ask the pupils at the front to hold their objects up in turn and lead the class in saying 'long' and 'short'.

Repeat with different objects.

25
minutes

Main activity

Pair task

Take the pupils outside and ask each pair to draw two large circles on the ground with a stick.

Ask each pair to look around and collect as many objects as they can.

Ask them to decide which objects are short and which are long.

Macmillan
New Primary
Mathematics 1

Ask them to put all the short objects in one of their circles and all the long objects in the other circle.

Ask them to show their objects to another pair and tell each other which circle has short objects and which circle has long objects.

Take the pupils inside.

With the class, look at Macmillan New Primary Mathematics 1, page 98 and discuss objects that are long and objects that are short.

10
minutes

Plenary

Individual task

Discuss the activity to ensure all pupils have marked the objects correctly.

Tall and short

Learning outcomes

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

Draw a number line from 0—10.

Recognise numbers from 0—10.

Use the terms 'tall' and 'short' to compare height.

Teaching aids

Before the lesson:

Have one pair of long and short objects ready from Day 1.

Daily practice

Whole class teaching

Draw a number line from 0—10 on the chalkboard, missing out two or three numbers.

Ask the pupils to copy it into their exercise books and write in the missing numbers.

Explain that they can use counters to help them think.

When everyone has completed the task, ask individual pupils to come out and write the missing numbers on your number line on the chalkboard.

10
minutes

Introduction

Whole class teaching

Show the class a pair of long and short objects from Day 1.

Ask if anyone can remember the words to describe their length.

Encourage the class to use the words 'long' and 'short'.

Explain that there are different words to describe the height of people or objects.

25
minutes

Main activity

Pair task

Ask pairs to stand next to one another and decide who is tall and who is short.

If they find it hard to decide, tell them to stand back to back and ask another pupil to check who is tall and who is short.

Ask some pairs to tell the class who is tall and who is short.

10
minutes

Plenary

Whole class teaching

Ask if any pupils can see anything around them that they could describe as 'tall' or 'short'.

If they find this difficult, ask if they can think of things that they have seen, or guide them to look at trees and buildings.

**Numeracy
lesson plans
Primary 1**

**Term 1
Organising the
classroom for
effective learning**

**Week 8
Length
Day 3**

Lesson
title

Comparing height and length

15
minutes

Macmillan
New Primary
Mathematics 1

Learning outcomes

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

Find missing numbers in a number line from 0—10.

Use the terms 'longer' and 'shorter' to describe the length of similar objects.

Teaching aids

Before the lesson:

Read Macmillan New Primary Mathematics 1, page 11, Exercise 1.

Write the words 'long', 'short', 'tall' and 'short' on the chalkboard.

Have the pairs of objects from Day 1.

Read Macmillan New Primary Mathematics 1, page 99.

Daily practice

Whole class teaching

Ask the pupils to look at Macmillan New Primary Mathematics 1, page 11, Exercise 1. Ask them to tell you which numbers are missing in the second diagram.

Tell the pupils to complete the last two diagrams in Macmillan New Primary Mathematics 1, page 11, Exercise 1 in their exercise books.

10
minutes

Introduction

Whole class teaching

Show the class a pair of objects: one short, one long.

Point to the words on the chalkboard and lead the class in saying 'short' and 'long'.

Explain that to compare objects we add 'er' at the end of the word, eg:

'The pencil is **longer** than the stick.'

'The pencil is **shorter** than the book.'

25
minutes

Macmillan
New Primary
Mathematics 1

Main activity

Group task

Ask each group to discuss Macmillan New Primary Mathematics 1, page 99 and say which object is longer and which is shorter in each box.

Make sure they are using the words with 'er' at the end.

Add 'er' to the words on the chalkboard, making the new words 'shorter' and 'longer'. Lead the class in saying the new words.

Ask a tall and short pupil to come to the front of the room. Point to the words on the chalkboard and lead the class in saying 'tall' and 'short'.

Explain that they can also add 'er' to tall and short to compare height.

Ask a pupil to change the words on the chalkboard so they now read 'taller' and 'shorter'.

10
minutes

Plenary

Whole class teaching

Ask individual pupils to tell the class their answers.

**Numeracy
lesson plans**
Primary 1

Term 1
**Organising the
classroom for
effective learning**

Week 8
Length
Day 4

Comparing length

Learning outcomes

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

Identify missing numbers from 0—10.

Compare the length of three objects using 'long', 'longer' and 'longest'.

Teaching aids

Before the lesson:

Make a set of number cards from 1—10 shaped as bottles.

Have ready a set of three objects of different lengths.

Make six flash cards: 'long', 'longer', 'longest', 'short', 'shorter' and 'shortest'.

Read Macmillan New Primary Mathematics 1, page 100.

Daily practice

Whole class teaching

Give out the bottle cards and ask pupils to hold them in the correct order.

Sing the song '10 green bottles.'

At the end of each verse ask the pupil holding the highest number to sit down. Continue until the end of the song.

Put the numbers in a pile. Take one number out of the pile, without letting the pupils see which number.

Give out the remaining numbers and ask the pupils to stand in order, leaving a space for the missing number.

Ask a pupil to tell you the missing number. Repeat, removing different numbers each time.

10
minutes

Introduction

Whole class teaching

Ask two pupils to come out and hold the two shortest objects.

Ask them what words they could use to describe their length and write their answers on the chalkboard.

Give two different pupils the flash cards **‘long’** and **‘longer’** and ask them to come out and hold their card next to the correct object.

Ask the pupils to say something about each object’s length, eg:
‘The stick is long.’
‘The stick is longer.’

25
minutes

Macmillan
New Primary
Mathematics 1

Main activity

Group task

Ask groups to complete Macmillan New Primary Mathematics 1, page 100, using a counter to show the longest and the shortest items.

Give the third object to another pupil and ask them to come out and hold it up.

Hold up the **‘longest’** card and explain that this word describes the third object which is longer than the other two.

Give the objects to three different pupils, and ask them to stand in order of length. Ask individual pupils to come out, give each object the correct label and read each word.

Repeat the activity, using the flash cards ‘short’, ‘shorter’ and ‘shortest’.

10
minutes

Plenary

Whole class teaching

Ask pupils to tell you what they have circled, using the words ‘longest’ and ‘shortest’ in their answers.

**Numeracy
lesson plans**
Primary 1

Term 1
**Organising the
classroom for
effective learning**

Week 8
Length
Day 5

Lesson
title

Measuring length

15
minutes

Learning outcomes

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

Use a number line to answer simple questions.

Use words correctly to compare length and height.

Teaching aids

Before the lesson:

Read Macmillan New Primary Mathematics 1, page 100.

Prepare 0—10 number lines for the pupils.

Daily practice

Whole class teaching

Give the pupils 0—10 number lines.

Ask them to use their fingers to count forwards and backwards between 0 and 10.

Ask them questions which they need to use the number line to answer, eg:

‘Which number is after 3?’

‘Which number is before 10?’

‘Which number is more than 5?’, etc.

10
minutes

Introduction

Whole class teaching

Using the flash cards and objects from Day 4, remind the pupils how to order objects using the terms 'long', 'longer' and 'longest', 'short', 'shorter' and 'shortest'.

25
minutes

Main activity

Individual task

Ask the pupils to draw three objects of different length and label them 'long', 'longer' and 'longest'.

Ask them to repeat the exercise, labelling the objects 'short', 'shorter' and 'shortest'.

Ask the pupils to draw three trees of different height in their exercise books and label them 'tall', 'taller' and 'tallest'.

10
minutes

Plenary

Whole class teaching

Ask pupils to share their pictures with the rest of the class.



Week
9
Days of the week

Words/phrases

morning
afternoon
evening
night
week
day
time
Sunday
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Which day is your
favourite day?
is more than
is less than

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 1
Organising the
classroom for
effective learning**

**Week 9
Days of the week
Day 1**

Lesson
title

Day and night

15
minutes

Learning outcomes

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

Identify the differences between day and night.

Understand the meaning of the phrase 'more than'.

Teaching aids

Before the lesson:

Draw four columns on the chalkboard and write the following headings in each column: 'morning', 'afternoon', 'evening', 'night'.

Draw two chalk circles on the floor, large enough to fit up to five pupils in each.

Daily practice

Whole class teaching

Write the term 'more than' on the chalkboard.

Ask five pupils to stand in one circle and one pupil to stand in the other circle.

Tell the pupils that the circle with five pupils has 'more than' the circle with one pupil.

Repeat with different numbers of pupils in each circle.

Ask them: 'Which circle has more pupils?'

They should answer using the sentence: 'This circle has more than that circle.'

10
minutes

Song

Introduction

Whole class teaching

Teach the pupils to sing the song 'Early in the morning' and do the actions.

25
minutes

Main activity

Whole class teaching

Ask the pupils: 'What is the difference between day time and night time?'

Write their ideas on the chalkboard.

Pair task

Ask one pupil in each pair to draw a picture of a sun at the top of a page in their exercise books.

Ask the other pupils to draw the moon and stars.

Ask them each to draw pictures of as many things they can that happen during the time they have drawn.

Ask them to show each other their pictures and see if they can find anything the same and anything different.

10
minutes

Plenary

Whole class teaching

Ask pupils to share their pictures and say what the similarities and differences are between the things that happen at night and in the day.

**Numeracy
lesson plans
Primary 1**

**Term 1
Organising the
classroom for
effective learning**

**Week 9
Days of the week
Day 2**

Lesson
title

Times of the day

15
minutes

Learning outcomes

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

Identify activities people do at different times of the day.

Understand the phrase 'less than'.

Teaching aids

Before the lesson:

Cut a large selection of pictures from newspapers and calendars which show people doing activities, eg: eating, playing, farming.

Make a set of flash cards for each group: 'morning', 'afternoon', 'evening' and 'night.'

Have ready the back of an old calendar for each group and a small amount of glue.

Draw two large circles on the floor, big enough to fit up to five pupils.

Daily practice

Whole class teaching

Write the term 'less than' on the chalkboard

Ask five pupils to stand in one circle and one pupil to stand in the other circle.

Tell the pupils that the circle with one pupil has 'less than' the circle with five pupils.

Repeat, with different numbers of pupils in each circle.

Ask them: 'Which circle has less pupils?'

They should answer using the sentence: 'This circle has **less than** that circle.'

10
minutes

Introduction

Whole class teaching

Introduce the words morning, afternoon, evening and night and write them on the chalkboard.

Explain to the pupils that these words describe different times of the day and night.

Ask individual pupils to tell you one thing they do in the morning, one thing they do in the afternoon, one thing they do in the evening and one thing they do at night.

Write their answers next to the appropriate words on the chalkboard.

25
minutes

Main activity

Group task

Give each group a set of flash cards and a set of pictures.

Ask each group to match the picture to the flash card, eg: a picture of someone sleeping would be matched with the 'night' flash card.

Give each group an old calendar and ask them to divide it into four boxes.

Tell them to stick one card – 'morning', 'afternoon', 'evening' or 'night' at the top of each box.

Ask them to stick the pictures under the correct headings to make one large picture.

10
minutes

Plenary

Whole class teaching

Ask each group to show their picture to the rest of the class and explain it in their local language.

**Numeracy
lesson plans
Primary 1**

**Term 1
Organising the
classroom for
effective learning**

**Week 9
Days of the week
Day 3**

Lesson
title

Times of the day

15
minutes

Learning outcomes

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

Identify activities people do at different times of the day.

Use the phrase 'is more than' to compare numbers.

Teaching aids

Before the lesson:

Place the words 'morning', 'afternoon', 'evening' and 'night' around the room.

Have ready a set of number cards 0—10 and 10 counters for each pair.

Draw two large circles on the floor, big enough to fit up to five pupils.

Make a flash card: 'is more than' for each pair.

Daily practice

Whole class teaching

Repeat the activity from Days 1 and 2, asking the pupils to use either 'less than' or 'more than' to describe the difference between the two circles.

Show them the flash card 'is more than' and help them to read it.

Give each pair a set of number cards and 10 counters.

Ask them to put two cards in front of them on the table and put the correct number of counters by each number.

Ask them to decide which number 'is more than' the other and put the flash card in the middle so it reads, eg: '6 is more than 4'.

Ask them to repeat the activity two or three times.

10
minutes

Introduction

Whole class teaching

Bring all the pupils out to the front.

Say the words 'morning', 'afternoon', 'evening', and 'night' and ask pupils to point to them.

Read the first word in the following list of activities and ask the pupils to go and stand by the time of day it happens.

Ask a pupil to tell you which time of day they are standing by.

25
minutes

Main activity

Group task

Give each group a time of the day and ask them to mime something that they do during that time.

Ask the other groups to guess the time of the day.

Repeat until each group has had a turn.

Repeat for each of the activities on the list:

Sleep
Come to school
Go home from school
Eat
Play
Pray
Wake up
Bath
Work at home.

There may be more than one answer for some questions.

10
minutes

Song

Plenary

Whole class teaching

Sing the song 'Early in the morning.'

**Numeracy
lesson plans
Primary 1**

**Term 1
Organising the
classroom for
effective learning**

**Week 9
Days of the week
Day 4**

Lesson
title

Days of the week

15
minutes

Learning outcomes

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

Sequence the names of the days of the week.

Use the phrase 'is less than' to compare numbers.

Teaching aids

Before the lesson:

Write the names of the days of the week on the chalkboard.

Have ready a set of number cards 0—10 and 10 counters for each pair.

Draw two large chalk circles on the floor, as in previous days.

Make a flash card 'is less than' for each pair.

Daily practice

Whole class teaching

Repeat the activity from Days 1 and 2, this time asking the pupils to use either 'less than' or 'more than' to describe the difference between the two circles.

Show them the flash card 'is less than' and help them to read it.

Give each pair a set of number cards and 10 counters.

Ask them to put two cards in front of them on the table and put the correct number of counters by each number.

Ask them to decide which number 'is less than' the other and put the flash card in the middle so it reads, eg: '4 is less than 6'.

Ask them to repeat the activity two or three times.

10
minutes

Introduction

Whole class teaching

Ask pupils to tell you what they have learned about a day over the last few days, eg: it is broken up into different times.

Ask them to think why we might need to break days up into different times.

Get them to tell you how a week is broken up, ie: into seven days, five days of work and two days at the weekend.

Ask them to tell you the names of the days of the week and you write them on the chalkboard as they say them.

25
minutes

Main activity

Individual task

Ask pupils to choose one day and draw a picture of something they do on that day.

Go round the class and ask pupils to tell you (in their local language) what their picture is about.

10
minutes

Rhyme

Plenary

Whole class teaching

Say the 'Days of the week' rhyme.

Whole class teaching

Ask all the pupils who have drawn Monday to stand in one place, all the pupils who have drawn Tuesday to stand in another place, etc so you have a group for all or most days of the week.

Ask the groups to stand in order from Sunday to Saturday.

If any days are missing ask them to tell you which ones.

Days of the week songs and rhymes

Learning outcomes

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

Order the days of the week.

Understand the terms 'is less than' and 'is more than'.

Teaching aids

Before the lesson:

Write the names of the days of the week in random order on the chalkboard.

Have ready a set of number cards 0—10 and 10 counters for each pair.

Have ready flash cards 'is less than' and 'is more than' for each pair.

Daily practice

Pair task

Call out the following pairs of numbers one at a time in the order that they are written:

8 3
2 4
9 7
7 2
4 5

Ask the pupils to find the correct number cards and then make those numbers using their counters.

Ask them to use the correct flash card in the middle of the two numbers to compare the size of each group, eg:
'8 is more than 3'
'2 is less than 4'

10 minutes | Rhyme

Introduction

Whole class teaching

Say the 'Days of the week' rhyme with the pupils and ask them to tell you which is their favourite day of the week.

Say the rhyme again and this time ask the pupils to point to the name of each day on the chalkboard as you say them.

25 minutes

Main activity

Whole class teaching

Ask the pupils to draw a large circle to fill a page of their exercise books.

Ask them to write the numbers 1—7 around the circle and underneath each number write a day of the week.

Tell them it doesn't matter which day they start with but the days should then follow in the correct order.

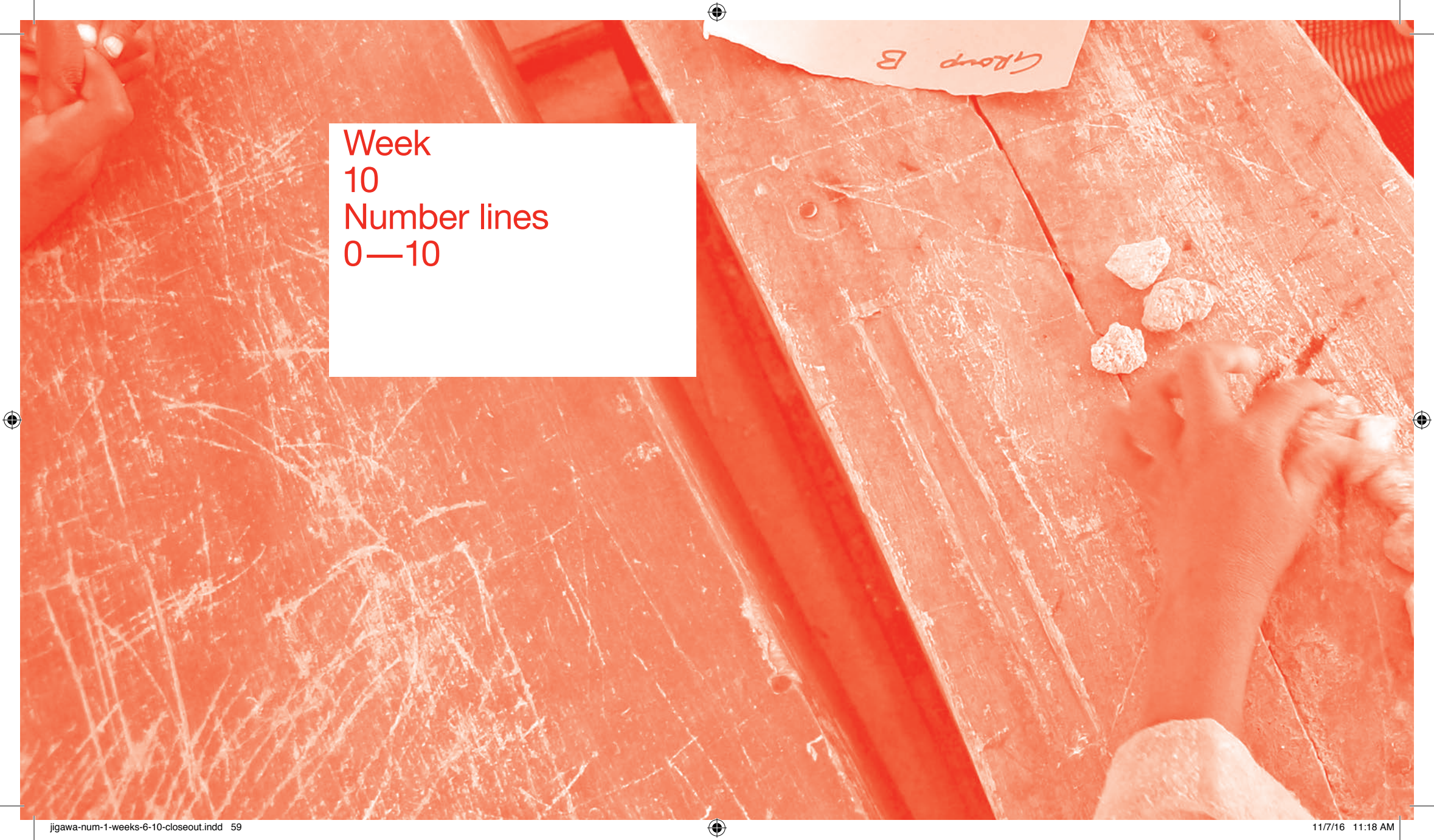
Ask them if they can tell you why they have drawn the days in a circle. (The pattern of the days repeats each week.)

10 minutes | Rhyme

Plenary

Whole class teaching

Say the rhymes they know about the days of the week.



Week
10
Number lines
0—10

Words/phrases

today is
tomorrow is
yesterday was
What day is it today?
match
order
Sunday
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday

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 1
Organising the
classroom for
effective learning**

**Week 10
Number lines
0—10
Day 1**

Lesson
title

Missing numbers

15
minutes

Song

Learning outcomes

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

Identify things they do in the mornings.

Identify missing numbers on a number line.

Teaching aids

Before the lesson:

Read Macmillan New Primary Mathematics 1, page 18, Exercise D.

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

Have ready counters for each group.

Daily practice

Whole class teaching

Sing the song 'Early in the morning' with the pupils and do the actions to match the words.

Ask the pupils to think of different things they do in the mornings and write their ideas on the chalkboard.

Make these actions into new verses and sing them together.

10
minutes

Introduction

Whole class teaching

Give out the number cards and ask 10 pupils to come and stand at the front with a number card from 0—10, in the correct order.

Ask someone to come out and count forwards and backwards along the number line, pointing to each number as they say it.

Ask three pupils to hide their numbers so the rest of the class can't see them.

25
minutes

Main activity

Group task

Give each group a set of number cards.

Ask the groups to put the number cards in order from 0—10 and lay them on the table.

Ask them to put the correct number of counters by each number.

Tell them to put all the numbers in a pile, face down on the table, and take two numbers out of the pile without looking at them.

Ask the groups to put the remaining numbers in order and decide which numbers are missing.

Macmillan
New Primary
Mathematics 1

Individual task

Ask the pupils to complete Macmillan New Primary Mathematics 1, page 18, Exercise D, writing the numbers in their exercise books.

10
minutes

Song

Plenary

Whole class teaching

Sing the song '10 green bottles' and do the actions to match the words.

**Numeracy
lesson plans**
Primary 1

Term 1
**Organising the
classroom for
effective learning**

Week 10
Number lines
0—10
Day 2

Lesson
title

Matching numbers to 10

15
minutes

Learning outcomes

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

Identify daily activities of different
groups of people.

Match numerals to numbers
of objects

Teaching aids

Before the lesson:

Make a set of flash cards:
'footballer', 'mum', 'schoolgirl',
'farmer', 'market trader',
'ocada driver'.

Read Macmillan New Primary
Mathematics 1, page 28,
Exercise 1.

Have ready a selection
of counters.

Daily practice

Group task

Divide the pupils into groups
and give each group a flash card.

Ask them to decide what that
person would do on Mondays.

Tell them to make up a
mime that shows what that
person does.

Ask the other groups to guess
what job they are miming.

10
minutes

Introduction

Whole class teaching

Have a pile of number cards face down on the table.

Ask a pupil to come out and choose a number from the pile.

Ask another pupil to tell you what that number is, and to choose the correct number of pupils to come out and stand by it.

Ask the rest of the class to check they are correct.

Repeat for different numbers and with different pupils.

Hand out all the cards and ask the pupils to stand in the correct order, from 0—10.

25
minutes

Main activity

Individual task

Ask pupils to complete Macmillan New Primary Mathematics 1, page 28, Exercise 1, using their fingers and counters to match the numbers.

Macmillan
New Primary
Mathematics 1

10
minutes

Plenary

Whole class teaching

Go through the exercise with the pupils and check that they understood how to match the numbers.

Making number lines

Learning outcomes

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

Identify activities for each day of the week.

Draw a number line.

Order numbers from 0—10 on a number line.

Teaching aids

Before the lesson:

Have ready the sets of number cards from 0—10 for each group.

Draw a chalk line across the floor.

Prepare the materials to make 'number line mice' with the pupils, following the instructions in the introduction.

Daily practice

Whole class teaching

Ask the pupils to sing the 'Days of the week' song.

Ask the pupils to say the days mentioned in the song they sing.

Tell the pupils what you as a teacher do on each day of the week.

Ask individual pupils to briefly say what they do on each of the days.

10
minutes

Introduction

Whole class teaching

Have the pile of number cards face down on the table.

Ask a pupil to come out and choose a number from the pile.

Ask them to stand on the chalk line in the place where they think that number would go, eg: if it is 5 they would stand in the middle of the line.

Repeat until all 10 numbers are on the number line.

Ask the rest of the pupils if the numbers are in the correct order.

25
minutes

Main activity

Group task

Give each group a set of number cards and ask them to mix them up and put them in a pile on the table.

Ask them to decide which end of the table is 0 and which end is 10.

Instruct the pupils to pick a card and place it in the correct place between 0 and 10.

Ask the groups to repeat this until they have all the numbers in the correct order.

10
minutes

Song

Plenary

Whole class teaching

Sing a counting song that the pupils enjoy, and do the actions.

**Numeracy
lesson plans
Primary 1**

**Term 1
Organising the
classroom for
effective learning**

**Week 10
Number lines
0—10
Day 4**

Lesson
title

Ordering

15
minutes

Learning outcomes

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

Order the days of the week.

Order the numbers from 1—10 on a number line.

Teaching aids

Before the lesson:

Have ready flash cards of the days of the week.

Have ready sets of number cards from 0—10, enough for every pupil to have a number card.

Have ready the pupils' 'number line mice' from the previous day.

Daily practice

Whole class teaching

Hand out the flash cards to the pupils.

Ask them to come out and stand in the correct order of the days of the week.

Show the pupils the flash cards in random order and ask them to tell you which day each card says.

Introduce the language:

Today is __

Tomorrow is __

Yesterday was __

10
minutes

Song

Introduction

Whole class teaching

Sing a counting song.

Give out the number cards and ask the pupils to come and stand in the correct order, from 0—10.

Ask individual pupils the following questions:

‘Which numbers are bigger than 6?’

‘Tell me a number which is less than 4.’

‘Tell me a number which is more than 7.’

‘Which numbers are smaller than 3?’

‘Which number comes before 5?’

‘Which number comes after 8?’

25
minutes

Main activity

Whole class teaching

Ask pupils to find the number line mouse they made on Day 3.

Ask them to put their fingers on the number 1 and jump along to number 10, saying the name of each number as they touch it.

Repeat from different starting points.

Ask them to use their fingers to point to the following:

The number that comes after: 4, 7, 3, 9, 2, 6.

The number that comes before: 5, 6, 2, 3, 9, 8.

10
minutes

Plenary

Pair task

Ask pairs to compare their answers and check they have written the numbers in the correct order.

Ordering numbers

Learning outcomes

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

Write the names of the days
of the week.

Order the days of the week.

Order numbers from 0—10.

Teaching aids

Before the lesson:

Have ready a set of days of the
week flash cards for each group.

Have ready a set of seven blank
flash cards for each group.

Daily practice

Group task

Divide the pupils into groups
of seven.

Give each group a set of days
of the week flash cards and a set
of seven blank cards.

Ask each pupil in the group
to write a different day of
the week on the blank card
and draw a picture of something
that happens on that day.

Ask the pupils in each
group to arrange the days in
the correct order.

Display the cards they have made
around the classroom.

10
minutes

Song

Introduction

Whole class teaching

Sing '10 little monkeys' and do the actions to match the words.

25
minutes

Main activity

Individual task

Ask pupils to draw a line in their exercise books, writing 0 at one end and 10 at the other.

Write five numbers on the chalkboard and ask the pupils to put those numbers in the correct order on the line.

Ask them to complete the number line by filling in the missing numbers.

Write the following on the chalkboard: 1, 3, 5, 7, 9.

Ask pupils to write these numbers on a new number line and then fill in the missing numbers.

10
minutes

Plenary

Whole class teaching

Call out a number and ask the pupils to get into groups of that number.

If there are any pupils left over, ask them to stand by you until you call the next number.

Repeat four or five times.

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.

Special thanks go to:

The Honourable Commissioner and staff of the Kwara State Ministry of Education and Human Capital Development, as well as the Kwara State Universal Basic Education Board for their support and valuable input and for agreeing to share these plans with other states.

The UK's Department for International Development (DFID) and the DFID-funded ESSPIN programme for their input, focus, guidance and constructive criticism throughout the development of the plans.

Thanks also go to the teachers of Kwara State who have used these plans to bring about change in their classrooms.

