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**Numeracy
lesson plans
Primary 2**

**Term 1
Creating an
effective learning
environment**

**Weeks
1—5**

Type of lesson plans/
Grade

Term/
Learning theme

Numeracy lesson plans Primary 2

Term 1
Creating an effective learning environment

This is the first 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 2**

Term 1
**Creating an
effective learning
environment**

**Weeks
1—5**

Introduction
▶ Creating an effective learning environment

An effective learning environment

The school environment has to make pupils feel comfortable, and stimulate their minds for learning to take place. There is plenty you can do to improve the feel of the classroom for your pupils.

1
Teaching methodology

The lesson plans use a large variety of activities. If followed carefully, they will keep the pupils interested, motivated and will support effective learning in a structured way. These methods are designed to involve pupils in their learning and give them the opportunity to learn from each other.

2
Build good relationships

Learn all your pupils' names and use them frequently.

Find out about your pupils' lives and interests by listening to them and asking questions. Greet them individually in the mornings and encourage them to greet and talk to each other.

Tell them about yourself and your family. Pupils love finding out that teachers are 'human' too!

Notice when pupils are unhappy and make an extra effort to be friendly to them. Smile and make learning fun for the pupils.

Praise and encourage pupils for effort and achievement, instead of punishing them for 'laziness' or getting things wrong. Shouting and treating your pupils harshly, or beating them, will affect them emotionally and make them unable to learn.

3
Use classroom space

Arrange the seating in different ways. Look at the photographs in some of the lesson plans to help you think of different ways of working.

U-shaped formations mean all the pupils can see each other and there is a space in the middle for activities.

Pushing tables together means that four or six pupils can sit together.

If there is no space in your classroom, take the pupils outside to play circle games or do activities.

4
Display

Displaying pupils' work is motivating and helps them to remember things they have learned. The activities in these lesson plans encourage you to display pupils' work in different ways.

At the start of each week display the key words.

5
Teaching aids

There are lots of suggestions in the lesson plans for making low- and no-cost teaching aids. Making these may take some time, but they can be used more than once and can last a long time if they are made carefully.

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Introduction
▶ Games for the term

Target throw

Provide or have ready objects to throw such as bottle tops or any lids/covers, matchboxes, etc in required numbers.

Write a whole number up to 100 in or on each of the bottle tops or objects to throw, as shown below.

Make a chart on the back of an old calendar or poster chart, like the one below.

Place the chart on the floor.

Ask the first player to throw the object/bottle top on the chart.

Where the bottle top landed on the chart the player says whether the number on the chart is less than or greater than the number on the bottle top.

Players play in turn and can stop after two or more attempts by each player.

If the bottle top does not land on the required spot or space or lands on the line or outside, it is a foul throw.

What's the time, Mr Lion?

One pupil stands with their face against the wall so they can't see the other pupils.

The other pupils stand behind and chant 'What's the time, Mr Lion?'

The pupil pretending to be the lion turns around to look at the others and shouts a time, eg: 'it's 10 o'clock'.

The others have to stand absolutely still and not move.

The lion then turns around and shouts a different time after a short pause.

This continues until the lion shouts 'dinner time!' and chases the rest of the pupils to try and catch them.
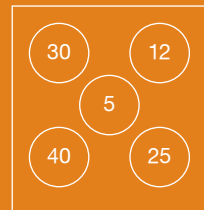
Play the game once or twice.

Bottle tops

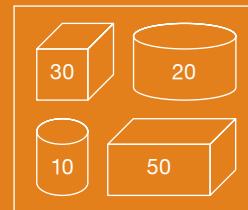20   36   54

Chart 1

30   12
    5
40   25

Chart 2

30   20
10   50

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Introduction
▶ Songs and rhymes
for the term

5 little monkeys

5 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'.

4 little monkeys...
3 little monkeys...
2 little monkeys...
1 little monkey...

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...
3 long yams...
2 long yams...
1 long yam...

5 little ducks

5 little ducks went
swimming one day /
Over the hills and far away /
Mummy duck called, 'quack,
quack, quack, quack,' /
But only 4 little ducks
came back.

4 little ducks...
3 little ducks...
2 little ducks...
1 little duck...

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.)

Week
1
1—100

Words/phrases

o'clock
minute
minute hand
hour hand
hour
later
earlier
lowest
highest
Hundred square
greater than
more 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
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Primary 2**

**Term 1
Creating an
effective learning
environment**

**Week 1
1—100
Day 1**

Counting to 50

Learning outcomes

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

Identify the hour and minute hand of the clock and say the time using o'clock.

Recognise the numbers 1—50.

Teaching aids

Before the lesson:

Have ready a large dummy or real clock.

Have ready a Hundred square for class use during the next term.

Look at the Hundred square in Macmillan New Primary Mathematics 2, page 22.

Provide one set of place value cards for each pair of pupils.

Daily practice

Whole class teaching

Show the wall clock to the pupils.

Ask pupils to tell you what we use a clock for.

Ask them to talk to the person sitting next to them and think of two reasons why we need to be able to tell the time.

Ask each pair to tell everyone one reason, eg: so that every-one comes to school at the same time.

Write their reasons on the chalkboard.

Ask the pupils to say the days of the week with you, in order.

| 10 minutes | Macmillan New Primary Mathematics 2 | 25 minutes | Macmillan New Primary Mathematics 2 | | 10 minutes |

Introduction

Whole class teaching

Ask pupils to count to 50 together, using the Hundred square, as you point to the numbers.

Ask pupils to count with a partner to 50 using the Hundred square in Macmillan New Primary Mathematics 2, page 22.

Point to any number at random on the Hundred square and ask the pupils to say the number.

Ask individual pupils to say random numbers and ask the rest of the class to point to that number.

Main activity

Pair task

Give each pair a set of number cards from 0—9 and a small round stone.

Ask them to cover up half of the Hundred square, so that they can only see numbers 1—50.

Ask one of them to roll the small stone on to the Hundred square in Macmillan New Primary Mathematics 2, page 22 and call out the number.

Ask the other person in pair to make that number using the place value cards.

Ask them to continue until they have made five different numbers each.

Plenary

Whole class teaching

Ask one pupil from each pair to select a number they have made and point to it on the Hundred square.

Counting to 100

Learning outcomes

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

Tell the time using o'clock.

Identify the numbers 1—100 using a Hundred square.

Use a Hundred square to count forwards and backwards from any given points.

Teaching aids

Before the lesson:

Have ready a large dummy wall clock or real clock.

Look at the Hundred square in Macmillan New Primary Mathematics 2, page 22.

For each pair of pupils provide one set of number cards from 0—9 and a small stone.

Daily practice

Whole class teaching

Ask the pupils to tell you any times that they know, eg: at 8 o'clock we come to school. Record their ideas on the chalkboard.

Explain that the long hand points to the hour and the minute hand to the minutes.

Point the long hand to the 12 and the short hand to the 2, and tell the pupils that this is 2 o'clock, because the minute hand is pointing to the number 12 and the hour hand is pointing to 2.

Show 1 o'clock on the large wall clock and ask individual pupils to say the time.

Repeat with different o'clock times.

Introduction

Whole class teaching

Ask pupils to count to 100 together as you point to the numbers on the Hundred square.

Ask different groups of pupils to count different sections, eg: anyone wearing blue to count to 25, anyone with short hair to count from 25 — 40, etc.

Ask pupils to count with a partner using the Hundred square in Macmillan New Primary Mathematics 2, page 22.

Point to any number at random on the Hundred square and ask the pupils to say the number.

Ask individual pupils to say random numbers and the rest of the class to point to that number.

Main activity

Pair task

Ask the pupils to find the Hundred square in Macmillan New Primary Mathematics 2, page 22.

Give each pair a set of number cards 0 — 9 and a small stone.

Ask each pair to turn over two cards at a time and put them next to each other.

Ask them to find that number on the Hundred square, put the stone on it and read the number.

Ask pairs to count up to that number together, pointing to the numbers.

Ask them to repeat.

When they have had three or four turns ask them to turn over four cards and make two numbers, eg: 23 and 47

Ask them to decide which is the greatest number and which is the smallest.

Ask them to start counting on their Hundred square from the smallest number and continue until they reach the greatest. Ask them to repeat this two or three times.

Plenary

Whole class teaching

Sing or say some of their favourite counting songs or rhymes, eg: '5 little monkeys', '10 green bottles', etc.

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Primary 2**

**Term 1
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**Week 1
1—100
Day 3**

Writing numerals up to 100

Learning outcomes

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

Tell the time using o'clock and say the time one hour later.

Read and write numbers from 1—100.

Teaching aids

Before the lesson:

Have ready a large dummy or real clock, and a clock for each group if possible.

Give each pair a set of place value cards (Tens and Units).

Give each pair bundles of straws or sticks in groups of 10, and nine single straws or sticks.

Daily practice

Whole class teaching

Set the wall clock, in turn, to the following times: 2 o'clock, 5 o'clock, 7 o'clock, 3 o'clock, and ask the pupils to say the given time.

Demonstrate moving the minute hand slowly round the clock and explain that you have moved the time forward by one hour so the time is now 2 o'clock.

Repeat with different times.

Give a few different times and ask each group to set their clock to that time and then move it on one hour.

Ask them to tell you the new time.

Introduction

Main activity

Plenary

Whole class teaching

Use a large Hundred square and ask pupils to count together from any given number for about 15—20 numbers. Repeat from different starting points.

Say any number between 0—100 and ask pupils to put up their hands and come out to show where they belong on the Hundred square.

Ask pupils to look at the Hundred square in Macmillan New Primary Mathematics 2, page 22.

Clean a number from the Hundred square. Ask every pupil to look at their Hundred square and find the missing number.

Ask if anyone can come and write the correct number in the space. Repeat two or three times with different numbers.

Pair task

Give each pair a set of place value cards.

Tell them you are going to call out a number and they have to make that number.

Call out random numbers to 100, starting with a low number, eg: 27.

Ask each pair to make the numbers.

Ask them to check their answers using the Hundred square in Macmillan New Primary Mathematics 2, page 22.

If anyone has the numbers the wrong way round, eg: 72 instead of 27, ask if anyone can explain why they are the wrong way.

Remind them that 72 is 7 sets of Ten and 2 Units, and 27 is 2 sets of Ten and 7 Units.

Ask them to make the number using their bundles of 10, ie: two bundles of 10 and seven single straws.

Continue until you have called about five numbers.

Ask pupils to use the place value cards and bundles of 10 to make a number of their choice and then find it on the number square.

Whole class teaching

Revise the way to form the numbers 0—9, eg: to write the number one the pencil moves from the top to the bottom.

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Primary 2**

**Term 1
Creating an
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**Week 1
1—100
Day 4**

Ordering numbers to 100

Learning outcomes

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

Tell the time using o'clock and say the time one hour earlier.

Identify the number that is greater in a pair of numbers.

Teaching aids

Before the lesson:

Have ready a rope, a wall clock and a cardboard clock for each group.

Have ready the bundles of Tens and Units for pupils to use if they wish.

Prepare flash cards that say 'is greater than' and 'is more than'.

Daily practice

Group task

Set the wall clock to any o'clock time and ask the pupils to say the time.

Ask: 'What will the time be one hour later?'

Repeat with different times.

Set the time on the wall clock to 1 o'clock.

Move the minute hand slowly back round the clock and explain that you have moved to one hour earlier, so the time is now 12 o'clock.

Give a few different times and ask each group to set their clock to that time and then move it back one hour.

Ask them to tell you the new time.

Introduction

Main activity

Plenary

Whole class teaching

Take the pupils outside and choose 15 pupils to play a 'Tug of war' game.

Ask five pupils to hold one end of the rope and 10 the other. Draw a line in the ground at the centre point of the rope.

Ask both groups of pupils to pull the rope, trying pull the other group over the centre line.

Ask the pupils which group was the winner, and why.

Write their response on the chalkboard in numbers and words, eg: 10 is greater than 5, 10 pupils are more than 5 pupils.

Show flash cards of the term is greater than and is more than to the pupils.

Ask pupils to write down any number between 1 and 100.

Ask any two pupils to hold up their numbers.

Ask individual pupils to say which is greater. Write their answers on the chalkboard

Ask pupils to look at the number the person next to them has written and say which is greater – their number, or their neighbour's.

Pair task

Give the pupils the following task to complete in their exercise books, telling them to tick the greater number:
56 and 59
65 and 95

Remind them to use the Hundred square and the bundles of 10 to help them.

Pair task

Ask the pupils to look around the classroom or the school compound and notice objects that are present in greater numbers than others, eg: the number of pupils is greater than the number of windows, etc.

Share answers as a whole class.

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Primary 2**

**Term 1
Creating an
effective learning
environment**

**Week 1
1—100
Day 5**

Ordering numbers to 100

Learning outcomes

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

Using o'clock, say the time one hour earlier or one hour later.

Order numbers up to 100 from lowest to highest.

Teaching aids

Before the lesson:

For each pupil have ready one number card with a number between 0 and 100.

Have ready the bundles of 10 straws and single straws.

Daily practice

Group task

Set the wall clock to any 'o'clock' time, eg: 8 o'clock, 10 o'clock.

Ask the pupils to say the time.

Give a time and ask the pupils to make the time one hour later or one hour earlier on their clocks.

Ask them to share their answers with the rest of the class.

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

Introduction

Main activity

Plenary

Whole class teaching

Ask pupils to choose their favourite counting songs to sing.

Group task

Give each pupil a number card and ask them to stand in groups of five.

Ask them to order the cards correctly from the lowest to the highest.

Ask them to write the order in their exercise books.

Ask each group to come out with their number cards, with each person holding a card.

Ask them to stand in a line with the cards facing the class, arranging themselves in order from smallest to largest.

Ask the class to check if they are correct.

Individual task

Ask the pupils to write the following sets of numbers in their exercise books, in the correct order (from smallest to greatest):

23, 22, 20, 21

39, 37, 35, 38

Remind them they should use the Hundred square and bundles of 10 to help them.

Whole class teaching

Clean numbers from the Hundred square and ask pupils to come out and write the missing numbers in the correct places.

Week
2
Tens and Units

Words/phrases

half past
hour
minute
seconds
less than
smaller than
more than
greater than
equal to
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.

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**Term 1
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**Week 2
Tens and Units
Day 1**

Less than

Learning outcomes

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

Recognise half past on the clock.

Use the term 'less than'.

Teaching aids

Before the lesson:

Have ready a wall clock and a cardboard clock for each group.

Have ready number 0—9 cards and 'is less than' and 'is smaller than' flash cards.

Provide four bottle tops and a copy of Chart 1 per group for the 'Target throw' game.

Have ready the bundles of Tens and Units.

Daily practice

Group task

Ask the pupils to draw a line to divide their clock in half, from the 12 to the 6.

Ask them to write the word 'past' on the half of the clock from 12—6 and 'to' on the half of the clock from 6—12.

Explain that when the minute hand goes half way round the clock and points to the number 6 that this is called half past.

Ask them to move the minute hand to the 6 and say 'half past'.

Ask them why they think it is called half past, ie: because it travels half way around the clock.

Introduction

Main activity

Plenary

Whole class teaching

Show the flash card less than to the pupils.

Ask them what it means and if they can think of any other words which mean the same.

Show them the flash card smaller than.

Ask one pupil to come out and hold the 'less than' flash card and another to come out and hold the 'smaller than' flash card.

Put the number cards 0—9 face down.

Ask four pupils to come out, choose a card each and make two numbers between 1 and 100 with those cards.

Ask them to stand holding the cards so that everyone can see.

Choose another pupil to read out the numbers so everyone can hear. Ask the class which number is less than the other.

Ask them to arrange the numbers either side of the phrase 'less than' so that it is correct.

Ask a pupil to read the whole phrase, eg: 27 is less than 45.

Repeat four or five times with different numbers.

Group task

Group the pupils into four and ask them to play the 'Target throw' game.

Ask group members to say whether the number inside/on the bottle top is less than the number on which it landed.

Encourage the pupils to use the Hundred square or the bundles of 10 to help them.

Ask the pupils to complete the following task in their exercise books, writing down the lesser (smaller) number:

64 and 56

57 and 75

Group task

Ask the pupils to move around the space in the classroom, or outside if there is no space.

Shout 'Freeze!' and ask everyone to freeze in the shape of a number of their choice, from 0—9.

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**Week 2
Tens and Units
Day 2**

Less than

Learning outcomes

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

Recognise half past on the clock.

Compare numbers using the terms 'greater than', 'less than' and 'equal to' another number.

Teaching aids

Before the lesson:

Have ready cardboard clocks for each group.

Have ready a set of place value cards for each pair.

Have ready flash cards 'less than', 'greater than' and 'is equal to'.

Have ready the bundles of Tens and Units for pupils to use.

Daily practice

Group task

Ask the pupils to remind you what they learned yesterday about 'half past'.

Ask them to show you the position of the minute hand for half past.

Show the time 'half past one' and explain that the hour hand has gone past the number 1.

Ask them to make the time on their clocks then show you half past two, half past three, etc in order up until half past 12.

Introduction

Main activity

Plenary

Whole class teaching

Show flash cards of the term 'less than', 'greater than' or 'is equal to' to the pupils.

Ask pupils to explain their meanings by giving examples.

Ask the pupils to choose two numbers on the Hundred square and say the appropriate phrase, eg: '56 is less than 86'.

Pair task

Ask pupils to find the Hundred square in Macmillan New Primary Mathematics 2, page 22.

Ask one partner to close their eyes, and without looking, point to a number on their individual Hundred square.

Ask them to repeat this so there are two numbers.

Ask their partner to write the numbers down with the correct term selected, eg: if the numbers chosen were 36 and 42, the partner will write '36 is less than 42'.

Ask pupils to check their partners' work, using bundles of 10 to see if they are correct.

Ask them to make the number using their place value cards.

Repeat, with the partners taking it in turns to choose numbers.

Ask the pupils to complete the following tasks in their exercise books, ticking the lesser number:

46 and 49

64 and 94

Whole class teaching

Ask the pupils to move around in the classroom, or outside if there is no space.

Shout 'Freeze!' and ask everyone to freeze in the shape of a number of their choice, from 0—99.

Have a look at some of the best shapes, ask the pupils to identify the number and then play again two or three times.

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**Week 2
Tens and Units
Day 3**

Counting in Tens

Learning outcomes

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

Know the difference between half past and o'clock.

Identify the number of Tens in a number.

Teaching aids

Before the lesson:

Have ready cardboard clocks for each group and a large dummy wall clock or real clock.

Have ready a set of place value cards for each pair.

Have ready the bundles of Tens and Units for pupils to use.

Draw the table shown opposite on the chalkboard.

Daily practice

Whole class teaching

Say a mixture of half past times and o'clock times to the class and ask them to make the time on their clocks.

Ask them to explain how they have made the time. (They can use their local language if they wish.)

Introduction

Main activity

Plenary

Whole class teaching

Point to the table on the chalkboard and count-down in Tens, ie: 10, 20, 30... to 100.

Ask the pupils what patterns they recognise in this column, eg: they all end in 0, the first number counts up 1, 2, 3, etc.

Explain that this is the 10 times table and count several times in Tens, pointing to the numbers on the Hundred square.

Say that it is important to know how many Tens are in a number.

Group task

Write the number 10 on the chalkboard.

Ask each group to use the bundles of 10 to make the number 20, ie: each group should have two bundles of 10.

Repeat for all numbers up to 100, so that by the time they reach 100 they should have 10 bundles.

Ask the pupils to tell you what happened each time the number went up by 10, ie: they added a bundle of 10.

Ask each group to try and complete the table on the chalkboard in their exercise books.

Whole class teaching

Ask the groups to look at their table and tell you anything they can about the numbers.

Table

Number	Number of bundles of 10
10	
20	
30	
40	
50	
60	
70	
80	
90	
100	

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Week 2
Tens and Units
Day 4

Tens and Units

Learning outcomes

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

Know the difference between half past and o'clock.

Recognise how many Tens and how many Units are in a number.

Teaching aids

Before the lesson:

Have ready cardboard clocks for each group and a large dummy wall clock or real clock.

Have ready a set of place value cards for each pair.

Have ready the bundles of Tens and Units for pupils to use if they wish.

Daily practice

Whole class teaching

Give out clocks to pairs or small groups of pupils.

Ask them to show you, using their clocks, how the minute hand moves through an hour and half an hour.

Show a mixture of half past times and o'clock times to the class and ask them to say the time.

Ask one pupil to come out and say a time for the rest of the class to make on their clocks.

Introduction

Main activity

Plenary

Pair task

Count in Tens with the pupils, pointing to the numbers on a Hundred square.

Give each pair bundles of Tens and Units. Remind them that the bundles of 10 are called Tens and the single straws are called Units.

Ask them to make the numbers from 21—29 using the straws. Tell them they can look at the Hundred square to remind them what the number looks like.

Ask them:

'How many Tens in each number?'

'How many Units in each number?'

Record each answer on the chalkboard as:
2 Tens + 1 Unit,
2 Tens + 2 Units, etc.

Repeat with the numbers 31—39.

Call out some numbers from 0—100 and ask the pupils to make those numbers using their place value cards.

Pair task

Ask pupils to complete the following, using their bundles and making the numbers with the place value cards:

Number	Tens	Units
34	3	4

$30 + 4 = 34$

Move round and help each pair.

Whole class teaching

Play the game 'What's the time, Mr Lion?' once or twice, as described in the introduction.

Numeracy lesson plans
Primary 2

Term 1
Creating an effective learning environment

Week 2
Tens and Units
Day 5

Tens and Units

Learning outcomes

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

Say the time on the hour and half hour.

Recognise and write numbers in Tens and Units.

Teaching aids

Before the lesson:

Have ready cardboard clocks for each group and a large dummy wall clock or real clock.

Have ready a set of place value cards for each pair.

Have ready the bundles of 10 straws and single straws for pupils to use if they wish.

Daily practice

Whole class teaching

Show a mixture of half past times and o'clock times to the class and ask them to say the time.

Introduction

Main activity

Plenary

Whole class teaching

Lay the number cards from 0—99 face down on the table.

Ask two pupils to come out, choose one card each and make a number.

Ask the class to make that number using their bundles of Tens and Units.

Ask them to tell you how many Tens and how many Units are in that number.

Ask them to use their place value cards to make the number.

Repeat four or five times.

Individual task

Ask pupils to complete the following in their exercise books, using bundles of Tens and Units. Pairs will have to share the straws:

21 = ☐ Tens + ☐ Units

68 = ☐ Tens + ☐ Units

55 = ☐ Tens + ☐ Units

Whole class teaching

Check through the answers together as a whole class. If pupils have any questions or make mistakes, support them and explain the answers.

Week
3
Shapes

Words/phrases

cube
cuboid
cylinder
sphere
cone
three-dimensional
(3D) shape
two-dimensional
(2D) shape
curved
straight lines
edge
corner

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 2

Term 1
Creating an effective learning environment

Week 3
Shapes
Day 1

Recognising 3D shapes

Learning outcomes

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

Know the names of the 3D shapes.

Identify objects that have a 3D shape.

Teaching aids

Before the lesson:

Collect examples of cubes, cuboids, spheres, cylinders, etc, eg: Bournvita tins, dice, books, etc. Write the shapes' names on the chalkboard.

Read Macmillan New Primary Mathematics 2, page 120.

Have picture cards containing different shapes ready, eg: cube, cuboid, etc.

Daily practice

Whole class teaching

Use a Hundred square to count forwards within 0—99 from any given starting point.

Use a Hundred square to count backwards within 0—99 from any given starting point.

Say random numbers to 100 and ask the pupils to point to them on the Hundred square in Macmillan New Primary Mathematics 2, page 22.

Ask them to tell you how many Tens and how many Units in each number.

Introduction

Main activity

Plenary

Whole class teaching

Show the class the objects you have collected, asking them the names of their shapes as you do so.

Ask them to discuss, then tell you about, the differences between the shapes.

Make sure they know the difference between a cube and a cuboid, ie: A cuboid has opposite faces that are equal in size. The faces of a cube are all equal in size.

Group task

Ask pupils to go outside the classroom and look for different shapes within the school compound.

Ask them to draw and label the examples they have found in their exercise book.

Whole class teaching

Ask the pupils to tell you examples of objects at home that are cuboids and cubes.

Ask them to bring in different 3D shapes from home, eg: a cuboid food carton.

**Numeracy
lesson plans**
Primary 2

Term 1
**Creating an
effective learning
environment**

Week 3
Shapes
Day 2

Sorting shapes

Learning outcomes

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

Identify the value of each digit in a two-digit number.

Complete a table to show information.

Teaching aids

Before the lesson:

Copy the table shown opposite on to the chalkboard.

Daily practice

Whole class teaching

Divide the class into two halves.

Tell one half they are the Tens and the other they are the Units.

Choose a random number from the Hundred square and ask the Tens group to stand up, say the number of Tens and sit straight back down again.

Ask the Units group to stand up, say the number of Units and sit back down again, eg: for 55, the Tens group would shout '5' and the Units group would shout '5'.

Play the game for four or five numbers then change the two groups over.

Sing some favourite counting songs with the class.

Introduction

Main activity

Plenary

Whole class teaching

Ask pupils to go out and bring a selection of objects in the shape of cylinders, cuboids and cubes.

Group task

Ask them to group their shapes, eg: cylinder, cuboid and cube.

Ask pupils to count and name the shapes.

Ask pupils to draw and complete the table shown right.

Whole class teaching

Ask each group to show their table to the rest of the class and explain how they completed it.

Table

Shape	Name	Number

**Numeracy
lesson plans
Primary 2**

**Term 1
Creating an
effective learning
environment**

**Week 3
Shapes
Day 3**

Edges and corners

Learning outcomes

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

Identity and count the edges and corners of a cuboid and cube.

Recognise 3D objects.

Identify the value of each digit in a two-digit number.

Teaching aids

Before the lesson:

Have ready number cards 0—9 for each group of four pupils.

Have ready balls, boxes, tins, etc.

Read Macmillan New Primary Mathematics 2, pages 120–122.

Daily practice

Whole class teaching

Count in 2s and 5s.

Give each group a set of number cards 0—9.

Ask each group member to pick a card.

Ask them to make as many two-digit numbers as possible using their cards and record them in their exercise books.

Ask them to record how many Tens and how many Units are in each number they have made by writing, eg: 5 Tens + 2 Units.

10 minutes	25 minutes	Macmillan New Primary Mathematics 2	10 minutes

Introduction | Main activity | Plenary

Whole class teaching

Ask the pupils to show the objects they collected on Day 2.

Ask them to run their fingers along where two sides of the shape meet and explain that these are called the **edges**.

Ask the pupils to count the edges of their shape.

Ask the following questions:

'What is your shape?'

'How many edges does it have?'

Repeat the above activity for the **corners** of the shapes.

Pair task

Ask the pupils to look at Macmillan New Primary Mathematics 2, pages 121—122 and discuss the answers to questions 1—7.

Group task

Take the pupils outside or find a space in the classroom.

Ask them to stand in groups of four.

Call out the name of a shape and ask them to make that shape as a group.

Numeracy lesson plans
Primary 2

Term 1
Creating an effective learning environment

Week 3
Shapes
Day 4

Edges and corners

Learning outcomes

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

Count in 2s, 5s and 10s.

Identify and name 3D objects and explain the features of them.

Identify two-dimensional (2D) shapes.

Teaching aids

Before the lesson:

Collect balls, milk tins, etc, to demonstrate different 3D shapes.

Read Macmillan New Primary Mathematics 2, page 125, Exercise 2, questions 1 and 2.

Daily practice

Whole class teaching

Count in 2s, 5s and 10s to 100.

Give the pupils the number 25 and ask them to write down anything they know about that number, eg: a sum that makes that number, how it expands into Tens and Units, etc.

Introduction

Main activity

Plenary

Whole class teaching

Hide a selection of
3D shapes.

Tell the class you want
them to guess the shape
you are thinking of.

Tell them some features
of the shape, eg: if you are
thinking of a sphere you
may say: 'It has no corners,
it has no edges...'

Repeat this for a different
3D shape.

Invite a pupil to the front
of the class to give clues
for a hidden shape.

Individual task

Ask pupils to copy the
shapes in Macmillan
New Primary Mathematics
2, page 125, Exercise 2,
questions 1 and 2 into
their exercise books,
making sure that each
shape they draw has the
correct number of edges
and corners.

Ask them to count the
corners on each shape
and say how many corners
there are.

Ask them to put spots
on the shapes with three
corners, stripes on the
shapes with four corners
and shade the shapes
with no corners.

Ask them to tell you
which shapes have four
corners, three corners
and no corners.

Whole class teaching

Ask the pupils if they can
tell you how many corners
and edges different shapes
in the classroom have,
eg: the whole room, the
windows, the desks.

Ask them if they can tell
you what shape the
classroom is and how
they know.

Tell them to imagine that
the classroom had no
corners or edges, then ask:
'What shape would it be?'
(A sphere, like a ball.)

**Numeracy
lesson plans
Primary 2**

**Term 1
Creating an
effective learning
environment**

**Week 3
Shapes
Day 5**

Curves and
straight lines

Learning outcomes

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

Identify the number of Tens
and Units in a number.

Identify curves and straight lines.

Teaching aids

Before the lesson:

Have ready Tens and Units
place value cards and bundles
of Tens and Units for the pupils.

Make a shape chart for each
group by drawing a triangle,
a rectangle, a circle and a square
on the back of a calendar.
Have ready a bottle top or similar
object for each group to throw
at their chart.

Make two signs: 'curves' and
'straight lines'.

Daily practice

Whole class teaching

Call out numbers at random
and ask the pupils to work
out how many Tens and Units
they have.

Ask them to show you the number
using the place value cards.

Ask them to make the number
using bundles of straws.

Repeat with different numbers.

Introduction

Main activity

Plenary

Whole class teaching

Show the pupils the shapes in turn and ask them the following questions:

'What's the name of the shape?'

'How many sides does it have?'

'Are the sides straight or curved?'

Ask two pupils to come out and stand either side of the room holding the signs: curves and straight lines.

Ask the rest of the class to look at the shapes and say where each should go.

If a shape has both curves and straight lines, ask them where they think it should go.

Group task

Give a chart to each group and ask them to put the chart on the floor next to their table.

Explain that they should take it in turns to throw the bottle top and try and make it land on a shape.

Every time the bottle top lands on a shape, they should draw a small shape inside the large one.

Listen to make sure that they are using the correct names for the shapes.

When they have each had two turns, ask them to count the number of small shapes they have drawn and write the number inside the large shape.

Ask each group to tell you how many times the bottle top fell on each shape.

Whole class teaching

Ask each pupil to think of one thing they have learned about shapes over the past few days.

Ask individual pupils to share their ideas with you.

Week
4
Addition

Words/phrases

addition
adding
plus
sum
Hundred square
Tens
Units
expanding

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.

15
minutes | Macmillan
New Primary
Mathematics 2

Numeracy
lesson plans
Primary 2

Term 1
Creating an
effective learning
environment

Week 4
Addition
Day 1

Addition using Hundred squares

Learning outcomes

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

Use a Hundred square to count from any given starting point.

Use a Hundred square to add two-digit numbers together.

Teaching aids

Before the lesson:

Draw a large Hundred square on the chalkboard, like the one in Macmillan New Primary Mathematics 2, page 22.

Collect lots of counters.

Read Macmillan New Primary Mathematics 2, page 34.

Daily practice

Group task

Ask each group to look at the Hundred square in Macmillan New Primary Mathematics 2, page 22.

Ask pupils to count together from 1 in their groups, using the Hundred square.

Ask them to count again, starting from any number under 50.

Ask them to repeat this three or four times, each time starting from a different number.

Ask each member of the group to say a number for the others to find on the Hundred square.

Introduction

Main activity

Plenary

Whole class teaching

Ask the pupils to discuss the best way to answer the following question using the Hundred square:
13 + 26 =

Ask them to tell you their ideas.

Tell them that they should start with the largest number and add on the smallest number.

Ask them:
'Which number is largest?'

Point to the number 26 on the large Hundred square on the chalkboard and ask each pupil to point to 26 on their own Hundred square.

Ask them to make 13 jumps on their Hundred square with you and tell you which number they land on.

After you have finished counting you should be pointing to the number 39. Write this as the answer.

Repeat for the following sums:
12 + 24 =
29 + 11 =
16 + 33 =
25 + 19 =

Individual task

Ask the pupils to complete the following in their exercise books using a Hundred square:
18 + 21 =
46 + 42 =
33 + 35 =

Whole class teaching

Check the answers together as a whole class.

Multiples of 10

Learning outcomes

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

Identify Tens and Units.

Count in groups of 10.

Add 10 to a single-digit number.

Teaching aids

Before the lesson:

Collect the bundles of straws for counting in Tens and Units.

Have ready a large Hundred square on the chalkboard.

Have ready a set of Tens and Units place value cards for each pair.

Daily practice

Whole class teaching

Take the class outside and ask them to stand in groups of 10.

Count how many groups of Ten you have in the class that day.

Count how many pupils you have left over.

Ask the pupils if they can say that number as Tens and Units, eg: 32 is 3 Tens and 2 Units.

Ask pairs of pupils to collect more than 20 stones each and say the number as Tens and Units eg: 24 is 2 Tens and 4 Units.

Tell pupils to show you the number using place value cards.

Introduction

Main activity

Plenary

Whole class teaching

Ask a pupil to point to any number on the large Hundred square.

Ask them to look at this sum and tell you how to use their Hundred square to answer it:
3 + 10 + 10 + 10 + 10 + 10 + 10 + 10 + 10 =

Each time they add 10, put a chalk mark on the number they land on, so the pupils can clearly see the pattern they have made.

Ask the rest of the pupils to follow, using the Hundred square in Macmillan New Primary Mathematics 2, page 22.

Repeat several times, each time starting from a different single-digit number, eg: 7, 9, 2.

Ask the pupils if anyone can see a quick way of using a Hundred square to add 10, ie: moving their fingers down the column.

Pair task

Ask the pupils to choose a number under 20 and write it in their exercise book.

Ask them to continue to add 10 until they get to the end of the Hundred square, eg: 9, 19, 29, 39, 49, 59, 69, 79, 89, 99.

Ask them to write what they are doing as a sum, eg:
9 + 10 = 19
19 + 10 = 29
29 + 10 = 39, etc.

Ask them to repeat this five times, starting from different numbers each time.

Whole class teaching

Ask the pupils to tell you anything interesting about the sums and their answers.

**Numeracy
lesson plans
Primary 2**

**Term 1
Creating an
effective learning
environment**

**Week 4
Addition
Day 3**

Expanding Tens

Learning outcomes

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

Identify Tens and Units.

Count in groups of 10.

Add 10 to a single-digit number.

Teaching aids

Before the lesson:

Collect a large selection of counters.

Write a large Hundred square on the chalkboard.

Have ready a set of Tens and Units place value cards for each pair.

Daily practice

Group task

Give each group a large selection of counters.

Ask them to put them in groups of Ten and say the number as Tens and Units, eg: 5 Tens and 3 Units.

Ask them to use their place value cards to make that number, eg: 53.

Give them these numbers to make using their counters and place value cards:
23
57
32
41

When the groups have completed this, read out the numbers one at a time and ask each group to show that number using their place value cards.

Introduction

Main activity

Plenary

Whole class teaching

Ask the pupils to tell you how to count in Tens using the Hundred square, ie: move down the columns of the Hundred square.

Explain that you are going to do the following sum, using the Hundred square:
5 + 30 =

Ask the pupils:
'How many Tens are there in 30?'

Write this as a sum on the chalkboard, ie:
5 + 10 + 10 + 10 =

Point to the number 5 and count 30 moving down the column, counting as you do it, 5 add 10, add 10, add 10.

Ask the pupils to tell you which number you have landed on, ie: 35.

Write the answer on the chalkboard:
5 + 30 = 35

Repeat the process for the following sums:
8 + 30 =
2 + 30 =
4 + 20 =

Pair task

Write the following sums on the chalkboard for the pupils to complete in pairs in the same way as above:
2 + 30 =
7 + 30 =
5 + 40 =

Whole class teaching

Think of a number and give the pupils statements to help them guess the number you are thinking of, eg:

'The number I am thinking of is:
Greater than 10
Less than 20
Contains the number 4
Lies between 15 and 13.'

Repeat twice with different numbers.

Numeracy
lesson plans
Primary 2

Term 1
Creating an
effective learning
environment

Week 4
Addition
Day 4

Adding in Tens

Learning outcomes

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

Count in Tens.

Expand a number into Tens and Units.

Add a two-digit number to a single-digit number.

Teaching aids

Before the lesson:

Read Macmillan New Primary Mathematics 2, pages 34—35.

Daily practice

Whole class teaching

Repeat Day 3's daily practice, using a different set of numbers.

10 minutes	25 minutes	10 minutes	Game

Introduction

Main activity

Plenary

Whole class teaching

Ask the pupils to look at their work from yesterday and tell you how they added 5 + 30, ie: they broke 30 into 3 Tens and used the Hundred square to count.

Pair task

Ask the pupils to complete the following in their exercise books:

30 + 3 =

60 + 7 =

10 + 9 =

40 + 5 =

Whole class teaching

Play 'The number I am thinking of' game again. This time, after one turn, ask a pupil to lead the game.

**Numeracy
lesson plans
Primary 2**

**Term 1
Creating an
effective learning
environment**

**Week 4
Addition
Day 5**

Target throw game

Learning outcomes

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

Count in Tens.

Add two numbers together.

Teaching aids

Before the lesson:

Prepare a 'Target throw' chart for each group according to the instructions in the introduction and the diagram opposite.

Prepare one bottle top for each pupil, labelled with single-digit numbers, including 0.

Daily practice

Whole class teaching

Give out the numbered bottle tops.

Ask the pupils to find a partner and stand with them to make a two-digit number with their bottle tops.

Ask them to call out their number and express it as Tens and Units, eg: 37 is 3 Tens and 7 Units.

Repeat, asking them to make different numbers each time.

Ask them to find another pair and make as many numbers, between 10 and 99, as they can from the numbers on their bottle tops.

Ask them to write those numbers as Tens and Units.

| 10 minutes | 25 minutes | Game | Macmillan New Primary Mathematics 2 | 10 minutes |

Introduction

Whole class teaching

Explain the rules of the 'Target throw' game.

Main activity

Group task

Divide the pupils into small groups and give each a copy of the charts you prepared and a set of bottle tops from 1—9.

Ask each player to throw their bottle top on to the chart.

Ask them to write a sum to add the number it landed on to the number on the bottle top, eg: 7 + 30 =

Ask them to expand the two-digit number and rewrite the sum in that form, eg: 7 + 10 + 10 + 10 =

Encourage the pupils to use the Hundred square in Macmillan New Primary Mathematics 2, page 22 to help them find the answer.
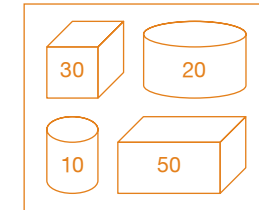
Ask them to continue playing until everyone has had a turn.

Plenary

Whole class teaching

Ask the pupils to tell the class how they managed to add the two numbers and how they knew they had the correct answer.

Diagram

Week
5
Money

Words/phrases

note
coin
Naira
Kobo
price
cost
most
least
money
worth the least
worth the most

How much is it worth?

What could you buy?

How many 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 2

Term 1
Creating an effective learning environment

Week 5
Money
Day 1

Introducing Naira

Learning outcomes

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

Add together two numbers using a Hundred square.

Identify Nigerian notes.

Teaching aids

Before the lesson:

Have ready a selection of real Nigerian coins and notes.

Daily practice

Whole class teaching

Ask the pupils to tell you one thing they learned the previous week about adding 10 to a number.

Ask pupils to find the Hundred square in Macmillan New Primary Mathematics 2, page 22.

Call out any numbers, one at a time, and ask the class to use the Hundred square to add 10.

After each number ask a pupil to tell you which number they have landed on.

Ask them to play the same game in pairs, with one pupil calling out a number and the other adding 10.

Ask them to play again, this time adding 5 each time.

Introduction

Main activity

Plenary

Whole class teaching

Ask the pupils to mention the names of coins or notes that they know.

Show the real coins and notes to the pupils by displaying them or passing them round the class.

Ask the pupil to tell you the amount each one is worth.

Ask if anyone knows what the symbols k and N stand for (Kobo and Naira).

Ask them:

'Which note is worth the most?'

'Which note is worth the least?'

Individual task

Ask the pupils to look at the Naira and Kobo you have brought in and choose three of each to draw in their exercise books.

Ask them to draw a picture of one thing they think they could buy with each note or coin they have drawn.

Whole class teaching

Show different notes and coins and ask the pupils:

'How much is it worth?'

'What could you buy with this note?'

Numeracy lesson plans
Primary 2

Term 1
Creating an effective learning environment

Week 5
Money
Day 2

Nigerian bank notes

Learning outcomes

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

Add together a two-digit number and a single-digit number.

Know the amount of each bank note.

Understand the meaning of the symbol 'N'.

Teaching aids

Before the lesson:

Have ready a selection of real Naira and Kobo.

Read Macmillan New Primary Mathematics 2, page 70.

Daily practice

Whole class teaching

Ask the pupils to complete the following sums in their exercise books by expanding the two-digit number where necessary:

1 + 10 =
2 + 20 =
3 + 30 =
4 + 40 =
5 + 50 =
6 + 60 =
7 + 70 =
8 + 80 =
9 + 90 =

Ask them to find all the answers on the Hundred square.

Ask the pupils if anyone can tell you something interesting they have found out.

Introduction

Main activity

Plenary

Whole class teaching

Ask pupils to open Macmillan New Primary Mathematics 2, page 70 and look at the Naira notes.

Ask them to tell you which notes they would use to pay for something costing 10 Naira.

Say different prices and ask individual pupils to show the note they would use for that amount.

Explain that sometimes people write 'N' instead of 'Naira', eg: in prices displayed in shops.

Ask them which notes they would use if someone charged them 12 Naira for something from a shop.

Explain that as there isn't a 12 Naira note they would need to use a combination of notes: two 5 Naira notes and one 2 Naira note.

Individual task

Give individuals a list of amounts and ask them to write which notes they would use to make each amount:

N15 =

N25 =

N50 =

N60 =

N70 =

N80 =

N90 =

Ask the pupils to tell you answers.

Whole class teaching

Play the game 'The number I am thinking of is', asking one of the pupils to think of a number for the rest of the class to guess.

**Numeracy
lesson plans
Primary 2**

**Term 1
Creating an
effective learning
environment**

**Week 5
Money
Day 3**

A new Naira note

Learning outcomes

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

Expand a two-digit number.

Add and subtract sums of money.

Recognise differences and similarities between Naira notes.

Teaching aids

Before the lesson:

Have ready a selection of Naira notes below 100 Naira. These can be real or paper copies.

Daily practice

Whole class teaching

Ask the pupils to complete the following in their exercise books:

21 = ☐ Tens + ☐ Units

68 = ☐ Tens + ☐ Units

34 = ☐ Tens + ☐ Units

75 = ☐ Tens + ☐ Units

Introduction

Whole class teaching

Show the pupils the notes you have brought in and check that they all know the value of each note.

Main activity

Whole class teaching

Sit all the pupils in a circle, give one pupil three or four Naira notes and spread the rest in the middle of the circle.

Ask that pupil to count the money and say, eg: 'I have 25 Naira, I'm going to take away a 5 Naira note, so I'm going to give you 20 Naira'.

Ask them to put the note they have taken away into the middle of the circle and pass the notes they have left to the next pupil.

Ask the next pupil to do the same thing but change the amount they add or take away.

If they want to add, they should take the note from the middle of the circle so they can hand the correct amount to the next person.

Continue until it has gone all the way round the circle.

Ask the pupils to compare the Naira notes in Macmillan New Primary Mathematics 2, page 70 and answer the following questions: 'What pictures, numbers and patterns are the same and which are different on the notes?'

Individual task

Tell the pupils that they should imagine that they have been asked to design a N25 note and to think about what it might look like, using the following questions to help them:

'What colour would it be?'

'Whose picture might it have on it?'

'Where would they write the N25 to show people how much the note is worth?'

'What else would be written on it?'

Ask pupils to draw their design in their exercise book.

Plenary

Whole class teaching

Ask the pupils to share their pictures with the class and explain why they chose to draw it in that way.

Adding money together

Learning outcomes

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

Add two-digit numbers.

Add two items together to find out how much they cost altogether.

Teaching aids

Before the lesson:

Collect the bundles of straws for counting in Tens and Units.

Have ready a selection of Naira notes worth less than 100 Naira.

Collect a selection of items but don't put price labels on them.

Daily practice

Pair task

Explain to the pupils that when you add two-digit numbers you expand each number and add them all together, eg:
$16 + 12 = 10 + 6 + 10 + 2$
$= 10 + 10 + 6 + 2$
$= 20 + 8$
$= 28$

Ask the pupils to complete the following in their exercise books in the way you showed them:
$16 + 10 =$
$24 + 12 =$

Tell them they can use their Hundred square or bundles of 10 straws to help them.

Ask individual pupils to share their answers with the rest of the class.

Introduction

Main activity

Plenary

Whole class teaching

Think of a Naira note or coin and tell the pupils you will describe it for them to guess.

Describe the note to the pupil. Start with describing the colour and then the features.

Ask individual pupils to raise their hand when they know which note you are thinking of.

Choose one to give you the answer.

Repeat, this time with a pupil describing a note. They may need the notes near them to help them, but they must try not to let the class know which one they are looking at.

Group task

Ask each group to find five objects, put them on the table and agree a price less than N20 for each object.

Ask them to take it in turns to shop for one or more items.

Ask the rest of the group to write down the sum they would need to do to work out how much they cost altogether, eg:
N20 + N5 =

Ask them to complete the sum and identify the notes they would need to use to buy the items (a N20 note and a N5 note).

Whole class teaching

Play the money game you played for the main activity on Day 3.

**Numeracy
lesson plans**
Primary 2

Term 1
**Creating an
effective learning
environment**

Week 5
Money
Day 5

Shopping for two items

Learning outcomes

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

Add two-digit numbers together.

Find the cost of two items.

Teaching aids

Before the lesson:

Have ready a selection of coins and notes below 100 Naira.

Label a selection of items with the following prices:
N20
N30
N50
N70
N10
N40
N60

Daily practice

Pair task

Ask the pupils to complete the following in their exercise books in the way you showed them yesterday:
25 + 12 =
20 + 20 =
35 + 5 =

Move round the class and see who has understood the work of the last two weeks.

10 minutes	**25** minutes	**10** minutes
Introduction	**Main activity**	**Plenary**

Whole class teaching

Ask the pupils if they can tell you reasons why they might need to add notes together.

Write down their ideas on the chalkboard.

Whole class teaching

Ask someone to come out, choose two items and hold them with their labels showing so the class can see.

Ask pupils to draw the two items in their book with the price labels.

Ask them to work out how much the two items cost altogether.

Tell them that they can draw a number line or use a Hundred square to help them with the numbers.

Ask someone to tell you the answer and explain how they worked it out.

Repeat four or five times with different pairs of items.

Whole class teaching

Ask the pupils to say one thing they have learned about money this week.

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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