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Jigawa State Government

**Numeracy
lesson plans
Primary 2**

Term 1
Organising the
classroom for
effective learning

**Weeks
6—10**

Numeracy lesson plans Primary 2

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 2**

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 class-room, 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.

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Introduction
▶ Essential low-cost or free teaching aids

Measuring correctly

Show pupils how to measure metre lengths using a stick or rope.

Put one end of the rope/stick right up against the end of the object and stretch it out until it reaches the metre mark.

Ask a pupil to put their finger at the metre mark and then put the end of the rope/stick right up against their finger to measure the next metre (there should be no space between the pupil's finger and the measuring tool).

Repeat the process until they have finished measuring the length.

Making a large Hundred square

Stick 10 empty, dry, water bags together in a row to make 10 rows.

Place a number card inside each bag to make a Hundred square, as shown below.

Store the cards in a box below the square and ask the pupils to put them in the correct place each morning.

Display it somewhere in the classroom so that the pupils can see it.

Hundred square

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Metre sticks

Cut strips of card to the same size as a metre stick and carefully mark the centimetres (cms) on the card in the correct place.

These can then be used for measuring.

Cut lengths of string to the same size as a metre stick, these can then be used for measuring.

Ask a local carpenter if they have any long ends of wood that can be turned into a metre length.

Ask the carpenter to make marks for cms, with longer marks for 10, 20, 30, etc, then write the numbers next to them.

If you write numbers from 1—100 on the other side, these can also be used as longer-lasting 1—100 number lines.

Containers for capacity

Collect as many different types of cups, jugs or bottles as you can for the pupils to use to measure capacity.

If possible, find at least one container that is marked with a litre so you have one standard measure.

Allow pupils to pour the water between containers themselves, as this is how they will learn.

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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
6
Capacity

Words/phrases

largest
smallest
most
least
container
capacity
total
record
table

How much do you think it holds?

Which container holds the most?

Which container holds the least?

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.

Containers

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Week 6
Capacity
Day 1

Learning outcomes

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

Add two-digit numbers together.

Order containers according to size.

Teaching aids

Before the lesson:

Write the following sums on the chalkboard:
55 + 23 =
45 + 33 =
21 + 26 =

Bring in a selection of different sized pots, bottles, cups, calabashes or gourd buckets.

Daily practice

Whole class teaching

Look at the first sum. Ask the pupils which number they would start with to add these two numbers together, ie: the largest number.

Remind them that in order to add 23 they should expand it, eg:
23 = 20 + 3
= 10 + 10 + 3

Write 55 at the start of the number line, then ask pupils to use their knowledge of adding 10 to complete the sum.

```
     +10        +10    +3
  ┌──────┐  ┌──────┐ ┌──┐
 55        65        75  78
```

Run through the other sums using the same method.

10 minutes	25 minutes	10 minutes

Introduction

Whole class teaching

Ask the pupils to tell you the names of any container which can be used to store liquid, sand or food, eg: rice.

Ask some pupils to draw their suggestions on the chalkboard.

Ask them to write what their container is used for underneath the picture.

Main activity

Whole class teaching

Stand the pupils in a circle, with the pots you brought placed in the middle.

Ask one or two pupils to put the containers in order of their size, helped by the rest of the pupils.

Take the pupils outside and ask them to use sticks to draw the containers in order of size on the ground.

Plenary

Whole class teaching

Have a look at the pictures the class has drawn and ask the pupils the following questions to help them think about capacity:

'Which is the biggest container?'

'Which is the smallest container?'

'Which container holds the most water?'

'Which container holds the least water?'

'Which container would be the easiest to carry if it was full of water, and why?'

'Which container would be the best to carry rice?'

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Week 6
Capacity
Day 2

Which container holds the most?

Learning outcomes

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

Add two-digit numbers together.

Measure the capacity of a container for sand and water.

Teaching aids

Before the lesson:

Collect a selection of cups of different sizes.

Collect a container for each pair, eg: buckets, bowls, etc.

Fill one bowl with sand and one bowl with water for each group.

Draw a table like the one opposite on the chalkboard.

Daily practice

Whole class teaching

Write 25 + 34 =

Ask individuals the following questions to make sure they understand the method. Do each stage on the chalkboard as they tell you:

'Which number do we work with first?' (The largest, 34.)

'What do we do with this number?' (Write it on a number line.)

'What do we do with the smallest number, 25?' (Expand it into Tens and Units.)

'When we have expanded it, what do we do with it?' (Use the number line to add it to 34)

Ask the pupils to complete the following sum in their exercise books using the same method: 26 + 22 =

Introduction

Main activity

Plenary

Whole class teaching

Stand the pupils in a circle and put the selection of pots and containers in the middle, along with a bowl of water.

Choose a container and draw it in the table on the chalkboard.

Use a cup to fill the container and ask the pupils to count the number of cups it takes to fill it.

Ask individual pupils to draw one cup in the table each time you empty one into the container.

Count the number of cups and write the number in the total column.

Group task

Give each group a bowl of water, a bowl of sand, a container and a cup.

Ask the pupils to fill the cup with water and pour it, one cupful at a time, into their container.

Ask them to count how many cups it takes to fill the container.

Ask them to copy the table from the chalkboard and complete it, using their container.

Ask them to repeat the task, but this time filling the container with sand.

Whole class teaching

Ask each group:

'How many cups of sand does your container hold?'

'How many cups of water does your container hold?'

'Does the container hold more cups of sand or more cups of water?'

Table

Container	Cups of water	Total

Measuring capacity

Learning outcomes

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

Add together two-digit numbers using a number line.

Measure the capacity of a container.

Explain why the containers hold different quantities of the same object.

Teaching aids

Before the lesson:

Have ready the selection of pots and bowls, calabashes, bottles, etc.

Read Macmillan New Primary Mathematics 2, page 98.

Daily practice

Whole class teaching

Ask the pupils to quickly remind you how to do the following sum using a number line:
63 + 32 =

Read out the sums below, one at a time, and ask the pupils to complete them using the number line:
23 + 46 =
45 + 34 =
62 + 25 =

After each sum, stop and ask individuals to explain how they worked out the answer.

If there is time, ask them to put their hands up if they can say the answers to the following, without writing them down:
5 + 5 =
3 + 7 =
6 + 4 =
2 + 8 =
1 + 9 =

10
minutes

25
minutes

Macmillan
New Primary
Mathematics 2

10
minutes

Introduction

Main activity

Plenary

Pair task

Give each pair a cup and ask them to fill their cup with as many stones or leaves as they can in 5 minutes.

Whole class teaching

Ask the class to record the number of stones or leaves they have collected by making a table in their exercise books, like the one on Day 2.

Write two columns on the chalkboard, one labelled 'stones' and one labelled 'leaves'.

Ask each pair to tell you their total and record it on the chalkboard.

Ask the pair who had the most to show you their collection and ask if anyone can think of any reasons why they were able to collect more than the others.

Accept all the answers, but try to encourage pupils to think about the size of the stones or leaves, whether the leaves were flat or folded, etc.

Individual task

Ask the pupils to complete Macmillan New Primary Mathematics 2, page 98, activities A and B in their exercise books.

Whole class teaching

Ask the pupils to exchange their exercise books and compare their answers.

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**Week 6
Capacity
Day 4**

Estimating capacity

Learning outcomes

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

Add together two-digit numbers using a number line.

Estimate capacity using non-standard measures.

Teaching aids

Before the lesson:

Draw four targets in chalk in different places, on the floor of the classroom or on the ground outside. Write the numbers 25, 33, 41, 50, 13 in each target.

Collect eight small stones.

Have ready a bowl and a cup.

Have ready a bucket full of water or sand to use for measuring.

Daily practice

Group task

Divide the pupils into four groups and ask each group to stand around one of the targets, with their pencils and exercise books.

Give each group two stones and ask them to throw them on to the target and record the two numbers they land on, or closest to.

Ask them to add the two numbers together using a number line and write it in their exercise books.

Ask the pupils to compare their answers in their groups, and help each other if they have different answers.

Repeat two or three times.

Introduction

Main activity

Plenary

Pair task

Put a bowl and a cup on a table in the front of the class so that everyone can see.

Ask the pupils to discuss with a partner and guess how many cups of water they think will fill the bowl.

Tell them to write down their guess, but not tell anyone else what their number is.

Ask one pupil to come out and fill the bowl using the cup, while the rest of the pupils count.

Write the final total on the chalkboard.

When the bowl is full, ask each pair to say how many they guessed, and see which pair was the closest.

Group task

Hand out a selection of containers and cups to each group and ask them to repeat the activity you have just demonstrated in their groups.

Ask each group to think of a method they can use to record each individual's guess and the correct total for each container.

Ask them to record their guesses and the correct total.

Whole class teaching

Ask the groups to tell you which pupil was the closest in their guesses.

Ask them if anyone got better at guessing as they filled more containers.

Ask them why they think that happened.

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**Week 6
Capacity
Day 5**

Ordering containers by capacity

Learning outcomes

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

Write sums.

Work as a team to design a way to order containers based on their capacity.

Teaching aids

Before the lesson:

Have ready three containers, a cup or teaspoon and a bucket or bowl of water or sand for each group.

Daily practice

Pair task

Write the number 24 on the chalkboard and ask each pair to see how many sums they can write down in 10 minutes that give that answer.

Ask each pair how many correct sums they think they have.

Ask the pair with the most to read them out and write them on the chalkboard as they read.

Go round each pair and ask them to say any sums that they have which are not written on the chalkboard.

Write the total number of sums that you have collected

Check the answers with the pupils, using a number line to help if necessary.

Introduction

Main activity

Plenary

Whole class teaching

Remind the pupils that at the beginning of the week they were given a selection of containers and asked to decide, by looking at them, which held the most water or sand and to place them in order of size.

Explain that today they are going to put the containers in order from the one that holds the most to the one that holds the least by measuring their capacity.

Group task

Give each group three containers, a cup or tea-spoon and a bucket or bowl of water/sand.

Ask them to use these items to help them put the containers in the correct order according to their capacity.

Ask each group to record their answer using any method they have learned, eg: putting the pots in a line in the correct order with a number card by them, drawing a table, etc.

Whole class teaching

Ask each group to tell the rest of the class how they completed the task and explain the method they used to record their answers.

Whole class teaching

Sit or stand the pupils in a circle.

Ask each of them to say one thing they have learned about capacity from the week's activities.

Week
7
Subtracting two-digit numbers from 0—99

Words/phrases

odd
even
subtract
take away
minus
count
expand

What's the difference between...?

Start with the largest number

Expand the smallest number

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.

Number lines

Learning outcomes

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

Find numbers on a Hundred square.

Use a number line to subtract numbers from 0—99.

Teaching aids

Before the lesson:

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

Daily practice

Whole class teaching

Ask individual pupils to count forwards from any given starting point within 0—99, using the Hundred square in Macmillan New Primary Mathematics 2, page 22.

Call out different numbers between 0—99 and ask pupils to touch the numbers.

Ask them to touch the number that is 10 more than and the number that is 10 less than the number you mentioned.

Repeat for different numbers.

Introduction

Main activity

Plenary

Whole class teaching

Write the following subtraction sum on the chalkboard:

19 – 3 =

Ask the pupils to help you complete the sum using a number line, by asking the following questions:

'Which number do you start with?'

'What do you do with it?'

'What do you do with the smallest number?'

'Where do you find the answer?'

Write the final answer at the end of the sum.

Pair task

Write the following subtraction sums on the chalkboard for the pairs to complete using the same method:

19 – 8 =

15 – 9 =

14 – 3 =

17 – 12 =

If pupils complete these sums early, give them a number lower than 20 and ask them to make up as many sums as they can which make that number.

Whole class teaching

Ask individual pupils to tell you how they completed the tasks.

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**Week 7
Subtracting
two-digit numbers
from 0—99
Day 2**

Odd and even

Learning outcomes

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

Explain the meaning of the terms 'odd' and 'even'.

Use a number line to subtract two-digit numbers.

Answer simple addition and subtraction sums orally.

Teaching aids

Before the lesson:

Read Macmillan New Primary Mathematics 2, page 16.

Have ready at least 20 counters per pair.

Daily practice

Whole class teaching

Ask pupils if they can tell you what odd and even numbers are.

Give each pair 20 counters.

Call out a number between 1 and 20 and ask the pupils to find that number of counters and group them in pairs.

Tell them that if there is a pair for each counter it is an even number but if there is one left over then it is an odd number.

Write a list of numbers from 1 to 20 on the chalkboard and ask pupils to use their counters to work out whether they are odd or even.

Introduction

Main activity

Plenary

Whole class teaching

Remind the pupils that on Day 1 they looked at ways of subtracting numbers less than 20.

Explain that this week they will be learning how to subtract numbers from 0—99 using a number line.
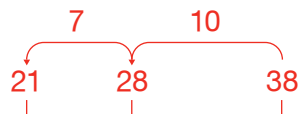
Whole class teaching

Write the following sum on the chalkboard:
38 – 17 =

Show the pupils how to do this sum.

Draw a line on the chalkboard and write 38 on the right-hand end.

Expand the number 17 into Tens and Units, eg:
17 = 10 + 7

Jump backwards on the number line as in the diagram. Remind pupils that they can use the Hundred square in Macmillan New Primary Mathematics 2, page 22 to help jump backwards in Tens.

```
        7        10
      21      28          38
```

Read out the following sums one at a time, asking pupils to complete them using the number line:
28 – 14 =
43 – 12 =
85 – 13 =

Stop after pupils have had the chance to complete each one and go through the method on the chalkboard with the pupils.

Whole class teaching

Call out addition and subtraction sums using numbers from 1—20 and ask the pupils to tell you the answers orally.

Subtracting numbers from 0—99

Learning outcomes

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

Identify odd and even numbers.

Subtract two-digit numbers using a number line.

Teaching aids

Before the lesson:

Read Macmillan New Primary Mathematics 2, page 17, Exercise 1, question 1.

Have ready at least 20 counters per pair.

Daily practice

Whole class teaching

Write the words 'odd' and 'even' on the chalkboard.

Ask someone to count how many pupils there are in the class and write the number on the chalkboard so everyone can see.

Ask each individual pupil to say whether that number is odd or even.

Ask everyone to find a partner and stand with them.

Ask them again if there is an odd or even number of pupils in the class at that time, and how they know.

Ask each pair to complete Macmillan New Primary Mathematics 2, page 17, Exercise 1, question 1.

Introduction	Main activity	Plenary

Group task

Write the following sum on the chalkboard and ask the pupils to explain how to complete it using the number line:

45 – 23 =

Write the largest number on the number line.

Expand the smallest number:

23 = 20 + 3

= 10 + 10 + 3

Use the number line to count backwards to find the answer.

```
        3      10          10
      ⌒   ⌒─────────⌒──────────⌒
     22  25        35         45
```

Individual task

Ask pupils to complete the following sums in their exercise books using a number line:

35 – 14 =

48 – 23 =

62 – 31 =

47 – 46 =

36 – 25 =

39 – 35 =

Move around the class and help the pupils.

If any pupils finish early, ask them to choose any number from 0—99 and make up some addition and subtraction sums that have that number as the answer.

Whole class teaching

Ask individual pupils to say how they completed the sums.
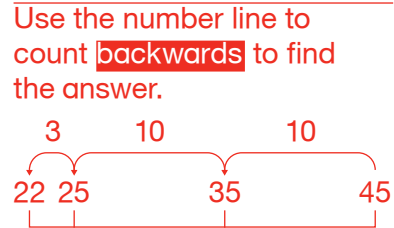
Subtracting numbers from 0—99

Learning outcomes

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

Identify odd and even numbers.

Subtract two-digit numbers using a number line.

Teaching aids

Before the lesson:

Read Macmillan New Primary Mathematics 2, page 17, Exercise 1, questions 2 and 3.

Daily practice

Whole class teaching

Ask the pupils to open Macmillan New Primary Mathematics 2, page 22.

Ask them to look at the Hundred square and say any even numbers that they can find.

Ask them to look closely and see if there is any pattern in the numbers, ie: all the even numbers end with 0, 2, 4, 6 or 8.

Ask them to complete Macmillan New Primary Mathematics 2, page 17, Exercise 1, questions 2 and 3.

Introduction

Main activity

Plenary

Whole class teaching

Ask four pupils to call out numbers from 0—9.

Write the four numbers on the chalkboard and ask the pupils to make two, two-digit numbers using those four numbers.

Ask them to use a number line to add these numbers together and subtract them from each other.

Ask pupils to explain how they did it.

Pair task

Write the following on the chalkboard and ask the pupils to complete them in their exercise books:

1. From 28, take away 13.

2. Take away 17 from 19.

3. Subtract 42 from 64.

4. From fifty seven take away thirty two.

Whole class teaching

Ask pairs to explain the method they used to find the answer.

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Term 1
Organising the classroom for effective learning

Week 7
Subtracting two-digit numbers from 0—99
Day 5

Subtracting numbers from 0—99

Learning outcomes

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

Identify odd and even numbers.

Subtract two-digit numbers using a number line.

Teaching aids

Before the lesson:

Write the word 'odd' on one side of the room and the word 'even' on the other side of the room.

Daily practice

Whole class teaching

Call out any number and ask the pupils to move to the correct side of the room, according to whether it is an odd or even number.

Those pupils that are standing on the wrong side of the room should sit down.

Repeat until there is only one pupil left standing. That pupil is the winner.

Share this example with the pupils:
$6 + 4 = 10$ is an even number
$7 + 6 = 13$ is an odd number

Ask them to complete the following and say whether the answers are odd or even:
$8 + 8$
$10 + 6$
$3 + 6$
$5 + 5$
$8 + 9$
even + even
odd + odd

Introduction

Main activity

Plenary

Whole class teaching

Ask pupils to remind you how to subtract two-digit numbers.

Give them the following sum and ask them to tell you step by step what they have to do:
$54 - 22 =$

As someone explains each stage, ask the rest of the pupils to do what they say, even if it is wrong.

After the pupils have tried each step, ask them:

'What does your sum look like now?'

'Was that the correct way of doing it?'

'Is there another stage?'

Continue until you have completed the sum.

Individual task

Give the pupils the following sums to try in their exercise books:

$33 - 21 =$

$65 - 43 =$

$87 - 65 =$

$74 - 52 =$

$48 - 35 =$

$99 - 67 =$

While they are doing them, move around the class and check which pupils understand.

Write down the names of those pupils who don't understand so that you can give them extra help in the following week.

Whole class teaching

Ask the pupils to tell you something they know about subtracting two-digit numbers.

Week 8
Subtracting two-digit numbers

Words/phrases

count in Tens
subtract from
minus
take away

What's the difference between...?

Start with the largest number

Expand the smallest number

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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**Week 8
Subtracting
two-digit numbers
Day 1**

Subtracting numbers from 0—99

Learning outcomes

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

Count in Tens from 0—100.

Subtract two-digit numbers using a number line.

Teaching aids

Before the lesson:

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

Daily practice

Whole class teaching

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

Ask them to put their fingers on 0 and count forwards in Tens until they reach 100.

Draw a number line on the chalkboard, as shown opposite below, and ask the pupils to use it to count in Tens.

Ask them:
'How many is each jump?'

Ask the class to count backwards in Tens from 100, using first the number square and then the number line.

Leave the number line on the chalkboard for use in the plenary.

Introduction

Main activity

Plenary

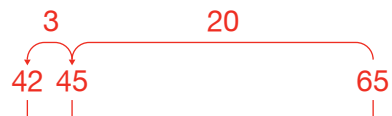### Whole class teaching

Write the sum:
65 – 23 =

Explain to the class that you are going to show them a quicker way of doing these sums.

Ask them to expand the smallest number, eg:
23 = 20 + 3

Explain that instead of making two jumps of 10 they should now try make a jump of 20 on the number line, eg:

```
        3         20
      ⌒     ⌒
     42  45              65
```

Remind them they can use the Hundred square to help them count in Tens.

Daily practice number line

```
     +10  +10  +10  +10  +10  +10  +10  +10  +10  +10
      ⌒    ⌒    ⌒    ⌒    ⌒    ⌒    ⌒    ⌒    ⌒    ⌒
  0   10   20   30   40   50   60   70   80   90  100
```

Pair task

Ask pupils to complete their following in their exercise books:
55 – 32 =
26 – 11 =
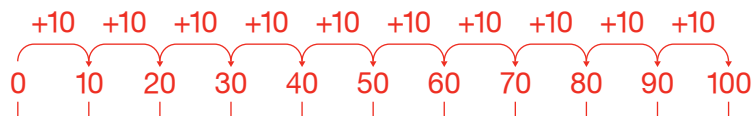43 – 23 =
37 – 6 =

Whole class teaching

Ask pupils questions which they can answer using the number line, eg:

'Which number is 20 more than 10?'

'Which number is 40 more than 10?'

'If I add 40 and 20, what is the answer?'

Lesson
title

15
minutes
| Macmillan
New Primary
Mathematics 2

Numeracy lesson plans
Primary 2

Term 1
Organising the classroom for effective learning

Week 8
Subtracting two-digit numbers
Day 2

Subtracting two-digit numbers

Learning outcomes

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

Count in Tens from any given number.

Subtract two-digit numbers.

Teaching aids

Before the lesson:

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

Daily practice

Whole class teaching

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

Ask them to put their fingers on 5 and count in Tens until they reach 95.

Draw a number line on the chalkboard, as shown opposite below, and ask the class to use it to count in Tens from 5.

Ask pupils: 'How many is each jump?'

Ask them to count backwards in Tens from 95, using first the Hundred square and then the number line.

10 minutes	25 minutes	10 minutes

Introduction

Main activity

Plenary

Whole class teaching

Write the sum:
55 – 33 =

Ask the pupils to show you how to do it, using as few jumps as they can.

Pair task

Give the pupils the following sums to do in pairs:
64 – 22 =
85 – 34 =
76 – 35 =
92 – 61 =

Ask each pair to practise counting in Tens from different starting points, using a number line and the Hundred square to help them.
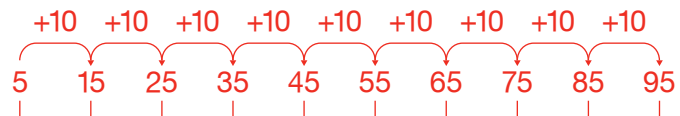
Whole class teaching

Write each sum on the chalkboard and ask individual pupils to tell you how many their first jump in each sum was, eg: 20, 30, etc.

Daily practice number line

$+10$ $+10$ $+10$ $+10$ $+10$ $+10$ $+10$ $+10$ $+10$

5 15 25 35 45 55 65 75 85 95

Subtraction

**Numeracy
lesson plans
Primary 2**

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

**Week 8
Subtracting
two-digit numbers
Day 3**

Learning outcomes

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

Count in Tens from any number between 0—100.

Identify different words for subtraction: 'take away', 'minus' and 'difference between'.

Teaching aids

Before the lesson:

Provide flash cards containing the following terms: 'take away', 'minus', 'difference between', 'subtract from', etc.

Have ready a set of 10 blank cards for each group.

Have ready a long stick for each group.

Daily practice

Whole class teaching

Give each group a number between 0 and 10.

Give each group a set of blank cards and a long stick.

Ask them to make number cards that count in Tens from their group number, eg: 3, 13, 23, etc.

Ask the groups to make a number line that counts in Tens using their cards and the large stick.

Remind them to use the Hundred square to help them if they need to.

Choose one pupil as the 'expert' to stay with their number line and ask the other groups to move around and visit each number line in turn and count with the 'expert'.

10 minutes	25 minutes	10 minutes	Song

Introduction

Main activity

Plenary

Group task

Ask a group of pupils to come out and stand in front of the class.

Take away one or two pupils.

Ask the rest of the class to say words which describe what has happened to the missing group members, eg: 'subtracted', 'taken away', etc.

Write the '–' sign on the chalkboard and ask the pupils if they can tell you any names for the symbol, eg: 'minus', 'subtract', etc.

Individual task

Write the following on the chalkboard for the pupils to complete in their exercise books, using a number line:

87 – 35 =

58 – 24 =

71 – 20 =

93 – 42 =

65 – 44 =

Ask pupils to swap books and compare their answers with a partner.

Ask them to check that they have used the smallest number of jumps possible to complete the sum.

Group task

Sing a counting song that the pupils enjoy.

15 minutes | Game

Subtracting two-digit numbers

**Numeracy
lesson plans**
Primary 2

Term 1
Organising the
classroom for
effective learning

**Week 8
Subtracting
two-digit numbers**
Day 4

Learning outcomes

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

Identify and use words or terms that mean 'take away'.

Subtract two-digit numbers using a number line.

Teaching aids

Before the lesson:

Have ready a ball or another object to throw and catch.

Have ready flash cards: 'take away', 'minus', 'What's the difference between?', 'subtract from', '–', enough for each group to have one card.

Daily practice

Whole class teaching

Stand the pupils in a circle and tell them that you are going to play a game that involves counting in Tens.

Throw the ball to someone across the circle and say a number from 1—10.

Ask them to add 10 to the number and throw it to the next pupil to do the same.

Continue until someone drops the ball or you reach 100.

Repeat, this time going backwards from 100, taking away 10 each time.

10 minutes	25 minutes	10 minutes

Introduction

Main activity

Plenary

Whole class teaching

Hold up the flash cards with the different words for subtraction on them.

Ask pupils to give you a simple sum using each term so that every-one is clear about their meaning.

Group task

Give each group a flash card with a different term for take away on them.

Ask each group to make up a sum using that term for other pupils to answer, eg: subtract 22 from 35.

Write all the sums on the chalkboard and ask the groups to work together to answer them.

Share the answers as a class and check they are correct.

Ask if there were any sums the pupils had any problems with and couldn't answer.

Group task

Ask groups to count to 100 in 10s, 20s and 50s, and record them on a number line, eg: 20, 40, 60, 80, 100.

Numeracy lesson plans
Primary 2

Term 1
Organising the classroom for effective learning

Week 8
Subtracting two-digit numbers
Day 5

Writing instructions

Learning outcomes

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

Count in Tens forwards and backwards to 100.

Explain how to complete a subtraction sum using a number line.

Teaching aids

Before the lesson:

Have ready six strips of paper and something to write with.

Daily practice

Individual task

Ask the pupils to copy the following into their exercise books and fill in the blank spaces:

10, ☐, ☐, 40, ☐, ☐, ☐, 80, 90, ☐

10, ☐, 30, ☐, ☐, 60, ☐, ☐, ☐, 100

Introduction

Main activity

Plenary

Group task

Remind the pupils that over the last week they have been learning about subtraction of two-digit numbers.

Tell them that you want to write some instructions for how to do this, so they can remember next time.

Write the following sum on the chalkboard:
67 − 35 =

Ask the groups to discuss how to do the sum using a number line.

Ask the pupils to tell you one step at a time how they would do it and write each step on a large strip of paper.

Display the instructions in the classroom so every-one can see.

Individual task

Ask the pupils to work on their own to complete the sums below in their exercise books, using a number line.

Ask them to follow the instructions you have all written together to do these sums:
26 − 13 =
48 − 25 =
56 − 32 =
87 − 66 =
99 − 98 =
57 − 44 =

Go around the class and check which pupils have not understood this work.

Make a note of their names.

Individual task

Ask the pupils to tell you one thing they know about subtraction using number lines.

Week
9
Non-standard
measures

Words/phrases

length
arm span
stride
hand span
foot
elbow to the tip of
the finger
longer than
longest
shorter than
shortest
metre
measure
table
record
distance
length

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.

Measuring length using feet and arms

Learning outcomes

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

Subtract two-digit numbers.

Measure length using non-standard measurements.

Teaching aids

Before the lesson:

Have ready two sets of flash cards for each group with the following units of measurement: 'foot', 'hand span', 'arm span', 'finger', 'finger tip to elbow', 'stride', 'rope', 'short stick', 'long stick', 'metre', 'centimetre'.

Read Macmillan New Primary Mathematics 2, page 82.

Daily practice

Whole class teaching

Divide the chalkboard into two columns. Label one column 'numbers greater than 55' and the other 'numbers less than 55'.

Ask pupils to call out numbers greater than 55 and write them in the correct column.

Ask pupils to call out numbers less than 55 and write them in the correct column.

Ask the pupils to take a number from each column and subtract the lowest number from the highest.

Repeat with different pairs of numbers.

Introduction

Main activity

Plenary

Group task

Give each group two sets of flash cards.

Tell them to turn the cards face down and spread them out over the table.

The first player picks a card and turns it face up.

They must try to pick another card that has the same measuring unit on it as the first card.

If they succeed, they keep the two cards.

If not, they turn the cards face down on the same spot and the next pupil tries.

The pupil who has most cards at the end of the game has won.

Group task

Explain the meaning of the words on the flash cards.

Ask the pupils to look at the example of foot, arm and stride measurements in Macmillan New Primary Mathematics 2, page 82.

Ask one or two groups to measure the distance from one edge of their chair to the other using their hand span.

Ask different groups to measure the distance from one end of the classroom to the other using their stride.

Ask other groups to measure the distance between one edge of their table to the other using their arm span.

Ask a representative of each group to say the how long their measurement was.

Whole class teaching

Ask pupils to estimate the length and distance of the chalkboard using their hand span and arm span.

Comparing length

Learning outcomes

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

Subtract two-digit numbers.

Measure with non-standard units.

Record measurements.

Identify which length is longer.

Teaching aids

Before the lesson:

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

Have ready a short stick, a long stick and two pieces of rope.

Daily practice

Whole class teaching

Spread out the number cards face down on your table.

Ask a pupil to pick a card and hold it up for the class to see.

Ask the class:
'How many more do you need to make 20?'

Ask pupils to tell you how they worked it out.

Repeat five or six times with different number cards.

Introduction

Main activity

Plenary

Group task

Divide the pupils into four groups.

Ask each group to measure any distance in the class-room using their arm length, hand span, stride or foot.

Ask pupils to tell you the length of the object they measured.

Repeat the task with three or more pupils in the classroom.

Group task

Ask each group to discuss the various objects that can be measured and that can be used to measure.

Write their ideas on the chalkboard.

Ask the pupils in group one to measure each side of the chalkboard with rope.

Ask group two to measure each side of your table with a short stick.

Ask group three to measure each side of the classroom with a rope.

Ask group four to measure each side of the classroom door with a long stick.

Ask them to write down the measurement of each side so they don't forget.

Ask each group to look at their results and say which side is longer than the other.

Ask the pupils from each group to mention the number of units measured.

Whole class teaching

Ask the pupils if the measuring instrument they used was a good one for their task, and why or why not.

**Numeracy
lesson plans
Primary 2**

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

**Week 9
Non-standard
measures
Day 3**

Measuring with a metre stick

Learning outcomes

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

Subtract two-digit numbers without using pencil and paper.

Measure using different objects.

Record measurements in a simple table.

Teaching aids

Before the lesson:

Have ready a short stick, a long stick and two pieces of rope.

Have ready the flash cards from Day 1.

Have ready a flash card for each pair with a different object in the classroom to measure.

Daily practice

Pair task

Ask the pupils to work in pairs to write down three subtraction sums, using numbers below 50.

Go round the class asking pupils to read out their sums without the answers.

Ask pupils to put their hands up when they know the answer.

Introduction

Main activity

Plenary

Whole class teaching

Spread out the two sets of flash cards on the floor and ask each pair to come out and pick one from each pile.

Explain that one card is the object they have to measure and the other card is the object they will use to measure with.

Pair task

Ask each pair to measure their object and write/record their answers in a table like the one shown below.

Ask them to choose another card with an object to measure and record it in the same way.

Ask them to continue until they have measured four or five different objects.

Ask the pairs to tell you which was the longest object they measured and which was the shortest object they measured.

Ask them to write a sentence to describe what they found, using the words on the cards to help them:
'The ＿ is longer than the ＿'
'The ＿ is shorter than the ＿'

Whole class teaching

Ask each pair to read out their sentences to the class.

Ask them to tell you how writing their answers in a table helped them.

Measurement table

Object	Number of hand spans
Table	12

**Numeracy
lesson plans
Primary 2**

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

**Week 9
Non-standard
measures
Day 4**

The metre

Learning outcomes

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

Subtract two-digit numbers without using pencil or paper.

Use a metre stick to measure objects.

Record results in a table.

Teaching aids

Before the lesson:

Have ready a metre stick.

Have ready pieces of rope, long sticks and long strips of paper or card which are longer than a metre.

Read the instructions in the teaching aids section of this booklet which tell you how to measure correctly.

Daily practice

Whole class teaching

Ask the pupils to take the following numbers away from 99: 33, 57, 49, 22, 45, 87, 98, 1, 50.

Remind them they can use a number line to help them if they wish.

When the pupils have finished, ask them to tell you the answers.

Introduction

Main activity

Plenary

Whole class teaching

Ask four different pupils to measure the length of the classroom with their stride.

Record their measurements in a table like the one shown below.

Ask the pupils to tell you why the number of strides is different for each pupil.

Explain that sometimes we need to have an **exact** measurement so that things are the same size, eg: when a carpenter builds a set of chairs for a classroom they all have to be the same size.

Group task

Show the class a metre stick and ask them if they can tell you what it is.

Explain that a **metre** is a way of measuring longer lengths so that you always get the same measurement.

Give out a stick or a rope to each group and ask them to put it against the metre stick and use it to measure a metre.

Ask them to mark the metre on their stick/rope.

Ask the pupils to measure the length of the class-room, using their metre stick/rope and record their result in a table.

Ask each group to say how many metres the length of the classroom is.

Ask the pupils to measure and record the following:

My class door is ☐ m long.

A piece of chalk is ☐ cm long.

The length of my pencil is ☐ cm.

Whole class teaching

Ask a few pupils to tell the class about their work.

Measurement table

Name	Number of strides

Measuring with metres

Learning outcomes

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

Subtract two-digit numbers without using paper or pencil.

Measure accurately using a metre measure.

Teaching aids

Before the lesson:

Have ready a set of number cards: 10, 20, 30, 40, 50.

Have ready the metre measures from Day 4.

Have ready the measure flash cards from Day 1, adding another two cards with the word 'metre'.

Read the instructions in the teaching aids section, which explain how to measure accurately.

Daily practice

Whole class teaching

Give each pair a number card with one of the following numbers on it: 20, 50, 30, 10, 40.

Read the following sums and ask those with the number card showing the correct answer to hold up their cards for everyone to see:
50 – 20 =
30 – 10 =
100 – 60 =
40 – 30 =
100 – 50 =
40 – 10 =
50 – 30 =
70 – 30 =

Introduction

Main activity

Plenary

Group task

Play the matching game from Day 1, this time including the extra 'metre' flash cards.

Group task

Ask each group to nominate one person to be the 'recorder'.

Ask them to help the recorder write the table shown below in their exercise books.

Ask them which they think will be the longest distance and which they think will be the shortest distance.

Explain that an estimate is a guess. Before they measure they should guess which distance is the longest and which distance is the shortest and mark them on the table. It doesn't matter if this guess is wrong.

Ask one or two pupils to tell or show you how to use a metre measure to measure accurately.

Take the pupils outside and ask each group to use their metre measure to measure the items listed in the table.

Ask them to make a sensible estimate first and write it in the table.

Ask them to carefully measure each distance and record it on their table.

Whole class teaching

Ask each group to compare their measurements, asking the following questions:

'Which were the longest and shortest distances?'

'Did you guess the longest and shortest distances correctly?'

'Were the measurements of each distance the same for each group? Why, or why not?'

Table

Object	Longest or shortest distance	Measurement
Along the side of one school block		metres
From one end of the school block to the other		metres
From a tree back to the building		metres
From the head teacher's office to your classroom		metres

Week 10
Adding and subtracting 0—99

Words/phrases

add
subtract
equals
plus
take away
minus

What's the difference?

How many more than?

How many less than?

How many all together?

Find the sum of

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.

Addition of two-digit numbers

Learning outcomes

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

Add two-digit numbers.

Add and subtract two-digit numbers using a number line.

Teaching aids

Before the lesson:

Have ready a set of number cards from 0—5.

Have ready flash cards with different terms for addition and subtraction, eg: 'add', 'subtract', 'take away', 'plus' and 'equals'.

Daily practice

Whole class teaching

Write the following sums on the chalkboard for the pupils to complete, using a number line:
24 + 11 =
15 + 13 =
29 + 0 =
32 + 15 =
25 + 62 =
33 + 22 =

Ask pupils to tell you how they found the answers.

Introduction

Main activity

Plenary

Whole class teaching

Quickly flash the cards at the pupils, asking them to read the different terms for addition and subtraction.

Show them again more slowly, asking pupils to give you an example of a sum for each card.

Whole class teaching

Explain to pupils that they are going to have a mixture of addition and subtraction sums to complete.

Remind them to look closely at the sign so they know whether they are addition or subtraction sums.

Ask six pupils to come out. Ask four of them to take a number card between 0 and 5 and use them to make two, two-digit numbers. Ask another pupil to hold the word 'equals' and the final pupil to pick a card with a term for addition or subtraction.

Ask the pupils to stand at the front of the class and hold the cards in order, to make a sum, eg: 43 take away 21 equals ☐

Ask the pupils if it is an addition or subtraction sum.

Ask the rest of the pupils to write that sum in their exercise books.

Repeat until you have five sums.

Ask pupils to answer the sums, using a number line to help them.

Individual task

Ask pupils to tell you the answers to the sums they have completed and check that they chose the correct operation, ie: add or subtract.

**Numeracy
lesson plans
Primary 2**

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

**Week 10
Adding and
subtracting 0—99
Day 2**

Addition and subtraction

Learning outcomes

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

Add together two-digit numbers without using pencil and paper.

Add and subtract two-digit numbers.

Teaching aids

Before the lesson:

Have ready a set of number cards from 0—5 for each group.

Have ready flash cards for each group, with different terms for addition and subtraction, eg: 'add', 'subtract', take away', 'plus' and 'equals'.

Daily practice

Whole class teaching

Ask the pupils an addition sum with an answer of less than 50.

Tell them to try and answer it without using pencil and paper.

Ask two or three pupils to tell you how they worked out the sum.

Repeat with different sums, stopping after each one for the pupils to tell you their answer.

Ask each pupil to write down a new addition sum with an answer up to 50.

Tell each pupil to ask their sum for the rest of the class to answer. It doesn't matter how easy or difficult it may be.

| 10 minutes | 25 minutes | 10 minutes |

Introduction

Whole class teaching

Repeat the activity from the Day 1 main activity.

Main activity

Group task

Give each group a set of cards and ask them to place the numbers face down in one pile on the table and the cards with the addition and subtraction terms face down on the other side of the table.

Ask them to take it in turns to pick cards from each pile to make addition and subtraction sums, as they did in the introduction.

Ask all the pupils in the group to copy the sum into their exercise book, then work on their own to answer it.

Ask all the pupils in the group to compare their answers and help each other if they have different answers.

Ask them to repeat the activity until each group has completed 10 sums.

Plenary

Whole class teaching

Ask each group to show the rest of the class one sum and tell them the answer.

Addition and subtraction

Learning outcomes

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

Add and subtract two-digit numbers.

Solve problems involving addition and subtraction.

Teaching aids

Before the lesson:

Bring string or rope and pegs or paper clips to the class.

Have ready a set of flash cards for each pair with a '+', '–' and '=' sign on them.

Have ready a set of number cards from 0—5.

Daily practice

Group task

Give each group a number bigger than 50 and ask them to write as many addition sums as they can where the answer is the number you have given them.
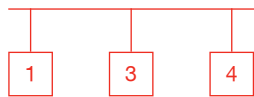
Introduction

Main activity

Plenary

Whole class teaching

Hang the string from wall to wall or between two chairs.

Attach the numbers 0—5 on the string to make problems, but don't hang the flash cards with them, as below:

| 1 | 3 | 4 |

Ask the pupils to decide which type of sum this is and place the appropriate flash cards so the sum is correct.

| 1 | + | 3 | = | 4 |

Hang up the following sums, one at a time, and ask pupils to place the appropriate flash card so the sums are correct:

4 ☐ 1 = 3

5 ☐ 0 = 5

(+ and – are both correct for this sum)

3 ☐ 2 = 5

1 ☐ 4 = 5

5 ☐ 3 = 2

Pair task

Give the pupils the following problems to solve, in the same way, in their exercise books:

4 ☐ 6 = 10

5 ☐ 4 = 1

9 ☐ 7 = 2

9 ☐ 7 = 16

20 ☐ 5 = 15

14 ☐ 6 = 20

15 ☐ 1 = 14

1 ☐ 15 = 16

Whole class teaching

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

**Numeracy
lesson plans
Primary 2**

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

**Week 10
Adding and
subtracting 0—99
Day 4**

Addition and subtraction

Learning outcomes

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

Add and subtract two-digit numbers.

Solve problems involving addition and subtraction.

Teaching aids

Before the lesson:

Bring string or rope and pegs or paper clips to the class.

Have ready a set of flash cards for each pair with different terms for addition and subtraction, eg: 'add', 'subtract', take away', 'plus' and 'equals'.

Have ready a set of number cards from 10—99.

Daily practice

Pair task

Do the same activity as in the Day 3 daily practice, but this time in pairs.

Introduction

Main activity

Plenary

Whole class teaching

Play the washing line game as yesterday, using the following sums:

10 ☐ 5 = 5

20 ☐ 20 = 0

45 ☐ 30 = 15

33 ☐ 64 = 97

72 ☐ 12 = 84

Encourage pupils to use pencils and paper to work out the answers.

Individual task

Give pupils the following sums to complete in their exercise books:

35 ☐ 23 = 58

24 ☐ 4 = 20

56 ☐ 32 = 24

41 ☐ 20 = 21

55 ☐ 23 = 78

55 ☐ 23 = 32

46 ☐ 54 = 100

54 ☐ 25 = 79

Ask them to find a partner and compare their answers to see if they are both correct.

Whole class teaching

Ask some of the pupils to explain how they worked out the answers.

**Numeracy
lesson plans
Primary 2**

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

**Week 10
Adding and
subtracting 0—99
Day 5**

Addition and subtraction

Learning outcomes

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

Add and subtract two-digit numbers.

Teaching aids

Before the lesson:

Write the following sums on the chalkboard:

Add 23 and 32

28 take away 14

Subtract 36 from 58

42 plus 33

Find the sum of 45 and 22

What's the difference between 48 and 34?

How many more than 52 is 64?

Daily practice

Individual task

Call out the following numbers and ask pupils to put up their hands when they can tell you what number they have to add to each to make 20:
19, 10, 5, 16, 12, 18, 7, 14, 9.

10 minutes	Song	25 minutes		10 minutes	

Introduction

Whole class teaching

Sing any counting song that the pupils enjoy such as '5 little monkeys', or '10 green bottles'.

Main activity

Individual task

Ask pupils to look at the sums you have written on the chalkboard.

Ask them to decide which sums are subtraction and which are addition.

Ask them to answer the questions in their exercise books.

Ask pupils to compare their answers with a partner to see if they both agree.

If partners have different answers, ask them to think about which one is correct.

Plenary

Whole class teaching

Ask pupils to tell you something they have learned this week about addition and subtraction.

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:

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