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**Numeracy  
lesson plans**  
Primary 3

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

**Weeks**  
6—10

Type of lesson plans/  
Grade

Term/  
Learning theme

# Numeracy lesson plans Primary 3 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

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**Numeracy  
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Primary 3**

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**Term 1  
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**Weeks  
6—10**

# Introduction

## ▶ Organising the classroom for effective learning

## Organising the classroom for effective learning

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

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

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

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

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

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

## Group and pair work

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

To discuss, solve problems or to play learning games.

To find their own way in their learning.

The main benefits of group and pair work are:

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

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

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

Co-operation.

Taking turns.

Listening to others.

Sharing.

Working harmoniously with others.

Solving problems.

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

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# Introduction

## ▶ Essential low-cost or free teaching aids

### Counters

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Ask the pupils help you collect together as many bottle tops, small sticks and small stones as possible. Put each set of counters into a jar to keep in the classroom so they are available when the pupils need them.

## Halves and quarters

Cut out two identical circles, one plain and one coloured.

Draw a line from the centre of each to the edge of the circle.

Cut along this line on both circles.

Now slide one circle on top of the other through the slits.

You are now able to rotate the circles on top of each other to show:

$$\frac{1}{2} \quad \frac{1}{4} \quad \frac{2}{4}$$

The pupils could make their own.

## Equivalent fraction game

Make a set of cards to play a matching game with the pupils. Write one of the following fractions on each card:

$$\frac{1}{2} \quad \frac{2}{4} \quad \frac{1}{3} \quad \frac{2}{6} \quad \frac{4}{6} \quad \frac{4}{4} \quad \frac{2}{3} \quad \frac{3}{3}$$

Ask the pupils to place the cards face down on the table and turn two cards over. If the fractions are equivalent they can take the pair. If not, they turn them over again and the next person tries to find a pair.

Use this game with pupils who finish their work quickly during and after Week 7.

## Building a shop

Collect about 20 items and put them on a table in the corner of your classroom.

Label them with different prices, according to what the pupils are learning.

Encourage pupils to draw pictures of things they can find in the shop, along with their price, and stick or hang these on the wall around the 'shop'.

Make a label saying 'shop' and display it so the pupils can see.

Have a box with some Nigerian 'money' made out of cardboard.

Encourage the pupils to go shopping, buying items and handing over the correct money.

This will develop their language skills as well as their understanding of money.



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# Introduction

## ▶ Multiplication

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### **Practise multiplication tables**

It is very important that pupils know their multiplication tables from 0—10. If you ask them a random multiplication question they should be able to answer it instantly. In order for them to do this you will need to play lots of games with them.

### **Asking questions**

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Spend 5 minutes at the start or end of lessons asking pupils random multiplication questions. Ask them to raise their hand when they know the answer.

## Quick multiplication

### Multiplying by 2 and 4

To multiply by 2 double the number, eg:  
 $4 \rightarrow 8$

If you know how to double a number, multiplying by 4 is easy.

Double a number and then double it again, eg:  
 $4 \rightarrow 8 \rightarrow 16$

When you multiply by 2 or 4 the answer will always be an even number.

### Multiplying by 9

Use your fingers to answer the question  $9 \times 3 =$

Hold both hands in front of you with your palms facing you.

Bend down the third finger, counting from your thumb, on your left hand.

You now have 2 fingers to the left of the bent finger and 7 to the right of the bent finger.

Put the two numbers together and it will give you 27.  
 $9 \times 3 = 27$

Try this technique to multiply another number by 9.

### Multiplying by 11

Use a quick way to answer the question  $3 \times 11 =$

Write down the number that is being multiplied by 11. Then write the same number again next to it.

$3 \rightarrow 33$   
 $3 \times 11 = 33$

This will work for any number up to 10, eg:  
 $4 \times 11 = 44$

## Multiplication snap

Make two sets of cards – one set with multiplication sums on them and one set with the answers.

Give one pupil the sum cards and the other the answer cards.

Ask each pupil to put their top card down on the table in front of them. If a question and an answer match, the pupils say ‘snap’ and put their hand on their pile of cards.

The first pupil to put their hand down collects all the cards on the table.

The game continues until one pupil has all the cards and the other has none.

## Circle multiplication

Sit the pupils in a circle and ask the first pupil to point to another pupil in the circle and ask them a multiplication question, eg: ‘What does  $3 \times 6$  equal?’

The person they have pointed to answers the question and then uses one of the numbers from the previous question to ask the next pupil, eg: ‘What does  $6 \times 5$  equal?’

This continues until all the pupils in the circle have had a turn.

Week  
6  
Fractions



## Words/phrases

**fractions**  
**equal parts**  
**half**  
**quarter**  
**third**  
**triangle**  
**Hundreds**

## 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 6  
Fractions  
Day 1**

Lesson  
title

# Fractions of shapes

15  
minutes

Macmillan  
New Primary  
Mathematics 3

## Learning outcomes

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

Count in Hundreds.

Find fractions of a concrete object.

## Teaching aids

### Before the lesson:

Collect plenty of ground nuts, kola nuts and sugar cane pieces.

Have ready sheets of newspaper, one for each pupil.

Read Macmillan New Primary Mathematics 3, pages 12—14.

## Daily practice

### Whole class teaching

Ask the pupils to count in Tens to 100.

Ask them to count in Hundreds to 1,000, using Macmillan New Primary Mathematics 3, page 2 to help them.

Ask the class the following questions, using the table to help them if they want:

‘Which number is 100 more than 400?’

‘Which number is 100 more than 600?’

10  
minutes

## Introduction

### Whole class teaching

Give each pupil a sheet of newspaper.

Ask them to fold it into four **equal parts**.

Ask them to shade one of the segments.

Write the fraction on the chalkboard:  $\frac{1}{4}$

Now ask them to shade another **quarter**. Ask the class how you would write that fraction:  $\frac{2}{4}$

Repeat until the whole shape is shaded and the fraction written is  $\frac{4}{4}$

25  
minutes

Macmillan  
New Primary  
Mathematics 3

## Main activity

### Group task

Give each group a selection of the materials prepared above.

Look together at the fraction example in Macmillan New Primary Mathematics 3, page 13.

Ask the pupils to use the objects you brought to demonstrate the fractions as you read.

### Individual task

Ask the pupils to look at Macmillan New Primary Mathematics 3, pages 13—14, Exercise A.

Ask them to copy the examples and shade the correct fraction.

Tell them to write the fraction next to the shaded shape.

10  
minutes

## Plenary

### Whole class teaching

Ask the pupils to tell you anything they can remember about fractions.

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**Week 6  
Fractions  
Day 2**

Lesson  
title

# Fractions of shapes

15  
minutes

## Learning outcomes

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

Add on in Hundreds.

Find a third of a shape.

## Teaching aids

**Before the lesson:**

Draw a triangle on the  
chalkboard.

Have a piece of newspaper  
ready for each pair.

## Daily practice

**Whole class teaching**

Draw a number line with the  
pupils which shows jumps  
of 100, up to 1,000, as shown  
opposite below.

Ask them about 10 questions  
to answer using the number  
line, eg:

'How many is 100 add 300?'

'What do you get if you add 500  
and 200?'

10  
minutes

## Introduction

### Whole class teaching

Divide the triangle into three equal parts.

Ask the pupils how many parts you have divided the triangle into.

Shade one part of the triangle and ask pupils to tell you what fraction of the triangle they have shaded.

Explain that one part out of three has been shaded, which can be written as the fraction  $\frac{1}{3}$

25  
minutes

## Main activity

### Whole class teaching

Ask the class to draw a triangle in their books and divide it into three equal parts.

Ask them to shade one of the parts and write the fraction.

Ask them to draw another triangle and split it into three parts, this time shading two parts and writing the fraction.

10  
minutes

## Plenary

### Whole class teaching

Hold up a piece of newspaper, fold it into four, and ask the class:

‘What fraction is each section?’

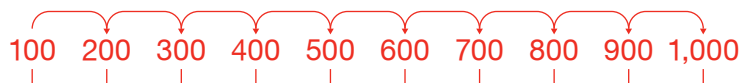
‘What fraction is two sections?’

‘What fraction is three sections?’

‘What fraction is four sections?’

Repeat, but this time fold the newspaper into six.

Daily practice number line





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Fractions  
Day 3**

Lesson  
title

# Fractions of groups

15  
minutes

## Learning outcomes

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

Add on in Hundreds, from different starting points.

Find fractions of amounts.

## Teaching aids

**Before the lesson:**

Read Macmillan New Primary Mathematics 3, page 14, Exercise B.

Collect enough counters for each pupil to have eight.

## Daily practice

**Whole class teaching**

Ask the class to count in Hundreds from different starting points, drawing a number line to help them, as shown opposite below left.

If they find this difficult, start with 26 and add 10 sets of Ten to help them understand, as shown opposite below right.

10  
minutes

## Introduction

### Whole class teaching

Give each pupil eight counters and ask them to divide them into **half**, or two groups.

Ask the pupils:  
'How many counters in each group?'

Explain that what they have just done can be written as  $\frac{1}{2}$  of 8 = 4

Now ask them to divide their eight counters into **quarters**, or four groups.

Ask how many in each group.

Write:  $\frac{1}{4}$  of 8 = 2

25  
minutes

Macmillan  
New Primary  
Mathematics 3

## Main activity

### Group task

Ask the pupils to look at Macmillan New Primary Mathematics 3, page 14, Exercise B, questions 1–4.

Read the questions through together.

Ask the pupils to use their counters to divide the numbers into the correct equal parts.

Ask them to write the sum and answer in their exercise books.

Walk around each of the groups to check they understand.

10  
minutes

## Plenary

### Whole class teaching

Select 10 pupils to come to the front of the class.

Ask them to divide into half.

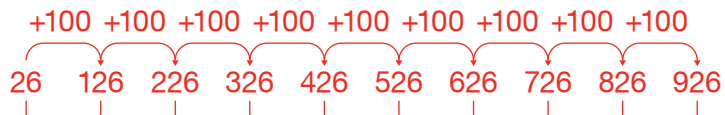
Count how many pupils are in one half and write on the chalkboard:  
 $\frac{1}{2}$  of 10 = 5

Select 12 different pupils to come to the front of the class.

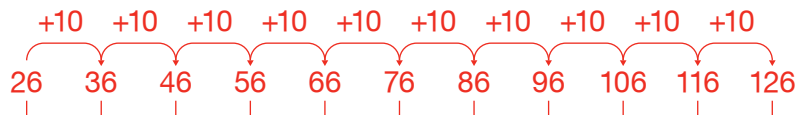
Ask them to divide into quarters.

Count how many pupils are in one quarter and write on the chalkboard:  
 $\frac{1}{4}$  of 12 = 3

Daily practice number line



Daily practice number line



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**Week 6  
Fractions  
Day 4**

Lesson  
title

# Fractions of amounts

15  
minutes

## Learning outcomes

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

Add three-digit numbers together.

Find fractions of amounts.

## Teaching aids

### Before the lesson:

Prepare lots of different counters for the pupils to use.

Read Macmillan New Primary Mathematics 3, page 14, Exercise B.

## Daily practice

### Whole class teaching

Ask the pupils to remind you how to add the following numbers together:  $45 + 53$

Explain that they can use the same system to add together Hundreds, Tens and Units.

Show them the following example on the chalkboard:

$$123 + 526 =$$

Tell them to expand the smallest number first and then use a number line to add the two numbers together, ie:  $526 + 100 + 20 + 3$



10  
minutes

## Introduction

### Whole class teaching

Give each pupil 12 counting objects and ask them to divide them into quarters, or four groups.

Ask how many counters they have in each group.

Write:  $\frac{1}{4}$  of 12 = 3

Give each pupil 20 counting objects and ask them to divide them into quarters or four groups.

Ask how many counters in each group.

Write:  $\frac{1}{4}$  of 20 = 5

25  
minutes

Macmillan  
New Primary  
Mathematics 3

## Main activity

### Group task

Ask the pupils to look at Macmillan New Primary Mathematics 3, page 14, Exercise B, questions 5—9.

Ask the pupils to use their counters to help them find fractions of amounts.

Walk around each of the groups to check they understand.

10  
minutes

## Plenary

### Whole class teaching

Select nine pupils to come to the front of the class.

Ask them to divide into thirds.

Count how many pupils are in one third and write on the chalkboard:

$\frac{1}{3}$  of 9 = 3

Select eight different pupils to come to the front of the class.

Ask them to divide into quarters.

Count how many pupils are in one quarter and write on the chalkboard:

$\frac{1}{4}$  of 8 = 2

# Fractions of amounts

## Learning outcomes

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

Add three-digit numbers together.

Find fractions of amounts.

## Teaching aids

### Before the lesson:

Have ready lots of counters for the pupils to use.

Read Macmillan New Primary Mathematics 3, page 14, Exercise B, questions 10—14.

Write these questions on the chalkboard:

1. Divide 12 eggs into 2 equal parts.
2. Divide 12 eggs into 3 equal parts.
3. Divide 30 kernels into 5 equal parts.

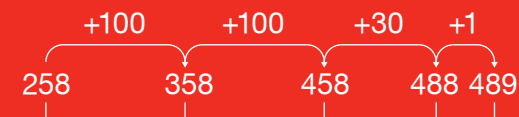
## Daily practice

### Whole class teaching

Ask the pupils to add two numbers together using a number line, eg:

$$258 + 231 =$$

$$231 = 200 + 30 + 1$$



Ask them to solve the following in their exercise books:

$$324 + 145 =$$

$$632 + 257 =$$

$$423 + 455 =$$

Ask pupils to exchange their books and mark each other's work.

10  
minutes

## Introduction

### Whole class teaching

Look together at the questions on the chalkboard.

Give the pupils counters to use and work through questions 1—3 as a whole class.

Ask the pupils questions to check their understanding, eg:

‘How many equal groups will you split the counters into if you are finding half?’

‘How many equal groups will you split the counters into if you are finding thirds?’

25  
minutes

## Main activity

### Group task

Ask pupils to work together in groups to complete Macmillan New Primary Mathematics 3, page 14, Exercise B, questions 10—14.

They must use counters to help them.

Macmillan  
New Primary  
Mathematics 3

10  
minutes

## Plenary

### Whole class teaching

Mark the work together as a whole class.

If you are given any wrong answers, ask pupils to use counters as you demonstrate the correct answer.

A photograph of children sitting around a table, overlaid with a red tint. In the center of the table, several coins are scattered. The text 'Week 7 Writing fractions' is displayed in a white box on the left side of the image.

Week  
7  
Writing fractions



**Words/phrases**

**fractions  
numerator  
denominator  
equivalent**

**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 7  
Writing fractions  
Day 1**

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title

# Numerator and denominator

15  
minutes

Game

## Learning outcomes

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

Practise the 3 and 4 times tables.

Find the numerator and denominator of a fraction.

## Teaching aids

### Before the lesson:

Read Macmillan New Primary Mathematics 3, pages 18—20 and make sure you understand fractions.

## Daily practice

### Whole class teaching

Ask the pupils to stand facing their partner and tell them they are going to clap the **3 times table**.

Teach them to follow this clapping pattern:

Tap your hands once on your thighs (whisper the number 1)

Tap your hands once on your stomach (whisper the number 2)

Clap hands together with a partner (say the number 3).

Continue to the number 36.

Explain that every time they clap hands with their partner they will be saying a number from the 3 times table.

Repeat for the four times table, with a tap on the shoulders for the extra number.

10  
minutes

## Introduction

### Whole class teaching

Ask the pupils:  
'What is a fraction?'  
(Part of a whole.)

Ask pupils to draw  
a rectangle in their books  
and divide it into four  
equal parts.

Ask them to count the  
number of parts. Tell them  
that the number of parts  
(4) is referred to as the  
**denominator**. This number  
is placed at the **bottom**  
**of the fraction**.

25  
minutes

## Main activity

### Individual task

Ask pupils to draw a  
rectangle in their books,

Ask them to choose two  
numbers less than 5.

Tell them to write down the  
largest number they chose  
as the **denominator**.

Ask them to divide their  
rectangle into that number  
of parts.

Tell pupils to write down  
the smallest number  
and shade that number  
of parts.

Ask them to look at  
how many parts they  
have shaded and write  
that number on the  
shape. This number is  
the numerator.

10  
minutes

## Plenary

### Whole class teaching

Ask five pupils to share  
what they have learned with  
the rest of the class.

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Day 2**

Lesson  
title

# Equivalent fractions

15  
minutes

Game

## Learning outcomes

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

Practise the 3, 4 and 5 times tables.

Identify equivalent fractions.

## Teaching aids

### Before the lesson:

Write the following on the chalkboard:

Circle the numerators in these fractions:

$$\frac{3}{5} \quad \frac{3}{4} \quad \frac{1}{2} \quad \frac{2}{3} \quad \frac{2}{4}$$

Collect plenty of counters for each pupil to have about six.

## Daily practice

### Whole class teaching

Repeat the clapping game from yesterday with the 3 and 4 times table.

Make up a pattern for clapping the 5 times table.

10  
minutes

## Introduction

### Whole class teaching

Draw and label on the chalkboard:

$\frac{4}{5}$  = numerator

$\frac{4}{5}$  = denominator

Tell them to ask questions if they don't understand.

25  
minutes

## Main activity

### Pair task

Ask pupils to complete the questions on the chalkboard in their exercise books.

10  
minutes

## Plenary

### Whole class teaching

Go through the answers with the pupils and ask them to check that they are correct.

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# Equivalent fractions

15  
minutes

## Learning outcomes

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

Remember their multiplication tables.

Use shaded shapes to write equivalent fractions.

## Teaching aids

**Before the lesson:**

Read Macmillan New Primary Mathematics 3, page 16, Exercise F and pages 18—19.

Have ready 0—9 number cards, one set for each pair of pupils.

## Daily practice

**Pair task**

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

Ask them to place the cards face down on the table.

The first person turns over two cards and **multiplies** them together, saying the answer aloud. Their partner checks the answer.

Tell pupils to replace the cards and continue taking turns to turn over two cards and multiply the two numbers.

10  
minutes

## Introduction

### Whole class teaching

Ask pupils to draw the rectangles shown below in their exercise books.

Ask them to tell you what the fractions of the shaded areas are.

Explain that they are **equivalent fractions** as they have **the same amount of the whole shape shaded**.

Diagram



25  
minutes

## Main activity

### Whole class teaching

Ask pupils to draw a circle in their exercise books and divide it into quarters.

Ask them to shade a half using one type of shading.

Ask them to shade two quarters using another type of shading.

Ask them what they have found out, ie:

$$\frac{2}{4} \text{ is the same as } \frac{1}{2}$$

Explain that it can also be written as  $\frac{2}{4} = \frac{1}{2}$

Write further examples of equivalent fractions on the chalkboard:

$$\frac{1}{2} \text{ and } \frac{4}{8}$$

$$\frac{1}{4} \text{ and } \frac{3}{12}$$

Ask pupils to draw the shapes in their exercise books.

10  
minutes

## Plenary

### Whole class teaching

Ask pupils to swap books and check each other's work.

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**Week 7  
Writing fractions  
Day 4**

Lesson  
title

# Equivalent fractions

15  
minutes

## Learning outcomes

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

Quickly recall multiplication sums.

Find equivalent fractions.

## Teaching aids

### Before the lesson:

Have ready or make a ball to throw.

Collect enough newspapers for each group to have one.

Write on the chalkboard:

Which is greater,

$\frac{1}{2}$  or  $\frac{1}{4}$ ,  $\frac{2}{3}$  or  $\frac{3}{4}$

Which is less,

$\frac{1}{2}$  or  $\frac{1}{3}$ ,  $\frac{1}{3}$  or  $\frac{1}{4}$

## Daily practice

### Whole class teaching

Ask the pupils to stand in a circle while you stand in the middle with the ball.

Throw the ball to a pupil and at the same time ask a multiplication sum, eg:  $2 \times 8$ .

The pupil should answer quickly and throw the ball back to you.

Repeat, making sure all pupils have a turn.

If a pupil doesn't know the answer, they may throw the ball to a friend to answer for them.

10  
minutes

## Introduction

### Whole class teaching

Write the sign  $>$  on the chalkboard and ask the pupils what it means (greater than).

Write the sign  $<$  and ask the pupils what it means (less than).

Write the following pairs of numbers on the chalkboard and ask pupils to put the correct sign in between them, eg:

$$3 < 7$$

$$12 \square 57$$

$$45 \square 21$$

$$63 \square 48$$

25  
minutes

## Main activity

### Pair task

Give each pair two rectangles cut out of newspaper.

Tell the pairs to fold one rectangle into **half** and the other into **quarters**.

### Group task

Give each group a newspaper and ask them to use newspaper shapes to help them complete the questions on the chalkboard.

Ask them to shade one section of each rectangle and write the fraction for each rectangle in their exercise books.

Ask them to look at their shapes and decide which fraction takes up the most sections.

Tell them to describe one of the fractions as greater than the other.

Tell them to write this in their books using the  $>$  sign between the two fractions.

10  
minutes

## Plenary

### Whole class teaching

Mark the answers together as a class.



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**Organising the  
classroom for  
effective learning**

**Week 7**  
**Writing fractions**  
Day 5

Lesson  
title

# Equivalent fractions

15  
minutes

## Learning outcomes

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

Remember their multiplication  
tables.

Find an equivalent fraction.

## Teaching aids

### Before the lesson:

Read Macmillan New Primary  
Mathematics 3, pages 18—20.

Have ready 0—9 number cards,  
one set for each pair of pupils.

## Daily practice

### Pair task

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

Ask them to place the cards face  
down on the table.

The first person should turn over  
two cards and multiply them  
together, saying the answer  
aloud. Their partner should check  
the answer.

Tell pupils to replace the cards  
and continue taking turns to  
turn over two cards and multiply  
the numbers.

10  
minutes

Macmillan  
New Primary  
Mathematics 3

25  
minutes

Macmillan  
New Primary  
Mathematics 3

10  
minutes

## Introduction

### Whole class teaching

Ask pupils to look at the fraction diagram in Macmillan New Primary Mathematics 3, page 18.

Ask pupils to put a counter on all the fractions that are equal to  $\frac{1}{4}$

Next, ask pupils to put a counter on all fractions equal to  $\frac{3}{4}$

## Main activity

### Pair task


Ask pupils to answer questions 1—9 in Macmillan New Primary Mathematics 3, page 20, Exercise A.

Tell them to use the diagram on page 18 to help them.

## Plenary

### Whole class teaching

Ask pupils to tell you something they have learned about fractions over the past two weeks.



Week  
8  
Addition of three-  
digit numbers

A young girl with braided hair is looking down at a book. The image is overlaid with a semi-transparent orange filter. Two white arrows point from the 'Words/phrases' box to the 'Assessment' box.

### Words/phrases

### Assessment

**addition**  
**bridging the Ten**  
**expanding**  
**Hundreds**  
**Tens**  
**Units**

**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 3**

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

**Week 8  
Addition of three-  
digit numbers  
Day 1**

Lesson  
title

# Addition of three- digit numbers

15  
minutes

## Learning outcomes

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

Write addition sums up to 10.

Add three-digit numbers using  
the expanded form.

## Teaching aids

**Before the lesson:**

Have ready a set of 0—9 number  
cards for each pair.

Read Macmillan New Primary  
Mathematics 3, page 25 and  
make sure you understand addition  
using the expanded form.

## Daily practice

**Whole class teaching**

Ask pupils to write the number  
10 in their exercise books and  
ask them to make as many  
addition sums as they can that  
give the answer 10.

Ask individuals to read out one  
sum and write it on the chalkboard  
for everyone to check.

10  
minutes

## Introduction

### Whole class teaching

Write on the chalkboard:  
 $156 + 231$ .

Ask pupils:  
'How would you work this sum out?'

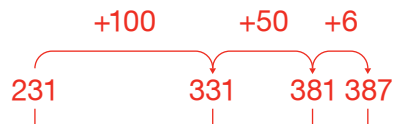
Take answers from a couple of pupils.

Explain the expanded form as shown below, reminding pupils that they should only expand the **smallest** number:

$$\begin{aligned}
 156 &= 100 + 50 + 6 \\
 &= 100 + 10 + 10 + \\
 &\quad 10 + 10 + 10 + 6
 \end{aligned}$$

(most pupils will not need this step, they should be able to add 50 directly without expanding).

Remind pupils how to use a number line to help them work out the sum.



Repeat the exercise with the sum  $124 + 235$ .

25  
minutes

## Main activity

### Individual task

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

$$\begin{aligned}
 173 + 121 &= \\
 222 + 666 &= \\
 345 + 543 &= \\
 621 + 323 &= \\
 746 + 144 &=
 \end{aligned}$$

Tell them to use the method you have shown them.

Observe individual pupils working out the sums and help them if needed. Check they are using the number lines.

10  
minutes

## Plenary

### Whole class teaching

Ask the pupils the following question:  
'You are given a shopping list and asked to buy 4 yams for 230 Naira and some onions for 122 Naira. How much money would you need?'

Tell them they can use any method to solve the problem.

Lesson  
title

# Addition of two- digit numbers

15  
minutes

## Learning outcomes

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

Write addition sums up to 9.

Add two-digit numbers that  
bridge the Ten on a number line.

## Teaching aids

**Before the lesson:**

Read the lesson plan carefully  
and make sure you understand  
the method.

## Daily practice

**Whole class teaching**

Write the number 9 and ask  
pupils to see who can think of  
the most ways of making 9.

Write their sums around the  
number 9.

10  
minutes

## Introduction

### Whole class teaching

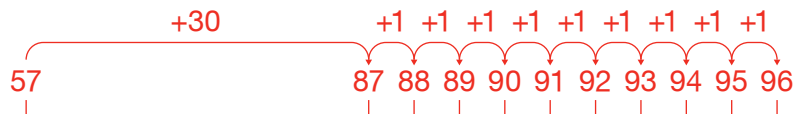
Write this sum on the chalkboard:  
 $57 + 39 =$

Ask the pupils the following questions:

‘Which number would you write on the number line first?’

‘Look at the smallest number. What could you do with it to make it easier to add to 57?’

Number line



25  
minutes

## Main activity

### Whole class teaching

Give the pupils the following sums, stopping after each one to check they are using the correct method:

$$45 + 27 =$$

$$38 + 18 =$$

$$66 + 25 =$$

Ask if anyone has a quicker way of adding the units.

Show them the following:

$$57 + 39 =$$

$$39 = 30 + 9$$

Start by adding 30 and then ask how many they jumps would need to reach the nearest Ten, eg: 3

Ask them to work out how many more jumps they would need to make 9 jumps altogether, eg:

$$3 + \square = 9$$

Write this on the number line as below.

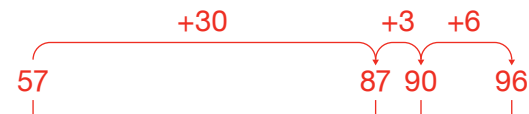
Explain that using this will be quicker than adding in jumps of 1.

Ask pupils to try the following sums using the same method:

$$47 + 26 =$$

$$53 + 28 =$$

Number line



10  
minutes

## Plenary

### Whole class teaching

Go through the sums with the class and check they are using the correct method.



**Numeracy  
lesson plans  
Primary 3**

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

**Week 8  
Addition of three-  
digit numbers  
Day 3**

Lesson  
title

# Addition of two- digit numbers

15  
minutes

## Learning outcomes

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

Write addition sums up to 8.

Add two-digit numbers, which  
bridge the Ten on a number line.

## Teaching aids

### Before the lesson:

Read the lesson plan carefully  
and make sure you understand  
the method.

## Daily practice

### Whole class teaching

Ask pupils to write as many  
sums as they can which give the  
answer 8.

Write different ideas on the  
chalkboard and ask pupils  
how they decided which sums  
to write.

10  
minutes

## Introduction

### Whole class teaching

Write the following sum on the chalkboard and ask pupils to help you do in it the quickest way:

$$46 + 28 =$$

Write the largest number on the number line.

Expand the number 28:  
 $28 = 20 + 8$

Draw this on a number line, remembering to add the 20 first, then break up 8 to jump to the nearest Ten and complete the sum.

25  
minutes

## Main activity

### Pair task

Write the following sums on the chalkboard for the pupils to complete in pairs:

$$45 + 28 =$$

$$63 + 18 =$$

$$36 + 28 =$$

$$76 + 18 =$$

$$52 + 18 =$$

10  
minutes

## Plenary

### Pair task

Ask the pupils the following problem to solve using any method they can.

The farmer wants to sell some yams at the market. He cuts 55 from 1 field and 28 from another. How many yams does he have altogether?

Ask individual pupils to give you their answer and explain how they did it.

**Numeracy  
lesson plans  
Primary 3**

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

**Week 8  
Addition of three-  
digit numbers  
Day 4**

Lesson  
title

# Addition of two- and three- digit numbers

15  
minutes

## Learning outcomes

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

Write addition sums up to 7.

Add two- and three-digit  
numbers, which bridge the Ten  
on a number line.

## Teaching aids

**Before the lesson:**

Read the lesson plan carefully  
and make sure you understand  
the method.

## Daily practice

**Whole class teaching**

Ask pupils to make as many  
addition sums as they can which  
give the answer 7.

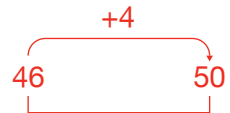
10  
minutes

## Introduction

### Whole class teaching

Give pupils the following numbers and ask them to write each one on a separate number line: 46, 23, 52, 61, 44, 25, 28, 77, 39.

Ask them to write the next multiple of 10 on the number line and make one jump to reach that number, eg:



25  
minutes

## Main activity

### Group task

Ask each group to complete the following sum using a number line and be prepared to say how they did it:  
 $135 + 28 =$

Ask one group to tell you their answer and explain how they did the sum.

Ask if any groups did it another way.

### Whole class teaching

Show the pupils how to do the sum.

Explain that it is the same method they have been learning all week, but the first number contains three digits instead of two.

### Individual task

Give the pupils some more sums to do.

Ask them to use as few jumps as possible to do the following sums:

$$328 + 23 =$$

$$564 + 18 =$$

$$437 + 28 =$$

$$644 + 27 =$$

$$455 + 35 =$$

10  
minutes

## Plenary

### Pair task

Ask the pupils to compare their sums with each other.

Ask them to look at the different ways they broke up the numbers.

**Numeracy  
lesson plans  
Primary 3**

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

**Week 8  
Addition of three-  
digit numbers  
Day 5**

Lesson  
title

# Adding three- digit numbers

15  
minutes

## Learning outcomes

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

Write addition sums to 100.

Add two- and three-digit  
numbers, which bridge the Ten,  
using a number line.

## Teaching aids

### Before the lesson:

Read the lesson plan carefully  
and make sure you understand  
the method.

## Daily practice

### Whole class teaching

Ask pupils to write as many  
sums as they can which give the  
answer 100.

Write different ideas on the  
chalkboard and ask pupils  
how they decided which sums  
to write.

10  
minutes

## Introduction

### Pair task

Ask the pupils the following question:

'In Primary 1 there are 156 pupils and in Primary 2 there are 139 pupils. How many pupils are there altogether?'

Ask them to tell you how they would solve this problem using a number line.

25  
minutes

## Main activity

### Whole class teaching

Ask a pair to explain to the class how they did the sum.

Show them that it is the method they already know, but with bigger numbers, eg:

$$\begin{array}{r} 156 + 139 = \\ 139 = 100 + 30 + 9 \\ \begin{array}{cccc} +100 & +30 & +4 & +5 \\ \hline 156 & 256 & 286 & 290 & 295 \end{array} \end{array}$$

Remind the pupils to answer the question by putting a circle around the answer.

10  
minutes

## Plenary

### Whole class teaching

Compare their answers with the guesses on the chalkboard and see if any were close.

Ask the pupils to tell you what they know about addition using a number line.

### Pair task

Write the sums below on the chalkboard.

Ask the pupils to think of a sensible guess before they do their calculation and write some of the guesses next to the sum on the chalkboard.

Ask them to tell you how they chose their guesses.

Ask them to do the sums in their exercise books, using the number line:


$$328 + 238 =$$

$$419 + 326 =$$

$$576 + 218 =$$

$$304 + 427 =$$

$$715 + 135 =$$



Week  
9  
Addition of three-  
digit numbers

## Words/phrases

**addition**  
**expanding**  
**Hundreds**  
**Tens**  
**Units**  
**bridging the Hundred**  
**multiplication table**  
**column**  
**row**

## 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 three- digit numbers

## Learning outcomes

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

Multiply single digit numbers together.

Add three-digit numbers that bridge the Ten on a number line.

## Teaching aids

**Before the lesson:**

Have ready 25 counters for each pair of pupils.

Read Macmillan New Primary Mathematics 3, page 25.

## Daily practice

**Pair task**

Write the multiplication sign (x) on the chalkboard and ask pupils to tell you what it means.

Write the following sum on the chalkboard and ask the pupils to tell you how they would find the answer:  $2 \times 3 =$

Give each pair 25 counters.

Remind them that they should make three groups of two and count how many they have altogether.

Ask pupils to use the same method to answer the following questions:

$$2 \times 2 =$$

$$3 \times 4 =$$

$$2 \times 4 =$$

$$1 \times 3 =$$

$$5 \times 4 =$$

$$4 \times 3 =$$

10  
minutes

## Introduction

### Whole class teaching

Ask the pupils to solve the following:  
 $180 + 212 =$   
 $256 + 132 =$

25  
minutes

Macmillan  
New Primary  
Mathematics 3

## Main activity

### Individual task

Ask them to complete Macmillan New Primary Mathematics 3, page 25, Exercise A, questions 1—5 using the method they learned the previous week.

10  
minutes

## Plenary

### Whole class teaching

Ask pupils to share the answers to their questions.  
Ask pupils to explain how they completed each sum.

**Numeracy  
lesson plans**  
Primary 3

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

**Week 9**  
**Addition of three-  
digit numbers**  
Day 2

Lesson  
title

# Multiplication

15  
minutes

## Learning outcomes

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

Multiply single digit numbers  
together.

Add two-digit numbers that  
bridge the Hundred.

## Teaching aids

**Before the lesson:**

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

Have ready 25 counters for  
each pair of pupils.

## Daily practice

**Pair task**

Give each pair 25 counters each.

Mix up the cards and place them  
face down on the table.

Ask two pupils to come out  
and pick one number card each  
and hold them up so the rest  
of the class can see.

Ask the pairs to multiply  
the numbers together, using  
the counters if they wish,  
and put up their hands when  
they know the answer.

Repeat until you have done  
10 different sums.

10  
minutes

## Introduction

### Whole class teaching

Write the following numbers on the chalkboard and give pupils 5 minutes to work out how many more they need to add on to each number to reach 100:  
10, 30, 50, 20, 90, 80, 60, 40, 70.

Ask everyone to count in Tens from 50 to 150.

25  
minutes

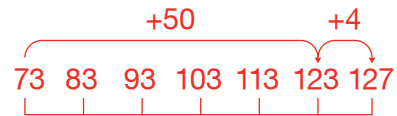
## Main activity

### Whole class teaching

Show pupils how to do the following sum, which bridges the Hundred, using a number line:

$$54 + 73 =$$

$$54 = 50 + 4 =$$



Write the sum and answer at the end:

$$54 + 73 = 127$$

10  
minutes

## Plenary

### Whole class teaching

Ask one or two pairs to tell you their answers and explain how they did the sum.

**Numeracy  
lesson plans  
Primary 3**

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

**Week 9  
Addition of three-  
digit numbers  
Day 3**

Lesson  
title

# Addition of three- digit numbers

15  
minutes

Game

## Learning outcomes

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

Recognise multiples of three.

Add three-digit numbers.

## Teaching aids

**Before the lesson:**

Have ready a set of numbers from  
0—9 for each group.

## Daily practice

**Whole class teaching**

Play the game 'Fizz'. Stand the  
pupils in a circle and explain that  
they are going to count around  
the circle, up to 50.

Explain that every third number  
they have to say 'fizz' instead  
of the number, ie: '1, 2, fizz', '4, 5,  
fizz', '7, 8, fizz'.

Tell the pupils that they have  
to concentrate really hard so they  
don't miss the number.

When you have finished the  
game ask them:  
'How many are you counting  
on each time?'

10  
minutes

## Introduction

### Group task

Give each group a pack of numbers 0—9.

Ask each group to pick six numbers and use them to write down as many three-digit numbers as they can.

25  
minutes

## Main activity

### Group task

Ask each group to pick two numbers from their list and add them together.

Ask them to continue with adding together different numbers from the list until they have completed at least 10 sums.

10  
minutes

## Plenary

### Whole class teaching

Ask the groups to share one sum that they have completed with the rest of the class.

**Numeracy  
lesson plans  
Primary 3**

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

**Week 9  
Addition of three-  
digit numbers  
Day 4**

Lesson  
title

# Three-digit numbers

15  
minutes

## Learning outcomes

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

Complete a multiplication table.

Multiply single digit numbers.

Add together three-digit numbers.

## Teaching aids

### Before the lesson:

Draw table 1 opposite below on the chalkboard.

Read Macmillan New Primary Mathematics 3, pages 25—26.

## Daily practice

### Whole class teaching

Show the pupils the table on the chalkboard and explain that this is a way of doing multiplication.

Tell them to put a finger on the number 2 in the top row and a finger on the number 1 in the first column.

Ask them to move the finger on the number 2 down the column and the finger on the number 1 along the row and stop when they meet, as shown opposite below in table 2.

Write the answer (2) in the box where the two numbers meet.

Repeat until all four boxes are complete.

10  
minutes

### Introduction

#### Whole class teaching

Remind pupils that when they see a sum written in the vertical form, eg:

$$\begin{array}{r} 246 \\ + 532 \\ \hline \end{array}$$

They should first of all write it as a horizontal sum, eg:

$$246 + 532 =$$

Ask the class to help you add these two numbers together using a number line.

Daily practice table 1

x	1	2
1		2
2		

25  
minutes

Macmillan  
New Primary  
Mathematics 3

### Main activity

#### Individual task

Ask pupils to complete Macmillan New Primary Mathematics 3, page 25, Exercise A, questions 6—10.

Daily practice table 2

x	1	2
1	→	→2↓
2		

10  
minutes

### Plenary

#### Pair task

Ask pupils to work in pairs to compare answers and check that they have done them in the correct way.



**Numeracy  
lesson plans  
Primary 3**

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

**Week 9  
Addition of three-  
digit numbers  
Day 5**

Lesson  
title

# Word problems

15  
minutes

## Learning outcomes

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

Complete a multiplication table.

Solve word problems.

## Teaching aids

### Before the lesson:

Draw the table below on the chalkboard.

Write the following question on the chalkboard without the highlighting:

'A girl has a basket of **123** apples **and** another girl has a basket of **95** apples. **How many** apples do they have **altogether**?'

## Daily practice

### Group task

Ask pupils to work in groups to complete the table on the chalkboard in the same way as on Day 4.

Ask each group to show their completed table and check they are correct.

Multiplication table

x	2	3
1		
2		

10  
minutes

## Introduction

### Whole class teaching

Read the word problem you have written on the chalkboard and explain to pupils that you are going to solve it together.

Ask pupils to help you underline the information that will help them answer the question (highlighted in the question for your information).

Ask them if they can tell you, by reading the information, what type of sum they will be expected to complete.

25  
minutes

Macmillan  
New Primary  
Mathematics 3

## Main activity

### Pair task

Ask each pair to complete Macmillan New Primary Mathematics 3, page 29, Exercise F, questions 4 and 5 in the same way you have just done together.

Help any pairs that you think will find it hard to read the questions.

If they cannot tell you, explain that you know it is an addition because of the word 'and'.

Ask the pupils which two numbers they should add together to find the answer and write it as a sum on the chalkboard:  
 $123 + 95 =$

Ask them to help you solve the problem by working out the answer to the sum and then you write the answer in words on the chalkboard:  
'They have 218 apples altogether.'

10  
minutes

## Plenary

### Whole class teaching

Come together and share the answers and methods used to solve the word problems.



Week  
10  
Money

## Words/phrases

**addition**  
**expanding**  
**Hundreds**  
**Tens**  
**Units**  
**Naira notes**  
**Kobo coins**  
**How much 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.**

# Ordering Nigerian currency

## Learning outcomes

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

Recognise and order Nigerian coins and bank notes.

Add and subtract two numbers without using pencil and paper.

## Teaching aids

### Before the lesson:

Read Macmillan New Mathematics Primary 3, page 91.

Have ready a set of Nigerian coins and notes.

Have ready six blank card circles, eight blank card rectangles, a long piece of string and some pegs or tape for each group.

## Daily practice

### Whole class teaching

Ask the pupils the following questions, one at a time, and ask them to work out the answers **without** using pencil or paper:

$$3 + 5$$

$$4 + 10$$

$$15 + 20$$

$$35 + 16$$

$$20 - 4$$

$$70 - 20$$

$$55 - 7$$

$$45 + 23$$

Tell pupils to raise their hands when they think they have the answer.

When most of the class have their hands raised, ask each of them their answer and ask a few to tell you how they worked it out.

Tell them the correct answer.

10  
minutes

## Introduction

### Group task

Give the notes and coins out to groups of pupils.

Ask them to look at the note or coin they have very carefully and be ready to describe it to the rest of the class, using the following questions as a guide:

‘How much is it worth?’

‘What colour is it?’

‘What pictures are on it?’

‘What could you buy with it?’

Ask each group to tell the rest of the class everything they can about their note or coin.

25  
minutes

Macmillan  
New Primary  
Mathematics 3

## Main activity

### Group task

Ask each group to look at Macmillan New Primary Mathematics 3, page 91.

Give each group the circles and rectangles you made earlier.

Ask them to make one of each type of note or coin per group, trying to make them look as close as possible to the originals.

Ask the groups to use string and tape or pegs to make a number line of coins and notes, from the largest to the smallest.

10  
minutes

## Plenary

### Whole class teaching

Check that each group is correct and help them hang their money number lines across the classroom.

**Numeracy  
lesson plans**  
Primary 3

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

**Week 10**  
**Money**  
**Day 2**

Lesson  
title

# Changing money into smaller units

15  
minutes

## Learning outcomes

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

Identify Hundreds, Tens and Units  
in a three-digit number.

Change money into smaller units.

## Teaching aids

**Before the lesson:**

Have ready a full set of Nigerian  
coins and notes.

## Daily practice

**Whole class teaching**

Read the following numbers  
one at a time and ask pupils to  
write them down:

432

761

382

903

321

793

844

805

760

520

Choose one digit from each  
number and ask pupils to  
say whether it is the Hundreds,  
Tens or Units digit.

Write down some three-  
digit numbers on the chalkboard  
and ask pupils to read the  
number to you.

10  
minutes

## Introduction

### Group task

Divide the pupils into two groups.

Ask them to line up so that Group A faces Group B.

Tell the pupils that they are going play a 'coins' and 'notes' quiz.

Describe each 'coin' and 'note' in turn, being careful **not** to say the amount it's worth.

Ask pupils to put up their hand when they know which coin or note you are describing.

25  
minutes

## Main activity

### Whole class teaching

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

Write '100 Naira' on the chalkboard and ask them to tell you any ways they could use the notes and coins to make 100 Naira, eg:

100 Naira =  
50 Naira + 50 Naira

100 Naira =  
50 Naira + 10 Naira  
+ 20 Naira + 20 Naira

Continue until the pupils have thought of as many ways as possible to make 100 Naira using Naira notes and Kobo.

10  
minutes

## Plenary

### Whole class teaching

Ask each group to read out some of their answers.



**Numeracy  
lesson plans  
Primary 3**

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

**Week 10  
Money  
Day 3**

Lesson  
title

# Shopping

15  
minutes

## Learning outcomes

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

Change money into smaller units.

Add three-digit numbers together.

## Teaching aids

### Before the lesson:

Set up a 'shopping' corner, labelling various items with different amounts of Naira up to 1,000 Naira.

Have ready a selection of coins and notes for the pupils to use.

Write on the chalkboard:

1 Naira =  kobo

5 Naira =  kobo

10 Naira =  kobo

## Daily practice

### Individual task

Ask the pupils to do the following sums in their exercise books:

'Add 357 and 152.'

'Add 128 and 212.'

'Add 495 and 126.'

'Add 574 and 368.'

10  
minutes

## Introduction

### Whole class teaching

Ask pupils to come and look at the shopping corner.

Ask them questions, eg: 'How much is the price of a ruler?'

Ask pupils to look for the ruler and check the amount on the price label.

Ask individual pupils to say which coins or notes they would use if they wanted to buy that item.

Repeat the activity with a few different items.

25  
minutes

## Main activity

### Group task

Give each group a selection of 50 Kobo coins.

Look together at the chalkboard. Ask pupils to work together to change Naira into smaller amounts of money.

While they are working on this, ask each group to come out in turn and use the money to shop for different items.

10  
minutes

## Plenary

### Whole class teaching

Ask pupils to discuss in their group what they have learned in these activities.

Tell them to share their ideas with the rest of the class.

**Numeracy  
lesson plans  
Primary 3**

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

**Week 10  
Money  
Day 4**

Lesson  
title

# Kobo and Naira

15  
minutes

## Learning outcomes

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

Order three-digit numbers on a number line.

Add together two amounts of money.

## Teaching aids

### Before the lesson:

Re-label the items in the shopping corner so that some cost Naira and some Kobo.

Read Macmillan New Primary Mathematics 3, pages 95—98.

## Daily practice

### Pair task

Read out the following numbers and ask pupils to draw a number line and put them in the correct order on it:

793

444

25

445

832

999

123

699

76

10  
minutes

## Introduction

### Whole class teaching

Explain to the pupils how to add money together.

Ask one pupil to go and pick two different items from the shopping corner and mention the price tag on each one.

Write down on the chalkboard, eg:

The price of a ruler =  
1 Naira.

The price of a pencil =  
50 Kobo.

Ask the pupils to tell you how much money they would need altogether (1 Naira 50 Kobo).

Repeat for about 10 items.

25  
minutes

## Main activity

### Pair task

Ask one person from each pair to quickly visit the shopping corner and write down the cost of two items.

Ask pairs to work together and write down the cost of both items together in the same way as you have shown on the chalkboard.

10  
minutes

## Plenary

### Whole class teaching

Ask pupils to discuss their answers with each other.

**Numeracy  
lesson plans  
Primary 3**

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

**Week 10  
Money  
Day 5**

Lesson  
title

# Adding Kobo and Naira

15  
minutes

## Learning outcomes

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

Add together items of mixed Naira and Kobo.

Add three-digit numbers.

## Teaching aids

**Before the lesson:**

Read through the lesson plan and make sure you understand the ideas and methods.

Have a ball ready.

## Daily practice

**Whole class teaching**

Sit the class in a circle.

Throw the ball across the circle to a pupil and give them a sum to answer, eg: '32 plus 45.'

Ask the person holding the ball to throw it to another person and give them a sum to answer.

Continue until every pupil has had a turn.

10  
minutes

## Introduction

### Whole class teaching

Ask the pupils to tell you how to find and write down the cost of two items from the shopping corner in the way they did yesterday.

Hold up two items from the shopping corner, with their price labels showing, and ask pupils to tell you how much they cost altogether without writing the sum down.

Repeat for two or three pairs of items.

25  
minutes

## Main activity

### Whole class teaching

Explain that when you write down amounts of money you don't always need to write the words Naira and Kobo, eg:  
2 Naira 30 Kobo can be written as N2.30.

Write the following on the chalkboard and ask the class to write the shortened version in their books:

5 Naira 10 Kobo  
100 Naira 50 Kobo  
10 Naira 25 Kobo  
150 Naira 50 Kobo

Ask the pupils if anyone can tell you the cost of these two items together:  
Pencil = N 2.10  
Book = N 3.10

Write the amounts as Naira and Kobo:  
2 Naira 10 Kobo  
3 Naira 10 Kobo

Add the Kobo together and then the Naira, ie:  
 $10 \text{ Kobo} + 10 \text{ Kobo} = 20 \text{ Kobo}$

$2 \text{ Naira} + 3 \text{ Naira} = 5 \text{ Naira}$

Write the answer in Naira and Kobo:  
5 Naira 20 Kobo

Then write the shorter version as the final answer:  
N5.20

Repeat with the following:  
Bag = N4.20  
Cleaner = N 3.30

### Pair task

Ask pairs to try the following in their exercise books:

Bag = N5.10  
Pencil = N3.50

How much altogether?

Pen = N10.20  
Book = N 30.40

How much altogether?

10  
minutes

## Plenary

### Whole class teaching

Bring the whole class together and help them to check their work.

## Credits

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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.

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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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