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**Numeracy
lesson plans
Primary 2**

**Term 3
Assessment for
learning**

**Weeks
26 — 30**

Numeracy lesson plans
Primary 2

Term 3
Assessment for learning

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

Introduction

Good teaching can help learners achieve positive outcomes, even in difficult circumstances. But learners have little chance of making progress where the teaching is poor.

Throughout 2010 in Kaduna State, the Ministry of Education carried out baseline surveys to assess classroom teachers, headteachers and pupil learning outcomes. Sadly, the findings were alarmingly poor. It was clear that despite substantial inputs into education, the majority of teachers were themselves victims of an education system that was in a serious downward spiral.

Following this research, the State Ministry of Education, the State Universal Basic Education Board and local government education authorities, supported by the Education Sector Support Programme in Nigeria (ESSPIN), embarked on a series of reforms to strengthen schools.

To improve the teaching of basic literacy and numeracy in primary schools, Kaduna is introducing a carefully designed series of literacy and numeracy lesson plans for primary 1–3 teachers. These provide a step-by-step guide to teachers, while ensuring that teaching and learning become more exciting and children become active learners.

Alongside the lesson plans, structures and processes have been put in place so that teachers are continuously supported by the State School Improvement Team and specially-trained school support officers.

I am confident that these lesson plans will raise standards in our schools. I commend all those who have worked hard to produce these plans and train our teachers to use them, and I offer thanks to the UK Department for International Development (DFID) for its ongoing support for education reform in Kaduna State through its ESSPIN programme.

Professor Andrew Jonathan Nok

DSc, PhD, OON, FAS, NNOM

Honourable Commissioner of Education, Science and Technology
Kaduna State

**Numeracy
lesson plans
Primary 2**

Term 3
Assessment for
learning

**Weeks
26—30**

Introduction

▶Assessment for learning

Assessment for learning

Effective assessment supports learning, giving all pupils the chance to be successful learners.

Assessment in the classroom happens all the time, it is an ongoing process. It helps you to find out:

What your pupils have learned.

How well you are teaching.

How to plan your next steps of teaching.

What your pupils are doing well and what they need to practise.

In every lesson you should walk round the classroom and ask questions to see if the pupils clearly understand what you have taught them. If they do not, then you should help by explaining the idea to them again – maybe in a different way or with another example, or you could ask another pupil to help them.

Assessment used each day in the classroom gives you a much broader picture of your pupils' ability and progress. It also helps to give your pupils a sense of achievement, helping them to understand what they can do well and what they still need to practise.

There are many ways that you can assess your pupils' knowledge and understanding:

By observing.

Using careful questioning.

Through discussion with individuals, pairs or groups of pupils.

When marking work produced by individual pupils.

Looking at exams at the end of a term.

In every classroom there will always be some pupils who learn faster than others. When you read the learning outcomes for each day, think about which of your pupils will achieve them at the end of the lesson and which of them will need more time to achieve the learning outcomes.

As you get to know your pupils you will be able to plan how you can help each pupil to do their best in every lesson.

**Numeracy
lesson plans
Primary 2**

Term 3
**Assessment for
learning**

**Weeks
26—30**

Introduction
▶Low-cost teaching aids for the term

Centimetre ruler

Find a strip of card. Use a ruler to mark it in centimetre sections, as shown below.

Show the pupils how to measure using a centimetre ruler.

Put the end of the ruler at the end of the object you are measuring.

Read the number where the line ends, as shown below.

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.

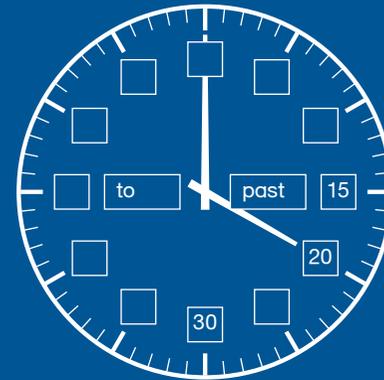These can then be used for measuring.

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, up to 100, 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

Hours and minutes clock

4cm									
1cm	2cm	3cm	4cm	5cm	6cm	7cm	8cm	9cm	10cm

Making the 2 times table

	2	1 x 2 = 2
	2 x 2	2 x 2 = 4
	2 x 2 x 2	3 x 2 = 6
	2 x 2 x 2 x 2	4 x 2 = 8
	2 x 2 x 2 x 2 x 2	5 x 2 = 10
	2 x 2 x 2 x 2 x 2 x 2	6 x 2 = 12
	2 x 2 x 2 x 2 x 2 x 2 x 2	7 x 2 = 14
	2 x 2 x 2 x 2 x 2 x 2 x 2 x 2	8 x 2 = 16
	2 x 2 x 2 x 2 x 2 x 2 x 2 x 2 x 2	9 x 2 = 18
	2 x 2 x 2 x 2 x 2 x 2 x 2 x 2 x 2 x 2	10 x 2 = 20

Which are subtraction problems?

1 Tunde has 45 apples. Bala buys 26 of them. How many apples has Tunde got now?

2 Dare is 56 years old. Jacob is 38 years old. What is the difference in their ages?

3 There are 28 pupils in class A and 34 pupils class B. How many pupils are there altogether?

4 Mr Salami has 46 pencils. He has 27 pupils in his class. He gives them each a pencil. How many pencils does he have left?

5 Edet has 55 hens. He sells 38. How many hens has he got now?

Find my friend game

Write the numbers 0—10 on cards. Make two number 5 cards. Make enough cards for each pupil to have one card. If there is an odd number of pupils in the class, also make yourself a card.

Give out the cards and tell the pupils they need to find someone who has a card that will make 10 when added to the number on their own card.
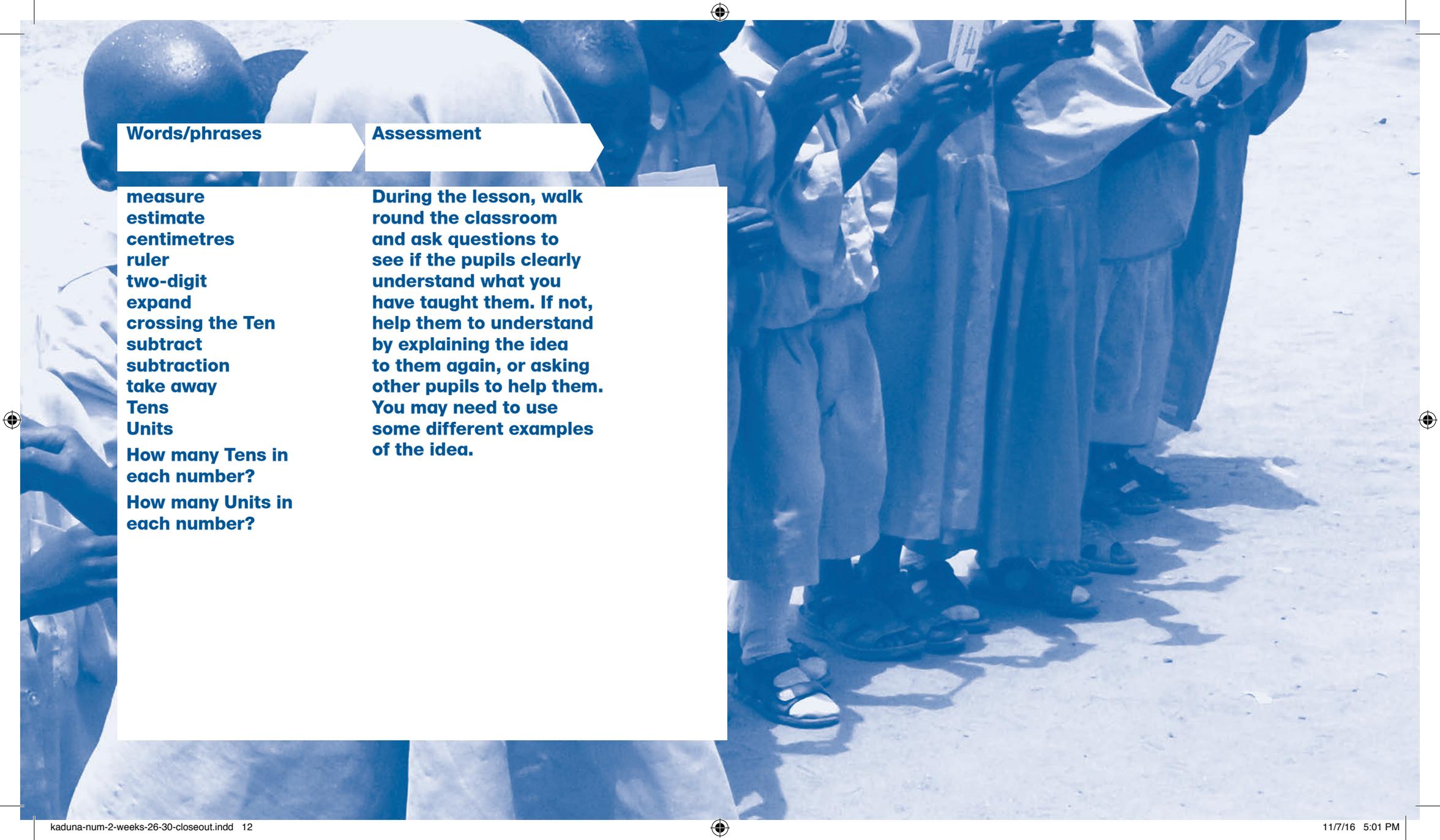
10 chunky chickens rhyme

10 chunky chickens, frying in a pan (x2) / One went pop and another went bang / There were 8 chunky chickens frying in a pan…

(Continue to subtract two chickens each time, until there are no chickens left in the pan.)
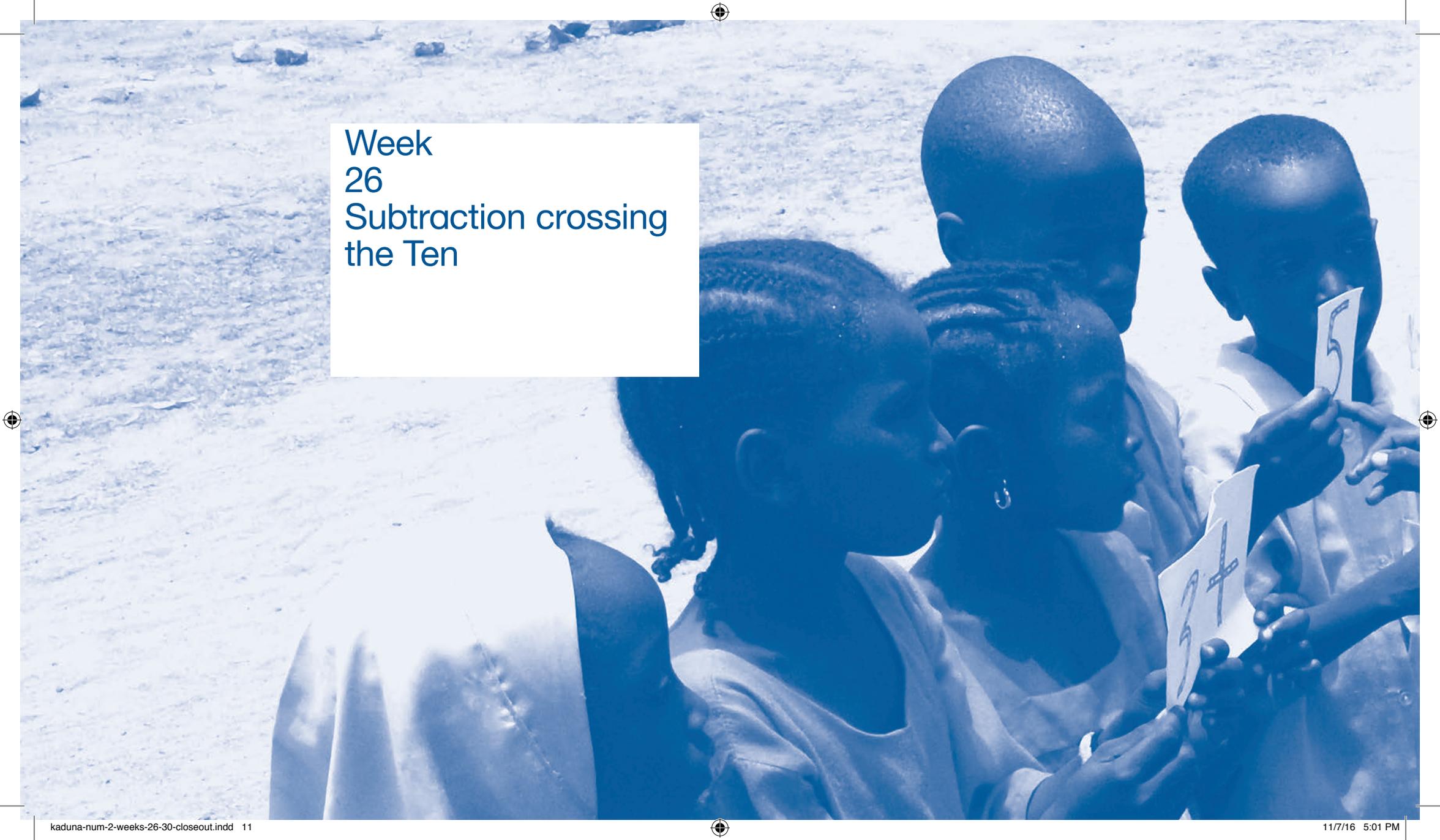
Week 26
Subtraction crossing the Ten

Words/phrases

measure
estimate
centimetres
ruler
two-digit
expand
crossing the Ten
subtract
subtraction
take away
Tens
Units

How many Tens in each number?

How many Units in each 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.

**Numeracy
lesson plans
Primary 2**

**Term 3
Assessment for
learning**

**Week 26
Subtraction
crossing the Ten
Day 1**

Write two-digit numbers in expanded form

Learning outcomes

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

Use a ruler to measure in centimetres.

Write two-digit numbers in expanded form.

Teaching aids

Before the lesson:

Draw lines measuring 10cm, 15cm, 20cm and 25cm on to a large piece of card for each group.

Find rulers for each pair or make the rulers as explained in the introduction.

Read MAN Primary Mathematics 2, page 86.

Daily practice

Group task

Show the pupils the lines on the card and ask them to point to the longest and the shortest.

Ask how we can measure them accurately (using centimetre rulers).

Give out the rulers and ask the pupils to point to the places on their ruler that show 5cm, 13cm and 7cm.

Ask the pupils to point to 0cm on their ruler and tell them this is the starting point when measuring.

Ask each group to use their rulers to measure the lines on their card.

Ask each group to say their measurements and ask if the others agree.

Introduction

Main activity

Plenary

Whole class teaching

Write '28' on the chalkboard.

Tell the pupils that this is a two-digit number.

Write:
'28 = ☐ Tens + ☐ Units'
on the chalkboard.

Choose some pupils to write in the value of each digit.

Ask individual pupils to say a two-digit number and state the value of each digit, eg: 74 is 7 Tens and 4 Units.

Whole class teaching

Demonstrate how to expand numbers on the chalkboard, eg:
37 = 3 Tens + 7 Units
= 30 + 7.

Choose some pupils to help you write more two-digit numbers in this expanded form.

Individual task

Tell the pupils to look in MAN Primary Mathematics 2, page 86, Exercise A, questions 1—5.

Ask the pupils to complete the questions in their exercise books in the same way as above.

Pair task

Call out the following sums and choose different pairs to answer them without using pencil and paper:

10 – 9	9 – 8
10 – 8	9 – 7
10 – 7	9 – 6
10 – 6	9 – 5
10 – 5	9 – 4
10 – 4	9 – 3
10 – 3	9 – 2
10 – 2	9 – 1
10 – 1	

**Numeracy
lesson plans
Primary 2**

**Term 3
Assessment for
learning**

**Week 26
Subtraction
crossing the Ten
Day 2**

Expanding numbers

Learning outcomes

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

Measure shapes in centimetres.

Expand two-digit numbers.

Teaching aids

Before the lesson:

Have ready the rulers from yesterday.

Have ready rectangles measuring 5cm x 10cm, 12cm x 8cm and 15cm x 6cm – enough for each pair to have one rectangle.

Make a set of cards for each group containing the numbers: '37', '23', '45', '51' and '69'.

Practise singing '10 chunky chickens'.

Daily practice

Pair task

Ask if anyone can remember what we use to measure length.

Ask the pupils to show you how big a centimetre is with their thumb and first finger.

Write 'cm' on the chalkboard and tell the pupils this is how we write centimetres.

Give each pair a rectangle and a ruler.

Ask them to measure the sides of their rectangle in cm and write the answers in their exercise books.

Swap the rectangles around the pairs and repeat.

Check that they are measuring accurately.

10 minutes	25 minutes	10 minutes	Song

Introduction

Main activity

Plenary

Whole class teaching

Demonstrate how to expand the number 54 on the chalkboard.

54 = 5 Tens 4 Units
= 50 + 4

Write '33' on the chalkboard.

Invite a pupil to the chalkboard to explain each stage of expanding the number.

Repeat this activity several times.

Whole class teaching

Demonstrate how to expand the Tens in the following numbers on the chalkboard:

35 = 30 + 5
= 10 + 10 + 10 + 5

46 = 40 + 6
= 10 + 10 + 10 + 10 + 6

Group task

Give each group a set of number cards.

Ask them to expand the numbers in their exercise books.

Call out the numbers and ask one person from each group to say the answers.

Whole class teaching

Tell the pupils to sing '10 chunky chickens' with you.

Ask them to say what kind of sum they are doing in the song.

**Numeracy
lesson plans
Primary 2**

**Term 3
Assessment for
learning**

**Week 26
Subtraction
crossing the Ten
Day 3**

Subtracting numbers using the expanded form

Learning outcomes

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

Draw measurements accurately.

Expand Units to subtract numbers that cross a Ten.

Teaching aids

Before the lesson:

Have ready the rulers from yesterday.

Have ready a number line for each pair.

Daily practice

Pair task

Give each pair a ruler.

Ask them to point to 0cm on their ruler and remind them that this is the starting point when measuring.

Demonstrate on the chalkboard how to use a ruler to draw a straight line 5cm long.

Ask the pupils to draw lines of 5cm, 10cm and 15cm in their exercise books.

Ask them to check each other's measurements.

Introduction

Main activity

Plenary

Whole class teaching

Ask the pupils to tell you as many addition sums as they can that add up to 5.

Write them on the chalkboard in a list.

Ask the pupils to tell you as many addition sums as they can that add up to 7 and write them in a separate list on the chalkboard.

Whole class teaching

Demonstrate on the chalkboard how to solve 33 – 5 by expanding the Units.

Cross the Ten by counting back 3 to the nearest 10 (30), then counting back another 2, as shown below.

33 – 5 =
33 – 3 – 2 =

$$-2 \quad -3$$

28 30   33

33 – 3 – 2 = 28

On the chalkboard, demonstrate crossing the Ten to solve 44 – 7 in the same way.

Pair task

Write the following sums on the chalkboard:
22 – 5 =
36 – 7 =
54 – 7 =
63 – 7 =
35 – 5 =

Ask the pairs to complete the sums in their exercise books by using number lines to count back to the nearest Ten and then expand the Units.

Whole class teaching

Sing '10 chunky chickens' with the class.

Numeracy
lesson plans
Primary 2

Term 3
Assessment for
learning

Week 26
Subtraction
crossing the Ten
Day 4

Subtracting numbers using the expanded form

	Estimate in centimetres	Measure in centimetres
foot		
little finger		
pen/pencil		
exercise book		

Learning outcomes

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

Measure objects accurately in centimetres.

Expand Units to subtract numbers that cross a Ten.

Teaching aids

Before the lesson:

Copy the 'Measure in centimetres grid' shown left on to a piece of paper for each group.

Have ready a ruler.

Have ready a number line for each pair.

Daily practice

Group task

Hold up the ruler.

Ask the pupils to name objects that are small enough to measure with a ruler, eg: pencils, books.

Give each group a 'Measure in centimetres grid', read and explain it to them.

Ask if anyone can remember what 'estimate' means.

Ask the pupils to estimate the measurements and write them in the grid in cm.

Ask each group to say their estimates and ask the other groups if they agree.

Keep the grids for the next day.

Introduction

Main activity

Plenary

Pair task

Ask the pupils to tell you some addition sums that make 6.

Write their sums as a list on the chalkboard.

Ask the pupils to tell you some addition sums that make 8.

Write these sums as a list on the chalkboard.

Whole class teaching

Remind the pupils that expanding the Units can make it easier to subtract.

On the chalkboard, demonstrate crossing the Ten to subtract 8 from 35.

Write '65 – 6 =' on the chalkboard.

Tell the pupils to use the addition sums on the chalkboard to help them complete the sum.

Pair task

Write the following sums on the chalkboard:
21 – 7 =
34 – 7 =
62 – 8 =
73 – 7 =
45 – 6 =

Ask the pupils to complete the sums in their exercise books using number lines.

Remind them to count back to the nearest Ten, then expand the Units.

Whole class teaching

Choose some pupils to quickly draw their number lines on the chalkboard.

**Numeracy
lesson plans
Primary 2**

**Term 3
Assessment for
learning**

**Week 26
Subtraction
crossing the Ten
Day 5**

Subtracting numbers

Learning outcomes

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

Measure objects accurately in cm.

Subtract two-digit numbers that involve crossing the Ten.

Teaching aids

Before the lesson:

Have ready the grids from yesterday and a ruler for each pair.

Have ready a number line for each pair.

Daily practice

Group task

Give out the 'Measure in centimetres grids' and rulers.

Demonstrate how to use a ruler to measure an object accurately.

Remind the pupils that 0cm is the starting point.

Ask the groups to measure the objects in the grid and write the measurements in cm in the grid.

Ask each group to say their measurements and ask the other groups if they are correct.

Ask the groups if any of their estimates were the same as, or near to, their measurements.

Introduction

Pair task

Remind the pupils that when we subtract numbers it can help to expand the numbers.

On the chalkboard, demonstrate how to expand the Tens in the following numbers:

$44 = 40 + 4$
$= 10 + 10 + 10 + 10 + 4$

$36 = 30 + 6$
$= 10 + 10 + 10 + 6$

Ask the pupils to expand 24, 38 and 46 in their exercise books.

Main activity

Whole class teaching

Write '43 − 25' on the chalkboard.

Demonstrate expanding:
$25 = 20 + 5$
$= 10 + 10 + 5.$

Demonstrate counting back in 2 jumps of 10.

To cross the Ten, jump back 3 to the nearest Ten.

Expand the 5, ie:
$3 + 2 = 5$, and jump back 2, as shown below.

−2	−3	−10	−10

18 20   23   33   43
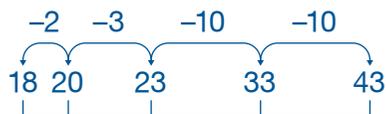
Repeat with 48 − 26 and 35 − 28.

Plenary

Pair task

Write '32 − 28' and '41 − 25' on the chalkboard.

Ask the pupils to work out the sums in their exercise books by expanding the numbers and using a number line.

Week
27
Subtraction of
two-digit numbers

Words/phrases

subtract
subtraction
take away
minus
subtract from
difference between
number line
Tens
Units
crossing the Ten
centimetre
tape measure
metre

How many Tens in
each number?

How many Units in
each 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.

**Numeracy
lesson plans
Primary 2**

**Term 3
Assessment for
learning**

**Week 27
Subtraction of
two-digit numbers
Day 1**

Subtracting two-digit numbers

Learning outcomes

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

Use a tape measure to measure in centimetres.

Subtract two-digit numbers.

Teaching aids

Before the lesson:

Have ready a tape measure.

Read MAN Primary Mathematics 2, page 89, Exercise G.

Daily practice

Group task

Remind the pupils that they have been learning how to measure in centimetres.

Write 'cm' on the chalkboard.

Show the class the tape measure and tell them it is used to measure around things.

Ask them to estimate how many centimetres it is around their wrists and ankles.

Choose some pupils to measure five pupils' wrists and ankles and write the measurements on the chalkboard.

Discuss who has the largest wrist and the smallest ankle.

Introduction

Whole class teaching

Ask the pupils what they have learned about subtracting numbers.

Ask them to say as many addition sums as they can that make 5 and list them on the chalkboard.

Main activity

Whole class teaching

Demonstrate question 1 from MAN Primary Mathematics 2, page 89, Exercise G, as shown below:
42 – 25 =
42 – 20 – 5 =
42 – 10 – 10 – 5 =
42 – 10 – 10 = 22
22 – 2 = 20
20 – 3 = 17

Demonstrate how to solve 56 – 13 in the same way.

Explain that in this sum we are not crossing the Ten.

Pair task

Tell the pairs to look at Exercise G in MAN Primary Mathematics 2, page 89.

Show them how to write the sums horizontally and ask them to complete questions 3—6 in their exercise books.

Remind them to use a number line.

Plenary

Whole class teaching

Choose some pupils to explain the answers to questions 4 and 5 on the chalkboard.

Subtracting larger two-digit numbers using a number line

Learning outcomes

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

Say how many centimetres equal a metre.

Subtract two-digit numbers.

Teaching aids

Before the lesson:

Read MAN Primary Mathematics 2, page 90, Exercise J.

Have ready metre sticks, or prepared sticks measuring 100cm with 10cm spaced markings, for each group.

Have ready the rulers from last week.

Daily practice

Group task

Give each group a metre stick and a ruler.

Ask the pupils how many centimetres they can see on the ruler.

Tell them that the stick is measured in spaces of 10 centimetres.

Ask the pupils to count the Tens to find out how many centimetres there are on the stick.

Write '100cm = 1m' on the chalkboard.

Tell the pupils the stick is called a metre stick and is used to measure larger things.

Ask them to say something that is bigger than the metre stick and something that is smaller than the ruler.

| 10 minutes | 25 minutes | MAN Primary Mathematics 2 | 10 minutes |

Introduction

Whole class teaching

Remind the pupils that they have been learning ways to subtract using a number line.

Ask the pupils to help you work out 96 – 47, using the method you have learned during the week.

Main activity

Pair task

Ask the pupils to look in MAN Primary Mathematics 2, page 90, Exercise J.

Tell the pairs to choose five sums and complete them in their exercise books.

Go round and check they are using number lines correctly.

Plenary

Whole class teaching

Ask one pair to show their workings on the chalkboard for the class to see, talking through each step.

Subtraction word problems

Learning outcomes

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

Estimate using metres.

Solve subtraction word problems.

Teaching aids

Before the lesson:

Have ready the metre sticks from yesterday.

Write the folllowing words on large flash cards: 'minus', 'subtract from', 'take away', 'difference between', 'less than'.

Read MAN Primary Mathematics 2, page 90, Exercise L.

Daily practice

Group task

Ask the pupils to say how many centimetres there are in a metre.

Write '100cm = 1m' on the chalkboard and ask the puils to copy it in their exercise books.

Ask the groups to estimate how long and how wide the classroom floor is.

Tell them to write their estimates in their books.

Show them how to use the metre sticks to measure the floor.

Ask the pupils to write their measurements in m in their books.

Ask each group to say their measurements and ask the others if they agree.

| 10 minutes | 25 minutes | MAN Primary Mathematics 2 | 10 minutes |

Introduction

Pair task

Ask the pupils to discuss different words and phrases that mean subtraction.

Choose some pairs to say some of their words.

Show and read the flash cards.

Put them on display in the classroom.

Main activity

Whole class teaching

Tell the pupils to look in MAN Primary Mathematics 2, page 90, Exercise L.

Read and explain each question.

Choose some pupils to come and write the sum needed to solve each problem on the chalkboard.

Remind them that they can expand the numbers to make them easy to subtract.

Choose some pupils to expand 46 and 26.

Individual task

Ask the pupils to complete the first three problems in Exercise L in their exercise books.

Tell the pupils to draw number lines for each one.

Plenary

Whole class teaching

Say a number between 0 and 10.

Ask the pupils to shout out the number needed to make your number add up to 10, eg: if you say '8', they need to shout '2'.

Repeat with other numbers between 0 and 10.

**Numeracy
lesson plans
Primary 2**

**Term 3
Assessment for
learning**

**Week 27
Subtraction of
two-digit numbers
Day 4**

Estimate and check answers

Learning outcomes

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

Estimate and measure in metres.

Estimate and check answers to two-digit subtraction sums.

Teaching aids

Before the lesson:

Have ready the metre sticks from yesterday.

Practise singing '10 chunky chickens'.

Daily practice

Group task

Ask the pupils to name some things we could measure in metres and some things we could measure in centimetres.

Give each group a metre stick and go outside.

Look at one side of the school and ask some of the pupils to estimate how long it is.

Let them measure it with the metre stick and say the measurement.

Discuss how near their estimate was to the measurement.

Ask them to estimate a distance from the school, eg: from a wall to a tree and measure it with the metre stick.

Discuss if their estimates are improving.

Introduction

Main activity

Plenary

Whole class teaching

Ask the pupils to tell you as many addition sums with the answer 8 or 9 as they can.

Write them in a list on the chalkboard.

Whole class teaching

Write the following on the chalkboard:

42 – 18 = 24 45

91 – 57 = 18 34

50 – 37 = 13 31

62 – 18 = 44 24

Tell the pupils that one of the answers in each pair of boxes is correct and one is wrong.

Ask the class to guess which they think are the correct answers.

Choose some pupils to say which answer they have chosen and why.

Remind the pupils that these are all subtraction sums and the answers will be less than the biggest number in the sum.

Pair task

Ask the pupils how we can find out which is the correct answer.

Demonstrate with 42 – 18.

Ask the pairs to complete the rest of the sums on the chalkboard in their exercise books.

Tell them to check that their answer is the same as one of the answers in the boxes.

Whole class teaching

Sing '10 chunky chickens' with the class.

Using a number line

Learning outcomes

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

Measure objects in centimetres and metres.

Solve subtraction word problems.

Teaching aids

Before the lesson:

Draw a tree, a door, a pencil, a book, a shoe and a wall on the chalkboard.

Copy 'Which are subtraction problems?' from the introduction on to the chalkboard.

Daily practice

Pair task

Write
'☐ cm = 1 ☐'
on the chalkboard and choose some pupils to fill in the gaps.

Ask the pupils to look at the pictures on the chalkboard and say which they would measure in centimetres and which they would measure in metres.

Tell them to fold a page in their exercise books in half.

On one half tell them to write 'cm' and draw the objects they would measure in cm.

On the other half ask them to write 'm' and draw the objects they would measure in m.

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

Pair task

Read through the word problems written on the chalkboard.

Ask the pupils to discuss which problems need subtraction sums (1, 2, 4 and 5).

Ask them what sum is needed for number 3 (addition).

Ask them to say the sums needed for problems 1, 2, 4 and 5.

Choose some pairs to come and write the sums on the chalkboard.

Whole class teaching

Look at the first sum on the chalkboard, 45 – 26.

Remind the pupils that they have been expanding two-digit numbers and subtracting numbers by crossing the Ten.

Choose some pupils to help you draw a number line and work out the answer.

Individual task

Ask the pupils to complete problems 2, 4, and 5 in their exercise books, using a number line.

Whole class teaching

Ask the pupils to say any words they know that mean the same as subtract.

Choose some pupils to say how many Tens and Units there are in 48.

Ask them to expand 48.

Repeat with other two-digit numbers.

Week
28
Time

Words/phrases

Assessment

take away
difference
minus
subtract
clock
long hand
short hand
minute hand
hour hand
hour
minute
o'clock
half past
quarter past
quarter to
estimate

How long will it take to...?

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

**Numeracy
lesson plans
Primary 2**

**Term 3
Assessment for
learning**

**Week 28
Time
Day 1**

Minutes

Learning outcomes

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

Subtract two-digit numbers.

Identify where minutes are on a clock.

Teaching aids

Before the lesson:

Read MAN Primary Mathematics 2, page 1.

Have ready a real clock with a second hand and a large clock with moveable hands.

Daily practice

Pair task

Ask some pupils to call out two numbers from 0—9. Write the numbers on the chalkboard.

Ask the pupils to say the biggest and smallest two-digit numbers they can make with the numbers.

Write these two, two-digit numbers on the chalkboard.

Ask the pairs to subtract the smaller number from the bigger number in their exercise books.

Remind them to draw a number line and expand the smallest number.

Introduction

Main activity

Plenary

Whole class teaching

Ask the pupils to find the Hundred square in MAN Primary Mathematics 2, page 1.

Ask them to put their fingers on 5 and count in 5s until they reach 60.

Ask them to count forwards again and then backwards in 5s from 60.

Whole class teaching

Ask the pupils to discuss in pairs why we need to tell the time.

Ask them to share any times that they already know, eg: playtime, home time.

Show the pupils the clock with moveable hands.

Choose a pupil to move the hands to make 4 o'clock.

Remind the class that the short hand is the **hour** hand.

When the big hand points to 12 it is **o'clock**.

Move the hands to make half past 4 and ask if anyone can say the time shown.

Tell the pupils it is **half past** because the big hand has gone **half way** round the clock.

Move the hands clockwise, make different o'clock times, and choose pupils to say the times shown.

Write, '8 o'clock', '3 o'clock' and '5 o'clock' on the chalkboard.

Ask the pupils to draw pictures in their exercise books to show things they do at each time.

Tell them to write the time under each picture.

Whole class teaching

Tell the pupils the long hand counts the minutes.

Move the long hand around the clock, pointing to the 5 minute sections.

Count around the clock in 5s and say there are 60 minutes in an hour.

Minutes past the hour

Learning outcomes

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

Find the difference between two numbers using a number line.

Read the minutes past the hour on a clock.

Teaching aids

Before the lesson:

Have ready a set of 12 blank cards for each group.

Have ready a set of 1—12 number cards for each group.

Have ready the large clock from yesterday.

Make card clocks with moveable hands for each pair.

Daily practice

Pair task

Ask each pair to estimate how many times they can write their name in 1 minute and write the estimate in their exercise books.

Ask them to write their names as many times as they can for 1 minute as you time them.

Tell them to count how many names they have written.

Ask the pupils how they can work out the difference between their estimate and the answer.

Tell them to do a subtraction sum using a number line.

Choose some pupils to explain their sums on the chalkboard.

Introduction

Main activity

Plenary

Group task

Use the large clock to show the pupils 3 o'clock.

Ask,
'What is the time?'
Then ask,
'How do you know?'

Repeat with 'half past' times.

Group task

Ask each group to stand in a circle and count in 5s.

Give each group a set of blank cards and a set of number cards from 1—12.

Ask them to arrange the number cards in the shape of a clock.

Ask the groups to use their blank cards to make minute cards that count in 5s from 0—60, eg: 0, 5, 10, 15.

Ask them to place the minute cards around the circle like clock numbers.

Choose one pupil in each group to be the 'hour hand' and one to be the 'minute hand'.

Tell them to move around the number cards as you say the time, eg: '3 o'clock', '5 minutes past 3', up to half past.

Repeat, choosing different pupils and different times.

Give each pair a card clock.

Ask the pupils to make the following times: 15 minutes past 3, half past 3, 5 minutes past 3, 10 minutes past 5, 25 minutes past 2, 20 minutes past 1.

Whole class teaching

Make different times on the large clock up to half past.

Choose some pupils to say the times.

Repeat this activity until most pupils have said a time.

Numeracy
lesson plans
Primary 2

Term 3
**Assessment for
learning**

Week 28
Time
Day 3

Minutes past the hour

Learning outcomes

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

Use different terms for subtraction.

Use a clock to say minutes past the hour.

Teaching aids

Before the lesson:

Have ready flash cards containing subtraction words: 'take away', 'minus', 'difference', 'subtract from'.

Have ready the card clocks with moveable hands for each pair and the large clock.

Read MAN Primary Mathematics 2, page 141.

Daily practice

Group task

Ask one group to stand in front of the class and take away two pupils.

Ask the class to say a sum to describe what has happened, eg: '6 – 2 = 4'.

Write the '–' sign on the chalkboard and ask the pupils to say some names for it, eg: minus, subtract.

Display and read the subtraction word cards.

Bring another group of pupils out and take some away.

Ask the rest of the class to describe what has happened using the word 'minus'.

Repeat, using other words for subtract.

Introduction

Main activity

Plenary

Pair task

Give out the card clocks.

Ask the pupils to make some o'clock times.

Ask them what number the big hand points to when it has gone half way round the clock.

Remind them this is called 'half past'.

Individual task

Ask the pupils to look in MAN Primary Mathematics 2, page 141.

Ask them to say some of the times in the exercise and write the answers in their exercise books.

Pair task

Demonstrate moving the hands on the large clock to show 5 minute intervals.

Show the pupils 4 o'clock.

Say each time as you move the hands to make 5 minutes past 4, 10 minutes past 4.

Continue changing the time by 5 minutes until half past the hour.

Repeat, and ask the pairs to do the same with their clocks.

Choose some pupils to say the times they have made.

Repeat with minutes past other hours, asking the pupils to follow you with their clocks.

Whole class teaching

Make 10 past 6 on the large clock and choose someone to say the time.

Repeat with 5 past 8, 25 past 7, and so on. (Do not go beyond half past).

**Numeracy
lesson plans
Primary 2**

**Term 3
Assessment for
learning**

**Week 28
Time
Day 4**

Minutes to the hour

Learning outcomes

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

Subtract two-digit numbers.

Use a clock to say minutes to the hour.

Teaching aids

Before the lesson:

Have ready the card clocks with moveable hands for each pair and the large clock.

Have ready the subtraction word cards from yesterday.

Daily practice

Group task

Give each group a subtraction flash card.

Ask each group to make up a sum with two, two-digit numbers using that term, eg: 46 minus 15.

Write their sums on the chalkboard.

Give each group a sum to complete in their exercise books.

Remind the pupils that they can expand the numbers and use a number line.

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

Introduction

Main activity

Plenary

Pair task

Give out the card clocks to each pair.

Ask the pairs to show you some o'clock and half past times.

Pair task

Remind the pupils how to show minutes past on a clock.

Write on the chalkboard:

5 minutes past 2

25 minutes past 6

15 minutes past 8

20 minutes past 3

25 minutes past 4

10 minutes past 10

5 minutes past 5

Read the times and ask the pairs to make them on their card clocks.

Choose some pairs to hold up their clocks and ask the class if they are correct.

Remind the pupils that when we get to 30 minutes past we say 'half past'.

Explain that after half past we count the minutes left until the next hour and say 'minutes to'.

Show the pupils 5 minutes to 4 on the large clock.

Remind them that the long hand takes 5 minutes to move between the numbers around the clock.

Explain that the time is 5 minutes to 4 o'clock.

Ask the pairs to make the same times that you make with your clock.

Demonstrate 10 minutes to 4, 15 minutes to 4, 20 minutes to 4, 25 minutes to 4.

Each time, ask the pupils to say the times they have made by counting how many spaces of 5 minutes are left until the next hour.

Whole class teaching

Move the hands on the large clock to make different times showing minutes to.

Choose some pupils to say the times shown.

Repeat this activity until most pupils have said a time.

**Numeracy
lesson plans
Primary 2**

**Term 3
Assessment for
learning**

**Week 28
Time
Day 5**

Telling the time

Learning outcomes

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

Count forwards and backwards in 5s.

Say the time on a clock.

Teaching aids

Before the lesson:

Have ready a ball or object to throw and catch.

Have ready a clock with moveable hands for each pair.

Copy the 'Hours and minutes clock' from the introduction on to a piece of card for each group.

Daily practice

Whole class teaching

Stand the pupils in a circle and explain they are going to play a game that involves counting in 5s.

Throw the ball to a pupil across the circle and say '5'.

Ask them to add 5 and say the answer.

Tell them to throw it to the next pupil and ask them to add 5 to the new answer.

Continue until you reach 50.

Repeat, this time going backwards from 50.

Introduction

Main activity

Plenary

Group task

Give each group an 'Hours and minutes clock'.

Ask them to write in the missing numbers for the hours.

Group task

Ask them how many minutes there are in an hour.

Remind the pupils that we count in 5s as we say minutes past.

Ask them what happens when we get to half past.

Ask the groups to put in the missing numbers for the minutes.

Tell the pupils that 15 minutes past is also called 'quarter past' and 15 minutes to is also called 'quarter to'.

Remind them that 60 minutes is called 'o'clock'.

Ask the groups to show the class their completed clocks and check they are correct.

Demonstrate 4 o'clock with the large clock.

Make each time between 4 o'clock and 5 o'clock, going round the clock in 5-minute intervals and choosing some pupils to say the time.

Tell the groups to use the 'Hours and minutes clock' to help them.

Make different times on the clock and ask 'What time is it?'

Whole class teaching
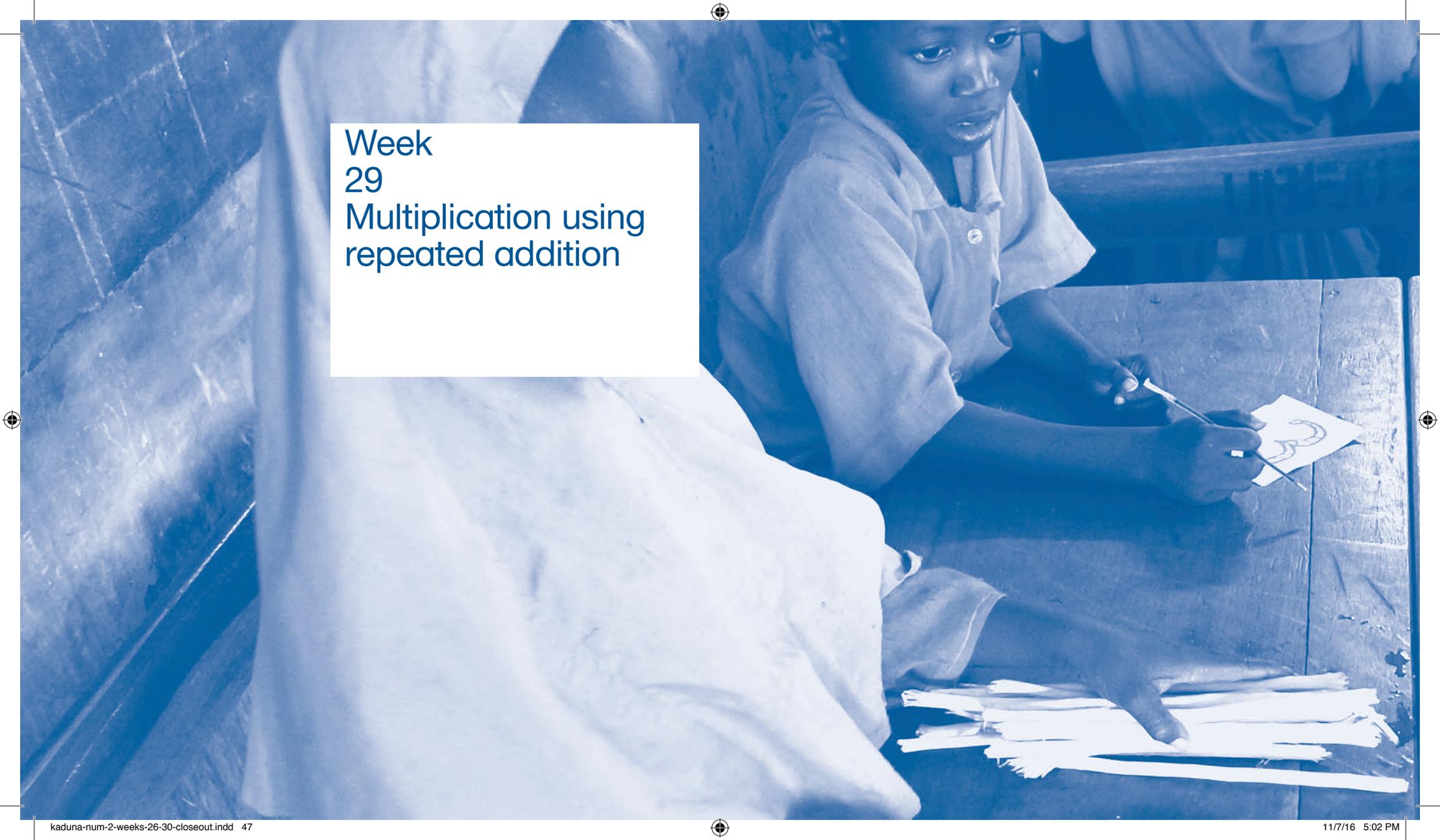
Give each pair a clock.

Ask them to make the following times as you say them and hold up their clocks for you to see:

half past 4

20 minutes past 6

10 minutes to 9

15 minutes to 7

Week
29
Multiplication using repeated addition

Words/phrases

x
multiply
times
multiplication
multiplied by
lots of
groups of
sets of
repeated addition
word problem

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.

Repeated addition

Learning outcomes

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

Order numbers up to 99.

Count equal sets of objects.

Teaching aids

Before the lesson:

Have ready a large selection of counters or bottle tops and sets of 0—9 number cards for each group.

Write the following sums on the chalkboard:
4 x 2 =
2 x 3 =
4 x 3 =
5 x 4 =
5 x 3 =
3 x 3 =

Daily practice

Whole class teaching

Write a list of two-digit numbers on the chalkboard.

Ask the pupils to tell you the value of each digit, eg: 54 = 5 Tens and 4 Units.

Ask them to draw an empty number line in their exercise books.

Tell them to arrange the numbers in order on the number line, from the lowest to the highest.

Introduction

Main activity

Plenary

Group task

Give each group some counters and 0—9 number cards.

Ask each group to pick a number card.

Tell them they are going to make that number of piles, eg: 3.

Ask them to pick another card and put that number of counters in each pile, eg: 3 piles of 4 counters.

Ask, 'How many counters do you have altogether?' Tell the pupils to write this as a sum, eg: 4 + 4 + 4 = 12.

Repeat, until each pupil has written 3 different sums.

Group task

Write: '4 + 4 + 4 + 4 + 4 = 20' on the chalkboard.

Tell the pupils that when we add up the same number it is called repeated addition.

Ask, 'How many lots of 4 can you see?' (5)

Tell them the sign for 'lots of' is 'x' and write it on the chalkboard.

Write '5 x 4 = 20' on the chalkboard.

Tell them this is a short way of writing '5 lots of 4 = 20'.

Tell them this is also called '5 times 4' and '5 multiplied by 4'.

Write '3 x 2' on the chalkboard. Ask the pupils to say it in three different ways.

Choose a pupil to come and write it as an addition sum, ie: '2 + 2 + 2 ='.

Tell the groups to use piles of counters to find the answer.

Ask the groups to complete the sums on the chalkboard in their exercise books.

Tell them to use the counters to help them.

Whole class teaching

Choose some pupils to say the answers.

Ask them to write each sum as a repeated addition sum.

**Numeracy
lesson plans
Primary 2**

**Term 3
Assessment for
learning**

**Week 29
Multiplication
using repeated
addition
Day 2**

Multiplication using a number line

Learning outcomes

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

Expand two-digit numbers.

Multiply numbers using repeated addition.

Teaching aids

Before the lesson:

Have ready sets of 0—9 number cards and a large selection of counters for each pair.

Write: 'lots of', 'times' and 'multiplied by' on large flash cards and display them in the classroom.

Daily practice

Pair task

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

Ask the pairs to pick 3 number cards.

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

Tell the pairs to write the expanded number next to each number they have written, eg: 25 = 20 + 5.

Introduction

Main activity

Plenary

Pair task

Write '2 x 4' on the chalkboard. Ask a pupil to read it out and explain what it means.

Ask if anyone can remember some of the words for 'x'.

Hold up the flash cards and read them with the pupils.

Write '3 x 6', '5 x 2' and '4 x 5' on the chalkboard.

Choose some pupils to say what each one means, eg: '3 x 6' means 3 lots of 6.

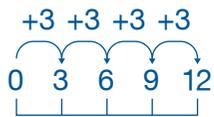Tell the pupils to complete the sums in their exercise books using piles of counters.

Pair task

Write '4 x 3' on the chalkboard.

Remind the pupils that it is a quick way of writing '3 + 3 + 3 + 3'.

Show them how to use a number line to work this out, starting at 0 and adding 3 on each time, as shown below.

```
   +3  +3  +3  +3
  ⌒   ⌒   ⌒   ⌒
0   3   6   9   12
```

If it is easier for the pupils to understand, write all the numbers from 0—20 on the number line, and then they can count three jumps each time.

Ask the pupils to complete the sums they did earlier, but this time use number lines instead of counters to work out the answers.

Pair task

Ask them to check if the answers are the same. If not, check their counting and number lines.

Numeracy lesson plans
Primary 2

Term 3
Assessment for learning

Week 29
Multiplication using repeated addition
Day 3

Counting in 2s

Learning outcomes

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

Subtract two-digit numbers.

Count in 2s.

Teaching aids

Before the lesson:

Draw a number line on the chalkboard.

Have ready a number line for each pair.

Draw a Hundred square on a large piece of card and display it in the classroom.

Daily practice

Whole class teaching

Remind the pupils how to subtract using the expanded method.

Demonstrate how to subtract 28 from 36.

Write, '42 – 27' and '51 – 26' on the chalkboard.

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

Introduction

Main activity

Plenary

Whole class teaching

Show pupils the Hundred square and count in 2s, pointing out all the multiples of two.

Stand them in a circle.

Say 'zero' (0) and go round the circle encouraging each pupil to count in 2s, saying the next multiple of 2 when it is their turn.

Tell them to look at the Hundred square if they need to.

Continue until each pupil has given a multiple of 2.

Repeat, starting with a different pupil.

Whole class teaching

Tell the class that we can use a number line to find 8 lots of 2.

Choose someone to write the sign for 'lots of', ie: 'x'.

Individual task

Write '6 x 2', '9 x 2' and '4 x 2' on the chalkboard.

Ask the pupils to complete the sums in their exercise books using number lines.

Ask them to check each other's work to make sure they have the same answers.

Whole class teaching

Remind the pupils of the words we use for the sign 'x'.

Ask them to say '6 x 2' in three ways, ie: '6 lots of 2', '6 times 2', '6 multiplied by 2'.

Repeat with the other sums they have just done.

Using sets

Learning outcomes

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

Order numbers to 100.

Multiply numbers using sets.

Teaching aids

Before the lesson:

Read MAN Primary Mathematics 2, pages 92 — 93.

Have ready the multiplication words on flash cards.

Daily practice

Pair task

Ask the pupils to look at the Hundred square in MAN Primary Mathematics 2, page 1.

Ask them to say some numbers that are less than 50.

Ask them to say some numbers that are more than 50.

Draw two circles on the chalkboard.

Write 'more than 50' above one and 'less than 50' above the other.

Ask the pupils to copy this into their exercise books and write 5 numbers in each circle.

Introduction

Main activity

Plenary

Whole class teaching

Write '6 x 2' on the chalkboard and ask the pupils to say what it means.

Flash the multiplication cards and ask the pupils to say them with you.

Tell them we can also say 'groups of' and 'sets of'.

Whole class teaching

Tell the pupils to look in MAN Primary Mathematics 2, page 92.

Explain the first four pictures.

Ask four pupils to come out to the front of the class.

Tell the class to look at the four pupils' feet and say how many groups of 2 feet they can see.

Choose a pupil to write this as a multiplication sum on the chalkboard.

Pair task

Tell the pupils to look at the next four pictures.

Ask them to discuss what the missing numbers could be.

Choose some pairs to say their answers and ask the others if they agree.

Tell the pupils to look at the broomsticks in MAN Primary Mathematics 2, page 93.

Ask the pairs to draw sets of broomsticks for Activity A, questions 1—5.

Whole class teaching

Choose some pupils to read out the sums in MAN Primary Mathematics 2, page 93, Activity A using the word 'times'.

**Numeracy
lesson plans
Primary 2**

**Term 3
Assessment for
learning**

**Week 29
Multiplication
using repeated
addition
Day 5**

Sets and number lines

Learning outcomes

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

Solve subtraction word problems.

Solve multiplication word problems.

Teaching aids

Before the lesson:

Write the following problems
on the chalkboard:

1 There are 2 sweets in 4 bowls.
How many sweets are there
altogether?

2 5 pupils have 2 exercise books
each. How many exercise
books are there altogether?

3 There are 8 pens with 3 hens
in each. How many hens are
there altogether?

Daily practice

Whole class teaching

Stand the pupils in a circle and
ask them to count to 100.

Say 'zero' and go round the
circle in a clockwise direction,
encouraging each pupil to
count in 1s.

Repeat, starting with
a different pupil.

Write on the chalkboard:
'There are 42 pupils in class A
and 28 pupils in class B.
Which class has the least pupils?
How many less pupils do
they have?'

Read and explain this problem.

Ask the pupils to solve it
in their exercise books using
a number line.

10 minutes	25 minutes	10 minutes

Introduction

Main activity

Plenary

Whole class teaching

Ask the pupils the following word problem: 'If a goat has 4 legs and there are 5 goats, how many legs are there altogether?'

Ask them how they can work out the answer.

Ask if anyone can write the sum on the chalkboard, ie: '5 x 4 ='.

Demonstrate the sum, drawing five sets of legs and ask the pupils to count the legs to find the answer.

Demonstrate the sum by drawing a number line.

Ask the pupils to count in 4s to find the answer.

Pair task

Read the problems on the chalkboard to the class.

Choose some pupils to come and write the sum for each one.

Ask the pupils to solve the sums in their exercise books by drawing a number line.

Whole class teaching

Ask the pupils to help you draw sets on the chalkboard to solve the problems.

Ask if they got the same answers using a number line.

If they did not, check that they counted correctly on the number line.

Week
30
Multiplication tables

Words/phrases

x
multiply
times
multiplication
multiplied by
lots of
groups of
sets of
repeated addition

Assessment

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

**Numeracy
lesson plans
Primary 2**

**Term 3
Assessment for
learning**

**Week 30
Multiplication
tables
Day 1**

The 2 times table

Learning outcomes

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

Count in 2s.

Say the 2 times table.

Teaching aids

Before the lesson:

Have ready the Hundred square from last week and some counters for each pair.

Copy 'Making the 2 times table' from the introduction on to the chalkboard.

Read MAN Primary Mathematics 2, page 102, Exercise S.

Daily practice

Whole class teaching

Remind the pupils that they have been counting in 2s.

Show pupils the Hundred square and count in 2s with them, pointing out all the multiples of two.

Stand the pupils in a circle.

Say 'zero' and go round the circle, encouraging the pupils to say the next multiple of 2 when it is their turn.

Tell the pupils to look at the Hundred square if they need to.

Continue until each pupil has given a multiple of 2.

Introduction

Main activity

Plenary

Whole class teaching

Ask the pupils how we can multiply two numbers together, ie: use a number line or draw sets.

Ask 2 pupils to come out to the front.

Say, 'This is 1 set of 2.'

Point to the first row of 'Making the 2 times table' and show the pupils the picture.

Explain that '2' is the same as '1 x 2'.

Ask 2 more pupils to come and stand by the first set.

Say, 'We now have 2 sets of 2.'

Point to the second row on the table and show the pupils the picture.

Explain that '2 + 2' is the same as '2 x 2'.

Repeat, calling pupils out in sets of 2 until you have 10 sets.

Tell the pupils they have just made the 2 times table.

Pair task

Tell the pupils to look at MAN Primary Mathematics 2, page 102, Exercise S.

Tell them to use counters to make sets of 2 and complete questions 1—10 in their exercise books.

Whole class teaching

Ask the pupils to say the sums and the answers with you.

Tell them it is important to know these times tables really well.

Ask them to find the answers to 4 x 2, 8 x 2 and 10 x 2, using counters.

Whole class teaching

Read out the sums they have just completed and ask different pupils to tell you the answers.

The 3 times table

Learning outcomes

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

Say the 2 times table.

Count in 3s.

Teaching aids

Before the lesson:

Display the Hundred square in the classroom.

Write the 3 times table on the chalkboard without the answers.

Have ready enough counters for each pair to have 30.

Daily practice

Whole class teaching

Ask the pupils to help you write the 2 times table on the chalkboard.

Tell them to say the 2 times table with you.

Say it, but miss out the answers and ask the pupils to shout them out.

Introduction

Main activity

Plenary

Whole class teaching

Show the pupils the Hundred square and count in 3s, pointing out all the multiples of three.

Stand the pupils in a circle.

Say 'zero' and go round the circle, encouraging each pupil to say the next multiple of 3 when it is their turn.

Tell the pupils to look at the Hundred square if they need to.

Continue until each pupil has given a multiple of 3.

Go round again, starting with a different pupil.

Pair task

Tell the pupils that yesterday they counted in sets of 2 to make the 2 times table.

Tell them they are going to make sets of 3 today to make the 3 times table.

Point to '1 x 3' on the chalkboard and explain that this is 1 set of 3 so the answer is 3.

Point to '2 x 3' and explain that this means 2 sets of 3.

Ask the pairs to make 2 sets of 3 with their counters.

Tell the pupils to add them up, ie: '3 + 3 = 6'.

Point to '3 x 3' and ask the pairs to make 3 sets of 3 with their counters.

Tell the pupils to add them up, ie: '3 + 3 + 3 = 9'.

Tell them to copy the 3 times table into their exercise books.

Tell them to use their counters to work out the answers.

Whole class teaching

Ask the pupils to say the sums and the answers with you.

Tell them it is important to know these times tables really well.

Ask them to find the answers to 4 x 3, 8 x 3, 10 x 3, using counters.

**Numeracy
lesson plans
Primary 2**

**Term 3
Assessment for
learning**

**Week 30
Multiplication
tables
Day 3**

Counting in 5s

Learning outcomes

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

Use addition and subtraction facts.

Count in 5s.

Teaching aids

Before the lesson:

Have ready lots of counters for each pair.

Write the 5 times table up to '5 x 5' on the chalkboard, without the answers.

Have ready the Hundred square.

Daily practice

Pair task

Write '24' on the chalkboard.

Give out counters to each pair.

Tell them they have 5 minutes to write down as many addition and subtraction sums as they can that have the answer 24.

Choose some pupils to say some of their facts and write them on the chalkboard under the number 24.

Introduction

Whole class teaching

Ask the pupils to help you write the 2 times table on the chalkboard.

Say it, but miss out the answers and ask the pupils to shout them out.

Repeat with the 3 times table.

Main activity

Individual task

Show the pupils the Hundred square and count in 5s with them, pointing out all the multiples of 5.

Stand the pupils in a circle.

Say 'zero' and go round the circle, encouraging each pupil to say the next multiple of 5 when it is their turn.

Tell the pupils to look at the Hundred square if they need to.

Continue until each pupil has given a multiple of 5.

Go round again, starting with a different pupil.

Ask them to complete the sums from the 5 times table on the chalkboard.

Tell them they can use the Hundred square or their counters to count in 5s.

Plenary

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 second number they have to say 'fizz' instead of the number, eg: '1, fizz, 3, fizz, 5, fizz, 7, fizz'.

Tell them that they have to concentrate so they don't miss the number.

Lesson
title

15
minutes

The 5 times table

Learning outcomes

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

Use addition and subtraction facts.

Use a number line for multiplication sums.

Teaching aids

Before the lesson:

Write the 5 times table from 6 x 5 to 10 x 5 on the chalkboard, without the answers.

Have ready lots of counters for each pair.

Daily practice

Pair task

Write '16' on the chalkboard.

Give out the counters to each pair.

Give the pupils 5 minutes to write as many number facts as they can with the answer of 16, using addition and subtraction.

Ask them to discuss with another pair,
'How many sums did you make?',
'How many are addition sums?',
'How many are subtraction sums?'

Introduction

Main activity

Plenary

Whole class teaching

Ask the pupils to help you write the 2 times table on the chalkboard.

Tell them to say it with you.

Say it, but miss out the answers and ask the pupils to shout them out.

Ask if anyone knows the answer to '2 x 0 ='.

Tell the pupils to show you 2 sets of zero counters.

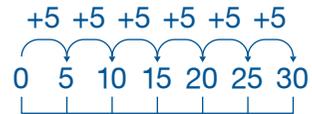Ask them what '3 x 0' and '5 x 0' equal.

Pair task

Remind the pupils that they started to write the 5 times table yesterday.

Show them how to draw a number line to work out '6 x 5', as shown below.

+5 +5 +5 +5 +5 +5

0   5   10 15 20 25 30

Ask the pairs to complete the 5 times table in their exercise books using number lines.

When they have finished, choose different pairs to quickly fill in the answers on the chalkboard.

Whole class teaching

Ask the pupils to get into groups of 5.

Ask, 'How many groups of 5 are there?'

Write this as a sum on the chalkboard.

Repeat, asking the pupils to get into groups of 3.

**Numeracy
lesson plans
Primary 2**

**Term 3
Assessment for
learning**

**Week 30
Multiplication
tables
Day 5**

Number problems

Learning outcomes

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

Know some of the times tables.

Use a number line for multiplication sums.

Teaching aids

Before the lesson:

Read MAN Primary Mathematics 2, page 98, Unit 5, Exercise I.

Read the instructions for the 'Find my friend' game in the introduction.

Have ready cards for the sums and answers in the 3 times table.

Daily practice

Whole class teaching

Ask the pupils to look at the multiplication chart at the back of MAN Primary Mathematics 2.

Tell them to find the 2 times table and say it with you.

Repeat with the 3 and 5 times tables.

Ask the pupils some questions from the chart to help them become familiar with it, eg:
'What is 4 x 2?',
'What is 4 x 5?',
'What is 7 x 3?'

Introduction

Main activity

Plenary

Pair task

Ask 4 pupils to come to the front of the class.

Ask the rest of the class, 'How many legs do they have altogether?'

Ask the pupils to share their answer with their partner.

Write this as a sum on the chalkboard.

Remind the pupils that multiplication is a quick way of doing addition.

Demonstrate how to work out 8 x 3.

Whole class teaching

Play 'Find my friend'.

Individual task

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

6 x 3 =
5 x 5 =
9 x 3 =
4 x 5 =
9 x 2 =

When they have finished, tell the pupils to look at the multiplication chart at the back of MAN Primary Mathematics 2 and check if their answers are correct.

Whole class teaching

Say the 2, 3 and 5 times tables with the class.

Credits

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

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

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