



**Numeracy lesson plans**  
**Primary 4,**  
**term 1, weeks 1—5**  
**Developing calculation**

**Numeracy lesson plans  
Primary 4,  
term 1, weeks 1—5  
Developing calculation**

## Introduction

The literacy and numeracy lesson plans arising from the School Improvement Programme (SIP) are part of efforts to improve teaching and learning in response to the baseline surveys and classroom observations in 2010. These indicated that teachers had challenges with lesson delivery, which in turn negatively affected children's learning.

To improve children's learning, ESSPIN (Education Sector Support Programme in Nigeria) supported the State to provide lesson plans to primary 1—3 teachers in all 1,223 public primary schools during the 2014/15 school year.

In the 2015/16 school year, we are glad to extend the lesson plans to primary 4—5 teachers to enable more children to benefit from the innovation.



**Nneka Onuora**  
Executive Chairman,  
Enugu State Universal  
Basic Education Board

## Foreword

Quality education comes about as a mix of factors. The teacher is the most important element in ensuring that a child acquires the right kind of education to meet acceptable learning outcome benchmarks. It takes a lot to bring a teacher to exhibit the right mix of attitudes, aptitudes and skills, which is why the state has partnered with ESSPIN to develop literacy and numeracy lesson plans.

I hope the lesson plans will empower our teachers to equip our children with the literacy and numeracy skills they need to succeed in both school and society.

Finally, I commend all who have worked hard to develop and produce the lesson plans, especially the Enugu State Universal Basic Education Board, the UK Department for International Development (DFID) and the DFID-funded Education Sector Support Programme in Nigeria (ESSPIN).



**Professor Uche Eze**  
Honourable Commissioner  
for Education Enugu State

The numeracy lessons teach calculation, shape, symmetry, fractions and time. Each week focuses on one of these topics.

How

How?

This section illustrates a key concept through simple instructions and photographs. A sign at the top of the column shows you which part of the lesson uses this resource.

Learning expectations

Every pupil in the class will be at a different stage of understanding in maths. The first page of each week outlines learning expectations for the week. These learning expectations are broken into three levels:

---

What **all** pupils will be able to do.

---

What **most** pupils will be able to do.

---

What **some** pupils will be able to do.

Assessment

On each weekly page there is an assessment task for you to carry out with five pupils at the end of the week. This will help you find out whether they have met the learning expectations.

---

Next to the task, there is an example of a pupil's work, which shows what a pupil can do if they have met the learning expectations.

---

If most pupils have not met the learning expectations, you may have to teach some of the week again.

### Daily practice

Helps the pupils to practise something they have previously learned. It should only last 15 minutes and move at a fairly fast pace.

### Introduction

Provides the focus for the lesson. Often involves a variety of fun, quick activities which prepare the pupils for the main topic.

### Main activity

Gives the pupils the opportunity to explore the main topic in different ways. This usually involves group, pair or individual tasks. Your role as a teacher during the main activity is to work with groups and individuals to help them to understand the ideas.

### Plenary

Finishes the lesson with different ways of reviewing learning.

Grade/  
Type of lesson plan

Lesson  
title

## Weekly page

Primary 4,  
numeracy  
lesson plans

## Week 1:

Numbers

### Words/phrases

Write these words on the chalkboard  
and leave them there for the week.

Units  
Tens  
Hundreds  
Thousands  
order  
increasing  
decreasing  
three-digit numbers  
four-digit numbers  
place value  
round  
greater than >  
less than <

### Learning expectations

By the end of the week:

**All pupils will be able to:**  
Identify and order three-digit numbers.

**Most pupils will be able to:**  
Identify, order and expand three-digit numbers.

**Some pupils will be able to:**  
Identify, order and expand four-digit numbers.

## Assessment task

### Instructions:

Ask the individual pupils to complete these tasks.

1

Hold up flash cards with different numbers from 0—999 and ask individual pupils to call out the numbers.

2

Give individual pupils a set of five flash cards with three-digit numbers and ask them to order the cards on a number line.

3

Give a set of five flash cards with three-digit numbers to individual pupils and ask them to order the numbers on a number line.

4

If a pupil can do the above easily, repeat the tasks using four-digit numbers.

## Example of a pupil's work

### This pupil can:

Write a three-digit number.

Use place value to expand numbers.

Label a three-digit number, using Hundreds, Tens and Units.

Write out the expansion of a three-digit number.

Numeracy

358

300 50 8

H T U  
3 5 8

3 Hundreds + 5 Tens +  
8 Units

## Week 1: Numbers

## Day 1: Numbers 0—999

### Learning outcomes

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

Add 10 to two-digit numbers.

Identify place value in  
numbers 0—999.

### Preparation

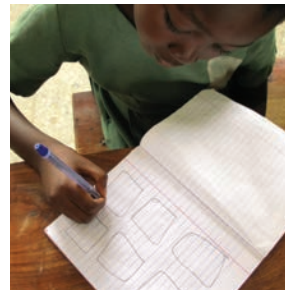
**Before the lesson:**

Have ready [Tens and Units bundles](#)  
and make enough [0—9 number cards](#)  
for each pair.

Have ready six counters for each pupil.

Read the instructions for [How? Addition  
bingo game](#), as shown below.

### How? Addition bingo game



Give out six counters to each pupil and ask them to draw six boxes in their exercise books.



Ask the pupils to choose six numbers from the chalkboard and write one in each box.



Read the questions in the Daily practice to the class. Tell the pupils to cover the correct answer with a counter.



The first pupil to cover all of their numbers correctly shouts 'Bingo'.



Check that the correct numbers have been covered.



15  
minutes

How

Bingo game

## Daily practice

### Whole class teaching

Ask the pupils to help you write multiples of 2 between 10 and 50 on the chalkboard.

Play the [How? Addition bingo game](#), as shown left.

Have ready these questions for the game:

- $10 + 6 =$
- $10 + 24 =$
- $10 + 2 =$
- $10 + 12 =$
- $10 + 4 =$
- $10 + 20 =$
- $10 + 36 =$
- $10 + 14 =$
- $10 + 10 =$
- $10 + 38 =$
- $10 + 34 =$
- $10 + 18 =$
- $10 + 8 =$
- $10 + 40 =$
- $10 + 22 =$
- $10 + 16 =$

10  
minutes

0—9 number cards

## Introduction

### Pair task

Ask the pupils to start counting backwards from 999 to 950.

Give out the [0—9 number cards](#).

Look together at three numbers, eg: 6, 9 and 4.

Ask each pair to make the lowest number and the highest number possible using their cards.

Repeat this activity five times, each time choosing a different set of three numbers.

25  
minutes

Tens and Units bundles

## Main activity

### Pair task

Give each pair the [Tens and Units bundles](#).

Ask them to use the bundles to complete these statements:

'One group of Ten =  Units.'

'Two groups of Ten =  Units.'

'10 groups of Ten =  Units.'

'90 groups of Ten =  Units.'

Ask, 'How many bundles of Ten are there in 100, 300 and 400?'

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

$80 = \text{ groups of Ten.}$

$70 = \text{ groups of Ten.}$

$40 = \text{ groups of Ten.}$

$30 = \text{ groups of Ten.}$

$700 = \text{ groups of Ten.}$

$600 = \text{ groups of Ten.}$

10  
minutes

Tens and Units bundles

## Plenary

### Pair task

Ask the pairs to make 79 with their [Tens and Units bundles](#) and ask, 'How many Tens are there in 79?'

## Week 1: Numbers

## Day 2: Revision of place value

### Learning outcomes

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

Say number bonds to 20.

Identify the place value of  
three-digit numbers.

### Preparation

**Before the lesson:**

Make a set of **0—20 number cards**.

Make two number 10 cards.

Have ready **0—9 number cards**  
for each pair.

Practise **How? Find the place value of  
a number**, as shown below.

### How? Find the place value of a number



Write three digits  
on the chalkboard.



Use the digits  
to make a number.



Ask the pupils to  
write Hundreds, Tens  
or Units (HTU)  
above each digit in  
the number.



Ask them to expand  
the number.



Tell them to put  
the number together  
again and read  
it to the class.

15  
minutes

0—20 number cards

## Daily practice

### Pair task

Give out the 0—20 number cards to 22 pupils.

Tell the pupils to find someone with a card that makes 20 when added to their own card.

Ask pairs to say their numbers and ask the others if they are correct.

Ask the pupils to write as many sums as they can that add up to 20 in their exercise books.

10  
minutes

## Introduction

### Individual task

Ask the pupils to write the number 783 in their exercise books.

Tell them to start at 783 and continue writing the next numbers for five minutes, eg: 784, 785.

Choose some pupils to say their highest numbers and write them on the chalkboard.

25  
minutes

How

## Main activity

### Whole class teaching

Teach the pupils **How? Find the place value of a number**, as shown left.

Explain that 683 can be written in four different ways:

$$600 + 80 + 3$$

6 Hundreds, 8 Tens and 3 Units.

Six hundred and eighty three.

H T U  
6 8 3

Ask the pupils to write each of these numbers in four different ways as above: 453, 687, 439.

0—9 number cards

### Pair task

Give each pair 0—9 number cards.

Ask the pairs to choose three cards and make the biggest and the smallest number possible with them.

Ask the pairs to write each number in four different ways.

Repeat with three different cards.

10  
minutes

## Plenary

### Pair task

Write other three-digit numbers on the chalkboard, underlining one digit in each, eg: 365, 741, 482, 713

Ask the pairs to explain the value of the underlined digit to their partner.

# Week 1: Numbers

# Day 3: Order numbers

## Learning outcomes

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

Subtract single-digit numbers  
from two-digit numbers.

Order three-digit numbers.

## Preparation

**Before the lesson:**

Have ready 0—9 number cards for  
each pair.

Practise [How? Order three-digit numbers](#),  
as shown below.

### How? Order three-digit numbers



Write three, three-  
digit numbers  
on the chalkboard.



Underline the  
Hundreds digit in  
all the numbers  
and ask, 'Which is  
the highest?'



The one with the  
highest Hundred is  
the largest number.  
If they are equal,  
look at the Tens.



The number with  
the highest Ten is  
the largest number.  
If they are equal,  
look at the Units.



If they are still  
equal, the number  
with the highest Unit  
digit is the largest.

15 minutes | 0—9 number cards

## Daily practice

### Pair task

Give each pair the **0—9 number cards**.

Ask the pairs to choose two cards to make a two-digit number and another card to make a single-digit number.

Tell them to subtract the single-digit number from the two-digit number.

Tell the pupils to repeat this with different cards and ask them to write the sums in their exercise books.

Choose some pairs to explain how they worked out their answers, eg: 'I counted back'.

10 minutes | 0—9 number cards

## Introduction

### Whole class teaching

Ask the pairs to choose three numbers from their **0—9 number cards** and make the lowest and highest possible numbers from those three numbers.

Repeat the activity three or four times with different numbers.

Ask:

'How did you do that?'

'Which place value did you think about first?'

25 minutes

How

## Main activity

### Whole class teaching

Explain **How? Order three-digit numbers**, as shown left.

Write these lines of numbers on the chalkboard:

68, 88, 99, 21

345, 566, 989, 745, 902, 346

609, 690, 604, 478, 874, 371

For each line, ask the pairs:

'Which number is the highest?'

'Which number is the lowest?'

'How do you know?'

10 minutes | Bingo game

## Plenary

### Whole class teaching

Play the **addition bingo game**, in the same way as on Week 1, Day 1 (earlier this week).

## Week 1: Numbers

## Day 4: Expand four- digit numbers

### Learning outcomes

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

Round numbers to the  
nearest Ten.

Expand four-digit numbers.

### Preparation

**Before the lesson:**

Have ready [place value cards](#) and [Hundreds, Tens and Units bundles](#) for each group.

Practise [How? Read the place value of four-digit numbers](#), as shown below.

**How?**  
Read the place  
value of four-digit  
numbers



Ask the pupils how many bundles of Ten make a Hundred.



Ask them if they know what 10 bundles of a Hundred are called (a Thousand).



Write 'H T U' and tell the pupils that the next value is Th (thousands). It is written, 'Th H T U'.



Ask pupils to make a four-digit number with the place value cards.



Write the number and read it, eg: one thousand, nine hundred and twenty six.

15  
minutes

## Daily practice

### Whole class teaching

Draw a 0—20 number line on the chalkboard.

Choose a pupil to point to 0, 10 and 20.

Ask:

'Is 6 nearest to 0 or 10?'

'Is 8 nearest to 0 or 10?'

'Is 14 nearest to 10 or 20?'

Tell the pupils that this is called 'rounding' up or down to the nearest Ten.

Explain that numbers ending in 5 are rounded up. So 5 is nearest to 10, and 15 is nearest to 20.

Ask the pupils to round these numbers up or down to the nearest Ten: 12, 17, 3, 9, 2, 11, 16.

10  
minutes

## Introduction

### Whole class teaching

Write '107, 701, 928, 746' on the chalkboard and choose some pupils to put the numbers in descending order (from the highest to the lowest).

Repeat with 564, 465, 725, 874.

25  
minutes

How

Hundreds, Tens and Units bundles/  
Place value cards

## Main activity

### Whole class teaching

Show the pupils the **Hundreds, Tens and Units bundles** and give out the **place value cards** to each group.

Explain **How? Read the place value of four-digit numbers**, as shown left.

### Group task

Write the following numbers on the chalkboard and ask the groups to make them using their **place value cards**:

6450

2185

9372

3682

7343

Each time they make a number, ask the pupils:

'What number have you made?'

'What is the value of the underlined digit?'

Ask the pupils to expand each number and write them in their exercise books.

10  
minutes

## Plenary

### Whole class teaching

Write some four-digit numbers on the chalkboard, eg: 3216, 4532, 6794.

Choose some pupils to write 'Th H T U' above each number and say the number.

## Week 1: Numbers

## Day 5: Greater than, less than

### Learning outcomes

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

Identify the place  
value of three- and four-  
digit numbers.

Use the signs for less  
than  $<$  and greater than  $>$ .

### Preparation

**Before the lesson:**

Have ready the [place value cards](#) for  
each group.

Practise [How? Signs for greater than  
and less than](#), as shown below.

### How? Signs for greater than and less than



Write the signs for  
less than  $<$  and  
greater than  $>$   
on the chalkboard.



Write two, three-  
digit numbers  
on the chalkboard.



Tell pupils to under-  
line the Hundreds  
digit in the numbers  
and ask them,  
'Which number is  
the lowest?'



Ask them to put  
the sign between  
the numbers,  
with the narrowest  
end pointing to the  
lowest number.



Write the sums you  
have made, eg:  
'473 is less than 562.'  
'562 is greater  
than 473.'



15  
minutes

## Daily practice

### Whole class teaching

Remind the pupils about the work they were doing on rounding yesterday.

Draw a number line from 50—80 on the chalkboard.

Tell the pupils to copy it in their exercise books and draw circles around the Tens.

Ask the pupils, 'Which Ten is nearest to 57?'

Repeat, using different numbers on the number line.

10  
minutes

Place value cards

## Introduction

### Group task

Write these numbers on the chalkboard: '382, 2356, 493, 6481, 745'.

Ask each group to make a different number using the **place value cards**.

Choose some pupils to read the numbers. Ask:

'Which number is 10 more than this?'

'Which number is 10 less than this?'

'Which number is 100 more than this?'

'Which number is 100 less than this?'

25  
minutes

How

Place value cards

## Main activity

### Whole class teaching

Explain **How? Signs for greater than and less than**, as shown left.

Write two numbers on the chalkboard and ask the pupils to put the right < or > sign between them.

### Group task

Ask the groups to make two different numbers using the **place value cards**.

Tell the pupils to write the numbers in their exercise books and to put the right < or > sign between them.

Ask each group to repeat the activity several times, choosing different numbers.

Ask each group to write a sum containing 'greater than' or 'less than' on the chalkboard and read it to the class.

10  
minutes

## Plenary

### Whole class teaching

Write a number between 0 and 900 on the chalkboard.

Ask the pupils:

'Which number is 10 more than this?'

'Which number is 10 less than this?'

'Which number is 100 more than this?'

'Which number is 100 less than this?'

Repeat with a different number.

## Weekly page

# Primary 4, numeracy lesson plans

## Week 2:

# Addition of two- digit numbers

### Words/phrases

Write these words on the chalkboard  
and leave them there for the week.

add  
addition  
calculation  
vertical method  
place value  
two-digit number  
three-digit number  
double  
multiples  
sequences  
Tens boundary  
Hundreds boundary  
word problem

### Learning expectations

By the end of the week:

**All pupils will be  
able to:**

Use the vertical method to  
add two-digit numbers.

**Most pupils will be  
able to:**

Add two-digit numbers  
crossing the Tens boundary.

**Some pupils will be  
able to:**

Solve word problems  
that involve adding two-  
digit numbers.

## Assessment task

### Instructions:

Ask the individual pupils to complete these tasks in their exercise books.

1

Solve these sums using the vertical method:

$$13 + 12 =$$

$$24 + 35 =$$

$$66 + 21 =$$

$$48 + 26 =$$

$$25 + 37 =$$

$$55 + 28 =$$

2

Solve this word problem:  
On Monday, Bola sells 34 yams. On Tuesday, she sells 21 yams.  
How many yams did she sell in total?

## Example of a pupil's work

### This pupil can:

Write out an addition sum horizontally.

Expand the two-digit numbers and add up the Tens and Units.

Place the numbers vertically under the right headings.

Add up the Tens and Units vertically.

Write out the answer horizontally as a final result.

Numeracy

$$48 + 26 =$$

$$8 + 6 = 14$$

$$40 + 20 = 60$$

T U

1 4

6 0 +

7 4

$$\text{answer} = 48 + 26 = 74$$

## Week 2: Addition of two-digit numbers

## Day 1: Vertical addition

### Learning outcomes

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

Count in twos and fives.

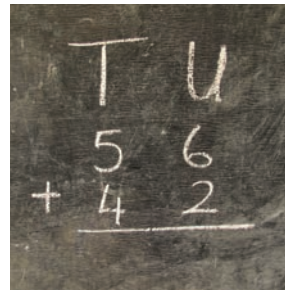
Use the vertical addition  
method to add  
two-digit numbers.

### Preparation

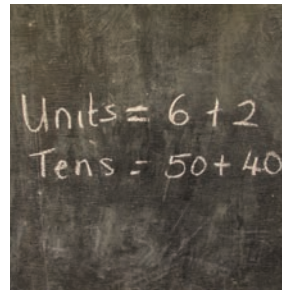
**Before the lesson:**

Practise [How? Vertical addition](#),  
as shown below.

### How? Vertical addition



Set the sum out  
vertically and write  
'T and U' above  
the numbers.



Expand the numbers.



Explain that we can  
now add up the  
Units (6 + 2) and the  
Tens (50 + 40).



Add up this sum  
and use it to answer  
the question.

15  
minutes

### Daily practice

#### Whole class teaching

Ask the pupils to stand in a circle and take turns counting forwards in twos, starting at zero (0).

Start with a different pupil and ask them to count backwards in twos.

Ask the pupils to chant the 2 times table with you.

Repeat these activities, counting in fives and chanting the 5 times table.

Ask individual pupils 2 times table and 5 times table questions.

10  
minutes

How

### Introduction

#### Whole class teaching

Teach the pupils  
**How? Vertical addition,**  
as shown left.

25  
minutes

### Main activity

#### Whole class teaching

Write, '53 + 14 =' on the chalkboard.

Ask all the pupils to complete this sum in their exercise books.

Ask one or two pupils to explain to the class how they got the answer.

Remind the class that it is important to put the digits in the correct place.

#### Individual task

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

$$\begin{array}{r} T \ U \\ 2 \ 4 \\ + \ 6 \ 1 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \ 6 \\ + \ 3 \ 2 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \ 2 \\ + \ 5 \ 6 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \ 2 \\ + \ 4 \ 4 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \ 5 \\ + \ 8 \ 1 \\ \hline \end{array}$$

10  
minutes

### Plenary

#### Whole class teaching

Ask the pupils to count forwards and backwards in multiples of 5, up to 150.

## Week 2: Addition of two-digit numbers

## Day 2: Vertical addition

### Learning outcomes

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

Double two- and three-  
digit numbers.

Use the vertical method to  
add two-digit numbers.

### Preparation

**Before the lesson:**

Practise [How? Doubling numbers](#),  
as shown below.

### How? Doubling numbers



Tell the pupils that  
double 244 is the  
same as  $244 + 244$ .



Write '244' on the  
chalkboard.



Ask the pupils to help  
you expand 244.



Tell them to double  
each digit.



Ask the pupils  
to write the answer.

15  
minutes

How

## Daily practice

### Whole class teaching

Teach the pupils the **How? Doubling numbers** method, as shown left.

Repeat with 34, 43, 423, 242 and 320.

10  
minutes

## Introduction

### Whole class teaching

Explain to the pupils that they are going to continue to use vertical addition.

Write '36 + 43 =' on the chalkboard.

Remind the class that it is important to put the digits in the correct place value.

Choose some pupils to complete the calculation, explaining their working out to the class.

25  
minutes

## Main activity

### Individual task

Write the following addition calculations on the chalkboard and ask the pupils to complete them in their exercise books, using the vertical method:

$$\begin{array}{r} \text{T U} \\ 34 \\ + 52 \\ \hline \end{array}$$

$$\begin{array}{r} 54 \\ + 41 \\ \hline \end{array}$$

$$\begin{array}{r} 62 \\ + 36 \\ \hline \end{array}$$

$$\begin{array}{r} 22 \\ + 44 \\ \hline \end{array}$$

$$\begin{array}{r} 75 \\ + 11 \\ \hline \end{array}$$

10  
minutes

## Plenary

### Whole class teaching

Call out numbers between 1 and 20 and ask the pupils to double each number.

Ask the pupils to write the answer before putting their hands in the air.

## Week 2: Addition of two-digit numbers

## Day 3: Vertical addition

### Learning outcomes

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

Give answers from the 2  
and 5 times tables quickly.

Use vertical addition to add  
two-digit numbers.

### Preparation

**Before the lesson:**

Practise [How? Vertical addition crossing  
the Tens boundary](#), as shown below.

### How? Vertical addition crossing the Tens boundary



Set the sum out  
vertically and ask  
the pupils to  
help you expand  
the numbers.



Ask them, 'How  
many Units are there  
altogether?' Label  
the answer with the  
correct place value.



Ask the pupils,  
'How many Tens are  
there altogether?'



Tell them to add  
the Tens and Units  
together.



Ask them to  
answer the question.



15  
minutes

## Daily practice

### Group task

Ask the pupils to stand in a circle and take turns counting forwards in twos, starting at zero (0).

Ask them to take turns counting backwards in fives.

Ask individual pupils some 5 times table and 2 times table questions.

Ask:

'If you know  $3 \times 2$ , what is  $30 \times 2$ ?'

'If you know  $7 \times 5$ , what is  $70 \times 5$ ?'

Remind the pupils that the sum is now 10 times bigger.

10  
minutes

## Introduction

### Whole class teaching

Remind the pupils that they have been learning vertical addition.

Tell them that it is important to expand the numbers.

Choose some pupils to expand 18, 10, 13, 25, 47 and 51.

Write '43 + 35' on the chalkboard and ask the pupils to help you work it out.

25  
minutes

How

## Main activity

### Whole class teaching

Teach **How? Vertical addition crossing the Tens boundary**, as shown left.

Repeat with  $36 + 59 =$

Emphasise that  $6 + 9 = 15$ , which must be placed correctly under the T and U.

Choose some pupils to help you calculate  $47 + 37$  on the chalkboard.

### Individual task

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

$$\begin{array}{r} \text{T U} \\ 56 \\ + 25 \\ \hline \end{array}$$

$$\begin{array}{r} 46 \\ + 37 \\ \hline \end{array}$$

$$\begin{array}{r} 58 \\ + 16 \\ \hline \end{array}$$

$$\begin{array}{r} 77 \\ + 14 \\ \hline \end{array}$$

$$\begin{array}{r} 35 \\ + 37 \\ \hline \end{array}$$

10  
minutes

Bingo game

## Plenary

### Whole class teaching

Play the **addition bingo game**, in the same way as on Week 1, Day 1 (last week).

## Week 2: Addition of two-digit numbers

## Day 4: Vertical addition

### Learning outcomes

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

Count in multiples of 10.

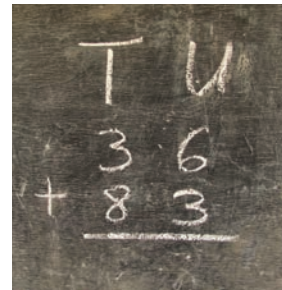
Solve word problems  
that involve adding two-  
digit numbers.

### Preparation

**Before the lesson:**

Practise [How? Vertical addition  
crossing the Hundreds boundary](#), as  
shown below.

### How? Vertical addition crossing the Hundreds boundary



Set the sum out  
vertically and write  
'T' and 'U' above  
the numbers.



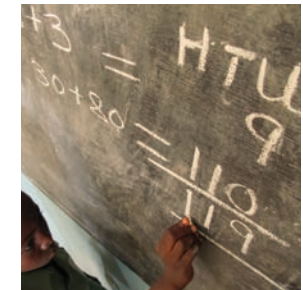
Ask the pupils  
to help you expand  
the numbers.



Ask them, 'How  
many Units are there  
altogether?', 'How  
many Tens are  
there altogether?'



Tell pupils to label  
the answers with  
the correct  
place value.



Ask them to add  
the Hundreds,  
Tens and Units  
together and  
write the answer.

15  
minutes

## Daily practice

### Whole class teaching

Ask the pupils to write '10' in their exercise books and keep adding 10 and writing down each new number, ie: 10, 20, 30, 40 as high as they can go.

Challenge the class to write as many as they can in five minutes.

Make sure the pupils write the numbers correctly when they cross the Hundreds boundary, ie: 110.

10  
minutes

## Introduction

### Whole class teaching

Ask the pupils to help you expand 250, 434, 678, 321 and 380.

Write '28 + 36' on the chalkboard.

Ask the pupils to help you work it out using the vertical method.

Remind them to make sure the T and U are written in the correct places.

25  
minutes

How

## Main activity

### Whole class teaching

Teach the pupils **How? Vertical addition crossing the Hundreds boundary** method, as shown left.

Look at **How? Solve addition word problems**, as shown on Week 2, Day 5 (tomorrow).

### Pair task

Write the following word problems on the chalkboard and ask the pairs to complete them in their exercise books:

'Funke collects 46 green bananas and 93 red bananas. How many does she have altogether?'

'One bag contains 52 mangoes, the second contains 77. How many mangoes are there altogether?'

'What is the sum of 45 oranges and 29 oranges?'

'Phillip ran for 36 minutes and stopped for a drink. He then ran another 28 minutes. How many minutes did he run for altogether?'

10  
minutes

## Plenary

### Pair task

Choose some pairs to say their answers and explain their calculations on the chalkboard.

## Week 2: Addition of two-digit numbers

## Day 5: Vertical addition

### Learning outcomes

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

Continue number sequences.

Solve word problems  
that involve adding two-  
digit numbers.

### Preparation

**Before the lesson:**

Practise [How? Solve addition word problems](#), as shown below.

### How? Solve addition word problems



Write the problem on the chalkboard.



Ask pupils to underline the key words to help decide the calculation needed.



Tell them to underline the numbers you will use.



Ask them to write the sum.



Tell pupils to answer the question using vertical addition.

15  
minutes

## Daily practice

### Whole class teaching

Ask the pupils to count in Tens, starting from 13.

Ask, 'Which digit changes?'

Write these number sequences on the chalkboard:

15, 20, , , , 40

, , , 16, 18, 20

40, 45, 50 , , 65

57, 67 , , , , 117

Ask the pupils:

'What are the next numbers in the sequence?'

'How do you know?'

Tell them to copy and complete the sequences in their exercise books.

10  
minutes

How

## Introduction

### Whole class teaching

Remind the pupils that they have been adding two-digit numbers.

Tell the class this problem: 'There are 58 pupils in P2 and 64 in P3. How many pupils are there altogether?'

Teach the class [How? Solve addition word problems](#), as shown left.

Ask the pupils to solve the problem in their exercise books.

Check if they are right.

25  
minutes

## Main activity

### Pair task

Write the following word problems on the chalkboard and ask the pupils to complete them in their exercise books, working with a partner:

'In the school library there are 37 books on animals and 95 books on cars. How many books are there altogether?'

'Segun bought a pen for N45 and a book for N85. How much did he spend altogether?'

'On Monday, Jamila read 53 pages of her book. On Tuesday, she read 74. How many pages did she read altogether?'

'In a school there are 78 boys and 67 girls. How many pupils are there altogether?'

10  
minutes

## Plenary

### Pair task

Ask the pairs to find another pair and explain to each other how they worked out the answers.

Grade/  
Type of lesson plan

Lesson  
title

## Weekly page

Primary 4,  
numeracy  
lesson plans

## Week 3:

Subtraction

### Words/phrases

Write these words on the chalkboard  
and leave them there for the week.

subtract  
subtraction  
number line  
vertical method  
place value  
two-digit  
digits  
word problem  
more  
difference  
calculation  
times table

### Learning expectations

By the end of the week:

**All pupils will be  
able to:**

Subtract two-digit numbers  
using a number line.

**Most pupils will be  
able to:**

Subtract two-digit numbers  
using vertical subtraction.

**Some pupils will be  
able to:**

Subtract two-digit numbers  
to solve word problems.

## Assessment task

### Instructions:

Ask the individual pupils to complete these tasks in their exercise books.

1

Solve these sums using a number line:

$$58 - 43 =$$

$$89 - 34 =$$

2

Solve these sums using the vertical method:

$$45 - 31 =$$

$$97 - 25 =$$

$$63 - 42 =$$

3

Solve this word problem:

Kyra saved N86. She buys a pencil and an exercise book. This will cost her N25. How much money does she have left?

## Example of a pupil's work

### This pupil can:

Write out a subtraction sum horizontally.

Expand numbers and place them under the right headings.

Subtract the Tens and the Units.

Add up the expanded number.

Write out the answer horizontally as a final result.

Numeracy

$$57 - 23 =$$

T	U
50	7
20	3
<hr/>	
30	4

$$30 + 4 = 34$$

$$\text{Answer} = 57 - 23 = 34$$

## Week 3: Subtraction

### Day 1: Subtraction with a number line

#### Learning outcomes

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

Say number bonds to 100.

Subtract two-digit and  
three-digit numbers using  
a number line.

#### Preparation

**Before the lesson:**

Practise [How? Find my friend](#), as shown  
below, and make enough **0—100  
number bond cards** so that each pupil  
has a card.

#### How? Find my friend



Give each pupil  
a 0—100 number  
bond card.



Make sure that  
the cards you give  
out can complete  
number bonds.



Tell the pupils to  
find a partner with  
a number that  
will make 100 when  
added to theirs.



Ask the class if they  
are correct.



15  
minutes

How

Find my friend  
game

10  
minutes

25  
minutes

10  
minutes

Find my friend game

## Daily practice

## Introduction

## Main activity

## Plenary

### Whole class teaching

Play the game explained in [How? Find my friend](#), as shown left.

### Whole class teaching

Tell the class this word problem, 'There are 465 pupils in a school. 149 are girls. How many are boys?'

### Whole class teaching

Ask:  
'What is  $100 - 25$ ?'  
'What is  $100 - 50$ ?'  
'What is  $100 - 80$ ?'  
'What is  $100 - 65$ ?'

Remind the pupils that knowing number bonds to 100 helps with these calculations.

### Individual task

Write these subtraction calculations on the chalkboard:

$$89 - 57 =$$

$$96 - 34 =$$

$$78 - 26 =$$

$$67 - 45 =$$

$$456 - 322 =$$

$$375 - 148 =$$

$$286 - 148 =$$

Tell the pupils to work out the answers to the sums in their exercise books, using number lines.

### Whole class teaching

Play [find my friend](#) again.

## Week 3: Subtraction

## Day 2: Vertical subtraction

### Learning outcomes

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

Say number bonds to 100.

Subtract two-digit numbers  
using vertical subtraction.

### Preparation

**Before the lesson:**

Have ready the [0—100 number bond cards](#)  
from Week 3, Day 1 (yesterday).

Practise [How? Vertical subtraction](#),  
as shown below.

### How? Vertical subtraction



Set the sum out  
vertically, lining up  
the digits in their  
place value correctly.



Ask the pupils  
to help you expand  
the numbers into  
Tens and Units.



Tell them to subtract  
the Units and  
subtract the Tens.



Ask them to add  
the Tens and  
Units together.



Tell them to answer  
the question.

15 minutes | Find my friend game

10 minutes **How**

25 minutes

10 minutes

## Daily practice

## Introduction

## Main activity

## Plenary

### Whole class teaching

Play the [find my friend](#) game from Week 3, Day 1 (yesterday).

Ask the pupils:  
'What is  $100 - 45$ ?'  
'What is  $100 - 35$ ?'  
'What is  $100 - 65$ ?'

### Whole class teaching

Ask the pupils, 'How many ways do you know to work out subtraction sums?'

Explain that they are going to learn a new method called vertical subtraction.

Tell the pupils that in vertical subtraction the numbers are written underneath each other.

Explain [How? Vertical subtraction](#), as shown left.

### Whole class teaching

Demonstrate solving  $96 - 34 =$  using the vertical subtraction method.

Ask the pupils to help explain the method as you demonstrate to the class.

Repeat with  $77 - 23 =$

Write these subtraction sums on the chalkboard:

$89 - 54 =$   
 $75 - 31 =$   
 $58 - 26 =$   
 $69 - 45 =$   
 $46 - 32 =$   
 $86 - 24 =$   
 $48 - 33 =$   
 $77 - 15 =$

### Pair task

Ask the pupils to complete the sums in their exercise books using the vertical subtraction method.

When they have finished, tell the pupils to give their exercise books to their partners.

Tell them to put a tick if they think a sum is correct and a cross if they think it is wrong.

### Whole class teaching

Choose one or two pupils to write their calculations on the chalkboard, explaining to the class how they worked it out.

## Week 3: Subtraction

## Day 3: Vertical subtraction

### Learning outcomes

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

Halve two-digit numbers.

Subtract two-digit numbers  
using vertical subtraction.

### Preparation

**Before the lesson:**

Display the 2 times table up to  
 $12 \times 2 = 24$ .

Practise [How? Halving two-digit  
numbers](#), as shown below.

### How? Halving two- digit numbers



Ask the pupils  
questions from the  
2 times table.



Tell them that they  
can use their 2 times  
table to find half of  
12 ( $2 \times 6 = 12$ ).



Remind them how  
to write a half.



Tell the pupils to  
write the sum and  
answer it.

15  
minutes

How

## Daily practice

### Whole class teaching

Teach **How? Halving two-digit numbers**, as shown left.

Write on the chalkboard:

$$\frac{1}{2} \text{ of } 14 =$$

$$\frac{1}{2} \text{ of } 18 =$$

$$\frac{1}{2} \text{ of } 22 =$$

$$\frac{1}{2} \text{ of } 10 =$$

Ask the pupils to complete these sums in their exercise books.

10  
minutes

## Introduction

### Whole class teaching

Ask the pupils which two methods they have learned for subtraction (number line and vertical).

Write these two sums on the chalkboard and use them to remind the pupils how to do vertical subtraction:

$$77 - 65 =$$

$$82 - 71 =$$

25  
minutes

## Main activity

### Pair task

Write these subtraction calculations on the chalkboard:

$$77 - 65 =$$

$$82 - 71 =$$

$$53 - 13 =$$

$$68 - 32 =$$

$$96 - 32 =$$

$$88 - 13 =$$

$$56 - 23 =$$

$$95 - 30 =$$

Tell the pairs to write the sums vertically and complete them in their exercise books.

Remind the pupils to discuss and support each other.

10  
minutes

## Plenary

### Whole class teaching

Ask the pupils to recite the 5 times table.

Ask them to help you write the 3 times table on the chalkboard.

Keep it for the next day.

## Week 3: Subtraction

## Day 4: Solving word problems

### Learning outcomes

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

Say the 3 and 6 times tables.

Solve word problems using  
vertical subtraction.

### Preparation

**Before the lesson:**

Have ready the 3 times table from Week 3,  
Day 3 (yesterday) on the chalkboard.

Practise [How? Solving word problems  
using vertical subtraction](#), as shown below.

### How? Solving word problems using vertical subtraction



Write the problem on  
the chalkboard.



Ask pupils to underline the key words to help decide the calculation needed.



Tell them to underline the numbers you will use and write the sum.



Ask them to answer the question.

15  
minutes

## Daily practice

### Whole class teaching

Ask the pupils to say the 3 times table with you, then rub out the answers.

Choose some pupils to come and write the answers on the chalkboard as you ask questions from the 3 times table.

Ask the pupils to help you to write out the 6 times table.

Ask the pupils what they notice (the answers are double the 3 times table answers).

Rub out the 6 times table and ask the pupils to write out the 6 times table in their exercise books.

10  
minutes

How

## Introduction

### Whole class teaching

Write on the chalkboard: 'Mustapha collects 76 yams from the field. He gives 43 to his neighbour. How many does he have left?'

Explain [How? Solving word problems using vertical subtraction](#), as shown left.

25  
minutes

## Main activity

### Pair task

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

'There are 56 pupils in P4 and 43 pupils in P5. How many more pupils are there in P4?'

'Adeola is 46 years old. Yusuf is 25 years old. What is the difference in their ages?'

'There are 59 children at a football club. 24 of them are girls. How many are boys?'

'Kunle bakes 87 loaves on Monday. He sells 62 of them. How many does he have left?'

10  
minutes

## Plenary

### Whole class teaching

Ask the pupils questions from the 6 times tables.

## Week 3: Subtraction

## Day 5: Solving word problems

### Learning outcomes

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

Answer questions from  
the 6 times table.

Solve word problems  
that involve subtracting  
two-digit numbers.

### Preparation

**Before the lesson:**

Write the 6 times table on the chalkboard.

Practise [How? Solving word problems  
using vertical subtraction](#), as shown below.

### How? Solving word problems using vertical subtraction



Write the problem on  
the chalkboard.



Ask pupils to under-  
line the key words  
to help decide the  
calculation needed.



Tell them to under-  
line the numbers  
you will use and write  
the sum.



Ask them to answer  
the question.



15  
minutes

## Daily practice

### Whole class teaching

Ask the pupils to say the 6 times table with you.

Ask them to say the 10 times table with you.

Ask, 'If you know  $3 \times 6$ , what is  $30 \times 6$ ?' and 'If you know  $7 \times 6$ , what is  $70 \times 6$ ?'

Remind the pupils that the sum is now 10 times bigger.

Write on the chalkboard:

$10 \times 6 =$   
 $30 \times 6 =$   
 $60 \times 6 =$   
 $80 \times 6 =$   
 $40 \times 6 =$

Ask the pupils to complete the sums in their exercise books.

10  
minutes

How

## Introduction

### Pair task

Write on the chalkboard, 'Mrs Amina has baked 96 cakes to sell in the market. People buy 54 cakes, how many are left?'

Remind pupils of the method explained in [How? Solving word problems using vertical subtraction](#), as shown left.

25  
minutes

## Main activity

### Individual task

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

'Rachel is reading a book with 96 pages. She has read 54 pages. How many does she have left to read?'

'Jibo has collected 78 stickers. He gives his friend 25. How many does he have left?'

'Gbenga has saved N80. He goes to the market and spends N55. How much does he have left?'

'Bose collected 87 eggs from her chickens on Tuesday. She dropped them and broke 35. How many does she have left?'

10  
minutes

## Plenary

### Individual task

Ask the pupils questions from the 3, 5, 6 and 10 times tables.

## Weekly page

# Primary 4, numeracy lesson plans

## Week 4:

# Multiplication

Hundred square

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

### Words/phrases

Write these words on the chalkboard and leave them there for the week.

multiply  
multiplication  
multiplied  
multiple  
times  
two-digit  
calculation  
grid method

### Learning expectations

By the end of the week:

**All pupils will be able to:**

Multiply numbers by Tens and Hundreds.

**Most pupils will be able to:**

Multiply two-digit numbers by single-digit numbers using the grid method.

**Some pupils will be able to:**

Solve multiplication word problems.

## Assessment task

### Instructions:

Ask the individual pupils to complete these tasks in their exercise books.

1

Multiply these numbers by 10:

3

67

98

2

Multiply these numbers by 100:

4

63

24

3

Do these multiplication sums using the grid method:

$$24 \times 5 =$$

$$62 \times 8 =$$

## Example of a pupil's work

### This pupil can:

Expand the numbers in a horizontal multiplication sum.

Set up the grid method.

Multiply the expanded numbers and write the answers in the correct boxes.

Add up the numbers.

Write the answer horizontally.

Numeracy

$$34 \times 6 =$$

$$30 \times 6 =$$

$$4 \times 6 =$$

	30	4
$\times 6$	180	24

$$180 + 24 = 204$$

$$\text{Answer } 34 \times 6 = 204$$

## Week 4: Multiplication

## Day 1: Multiplying by 10 and 100

### Learning outcomes

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

Count in threes and sixes.

Multiply two-digit numbers  
by 10 and 100.

### Preparation

**Before the lesson:**

Draw a [Hundred square](#) on the chalkboard,  
as found on the Weekly page, Week 4.

Practise [How? Multiplication by 10 and 100](#),  
as shown below.

### How? Multiplication by 10 and 100



Write a two-digit  
number and label  
it with the correct  
place value.



Ask pupils, 'What  
happens to a  
number when it is  
multiplied by 10?'



Explain that a number  
becomes 10 times  
greater and moves  
one place to the left.



Follow the same  
method for multiplying  
by 100, ensuring  
that numbers move  
two places to the left.

15  
minutes

Hundred square

10  
minutes

25  
minutes

How

10  
minutes

## Daily practice

## Introduction

## Main activity

## Plenary

### Whole class teaching

Ask the pupils to use the **Hundred square** to count in threes, pointing out all the multiples of 3.

Stand the pupils in a circle and explain they are going to count in threes.

Say 'zero' and go round the circle, encouraging each pupil to say the next multiple of 3.

Remind the pupils to look at the **Hundred square** if they are not sure of the answer.

Continue until each pupil has given a multiple of 3.

Repeat, counting in sixes.

### Whole class teaching

Write the 10 times table on the chalkboard and ask the class to say it with you.

Ask the pupils sums from the 10 times table.

### Whole class teaching

Explain **How? Multiplication by 10 and 100**, as shown left.

### Pair task

Ask the pairs to write the answers to these sums in their exercise books:

$$7 \times 10 =$$

$$9 \times 10 =$$

$$45 \times 100 =$$

$$56 \times 100 =$$

Tell them to choose five numbers from 0—99 and multiply them by 10.

When they have finished, tell the pairs to choose five different numbers and multiply them by 100.

Choose some pairs to write their sums on the chalkboard for the class to answer.

### Whole class teaching

Write these sums on the chalkboard:

$$70 \times 10 =$$

$$70 \times 100 =$$

$$34 \times 10 =$$

$$34 \times 100 =$$

$$60 \times 10 =$$

$$60 \times 100 =$$

$$78 \times 10 =$$

$$78 \times 100 =$$

Ask the pupils:

'What happens to numbers when they are multiplied by 10?'

'What happens to numbers when they are multiplied by 100?'

## Week 4: Multiplication

## Day 2: Multiplication using the grid method

### Learning outcomes

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

Recall the 3 and 6 times  
tables quickly.

Use the grid method to  
multiply two-digit numbers  
by a single-digit number.

### Preparation

**Before the lesson:**

Read the instructions for the [buzz game](#)  
as shown in Week 4, Day 5 (later this week).

Practise [How? Multiplication using the grid  
method](#), as shown below.

### How? Multiplication using the grid method



Write the sum  
on the chalkboard.



Draw a grid and set  
the sum out.



Ask the pupils to  
multiply the numbers  
in the grid.



Tell them to add up  
the answers and  
complete the sum.

15 minutes | Buzz game

## Daily practice

### Pair task

Quickly play the **buzz game**, using the 3 times table and then the 6 times table.

Ask the pupils to write the 3 and 6 times tables in their exercise books.

Ask the pairs how they could solve this problem, 'Five pupils have six exercise books. How many exercise books are there altogether?'

Explain that  $5 \times 6 = 30$  so there are 30 exercise books.

Ask the pairs to use times tables to solve this problem: 'There are three yams in a bag. How many yams are there in six bags?'

10 minutes | How

## Introduction

### Whole class teaching

Explain **How? Multiplication using the grid method**, as shown left.

Repeat the process with another calculation,  $33 \times 3 =$

25 minutes

## Main activity

### Pair task

Write the following sums on the chalkboard and ask the pairs to complete them in their exercise books using the grid method:

$$27 \times 2 =$$

$$13 \times 6 =$$

$$15 \times 6 =$$

$$29 \times 3 =$$

$$17 \times 5 =$$

$$32 \times 3 =$$

10 minutes | Buzz game

## Plenary

### Whole class teaching

Play the **buzz game**, using the 3 and 6 times tables.

## Week 4: Multiplication

## Day 3: Multiplication using the grid method

### Learning outcomes

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

Count in fours and sixes.

Use the grid method to  
multiply two-digit numbers  
by single-digit numbers.

### Preparation

**Before the lesson:**

Read the instructions for the [buzz game](#)  
as shown in Week 4, Day 5 (later this week).

Find a [small ball](#) and read [How? Play the  
circle game](#), as shown below.

### How? Play the circle game



Stand the pupils in  
a circle.



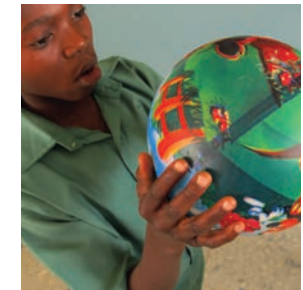
Throw the ball to  
a pupil across the  
circle and say 'zero'.



Ask the pupils to  
add 4 to the number  
and throw it  
to the next pupil.



The next pupil  
should add 4  
to the new number.  
Continue until you  
reach 40.



Go round again,  
starting with  
a different pupil.



15  
minutes

How

Circle game

10  
minutes

25  
minutes

10  
minutes

Buzz game

## Daily practice

## Introduction

## Main activity

## Plenary

### Whole class teaching

Play the [game](#), as shown left in [How? Play the circle game](#).

Repeat, counting in sixes.

### Pair task

Tell the pupils that they know  $2 \times 4 = 8$ , so what is  $20 \times 4$ ? (Remind them that it is 10 times bigger).

Choose some pairs to tell you the answers to:

$$50 \times 4 =$$

$$30 \times 4 =$$

$$60 \times 4 =$$

$$80 \times 4 =$$

### Whole class teaching

Ask, 'What method have we been using for multiplication this week?' (grid method).

Write ' $47 \times 4 =$ ' on the chalkboard and ask the pupils to remind you how to use the grid method to complete this sum.

Repeat the process with another calculation,  $38 \times 3 =$

### Pair task

Write the following sums on the chalkboard and ask the pairs to complete them in their exercise books, using the grid method:

$$47 \times 4 =$$

$$28 \times 3 =$$

$$34 \times 5 =$$

$$52 \times 3 =$$

$$19 \times 4 =$$

$$63 \times 4 =$$

Ask each pair to find another pair and discuss how they worked out their answers.

### Whole class teaching

Play the [buzz game](#), using the 4 and 6 times tables.

## Week 4: Multiplication

## Day 4: Multiplication word problems

### Learning outcomes

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

Recall the answers in  
the 4 and the 8 times tables.

Use the grid method to  
solve word problems.

### Preparation

**Before the lesson:**

Have ready the [Hundred square](#) and write  
the 4 times table on the chalkboard.

Practise [How? solving multiplication word  
problems](#), as shown below.

### How? Solving multiplication word problems



Write the problem on  
the chalkboard.



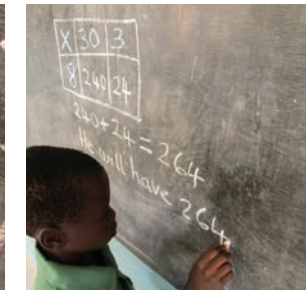
Ask pupils to under-  
line the key words  
to help decide the  
calculation needed.



Tell them to under-  
line the numbers  
they will use and  
write the sum.



Ask them to set  
up the grid method.



Tell them to answer  
the question.

15  
minutes

Hundred square/  
Circle game

10  
minutes

How

25  
minutes

10  
minutes

Bingo game

## Daily practice

## Introduction

## Main activity

## Plenary

### Whole class teaching

Show the pupils the **Hundred square** and count in eights, pointing out all the multiples of 8.

Play the **circle game** with the pupils as shown on Week 4, Day 3 (yesterday), this time counting in eights.

Remind the pupils to look at the **Hundred square** if they are not sure of the answer.

Ask them to help you write the 8 times table next to the 4 times table on the chalkboard.

Ask, 'What do you notice about the answers in the 8 times table?' (They are double the answers in the 4 times table).

### Whole class teaching

Say, 'Every week, Dele collects eight stickers. How many will he have after 33 weeks?'

Remind the pupils of the **How? Solving multiplication word problems** method, as shown left.

### Individual task

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

'There are 36 bottles of cola in one crate. How many are there in four crates?'

'If a packet of biscuits contains 44, how many biscuits are there in eight packets?'

'There are 42 pens in a packet. How many pens are there in eight packets?'

'If there are 62 packets of noodles in one box, how many are there in eight boxes?'

### Pair task

Ask the pupils to share their answers with a partner, discussing how they worked them out.

### Whole class teaching

Play the **addition bingo game**, in the same way as on Week 1, Day 1.

## Week 4: Multiplication

## Day 5: Multiplication word problems

### Learning outcomes

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

Recall the answers in the  
4 and 8 times tables quickly.

Use the grid method to  
solve word problems.

### Preparation

**Before the lesson:**

Look at [How? Play the buzz game](#),  
as shown below.

### How? Play the buzz game



Tell the pupils  
to stand in a circle  
and count round  
from 1.



When a pupil  
reaches a multiple of  
3, they say 'buzz'.



If anyone forgets  
to say 'buzz' or says  
it in the wrong  
place, they are out  
and must sit down.



Continue until  
the pupils reach 12  
 $\times$  3, after which they  
start again at 1.

15  
minutes

## Daily practice

### Whole class teaching

Ask different groups to say the 4 times table and the 8 times table, then help you to write them on the chalkboard.

Ask the pupils how they could use the times table to solve this problem: 'There are seven days in a week. How many days are there in four weeks?' ( $7 \times 4 = 28$ )

Ask each group to think of a problem for the other groups to solve, using the 4 or 8 times tables.

Ask each group to say their problem and choose another group to say the answer.

10  
minutes

## Introduction

### Whole class teaching

Write on the chalkboard: 'Samson rides his bike for 38 minutes to school each day. How many minutes does he cycle for in one week?'

Ask the pupils:  
'What are the key words to work out this problem?'  
'How many days does he go to school?'

Choose some pupils to say what calculation is needed ( $38 \times 5 =$ ).

Demonstrate drawing a grid and setting the calculation out.

25  
minutes

## Main activity

### Pair task

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

'Celestina's hens lay 72 eggs a week. How many will they lay in five weeks?'

'An orange farmer picks 86 oranges each day. How many will he pick in eight days?'

'In a school there are 54 pupils in each class. How many pupils are there in four classes?'

'Tayo gave each of her eight children N92. How much money did she give away altogether?'

10  
minutes

How

Buzz game

## Plenary

### Whole class teaching

Play **buzz** with the class, as shown left in [How? Play the buzz game.](#)

# Weekly page

## Primary 4, numeracy lesson plans

# Week 5: Division

Hundred square

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

### Words/phrases

Write these words on the chalkboard and leave them there for the week.

odd  
even  
fraction  
halves  
quarters  
eighths  
equivalent  
divide ( $\div$ )  
division  
number line  
repeated subtraction

### Learning expectations

By the end of the week:

**All pupils will be able to:**

Divide two-digit numbers by a single-digit number using a number line.

**Most pupils will be able to:**

Divide two-digit numbers by a single-digit number using repeated subtraction.

**Some pupils will be able to:**

Divide two-digit numbers by a single-digit number to solve a word problem.

## Assessment task

### Instructions:

Ask the individual pupils to complete these tasks in their exercise books.

1

Solve these sums using a number line:

$$24 \div 6 =$$

$$64 \div 8 =$$

2

Solve these sums using repeated subtraction:

$$32 \div 4 =$$

$$48 \div 6 =$$

3

If they can do the above sums easily, ask them to solve the following word problems:

Uche saved 72 milk cans to play a game. He needs eight cans for every game. How many games can Uche play with his saved cans?

Grace wants to give all her friends beads to make a bracelet. She has 225 beads in total. Every friend needs 25 beads to make one bracelet. How many friends can she invite to make a bracelet?

## Example of a pupil's work

### This pupil can:

Set up the sum vertically using the Tens and Units headings.

Find the nearest multiple of 10 to 60.

Add up the answers for repeated subtraction.

Write the answer horizontally.

Numeracy

$$84 \div 6 =$$

T	U	
8	4	
-6	0	$10 \times 6 = 60$
<hr/>		
2	4	$2 \times 6 = 12$
<hr/>		
1	2	$2 \times 6 = 12$
<hr/>		
0		

$$10 + 2 + 2 = 14$$

Answer =  $84 \div 6 = 14$

## Week 5: Division

### Day 1: Division using a number line

#### Learning outcomes

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

Recognise odd and even  
numbers.

Divide two-digit numbers  
by single-digit numbers.

#### Preparation

**Before the lesson:**

Write the **Hundred square** on the chalkboard and collect 20 **counters** for each pair.

Practise **How? Division using a number line**, as shown below.

#### How? Division using a number line



Write the sum on  
the chalkboard, eg:  
 $16 \div 4$ .



Draw a number line  
from 0—20.



Ask the pupils to  
start from 16  
and move back in  
groups of four.



Tell them to answer  
the question.



15  
minutes

Hundred square

10  
minutes

25  
minutes

How

10  
minutes

## Daily practice

### Whole class teaching

Point to 2, 4, 6 and 8 on the **Hundred square**.

Now point to 1, 3, 5 and 7 and ask the pupils to say how these two sets of numbers are different.

Tell the pupils that the first set can all be divided by 2 (they are in the 2 times table) and are called 'even numbers'. The second set cannot be divided by 2 and are called 'odd numbers'.

Call out any numbers from 0—100 and tell the pupils they must stand up if it is an odd number and sit down if it is an even number.

If they sit or stand at the incorrect time, they are out of the game.

## Introduction

### Pair task

Write ' $\div$ ' on the chalkboard and choose some pupils to explain what it means.

Remind the pupils that they can use their multiplication tables to solve division sums.

Give each pair 20 counters.

Ask the pairs to divide eight counters into four groups of two.

Help them to write down the four sums that describe what they have done, ie:  
 $2 \times 4$ ,  $4 \times 2$ ,  $8 \div 4$ ,  $8 \div 2$

Repeat with six groups of three and four groups of five.

## Main activity

### Whole class teaching

Explain **How? Division using a number line**, as shown left.

Choose some pupils to demonstrate  $20 \div 5 =$  on a number line.

Ask them to explain the different stages of the calculation with you.

### Pair task

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

$$21 \div 3 =$$

$$40 \div 5 =$$

$$24 \div 6 =$$

$$32 \div 4 =$$

## Plenary

### Pair task

Ask the pairs to write the 3 times table.

Ask them to circle the even number answers.

Choose a pair to say their circled answers and ask the class if they are correct.

Ask the pupils to say as many odd numbers as they can in one minute to their partner.

## Week 5: Division

### Day 2: Division using repeated subtraction

#### Learning outcomes

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

Divide 2D shapes into halves  
and quarters.

Complete division sums  
using repeated subtraction.

#### Preparation

**Before the lesson:**

Have ready **two large square pieces of paper** for each group.

Practise **How? Division using repeated subtraction**, as shown below.

#### How? Division using repeated subtraction



Write the sum ' $48 \div 3$ ' on the chalkboard and identify the place value of the first number.



Ask pupils to think of a multiple of 10 nearest to 48 in the 3 times table, ie:  $10 \times 3 = 30$ .



Tell the pupils to subtract 30 from 48.



Ask them to think of the multiple nearest to 18 in the 3 times table, ie:  $6 \times 3 = 18$ .



Explain that  $10 + 6 = 16$ , so  $48 \div 3 = 16$ .

15  
minutes

Paper

## Daily practice

### Group task

Give each group a **piece of paper** and ask them to fold it into two equal parts.

Remind them that an equal part of a whole is called a 'fraction'.

Ask,  
'What fraction is each part of the square?'

Show the pupils how to write  $\frac{1}{2}$  on each part.

Give the groups another **piece of paper** and ask them to fold it into four equal parts.

Ask,  
'What fraction is each part of the square?'

Show the pupils how to write  $\frac{1}{4}$  on each part.

Ask:  
'How many halves make a whole?'

'How many quarters make a whole?'

10  
minutes

How

## Introduction

### Whole class teaching

Remind the pupils that they have learned to divide using a number line.

Explain that they are now going to use a new method.

Teach **How? Division using repeated subtraction**, as shown left.

25  
minutes

## Main activity

### Pair task

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

$$70 \div 5 =$$

$$95 \div 5 =$$

$$57 \div 3 =$$

$$78 \div 2 =$$

10  
minutes

## Plenary

### Pair task

Choose some pairs to explain their calculations on the chalkboard.

## Week 5: Division

### Day 3: Division using repeated subtraction

#### Learning outcomes

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

Divide 2D shapes into halves  
and quarters.

Complete division sums  
using repeated subtraction.

#### Preparation

**Before the lesson:**

Draw two squares, two circles and two  
rectangles on the chalkboard.

Have ready [three large pieces of card](#).

Practise doing [How? Division](#),  
as shown below.

#### How? Division



Ask pupils to think  
of a multiple of  
10 nearest to 96 in  
the 4 times table.



Subtract the answer  
from 96 and tell  
the pupils to repeat  
until there are  
no more multiples.



Ask them to add  
together the  
multiples of 4.



Tell them to  
complete the sum.

15  
minutes

## Daily practice

### Whole class teaching

Remind the pupils that they have been revising fractions.

Choose some pupils to write a half and a quarter as fractions on the chalkboard.

Choose some pupils to divide the shapes on the chalkboard into halves and quarters.

Ask:

'How many halves in a whole?'

'How many quarters in a whole?'

'How many quarters in a half?'

10  
minutes

Card

## Introduction

### Whole class teaching

Remind the pupils that knowing their times tables is very useful with division.

Ask them to help you write the 3, 4 and 6 times tables on the [pieces of card](#).

Display them in the classroom.

25  
minutes

How

## Main activity

### Whole class teaching

Ask the pupils to use repeated subtraction, as shown left in [How? Division](#), to help you solve the following:

96 ÷ 4 =  
69 ÷ 3 =

Encourage them to use the 3 and 4 times tables to help find the multiples.

### Pair task

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

$$84 \div 3 =$$

$$64 \div 4 =$$

$$36 \div 2 =$$

$$52 \div 4 =$$

10  
minutes

## Plenary

### Pair task

Write on the chalkboard, 'Alero collects 54 eggs from her chickens. One box holds six eggs. How many boxes can she fill?'

Read and discuss it and tell the pairs they can use any method to solve the problem.

Discuss the methods pairs have used and take their answers.

## Week 5: Division

### Day 4: Division using repeated subtraction

#### Learning outcomes

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

Divide 2D shapes into halves,  
quarters and eighths.

Complete division sums  
using repeated subtraction.

#### Preparation

**Before the lesson:**

Cut out a **large paper circle** for each group.

Have ready the **3, 4 and 6 times table cards**  
from Week 5, Day 3 (yesterday).

Practise **How? Divide shapes into halves,  
quarters and eighths**, as shown below.

**How?**  
Divide shapes  
into halves, quarters  
and eighths



Ask each group  
to divide a circle into  
eight equal parts.



Show them how to  
write an eighth.



Write an eighth  
on each part of  
the circle.



Draw a circle on  
the chalkboard and  
choose a pupil to  
divide it into quarters.



Ask, 'How many  
eighths are the  
same as a quarter?'

15  
minutes

How

## Daily practice

### Whole class teaching

Explain **How? Divide shapes into halves, quarters and eighths**, as shown left.

10  
minutes

Times table cards

## Introduction

### Whole class teaching

Remind the pupils that they have been dividing using repeated subtraction.

Ask them to help you solve the following problem:

'There are 87 children in Year 4. How many teams of three children can be made for a sports competition?'

Ask, 'What are the key words and what calculation do you need to do?'

Encourage the pupils to use the **times table cards** to find multiples of 3.

25  
minutes

## Main activity

### Individual task

Write the following word problems on the chalk-board and ask the pupils to complete them in their exercise books:

'A box holds five nuts. How many boxes are needed for 95 nuts?'

'How many lengths of 3m can you cut from a 63m length of rope?'

'How many 5k coins make 100k?'

'A baker bakes 84 buns. She puts six in every box. How many boxes can she fill?'

10  
minutes

Buzz game

## Plenary

### Whole class teaching

Play the **buzz game** using any of the times tables recently revised.

## Week 5: Division

## Day 5: Dividing by 10

### Learning outcomes

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

Recognise equivalent  
fractions.

Know the rule for dividing  
numbers by 10.

### Preparation

**Before the lesson:**

Draw three circles, three squares  
and three rectangles on the chalkboard.

Practise [How? Equivalent fractions](#),  
as shown below.

### How? Equivalent fractions



Choose some pupils  
to divide shapes  
into quarters, halves  
and eighths.



Ask them to write  
'half', 'quarter'  
and 'eighth'  
on the shapes.



Ask, 'How many  
eighths are the same  
as a quarter?'



Ask, 'How many  
eighths are the same  
as a half?'



Explain that these  
are called 'equivalent  
fractions'.



15  
minutes

How

## Daily practice

### Group task

Explain **How? Equivalent fractions**, as shown left.

10  
minutes

## Introduction

### Group task

Ask the groups to solve the following division problem using repeated subtraction, as shown on Week 5, Day 2 (earlier this week).

Write on the chalkboard, 'There are 184 tubers of yam. There are six farmers. How many will each farmer have?'

25  
minutes

## Main activity

### Whole class teaching

On the chalkboard, write,  
T U

$$80 \div 10 = 8$$

Ask the pupils to say how they would find that answer.

Ask, 'What has happened to the value of the 8?'

Remind the pupils that the 8 is 10 times smaller and is now found in the Units column.

Write,  
H T U

$$800 \div 10 = 80$$

Ask, 'What has happened to the value of the 8?'

Remind pupils that the 8 is 10 times smaller and is now found in the Tens column.

10  
minutes

## Plenary

### Pair task

Tell one pupil to say a three-digit number for their partner to divide by 10.

Swap roles and repeat.

## Credits

---

Many different stakeholders have contributed to the development and production of these lesson plans.

---

Much of the work was done by the Kwara State School Improvement Team.

## Special thanks go to

---

Honourable Commissioner of Education and Human Capital Development (MOEHCD), Alhaji Mohammed Atolagbe Raji, the Executive Chairman of the State Universal Basic Education Board (SUBEB), Alhaji (Barr) Lanre Daibu and their staff for their time and valuable input.

---

The Teacher Development Division School, MOEHCD, School Improvement Unit, SUBEB and the State School Improvement Team (SSIT) for their contributions.

---

Thanks also go to all the teachers who have used these plans and started to bring about change in their classrooms.

---

This document is issued for the party which commissioned it and for specific purposes connected with the captioned project only. It should not be relied upon by any other party or used for any other purpose.

---

We accept no responsibility for the consequences of this document being relied upon by any other party, or being used for any other purpose, or containing any error or omission which is due to an error or omission in data supplied to us by other parties.

---

These materials were produced with UKaid technical assistance from DFID under ESSPIN.

---

Copyright © Cambridge Education Limited 2014.



This publication is not for sale

These numeracy lesson plans belong to:



Enugu State Government

Produced with the  
support of

**esspin**

Education Sector  
Support Programme  
in Nigeria



**UKaid**

from the Department for  
International Development