



**Numeracy lesson plans**  
**Primary 4,**  
**term 3, weeks 21—25**

**Fractions, decimals, money  
and word problems**

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## 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:

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

---

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

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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.

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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.

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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 understand the ideas.

### Plenary

Finishes the lesson with different ways of reviewing learning.

# Weekly page

## Primary 4, numeracy lesson plans

# Week 21: Fractions

Multiplication square

x	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10
2	2	4	6	8	10	12	14	16	18	20
3	3	6	9	12	15	18	21	24	27	30
4	4	8	12	16	20	24	28	32	36	40
5	5	10	15	20	25	30	35	40	45	50
6	6	12	18	24	30	36	42	48	54	60
7	7	14	21	28	35	42	49	56	63	70
8	8	16	24	32	40	48	56	64	72	80
9	9	18	27	36	45	54	63	72	81	90
10	10	20	30	40	50	60	70	80	90	100

### Words/phrases

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

equivalent fractions  
multiples  
factors  
improper fractions  
mixed numbers  
oblong  
vertices  
right angle  
parallel  
symmetry  
vertical  
horizontal  
diagonal  
quadrilateral

### Learning expectations

By the end of the week:

**All pupils will be able to:**

Find fractions of numbers using counters.

**Most pupils will be able to:**

Find fractions of a number when the numerator is 1, using division.

**Some pupils will be able to:**

Find fractions of a number when the numerator is more than 1, using division and multiplication.

## Assessment task

### Instructions:

Ask an individual pupil to:

1

Add and subtract the following fractions:

$$\frac{1}{4} + \frac{2}{4} =$$

$$\frac{5}{7} - \frac{2}{7} =$$

2

Solve the following sums:

$$\frac{1}{3} \text{ of } 15 =$$

$$\frac{1}{3} \text{ of } 27 =$$

$$\frac{1}{8} \text{ of } 64 =$$

3

Solve the following sums:

$$\frac{3}{5} \text{ of } 25 =$$

$$\frac{2}{6} \text{ of } 12 =$$

4

Write the following as mixed numbers:

$$\frac{4}{3} =$$

$$\frac{12}{4} =$$

## Example of a pupil's work

### This pupil can:

Add and subtract fractions with the same denominator.

Find fractions of a number when the numerator is 1, using division.

Find fractions of a number when the numerator is more than 1, using division and multiplications.

Convert fractions into whole numbers.

$$\frac{1}{4} + \frac{2}{4} = \frac{3}{4}$$

$$\frac{5}{7} - \frac{2}{7} = \frac{3}{7}$$

$$\frac{1}{8} \text{ of } 64 = 8 \quad (64 \div 8 = 8)$$

$$\frac{3}{5} \text{ of } 25 = 15 \quad (\frac{1}{5} \text{ of } 25 = 5 \rightarrow 3 \times 5 = 15)$$

$$\frac{12}{4} = 3 \quad (\frac{4}{4} = 1 \rightarrow \frac{8}{4} = 2 \rightarrow \frac{12}{4} = 3)$$

## Week 21: Fractions

### Day 1: Counting stick fractions

#### Learning outcomes

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

Use mathematical terms  
to describe 2D shapes.

Add and subtract  
fractions with the same  
denominator.

#### Preparation

**Before the lesson:**

Have ready some [masking tape](#) for  
labels and [a long stick](#).

Read [How? Counting stick](#), as  
shown below.

#### How? Counting stick



Using sticky tape,  
label one end  
of a counting stick  
0 and the other  
end 1.



Ask a pupil to point  
to the halves  
and label them.



Choose some  
pupils to label the  
quarters.



Choose some  
pupils to label the  
eighths.



Ask the pupils  
to point to  
any equivalent  
fractions.



15  
minutes

## Daily practice

### Whole class teaching

Ask the class to name some 2D shapes.

Remind the pupils that an oblong is a rectangle with two long sides and two short sides.

Draw an oblong on the chalkboard and ask some pupils to point to the sides and vertices (corners).

Choose some pupils to draw on the parallel lines, right angles and lines of symmetry.

Draw another oblong and choose some pupils to draw horizontal, vertical and diagonal lines on it.

10  
minutes

How

Tape/  
Stick

## Introduction

### Whole class teaching

Remind the class what a 'fraction' means.

Teach **How? Counting stick**, as shown left, using the **masking tape** and the **stick**.

Remove the labels and repeat the activity using halves, fifths and tenths.

25  
minutes

Stick

## Main activity

### Whole class teaching

Remove all the labels from the counting **stick**.

Put on two eighths and ask, 'How many more eighths do I need to make a whole?'

Write on the chalkboard:

$$\frac{3}{8} + \frac{\square}{8} = 1$$

$$\frac{2}{10} + \frac{4}{10} = \square$$

Choose some pupils to help you to find the missing numbers using the counting stick.

Remind the class that the numerator is the top number of a fraction and the denominator is the bottom number.

### Pair task

Explain to the pupils that we can add or subtract fractions easily if the denominators are the same.

Look together at the following example:

$$\frac{2}{5} + \frac{1}{5} = \square$$

$$\frac{4}{6} + \frac{2}{6} = \square$$

Give the pupils further examples to complete in their exercise books, eg:

$$\frac{5}{8} + \frac{2}{8} = \square$$

$$\frac{3}{4} + \frac{1}{4} = \square$$

10  
minutes

## Plenary

### Pair task

Write the following word problems on the chalkboard:

'Bode eats a quarter of his dinner. What fraction has he got left?'

'Tunde gave an eighth of his cake to Temi, two eighths to his father and two eighths to his teacher. What fraction did he have left?'

Read and explain the questions and ask the pairs to discuss the answers.

Choose some pairs to explain their answers on the chalkboard.

## Week 21: Fractions

## Day 2: Fractions and division

### Learning outcomes

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

Identify the properties  
of 2D shapes.

Begin to relate fractions  
to division.

### Preparation

**Before the lesson:**

Copy the [shape chart](#) in today's daily  
practice on to the chalkboard.

Copy the [multiplication square](#) from this  
week's weekly page on to the chalkboard.

Read [How? Properties of 2D shapes](#),  
as shown below, and have ready a sheet  
of [paper](#) for each group.

### How? Properties of 2D shapes



Ask each group  
to draw a different  
2D shape on their  
piece of paper.



Tell them to  
mark the shape  
with its properties:  
parallel lines,



lines of symmetry,  
right angles.



Ask each group  
to read out the  
properties of their  
shape, without  
showing the shape.



Ask the rest of the  
class to guess  
the name of each  
shape.

15 minutes

How









Chart

## Daily practice

## Group task

Explain the **shape chart** to the class and then teach **How? Properties of 2D shapes**, as shown left.

Shape chart

shape	name
	square
	oblong
	triangle
	circle
	pentagon
	hexagon
	parallelogram
	trapezium

10 minutes

Multiplication square

## Introduction

## Pair task

Show the class the **multiplication square** and remind them that it shows us the times tables multiples (answers).

Ask the pairs to find different ways to make the multiple 30 (5 x 6, 10 x 3).

Explain that 5, 6, 10 and 3 are 'factors of' 30 because they multiply together to make 30.

Ask the pairs to find the factors of 12 and 24 and choose some pairs to write their factors on the chalkboard.

25 minutes

## Main activity

## Whole class teaching

Write on the chalkboard:

$$\frac{1}{3} \text{ of } 30 =$$

Explain the link with division ( $30 \div 3 = 10$ ) and multiplication ( $3 \times 10 = 30$ ).

Ask:

'What number will I divide by to find a half?'

'What number will I have to divide by to find a fifth?'

Write on the chalkboard:

$$\frac{2}{3} \text{ of } 30 =$$

Explain that we know that:

$$\frac{1}{3} \text{ of } 30 = 10, \text{ so:}$$

$$\frac{2}{3} \text{ of } 30 = 10 \times 2 = 20$$

10 minutes

Multiplication square

## Plenary

## Whole class teaching

Ask the pupils to find fractions to divide 30 and write them on the chalkboard like this:

$$\begin{array}{ccc} \frac{1}{6} = 5 & & \frac{1}{10} = 3 \\ & \diagdown & / \\ & 30 & \\ & / & \diagdown \\ \frac{1}{5} = 6 & & \frac{1}{3} = 10 \\ \frac{1}{15} = 2 & & \frac{1}{2} = 15 \end{array}$$

Remind them to use the **multiplication square** to find the fractions.

## Week 21: Fractions

## Day 3: Fractions of numbers

### Learning outcomes

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

Draw regular and irregular  
quadrilaterals.

Find fractions of numbers.

### Preparation

**Before the lesson:**

Have ready the [shape chart](#) from  
Week 21, Day 3 (yesterday) but do not  
display it.

Have ready a [ruler](#) for each group.

Read [How? Finding fractions with  
counters](#), as shown below, and collect  
24 [counters/stones](#) for each group.

### How? Finding fractions with counters



Ask the groups to  
divide 12 counters into  
different fractions.



Write the fractions on  
the chalkboard. Ask  
groups to make the  
biggest fraction with  
their counters.



Tell the groups to  
use 24 counters  
to find two eighths  
of 24.



Ask them to  
name the fraction  
that is left.



Tell them to use  
the counters to  
find three quarters  
of 24.

15  
minutes

Chart/  
Rulers

10  
minutes

How

Counters

25  
minutes

10  
minutes

## Daily practice

### Group task

Give the groups 5 minutes to draw and name as many 2D shapes as they can in their exercise books.

Display the **shape chart** and read the shapes with the pupils.

Remind the class that a 'polygon' is any closed 2D shape with straight sides.

Explain that a 'quadrilateral' is any polygon with four sides.

Give out the **rulers** and ask the groups to draw and label regular and irregular quadrilaterals in their exercise books.

## Introduction

### Group task

Teach **How? Finding fractions with counters**, as shown left.

If there is time, ask the groups to find other fractions with the **counters**.

## Main activity

### Whole class teaching

Ask the class, 'How can I find a fifth of 20?' (Divide by 5).

Demonstrate on the chalkboard how to find three quarters of 60:

$$\frac{1}{4} = 60 \div 4$$

$$60 \div 4 = 15$$

$$\frac{1}{4} = 15$$

$$\frac{3}{4} = 15 \times 3 = 45$$

$$\frac{3}{4} = 45$$

### Group task

Ask the groups to complete the following problems in their exercise books:

$$\frac{1}{2} \text{ of 1 hour}$$

$$\frac{1}{2} \text{ of 12 months}$$

$$\frac{7}{10} \text{ of 60 seconds}$$

$$\frac{3}{8} \text{ of 48 apples}$$

$$\frac{1}{10} \text{ of 80 sweets}$$

## Plenary

### Whole class teaching

Choose some pupils to help you solve the following question:

$$\frac{3}{8} \text{ of 48 apples} =$$

## Week 21: Fractions

### Day 4: Fraction word problems

#### Learning outcomes

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

Identify 3D shapes according  
to their properties.

Solve word problems  
involving fractions.

#### Preparation

**Before the lesson:**

Have ready these **3D shapes**:  
a cube, a cuboid, a sphere, a cylinder,  
a cone, a triangular prism and a square-  
based pyramid.

Read **How? More fractions with  
counters**, as shown below, and have  
ready the **counters** from Week 21,  
Day 3 (yesterday).

#### How? More fractions with counters



Demonstrate with  
the counters  
how to find one  
fifth of 20.



Take one fifth away  
from 20 and  
explain that four  
fifths remain.



Ask the groups  
to find three fifths of  
20 and say the  
remaining fraction.



Ask them to find two  
tenths of 20 and  
say the remaining  
fraction.

15 minutes | 3D shapes

### Daily practice

#### Whole class teaching

Hold up the 3D shapes and ask the class to name them.

Give each group a shape but do not let the others see which one.

Write 'vertices, edges, faces' on the chalkboard and ask each group to use these words to describe their shape.

Ask the class to guess each shape.

Write 'right angles, parallel lines, symmetry' on the chalkboard and ask each group to use these words to describe one of the faces on their shape.

10 minutes | How Counters

### Introduction

#### Group task

Teach **How? More fractions with counters**, as shown left.

25 minutes

### Main activity

#### Whole class teaching

Write this problem on the chalkboard and ask the groups to discuss it: 'Segun had 48 goats. He sold three quarters of them. How many did he have left?'

Write this method:

$$\frac{1}{4} \text{ of } 48 \text{ goats} = 12 \text{ goats}$$

$$\frac{3}{4} \text{ of } 48 = 3 \times 12 = 36 \text{ goats}$$

$$48 - 36 = 12 \text{ goats left.}$$

Ask, 'If Segun sold three quarters of his goats, what fraction has he kept?' (one quarter)

Write:

$$\frac{1}{4} \text{ of } 48 \text{ goats} = 12 \text{ goats.}$$

10 minutes

### Plenary

#### Whole class teaching

Choose two groups to explain the answers to two different problems.

Ask the class if they think they have chosen the quickest method.

#### Group task

Write the following problems on the chalkboard, and read and explain them to the class:

'Stella has 24 oranges. She sells  $\frac{3}{4}$

How many are left?'

'Yemi has 24 eggs. He sells  $\frac{1}{6}$

How many are left?'

'There are 30 pupils in a class.  $\frac{2}{5}$  are late.

How many are on time?'

Ask the groups to work out the answers in their exercise books.

## Week 21: Fractions

## Day 5: Improper fractions

### Learning outcomes

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

Follow directions using  
compass points.

Convert improper fractions  
to mixed numbers.

### Preparation

**Before the lesson:**

Make a **card compass**, as shown right,  
and hide an **object** in the classroom.

Make **fraction cards** for the following:

$$\frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{8} \frac{1}{8} \frac{1}{8} \frac{1}{8} \frac{1}{8} \frac{1}{8} \frac{1}{8} \frac{1}{8} \frac{1}{8} \frac{1}{8}$$

Read **How? Improper fractions**, as  
shown below.

### How? Improper fractions



Demonstrate adding  
three halves.



Put the halves  
together to  
make a mixed  
number.



Demonstrate  
adding 10 eighths.



Put the eighths  
together to make  
a mixed number.



15 minutes | Compass/  
Game/Object

10 minutes | **How** | Fraction cards

25 minutes

MacMillan New Primary  
Mathematics 4

10 minutes

## Daily practice

### Whole class teaching

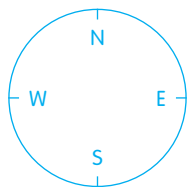
Ask the class to say the compass points with you.

Place the **compass** on the floor where all the pupils can see it and line it up with north.

Explain to the pupils that they are going to play a **treasure hunt game**.

Ask the pupils to stand by the door and, using the compass points, direct them to the hidden **object**, eg: 'Go four steps north, two steps east.'

Compass points



## Introduction

### Whole class teaching

Write these fractions on the chalkboard:

$$\frac{3}{4} \quad \frac{4}{5} \quad \frac{5}{8} \quad \frac{9}{10} \quad \frac{1}{2}$$

Ask some pupils to point to the numerators and the denominators.

Write the following fractions on the chalkboard:

$$\frac{4}{3} \quad \frac{10}{8} \quad \frac{6}{4} \quad \frac{8}{6}$$

Explain that these are called 'improper fractions' because the numerator is greater than the denominator.

Teach **How? Improper fractions**, as shown left, using the **fraction cards**.

## Main activity

### Whole class teaching

Explain that an improper fraction can be changed into a 'mixed number' by dividing the numerator by the denominator.

Demonstrate on the chalkboard:

$$\frac{8}{5} = 8 \div 5 =$$

$$8 \div 5 = 1 \text{ R}3$$

$$\frac{8}{5} = 1 \frac{3}{5}$$

### Pair task

Ask the pairs to open **MacMillan New Primary Mathematics 4, page 25**, and answer questions 1—10 in their exercise books.

## Plenary

### Whole class teaching

Write the following problem on the chalkboard:

'Each day Segun drinks  $\frac{1}{4}$  of a litre of water.

$\frac{1}{4}$

How much does he drink in nine days?'

Choose some pupils to help you calculate the answer on the chalkboard:

$$\frac{9}{4} = 2 \frac{1}{4}$$

Grade/  
Type of lesson plan

Lesson  
title

## Weekly page

### Primary 4, numeracy lesson plans

## Week 22: Fractions and decimals

### Words/phrases

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

mixed numbers  
improper fractions  
numerator  
denominator  
tenths  
hundredths  
equivalent  
decimal fractions  
zero  
less than <  
greater than >

### Learning expectations

By the end of the week:

**All pupils will be able to:**  
Change tenths into  
decimal fractions.

**Most pupils will be able to:**  
Change fractions into  
equivalent fractions.

**Some pupils will be able to:**  
Add and subtract mixed  
fractions.

## Assessment task

### Instructions:

1  
Change these fractions into mixed numbers:

$$\frac{7}{3} =$$

$$\frac{15}{4} =$$

$$\frac{22}{6} =$$

2  
Change these fractions into equivalent fractions:

$$\frac{1}{2} =$$

$$\frac{2}{8} =$$

$$\frac{3}{6} =$$

3  
Add or subtract these fractions:

$$\frac{2}{3} + \frac{4}{6} =$$

$$\frac{6}{10} - \frac{1}{5} =$$

4  
Change these fractions into decimal numbers:

$$\frac{7}{10} =$$

$$\frac{24}{10} =$$

$$\frac{57}{100} =$$

$$\frac{88}{100} =$$

## Example of a pupil's work

### This pupil can:

Change fractions into equivalent fractions.

Change tenths into decimal fractions and vice versa.

Add and subtract mixed fractions.

$$\frac{7}{3} = 2\frac{1}{3}$$

$$\frac{15}{4} = 3\frac{3}{4}$$

$$\frac{1}{2} = \frac{3}{6} \text{ or } \frac{4}{8}$$

$$\frac{2}{8} = \frac{1}{4} \text{ or } \frac{4}{16}$$

$$\frac{2}{3} + \frac{4}{6} = \frac{8}{12} + \frac{8}{12} = \frac{16}{12} = 1\frac{4}{12} = 1\frac{1}{3}$$

$$\frac{6}{10} - \frac{1}{5} = \frac{3}{5} - \frac{1}{5} = \frac{2}{5}$$

$$\frac{7}{10} = 0.7$$

$$\frac{24}{10} = 2.4$$

$$\frac{57}{100} = 0.57$$

## Week 22: Fractions and decimals

## Day 1: Word problems

### Learning outcomes

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

Use times tables to solve  
division calculations.

Add fractions with  
different denominators.

### Preparation

**Before the lesson:**

Cut **four strips of paper** for each group.

Have ready **scissors** for each group.

Read **How? Making mixed numbers**,  
as shown below.

### How? Making mixed numbers



Tell the groups to cut  
two strips of paper  
into quarters and  
write  $\frac{1}{4}$  on each part.



Tell them to add  
two of the quarters  
and three of the  
quarters.



Ask them to put  
the quarters  
together to make  
a mixed number.



Tell groups to cut  
two strips of paper  
into tenths and  
write  $\frac{1}{10}$  on each.



Tell them to add  
seven tenths  
and eight tenths  
and make a  
mixed number.

15  
minutes

## Daily practice

### Pair task

Ask the pupils to help you write the 4, 5 and 6 times tables on the chalkboard.

Ask the class, 'If we know that  $8 \times 6 = 48$ , what division calculations do we know?' ( $48 \div 6 = 8$  and  $48 \div 8 = 6$ ).

Ask the pairs to write five division calculations in their exercise books using the times tables on the chalkboard.

Tell the pairs to swap their books. Ask them to write the multiplication calculation to help solve each division calculation and the answer.

10  
minutes

How

Paper/  
Scissors

## Introduction

### Group task

Teach **How? Making mixed numbers**, as shown left, using the **paper strips** and **scissors**.

25  
minutes

## Main activity

### Whole class teaching

Remind the class how to change an improper fraction into a mixed number by dividing the numerator by the denominator.

Demonstrate on the chalkboard:

$$\frac{9}{6} = 9 \div 6 =$$

$$9 \div 6 = 1 \text{ R}3$$

$$\frac{9}{6} = 1 \frac{3}{6}$$

10  
minutes

## Plenary

### Group task

Choose some groups to write their calculations on the chalkboard and ask the class if they are correct.

Ask the groups to complete the calculations in their exercise books.

### Group task

Write the following word problems on the chalkboard and explain:

'Femi eats  $\frac{1}{2}$  an apple a day.

How many apples does he eat in 15 days?'

'Taiwo uses  $\frac{1}{3}$  of a metre

to make a scarf. How many metres does he need to make 8 scarves?'

'Lola works  $\frac{1}{3}$  of every day.

She works for a week. How many days does she work altogether?'

Ask the groups to write the calculation needed for each problem in their exercise books.

## Week 22: Fractions and decimals

## Day 2: Making equivalent fractions

### Learning outcomes

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

Multiply Tens using  
times tables.

Change fractions into  
equivalent fractions.

### Preparation

**Before the lesson:**

Write the **4, 5 and 6 times tables**  
on the chalkboard and leave them there  
for the rest of the week.

Have ready **large pieces of paper**  
for the groups.

Read **How? Adding fractions**, as  
shown below.

### How? Adding fractions



Show pupils that  
adding fractions  
with the same  
denominator can  
be simple.



Then demonstrate  
adding fractions  
with different  
denominators.



Multiply the  
numerator and  
denominator  
by 4.



Add the fractions  
together.



Repeat with different  
fractions.

15 minutes Times tables

## Daily practice

### Whole class teaching

Read the **4, 5 and 6 times tables** with the pupils.

Write '70 x 3 =' on the chalkboard.

Ask, 'What is 7 x 3?' (21). Explain that 70 is 10 times bigger, so 70 x 3 = 210.

Repeat with 40 x 4 =

Write the following calculations on the chalkboard for the pairs to complete in their exercise books:

$$40 \times 6 =$$

$$70 \times 5 =$$

$$90 \times 6 =$$

$$30 \times 4 =$$

$$50 \times 5 =$$

Remind the pairs to use the times tables to help them.

10 minutes How

## Introduction

### Group task

Teach **How? Adding fractions**, as shown left.

25 minutes

## Main activity

### Whole class teaching

Explain that we often need to change fractions into equivalent fractions when we are doing calculations.

On the chalkboard, demonstrate dividing the numerator and the denominator of a fraction to make an equivalent fraction:

$$\frac{6}{10} = \frac{6 \div 2}{10 \div 2} = \frac{3}{5}$$

Demonstrate multiplying the numerator and the denominator of a fraction:

$$\frac{3}{5} = \frac{3 \times 3}{5 \times 3} = \frac{9}{15}$$

MacMillan New Primary Mathematics 4

10 minutes

## Plenary

### Whole class teaching

Choose some pupils to write their pairs of equivalent fractions on the chalkboard and draw pictures for each fraction.

## Week 22: Fractions and decimals

## Day 3: Add and subtract fractions

### Learning outcomes

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

Divide multiples of 10.

Add and subtract mixed  
fractions.

### Preparation

**Before the lesson:**

Read [How? Mixed number fractions](#),  
as shown below.

### How? Mixed number fractions



Write some  
improper and proper  
fractions on  
the chalkboard.



Ask some pupils  
to circle the  
improper fractions.



Ask some pupils to  
change some of the  
improper fractions  
into mixed numbers.



Look at the improper  
fraction on the  
chalkboard and ask,  
'How many halves  
are there?'



Remind pupils that  
to make a mixed  
number fraction you  
divide the numerator  
by the denominator.



15 minutes Times tables

## Daily practice

### Pair task

Read the 4, 5 and 6 times tables with the pupils.

Write '210 ÷ 3 =' on the chalkboard.

Ask, 'What is 21 ÷ 3?' (7). Explain that 210 is 10 times bigger, so 210 ÷ 3 = 70.

Repeat with 360 ÷ 6 =

Write the following sums on the chalkboard for the pairs to complete in their exercise books:

$$450 \div 5 =$$

$$180 \div 3 =$$

$$360 \div 4 =$$

$$540 \div 6 =$$

Remind the pairs that they can use the times tables to help with division.

10 minutes How

## Introduction

### Whole class teaching

Teach **How? Mixed number fractions**, 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:

$$\frac{1}{2} + \frac{1}{8} =$$

$$\frac{5}{8} - \frac{1}{2} =$$

$$\frac{1}{5} - \frac{1}{10} =$$

$$\frac{1}{6} + \frac{3}{12} =$$

$$\frac{3}{4} - \frac{1}{8} =$$

$$\frac{2}{5} - \frac{3}{10} =$$

10 minutes

## Plenary

### Whole class teaching

Choose some pairs to write their calculations on the chalkboard and ask the class if they are correct.

Ask the class to help you complete the calculations, making the same denominators and adding the fractions.

Write the following word problems on the chalkboard and explain them:

'This is how Tola spent her money:

$\frac{1}{2}$  on food,  $\frac{1}{6}$  on clothes.

What fraction of her money did she spend?'

'This is what Joseph did with his money:

He gave  $\frac{2}{3}$  to his mother.

He gave  $\frac{1}{6}$  to his sister.

What fraction of his money did he give to his family?'

Ask the pairs to solve each problem in their exercise books.

## Week 22: Fractions and decimals

### Day 4: Decimal fractions

#### Learning outcomes

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

Multiply Hundreds.

Use decimal notation  
for tenths.

#### Preparation

**Before the lesson:**

Write the **8 and 9 times tables** on  
the chalkboard.

Read **How? Fraction number line**,  
as shown below.

#### How? Fraction number line



Draw a number  
line on the chalk-  
board and divide it  
into tenths.



Ask the pupils to  
mark the fractions  
on the number  
line from 0—1.



Remind the pupils  
that 10 tenths  
is the same as  
a whole.



Ask pupils to point  
to other divisions  
and to say them as  
improper fractions  
and mixed numbers.



Ask the pupils  
to write them on  
the chalkboard.

15 minutes Times tables

## Daily practice

### Whole class teaching

Read the **8 and 9 times tables** with the pupils.

Write '600 x 8 =' on the chalkboard.

Ask, 'What is 6 x 8?' (48). Explain that 600 is 100 times bigger, so  $600 \times 8 = 4800$ .

Repeat with  $400 \times 8 =$

Write the following sums on the chalkboard for the pairs to complete in their exercise books:

- 800 x 8 =
- 400 x 9 =
- 700 x 8 =
- 900 x 9 =
- 300 x 8 =
- 500 x 8 =
- 700 x 9 =

10 minutes **How**

## Introduction

### Whole class teaching

Teach **How? Fraction number line**, as shown left.

Explain that one tenth can also be written as 0.1 (zero point one) and that this is called a 'decimal fraction'.

Choose some pupils to write decimal fractions on the number line.

Explain that the decimal point separates the whole and the fraction number.

The first number before the point is the Unit, and after the point the numbers are tenths.

25 minutes

## Main activity

### Pair task

Draw a number line as shown in **How? Fraction number line**, step 1.

Point to different positions on the number line and ask the pairs to name each point as a fraction or mixed number, and also as a decimal.

Ask some pairs to come and point to these decimal fractions on the number line:

- 1.7
- 0.2
- 1
- 0.5
- 1.5
- 0.9
- 1.4
- 1.9

MacMillan New Primary Mathematics 4

10 minutes

## Plenary

### Whole class teaching

Draw a fraction number line from 0—10.

Say some decimal fractions and ask some pupils to point to them on the number line, eg: 3.7, 5.2.

Remind the class of the meaning of > and <.

Write the following sets of numbers on the chalkboard and ask some pupils to write the correct symbol between them:

- 5.8  2.5
- 0.8  1.3
- 1.8  1.5
- 8.9  9.8

## Week 22: Fractions and decimals

## Day 5: Two decimal places

### Learning outcomes

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

Divide multiples of  
a Hundred.

Use decimal notation  
for hundredths.

### Preparation

**Before the lesson:**

Write the **8 and 9 times tables** on  
the chalkboard.

Read **How? Fraction number square**,  
as shown below, and draw the **blank  
Hundred square** on the chalkboard.

### How? Fraction number square



Shade in one square  
on the blank  
Hundred square.



Ask a pupil to write  
the fraction.



Explain that one  
hundredth is 0.01 as  
a decimal fraction.



Shade in 10  
squares and write  
the fractions.



Choose some  
pupils to shade in  
other amounts  
and write the  
decimal fractions.

**Daily practice**

**Introduction**

**Main activity**

**Plenary**

**Pair task**

Write '4800 ÷ 8 =' on the chalkboard.

Ask, 'What is 48 ÷ 8?' (6). Explain that 4800 is 100 times bigger, so 4800 ÷ 8 = 600.

Repeat with 8100 ÷ 9 =

Write the following sums on the chalkboard for the pairs to complete in their exercise books:

- 4000 ÷ 8 =
- 1800 ÷ 9 =
- 5600 ÷ 8 =
- 5400 ÷ 9 =

Remind the pairs that they can use the **times tables** to help with division.

**Whole class teaching**

Write the following on the chalkboard:

$$\frac{1}{10}$$

$$\frac{13}{10}$$

$$\frac{5}{10}$$

Choose some pupils to write them as decimal fractions.

Teach **How? Fraction number square**, as shown left, using the blank **Hundred square**.

**Whole class teaching**

Write the following decimal fractions on the chalkboard:

- 0.46
- 0.05
- 0.34
- 0.6

Ask the pupils to read them with you.

Make sure they read the numbers correctly, eg: 0.46 is zero point four six, not zero point forty-six.

Choose some pupils to write the decimal fractions as fractions.

**Pair task**

Write the following fractions on the chalkboard and ask the pairs to change them into decimal fractions in their exercise books:

$$\frac{3}{100}$$

$$\frac{54}{100}$$

$$\frac{8}{100}$$

$$\frac{20}{100}$$

$$\frac{36}{100}$$

$$\frac{9}{100}$$

$$\frac{1}{100}$$

**Whole class teaching**

Say some decimal fractions and ask the pupils to point to their position on the blank **Hundred square**.

Remind the class of the meaning of > and <.

Write the following sets of decimal fractions on the chalkboard and ask some pupils to write the correct symbol between them:

- 0.8  0.46
- 2.2  0.2
- 0.05  0.5
- 0.59  0.9

Grade/  
Type of lesson plan

Lesson  
title

**Weekly page**

**Primary 4,  
numeracy  
lesson plans**

**Week 23:**

**Money**

**Words/phrases**

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

multiples  
factors  
money  
Naira  
Kobo  
bank notes  
price  
labels  
change  
seller  
shopping list  
vertical addition  
grid method

**Learning expectations**

**By the end of the week:**

**All pupils will be  
able to:**

Give the correct bank  
notes to pay for an item.

**Most pupils will be  
able to:**

Count back change.

**Some pupils will be  
able to:**

Find the total cost  
of a shopping list with  
three items.

## Assessment task

### Instructions:

Ask an individual pupil to:

1

Explain which bank note they will use for the following products:

Book N35

Bottle of water N80

Cloth N485

2

Find the total cost of the next 3 items:

Tomato N85

Slippers N345

Towels N380

3

Calculate the following sums:

I spend N2370. What is my change from N2500?

I spend N765. What is my change from N1500?

4

Ask pairs to show you how to use the shopping corner and price list in class to buy items. The shopkeeper should give the correct change.

## Example of a pupil's work

### This pupil can:

Identify the correct bank notes to pay for an item.

Count back change.

Find the total cost of a shopping list with three items.

A book for N35 with notes:

\* N20 and N10 and N5

\* N50

\* N100

\* N500

$$N85 + N345 + N380 = N810$$

$$\begin{array}{r} 85 \quad 80+5 \\ 345 \quad 300+40+5 \\ + 380 \quad 300+80+0 \\ \hline 10 \quad (5+5) \\ 200 \quad (80+40+80) \\ + 600 \quad (300+300) \\ \hline 810 \end{array}$$

$$N1500 - N765 = N735$$

$$\begin{array}{r} 1500 \\ - 765 \\ \hline \end{array} \Rightarrow \begin{array}{r} 1000+500+0+0 \\ - 0+700+60+5 \\ \hline \end{array} \rightarrow \begin{array}{r} 0+1400+90+10 \\ - 0+700+60+5 \\ \hline 700+30+5 \end{array}$$

## Week 23: Money

## Day 1: Naira

### Learning outcomes

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

Identify factors of multiples.

Choose the correct bank  
notes to buy food items.

### Preparation

**Before the lesson:**

Have ready some **real N100, N200**  
and **N500** notes.

Have ready a **large piece of paper**.

Read **How? N100**, as shown below,  
and make the **paper money**  
listed in step 1.

### How? N100



Make paper money  
for each group –  
two N50 notes,  
five N20s, 10 N10s  
and 10 N5s.



Ask the groups  
to find different ways  
to make N100 with  
the paper money.



Tell them to record  
their results in their  
exercise books.



Ask them to show  
you how to  
make N100 with  
the least number  
of notes.



Ask them to  
show you how to  
make N100 with  
four notes.



15  
minutes

## Daily practice

### Whole class teaching

Ask the pupils to say the 8 and 9 times tables as you write them on the chalkboard.

Remind the pupils that 'multiples' are answers in the times tables and 'factors' are the numbers needed to make the answers.

Say, '72 is a multiple. 8 and 9 are the factors that make 72.'

Ask the pairs to write a list of any 10 multiples from the 8 and 9 times tables in their exercise books.

Tell the pairs to swap books and ask write the factors next to each multiple.

10  
minutes

How

Money/  
Paper money

## Introduction

### Group task

Ask the pupils to list the Naira notes that people use.

Show them the **real Naira notes** and ask them to say the other bank notes that people use.

Explain that people no longer use Kobo coins.

Teach **How? N100**, as shown left, using the **paper money**.

25  
minutes

Paper

## Main activity

### Whole class teaching

Choose some pupils to draw on the chalkboard. 10 items of food people can buy in markets.

Ask the groups to discuss how much each item costs.

Choose some groups to say their ideas and ask the class if they agree.

Decide on a price for each item.

Create a price list for the 10 food items on the **large piece of paper**.

### Group task

Ask the groups to write and draw some items from the price list in their exercise books.

Ask them to write the names of the Naira notes they would use to pay for each item underneath each drawing.

10  
minutes

## Plenary

### Whole class teaching

Ask each group to say the Naira notes they would use for one of their items.

Ask the class to say if they could use different Naira notes.

Keep the price list for the next day.

## Week 23: Money

## Day 2: The shop

### Learning outcomes

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

Use times tables to solve  
division calculations.

Give the correct money  
for items and count  
back change.

### Preparation

**Before the lesson:**

Display the [price list](#) from Week 23, Day 1.

Have ready the [paper money](#) from  
Week 23, Day 1 (yesterday) and make  
[one N1000](#), [two N500](#), [five N200](#)  
and [10 N100 notes](#) for each group.

Read [How? Shopping](#), as shown  
below and have ready [items](#) and [labels](#)  
for a shopping corner.

### How? Shopping



Set up a shopping  
corner near the  
price list with  
packets and tins.



Ask the pupils  
to help you make  
price labels  
for the items in  
the shop.



Ask the pupils to  
take turns to  
be the buyer and  
the seller.



Tell the buyer  
to choose an item  
and give the  
paper notes to  
the seller.



Tell the seller to  
count back the  
change with the  
paper money.

15  
minutes

## Daily practice

### Pair task

Ask the pupils to help you write the 8 and 9 times tables on the chalkboard.

Ask the class, 'If we know that  $8 \times 9 = 72$ , what division calculations do we know?' ( $72 \div 9 = 8$  and  $72 \div 8 = 9$ )

Ask the pairs to write five division calculations in their exercise books using the times tables on the chalkboard.

Tell them to swap their books and write the multiplication sum and the answer for each division calculation.

10  
minutes | Paper money

## Introduction

### Group task

Ask the class to name the bank notes people use today, eg: N1000, N500.

Give each group a full set of **paper money** from today and yesterday.

Ask the groups to find as many ways as they can to make N1000.

Tell them to record their results in their exercise books.

Choose a group to show the smallest amount of notes that are needed to make N1000.

Ask the other groups to say different ways to make N1000.

25  
minutes | Paper money

## Main activity

### Whole class teaching

Revise giving change with the **paper money**.

Demonstrate giving change from N1000 when you have bought an item for N750.

Count on from N750, ie: give N50 and say, 'N800', give N200 and say 'N1000'.

Repeat with an item costing N70, giving change from N200.

How | Paper money/Paper/  
Shopping items

### Group task

Teach **How? Shopping**, as shown left, using the **paper money**, **paper** and **shopping items**.

10  
minutes | Shopping corner

## Plenary

### Whole class teaching

Ask the class to watch a pupil from each group buying an item from the **shopping corner**.

Ask them to check the buyer gives the correct money and the seller gives the correct change.

Keep the shopping corner for the next day.

## Week 23: Money

## Day 3: Shopping lists

### Learning outcomes

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

Answer questions from  
the 8 and 9 times tables.

Work out the total price of  
three items in a shop.

### Preparation

**Before the lesson:**

Make sets of **flash cards** for the  
multiples of 8 and 9 for each group  
and shuffle each set well.

Have ready the **shopping corner**  
and **paper money** from Week 23, Day 2  
(yesterday).

Read **How? Multiplication relay**,  
as shown below.

### How? Multiplication relay



Mark a starting line  
outside and place  
the sets of flash cards  
at intervals.



Tell the groups to  
stand in lines behind  
the starting line.



Shout, 'Go!' and  
tell the pupils to run,  
in turn, to collect  
a card.



Tell each group to  
arrange their cards  
into the 8 and 9  
times tables.



Tell them to put the  
multiples in order.  
The first group ready  
is the winner.

15 minutes

How

Flash cards

10 minutes

25 minutes

Shopping corner/  
Paper money

10 minutes

Paper money

## Daily practice

## Introduction

## Main activity

## Plenary

### Group task

Ask the class to say the 8 and 9 times tables with you.

Ask each group two questions from the 8 and 9 times tables.

Teach **How? Multiplication relay**, as shown left, using the **flash cards**.

### Whole class teaching

Revise vertical addition.

Write on the chalkboard:

$$N250 + N75 + N35 =$$

	H	T	U	
	2	5	0	
		7	5	
+	3	5		
	1	0		(5 + 5)
+	1	5	0	(50 + 70 + 30)
	2	0	0	(200 + 0)
	3	6	0	

Choose some pupils to help you solve  $N470 + N280 + N35 =$  on the chalkboard.

### Group task

Ask a pupil to choose three items from the **shopping corner**.

Ask another pupil to write the price of each item on the chalkboard.

Demonstrate how to find the total price using the vertical addition method.

Give each group a set of the **paper money**.

Ask the groups to hold up the paper money needed to pay the total price.

Tell the groups to choose three items from the shopping corner and write the total price for them in their exercise books.

Tell them to draw the Naira notes needed to pay the total price underneath their calculation.

When they have finished, tell them to choose three different items and repeat the process.

### Whole class teaching

Ask each group to say one of their total prices and show the class the **paper money** they needed.

Ask the class if they could have used different notes and if they needed any change.

## Week 23: Money

### Day 4: The correct change

#### Learning outcomes

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

Answer questions  
from the 7 times table.

Find the total price  
of items and give  
the correct change.

#### Preparation

**Before the lesson:**

Write the **7 times table** on  
the chalkboard.

Have ready the **shopping corner**  
and **paper money** from Week 23, Day 3  
(yesterday).

Read **How? Spending N500**, as  
shown below.

#### How? Spending N500



Give each group  
a set of paper money  
and tell them they  
have N500 to spend.



Tell them to choose  
some items from  
the shopping corner.



Ask them to find  
the total of their  
items and any  
change they have.



Ask them to arrange  
their items and the  
paper money change  
on their desks.



Tell the groups  
to check if the other  
groups' totals and  
change are correct.

15 minutes | Times table

### Daily practice

#### Whole class teaching

Ask the pupils to read the **7 times table** with you.

Choose some pupils to underline the parts they already know from the other times tables.

Ask, 'What is  $7 \times 7$ ,  $9 \times 7$  and  $8 \times 7$ ?'

Ask the pupils to read the 7 times table going forwards and backwards.

Rub it off the chalkboard.

Write 10 multiplication and division calculations from the 7 times table for the pupils to complete in their exercise books, eg:  $4 \times 7 =$ ,  $49 \div 7 =$

10 minutes | **How** | Paper money

### Introduction

#### Group task

Teach **How? Spending N500**, as shown left, using the **paper money**.

25 minutes | Paper money

### Main activity

#### Whole class teaching

Remind the pupils that when they give change they count on from the total spent.

Write on the chalkboard:  
'I spend N750. What is my change from N2000?'

Explain we can work this out using a number line, using the following steps:  
 $750$  to  $800 = 50$   
 $800$  to  $1000 = 200$   
 $1000$  to  $2000 = 1000$   
 $50 + 200 + 1000 = 1250$

Tell the pupils the answer = N1250.

10 minutes | Shopping corner

### Plenary

#### Whole class teaching

Ask the class, 'What could I buy if I had N1000 to spend?'

Tell the pupils to choose items from the **shopping corner** and add up the prices on the chalkboard.

#### Group task

Write the following money problems on the chalkboard:  
'I spend N1800. What is my change from N2000?'

'I spend N565. What is my change from N2000?'

'I spend N2560. What is my change from N4000?'

'I spend N35. What is my change from N1000?'

Ask the groups to complete the problems in their exercise books.

Tell them to use the **paper money** and number lines to help them.

## Week 23: Money

## Day 5: Multiplying money

### Learning outcomes

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

Give answers to  
questions from the 7  
and 8 times tables.

Multiply amounts of  
money less than N1000.

### Preparation

**Before the lesson:**

Make a set of [flash cards for the multiples of 7 and 8](#) for each group.

Put [seven books](#) and [three apples](#) (or other fruit) in the [shopping corner](#) used on Week 23, Day 4 (yesterday).

Read [How? Money multiplication](#), as shown below, and [How? Multiplication relay](#), from Week 23, Day 3.

### How? Money multiplication



Say, 'One book costs N750. How much do seven books cost?'



Ask a pupil to write the calculation needed on the chalkboard.



Help the pupils to use the grid method to work out the answer.



Say, 'One apple costs N35. How much do three apples cost?'



Choose some pupils to work out the answer on the chalkboard.



15  
minutes

Game

10  
minutes

How

25  
minutes

10  
minutes

## Daily practice

### Group task

Ask the class to say the 7 and 8 times tables with you.

Ask each group two questions from the 7 and 8 times tables.

Play [multiplication relay](#) with multiples of the 7 and 8 times tables, as shown on Week 23, Day 3.

## Introduction

### Whole class teaching

Teach [How? Money multiplication](#), as shown left.

## Main activity

### Whole class teaching

Write this problem on the chalkboard:  
'Samson pays N330 for one bus journey. How much do six journeys cost him?'

Read and explain the problem and ask the pupils to say what calculation is needed.

Write ' $N330 \times 6 =$ ' and ask some pupils to help you work it out using the grid method.

### Group task

Write the following problems on the chalkboard for the groups to complete in their exercise books:

'Tola earns N650 for one day's work. How much does she earn in five days?'

'A headtie costs N250. How much do six headties cost?'

'One book costs N750. How much do six books cost?'

'Petrol for one journey costs N485. How much does the petrol cost for seven journeys?'

## Plenary

### Group task

Choose one group to explain on the chalkboard how they calculated one of the problems.

Choose some pupils to draw the Naira notes needed for the total.

Grade/  
Type of lesson plan

Lesson  
title

---

## Weekly page

---

### Primary 4, numeracy lesson plans

---

## Week 24:

---

### Money word problems

#### Words/phrases

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

profit  
loss  
gain  
item  
trader  
selling price (SP)  
cost price (CP)  
total  
calculation  
round numbers  
two-step

#### Learning expectations

By the end of the week:

---

**All pupils will be  
able to:**  
Calculate profit and loss.

---

**Most pupils will be  
able to:**  
Use a range of calculations  
to solve money problems.

---

**Some pupils will be  
able to:**  
Solve two-step money  
problems.

## Assessment task

### Instructions:

Ask an individual pupil to solve these word problems:

- 1  
Desmond buys a book for N450. He sells the book for N390. How much is his loss?
- 2  
Charity buys a bucket for N225. She sells the bucket for N250. How much is her profit?

3  
Joseph works 7 days a week. He gets N350 a day. How much does he have at the end of the week?

4  
Lamide buys 50 oranges for N1000. She sells each orange for N40. How much profit does she make after selling all of the oranges?

## Example of a pupil's work

### This pupil can:

Calculate profit and loss.

Use multiplication to solve money problems.

Solve two-step money problems.

$$N450 - N390 = N60$$

$$\begin{array}{r} 450 \\ -390 \\ \hline 60 \end{array} \quad \text{or } \begin{array}{r} 400+50+0 \\ -300+90+0 \\ \hline 100+60+0 \\ 160 \end{array} \rightarrow \begin{array}{r} 300+150+0 \\ -300+90+0 \\ \hline 0+60+0=60 \end{array}$$

$$7 \times N350 = N2450$$

x	300	50	0
7	2100	350	0

$$\begin{array}{r} \text{Th H T U} \\ 2100 \\ + 350 \\ \hline 2450 \end{array}$$

$$50 \times N40 = N2000$$

$$N2000 - N1000 = \underline{N1000}$$

## Week 24: Money word problems

## Day 1: Profit

### Learning outcomes

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

Read and write numbers  
higher than 999.

Calculate the profit made  
selling an item.

### Preparation

**Before the lesson:**

Read [How? Subtraction revision](#),  
as shown below.

### How? Subtraction revision



Write ' $788 - 475 =$ '  
on the chalkboard  
and revise the  
vertical method.



Remind the  
pupils to expand  
the numbers.



Ask a pupil to write  
' $363 - 318 =$ '  
vertically on the  
chalkboard.



Remind the pupils  
that we some-  
times have to  
rename numbers.

15  
minutes

## Daily practice

### Whole class teaching

Tell the class to write '996' in their exercise books and continue writing numbers, counting on one each time, for 3 minutes.

The pupil with the highest number is the winner.

Tell the pupils to write '1999' in their exercise books and write the numbers, counting back in ones, for 3 minutes.

The pupil with the lowest number is the winner.

Ask the class to look at their numbers and answer the following questions: 'Who can read a number with six Units? With eight Tens? With nine Hundreds?'

10  
minutes

How

## Introduction

### Whole class teaching

Teach [How? Subtraction revision](#), as shown left.

25  
minutes

## Main activity

### Whole class teaching

Explain that a 'trader' is someone who buys and sells items.

Explain that the 'cost price' (CP) is the price the trader pays for an item.

The 'selling price' (SP) is the price the trader sells the item for.

If the selling price is more than the cost price, the trader makes money, or a 'profit'.

The profit is calculated by subtracting the CP from the SP.

10  
minutes

## Plenary

### Group task

Chose some groups to say their answers and ask the others if they agree.

Ask the groups, 'Which item made the most profit?' (the cloth).

# Week 24: Money word problems

# Day 2: Profit and loss

## Learning outcomes

## Preparation

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

Round numbers to  
the nearest Ten and the  
nearest Hundred.

Calculate profit and loss.

**Before the lesson:**

Find a **long stick** and cut pieces of  
**masking tape** for labels.

Copy the **profit and loss chart** from  
the introduction, shown opposite, on  
to the chalkboard.

Read **How? Rounding**, as  
shown below.

## How? Rounding



Show the pupils  
a labelled 0—100  
counting stick, with  
10 equal divisions.



Ask some pupils  
to label 50, 10, 80  
and the other  
multiples of 10.



Ask the pupils to use  
the counting stick  
to round numbers to  
the nearest Ten.



Remove the labels  
and replace with  
multiples of 100.



Ask the pupils  
to round numbers  
to the nearest  
Hundred.

15  
minutes

How

## Daily practice

### Whole class teaching

Tell the class they are going to revise rounding numbers.

Teach [How? Rounding](#), as shown left.

10  
minutes

Chart

## Introduction

### Pair task

Ask the class to look at the [profit and loss chart](#) on the chalkboard.

Remind them of the meaning of CP and SP.

Ask the pairs to say which items made a profit and which items made a loss.

Profit and loss chart

Item	CP	SP	Profit	Loss
Headtie	N250	N300		
Plantains	N500	N450		
2 yams	N1000	N1100		
Rice	N800	N1000		
Oranges	N600	N170		

Ask them to calculate the total profit or loss for each item in their exercise books.

Ask the pairs to say which item made the greatest profit and which item made the greatest loss.

Ask them to think of reasons why the oranges made the greatest loss.

25  
minutes

## Main activity

### Group task

Read the following word problems on the chalkboard:

'A basket of pawpaws was sold for N1250 at a profit of N200. What was the cost price?'

'Mr Ojo sold a generator for N12000. He made a profit of N3000. How much did he buy it for?'

'Bode made a loss of N500 when he sold his bicycle for N4000. How much did he pay for it?'

Ask the groups to write the calculations needed for each word problem in their exercise books.

Ask the groups to complete the calculations in their exercise books.

10  
minutes

## Plenary

### Group task

Draw four different sizes of pineapple on the chalkboard.

Ask each group to say what the CP and the SP might be for a different pineapple and work out the profit.

## Week 24: Money word problems

## Day 3: Dividing money

### Learning outcomes

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

Read and order four-digit numbers.

Use division to solve money word problems.

### Preparation

**Before the lesson:**

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

### How? Dividing three-digit numbers



Write ' $275 \div 5 =$ ' on the chalkboard. Ask the pupils to think of a multiple of 5 nearest to 275.



Tell them to subtract 100 from 275.



Continue subtracting multiples.



Ask a pupil to count the factors.



Write in the answer.



15  
minutes

## Daily practice

### Pair task

Write '3, 8, 9, 6' on the chalkboard.

Ask the pairs to make the biggest and the smallest numbers they can with these four digits (9863 and 3689).

Repeat with other sets of four digits, eg: 9, 2, 8, 7 and 4, 0, 5, 2.

Ask the pairs to write four numbers greater than 999 in their exercise books.

Choose some pairs to say their numbers.

Ask the pairs to write four numbers less than 999 in their exercise books.

Choose some pairs to say their numbers.

10  
minutes

How

## Introduction

### Whole class teaching

Tell the class they are going to revise how to divide using repeated subtraction.

Teach **How? Dividing three-digit numbers**, as shown left.

Repeat with  $492 \div 4 =$

25  
minutes

## Main activity

### Whole class teaching

Write the following word problem on the chalkboard: 'Tunde pays N80 for five breakfasts. How much does one breakfast cost?'

Read the problem and ask the class to discuss the calculation needed to solve it, ie: division.

Choose some pupils to write the division calculation and help you solve it using repeated subtraction.

### Group task

Write the following word problems on the chalkboard and read and explain them:

'Eight eggs cost N240. How much does one egg cost?'

'Petrol for six journeys costs N320. How much does one journey cost?'

'Bayo is paid N2100 for five days of work. How much is he paid for one day?'

'Four rulers cost N240. How much does one ruler cost?'

Ask the groups to discuss the calculations needed and work out the answers in their exercise books.

10  
minutes

## Plenary

### Group task

Choose one group to explain on the chalkboard how they solved one of the problems.

Remind the pupils that they have used division to solve some money word problems.

## Week 24: Money word problems

## Day 4: Two-step money problems

### Learning outcomes

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

Order numbers to two  
decimal places.

Solve two-step money  
problems.

### Preparation

**Before the lesson:**

Make sets of **flash cards** with the  
following decimal numbers for  
each group: 0.02, 0.12, 0.6, 0.2, 0.48, 0.5,  
1.5, 2.53, 2.35, 5.0.

Read **How? Order decimal numbers**,  
as shown below.

### How? Order decimal numbers



Flash the decimal  
number cards  
and ask the pupils  
to say them.



Check that they say  
them correctly,  
eg: 2.53 is two point  
five three.



Choose some pupils  
to write the place  
values above some  
of the numbers.



Ask the groups  
to order the decimal  
number cards  
from the smallest  
to the largest.



Ask each group to  
read their numbers.

15  
minutes

How

Flash cards

10  
minutes

25  
minutes

10  
minutes

## Daily practice

## Introduction

## Main activity

## Plenary

### Group task

Teach **How? Order decimal numbers**, as shown left, using the **flash cards**.

### Whole class teaching

Write on the chalkboard:  
'Grace has N1000.  
She buys food for N600  
and books for N250.  
How much money has  
she got left?'

Ask some pupils to read  
the question and say  
the calculation needed.

Explain that this word  
problem needs two  
calculations.

Say, 'We need to add the  
money she spends and  
take this total away from  
the money she has.'

Ask some pupils to  
work out the calculations  
on the chalkboard, ie:  
 $N600 + N250 = N850$   
 $N1000 - N850 = N150$   
Answer = N150

### Group task

Write the following word  
problems on the chalk-  
board and read them to  
the class:

'Tunde earns N750  
a day. He works five days.  
He spends N500 on  
food. How much money  
has he got left?'

'Eggs cost N35 each.  
Stella has N500. She buys  
six eggs. How much  
change does she get?'

'Joseph has N100  
every week. Breakfast  
costs N15. He buys  
five. How much money  
has he got left?'

Ask the groups to  
discuss the calculations  
needed for each of  
the word problems.

Choose some groups  
to explain the calculations,  
eg: for number one,  
you need to multiply  
N750 by 5 and take N500  
from this total.

Ask the groups to complete  
the calculations in  
their exercise books.

Remind them to use  
the methods they have  
learned for subtraction,  
multiplication and division,  
and to count on when  
calculating change or  
money left.

### Group task

Choose different  
groups to explain the  
answers to the last  
two word problems.

## Week 24: Money word problems

## Day 5: Samson goes to Abuja

### Learning outcomes

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

Order numbers to two  
decimal places.

Identify the calculations  
needed to solve money  
problems.

### Preparation

**Before the lesson:**

Have ready **N2000 in paper money**,  
with notes of various value.

Read **How? Samson goes to Abuja**,  
as shown below.

### How? Samson goes to Abuja



Samson's mother  
gives him N2000.



In the morning he  
gets on a bus  
to Abuja and pays  
N700.



In Abuja he pays  
N50 for a snack  
and N10 for a drink.



Later he gets the  
bus to Kano  
and pays N700.



When he gets  
home he gives his  
sister N40.

15  
minutes

## Daily practice

### Pair task

Write these sets of decimal numbers on the chalkboard and ask the pupils to read them:

Set 1

1.3, 2.4, 1.9, 0.9

Set 2

2.5, 2.0, 2.4, 0.95

Set 3

1.99, 2.98, 3.51, 3.5

Set 4

4.25, 4.02, 4.15, 4.90

Choose some pairs to say the place value of the digits in the last set of numbers.

Ask the pairs to write in their exercise books the decimal numbers in each set in order, from the highest to the lowest.

10  
minutes

How

Paper money

## Introduction

### Group task

Explain the story in [How? Samson goes to Abuja](#), as shown left.

Ask the groups, 'Do you think Samson has enough money left to go to Abuja again?'

Give some pupils the [paper money](#) and ask them to role play Samson going to Abuja.

Ask the groups to check that the correct change is given in each part of the story.

Ask: 'How much money has Samson got at the end of the story?'

25  
minutes

## Main activity

### Whole class teaching

Write this word problem on the chalkboard:  
'One egg costs N35 but the seller offers six eggs for N180. Is this a good deal? How much money will I save?'

Tell the class to read the word problem carefully and think about the calculations needed for each step.

Choose some pupils to help you work out the answer on the chalkboard:

$$N180 \div 6 = N30$$

$$(30 \times 6 = 180)$$

$$N35 - N30 = N5$$

You will save N5 on each egg, making a saving of  $6 \times 5 = N30$  in total.

10  
minutes

## Plenary

### Group task

Choose representatives from each group to explain how they calculated one of the word problems.

### Group task

Write the following word problems for the groups to solve in their exercise books:

'Temi has N200. A snack costs N10. He buys 12 snacks. How many more snacks can he buy?'

'Joseph has N1750 for petrol. Each journey costs N500. He goes on three journeys. Has he got enough money for another journey?'

'Tola has N2500. A skirt costs N600. Has she got enough money to buy four skirts?'

Help each group to choose the correct calculations.

Grade/  
Type of lesson plan

Lesson  
title

## Weekly page

Primary 4,  
numeracy  
lesson plans

## Week 25:

Multiplication  
and division

### Words/phrases

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

multiply  
times  
product  
multiple  
factor  
groups of  
divide  
share  
grid method  
repeated subtraction  
decimal number  
tenths

### Learning expectations

By the end of the week:

**All pupils will be able to:**

Say the 6, 7, 8 and 9  
times tables.

**Most pupils will be able to:**

Use the grid method to  
multiply decimal numbers  
to one place.

**Some pupils will be able to:**

Divide larger numbers using  
repeated subtraction.

## Assessment task

## Example of a pupil's work

### Instructions:

Ask an individual pupil to:

1  
Solve the following sums using grid method:

$$23 \times 6 =$$

$$67 \times 8 =$$

2  
Solve the following sums using grid method:

$$24.6 \times 3 =$$

$$631.5 \times 6 =$$

3  
Solve the following sums using repeated subtraction:

$$182 \div 7 =$$

$$516 \div 6 =$$

### This pupil can:

Use the 6, 7, 8 and 9 times tables.

Use the grid method to multiply decimal numbers to one decimal place.

Divide larger numbers using repeated subtraction.

$$67 \times 8 = 536$$

x	60	7
8	480	56

$$\begin{array}{r} \text{H T U} \\ 480 \\ + 56 \\ \hline 536 \end{array}$$

$$631.5 \times 6 = 3789$$

x	600	30	1	0.5
6	3600	180	6	3.0

$$\begin{array}{r} \text{Th H T U . th} \\ 3600 \\ 180 \\ 6 \\ + 3.0 \\ \hline 3789.0 \end{array}$$

$$182 \div 7 = 26$$

$$\begin{array}{r} 182 \\ - 70 \\ \hline 112 \\ - 70 \\ \hline 42 \\ - 42 \\ \hline 0 \end{array}$$

$$7 \times 10$$

$$7 \times 10$$

$$7 \times 6$$

$$10 + 10 + 6 = 26$$

## Week 25: Multiplication and division

## Day 1: The grid method

### Learning outcomes

### Preparation

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

**Before the lesson:**

Say the answers in  
the 8 and 9 times tables.

Have ready a [ball](#) for the daily practice.

Use the grid method  
to multiply three-digit  
numbers.

Read [How? Grid method with HTU](#),  
as shown below.

### How? Grid method with HTU



Ask the pupils  
to help you expand  
some three-digit  
numbers on the  
chalkboard.



Write ' $233 \times 8 =$ ' on  
the chalkboard.



Ask the pupils  
to help you calculate  
the answer using  
the grid method.



Repeat with  
 $253 \times 9 =$



15  
minutes

Ball

10  
minutes

25  
minutes

How

10  
minutes

## Daily practice

### Whole class teaching

Ask the pupils to help you write the 8 and 9 times tables on the chalkboard.

Ask the class to say them forwards and backwards.

Take the class outside and ask them to form a circle.

Throw the **ball** to a pupil and say, 'Zero'.

Ask the pupil to add 8 to the new number and throw the **ball** to the next pupil.

Continue until 80 is reached.

Repeat, but this time count in 9s.

Do this several times.

## Introduction

### Pair task

Write '6 x 9 =' on the chalkboard and ask a pupil to say the answer.

Remind the class that if they know that  $6 \times 9 = 54$  they can calculate  $60 \times 9 = 540$  by moving the digits one place to the left.

Explain that to work out  $600 \times 9 = 5400$  we need to move the digits two places to the left.

Write these calculations for the pairs to complete in their exercise books:

$$70 \times 9 =$$

$$800 \times 8 =$$

$$50 \times 8 =$$

$$700 \times 9 =$$

$$40 \times 9 =$$

$$300 \times 8 =$$

## Main activity

### Whole class teaching

Teach **How? Grid method with HTU**, as shown left.

### Pair task

Write the following sums on the chalkboard for the pairs to complete in their exercise books:

$$422 \times 9 =$$

$$862 \times 8 =$$

$$843 \times 9 =$$

$$543 \times 9 =$$

## Plenary

### Whole class teaching

Choose some pairs to explain on the chalkboard how they completed two of the calculations.

## Week 25: Multiplication and division

## Day 2: Multiplying decimal numbers

### Learning outcomes

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

Use the times tables to  
solve division calculations.

Multiply decimal numbers  
using the grid method.

### Preparation

**Before the lesson:**

Write the **8 and 9 times tables** on  
the chalkboard.

Read **How? Grid method with decimal  
numbers**, as shown below.

### How? Grid method with decimal numbers



Write '0.4' and  
ask a pupil to write  
on the place value  
of the 4.



Write '0.4 x 8 ='  
and explain that  
we now have  
32 tenths.



Explain that 32  
tenths is equal to  
3 Units and 2 tenths,  
which is 3.2.



Ask some pupils  
to help you solve  
 $0.6 \times 9$ .

15 minutes Times tables

## Daily practice

### Pair task

Remind the class that we can use times tables to work out division sums.

Write ' $40 \div 8 =$ ' on the chalkboard.

Ask the pupils what multiplication fact they can use to solve this, ie:  
 $8 \times 5 = 40$ , so  
 $40 \div 8 = 5$ .

Write the following sums on the chalkboard for the pairs to complete in their exercise books:

$$\begin{aligned}81 \div 9 &= \\48 \div 8 &= \\54 \div 9 &= \\64 \div 8 &= \\63 \div 9 &= \end{aligned}$$

Remind them to use the 8 and 9 times tables to help them.

10 minutes **How** Times tables

## Introduction

### Whole class teaching

Teach **How? Grid method with decimal numbers**, as shown left.

Write the following sums on the chalkboard for the pupils to complete in their exercise books:

$$\begin{aligned}0.7 \times 9 &= \\0.6 \times 8 &= \\0.5 \times 9 &= \\0.4 \times 8 &= \end{aligned}$$

Remind them to look at the **8 and 9 times tables** if they need to.

25 minutes

## Main activity

### Whole class teaching

Write ' $54.3 \times 8 =$ ' on the chalkboard.

Ask some pupils to help you expand the number, draw the grid underneath and write ' $\times 8$ '.

Choose some pupils to multiply the tenths, Units and Tens.

Ask the class to add the tenths, Units, Tens and Hundreds.

Ask a pupil to put the number together:  
 $400 + 32 + 2.4 = 434.4$

10 minutes

## Plenary

### Whole class teaching

Choose some pairs to explain on the chalkboard how they completed two of the calculations.

## Week 25: Multiplication and division

## Day 3: Division using repeated subtraction

### Learning outcomes

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

Say the answers in the 6  
and 7 times tables.

Divide larger numbers using  
repeated subtraction.

### Preparation

**Before the lesson:**

Have ready a [ball](#).

Read [How? Dividing larger numbers](#),  
as shown below.

### How? Dividing larger numbers



Demonstrate the  
sign that we can  
use to divide  
larger numbers.



Tell the pupils to  
find multiples and  
subtract them until  
no more multiples  
can be found.



Add the factors  
and write  
in the answer.



Repeat with 684  
divided by 6.

15 minutes | Ball

## Daily practice

### Whole class teaching

Ask the pupils to help you write the 6 and 7 times tables on the chalkboard.

Ask the class to say them forwards and backwards.

Take the class outside and ask them to form a circle.

Throw the ball to a pupil and say, 'Zero'.

Ask the pupil to add 6 to the new number and throw the ball to the next pupil.

Continue until they reach 60.

Repeat, but this time count in 7s.

Do this several times.

10 minutes | Times tables

## Introduction

### Group task

Ask the pupils to read the 6 and 7 times tables on the chalkboard.

Ask the pupils, 'What is  $20 \times 7$ ?'

Remind them that  $2 \times 7 = 14$ , so  $20 \times 7 = 140$ .

Ask the pupils, 'What is  $200 \times 6$ ?'

Remind them that  $2 \times 6 = 12$ , so  $200 \times 6 = 1200$ .

Write these calculations for the groups to complete in their exercise books:

$$70 \times 6 =$$

$$800 \times 7 =$$

$$50 \times 7 =$$

$$700 \times 6 =$$

25 minutes

How

## Main activity

### Whole class teaching

Teach **How? Dividing larger numbers**, as shown left.

Times tables

### Pair task

Write the following calculations on the chalkboard for the pairs to complete in their exercise books:

$$791 \div 7 =$$

$$690 \div 6 =$$

$$154 \div 7 =$$

$$168 \div 6 =$$

Remind them to look at the 6 and 7 times tables on the chalkboard if they need to.

Tell them to make the multiples as big as they can.

10 minutes

## Plenary

### Whole class teaching

Choose some pairs to show on the chalkboard how they completed two of the calculations.

## Week 25: Multiplication and division

## Day 4: Multiply or divide?

### Learning outcomes

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

Say the answers in the 7,  
8 and 9 times tables.

Write the correct  
calculation for multiplication  
and division problems.

### Preparation

**Before the lesson:**

Write the **7 and 8 times tables** on  
the chalkboard.

Read **How? Multiplication bingo**,  
as shown below.

### How? Multiplication bingo



Ask the pupils to  
write multiples  
from the 7, 8 and 9  
times tables.



Ask the pairs to  
write 10 of the  
multiples in their  
exercise books.



Call out questions  
from the 7, 8 and 9  
times tables.



If a pupil has the  
correct answer to  
a question, tell them  
to cross it out in  
their exercise book.



Tell them to shout  
'Bingo' when all  
their numbers are  
crossed out.

15  
minutes

How

## Daily practice

### Pair task

Teach **How? Multiplication bingo**, as shown left.

10  
minutes

## Introduction

### Whole class teaching

Write on the chalkboard:

$$36 \square 6 = 6$$

$$7 \square 6 = 42$$

Choose some pupils to write in the missing signs.

Ask the pupils to say other words for multiply, ie: times, product of, multiple of, groups of.

Ask the pupils to say other words for divide, ie: share, put in groups.

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

$$42 \square 7 = 6$$

$$8 \square 8 = 64$$

$$54 \square 9 = 6$$

$$72 \square 8 = 9$$

20  
minutes

## Main activity

### Whole class teaching

Write the following word problems on the chalkboard and explain them to the pupils:

'Grace spends N200 each day. How much does she spend in a week?'

'A tray contains eight eggs. How many trays are needed to pack 896 eggs?'

'A teacher gives eight pens to each pupil in a class of 44 pupils. How many pens are there altogether?'

Times tables

### Group task

Ask each group to write the sign needed by one of the word problems (x or ÷).

Ask the groups to complete the word problems in their exercise books.

Remind them to use the method to divide and multiply that they have learned this week and to look at the **7 and 8 times tables** on the chalkboard if they need to.

15  
minutes

## Plenary

### Whole class teaching

Choose some groups to write their calculations on the chalkboard and ask the class if they agree.

Ask some pupils to help you calculate a division problem.

## Week 25: Multiplication and division

## Day 5: Funmi's story

### Learning outcomes

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

Answer questions  
from the 6, 7, 8 and 9  
times tables.

Identify methods for  
multiplication and division.

### Preparation

**Before the lesson:**

Write **Funmi's story**, as shown  
opposite in the introduction, on the  
chalkboard.

Have ready some **paper money**.

Read **How? Bucket game**, as shown  
below, and have ready **four buckets**,  
**10 small balls** and some **labels**.

### How? Bucket game



Label the buckets  
with the numbers 6,  
7, 8 and 9.



Tell each of the  
groups to throw  
10 balls into any of  
the buckets.



Look into each of  
the buckets and  
count the number  
of balls.



Tell the groups to  
multiply the  
number of balls  
by the numbers  
on the bucket.



Add up the scores.  
The group with  
the highest score  
wins the game.



15  
minutes

How

Buckets/  
Balls

## Daily practice

### Group task

Teach **How? Bucket game**, as shown left, using the **buckets** and **balls**.

10  
minutes

Story/  
Paper money

## Introduction

### Whole class teaching

Read **Funmi's story** to the class:  
'Funmi works in a shop for 5 days of the week. She is paid N750 every day. Every week she spends N50 on snacks and N700 on travel. At the end of the week she shares the money she has left equally between herself, her mother and her father.'

Give some of the pupils the **paper money** and ask them to role play Funmi receiving her pay, buying the snacks and getting her change.

Ask some pupils to calculate on the chalkboard how much money Funmi gets at the end of the week, how much she spends and how much she has left.

Ask some of the pupils to calculate how much money Funmi keeps at the end of the week.

25  
minutes

## Main activity

### Group task

Write the following calculations on the chalkboard:

$$465 \times 6 =$$

$$58.6 \times 6 =$$

$$585 \div 5 =$$

$$80 \times 6 =$$

$$400 \times 7 =$$

$$250 \div 10 =$$

Ask the groups to discuss and say the methods they can use for each calculation, ie: the grid method, repeated subtraction and moving the place value.

Ask the groups to complete the calculations in their exercise books.

10  
minutes

## Plenary

### Whole class teaching

Choose some pupils to say the 6, 7, 8 and 9 times tables backwards.

Ask 10 questions from the 6, 7, 8 and 9 times tables and ask the pupils to write the answers in their exercise books, eg:  $7 \times 6$ ,  $9 \times 8$ .

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