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**Numeracy  
lesson plans**  
Primary 1

**Term 1**  
Creating an  
effective learning  
environment

**Weeks**  
6—10

Type of lesson plans/  
Grade

Term/  
Learning theme

# Numeracy lesson plans Primary 1 Term 1

## Organising the classroom for effective learning

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



## Introduction

The quality of education is a key element to socio-economic development in any society. Perhaps the most critical element in ensuring quality of education is the teacher. Good teaching methodology, with the right textbooks, will quickly provide a good platform for a quality education system in Kano State.

The challenges are sometimes overwhelming when you have 5,335 schools with over 2.3 million children and 46,643 teachers. The Kano State Ministry of Education carried out a series of baseline surveys to assess classroom teachers, the role of the head teacher and the level of pupil learning outcomes.

The findings in most cases were alarmingly poor, with not much difference between qualified and unqualified teachers with respect to output. The majority of teachers were themselves victims of an education system that was in a serious downward slope.

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

This work has focused on classroom teaching skills – in particular how to make teaching child-centred – and the organisational structures needed for SUBEB and LGEA staff to provide effective support and advice to primary schools.

With many school leavers unable to read or write, a specific focus has been on improving the teaching of basic literacy and numeracy. To support this, Kano State has developed a benchmark for assessment and carefully designed literacy and numeracy lesson plans for Primary 1–3 teachers. These plans provide a step-by-step guide to teachers, while ensuring children become active learners.

The lesson plans, however, are not sufficient. Structures and processes have also been put in place so that teachers are continuously supported by both the State School Improvement Team and the LGEA-based school support officers.

We are sure that within a short time of these lesson plans being introduced, children's learning abilities will improve considerably. The materials will also enable teaching and learning to be more exciting – an important element in all classes, but in particular at the primary level. We are confident that these lesson plans will raise standards and improve the quality of children proceeding to higher levels of education.

We commend all those who have produced these lesson plans and trained our teachers to use them. We offer thanks to the UK Department for International Development (DFID) for its ongoing support to education reform in Kano State through its ESSPIN programme. Let's make every Kano school an improving school.



**Barister Farouq Iya Sambo**  
Honourable Commissioner  
of Education  
Kano State



**Wada Zakari**  
Executive Chairman  
SUBEB  
Kano State

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**Numeracy  
lesson plans  
Primary 1**

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

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**Weeks  
6—10**

# Introduction

## ▶ Organising the classroom for effective learning

## Organising the classroom for effective learning

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

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

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

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

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

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

## Group and pair work

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

To discuss, solve problems or to play learning games.

To find their own way in their learning.

The main benefits of group and pair work are:

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

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

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

Co-operation.

Taking turns.

Listening to others.

Sharing.

Working harmoniously with others.

Solving problems.

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

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**Numeracy  
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# Introduction

## ▶ Essential low-cost or free teaching aids

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### **Number cards**

Make a set of large number cards from 0—10, which you can use for whole class teaching. Pupils will need their own set of number cards from 0—10 for all five weeks.

## Money

Collect a selection of real coins and notes for the pupils to use, or make sets of money by cutting them out of a cardboard carton and writing different amounts on them.

## Clocks

Make clocks out of cardboard. Cut large circles and then write the numbers 1—12 on them to make a clock face. Punch a hole in the middle. Cut out two strips of cardboard – one long enough to reach the numbers, and one shorter. Use the hole in the middle to attach the hands to the clock so that they can be moved around.

## Counters

Ask the pupils to help you collect as many bottle tops, small sticks and small stones as they can. Put them into jars to keep in the classroom and use to help counting.

## Glue

Mix together a cup of water and flour and boil them together to make glue.

## Number line mouse

Draw a picture of a mouse. Take a strip of paper and divide it into equal sections from 0—10. Write the numbers on it and stick it on to the mouse to become its tail.



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**Weeks  
6—10**

# Introduction

## ▶ Songs and rhymes for the term

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**Days of the week**

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Sunday, Monday,  
Tuesday, Wednesday /  
Thursday, Friday, Saturday /  
These are the days  
of the week, the days  
of the week /  
Which day is your  
favourite day?

## Early in the morning

This is the way I brush  
my teeth, brush my teeth,  
brush my teeth /  
This is the way I brush  
my teeth /  
Early in the morning.

This is the way I wash  
my face, wash my face,  
wash my face /  
This is the way I wash  
my face /  
Early in the morning.

This is the way I comb  
my hair...

This is the way I eat  
my food...

This is the way I sweep  
the floor...

## 10 green bottles

10 green bottles standing  
on the wall (x2) /  
If 1 green bottle should  
accidentally fall /  
There'd be 9 green bottles  
standing on the wall /  
9 green bottles standing  
on the wall...

(Repeat until no more  
bottles are left standing.)

## 10 juicy oranges

10 juicy oranges sitting in  
the heat /  
Round and orange and  
ready to eat /  
Along came a girl with some  
money one day /  
Bought a juicy orange and  
took it away.

9 juicy oranges...  
8 juicy oranges...  
7 juicy oranges..., etc

## 10 little monkeys

10 little monkeys jumping  
on the bed /  
1 fell off and bumped  
his head /  
Mummy called the doctor,  
The doctor said /  
'No more monkeys jumping  
on the bed'.

9 little monkeys...  
8 little monkeys...  
7 little monkeys..., etc

## 10 little fingers

1 little,  
2 little,  
3 little fingers /  
4 little,  
5 little,  
6 little fingers /  
7 little,  
8 little,  
9 little fingers /  
10 little fingers  
(clap, clap, clap)

Week  
6  
Money



## Words/phrases

## Assessment

money  
note  
coin  
Naira  
Kobo  
buy  
sell

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

# Naira and Kobo

## Learning outcomes

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

Order numbers 0—10.

Identify that money is used to buy things.

Identify different types of Nigerian notes and coins.

## Teaching aids

### Before the lesson:

Collect a range of different objects, eg: bottle tops, stones, leaves, etc. Have one mixed set of about 20 objects for each group in your class.

Collect samples of real or model money. Have one mixed set for each group in your class.

## Daily practice

### Group task

Give each group a mixed set of objects.

Ask pupils to sort the objects into groups.

Ask pupils to count the number of objects in each group, and to order the groups by the number of objects, ie: the group with the most objects first; the group with fewest objects last.

Give the pupils number cards from 0—10 and ask them to label the object groups with the correct number.

They probably won't use all the numbers from 0—10.

10  
minutes

## Introduction

### Whole class teaching

Ask pupils to tell you places where they have seen money being used, eg: market, bus.

Ask them to tell you a time when they have used money. Ask: 'What was the money used for?'

Explain that money is used to **buy** things and that in Nigeria there are notes and coins.

Ask them:

'Does anyone know what the notes are called?'  
(Naira)

'Does anyone know what the coins are called?'  
(Kobo)

25  
minutes

## Main activity

### Group task

Give each group a set of mixed money, at least enough for one piece per pupil.

Ask them to look at the money and each choose their favourite note or coin.

Ask one or two pupils from each group to tell you their favourite.

Ask them to take their coin or note and find every-one else in the room with the same one and stand in a group with them.

Ask pupils to sit together in their new groups and count the number of notes or coins they have.

Ask a pupil from each group to bring their money to you at the front of the classroom.

Ask them to give the money to you, telling you what denomination (value) it is, and how many of those notes or coins there are in their group.

Ask each pupil to draw their note or coin in their exercise book.

10  
minutes

## Plenary

### Whole class teaching

Ask pupils to show their picture and read the sentence you have written underneath.

Move around the class and ask each pupil why they chose that note/ coin. You write their reason next to their picture, eg: 'I chose this coin because \_\_\_'.

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**Week 6  
Money  
Day 2**

Lesson  
title

# Sorting money

15  
minutes

Game

## Learning outcomes

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

Estimate the size of groups of objects up to 10.

Recognise different types of coins and notes.

## Teaching aids

### Before the lesson:

Collect 10 different objects and cloth to cover them with.

Have a set of number cards from 0—10 for each pair.

Have the collection of real or model money from Day 1.

Write the different colours of money in different places in the room, eg: on the chalkboard, on paper, etc.

## Daily practice

### Pair task

Give out a set of number cards to pairs of pupils.

Put 10 or fewer objects on a board or tray and cover them with a cloth.

Uncover them for 5 seconds while the pupils look. They should not have enough time to count them, as the game is about estimation.

Ask the pupils to show how many items they saw by holding up a number card.

Ask one pupil to come out, count the objects and see who is correct.

Congratulate the ones who got it right.

Repeat the game four or five times.

10  
minutes

## Introduction

### Group task

Give each group a mixed set of money.

Ask pupils to sort their money by colour.

Ask them to take their money and stand in new groups, arranged by the colour of the money they are holding.

Tell pupils to return to their groups and sort their money in any different way they choose.

Ask each group:  
'How did you sort the money?'

25  
minutes

## Main activity

### Group task

Ask each group to look closely at their money and discuss the pictures they can see on the notes.

Ask groups to examine their notes very closely so that they know all the different pictures, numbers and writing on them.

Ask each group to choose one or two 'experts' to remain in their corner with the notes they have been looking at.

Explain that everyone else will go around the room, visiting other experts and looking at the money they have.

10  
minutes

## Plenary

### Whole class teaching

Ask one expert from each group to bring their money back to you.

Ask the class to tell you what they know about each note.

Ask how many notes they have to give you, and count them with the rest of the class.

Repeat with each expert until you have all of the money again.



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Primary 1**

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**Week 6  
Money  
Day 3**

Lesson  
title

# Shopping

15  
minutes

Song

## Learning outcomes

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

Confidently count from 0—10.

Connect money with value.

## Teaching aids

**Before the lesson:**

Have ready large number cards from 1—10.

Have ready the set of real or model money from Day 1.

Prepare a shopping corner and stick a note or place a coin by each object to show its price.

## Daily practice

**Whole class teaching**

Ask pupils to sing '10 little monkeys', doing the actions and using the number cards.

Repeat with different pupils playing the monkeys.

10  
minutes

## Introduction

### Whole class teaching

Give a note or a coin to each pupil.

Show the class one of the objects and explain that in order to buy the object they need a note or coin that matches the one next to the object.

Ask who can buy the object with their note or coin.

Invite that person to come and give you the appropriate note or coin.

Give them the object in exchange.

Repeat with the other objects, giving a few pupils a turn.

25  
minutes

## Main activity

### Group task

Ask the pupils to take their note or coin to their group.

Distribute the objects, giving several to each group.

Ask groups to choose a leader, who will stay at the table and keep the objects they buy.

Tell the class that their objective is to buy as many objects as they can from other groups.

Ask them to move around the room, buying objects from other groups and taking each object back to their leader.

Ask them to draw one of the objects they have bought and a picture of the note or coin they used next to it.

10  
minutes

## Plenary

### Whole class teaching

Ask each group leader to show the class how many objects they have bought, bringing them to the front and counting them as they hand them back to you.

# Buying and selling

## Learning outcomes

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

Count from 0—10.

Use money to buy an object.

Use the language of money and shopping.

## Teaching aids

**Before the lesson:**

Read New Method Mathematics 1, page 10.

Have the objects from Day 3 that have prices on them.

Have the sets of real or model money ready.

Have ready a selection of pieces of cloth and bags and baskets for role play.

## Daily practice

**Whole class teaching**

Draw a number line from 0—10 on the chalkboard and ask pupils to remind you how to use it to count.

Draw a number of objects on the chalkboard and ask a pupil to draw a line joining the objects with the correct number.

Repeat with different numbers of objects.

Ask the pupils to turn to New Method Mathematics 1, page 10. Ask them to count the number of objects in each group to find which two in each row have the same (equal) number of objects.

10  
minutes

## Introduction

### Group task

Show the class the objects from yesterday, and explain that the prices have changed.

Tell them the new prices.

Give each group a set of money.

Show an object to the class and ask who can buy an object from you. Give groups time to work out how to make the price.

Invite one pupil with the correct amount of money to come up and 'buy' the object from you.

Show the class how the pupil has made the amount with the money they have.

25  
minutes

## Main activity

### Group task

Give shopping objects, cloth and bags to each group.

Ask each group to practise a short role play about shopping.

Ask them to think about who is involved, what they want to buy and who they are buying it from.

Ask pupils to think about what they would say to each other. Remind them that the role play should end with them handing over a note or a coin in exchange for an object.

Ask each group to show their role play to the class.

Ask them to draw a picture of one way in which they might use money.

10  
minutes

## Plenary

### Whole class teaching

Ask the pupils to show their pictures to the class.

# What could I buy with?

## Learning outcomes

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

Count forwards and back-  
wards along a number line  
from 0—10.

Connect objects with their value.

## Teaching aids

### Before the lesson:

Have counters available in  
sets of 20, one set for each group  
in your class.

Have objects of different shapes.

Have sets of money from  
previous days.

Write 5, 10, 15 and 20 on  
the chalkboard.

## Daily practice

### Whole class teaching

Give the pupils 5 minutes to  
draw a number line from 0—10  
in their exercise books.

Hold up two number cards  
and ask the pupils which is the  
smallest number.

Ask them to put their fingers on  
that number and jump along  
the line until they reach the biggest  
number, counting as they do it.

Repeat, but this time start  
from the biggest number  
and jump along the line to the  
smallest number.

After they have done this with  
four or five different pairs  
of numbers, start to ask them:  
‘How many jumps are you making  
each time?’

10  
minutes

## Introduction

### Group task

Show the class one of the Naira notes they have been using.

Ask them how many sides it has, and how many corners.

Ask if anyone can remember what this shape is called.

Give each group one of the objects they have been using.

Ask them to discuss and decide what shape it is.

25  
minutes

## Main activity

### Individual task

Ask each pupil to draw a line down the middle of a page in their exercise books.

Ask the class to tell you the biggest amount of money they can think of and the smallest amount of money they can think of and you write them on the chalkboard.

Ask them to write the largest amount on one side of their page and the smallest amount on the other side of their page.

10  
minutes

## Plenary

### Whole class teaching

Ask each pupil to tell you one thing they have learned about money during this week.

Ask them to draw in their books what they think they could buy with each amount of money.

Ask some pupils to show the class some the things they have drawn.

Discuss with the class whether there are any objects they have drawn which would cost much more or less than the amount of money they have written.



Week  
7  
Sets of 10



**Words/phrases**

**ten  
unit  
set  
bundle**

**Assessment**

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



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**Term 1**  
**Organising the  
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**Week 7**  
**Sets of 10**  
**Day 1**

Lesson  
title

# The number 10

15  
minutes

## Learning outcomes

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

Make sets of 10.

## Teaching aids

**Before the lesson:**

Collect different objects in  
groups of 10.

Read New Method Mathematics  
1, page 51.

## Daily practice

**Whole class teaching**

Ask the pupils to tell you any-  
thing they can remember about  
money from last week.

Write their ideas on the chalkboard.

10  
minutes

Song

25  
minutes

New Method  
Mathematics 1

10  
minutes

Song

## Introduction

### Whole class teaching

Sing '10 little fingers' with the class.

Ask the class to show you 10 fingers.

Ask them to count the number of fingers their partner is holding up.

Explain that this is one **set** or **group** of 10 fingers.

Ask pupils to count the number of sets or groups of 10 fingers they and their partner have.

## Main activity

### Pair task

Ask pupils to look at New Method Mathematics 1, page 51. Ask them to point to where the number '10' is written on the page.

Ask pairs to work together to identify the sets of 10 objects. Ask them: 'How many sets of 10 have you found?'

Ask pairs to share with the rest of the class some sets of 10 they have found.

Ask pupils to look around the classroom for any sets of 10 they can see.

Take feedback from pairs, and lead the class in counting the objects they suggest.

## Plenary

### Whole class teaching

Sing a counting song with the pupils.

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Organising the  
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**Week 7  
Sets of 10  
Day 2**

Lesson  
title

# Collecting numbers

15  
minutes

## Learning outcomes

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

Write the number 10.

Find numbers in the environment.

Recognise Nigerian money.

## Teaching aids

**Before the lesson:**

Collect different objects in sets of 10.

Have sets of money from previous lessons.

## Daily practice

**Whole class teaching**

Show some money to the pupils and ask who can recognise it.

Ask if anyone can tell you what colour it is, or any other way in which they recognised it.

Repeat with some different notes.

Ask pupils to choose their favourite note or coin and draw it in their exercise books.

10  
minutes

## Introduction

### Whole class teaching

Lead the class in drawing the number 10 in the air.

Ask pupils to draw a number 10 on their partner's back.

Draw a number 10 on the chalkboard.

If the number 10 is written anywhere else in the room, ask pupils to point it out to you.

25  
minutes

## Main activity

### Whole class teaching

Take the pupils outside with their exercise books and walk around the school compound.

If you see any numbers between 0 and 10, stop and ask the pupils why that number is there, eg: it shows the number of the class.

Ask the pupils to write that number in their exercise books and continue your walk.

When you get back to the classroom ask pupils to count how many numbers they found and tell you the answer.

Ask them which number is their favourite and why.

### Individual task

Ask pupils to write the number 10 in their exercise books 10 times.

Ask pupils to draw 10 objects underneath their numbers.

Ask pairs to swap books to count one another's objects and that they have written '10' 10 times.

10  
minutes

## Plenary

### Whole class teaching

Ask pupils to tell you anything they know about the number 10.

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**Week 7  
Sets of 10  
Day 3**

Lesson  
title

# Sets of 10

15  
minutes

## Learning outcomes

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

Make sets of 10.

Explain the relationship between coins.

## Teaching aids

**Before the lesson:**

Collect sets of different objects, with 10 in each set.

Have the sets of money from previous lessons.

## Daily practice

**Group task**

Give out sets of money to groups.

Ask them to put the money in a line in order of value.

Share answers among the groups and see if everyone agrees.

10  
minutes

## Introduction

### Whole class teaching

Show the class the objects you have by spreading them on a table or on the floor. Ask if a pupil can come to the front and help you make a set of 10 of the same object.

Encourage the class to count the objects with the pupil, and congratulate them when they make a set of 10.

Repeat three or four times, with different pupils making sets of 10 of different objects.

25  
minutes

## Main activity

### Pair task

Explain to pupils that they will be going outside in pairs.

Tell them that they will be collecting sets of 10 of any objects they can find. If they can, they should bring their sets of 10 back to the classroom – if not, they need to remember what they collected 10 of.

Give them a clear time limit and tell them where you will be while they are looking for objects.

Send them outside to look for objects.

Make sure you give them a warning when they have 1 minute to return to the classroom.

Ask pairs to count how many sets of 10 they have made.

If possible, ask pairs to store their sets of 10 in their desks.

10  
minutes

## Plenary

### Whole class teaching

Ask all pupils to stand up in their pairs.

Say that any pairs who collected no sets of 10 should sit down.

Say that any pairs who collected one set of 10 should sit down.

Each time a pair sits down, congratulate them.

Continue until you have found out how many sets of 10 have been collected. Congratulate the pair who collected the most sets of 10 and ask them to tell the class what their sets were.

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**Week 7  
Sets of 10  
Day 4**

Lesson  
title

# Sets of 10

15  
minutes

Rhyme

## Learning outcomes

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

Write the number 10.

Identify sets of 10.

## Teaching aids

**Before the lesson:**

Prepare a sand tray.

Have a selection of 10 objects to use for counting.

Read New Method Mathematics 1, page 51.

## Daily practice

**Pair task**

Say the rhyme '10 juicy oranges'.

Bring 10 pupils to stand at the front of the class as the 'oranges' and one as a market trader. Give another 10 pupils a note or coin.

When you get to the line 'bought a juicy orange', one of the pupils holding money should give it to the market trader, take the hand of one of the oranges and take it away.

Play two or three times so all pupils get a turn.

10  
minutes

Song

## Introduction

### Whole class teaching

Sing the counting song '10 little fingers'.

Sing the song again, using toes instead of fingers.

Ask the pupils to 'write' the numbers from 0—10, using as many different parts of their body as possible.

25  
minutes

New Method  
Mathematics 1

## Main activity

### Pair task

Ask the pupils to complete New Method Mathematics 1, page 51 in their exercise books.

While they are doing this call out each pair of pupils to come and write the numbers 0—10 in the sand tray and count the correct number of objects for each number.

10  
minutes

## Plenary

### Group task

Ask pairs to swap their work with other pairs in their group and make sure they agree on the answers.



# Using bundles of 10

## Learning outcomes

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

Use bundles of 10 to count 10—20.

Write the numbers 0—20.

## Teaching aids

**Before the lesson:**

Have ready 20 counters for each pair.

Write the numbers 11—20 on the chalkboard.

## Daily practice

**Individual task**

Ask each pupil to draw a line down the middle of a page in their exercise books.

Ask them to write N20 on one side of their page and N100 on the other side of their page.

Ask pupils to draw in their books what they think they could buy with each amount of money.

Ask them to show the class some of the things they have drawn.

Discuss with the class whether there are any objects they have drawn which would cost much more or less than the amount of money they have written.

10  
minutes

## Introduction

### Group task

Call out a number between 0 and 10 and ask pupils to make a group statue of that number.

Ask each group to show their statues to the rest of the class.

Repeat for four or five different numbers.

25  
minutes

## Main activity

### Pair task

Give each pair 20 counters.

Point to a random number on the chalkboard and ask each pair to make a set of that number using their counters, putting 10 counters into one set and the rest as single counters

Give them some time to count the number of counters.

Ask them to change places with the pair next to them and check that they have the correct number.

10  
minutes

Song

## Plenary

### Whole class teaching

Sing '10 little monkeys' with the class.



Week  
8  
Length



**Words/phrases**

**Assessment**

**long  
short  
tall  
longer  
shorter  
taller  
longest  
shortest  
tallest  
length  
height**

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

# Long and short

## Learning outcomes

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

Count forwards and backwards from 10 using a number line.

Use the terms 'long' and 'short' to describe objects.

## Teaching aids

### Before the lesson:

Collect different objects in sets of 10.

Have ready number cards from 0—10

Read New Method Mathematics 1, page 119.

Collect similar objects of different lengths, eg: sticks, pencils, bottles, books.

## Daily practice

### Whole class teaching

Lead the pupils in counting and showing 10 fingers.

Count one of your sets of 10 in front of the class. They can join in with the counting.

Invite a pupil to the front to lead the class in counting another set of 10 objects.

Give out the numbers 0—10 to some pupils and ask them to stand in the correct order, from 0—10.

Ask individual pupils to come out and count along the number line, forwards from 0—10 and backwards from 10—0, touching the numbers as they count.

Keep changing the pupils holding the numbers so they don't get tired.

10  
minutes

## Introduction

### Whole class teaching

Ask two pupils to come to the front. Give each one a similar object of different length and ask them to show them to the class.

Ask the pupils whether they are the same **length** or not.

Help the pupils to describe the longer object as **'long'** and the shorter object as **'short'**.

Ask the pupils at the front to hold their objects up in turn and lead the class in saying 'long' and 'short'.

Repeat with different objects.

25  
minutes

## Main activity

### Pair task

Take the pupils outside and ask each pair to draw two large circles on the ground with a stick.

Ask each pair to look around and collect as many objects as they can.

Ask them to decide which objects are short and which are long.

New Method  
Mathematics 1

Ask them to put all the short objects in one of their circles and all the long objects in the other circle.

Ask them to show their objects to another pair and tell each other which circle has short objects and which circle has long objects.

Take the pupils inside.

Ask them to complete New Method Mathematics 1, page 119, using a counter to mark which is longer.

10  
minutes

## Plenary

### Individual task

Discuss the activity to ensure all pupils have marked the objects correctly.

**Numeracy  
lesson plans**  
Primary 1

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

**Week 8**  
**Length**  
**Day 2**

Lesson  
title

# Tall and short

15  
minutes

## Learning outcomes

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

Draw a number line from 0—10.

Recognise numbers from 0—10.

Use the terms 'tall' and 'short' to compare height.

## Teaching aids

**Before the lesson:**

Have one pair of long and short objects ready from Day 1.

## Daily practice

**Whole class teaching**

Draw a number line from 0—10 on the chalkboard, missing out two or three numbers.

Ask the pupils to copy it into their exercise books and write in the missing numbers.

Explain that they can use counters to help them think.

When everyone has completed the task, ask individual pupils to come out and write the missing numbers on your number line on the chalkboard.

10  
minutes

## Introduction

### Whole class teaching

Show the class a pair of long and short objects from Day 1.

Ask if anyone can remember the words to describe their length.

Encourage the class to use the words 'long' and 'short'.

Explain that there are different words to describe the height of people or objects.

25  
minutes

## Main activity

### Pair task

Ask pairs to stand next to one another and decide who is tall and who is short.

If they find it hard to decide, tell them to stand back to back and ask another pupil to check who is tall and who is short.

Ask some pairs to tell the class who is tall and who is short.

10  
minutes

## Plenary

### Whole class teaching

Ask if any pupils can see anything around them that they could describe as 'tall' or 'short'.

If they find this difficult, ask if they can think of things that they have seen, or guide them to look at trees and buildings.



**Numeracy  
lesson plans**  
Primary 1

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

**Week 8**  
**Length**  
Day 3

Lesson  
title

# Comparing height and length

15  
minutes

New Method  
Mathematics 1

## Learning outcomes

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

Find missing numbers in a number line from 0—10.

Use the terms 'longer' and 'shorter' to describe the length of similar objects.

## Teaching aids

**Before the lesson:**

Read New Method Mathematics 1, page 47.

Write the words 'long', 'short', 'tall' and 'short' on the chalkboard.

Have the pairs of objects from Day 1.

Read New Method Mathematics 1, page 120.

## Daily practice

**Whole class teaching**

Ask the pupils to open New Method Mathematics 1, page 47, and look at the number lines. Ask them to tell you which numbers are missing in number 1.

Tell them to complete questions 2—4 in their exercise books.

10  
minutes

## Introduction

### Whole class teaching

Show the class a pair of objects: one short, one long.

Point to the words on the chalkboard and lead the class in saying 'short' and 'long'.

Explain that to compare objects we add 'er' at the end of the word, eg:

'The pencil is **longer** than the stick.'

'The pencil is **shorter** than the book.'

25  
minutes

New Method  
Mathematics 1

## Main activity

### Group task

Ask the groups to complete New Method Mathematics 1, page 120, using a counter to mark which object is shorter.

Make sure they are using the words with 'er' at the end.

Add 'er' to the words on the chalkboard, making the new words 'shorter' and 'longer'. Lead the class in saying the new words.

Ask a tall and short pupil to come to the front of the room. Point to the words on the chalkboard and lead the class in saying 'tall' and 'short'.

Explain that they can also add 'er' to tall and short to compare height.

Ask a pupil to change the words on the chalkboard so they now read 'taller' and 'shorter'.

10  
minutes

## Plenary

### Whole class teaching

Ask individual pupils to tell the class their answers.

# Comparing length

## Learning outcomes

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

Identify missing numbers from 0—10.

Compare the length of three objects using 'long', 'longer' and 'longest'.

## Teaching aids

### Before the lesson:

Make a set of number cards from 1—10 shaped as bottles.

Have ready a set of three objects of different lengths.

Make six flash cards: 'long', 'longer', 'longest', 'short', 'shorter' and 'shortest'.

Read New Method Mathematics 1, page 122.

## Daily practice

### Whole class teaching

Give out the bottle cards and ask pupils to hold them in the correct order.

Sing the song '10 green bottles.'

At the end of each verse ask the pupil holding the highest number to sit down. Continue until the end of the song.

Put the numbers in a pile. Take one number out of the pile, without letting the pupils see which number.

Give out the remaining numbers and ask the pupils to stand in order, leaving a space for the missing number.

Ask a pupil to tell you the missing number. Repeat, removing different numbers each time.

10  
minutes

## Introduction

### Whole class teaching

Ask two pupils to come out and hold the two shortest objects.

Ask them what words they could use to describe their length and write their answers on the chalkboard.

Give two different pupils the flash cards **long** and **longer** and ask them to come out and hold their card next to the correct object.

Ask the pupils to say something about each object's length, eg:  
'The stick is long.'  
'The stick is longer.'

25  
minutes

New Method  
Mathematics 1

## Main activity

### Group task

Ask the groups to complete New Method Mathematics 1, page 122, using a counter to show which is the longest item in each box.

Give the third object to another pupil and ask them to come out and hold it up.

Hold up the **longest** card and explain that this word describes the third object which is longer than the other two.

Give the objects to three different pupils, and ask them to stand in order of length. Ask individual pupils to come out, give each object the correct label and read each word.

Repeat the activity, using the flash cards 'short', 'shorter' and 'shortest'.

10  
minutes

## Plenary

### Whole class teaching

Ask pupils to tell you what they have circled, using the words 'longest' and 'shortest' in their answers.

**Numeracy  
lesson plans**  
Primary 1

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

**Week 8**  
**Length**  
Day 5

Lesson  
title

# Measuring length

15  
minutes

## Learning outcomes

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

Use a number line to answer simple questions.

Use words correctly to compare length and height.

## Teaching aids

**Before the lesson:**

Read New Method Mathematics 1, page 121.

Have ready as many 0—10 number lines as possible, ideally one for each pupil.

## Daily practice

**Whole class teaching**

Give the pupils 0—10 number lines to use.

Ask them to use their fingers to count forwards and backwards between 0 and 10.

Ask them questions which they need to use the number line to answer, eg:

‘Which number is after 3?’

‘Which number is before 10?’

‘Which number is more than 5?’, etc.

10  
minutes

## Introduction

### Whole class teaching

Using the flash cards and objects from Day 4, remind the pupils how to order objects using the terms 'long', 'longer' and 'longest', 'short', 'shorter' and 'shortest'.

25  
minutes

## Main activity

### Individual task

Ask the pupils to draw three objects of different length and label them 'long', 'longer' and 'longest'.

Ask them to repeat the exercise, labelling the objects 'short', 'shorter' and 'shortest'.

Ask the pupils to draw three trees of different height in their exercise books and label them 'tall', 'taller' and 'tallest'.

10  
minutes

## Plenary

### Whole class teaching

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



Week  
9  
Days of the week

## Words/phrases

morning  
afternoon  
evening  
night  
week  
day  
time  
Sunday  
Monday  
Tuesday  
Wednesday  
Thursday  
Friday  
Saturday  
Which day is your  
favourite day?  
is more than  
is less than

## Assessment

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



**Numeracy  
lesson plans  
Primary 1**

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

**Week 9  
Days of the week  
Day 1**

Lesson  
title

# Day and night

15  
minutes

## Learning outcomes

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

Identify the differences between day and night.

Understand the meaning of the phrase 'more than'.

## Teaching aids

### Before the lesson:

Draw four columns on the chalkboard and write the following headings in each column: 'morning', 'afternoon', 'evening', 'night'.

Draw two chalk circles on the floor, large enough to fit up to five pupils in each.

## Daily practice

### Whole class teaching

Write the term 'more than' on the chalkboard.

Ask five pupils to stand in one circle and one pupil to stand in the other circle.

Tell the pupils that the circle with five pupils has 'more than' the circle with one pupil.

Repeat with different numbers of pupils in each circle.

Ask them: 'Which circle has more pupils?'

They should answer using the sentence: 'This circle has more than that circle.'

10  
minutes

Song

## Introduction

### Whole class teaching

Teach the pupils to sing the song 'Early in the morning' and do the actions.

25  
minutes

## Main activity

### Whole class teaching

Ask the pupils: 'What is the difference between day time and night time?'

Write their ideas on the chalkboard.

### Pair task

Ask one pupil in each pair to draw a picture of a sun at the top of a page in their exercise books.

Ask the other pupils to draw the moon and stars.

Ask them each to draw pictures of as many things they can that happen during the time they have drawn.

Ask them to show each other their pictures and see if they can find anything the same and anything different.

10  
minutes

## Plenary

### Whole class teaching

Ask pupils to share their pictures and say what the similarities and differences are between the things that happen at night and in the day.

**Numeracy  
lesson plans  
Primary 1**

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

**Week 9  
Days of the week  
Day 2**

Lesson  
title

# Times of the day

15  
minutes

## Learning outcomes

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

Identify activities people do at different times of the day.

Understand the phrase 'less than'.

## Teaching aids

### Before the lesson:

Cut a large selection of pictures from newspapers and calendars which show people doing activities, eg: eating, playing, farming.

Make a set of flash cards for each group: 'morning', 'afternoon', 'evening' and 'night.'

Have ready the back of an old calendar for each group and a small amount of glue.

Draw two large circles on the floor, big enough to fit up to five pupils.

## Daily practice

### Whole class teaching

Write the term 'less than' on the chalkboard

Ask five pupils to stand in one circle and one pupil to stand in the other circle.

Tell the pupils that the circle with one pupil has 'less than' the circle with five pupils.

Repeat, with different numbers of pupils in each circle.

Ask them: 'Which circle has less pupils?'

They should answer using the sentence: 'This circle has **less than** that circle.'

10  
minutes

## Introduction

### Whole class teaching

Introduce the words morning, afternoon, evening and night and write them on the chalkboard.

Explain to the pupils that these words describe different times of the day and night.

Ask individual pupils to tell you one thing they do in the morning, one thing they do in the afternoon, one thing they do in the evening and one thing they do at night.

Write their answers next to the appropriate words on the chalkboard.

25  
minutes

## Main activity

### Group task

Give each group a set of flash cards and a set of pictures.

Ask each group to match the picture to the flash card, eg: a picture of someone sleeping would be matched with the 'night' flash card.

Give each group an old calendar and ask them to divide it into four boxes.

Tell them to stick one card – 'morning', 'afternoon', 'evening' or 'night' at the top of each box.

Ask them to stick the pictures under the correct headings to make one large picture.

10  
minutes

## Plenary

### Whole class teaching

Ask each group to show their picture to the rest of the class and explain it in their local language.

**Numeracy  
lesson plans  
Primary 1**

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

**Week 9  
Days of the week  
Day 3**

Lesson  
title

# Times of the day

15  
minutes

## Learning outcomes

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

Identify activities people do at different times of the day.

Use the phrase 'is more than' to compare numbers.

## Teaching aids

### Before the lesson:

Place the words 'morning', 'afternoon', 'evening' and 'night' around the room.

Have ready a set of number cards 0—10 and 10 counters for each pair.

Draw two large circles on the floor, big enough to fit up to five pupils.

Make a flash card: 'is more than' for each pair.

## Daily practice

### Whole class teaching

Repeat the activity from Days 1 and 2, asking the pupils to use either 'less than' or 'more than' to describe the difference between the two circles.

Show them the flash card 'is more than' and help them to read it.

Give each pair a set of number cards and 10 counters.

Ask them to put two cards in front of them on the table and put the correct number of counters by each number.

Ask them to decide which number 'is more than' the other and put the flash card in the middle so it reads, eg: '6 is more than 4'.

Ask them to repeat the activity two or three times.

10  
minutes

## Introduction

### Whole class teaching

Bring all the pupils out to the front.

Say the words 'morning', 'afternoon', 'evening', and 'night' and ask pupils to point to them.

Read the first word in the following list of activities and ask the pupils to go and stand by the time of day it happens.

Ask a pupil to tell you which time of day they are standing by.

25  
minutes

## Main activity

### Group task

Give each group a time of the day and ask them to mime something that they do during that time.

Ask the other groups to guess the time of the day.

Repeat until each group has had a turn.

Repeat for each of the activities on the list:

Sleep  
Come to school  
Go home from school  
Eat  
Play  
Pray  
Wake up  
Bath  
Work at home.

There may be more than one answer for some questions.

10  
minutes

Song

## Plenary

### Whole class teaching

Sing the song 'Early in the morning.'

**Numeracy  
lesson plans  
Primary 1**

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

**Week 9  
Days of the week  
Day 4**

Lesson  
title

# Days of the week

15  
minutes

## Learning outcomes

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

Sequence the names of the days of the week.

Use the phrase 'is less than' to compare numbers.

## Teaching aids

### Before the lesson:

Write the names of the days of the week on the chalkboard.

Have ready a set of number cards 0—10 and 10 counters for each pair.

Draw two large chalk circles on the floor, as in previous days.

Make a flash card 'is less than' for each pair.

## Daily practice

### Whole class teaching

Repeat the activity from Days 1 and 2, this time asking the pupils to use either 'less than' or 'more than' to describe the difference between the two circles.

Show them the flash card 'is less than' and help them to read it.

Give each pair a set of number cards and 10 counters.

Ask them to put two cards in front of them on the table and put the correct number of counters by each number.

Ask them to decide which number 'is less than' the other and put the flash card in the middle so it reads, eg: '4 is less than 6'.

Ask them to repeat the activity two or three times.

10  
minutes

## Introduction

### Whole class teaching

Ask pupils to tell you what they have learned about a day over the last few days, eg: it is broken up into different times.

Ask them to think why we might need to break days up into different times.

Get them to tell you how a week is broken up, ie: into seven days, five days of work and two days at the weekend.

Ask them to tell you the names of the days of the week and you write them on the chalkboard as they say them.

25  
minutes

## Main activity

### Individual task

Ask pupils to choose one day and draw a picture of something they do on that day.

Go round the class and ask pupils to tell you (in their local language) what their picture is about.

10  
minutes

Rhyme

## Plenary

### Whole class teaching

Say the 'Days of the week' rhyme.

### Whole class teaching

Ask all the pupils who have drawn Monday to stand in one place, all the pupils who have drawn Tuesday to stand in another place, etc so you have a group for all or most days of the week.

Ask the groups to stand in order from Sunday to Saturday.

If any days are missing ask them to tell you which ones.



# Days of the week songs and rhymes

## Learning outcomes

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

Order the days of the week.

Understand the terms 'is less than' and 'is more than'.

## Teaching aids

### Before the lesson:

Write the names of the days of the week in random order on the chalkboard.

Have ready a set of number cards 0—10 and 10 counters for each pair.

Have ready flash cards 'is less than' and 'is more than' for each pair.

## Daily practice

### Pair task

Call out the following pairs of numbers one at a time in the order that they are written:

8 3  
2 4  
9 7  
7 2  
4 5

Ask the pupils to find the correct number cards and then make those numbers using their counters.

Ask them to use the correct flash card in the middle of the two numbers to compare the size of each group, eg:  
'8 is more than 3'  
'2 is less than 4'

10  
minutes

Rhyme

## Introduction

### Whole class teaching

Say the 'Days of the week' rhyme with the pupils and ask them to tell you which is their favourite day of the week.

Say the rhyme again and this time ask the pupils to point to the name of each day on the chalkboard as you say them.

25  
minutes

## Main activity

### Whole class teaching

Ask the pupils to draw a large circle to fill a page of their exercise books.

Ask them to write the numbers 1—7 around the circle and underneath each number write a day of the week.

Tell them it doesn't matter which day they start with but the days should then follow in the correct order.

Ask them if they can tell you why they have drawn the days in a circle. (The pattern of the days repeats each week.)

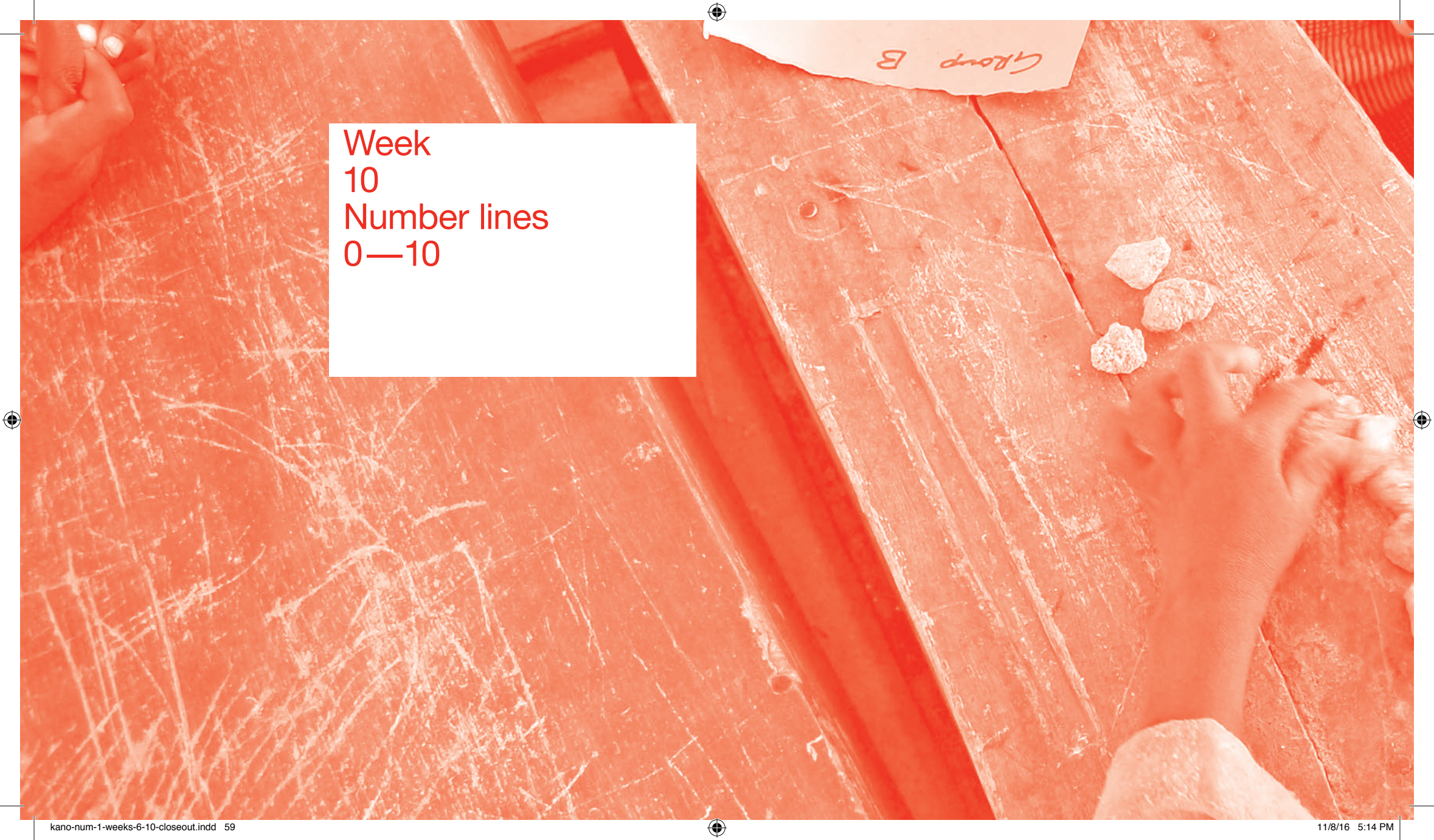
10  
minutes

Rhyme

## Plenary

### Whole class teaching

Say the rhymes they know about the days of the week.



Week  
10  
Number lines  
0—10

## Words/phrases

today is  
tomorrow is  
yesterday was  
What day is it today?  
match  
order  
Sunday  
Monday  
Tuesday  
Wednesday  
Thursday  
Friday  
Saturday

## Assessment

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

**Numeracy  
lesson plans  
Primary 1**

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

**Week 10  
Number lines  
0—10  
Day 1**

Lesson  
title

# Missing numbers

15  
minutes

Song

## Learning outcomes

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

Identify things they do in the mornings.

Identify missing numbers on a number line.

## Teaching aids

### Before the lesson:

Read New Method Mathematics 1, page 47.

Have ready a set of number cards from 0—10 for each group.

Have ready counters for each group.

## Daily practice

### Whole class teaching

Sing the song 'Early in the morning' with the pupils and do the actions to match the words.

Ask the pupils to think of different things they do in the mornings and write their ideas on the chalkboard.

Make these actions into new verses and sing them together.

10  
minutes

## Introduction

### Whole class teaching

Give out the number cards and ask 10 pupils to come and stand at the front with a number card from 0—10, in the correct order.

Ask someone to come out and count forwards and backwards along the number line, pointing to each number as they say it.

Ask three pupils to hide their numbers so the rest of the class can't see them.

25  
minutes

## Main activity

### Group task

Give each group a set of number cards.

Ask the groups to put the number cards in order from 0—10 and lay them on the table.

Ask them to put the correct number of counters by each number.

Tell them to put all the numbers in a pile, face down on the table, and take two numbers out of the pile without looking at them.

Ask the groups to put the remaining numbers in order and decide which numbers are missing.

New Method  
Mathematics 1

### Individual task

Ask the pupils to complete New Method Mathematics 1, page 47, questions 8—10, writing the number lines in their exercise books.

10  
minutes

Song

## Plenary

### Whole class teaching

Sing the song '10 green bottles' and do the actions to match the words.

**Numeracy  
lesson plans**  
Primary 1

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

**Week 10**  
**Number lines**  
**0—10**  
**Day 2**

Lesson  
title

# Matching numbers to 10

15  
minutes

## Learning outcomes

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

Identify daily activities of different  
groups of people.

Match numerals to a number  
of objects.

## Teaching aids

**Before the lesson:**

Make a set of flash cards:  
'footballer', 'mum', 'schoolgirl',  
'farmer', 'market trader',  
'ocada driver'.

Read New Method Mathematics  
1, page 45.

Have ready a selection  
of counters.

## Daily practice

**Group task**

Divide the pupils into groups  
and give each group a flash card.

Ask them to decide what that  
person would do on Mondays.

Tell them to make up a  
mime that shows what that  
person does.

Ask the other groups to guess  
what job they are miming.

10  
minutes

## Introduction

### Whole class teaching

Have a pile of number cards face down on the table.

Ask a pupil to come out and choose a number from the pile.

Ask another pupil to tell you what that number is, and to choose the correct number of pupils to come out and stand by it.

Ask the rest of the class to check they are correct.

Repeat for different numbers and with different pupils.

Hand out all the cards and ask the pupils to stand in the correct order, from 0—10.

25  
minutes

New Method  
Mathematics 1

## Main activity

### Individual task

Ask pupils to complete New Method Mathematics 1, page 45, drawing the correct number of objects in their exercise books.

10  
minutes

## Plenary

### Whole class teaching

Go through the exercise with the pupils and check that they understood how to match the numbers.



**Numeracy  
lesson plans**  
Primary 1

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

**Week 10**  
**Number lines**  
**0—10**  
**Day 3**

Lesson  
title

# Making number lines

15  
minutes

Song

## Learning outcomes

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

Identify activities for each day  
of the week.

Draw a number line.

Order numbers from 0—10 on  
a number line.

## Teaching aids

**Before the lesson:**

Have ready the sets of number  
cards from 0—10 for each group.

Draw a chalk line across the floor.

Prepare the materials to make  
'number line mice' with the  
pupils, following the instructions  
in the introduction.

## Daily practice

**Whole class teaching**

Ask the pupils to sing the  
'Days of the week' song.

Ask the pupils to say the days  
mentioned in the song they sing.

Tell the pupils what you as  
a teacher do on each day of  
the week.

Ask individual pupils to  
briefly say what they do on each  
of the days.

10  
minutes

## Introduction

### Whole class teaching

Have the pile of number cards face down on the table.

Ask a pupil to come out and choose a number from the pile.

Ask them to stand on the chalk line in the place where they think that number would go, eg: if it is 5 they would stand in the middle of the line.

Repeat until all 10 numbers are on the number line.

Ask the rest of the pupils if the numbers are in the correct order.

25  
minutes

## Main activity

### Group task

Give each group a set of number cards and ask them to mix them up and put them in a pile on the table.

Ask them to decide which end of the table is 0 and which end is 10.

Instruct the pupils to pick a card and place it in the correct place between 0 and 10.

Ask the groups to repeat this until they have all the numbers in the correct order.

10  
minutes

Song

## Plenary

### Whole class teaching

Sing a counting song that the pupils enjoy, and do the actions.

**Numeracy  
lesson plans  
Primary 1**

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

**Week 10  
Number lines  
0—10  
Day 4**

Lesson  
title

# Ordering

15  
minutes

## Learning outcomes

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

Order the days of the week.

Order the numbers from 1—10 on a number line.

## Teaching aids

### Before the lesson:

Have ready flash cards of the days of the week.

Have ready sets of number cards from 0—10, enough for every pupil to have a number card.

Have ready the pupils' 'number line mice' from the previous day.

## Daily practice

### Whole class teaching

Hand out the flash cards to the pupils.

Ask them to come out and stand in the correct order of the days of the week.

Show the pupils the flash cards in random order and ask them to tell you which day each card says.

Introduce the language:

Today is \_\_

Tomorrow is \_\_

Yesterday was \_\_

10  
minutes

Song

## Introduction

### Whole class teaching

Sing a counting song.

Give out the number cards and ask the pupils to come and stand in the correct order, from 0—10.

Ask individual pupils the following questions:

‘Which numbers are bigger than 6?’

‘Tell me a number which is less than 4.’

‘Tell me a number which is more than 7.’

‘Which numbers are smaller than 3?’

‘Which number comes before 5?’

‘Which number comes after 8?’

25  
minutes

## Main activity

### Whole class teaching

Ask pupils to find the number line mouse they made on Day 3.

Ask them to put their fingers on the number 1 and jump along to number 10, saying the name of each number as they touch it.

Repeat from different starting points.

Ask them to use their fingers to point to the following:

The number that comes after: 4, 7, 3, 9, 2, 6.

The number that comes before: 5, 6, 2, 3, 9, 8.

10  
minutes

## Plenary

### Pair task

Ask pairs to compare their answers and check they have written the numbers in the correct order.

# Ordering numbers

## Learning outcomes

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

Write the names of the days  
of the week.

Order the days of the week.

Order numbers from 0—10.

## Teaching aids

### Before the lesson:

Have ready a set of days of the  
week flash cards for each group.

Have ready a set of seven blank  
flash cards for each group.

## Daily practice

### Group task

Divide the pupils into groups  
of seven.

Give each group a set of days  
of the week flash cards and a set  
of seven blank cards.

Ask each pupil in the group  
to write a different day of  
the week on the blank card  
and draw a picture of something  
that happens on that day.

Ask the pupils in each  
group to arrange the days in  
the correct order.

Display the cards they have made  
around the classroom.

10  
minutes

Song

## Introduction

### Whole class teaching

Sing '10 little monkeys' and do the actions to match the words.

25  
minutes

## Main activity

### Individual task

Ask pupils to draw a line in their exercise books, writing 0 at one end and 10 at the other.

Write five numbers on the chalkboard and ask the pupils to put those numbers in the correct order on the line.

Ask them to complete the number line by filling in the missing numbers.

Write the following on the chalkboard: 1, 3, 5, 7, 9.

Ask pupils to write these numbers on a new number line and then fill in the missing numbers.

10  
minutes

## Plenary

### Whole class teaching

Call out a number and ask the pupils to get into groups of that number.

If there are any pupils left over, ask them to stand by you until you call the next number.

Repeat four or five times.

## Credits

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

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

## Special thanks go to:

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Thanks also go to the teachers of Kwara State who have used these plans to bring about change in their classrooms.

