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UKaid

from the Department for
International Development

**Numeracy
lesson plans**
Primary 3

Term 3
Assessment for
learning

Weeks
26—30

Type of lesson plans/
Grade

Term/
Learning theme

Numeracy lesson plans Primary 3

Term 3

▶ Assessment for learning

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



Introduction

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

**Numeracy
lesson plans**
Primary 3

Term 3
Assessment for
learning

Weeks
26—30

Introduction

▶ Assessment for learning

Assessment for learning

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

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

What your pupils have learned.

How well you are teaching.

How to plan your next steps of teaching.

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

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

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

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

By observing.

Using careful questioning.

Through discussion with individuals, pairs or groups of pupils.

When marking work produced by individual pupils.

Looking at exams at the end of a term.

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

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

**Numeracy
lesson plans
Primary 3**

**Term 3
Assessment for
learning**

**Weeks
26—30**

Introduction

▶ Songs, rhymes,
games and teaching aids
for the term

Seven days song

There are seven days,
there are seven days /
There are seven days
in a week /
Sunday, Monday, Tuesday,
Wednesday, Thursday,
Friday, Saturday /
There are seven days,
there are seven days /
there are seven days
in a week!

Days of the week rhyme

On Monday I walk to school /
On Tuesday I run to school /
On Wednesday I jump to school /
On Thursday I skip to school /
On Friday I walk, run, jump and skip to school /
On Saturday I stay at home /
And on Sunday I stay at home.

Months of the year rhyme

January
(right hand faces down) /
February
(left hand faces down) /
March
(right hand faces up) /
April
(left hand faces up) /
May
(right hand on left shoulder) /
June
(left hand on right shoulder) /
July
(right hand on left ear) /
August
(left hand on right ear) /
September
(right hand on left waist) /
October
(left hand on right waist) /
November
(right hand on right hip) /
December
(left hand on left hip) /
12 months in a year!
(wiggle hips)

Buzz game

Stand or seat the class in a circle.

Count around the circle from 1—30, with each pupil taking a turn to say a number.

When teaching the 3 times table, pupils should shout 'buzz' instead of 3, 6, 9...

When teaching the 5 times table, count up to 50 and tell the pupils they should shout 'buzz' instead of 5, 10, 15... when it is their turn.

You can use the game to help teach other times tables.

Multiplication bingo game

Play this in groups.

Ask pupils to draw the grid shown below and tell them to write a different answer from the 3 times table in each square (in any order).

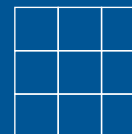
Call out some multiplication questions, eg: 3×6 and 3×5 .

If groups have the answer to the question in their grid, they can cross it out.

The first group to cross out all of their numbers shouts 'Bingo' and is the winner.

You can use the same game for other times tables.

Multiplication bingo grid



Find a friend game

Make flash cards with the sums from a multiplication table, eg: 1×3 , 2×3 .

Write the answers on separate flash cards.

Give each pupil a card.

Tell the pupils if they have a sum they have to find someone with the answer, and if they have the answer they have to find someone with the matching sum.

Order the times tables game

Make a set of cards containing answers to one of the times tables.

Make enough for each group to have a set.

Shuffle the cards in each set.

Place the sets of cards at intervals along a line about 10 metres from the pupils.

Tell the pupils in each group to stand one behind the other, behind a starting line, facing the cards.

Shout, 'Go' and tell pupils in each group to take turns in running to get a card, which their group must arrange in the correct order.

The first team with all the cards in order is the winner.

What is in the bag? game

Hide some two-dimensional and three-dimensional shapes in a bag.

Dip your hand into the bag and choose a shape. Without pulling it out, describe the shape to the class according to its properties.

Ask the pupils to guess what shape you are holding.

Repeat, inviting the pupils to choose a shape and describe its properties for the class to guess.

Multiplication tables missing numbers

Explain to the pupils how to use the grid shown right to help with multiplication.

To help work out 3×4 , put one finger on the 3 and one on the 4 as shown.

Slide your fingers along and down until the '3' finger meets the '4' in the square containing 12.

This shows that $3 \times 4 = 12$ as shown in the grid.

Draw the table on a large piece of card or the chalkboard.

Prepare some blank cards to fit over the squares.

Ask the pupils to look away.

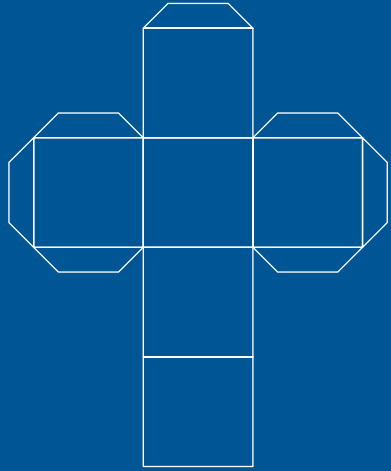
Place a square over a number and ask the pupils to tell you which number is missing.

Multiplication table

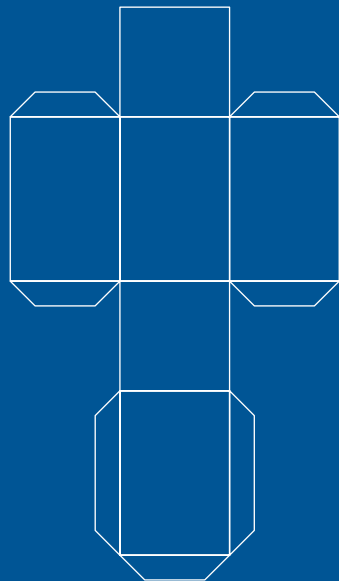
	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10
2	2	4	5	8	10	12	14	16	18	20
3	3	6	9	12	15	18	21	24	27	30
4	4	8	12	16	20	24	28	32	36	40
5	5	10	15	20	25	30	35	40	45	50
6	2	12	18	24	30	36	42	48	54	60

Nets of 3D shapes

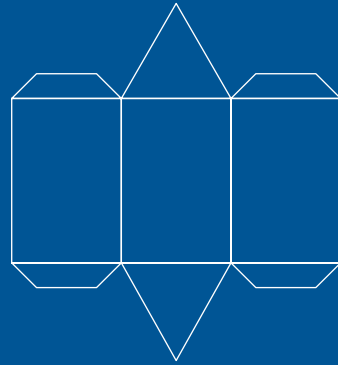
Cube net



Cuboid net



Triangular prism net



Properties of 3D shapes

Name of solid (3D) shape	Number of faces	Number of edges	Number of corners	2D shapes



Week
26
Addition

Words/phrases

**Hundreds
Tens
Units
multiply
multiplication table
add
addition
two-digit
three-digit
expanding
number line
altogether
vertical**

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.

Lesson
title

15
minutes

New Method
Mathematics 3

**Numeracy
lesson plans**
Primary 3

Term 3
Assessment for
learning

Week 26
Addition
Day 1

Adding two-digit numbers

Learning outcomes

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

Use a multiplication table.

Add two-digit numbers using the
expanded form.

Teaching aids

Before the lesson:

Copy the 'Multiplication table'
from the introduction on to the
chalkboard.

Find the multiplication table
in New Method Mathematics 3,
page 52.

Daily practice

Pair task

Ask if anyone can say the
3 times table.

Show the pupils the multiplication
table on the chalkboard and
remind them how to use it to find
answers to times table questions.

Ask the pupils to find the
multiplication table in New Method
Mathematics 3, page 52.

Ask them to find the answers
to questions in the 3, 4 and
6 times tables, eg: 4×6 .

10
minutes

Introduction

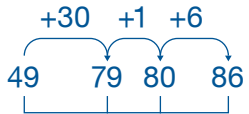
Whole class teaching

Write '49 + 37 =' on the chalkboard.

Ask the pupils to help you work this out.

Remind them to start with the larger number and expand the smaller number, ie: $49 + 30 + 7$.

Draw this on a number line as shown below.



25
minutes

Main activity

Individual task

Write the following sums on the chalkboard:

$$35 + 47 =$$

$$48 + 26 =$$

$$66 + 25 =$$

$$57 + 17 =$$

Ask the pupils to complete them in their exercise books using the same method.

10
minutes

Plenary

Whole class teaching

Discuss the answers to the sums.

Expanding numbers

Learning outcomes

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

Say answers to the 4 times table.

Add three-digit numbers using a number line.

Teaching aids

Before the lesson:

Make cards for 'Order the times tables' using the 4 times table.

Write the following sums on the chalkboard:

$$164 + 232 =$$

$$332 + 454 =$$

$$463 + 621 =$$

$$543 + 235 =$$

Daily practice

Whole class teaching

Ask the pupils to say the 4 times table with you.

Go outside and play 'Order the times tables'.

Ask individual pupils questions from the 4 times table.

Ask,

'If you know 3×3 , what is 30×3 ?',
'If you know 2×4 , what is 20×4 '

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

In pairs, ask them to work out the answers to $20 \times 4 =$
and $30 \times 3 =$.

Chose some pairs to say their answers and ask the class if they are correct.

10
minutes

Introduction

Whole class teaching

Write on the chalkboard:
' $147 + 252 =$ '.

Ask the pupils, 'How would you work this sum out?' and discuss their answers.

Explain that they can add three-digit numbers in exactly the same way as two-digit numbers using a number line.

Tell the pupils to start with the larger number.

25
minutes

Main activity

Pair task

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

Tell them to expand the smaller number and use a number line.

Remind them to expand the smaller number into Hundreds, Tens and Units, ie: $252 + 100 + 40 + 7$.

Tell them to use a number line to count on.

Repeat with the sum $135 + 344$, inviting pupils to the chalkboard to explain different stages of the sum with you.

10
minutes

Plenary

Whole class teaching

Choose some pairs to say the answers.

Ask other pairs if they are correct. If not, ask them to explain by using a number line on the chalkboard.

Lesson
title

15
minutes

Game

**Numeracy
lesson plans**
Primary 3

Term 3
Assessment for
learning

Week 26
Addition
Day 3

Add three-digit numbers

Learning outcomes

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

Say answers to the 6 and 4 times tables.

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

Teaching aids

Before the lesson:

Make cards for 'Order the times tables' using the 6 times table.

Read New Method Mathematics 3, page 34.

Daily practice

Whole class teaching

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

Go outside and play 'Order the times tables'.

Ask individual pupils questions from the 6 times table.

Ask them to say the 4 times table with you.

Ask individual pupils questions from the 4 times table.

10
minutes

Introduction

Whole class teaching

Write the following sum on the chalkboard and ask the pupils to help you do in it the quickest way: '257 + 238 ='.

Write the largest number on the number line.

Expand the other number:
 $238 = 200 + 30 + 8$.

25
minutes

New Method
Mathematics 3

Main activity

Group task

Ask the pupils to open New Method Mathematics 3, page 34.

Ask them to look at questions 1—8.

Give each group one of these questions to work on.

Ask them to discuss how to solve it using a number line.

Tell them to draw a number line and complete the sum in their exercise books.

If time, give them another sum to complete.

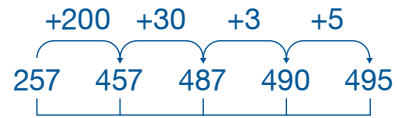
10
minutes

Plenary

Whole class teaching

Ask a pupil from each group to demonstrate on the chalkboard how they worked out their sum.

Draw this on a number line, remembering to add the 200, then the 30 and then break up 8 to jump to the nearest Ten and complete the sum:



$$257 + 238 = 495$$

Repeat with $538 + 226 =$.

Lesson
title

15
minutes

Game

**Numeracy
lesson plans**
Primary 3

Term 3
Assessment for
learning

Week 26
Addition
Day 4

Adding two-digit numbers using vertical calculation

Learning outcomes

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

Say answers to the 6 and 4 times tables.

Begin to add two, two-digit numbers vertically.

Teaching aids

Before the lesson:

Read the instructions for 'Find a friend' in the introduction and make flash cards of sums and answers from the 6 times table.

Daily practice

Whole class teaching

Ask the pupils to stand in a circle and count forwards in 6s, starting at zero (0).

Repeat this activity with a different start number.

Then, starting with a different pupil, ask them to count backwards in 6s.

Play 'Find a friend'.

Ask individual pupils questions from the 6 times table.

Ask them to say the 4 times table with you.

Ask individual pupils questions from the 4 times table.

10
minutes

Introduction

Whole class teaching

Ask,
'What methods have
you been using to add
numbers?'

Explain that you are going
to look at another method
called the 'vertical method'.

Look together at the sum
 $24 + 63 =$.

Explain to the pupils that
they need to expand each
number into Tens and Units.

Tell the pupils to add the
Units together, ie: $4 + 3 = 7$,
then add the Tens together,
ie: $20 + 60 = 80$.

T U	$4 + 3 =$	T U
2 4		7
+ 6 3	$20 + 60 =$	8 0
8 7		8 7

Then tell them to add the
Tens and the Units totals,
ie: $7 + 80 = 87$.

25
minutes

Main activity

Group task

Write ' $35 + 24 =$ ' on the
chalkboard.

Tell the pupils to write
the sum vertically in their
exercise books and write 'T'
and 'U' above the numbers.

Tell them to add the Units
and the Tens in sums at the
side, ie:

T U	$5 + 4 =$	T U
3 5		9
+ 2 4	$30 + 20 =$	5 0
5 9		5 9

Write the following sums
on the chalkboard:

$$71 + 18 =$$

$$52 + 36 =$$

$$25 + 23 =$$

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

10
minutes

Plenary

Whole class teaching

Choose some pupils
from different groups to
show how they worked
a sum out vertically.

Adding two-digit numbers using a vertical calculation

Learning outcomes

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

Know the 6 and 4 times tables.

Add two, two-digit numbers vertically.

Teaching aids

Before the lesson:

Have ready the 'Find a friend' cards from yesterday.

Have ready the multiplication table from Day 1.

Read the instructions for 'Multiplication tables missing numbers' in the introduction.

Daily practice

Whole class teaching

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

Play 'Find a friend'.

Remind the pupils how to use the multiplication table.

Ask them to find the answers to questions in the 3, 4 and 6 times tables, eg: 4×6 .

Do the 'Multiplication tables missing numbers' activity with the class.

10
minutes

Introduction

Whole class teaching

Ask, 'Which method did we use yesterday to add numbers?'

Remind the pupils of the vertical method.

Look together at the sum $36 + 26 =$.

Demonstrate it again, talking through each stage and asking pupils if they can help explain.

25
minutes

Main activity

Group task

Write 'In Primary 3, 64 pupils are learning to play football. In Primary 4, there are 26 pupils learning. How many pupils are learning altogether?'

In groups, ask the pupils to discuss the sum needed to solve this problem.

Ask them to use the vertical method in their exercise books to work out the answer.

Choose different groups to explain different stages of their working out on the chalkboard.

10
minutes

Plenary

Pair task

Write the following sums on the chalkboard:

$$38 + 24 =$$

$$45 + 26 =$$

$$37 + 36 =$$

Ask the pupils to use the vertical method to complete them in their exercise books.

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



Week
27
Factors and
multiples

Words/phrases

**fraction
half
third
quarter
sixth
eighth
factor
multiple
tables
multiplication
product**

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.

Investigating multiplication tables

Learning outcomes

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

Say what a fraction is.

Use times table knowledge to work out number sentences.

Teaching aids

Before the lesson:

Cut some paper into three strips of the same size for each group.

Have ready the 'Multiplication table' from the introduction on the chalkboard or a large piece of card.

Copy the multiplication table in New Method Mathematics 3, page 52 on to the chalkboard but miss out 10 random numbers.

Daily practice

Group task

Remind the pupils that a **fraction** is a part of a whole.

Give each group three strips of paper.

Ask them to fold the first strip in half and write ' $\frac{1}{2}$ ' on each half.

Help the pupils to fold the second strip in quarters and write ' $\frac{1}{4}$ ' on each quarter.

Help them to fold the third strip into 8 equal sections and ask what fraction they have made.

Show them how to write ' $\frac{1}{8}$ ' on each eighth.

10
minutes

Introduction

Whole class teaching

Remind the pupils that it is important to learn their times tables.

Display the multiplication table.

Ask the pupils to use the table to find the answers to multiplication sums, eg: 3×2 , 5×5 .

Choose some pupils to complete the table on the chalkboard.

25
minutes

Main activity

Whole class teaching

Write
 $4 \times \square = 24$
on the chalkboard.

Ask, 'What are you being asked to do here?', 'What do you already know that will help you?'

Explain that knowing the 4 times table will help to find the missing number.

Ask, '4 times what is 24?' (6).

Show the pupils how to find the answer in the multiplication table.

Point to 4 on the top row then move down the 4 column until you touch 24.

Move your finger from 24 along the row to the left. The number on the end is 6.
 $6 \times 4 = 24$.

Pair task

Write
 $7 \times \square = 21$
 $2 \times \square = 10$ and
 $8 \times \square = 32$
on the chalkboard.

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

Repeat with

$5 \times \square = 25$ and
 $3 \times \square = 12$.

10
minutes

Plenary

Whole class teaching

Tell the pupils to use the multiplication table to check their answers.

Multiplication and division

Learning outcomes

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

Compare fractions.

Use knowledge of times tables to solve division sums.

Teaching aids

Before the lesson:

Cut pieces of paper into two strips of the same size for each group.

Have ready enough counters for each group to have at least 60.

Daily practice

Group task

Give two strips of paper to each group.

Help them to fold the first strip into 3 equal parts.

Tell them that each part is called a 'third' and show them how to write ' $\frac{1}{3}$ '

Help the pupils to fold the second strip into 6 equal parts and tell them that each part is a 'sixth'.

Ask someone to write ' $\frac{1}{6}$ ' on the chalkboard.

Ask,
'Which is bigger – $\frac{1}{6}$ or $\frac{1}{3}$?'

Display the strips in the classroom.

10
minutes

Introduction

Whole class teaching

Write ' $4 \times 5 = 20$ ' on the chalkboard.

Use counters and show the pupils 4 lots of 5 and 5 lots of 4.

Write ' $5 \times 4 = 20$ '.

Write ' $20 \div 4$ ' and ask, 'How many lots of 4 are there in 20?'

Demonstrate with counters.

Write ' $20 \div 4 = 5$ '.

Repeat with $20 \div 5$.

25
minutes

Main activity

Group task

Give each group the counters.

Write the following on the chalkboard:

$$7 \times 2 = 14$$

$$6 \times 4 = 24$$

$$8 \times 6 = 48$$

Ask the pupils to write the sums in their exercise books and write three more facts under each sum.

Tell them to use the counters to help them.

10
minutes

Plenary

Whole class teaching

Write ' $40 \div 5 = 8$ ' on the chalkboard.

Say, '40 shared in 5 lots makes 8 each. What other facts do we know?'

Ask the pupils to use their counters to find three more facts.

Understanding factors of numbers

Learning outcomes

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

Order fractions.

Begin to understand factors of numbers.

Teaching aids

Before the lesson:

Have ready at least 28 counters for each group.

Daily practice

Group task

Give each group the fraction strips they have made this week and ask them to look at each fraction carefully.

Tell the pupils to write the fractions in order of size in their exercise books, starting with the biggest.

Check they have the fractions in the correct order ($\frac{1}{2}, \frac{1}{3}, \frac{1}{4}, \frac{1}{6}, \frac{1}{8}$).

Chose a pupil to write their fractions in order on the chalkboard.

Ask if anyone can point to where a fifth and a seventh would be in the order.

Ask if they would rather have half or a third of a cake, a quarter or a fifth.

10
minutes

Introduction

Whole class teaching

Explain to the pupils that they are going to look at **factors**.

Say, 'Any number that divides another number equally is called the **factor** of the number', eg: 1, 2, 4 and 8 divide into 8 exactly so they are factors of the number 8.

25
minutes

Main activity

Group task

Write '16, 20, 24, 28' on the chalkboard.

Ask the pupils to find the factors for each number and write them under each number in their exercise books.

Tell them to use the counters or their knowledge of the times table to help them.

When they have finished, ask each group to say the factors they found.

Ask the other groups if they have found different factors and discuss.

10
minutes

Plenary

Whole class teaching

Tell the pupils to think of their times tables as you ask the following questions:

Is 4 a factor of 16?

How do you know?

Is 5 a factor of 24?

Is 3 a factor of 18?

Is 8 a factor of 16?

Understanding the product of a number

Learning outcomes

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

Find fractions of numbers.

Find the product of numbers.

Teaching aids

Before the lesson:

Have ready 12 counters for each pair.

Daily practice

Pair task

Give each pair the counters.

Write

' $\frac{1}{2}$ of 12 = ' on the chalkboard.

Ask the pupils how they can use the counters to find the answer, ie: put them in 2 groups and count how many there are in each group.

Repeat with $\frac{1}{4}$ of 12.

Write the following fraction sums on the chalkboard:

$$\frac{1}{2} \text{ of } 24 = \quad \frac{1}{4} \text{ of } 24 =$$

$$\frac{1}{8} \text{ of } 24 = \quad \frac{1}{6} \text{ of } 24 =$$

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

10
minutes

25
minutes

New Method
Mathematics 3

10
minutes

Introduction

Whole class teaching

Ask the pupils,
'What is a **factor**?'

Write their ideas on
the chalkboard.

Main activity

Pair task

Say,
'There are 30 pupils in
a class. How many different
ways can the teacher
group them equally?'

Explain that the problem
involves finding the factors
of 30.

Ask the pairs to look at the
multiplication chart in New
Method Mathematics 3,
page 52.

Tell them to point to 30
in the table and show them
how to find the factors.

Tell them to find as many
different factors of 30 as
they can.

Whole class teaching

Explain that when
two or more numbers
are multiplied together,
the answer is called
the **product** of these
numbers. For example,
 $2 \times 3 = 6$, so 6 is
the product.

Ask what the products
of 5×5 , 6×3 and
 3×3 are.

Write the following
numbers on the chalkboard:
'3 and 4', '6 and 6',
'6 and 8', '5 and 7',
'3 and 9', '4 and 4'.

Tell the pupils to write
the product of each
pair of numbers in their
exercise books.

Tell them to use the
multiplication chart to
check their answers.

Plenary

Whole class teaching

Ask each group to say
a product they have found
and ask the other groups
if they agree.

Lesson
title

Factors and multiples

15
minutes

Learning outcomes

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

Understand fractions of numbers.

Find multiples of numbers.

Teaching aids

Before the lesson:

Have ready counters for each pair.

Have ready the multiplication table from New Method Mathematics 3, page 52 on the chalkboard.

Daily practice

Pair task

Give out the counters.

Tell the pupils to use their counters to make a quarter and a third of 12.

Ask one pair, 'Would you rather have a quarter or a third of 12 sweets?'

Ask another pair if they agree.

Tell them to give a reason for their decision.

Ask, 'Would you rather have a quarter or a fifth of 20 sweets?'

Repeat with other fractions and numbers.

10
minutes

Introduction

Whole class teaching

Show the pupils the multiplication table.

Choose someone to touch 24.

Ask if anyone can come and find the **factors of** 24.

Repeat with other numbers.

Ask someone to come and find the **product of** 6 and 3.

25
minutes

Main activity

Group task

Explain to the class that they are going to look at **multiples of** numbers.

Tell the pupils that to find a multiple of 2 they should think of all the possible answers in the 2 times table, ie: 4, 6, 8, 10, 12, 14...

Ask,

'Who can give me a multiple of 5?'

'And who can give me a multiple of 4?'

Give each group one of the following numbers: 3, 4, 5, 6, 10.

Ask them to find 5 multiples for their number and write them in their exercise books.

10
minutes

Plenary

Whole class teaching

Tell the pupils to look at the multiplication table in New Method Mathematics 3, page 52.

Ask each group to say the multiples they have found.

Ask the other groups to check using the multiplication table.

New Method
Mathematics 3



Week
28
Number
investigations



Words/phrases

Assessment

**Naira
Kobo
calculation
addition
subtraction
multiplication
division
sequences
rounding**

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.

Missing numbers

Learning outcomes

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

Recognise Nigerian bank notes.

Find missing numbers in multiplication and division calculations.

Teaching aids

Before the lesson:

Set up a shopping corner. Stick labels with N50, N100, N200, N250, N500 and N750 on to cartons and packets.

Have ready examples of N5, N10, N20, N50 and N100 bank notes.

Write the following missing number calculations on the chalkboard:

$$'6 \times \square = 24', '40 \div \square = 4',$$

$$'40 \div \square = 10', '\square \times \square = 30',$$

$$' \square \div \square = 4', '\square \times \square = 36',$$

$$' \square \div \square = 8'.$$

Daily practice

Group task

Ask if anyone can say some bank notes that are used today.

Show the pupils the different bank notes.

Show them the shopping corner and the tins and packets 'for sale'.

Ask them to discuss what notes they could use to buy the N50 carton.

Ask groups to share their ideas and write different combinations on the chalkboard, eg:

$$N20 + N20 + N10$$

$$N50$$

$$N5 + N5 + N20 + N20.$$

10
minutes

Introduction

Pair task

Ask the pupils mixed calculation questions, eg:

‘Tell me two numbers that total 17.’

‘What does 3 plus 7 = ?’

‘What is 2 times 4?’

‘Which two numbers could I subtract to make 13?’

‘What is 12 divided by 3?’

Ask the pupils to discuss each question with their partner.

Choose different pairs to say the answers and ask the others if they think they are correct.

25
minutes

New Method
Mathematics 3

Main activity

Whole class teaching

Write,

$$\square \times \square = 35$$

on the chalkboard. Ask, ‘What could the missing numbers be?’

Remind the pupils that they can use the multiplication table in New Method Mathematics 3, page 52 to find answers.

Discuss the range of answers.

10
minutes

Plenary

Whole class teaching

Ask some pairs to say their answers and explain how they worked them out.

Open number sentences

Learning outcomes

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

Make N100 using different combinations of bank notes.

Find missing numbers in addition and subtraction calculations.

Teaching aids

Before the lesson:

Cut 53 small pieces of paper for each group to use as 'bank notes'.

Write the following missing number calculations on the chalkboard:

$$46 + \square = 62$$

$$37 + \square = 50$$

$$80 - \square = 54$$

$$78 - \square = 59$$

$$92 - \square = 28$$

Daily practice

Group task

Ask the pupils to name the different amounts on Naira notes.

Give each group the pieces of paper and ask them to write N100 on one piece.

Ask, 'How many N50s are the same as N100?' and tell them to write N50 on two pieces of paper.

Repeat with N20, N10 and N5.

Ask the pupils to use their paper money to find different ways to make N100.

Ask groups to share their ideas.

Keep the paper money for the next day.

10
minutes

Introduction

Whole class teaching

Write
 $38 + \square = 60$
on the chalkboard.

Demonstrate how to find
the missing number using
a number line.

Write 38 at the start and
count the jumps to get to 60.

Write
 $62 - \square = 26$

Choose some pupils to
help you demonstrate how
to find the missing number.

Count back from 62 and
count the jumps to get to 26.

25
minutes

Main activity

Pair task

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

Tell them to use number
lines to help them.

Whole class teaching

Choose some pairs to
demonstrate their answers
on the chalkboard.

Write
 $\square \times 4 = 24$
and ask pairs to say
the missing number.

Remind them to use
their times tables.

Repeat with
 $\square \times 3 = 21$ and
 $\square \div 3 = 8$.

10
minutes

Plenary

Whole class teaching

Ask the class some mixed
calculation questions.

Number sequences

Learning outcomes

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

Make N100 using different combinations of bank notes.

Find the missing numbers in a sequence.

Teaching aids

Before the lesson:

Have ready the sets of paper money from yesterday.

Write the following number sequences on the chalkboard:

6, 9, 12, 15, ,

12, 17, 22, 27, ,

, 31, 33, 35, 37,

, 101, 201, 301, ,

Daily practice

Group task

Give the pupils the paper money.

Ask the groups to make N100 using different combinations of Naira.

Ask each group to say the notes they used.

Ask the other groups if they used different notes and write the different combinations on the chalkboard.

10
minutes

Introduction

Whole class teaching

Ask the pupils to stand in a circle.

Ask them to count in 2s forwards from 10.

Then count in 3s backwards from 19.

Choose different start numbers to count forwards and backwards in 2s, 3s, 4s, 5s and 10s.

25
minutes

Main activity

Whole class teaching

Explain that knowing counting methods and times tables can help with finding missing numbers in sequences.

Write,
2, 4, 6, 8, ,
on the chalkboard.

Ask
'What are the next numbers in the sequence?'
'How do you know?'
(The numbers are going up in 2s and are in the 2 times table.)

Write,
25, 29, 33, 37, ,

Ask,
'What are the next numbers in the sequence?'
'How do you know?'
(The numbers are going up in 4s but they are not in the 4 times table.)

Ask the pupils to copy and complete the number sequences in their exercise books.

10
minutes

Plenary

Pair task

Ask each pair to say their number sequence and ask another pair to say the next 2 numbers in the sequence.

Ask other pairs to say if they are correct and how they know.

Rounding

Learning outcomes

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

Choose the correct bank notes to buy items from a shop.

Round two-digit and three-digit numbers to the nearest Ten or Hundred.

Teaching aids

Before the lesson:

Have ready the shopping corner and paper money for each group.

Have ready three small pieces of paper to use as bank notes for each group.

Write on the chalkboard:

‘Round these numbers to the nearest 10: 37, 42, 55, 123, 684.’

‘Round these numbers to the nearest 100: 77, 361, 439, 360, 710.’

Daily practice

Group task

Give the groups the paper money.

Ask them to look at it and say what other bank notes are used today.

Give each group three pieces of paper and tell them to write N200 on one piece, N500 on another and N1,000 on the last one.

Tell each group to choose an item from the shopping corner and find the correct paper money.

Check the amounts are correct.

Repeat with other items.

10
minutes

Introduction

Whole class teaching

Count together in Tens and then in Hundreds.

Explain that sometimes it is useful to round numbers up or down to the nearest Ten.

When rounding to the nearest Ten, the number is rounded up if the Unit is 5 or above, and rounded down if the Unit is less than 5, eg: 36 can be rounded up to 40, 22 can be rounded down to 20.

Write the following on the chalkboard:

37
24
65

Ask,
'What number is the nearest multiple of Ten to 37?' (40).

Repeat with the other numbers.

25
minutes

Main activity

Whole class teaching

Explain that when rounding to the nearest Hundred, the number is rounded up if it is 50 or above, and rounded down if it is less than 50.

For rounding to the nearest Hundred in this way, we look at the number in the Tens column not the Units.

Write the following on the chalkboard:
140
129

Ask, 'What number is the nearest multiple of Hundred to 140?' (100).

Pair task

Ask the pairs to round the numbers written on the chalkboard and write the answers in their exercise books.

Tell them to write the answers like this:
37 → 40

10
minutes

Plenary

Whole class teaching

Call out a selection of numbers and ask pupils to put up their hands and tell you that number rounded to the nearest Ten or Hundred.

More missing numbers

Learning outcomes

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

Give change from N1,000.

Find missing numbers in addition problems.

Teaching aids

Before the lesson:

Have ready enough cartons or tins with price labels for each group to have a set.

Write the following problems on the chalkboard:

'Three numbers add up to 70.
Two of the numbers are 20 and 28.
What is the third?'

'Three numbers add up to 65.
Two of the numbers are 20 and 15.
What is the third?'

Daily practice

Group task

Demonstrate giving change from N1,000 when you have bought an item for N750.

Count on from N750 with the notes, ie: give an N50 and say, '800 Naira', give N200 and say, '1,000 Naira'.

Repeat with an item costing N50, giving change from N200.

Give each group a selection of items to set up their own shop.

Tell them to take turns being the shopkeeper and the customer, choosing an item and paying for it.

Tell the shopkeeper to count out any change and other pupils to check the customer gives the correct money or receives the correct change.

10
minutes

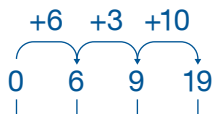
Introduction

Whole class teaching

Ask the class to give you 3 numbers that total 19.

Ask them how they could work this out.

Tell the pupils they could use counters or draw 3 jumps on a number line, for example as shown below.



Draw an empty number line and ask pupils to draw on different ways to make 19.

Repeat with 28.

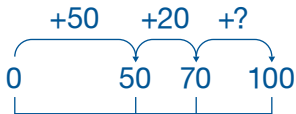
25
minutes

Main activity

Group task

Write on the chalkboard, 'Three numbers add up to 100. Two of the numbers are 50 and 20. What is the third number?'

Choose some pupils to help you find the missing number using a number line.



$50 + 20 = 70$. Ask, 'How much further do I need to jump to get to 100?'

$70 + 30 = 100$, so the missing number is 30.

Ask the pupils to solve the problems on the chalkboard in their exercise books.

10
minutes

Plenary

Whole class teaching

Choose a group to say the missing numbers and ask the others if they agree.

Ask other groups to explain their answers on a number line on the chalkboard.

A blue-tinted photograph showing a group of children sitting around a table. On the table, there are several bottle caps, some of which have the Coca-Cola logo. The children's hands and parts of their clothing are visible. The overall scene suggests a classroom activity or a game involving bottle caps.

Week
29
Calendars

Words/phrases

Assessment

Sunday
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
January
February
March
April
May
June
July
August
September
October
November
December
days
months
calendar
date
leap year

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.

Reading a calendar

Learning outcomes

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

Use multiplication tables to solve division calculations.

Find dates on a calendar.

Teaching aids

Before the lesson:

Find a calendar and make charts showing the days of the week and months of the year.

Practise the 'Days of the week' rhyme.

Read New Method Mathematics 3, page 114.

Daily practice

Whole class teaching

Write ' $\frac{3}{4}$ ' on the chalkboard and choose some pupils to say what it means.

Remind the pupils that knowing the times tables helps us to solve division sums.

Write ' $1 \times 3 =$ ' on the chalkboard.

Ask the pupils to copy it in their exercise books and write the answer.

Tell them to write ' $3 \div 1 =$ ' and write the answer.

Repeat using the 3 times table until you reach $15 \div 3$.

Choose some pupils to say their answers and ask the others if they are correct.

10
minutes

Rhyme

New Method
Mathematics 3

25
minutes

New Method
Mathematics 3

10
minutes

Introduction

Whole class teaching

Say the 'Days of the week' rhyme.

Ask the pupils to open New Method Mathematics 3, page 114.

Read and discuss questions 1—5.

Tell the pupils to close their books.

Ask different pupils to come and help you write the days of the week in the correct order on the chalkboard.

Main activity

Group task

Show the pupils the calendar.

Ask them to help you write the months of the year in the correct order.

Ask:

'In which month were you born?'

'Which is your favourite month?'

'How many months are there in a year?'

'In which month is the new year?'

Look together at the calendar in New Method Mathematics 3, page 114 and discuss questions 9—13.

Explain how to find and read the date.

Go round and ask each group to say some of their answers to you.

If they are not correct, explain how to use the calendar again.

Plenary

Whole class teaching

Show the pupils the days of the week and months of the year charts.

Ask them to touch the first month, the fifth and the last.

Display the charts in the classroom for the next day.

Birthdays

Learning outcomes

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

Use multiplication tables to solve division calculations.

Order the months of the year.

Teaching aids

Before the lesson:

Write the months of the year on the chalkboard to make a birthday chart.

Write each month of the year on a flash card. Make a set for each group.

Daily practice

Whole class teaching

Ask pupils to say different words to describe the sign ' \div ' and write their answers on the chalkboard.

Write ' $6 \times 3 =$ ' on the chalkboard. Ask the pupils to copy it in their exercise books and write the answer.

Tell them to write ' $6 \div 3 =$ ' and write the answer.

Repeat using the 3 times table until you reach $30 \div 3$.

Choose some pupils to say their answers and ask the others if they are correct.

10
minutes

Rhyme

25
minutes

10
minutes

Introduction

Whole class teaching

Say the 'Days of the week' rhyme.

Ask,
'When is your birthday?'

Start with January and ask pupils to come out and line up according to their birth month.

Tell pupils who share the same birth month to form a group and line up according to the date of their birthday.

Main activity

Whole class teaching

Tell the pupils to look at the birthday chart on the chalkboard.

Ask them to go in order (start with January) and write in their name and the date, month and year of their birth.

Look at the calendar and show what day some of their birthdays are on this year.

Invite the pupils to come and find their birthday in the calendar.

Group task

Shuffle the month of the year flash cards and give a set to each group.

Ask them to arrange the cards in the correct order.

Ask each group to read their cards out and ask the other groups if they are correct.

Plenary

Whole class teaching

Ask individual pupils how many months there are in a year, how many days there are in a week, how many weeks there are in a year and how many days there are in a year.

Write the correct answers on the charts in the classroom.

Days of the week

Learning outcomes

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

Use a number line to solve division sums.

Order the days of the week and the months of the year.

Teaching aids

Before the lesson:

Learn the 'Seven days' song.

Have ready the month flash cards.

Have ready a chart showing the days of the week and a calendar.

Daily practice

Pair task

Remind the pupils they can use a number line to solve division sums, especially with larger numbers.

Write ' $45 \div 3 =$ ' on the chalkboard and ask pupils to help you use a number line to solve it.

Start from 0 and move forwards in 3s.

Ask,
'How many jumps of 3 make 45?'
The number of jumps is 15,
so $45 \div 3 = 15$.

Write these sums on the chalkboard:

$$54 \div 9 =$$

$$42 \div 8 =$$

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

10
minutes

Rhyme

Song

25
minutes

10
minutes

Rhyme

Song

Introduction

Whole class teaching

Say the 'Days of the week' rhyme and sing the 'Seven days' song.

Ask,

'Which is the first day of school every week?'

'Which is the last day of school every week?'

'On which days do you not come to school?'

Main activity

Group task

Ask each group to discuss and then tell the class what they do on different days.

Choose some groups to say how many months there are in a year.

Give out the month flash cards and ask the pupils to arrange them in the correct order.

Ask each group to say the months in order.

Whole class teaching

Write on the chalkboard:

Today is ____ .

Yesterday was ____ .

Tomorrow is ____ .

This month is ____ .

Next month it will be ____ .

There are days in a week.

There are months in a year.

Discuss what the missing words and numbers are.

Tell the pupils to copy and complete the sentences in their exercise books.

Remind them to use the charts to help them.

Plenary

Whole class teaching

Say the 'Days of the week' rhyme and sing the 'Seven days' song.

Leap years

Learning outcomes

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

Solve division word problems.

Explain the meaning of a leap year.

Teaching aids

Before the lesson:

Copy the word problems, shown opposite, on to the chalkboard.

Read New Method Mathematics 3, pages 113—114.

Daily practice

Pair task

Read the word problems on the chalkboard with the pupils.

Ask the pupils what kind of calculation is needed (division).

Remind them they can use a number line or times tables to solve division problems.

Ask them to complete the questions in their exercise books.

Ask some pairs to come and explain their answers on the chalkboard.

Introduction

Pair task

Ask the pupils to look at New Method Mathematics 3, page 114, questions 14—19.

Read each question with the pupils and ask them to discuss the answer with their partner.

Choose a pair to say the answer and ask the other pairs if they are correct.

Repeat until all the questions are answered, choosing different pairs to answer each time.

Main activity

Pair task

Look together at the rhyme in New Method Mathematics 3, page 113.

Ask, 'Which months have only 31 days?', 'Which months have only 30 days?', 'Which month can have 28 or 29 days?'

Ask if anyone can tell you what sum they would do to work out how many days there are in one year.

Give them 5 minutes to work in pairs to add up the number of days in total.

Ask each pair to call out their total and see if anyone is correct.

Explain to the class why February has 28 or 29 days.

Explain that the total number of days in a year is 365 and one quarter, ie: the time it takes for the Earth to travel once round the Sun.

A quarter of a day cannot be put in the calendar so the days in a year become 365 days and 366 days every fourth year.

A year with 366 days is called a 'leap year'. In leap years February has 29 days. There are 28 days in February for any year that is not a leap year.

Plenary

Whole class teaching

Choose some pairs to say some other years that are leap years.

Write their answers on the chalkboard, eg: 2008, 2012.

Ask them what they notice about these dates, (they are every four years and the last two digits can be divided by four).

Word problems

Divide 45 sweets equally between 5 pupils. How many threes are there in 24?
Divide 35 mangoes equally among 7 pupils. What is 72 divided by 3?

Writing dates

Learning outcomes

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

Divide whole numbers.

Write dates using numbers.

Teaching aids

Before the lesson:

Practise the 'Months of the year' rhyme.

Have ready calendars that show the important dates in Nigeria for each group of pupils.

Daily practice

Pair task

Write the following sums on the chalkboard:

$$42 \div 6 =$$

$$12 \div 3 =$$

$$56 \div 7 =$$

$$10 \div 5 =$$

As you write the sums, ask the pupils to say them, eg: '42 divided by 6 equals'.

Ask the pupils how else they could say them, eg: 'How many groups of 6 are in 42?', 'What is 42 shared among 6?'

Tell the pairs to complete the sums in their exercise books using their times tables, a number line or a multiplication table.

Choose some pairs to say their answers and ask the other pairs if they are correct.

10 minutes | Rhyme

Introduction

Whole class teaching

Say the 'Months of the year' rhyme and do the actions with the class.

Ask pupils to help you write a list of the months of the year in order on the chalkboard and number them 1—12.

Ask the pupils to say which is the first month of the year, which is the fourth and which is the sixth.

25 minutes

Main activity

Whole class teaching

Explain that we can write dates using words or numbers.

Tell the pupils that the fifth day of June 2014 can be written as 5/6/2014.

Explain that the 5 is the day and the 6 is the month because June is the sixth month of the year.

Choose someone to write today's date in numbers on the chalkboard.

Group task

Discuss with the class some important dates in Nigeria.

Give each group a calendar.

Ask them to find the important dates and say what day they are on.

If you have calendars from different years, the answers will be different.

Ask them to write some of the important dates in number form in their exercise books, eg: new year's day 1/1/2014.

10 minutes | Rhyme

Plenary

Whole class teaching

Ask a pupil from each group to write one of their number form dates on the chalkboard.

Ask the other groups to say the date in word form.

Say the 'Months of the year' rhyme and do the actions with the class.

Week
30
Properties of
three-dimensional
shapes



Words/phrases

Assessment

times table
multiples
cube
cuboid
cylinder
cone
sphere
flat face
curved face
edge
corner
net
three-dimensional (3D) shape
properties of 3D shapes
two-dimensional (2D) shape

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.

Identifying three-dimensional shapes

Learning outcomes

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

Recall answers in the 4 times table quickly.

Identify three-dimensional shapes.

Teaching aids

Before the lesson:

Remind yourself how to play 'Multiplication bingo'.

Display the multiplication table in the classroom.

Find examples of three-dimensional shapes (a cube, a cuboid, a cylinder and a sphere), eg: boxes, tins, balls.

Daily practice

Whole class teaching

Remind the pupils that it is important to know the times tables really well so they can calculate quickly.

Ask them to say the 4 times table with you.

Tell the pupils they are going to play 'Multiplication bingo'.

Ask them to draw the grid in their exercise books and put in some multiples (answers) from the 4 times table.

Tell them they can look at the multiplication table if they need help.

Play 'Multiplication bingo'.

10
minutes

Introduction

Whole class teaching

Show the pupils the shapes.

Ask if anyone can remember what we call solid shapes, ie: three-dimensional.

Write 'cube', 'cuboid', 'cylinder' and 'sphere' on the chalkboard.

Ask the pupils to read the words with you.

Choose some pupils to come and touch a shape as you say their names.

Hold up each shape and point to its **faces**.

Explain that some have flat faces and others curved faces or both.

25
minutes

Main activity

Group task

Write on the chalkboard, 'This shape is a ____ . It has flat faces and curved faces.'

Give each group a different shape.

Ask them to look at it carefully.

Tell them to complete the sentences on the chalkboard for their shape.

Tell them to write in the name of the shape.

Swap the shapes around several times.

10
minutes

Plenary

Whole class teaching

Ask each group to say what they have learned about one of the shapes.

Properties of shapes

Learning outcomes

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

Recall answers in the 4 and 6 times tables quickly.

Identify the properties of cubes, cuboids, cylinders, spheres and cones.

Teaching aids

Before the lesson:

Have ready the three-dimensional shapes from yesterday and paper to label each one.

Copy the shape questions, shown opposite, on to the chalkboard.

Daily practice

Whole class teaching

Ask the pupils to say the 4 times table with you.

Ask them to say the 6 times table with you.

Play 'Multiplication bingo' using the 6 times table.

10
minutes

Introduction

Whole class teaching

Ask,
'What do we call
solid shapes?'

Write '3D' on the chalkboard
and explain this means
three-dimensional.

Show the pupils the shapes
and choose pupils to say
what each one is called.

As they say each name,
write it on a label and place
it next to the shape.

Remind the pupils that
yesterday they looked at the
faces on the shapes.

25
minutes

Main activity

Group task

Show the pupils the cone
and explain it has one
curved face and one
flat face, one edge and
one point.

Read and explain the
shape questions on the
chalkboard.

Ask the groups to discuss
and answer the questions in
their exercise books.

10
minutes

Plenary

Whole class teaching

Ask each group to say one
of the answers.

Ask other groups if they
agree. If not, ask them to
explain why.

Shape questions

How many faces does a cube have?
How many corners does a cuboid have?
How many edges does a cylinder have?
How many curved faces does a cone have?

Lesson
title

15
minutes

Game

**Numeracy
lesson plans**
Primary 3

Term 3
Assessment for
learning

Week 30
Properties of
three-dimensional
shapes
Day 3

Nets of 3D shapes

Learning outcomes

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

Recall answers in the 4 times table quickly.

Describe the properties of a cube and a cuboid.

Teaching aids

Before the lesson:

Remind yourself how to play 'Find a friend' and prepare flash cards for the 4 times table.

Carefully copy the cube and cuboid nets on to pieces of paper and cut out one of each for each group.

Have ready the 3D shapes from Day 1 and some glue or tape.

Daily practice

Whole class teaching

Ask the pupils to sing the 4 and 6 times tables with you.

Give out the flash cards and play 'Find a friend'.

Ask the pupils to write out the 4 times table in their exercise books.

10
minutes

Introduction

Whole class teaching

Show the pupils the 3D shapes.

Ask if they can see any two-dimensional (2D) shapes on the 3D shapes.

Remind the pupils that 2D shapes are flat shapes.

Hold up the cylinder and point to the circles.

Ask someone to point to the faces on a cube and say what shape they can see.

Repeat with other 3D shapes.

25
minutes

Main activity

Group task

Show the pupils the cube net.

Explain that a **net** is what the outside of a 3D shape looks like when it is opened out.

Fold the net carefully along the lines to make a cube.

Give each group a cube net and a cuboid net.

Ask the groups to look at the nets carefully and say how they are different.

Ask them to fold the nets carefully and use glue or tape to make a 3D shape.

Ask them to count the edges, the corners and the faces.

Write on the chalkboard:
A cube has faces,
 edges and corners.

A cuboid has
faces, edges and
 corners'.

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

10
minutes

Plenary

Whole class teaching

Choose a group to read out their sentences and ask the other groups if they agree.

Ask each group to explain how the shapes are different. (A cube has square faces that are all equal. A cuboid has four rectangular faces that are equal and two square faces that are equal.).

Hang the shapes around the classroom.

**Numeracy
lesson plans**
Primary 3

Term 3
**Assessment for
learning**

Week 30
**Properties of
three-dimensional
shapes**
Day 4

Lesson
title

The triangular prism

15
minutes

Game

Learning outcomes

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

Order the 6 times table quickly.

Describe the properties of
a triangular prism.

Teaching aids

Before the lesson:

Read the instructions for the
'Order the times tables' game in
the introduction and prepare flash
cards for the 6 times table.

Have ready straws, matchsticks,
corn stalks or wire and some
masking tape.

Copy and cut out the triangular
prism net from the introduction
for each group.

Daily practice

Whole class teaching

Ask the pupils to say the 4 and
6 times tables with you.

Take them outside and play
'Order the times tables'.

Ask them to write out the 6 times
table in their exercise books.

10
minutes

Introduction

Whole class teaching

Demonstrate how to make a cube using straws or other materials.

Ask the pupils to help you cut the straw.

Ask, 'How many pieces of straw do I need?', 'What size must the straws be?'

Choose some pupils to help you stick the straws together.

Ask, 'How many corners do I need?'

Ask the class how you could change the cube into a cuboid, ie: put in some different sized straws.

25
minutes

Main activity

Group task

Tell the pupils they are going to look at a new shape today.

Write 'triangular prism' on the chalkboard and say it slowly.

Give each group a net and ask them to look at it carefully.

Ask the pupils to say the 2D shapes they can see.

Explain that a triangular prism is always made of 2 triangles. It can have 3 rectangles or squares.

Ask the groups to fold their net carefully.

Write on the chalkboard, 'A triangular prism has faces, corners and edges'.

Ask the groups to discuss what the missing numbers are.

Tell them to complete the sentences in their exercise books.

10
minutes

Plenary

Whole class teaching

Discuss the properties of the triangular prism.

Ask, 'How many faces has it got?'

'How many corners does it have?'

'What 2D shapes can you see?'

Models of 3D shapes

Learning outcomes

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

Recall the 3, 4, 5 and 6 times tables quickly.

Describe the properties of common 3D shapes.

Teaching aids

Before the lesson:

Read the instructions for 'Buzz' in the introduction.

Read the instructions for 'What is in the bag?' and find some 2D and 3D shapes.

Copy the 'Properties of 3D shapes' grid in the introduction on to a large piece of paper for each group.

Daily practice

Group task

Play 'Buzz' to practise the 3, 4, 5 and 6 times tables.

Ask groups in turn a question from these times tables. Give them 5 seconds to answer.

If they cannot answer or are incorrect, ask another group.

Give them a point for each correct answer.

Repeat until you have asked about 20 questions.

The group with the most points is the winner.

10
minutes

Game

25
minutes

10
minutes

Introduction

Whole class teaching

Choose some pupils to name some of the 3D shapes they have been learning about this week.

Ask the pupils to describe some of the properties of a triangular prism, a cylinder and a cuboid.

Choose other pupils and ask them to say the names of some 2D shapes.

Play 'What is in the bag?' with the class.

Main activity

Group task

Give each group a 'Properties of 3D shapes' grid.

Ask them to find some 3D shapes in the classroom.

Ask them to look at each shape carefully and discuss its properties.

Tell the pupils to write the name of the shape in the grid.

Show them where to write how many faces, edges and corners it has.

Ask them to write down any 2D shapes they can see in the shape.

Plenary

Whole class teaching

Ask each group to describe one of their shapes.

Ask them to help you write the names of all the 3D shapes they have learned about this week.

Credits

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

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

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