

MATHEMATICS LESSON PLAN

WEEK: One

CLASS: Basic one

SUBJECT: Mathematics

TOPIC: Open Sentence I

BEHAVIOURAL OBJECTIVES: At the end of the lesson, pupils should be able to:

- i. Find the missing numbers in an open sentence;
- ii. Switch equations perfectly

BUILDING BACKGROUND: Pupils are familiar with solving different mathematical equations

CONTENT:

OPEN SENTENCE

Examples:

a. $5 + \triangle = 12$;

$12 - 5 = 7$ so, $\triangle = 7$

b. $\triangle \times 3 = 18$;

$18 \div 3 = 6$ so, $\triangle = 6$

c. $10 - \square = 4$;

$10 - 4 = 6$ so, $\square = 6$

INSTRUCTIONAL MATERIALS: Bottle tops, Number cards, charts and Dot cards

REFERENCE MATERIAL: Man Primary Mathematics UBE Edition. Book 2

EVALUATION: Pupils are evaluated thus

1. $2 + \square = 5$

2. $4 \times \square = 16$

3. $9 - \triangle = 2$

WEEK: Two

CLASS: Basic Two

SUBJECT: Mathematics

TOPIC: Open Sentence II

BEHAVIOURAL OBJECTIVES: At the end of the lesson, pupils should be able to solve simple related quantitative aptitude problems.

BUILDING A BACKGROUND: Pupils are familiar with solving quantitative aptitude questions

CONTENT:

OPEN SENTENCE

EXAMPLES:



INSTRUCTIONAL MATERIAL: Pictures, charts and textbook

REFERENCE MATERIAL: MAN Primary Mathematics for Primary Schools. Book 2

EVALUATION: Pupils are evaluated thus:

1.

2.

3.

WEEK: Three

CLASS: Basic Two

SUBJECT: Mathematics

TOPIC: Money

BEHAVIOURAL OBJECTIVES: At the end of the lesson, pupils should be able to:

1. enumerate the uses of money.
2. recognizes all types of Nigerian coins and bank notes

BUILDING A BACKGROUND: Pupils are familiar with naira notes

CONTENT:

MONEY

Money is a means of exchange in Nigeria. We buy and sell with money in Nigeria.



INSTRUCTIONAL MATERIAL: Nigerian coins and bank notes, Charts of coins and bank notes, Various articles with price tag less than N5.

REFERENCE MATERIAL: MAN Primary Mathematics for Primary Schools. Book 2

EVALUATION: Pupils are evaluated thus:

1. What do we do with money?
2. $\text{N } 20 + \text{N } 10 = \text{N } \dots\dots\dots$
3. $\text{N } 10 = \text{N } 5 + \text{N } \dots\dots\dots$

WEEK: four

CLASS: Basic Two

SUBJECT: Mathematics

TOPIC: Money II

BEHAVIOURAL OBJECTIVES: At the end of the lesson, pupils should be able to change money up to N20 into small units and shop with money not greater than N20.

BUILDING A BACKGROUND: Pupils are familiar with shopping with money

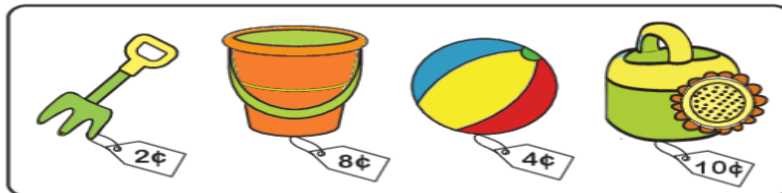
CONTENT:

MONEY II

Money Math

HOW MUCH DO I HAVE LEFT?

Mom sent Sheela, Justin, Tia and Ethan to the market to buy some things. She gave each one some money. Find the price of the item they want to buy, write it down, and subtract to find out how much money is left.



Mom gave Sheela 10¢

Sheela has	10¢
Water Can	
-	
TOTAL	

Mom gave Justin 9¢

Justin has	
Bucket	
-	
TOTAL	

Mom gave Tia 5¢

Tia has	
Rake	
-	
TOTAL	

Mom gave Ethan 7¢

Ethan has	
Beach Ball	
-	
TOTAL	

INSTRUCTIONAL MATERIAL: Pictures, charts and textbook

REFERENCE MATERIAL: MAN Primary Mathematics for Primary Schools. Book 2

EVALUATION: Pupils are evaluated thus:

How much will i need to buy:

1. 2 buckets?
2. A rake and a be

WEEK: Five

CLASS: Basic Two

SUBJECT: Mathematics

TOPIC: Length I

BEHAVIOURAL OBJECTIVES:At the end of the lesson, pupils should be able to:

1. compare their natural units with another e.g. arm's length.
2. identify the differences in arm's length and other parts of the body used for measurement.

BUILDING A BACKGROUND: Pupils can measure with their natural units

CONTENT:

LENGTH I

Length refers to how long or short an object is. The length of an object can be measured with a meter ruler, hand span, arms length, tape rule etc

When we use the part of our body to measure an object, our result will not be the same with others result because our body parts are of different sizes, but when we use an instrument of measurement, we get an accurate answer.



Arm's length



hand span

INSTRUCTIONAL MATERIAL: The classroom, the pupils, meter ruler

REFERENCE MATERIAL: MAN Primary Mathematics for Primary Schools. Book 2

EVALUATION: Pupils are evaluated thus:

Measure the length following using your hand span and arms length

1. Teacher's table
2. Chalk board

3. Your mathematics textbook

WEEK: Six

CLASS: Basic Two

SUBJECT: Mathematics

TOPIC: Length II

BEHAVIOURAL OBJECTIVES: At the end of the lesson, pupils should be able to:

1. uses meters and centimeters as standard measuring units.
2. identify the need for lengths and measurement using standardized units

BUILDING A BACKGROUND: Pupils are familiar with taking measurement at a tailor's shop

CONTENT:

LENGTH II

When you go to a tailor's shop to sew a dress, you will find out that they measure you with a tape rule. They do this so as to get your actual size so the dress doesn't become too loose or tight. So, it is very important that we use our measuring instruments to take measurement.



Tape rule



Ruler

INSTRUCTIONAL MATERIAL: meter ruler, tape rule, chart

REFERENCE MATERIAL: MAN Primary Mathematics for Primary Schools. Book 2

EVALUATION: Pupils are evaluated thus:

Using a centimeter ruler, measure the length of the following objects

1. your notebook
2. a marker

3. you English textbook

WEEK: Seven

CLASS: Basic Two

SUBJECT: Mathematics

TOPIC: Time I

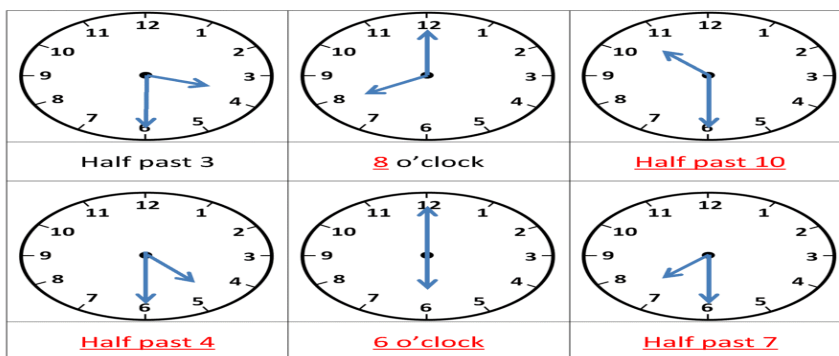
BEHAVIOURAL OBJECTIVES: At the end of the lesson, pupils should be able to:

1. give time to the hour and half.
2. name and arrange days of the weeks.

BUILDING A BACKGROUND: Pupils are familiar with the clock and wrist watches

CONTENT:

TIME I

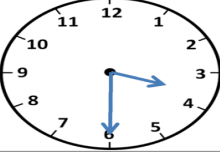
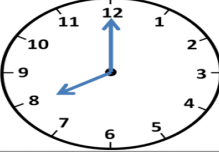
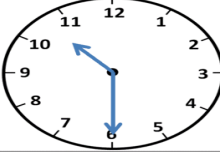
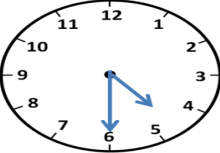
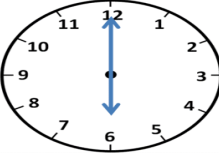
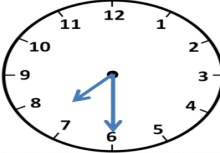


INSTRUCTIONAL MATERIAL: Real clocks, cardboard clocks, dummy clocks and calendars

REFERENCE MATERIAL: MAN Primary Mathematics for Primary Schools. Book 2

EVALUATION: Pupils are evaluated thus:

What time is it?

		
Half past 3	___ o'clock	
		

WEEK: Eight

CLASS: Basic Two

SUBJECT: Mathematics

TOPIC: Time II

BEHAVIOURAL OBJECTIVES: At the end of the lesson, pupils should be able to name and arrange the days of the week

BUILDING A BACKGROUND: Pupils are familiar with the calendar

CONTENT:

DAYS OF THE WEEK



INSTRUCTIONAL MATERIAL: Calendars and charts

REFERENCE MATERIAL: MAN Primary Mathematics for Primary Schools. Book 2

EVALUATION: Pupils are evaluated thus:

The days of the week are:

Sunday

.....
.....
.....
.....

Friday

.....

WEEK: Nine

CLASS: Basic Two

SUBJECT: Mathematics

TOPIC: Weight I

BEHAVIOURAL OBJECTIVES: At the end of the lesson, pupils should be able to order objects according to their weights

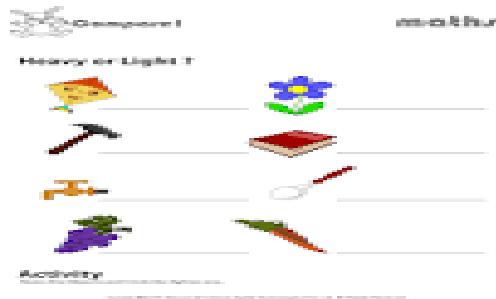
BUILDING A BACKGROUND: Pupils are familiar with some heavy and light objects

CONTENT:

WEIGHT I

Weight refers to how heavy or light an object is. Objects that are heavy include: rock, bell, big textbooks etc. objects that are light include: flower, feather, piece of paper kite etc

State whether the objects are heavy or light

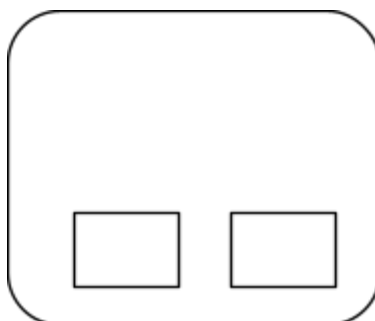
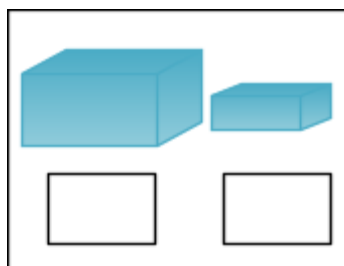


INSTRUCTIONAL MATERIAL: Stones, orange coconut, weighing scale, feather etc

REFERENCE MATERIAL: MAN Primary Mathematics for Primary Schools. Book 2

EVALUATION: Pupils are evaluated thus:

Tick the heavier object



WEEK: Ten

CLASS: Basic Two

SUBJECT: Mathematics

TOPIC: Weight

BEHAVIOURAL OBJECTIVES: At the end of the lesson, pupils should be able to order objects according to their weights

BUILDING A BACKGROUND: Pupils are familiar with comparing the weight of objects

CONTENT:

COMPARISON AND ORDERING OF OBJECTS BY WEIGHT

INSTRUCTIONAL MATERIAL: Stones, oranges, bells, foam etc

REFERENCE MATERIAL: MAN Primary Mathematics for Primary Schools. Book 2

EVALUATION: Pupils are evaluated thus:

Weight

Circle the object that is heavier.

