

## 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

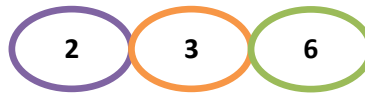
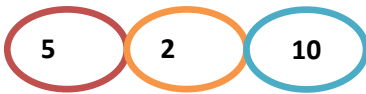
**BEHAVIOURAL OBJECTIVES:** At the end of the lesson, pupils should be able to solve simple related quantitative aptitude problems.

**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:



**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. ₦ 20 + ₦ 10 = ₦ .....
3. ₦ 10 = ₦ 5 + ₦ .....

**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

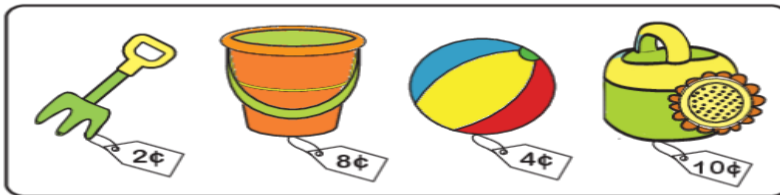
**CONTENT:**

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	
	-
<b>TOTAL</b>	

**Mom gave Justin 9¢**

Justin has	
Bucket	
	-
<b>TOTAL</b>	

**Mom gave Tia 5¢**

Tia has	
Rake	
	-
<b>TOTAL</b>	

**Mom gave Ethan 7¢**

Ethan has	
Beach Ball	
	-
<b>TOTAL</b>	

**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. your English textbook

**WEEK:** Seven

**CLASS:** Basic Two

**SUBJECT:** Mathematics

**TOPIC:** Time I




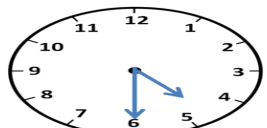
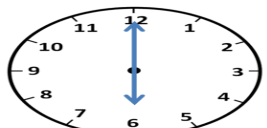
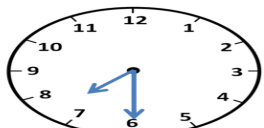
**BEHAVIOURAL OBJECTIVES:** At the end of the lesson, pupils should be able to:

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



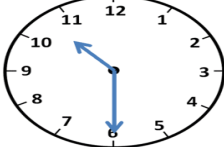



 <p>Half past 3</p>	 <p>8 o'clock</p>	 <p>Half past 10</p>
 <p>Half past 4</p>	 <p>6 o'clock</p>	 <p>Half past 7</p>

**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?

		
<p>Half past 3</p>	<p>___ o'clock</p>	
		



**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

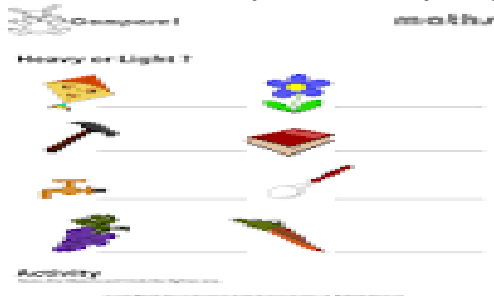
**BUILDING A BACKGROUND:** Pupils are familiar with some heavy and light objects

**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

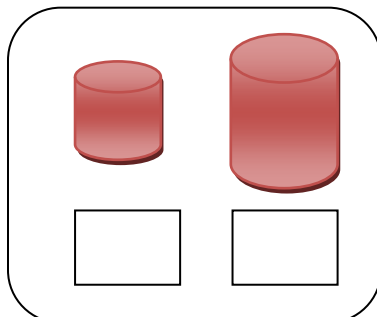
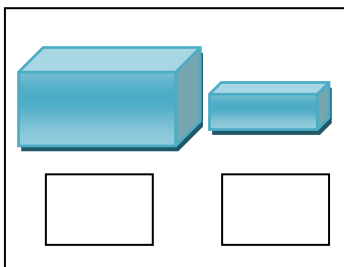


**INSTRUCTIONAL MATERIAL:** Stones, orange coconut, weighing scale, feather etc

**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.