**EMERALD ROYAL INTERNATIONAL SCHOOL, MPAPE ABUJA**

**LESSON PLAN AND NOTE 1 FOR WEEK 11 ENDING FRIDAY, 5TH JULY, 2024**

**TERM:** THIRD TERM

**WEEK:** WEEK 11

**SUBJECT:** MATHEMATICS

**TOPIC:** DATA COLLECTION

**SUB-TOPIC:** TALLY

**DATE:** MONDAY, 1ST ANDTUESDAY, 2ND JULY, 2024

**TIME:** 08:10 – 08:45AM AND 09:25 – 09:55AM

**DURATION:** 40 MINUTES

**PERIOD:** 1ST AND 3RD

**CLASS:** GRADE 1

**NUMBER IN CLASS:** FIVE

**AVERAGE AGE:** FIVE

**SEX:** MIXED

**LEARNING OBJECTIVES:** By the end of the lesson, the pupils should be able to

1. Define data collection
2. Describe a tally
3. Demonstrate how to count in tally

**RATIONALE:** for pupils to know how to collect data using a tally method.

**PREVIOUS KNOWLEGDE:** pupils know how to count objects in large and small quantities.

**INSTRUCTIONAL MATERIALS:**

1. Sticks
2. Counters
3. Rope

**REFERENCE MATERIALS:**

1. New general mathematics for primary schools Book 2 by J Aderohunmu, A Arigbabu etal 2014
2. Smart Mathematics primary Pupils Book 2 Cambridge University Press Contributors Are D.A Afariogun, F.C Ona
3. Lantern steps to Quantitative reasoning book 2 by Ore Olunloyo

**LESSON DEVELOPMENT**

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| **STAGES/STEPS** | **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **LEARNING POINTS** |
| **INTRODUCTION** | Lead puiplis to identify a tally  images | Participate with the teacher | Arousing the pupils interest |
| **PRESENTATION**  **STEP 1** | Teaches pupils the definition of data collection.  Data collection is when you collect data, a group or an array.  An array is the arrangement of the information collected in group. | Learn attentively | For proper understanding |
| **STEP 2** | Teach pupils how to describe a tally table.  A tally is a way of marking marks to record counting. | Learn carefully | For better understanding |
| **STEP 3** | Teach pupils how to count in tally using marks  I = 1  II = 2  III = 3  IIII = 4  IIII = 5  IIII I = 6  IIII II = 7  IIII III = 8  IIII IIII = 9  IIII IIII = 10  IIII IIII I = 11  ETC. | Learn and listen carefully | For further understanding |
| **SUMMARY** | Summarises the lesson by emphasising on the main concept and writes note on the board | Listen and copy their notes | For onward study |
| **EVALUATION** | Asks pupils to   1. Define data collection 2. Describe a tally 3. Demonstrate how to count in tally | Respond to the teachers questions | To test the understanding of the lesson |
| **CONCLUSION** | Summarises, reacts and corrects the pupils | Answer to the teachers questions | To consolidate the lesson |
| **HOME WORK** | Present the following demonstrating how to count in tally  Pupils and colours of their choices  Blue = 10  Red = 3  Yellow = 1  Orange = 4  Green = 12 | Returns home with task | Extending the lesson home |

**LESSON PLAN AND NOTE 2 FOR WEEK 11 ENDING FRIDAY, 5TH JULY, 2024**

**TERM:** THIRD TERM

**WEEK:** WEEK 11

**SUBJECT:** MATHEMATICS

**TOPIC:** DATA COLLECTION

**SUB-TOPIC:** A TALLY TABLE

**DATE:** WEDNESDAY, 3RD ANDTHURSDAY, 4TH JULY, 2024

**TIME:** 10:30 – 11:10AM

**DURATION:** 40 MINUTES

**PERIOD**: 6TH

**CLASS:** GRADE 1

**NUMBER IN CLASS:** FIVE

**AVERAGE AGE:** FIVE

**SEX:** MIXED

**LEARNING OBJECTIVES:** By the end of the lesson, the pupils should be able to

1. Identify a tally table
2. State contents of a tally table
3. Draw a tally table

**RATIONALE:** for pupils to know their tally tables.

**PREVIOUS KNOWLEGDE:** pupils learnt about definition of data collection and demonstrating a tally.

**INSTRUCTIONAL MATERIALS:**

1. Pictorial charts of a tally table

**REFERENCE MATERIALS:**

1. New general mathematics for primary schools Book 2 by J Aderohunmu, A Arigbabu etal 2014
2. Smart Mathematics primary Pupils Book 2 Cambridge University Press Contributors Are D.A Afariogun, F.C Ona
3. Lantern steps to Quantitative reasoning book 2 by Ore Olunloyo

**LESSON DEVELOPMENT**

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| **STAGES/STEPS** | **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **LEARNING POINTS** |
| **INTRODUCTION** | Review previous knowledge | Respond t the teacher | Arousing the pupils interest |
| **PRESENTATION**  **STEP 1** | Leads pupils to identify a tally table  images (1) | Identify with the teacher | For proper understanding |
| **STEP 2** | Teaches pupils the content in a tally table.  A tally table contains three content.   1. The group name 2. The tally 3. The total | Learn carefully | For better understanding |
| **STEP 3** | Teach pupils how to draw a tally table.   |  |  |  | | --- | --- | --- | | FRUITS | TALLY | TOTAL | | Banana | II | 2 | | Orange | IIII | 4 | | Mango | IIII II | 7 | | Apple | IIII | 5 | | Learn and listen carefully | For further understanding |
| **SUMMARY** | Summarises the lesson by emphasising on the main concept and writes note on the board | Listen and copy their notes | For onward study |
| **EVALUATION** | Asks pupils to   1. Identify a tally table 2. State contents of a tally table 3. Draw a tally table | Respond to the teachers questions | To test the understanding of the lesson |
| **CONCLUSION** | Summarises, reacts and corrects the pupils | Answer to the teachers questions | To consolidate the lesson |
| **HOME WORK** | Draw a tally table using the following results on colours  Blue = 10  Red = 3  Yellow = 1  Orange = 4  Green = 12 | Returns home with task | Extending the lesson home |

**LESSON PLAN AND NOTE 3 FOR WEEK 11 ENDING FRIDAY, 5TH JULY, 2024**

**TERM:** THIRD TERM

**WEEK:** WEEK 11

**SUBJECT:** MATHEMATICS

**TOPIC:** DATA COLLECTION

**SUB-TOPIC:** ANSWERING QUESTIONS ON TALLY TABLE

**DATE:** FRIDAY, 5TH JULY, 2024

**TIME:** 09:20 – 09:55AM

**DURATION:** 40 MINUTES

**PERIOD:** 3RD

**CLASS:** GRADE 1

**NUMBER IN CLASS:** FIVE

**AVERAGE AGE:** FIVE

**SEX:** MIXED

**LEARNING OBJECTIVES:** By the end of the lesson, the pupils should be able to

1. Answer question on fruit on a tally table
2. Answer question on subject on a tally table
3. Answer question on food on a tally table

**RATIONALE:** for pupils to know and learn how to solve questions on tally table for data collection.

**PREVIOUS KNOWLEGDE:** pupils learnt about a tally table.

**INSTRUCTIONAL MATERIALS:**

1. Pictorial charts of a tally table
2. Textbook - New general mathematics for primary schools Book 2 by J Aderohunmu, A Arigbabu etal 2014

**REFERENCE MATERIALS:**

1. New general mathematics for primary schools Book 2 by J Aderohunmu, A Arigbabu etal 2014
2. Smart Mathematics primary Pupils Book 2 Cambridge University Press Contributors Are D.A Afariogun, F.C Ona
3. Lantern steps to Quantitative reasoning book 2 by Ore Olunloyo

**LESSON DEVELOPMENT**

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| --- | --- | --- | --- |
| **STAGES/STEPS** | **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **LEARNING POINTS** |
| **INTRODUCTION** | Review previous knowledge | Respond t the teacher | Arousing the pupils interest |
| **PRESENTATION**  **STEP 1** | Lead pupils to answer question on fruit on a tally table.  In grade 1 the scholars have different variety of fruits and a statistics was carried out on the and it is as follows  Mango = 5  Pineapple = 3  Banana = 6  Apple = 1  Pawpaw = 7   1. How many scholars like mango best? 2. How many scholars like pineapple best? 3. How many scholars like banana best? 4. How many scholars like apple best? 5. How many scholars like pawpaw best?  |  |  |  | | --- | --- | --- | | FRUITS | TALLY | TOTAL | | Mango | IIII | 5 | | Pineapple | III | 3 | | Banana | IIII I | 6 | | Apple | I | 1 | | Pawpaw | IIII II | 7 | | Learn attentively and answer the questions with the teacher | For proper understanding |
| **STEP 2** | Teach pupils how to answer question on subject on a tally table  Mathematics = 4  English language = 5  Basic science = 9  Social studies = 2  Home economics = 3  How many friends prefer   1. Mathematics 2. English language 3. Basic science 4. Social studies 5. Home economics 6. How many pupils where asked?  |  |  |  | | --- | --- | --- | | SUBJECTS | TALLY | TOTAL | | Mathematics | IIII | 4 | | English language | IIII | 5 | | Basic science | IIII IIII | 9 | | Social studies | II | 2 | | Home economics | III | 3 |   The total pupils asked were = 23 PUPILS | Learn and answer the question carefully | For better understanding |
| **STEP 3** | Teach pupils how to answer question on food on a tally table  Rice = 10  Beans = 2  Indomie = 3  Plantain = 8  Eba = 1   |  |  |  | | --- | --- | --- | | FOOD | TALLY | TOTAL | | Rice | IIII IIII | 10 | | Beans | II | 2 | | Indomie | III | 3 | | Plantain | IIII III | 8 | | Eba | I | 1 | | Learn and listen carefully to every details on answering the question. | For further understanding |
| **SUMMARY** | Summarises the lesson by emphasising on the main concept and writes note on the board | Listen and copy their notes | For onward study |
| **EVALUATION** | Asks pupils to   1. Answer question on fruit on a tally table 2. Answer question on subject on a tally table 3. Answer question on food on a tally table | Respond to the teachers questions | To test the understanding of the lesson |
| **CONCLUSION** | Summarises, reacts and corrects the pupils | Answer to the teachers questions | To consolidate the lesson |
| **HOME WORK** | New General Mathematics workbook 2  Worksheet 30  Page 47 - 48 | Returns home with task | Extending the lesson home |



Approved as a working document.

Dep. Head Instructor (Academics)

27TH JULY, 2024