**LESSON PLAN FOR WEEK ONE OF SECOND TERM 2022/2023 SESSION ENDING 27th OF JANUARY, 2023**

**SUBJECT**:mathematics

**TOPIC: division**

**Sub- topic: finding the missing factor in a given number**

**Date: 20 - 01 - 2023**

**DURATION: 40 minutes**

**TIME: 09: 25 - 09 : 55**

**PERIOD: 3rd**

**CLASS: grade 2**

**AVERAGE AGE: 6+**

**SEX: mixed**

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

1. State the meaning of factor
2. State the meaning of product
3. Find the missing factor in a given number

**Rationale**: for pupils to find the factors of numbers not exceeding 48.

Previous knowledge: pupils have learnt division of numbers using number lines and as a reverse of multiplication

**Instructional material**: time table and bottle tops

**Reference:** New General Mathematics For Primary Schools Book 3, by J. Aderohunmu

**LESSON DEVELOPMENT**

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| **STAGES** | **TEACHER’S ACTIVITIES** | **PUPILS ACTIVITIES** | **LEARNING POINT** |
| **INTRODUCTION** | The teacher introduces the lesson by first asking the pupils to recite multiplication table of 1 times to 6 times | Pupils recite as ask by the teacher | To help pupils become conversant with the multiplication table |
| **PRESENTATION**  **STEP 1** | The teacher explains the meaning of factors to the pupils.  The factors of a given number are the numbers that can divide the given number without a remainder.  Example  These are all the factors of 6  6 ÷ 1 = 6 because 1 × 6 =6  6 ÷ 2 = 3 because 2 × 3 = 6  6 ÷ 3 = 2 because 3 × 2 = 6  6 ÷ 6 =1 because 6 × 1 = 6  1, 2, 3,and 6 divide 6 without remainder.therefore, the factors of 6 are; 1, 2, 3 and 6. 6 has four factors | The pupils listens and contributed | Pupils participate in the class discussion |
| **STEP 2** | The teacher writes the meaning of product on the board and explains.  When two or more numbers are multiplied together, the number obtained is called the product of those numbers.  Examples   1. 2 × 3 = 6   6 is the product of 2 and 3   1. 2 × 3 × 4 = 24   24 is the product of 2, 3 and 4 | The listens very attentively to the teacher as she explains | To ensure pupils understanding of product |
| **Step 3** | The teacher guide the pupils to find the factors of a given number  Examples  Find the missing factors of the following.   1. 12: 1, 2, \_3\_\_, 4, , 6, 12 2. 16: 1, 2, 4, 8, 16 3. 7: 7 × 1 4. Two factors of 8 = 2× 4 | The pupils find the factors of the given numbers | Participation |
| **Summary** | The teacher summarises the lesson by going through the lesson again. | The pupils listens and ask questions where they are not clear | Clarification purpose |
| **Evaluation** | The teacher evaluate the pupils by giving them class work  Find the missing factors for each number   1. 20: 1, 2, 4, \_\_\_, \_\_\_\_, 20 2. 39: 1, \_\_\_, \_\_\_, 39 3. What is the product of 3 and 4? 4. 10 = \_\_\_ × 5 | The pupils attempt the questions in class | To test pupils level of understanding |
| **Conclusion** | 1. The teacher makes correction on the board and marks the pupils work | The pupils submit their work for marking | Awarding of marks |
| **Assignment** | Fill the missing factor in each of this   1. 24 = 2 × \_\_\_ 2. 38 = 2 × \_\_\_ 3. 36 = \_\_\_ × 9 4. 20 = 4 × \_\_\_ | Pupils do their home work at home | To encourage learning at home |

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**27TH JANUARY 2023**

**DEPUTY HEAD INSTRUCTOR ADMIN**

**NB: APPROVED!**