**EMERALD ROYAL INTERNATIONAL SCHOOL, MPAPE ABUJA**

**LESSON PLAN AND NOTE 1 FOR WEEK 5 ENDING FRIDAY, 24TH MAY, 2024**

**TERM:** THIRD TERM

**WEEK:** WEEK 5

**SUBJECT:** MATHEMATICS

**TOPIC:** AREA

**SUB-TOPIC:** SIDES AND SURFACE OF A CIRCLE

**DATE:** MONDAY, 20TH ANDTUESDAY, 21ST MAY, 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. Identify a circle
2. Draw a circle
3. Identify and state the side and surface of a circle

**RATIONALE:** for pupils to know the sides and surface of a circle.

**PREVIOUS KNOWLEGDE:** pupils learnt about comparing objects.

**INSTRUCTIONAL MATERIALS:**

1. Real samples of circle
2. Pictorials charts of circle

**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 | Participates actively | Arousing the pupils interest |
| **PRESENTATION**  **STEP 1** | Leads pupils to identify a circle.  circle | Identify a circle | For proper understanding |
| **STEP 2** | Teaches and leads pupils to draw a rectangle  circle | Learn carefully | For better understanding |
| **STEP 3** | Teaches and leads pupils to identify and state the side and surface of a circle  images  A circle have  Sides = 0  Surface = 0 | 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 circle 2. Draw a circle 3. Identify and state the side and surface of a circle | 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** | 1. How many sides does a circle have? 2. How many surface does a circle have? | Returns home with task | Extending the lesson home |

**LESSON PLAN AND NOTE 2 FOR WEEK 5 ENDING FRIDAY, 24TH MAY, 2024**

**TERM:** THIRD TERM

**WEEK:** WEEK 5

**SUBJECT:** MATHEMATICS

**TOPIC:** AREA

**SUB-TOPIC:** COMPARING AREAS OF SURFACE OF CIRCLE

**DATE:** WEDNESDAY, 22ND MAY ANDTHURSDAY, 23RD MAY, 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 the bigger surface area of the circle
2. Identify the smaller surface area of the circle
3. Rearrange the objects from smallest to largest

**RATIONALE:** for pupils to know the different area surfaces of objects and shapes.

**PREVIOUS KNOWLEGDE:** pupils learnt about sizes and surface area of a triangle.

**INSTRUCTIONAL MATERIALS:**

1. Real samples of different sizes of circle
2. Different sizes of objects.

**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 | Participates actively | Arousing the pupils interest |
| **PRESENTATION**  **STEP 1** | Leads pupils to identify the surface of a circle that is bigger.  B  A | Identify the bigger surface circle A | For proper understanding |
| **STEP 2** | Leads pupils to identify the surface of a triangle that is bigger.  B  A | Identify the smaller surface circle B | For better understanding |
| **STEP 3** | clockTeaches and leads pupils to rearrange objects from smallest to largest.  clock  A clock B    C  A is the smallest  B is the smaller  C is the largest | Rearrange the objects with the teacher | 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 the bigger surface area of the circle 2. Identify the smaller surface area of the circle 3. Rearrange the objects from smallest to largest | 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 for primary schools book 2  Worksheet 2  Page 40 (no 3a,b and c) | Returns home with task | Extending the lesson home |

**LESSON PLAN AND NOTE 3 FOR WEEK 5 ENDING FRIDAY, 24TH MAY, 2024**

**TERM:** THIRD TERM

**WEEK:** WEEK 5

**SUBJECT:** MATHEMATICS

**TOPIC:** AREA

**SUB-TOPIC:** MEASURING AREAS OF SURFACE OF TRIANGLE

**DATE:** FRIDAY, 24TH MAY, 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. Measure area surface of a rectangle
2. Measure area surface of a square
3. Measure area surface of a circle
4. Measure area surface of a triangle

**RATIONALE:** for pupils to learn how to measure area surfaces of shapes.

**PREVIOUS KNOWLEGDE:** pupils learnt about comparing area surface of a circle.

**INSTRUCTIONAL MATERIALS:**

1. Real samples of different sizes of shapes.

**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** | Leads pupils to identify the different plane shapes - rectangle, square, circle and triangle. | Participates actively | Arousing the pupils interest |
| **PRESENTATION**  **STEP 1** | Leads and teach pupils to measure area surface of a rectangle using a ruler.  7cm  5cm 5cm  7cm | Measure in their books | For proper understanding |
| **STEP 2** | Leads and teach pupils to measure area surface of a square using a ruler.  4cm    4cm 4cm  4cm | Measure in their books | For better understanding |
| **STEP 3** | Leads and teach pupils to measure area surface of a triangle using a ruler.  3cm 3cm  3cm | Measure in their books | For further understanding |
| **STEP 4** | Leads and teach pupils to measure area surface of a circle using a ruler.  6cm | Measure in their books | For |
| **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. Measure area surface of a rectangle 2. Measure area surface of a square 3. Measure area surface of a circle 4. Measure area surface of a triangle | 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 for primary schools book 2  Worksheet 2  Page 39 (1 and 2) | Returns home with task | Extending the lesson home |



Approved as a working document.

Dep. Head Instructor (Academics)

17TH MAY, 2024