**EMERALD ROYAL INTERNATIONAL SCHOOL, MPAPE ABUJA**

**LESSON PLAN AND NOTE 1 FOR WEEK 4 ENDING FRIDAY, 17TH MAY, 2024**

**TERM:** THIRD TERM

**WEEK:** WEEK 4

**SUBJECT:** MATHEMATICS

**TOPIC:** AREA

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

**DATE:** MONDAY, 13TH ANDTUESDAY, 14TH 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 rectangle
2. Draw a rectangle
3. Identify and state the side and surface of a rectangle

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

**PREVIOUS KNOWLEGDE:** pupils learnt about sides and surface of a square.

**INSTRUCTIONAL MATERIALS:**

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

**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 rectangle.  square | Identify a rectangle | For proper understanding |
| **STEP 2** | Teaches and leads pupils to draw a rectangle  square draw | Learn carefully | For better understanding |
| **STEP 3** | Teaches and leads pupils to identify and state the side and surface of a square  tyuj  A rectangle have  Sides = 4  Surface = 1 | 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 rectangle 2. Draw a rectangle 3. Identify and state the side and surface of a rectangle | 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 rectangle have? 2. How many surface does a rectangle have? | Returns home with task | Extending the lesson home |

**LESSON PLAN AND NOTE 2 FOR WEEK 4 ENDING FRIDAY, 17TH MAY, 2024**

**TERM:** THIRD TERM

**WEEK:** WEEK 4

**SUBJECT:** MATHEMATICS

**TOPIC:** AREA

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

**DATE:** WEDNESDAY, 15TH ANDTHURSDAY, 16TH 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 a triangle
2. Draw a triangle
3. Identify and state the side and surface of a triangle

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

**PREVIOUS KNOWLEGDE:** pupils learnt about sides and surface of a rectangle.

**INSTRUCTIONAL MATERIALS:**

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

**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 triangle.  triangl | Identify a triangle | For proper understanding |
| **STEP 2** | Teaches and leads pupils to draw a triangle.  trangle | Learn carefully | For better understanding |
| **STEP 3** | Teaches and leads pupils to identify and state the side and surface of a triangle.  tty  A triangle have  Sides = 3  Surface = 1 | 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 triangle 2. Draw a triangle 3. Identify and state the side and 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** | 1. How many sides does a triangle have? 2. How many surface does a triangle have? | Returns home with task | Extending the lesson home |

**LESSON PLAN AND NOTE 3 FOR WEEK 4 ENDING FRIDAY, 17TH MAY, 2024**

**TERM:** THIRD TERM

**WEEK:** WEEK 4

**SUBJECT:** MATHEMATICS

**TOPIC:** AREA

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

**DATE:** FRIDAY, 17TH 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. Identify the bigger surface area of the triangle
2. Identify the smaller surface area of the triangle
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 triangles
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 triangle that is bigger.  A  B | Identify the bigger surface triangle A | For proper understanding |
| **STEP 2** | Leads pupils to identify the surface of a triangle that is smaller.  A  B | Identify the smaller surface triangle B | For better understanding |
| **STEP 3** | Teaches and leads pupils to rearrange objects from smallest to largest.  B  A    C  B is the smallest  C is the smaller  A 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 triangle 2. Identify the smaller surface area of the triangle 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 |



Approved as a working document.

Dep. Head Instructor (Academics)

10TH MAY, 2024