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| **Week Ending:**  | **DAY:**  | **Subject:** Mathematics |
| **Duration:** 60mins per lesson | **Strand:** Number  |
| **Class:** B3 | **Class Size:**  | **Sub Strand:** Counting & Representation |
| **Content Standard:** B3.1.1.1 Count and estimate quantities from 0 to 10,000 | **Indicator:** B3.1.1.1.1 use number names ,counting sequences and how to count to find out how many | **Lesson:**1 OF 1 |
| **Performance Indicator:** Learners can use number names ,counting sequences and how to count to find out how many | **CORE COMPETENCE:**Problem Solving skills; Critical Thinking; Justification of Ideas; |
| **Teaching/ Learning Resources** | Counters, bundle and loose straws base ten cut square, patterns |
| **References:** MathematicsCurriculum Pg. 42 |

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| **DAYS** | **PHASE 1: STARTER** | **PHASE 2: MAIN** | **PHASE 3: REFLECTION** |
| Monday  | Play show me a number game with learners (up to 10), with fingers.Teacher mentions the number from (1 to 10).Learners then show their fingers up to show the number.  | Guide learners to skip count forwards and backwards from 0 to 10,000 by 10s, 50s 100s, 500s and 1000s starting at any point. Learners to identify and correct errors or omissions in a skip counting sequence  | What have we learnt today? Counting sequenceGive learners task to count numbers in sequence that is by 1s and 2s |
| Tuesday  | Have learners to write number patterns in the air.Bring handy objects to class, call learners to count them. Now use the “how many” to ask pupils about what they counted | Guide learners to count to tell the number of objects in given collection of objects by selecting the most appropriate of three estimates for a given collection of objects and justify the choice. | Have learners to count how many books , desks, tables ,pencils, crayons, blackboard, rulers, sharpeners, erasers etc. in the classroom |
| Wednesday | Play show me a number game with learners (up to 10), with fingers.Teacher mentions the number from (1 to 10).Learners then show their fingers up to show the number. Show learners a chalk box full of chalks.Ask learners to guess the number of chalks and hence introduce the lesson | Represent numbers or quantities to 1000 with written numerals Write number words for given multiples of ten to 9999 and for multiples of 100 to 99990 Guide learners to count by 2s, 5s or 10s, to answer “how many?” questions about as many as 100 or 1000 objects regardless of the order in which the objects are counted or the arrangement of the objects | What have we learnt today?EstimationHave learners to estimate the number of objects in a small group |
| Thursday | Engage learners in the game; Clap that number (up to 10). Have learners count in unison as they clap the number. | Display a number chart with numbers between 0 and 10,000. Have learners identify numbers in different positions around a given number. Put learners in convenient groups and give each group a number grid and have them identify numbers in different positions around a chosen number. For example, choose 34 and identify numbers above, below, to the right or to the left etc.  | Give learners task to identify numbers in different positions around a chosen number using number grid |