NUMERACY LESSON PLAN

GRADE	LEARNING AREA	WEEK	DATE	LESSON	TIME	ROLL	
	MATHEMATICS ACTIVITIES	#____	__/__/__	#____	__:__ __:__	____ BOYS	____ GIRLS

STRAND	Mathematics (Numeracy) Activities
SUB STRAND	Comparing numbers
ESSENCE STATEMENT	
KEY INQUIRY QUESTIONS	How can I help learners appreciate communication/collaboration through this activity?
SPECIFIC LEARNING OUTCOMES	The learner should be able to: a) Compare numbers and decide whether they are greater than, smaller than or equal to. b) Explain and use different terminology that means greater than, lesser that and equal to.
LEARNING EXPERIENCES	Facilitator asks learners questions about comparing, learner to listen and think of situations where comparing applies (i.e. I am smaller than my brother).
PERTINENT AND CONTEMPORARY ISSUE (PCI)	Peer and Health education, mentorship
CO-COMPETENCY	Digital Literacy, Communication and Collaboration, Learning to Learn, Self-efficacy
CO-VALUES	Responsibility, autonomy, respect
LTK+	ELM – Compare activity.
OTHER LEARNING RESOURCES	ELM Printables - Compare

Note that if you are able to have a Teacher aid for the Lesson Plan, it may be very helpful to the facilitator.

Learning Organisation

1) Learners in pairs to use the compare activities on ELM to enhance their skills.
2) Learners in pairs/groups to compare two sets of objects.

Review of previous lesson (2 mins)

Learners to share with the whole class in turns, on the previous lesson, what they liked about the lesson as they learn from one another.

Introduction (5 mins)

1) How can I compare quantities (number of elements) in two groups of objects/people?

2) Tell learners: "I made a cake and cut it into 8 pieces. I invite 5 people over and serve them cake". Then ask:
   - Do I have enough cake for all of my guests?
   - Can each person have 2 pieces of cake?
   - Why/Why not?
   - What kinds of terms are we using?

Learners discuss each question and what it means to compare numbers. Illicit in their discussion the of smaller than, greater than and equal to. Give learners alternate terms that can also be used to compare objects/people (example below).

Lesson development (10 mins)
Two activities are described below. These activities can run concurrently in the classroom or be done separately.

Activity 1: Count and Compare two sets of objects.

Facilitator Preparation:
- Divide Class into 2 groups.
- Subdivide group into several smaller groups (4-5 learners/group).
- These small groups will work with objects in the middle of the classroom.
- Prepare several sets of objects (as many as needed for number of learners/group).
- Groups will switch to 2nd activity after 20 mins.

Stage (Time)	Facilitator's Activities	Learners' Activities
Introduction (5 mins)	Assign an area for each small group. Tell learners: *You will be organizing objects in two sets according to the numbers you draw on a card (show cards).* *You will also draw symbols that show which is bigger, smaller or equal to: <, >, =*	Learners listen. Then draw a card and divide objects accordingly
Activity (15 mins)	1) Give learners a set of cards that has 2 random numbers between 1 & 10 (i.e. 7,3 -6,1-2,2). 2) Give learners blank cards where they can draw: <, >, =; and write : more/bigger than, less/smaller than, equal to/same as. 3) One person in the group draws a card with 2 random numbers on it and divides objects into 2 sets using the	Learners discuss number of objects in each set of objects, then place the correct expression between the 2 group of objects.

	number cards. For example: 7,6 (others help accordingly). 4) The other members of the group count objects in each set of objects and use the expressions: more/bigger than, less/smaller than, equal to/same as and place the correct expression between the two sets of objects correctly. 5) Learners verify answer and discuss. 6) Redo activity several times, alternating between learners in the group for each role.	

Activity 2: Compare activity in ELM.

Facilitator Preparation:
- Divide Class into 2 groups.
- Subdivide group into pairs.
- These learners will go to the computer.
- Setup computer stations around the classroom and assign teams.
- Groups will switch to 2nd activity after 20 mins.

Stage (Time)	Facilitator's Activities	Learners' Activities
Introduction (5 mins)	Tell learners: *You will be working on an activity on the computer. Take turns to solve each problem and complete your puzzle. Work together when you need help.* Have learners go to ELM and log in: 1) Learners select and complete the Compare activity in Number Concept, starting at Step1. 2) Have them work 2-3 learners together, alternating between who solves the problem (puzzle piece) in one student's account. 3) If learners need help they can ask a member of their group for help.	Learners work together and alternate to work on the Compare activity in ELM.

Learner Reflection

Facilitator Preparation:
- Divide Class into 2 groups.
- Subdivide group into pairs.

Stage (Time)	Facilitator's Activities	Learners' Activities
Reflection (20 mins)	Ask learners what they learned from the activities: • Was it difficult? Why? • What strategies did you use when you got stuck? • What were the challenges? • How did they overcome these?	Learners reflect on the activity. Discuss.

Examples of alternate comparing terms

- Same as
- Smaller than
- Bigger than
- Equal to
- Less than
- Greater than

Prompts the facilitator can encourage learners to use

When a learner is stuck, another group member will prompt them by saying:
- What is the first thing you do when comparing two sets of objects?
- Let's categorize/organize/sort these objects
- Let's count these objects
- Let's write the number of objects on a piece of paper
- Let's write the symbols that are associated with the terms: *Greater than, lesser than* and *equal to*...
- Who has more? Who has less?