

# NUMERACY LESSON PLAN

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

<b>STRAND</b>	Numbers
<b>SUB STRAND</b>	Number concept
<b>ESSENCE STATEMENT</b>	The learner can count forwards and backwards from 1-20 and understand how number sequences can be applied to the counting of objects in both real-life and the digital context.
<b>KEY INQUIRY QUESTIONS</b>	Why do we need to count in order?
<b>SPECIFIC LEARNING OUTCOMES</b>	The learner should be able to: <ol style="list-style-type: none"> <li>Know which number, between 1 and 20, comes before or after the other.</li> <li>Demonstrate counting using objects and digital resources.</li> <li>Appreciate counting as a sequence.</li> </ol>
<b>LTK+</b>	ELM – Count activity.
<b>OTHER LEARNING RESOURCES</b>	Flashcards, paint, plain papers, sticks, exercise books, tablets/computers, stopwatch.

### Learning Organisation

- Learners in pairs to use the counting activity on ELM to enhance counting.
- Learners in pairs/groups to count in 2's and 5's forward starting from any point.
- Learners in pairs/groups to count in 2's and 5's backward starting from any point.
- Counting game in groups: Learners involved in a timed forward / backward counting game.

### 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)

The teacher to lead the class in singing the song 'I caught a fish' - 1,2,3,4,5 once I caught a fish alive.

Ask learners what the words 'before' and 'after' mean- use their daily activities such as 'what do you do before you take breakfast? While at school, what do you do after the break time? As they answer emphasize on order as a value of responsibility in day-to-day life.

### Lesson development (10 mins)

**Step 1:** Pair the learners and have them take a label 'before' and the other 'after'. Guide them to use the numbers between 1 and 20, while using the words 'before' and 'after', for example, 1 comes before 2, 3 comes after 2 etc. Guide them to identify other items, events, activities e.g. time of the day, birth order, meals etc. while considering the multiple perspectives in critical thinking.

**Step 2:** Write the odd numbers between 1 and 20, ask the learners to have different partners and brainstorm on which numbers are missing to enhance deeper structures.

**Step 3:** Write even numbers between 1-20, leaving blanks in the place of the odd numbers, ask the learners to share out the ideas on how to fill in the blanks with the correct answers.

### Differential Learning: Learning stations (10mins/station)

Set the stopwatch for 10 minutes, when the timer goes, students switch stations

**Group 1:** Ask this group to write number 1 – 20 in order, in their books.

**Group 2:** Issue this group with flash cards to arrange in order the cards between no.1 to 20.

**Group 3:** Issue to this group with plain papers, paints and sticks. Let them do stick painting of numbers from 1 – 20 (allow room for learners who can write to 15 or even 20) as they enhance their creative thinking.

**Group 4:** Let this group use tablets/computers and log in to ELM, guide them go to the Activity on counting Step 2 (having completed step 1). Lead them to each do one step before logging out and passing on the mouse to the partner. Emphasize peer support and feedback. This enhances collaboration and turn taking.

### Conclusion: (5 mins)

Wrap up the lesson with a rhyme:

*One potato, two potato, three potato, four  
Five potato, six potato, seven potato, more  
Eight potato, nine potatoes, ten potato, ooh.*

### Learner Reflection

Ask learners if they feel like they could show a friend what they learned today (thumbs up vs. thumbs down).

Have the learners clean up and put all the materials used in order.

### Extended Activity

Learners to count and record items in their homes and environment in an order while keeping a mental image of the order.



### Summary Statement

We should always count in order: this will help us to know what should come after and before another.

### Teacher Reflection (Sample)

*Overall this was a productive lesson and most learners were able to articulate skip counting. Next time I would refer to a large number line on the board and conduct a class activity. This would allow stronger learners to model the skill and weaker learners would have another opportunity to reach their learning goal in a low-risk environment. Using a timer or music would also be an effective way to maintain station times and allows learners to transition more naturally from one activity to the next.*

### ASSESSMENT

Each learner is given an opportunity to count in twos and fives forward and backward. A rubric can be used to document the assessment.

