**FIRST TERM PLAN LESSON OUTLINE BASIC 6**

**LESSON PLAN FOR WEEK 9**

**Teacher’s Basic 6**

1. Name:
2. School:
3. Term:
4. Duration:
5. Age:
6. Class:

**PLAN FOR THE FOLLOWING SUBJECTS:**

* [**Basic Science and Technology (BST)**](http://clicksamplenote.com.ng/category/all-subjects/bst/)

1. Basic Science
2. Information Technology (Computer Studies)
3. Physical and Health Education

* [**Cultural and Creative Art**](http://clicksamplenote.com.ng/category/all-subjects/cca/)
* [**English Studies**](http://clicksamplenote.com.ng/category/all-subjects/es/)
* [**Mathematics**](http://clicksamplenote.com.ng/category/all-subjects/m/)
* [**Pre-Vocational studies (PVS)**](http://clicksamplenote.com.ng/category/all-subjects/pvs/)

1. Agriculture
2. Home Economics

* [**Religion and National Values**](http://clicksamplenote.com.ng/category/all-subjects/rvs/)

1. Christian Religious Studies
2. Civic Education
3. Islamic Religious Studies
4. Security Education
5. Social Studies

* [**Yoruba**](http://clicksamplenote.com.ng/category/all-subjects/yl/)

**CONTENT OF THE LESSON PLAN**

* **Basic Science (BST)**

[**Improving Crops Yield**](http://clicksamplenote.com.ng/2018/10/18/improving-crops-yield-population-and-economic-consequences/) **-** Food and Cash Crops, The Importance of Labour, Storage of Farm Produce

* **Information Technology (Computer Studies) -** [**Word Processor Environment**](http://clicksamplenote.com.ng/2018/11/01/word-processing-environment/) (Title Bar, Menu Bar Tool Bar)
* **Physical and Health Education -** [**Football**](http://clicksamplenote.com.ng/2018/06/30/football-officiating-rules-and-regulations/)**:**Rules and Regulation, Official and duties
* **Cultural and Creative Art  -** [**Introduction to the Tie and Dye**](http://clicksamplenote.com.ng/2018/11/01/introduction-to-tie-and-dye-ii/)**:** Meaning of Tie and Dye, Methods of Making Tie and Dye Products
* **English Studies**- Speech Work: [Direct and Indirect Speech](http://clicksamplenote.com.ng/2018/09/10/english-studies-4/), [Reading Comprehensive,](http://clicksamplenote.com.ng/2018/08/29/reading-comprehension-2/) Writing: Simple Future Questions and Past Tense, Structure: Sentence Building, Grammar: [Conjunction - meaning and identifications](http://clicksamplenote.com.ng/2018/11/02/parts-of-speech-conjunction/), Dictation: [Teaching New Words](http://clicksamplenote.com.ng/2018/08/29/teaching-of-new-words/), Verbal Aptitude
* **Mathematics -** [**Multiplication of 3-Digit Whole Numbers, decimals and Word Problems**](http://clicksamplenote.com.ng/2018/11/02/multiplication-of-whole-numbers-fractions-and-decimals/)
* **Agriculture** - [**People of Agriculture**](http://clicksamplenote.com.ng/2018/11/01/people-in-agriculture/)
* **Home Economic -** [**Good Eating Habits**](http://clicksamplenote.com.ng/2018/10/27/how-to-receive-and-entertain-guest/)
* **Christian Religious Studies -** [**The Epistles of Paul II - Names of Paul's Epistles**](http://clicksamplenote.com.ng/2018/10/28/13-letter-of-paul/)
* **Civic Education -** [**Ethnicity**](http://clicksamplenote.com.ng/2018/07/12/problems-of-ethnic-state-and-group-loyalty/)**:** Meaning of Ethnicity, Problems of Ethnic State and Group loyalty
* **Islamic Religious Studies**
* **Security Education**
* **Social Studies -** [**Employment and Unemployment**](http://clicksamplenote.com.ng/2018/11/01/employment-and-unemployment/)**:** Meaning, Problems of Unemployment, Solutions to Unemployment, Consequences of People's Negative Attitudes Towards PLWHA workers
* **Yoruba**

**BASIC SCIENCE**

**TOPIC:**Improving Crops Yield - Population and Economic Consequences

A family is a group of people who are closely related to each other, such as a mother, a father, and their children. This set up is called nuclear family. In Africa, other relatives like Uncle, Nephew, Niece, Aunt, etc. live with the nuclear family in the same house. This is called extended family.

**PERFORMANCE OBJECTIVES** By the end of the lesson, the pupils should have attained the following objectives (cognitive, affective and psychomotor) and be able to explain how family size affects the demand for more crops; discuss how family labour size affects food (crop) production; mention ways of improving crop yield; state the effects of good crop yield on family and national development.

**ENTRY BEHAVIOR** The pupils are required to already have learned [growing of crops.](http://clicksamplenote.com.ng/2018/10/18/growing-crops/)

**INSTRUCTIONAL MATERIALS** The teacher will teach the lesson with the aid of: Food crops, Cash crops, Charts, Posters and pictures of harvesters, storage facilities (e.g. silos, barns) and transport facilities.

**METHOD OF TEACHING** Explanation, Exposition, Discussion, Demonstration, Questions and Answers

**REFERENCE MATERIALS** Scheme of Work, 9 - Years Basic Education Curriculum, MacMillan Basic Science and Technology Book 6, Foundation of Basic Science and Technology Book 6, All Relevant Materials, Online Information

**CONTENT OF THE LESSON**

**LESSON ONE**

Family needs for food and cash crops is as a result of the size of the family. Large family size also means large amount of food to feed the members. A small family size requires small amount of food but they produce less.

**FOOD** **CROPS** Food crops are grown for food only (i.e. substances agriculture). Examples of such food crops are yam, cassava, maize, millet, banana, plantain, rice, etc. These are grown by family members for food production. Food crop farms are not usually far from villages.

**CASH CROPS** Cash crops are grown for both food and sale (i.e. commercial agriculture). Examples of cash crops are cocoa, Kolanuts, rubber, palm oil, cotton, etc. They are done on a large scale so that they can be sold in markets, especially to those who do not engage in farming.

**LESSON TWO**

**METHODS OF IMPROVING CROPS YIELD** Different ways of improving crops yield:

1. The use of fertilizer and manure.
2. Using improved seeds of crops and breeds of animals.
3. Practicing modern method of farming.
4. Co-operative society.
5. Educating the farmers.

**EFFECTS OF FAMILY SIZE ON CROP PRODUCTION** The increase in number of people living together as a family (including other relatives) affect the amount of food needed by the family and amount of crop that can be produced to provide food for the family.

**LESSON THREE**

**REASONS FOR IMPROVING CROP YIELD**  The total quantity of a crop (food) produced from the farm at a particular time is called the farm yield or output. It is important to increase the yield of crops because of the following reasons:

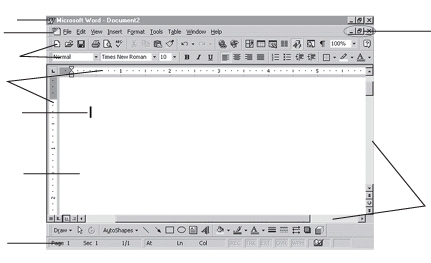
1. More food will be needed for the fast growing population;
2. It will increase the family income;
3. It prevents the problem of malnutrition and ill-health;
4. It will increase food reserve of the country;
5. It will give more income to the government through exportation;
6. It will improve the general well-being of the people.

**PRESENTATION** To deliver the lesson, the teacher adopts the following steps:

1. To introduce the lesson, the teacher revises the previous lesson. Based on this, he/she asks the pupils some questions;
2. Initiates and guides class discussion on the importance of increased labour on crop yield;
3. Pupil's Activities - Participate in class discussion.
4. Plans and leads to visit a food and cash crop farms;
5. Pupil's Activities - List foods and cash crop grown by family members; Visit foods and cash crop farms.

**CONCLUSION** To conclude the lesson for the week, the teacher revises the entire lesson and links it to the following week’s lesson - the human circulation system

**LESSON EVALUATION/ASSIGNMENT** **Pupils to** explain three effects of family size on crop demand; discuss how family labour size affects crop production in the locality.

[](http://clicksamplenote.com.ng/2018/10/21/word-processing-software/img_20181021_203628_608/)

**PHYSICAL AND HEALTH EDUCATION**

**TOPIC:** Officiating Rules and Regulations

The aim of football is to score more goals then your opponent in a 90 minute playing time frame.

**PERFORMANCE OBJECTIVES** By the end of the lesson, the pupils should have attained the following objectives (cognitive, affective and psychomotor) and be able to list football rules and regulations; mention the key officials of football game; play the game by observing the rules.

**ENTRY BEHAVIOR** The pupils are required to already have learned in basic 4, 5 and 6: [Basic skills in football](http://clicksamplenote.com.ng/2018/06/15/football-basic-skills-in-football/), The [history of football](http://clicksamplenote.com.ng/2018/06/23/football-history-of-football-in-nigeria/) in Nigeria, Facilities and equipment used in football, Football pitch, [Positioning of players](http://clicksamplenote.com.ng/2018/06/30/football-position-of-the-players-on-the-field/) on the field.

**INSTRUCTIONAL MATERIALS** The teacher will teach the lesson with the aid of: Football, Whistle, Course books, Video clips, Stop watch

**METHOD OF TEACHING** Explanation, Exposition, Discussion, Demonstration, Questions and Answers

**REFERENCE MATERIALS** Scheme of Work, 9 - Year Basic Education Curriculum, [Tutorialspoint](https://www.tutorialspoint.com/football/football_how_to_play.htm), Compendium Physical and Health Education for basic 6, Theory of Football Practice, All Relevant Materials, Online Materials

**CONTENT OF THE LESSON**

The match is divided into two halves of 45 minutes each. There is 15 minutes rest between the two halves. After 90 minutes of play, extra minutes is added on by the referee (injury time), accordingly.

**OFFICIATING RULES AND REGULATIONS** These are some of the major rules and regulations of the game:

* ***Offside*** A player is in offside position when he is behind the last defender of his opponent.
* ***Throw-in*** Throw-in comes into the game when the ball is either kicked or travels completely outside the field. Throw-in means to catch the ball with both the hands behind the head and throw it inside the field.
* ***The yellow card rules*** The yellow card is issued to the players by the referee when a player disregard the rules of the game or commits a mistake. The first yellow is called warning and second card is accomplished by red card. Reason for yellow card are disregarding rules and regulations of the game, playing dangerously, shooting the ball intentionally, wasting time of playing and so on.
* ***The red card rules*** The red card is given directly depending on the offense or when a player is shown the yellow card twice. Reasons for red card are kicking intentionally, jumping over player, hitting, charging, pushing, holding or handing the ball incorrectly.
* ***Free kick*** There are two types of free kicks: Direct kick - ball is kick directly into the goal and no need to passed or touched by the teammate. Indirect kick - ball must be passed or touched by the teammate who kicks it before scoring a goal.
* **The rules of penalty kick**

Penalty is awarded when a player committed a foul in his own penalty box. All players must stand in line outside the penalty area except the goalkeeper. The ball is played on penalty spot before the kick.

* **Corner kick** Corner kick is play on the angle 90 degrees arc of the field. It is give when a ball is played, touched or hit over the goal line by a teammate.
* ***Goal kick*** A goal kick is given when a ball goes over the goal line by the attacking team, not into the goal post. It is played by the goalkeeper or defender.

**OFFICIALS AND THEIR DUTIES**

**1. REFEREE** The referee is the person empowered to enforce the laws during the game of play.

2. **LINESMAN** Linesmen are two assistant referees empowered to assist the main referee during game of play.

**PRESENTATION** To deliver the lesson, the teacher adopts the following steps:

1. To introduce the lesson, the teacher revises the previous lesson. Based on this, he/she asks the pupils some questions;
2. Explains the rules and regulations;
3. Explains the roles of officials;
4. Pupil’s Activities - Listen to the teacher’s explanation.
5. Pupil’s Activities - Observe the rules and regulations in a game situation; Play football.
6. Supervises pupil's activities.
7. Note taking.

**CONCLUSION** To conclude the lesson for the week, the teacher revises the entire lesson and links it to the following week’s lesson - table tennis.

**LESSON EVALUATION** **Pupils to:** list the officiating in football; states the rules and regulations in football; apply the rules and regulations.

**CULTURAL AND CREATIVE ART**

**TOPIC:** Introduction To Tie and Dye

Tie and Dye is the process of decorating and adding personality to cloth (fabric). In this process, tie prevents the cloth from dye, while the untied takes the dye. Tie and dye Tie and dye is a fabric decoration technique that is common in Abeokuta, Ogun State, Nigeria.

**PERFORMANCE OBJECTIVES** By the end of the lesson, the pupils should have attained the following objectives (cognitive, affective and psychomotor) and be able to explain the meaning of tie and dye; state various methods of making tie and dye.

**ENTRY BEHAVIOR** The pupils are required to already have learned modeling in basic 4.

**INSTRUCTIONAL MATERIALS** The teacher will teach the lesson with the aid of: Cloth (cotton), Dye stuff, Chemicals, Rubber ropes, Dye bath, Glove, Water (hot and cold), Pegs, Wooden sticks

**METHOD OF TEACHING** Explanation, Discussion, Demonstration, Questions and Answers

**REFERENCE MATERIALS** Scheme of Work, 9 - Years Basic Education Curriculum, Course Book 6, All Relevant Materials, Online Materials

**CONTENT OF THE LESSON**

**TIE AND DYE**

Tie and dye designs can be simple or complex. They can be of a single colour (monochrome), or multicolored. Other techniques of fabric decoration include printing, embroidery, painting, and appliqué.

**METHODS OF MAKING TIE AND DYE**

1. **Folding** is a method of making stripes patterns by folding.
2. **Tying** is a method of tying the fabric to create a patterns or designs.
3. **Stitching** is a method of using needle (machine) and tread to join or pull together to form or create a patterns or designs.
4. **Knotting** is a method of using clamps and pegs to hold fabric together create patterns or designs.
5. **Pleating** is a method of folding.
6. **Marbling** is a method of loosening and pressing together without any definite patterns or designs.
7. **Batik** is a wax-resist method of dyeing fabric.

**PRESENTATION** To deliver the lesson, the teacher adopts the following steps:

1. To introduce the lesson, the teacher revises the [previous lesson](http://clicksamplenote.com.ng/2018/10/02/imaginative-composition-ii-2/). Based on this, he/she asks the pupils some questions;
2. Explains the meaning of tie and dye;
3. Pupil’s Activities - Listen to the teacher.
4. Discusses method of making tie dye;
5. Pupil’s Activities - Discuss the methods of tie and dye with teacher and asks questions.

**CONCLUSION** To conclude the lesson for the week, the teacher revises the entire lesson and links it to the following week’s lesson.

**LESSON EVALUATION/ASSIGNMENT Pupils to** explain the meaning of tie and dye; list three methods of tie and dye.

**ENGLISH STUDIES**

**LESSON \_\_\_\_ DICTATION**

**TOPIC:** Dictation

**PERFORMANCE OBJECTIVES** By the end of the lesson, the pupils should have attained the following objectives (cognitive, affective and psychomotor) and be able to Pick out new words from the passage; write the meaning of new word/word bank in the passage; Make a sentence with these words; Write down the dictated words.

**ENTRY BEHAVIOR** The pupils are required to already have learned...

**INSTRUCTIONAL MATERIALS** The teacher will teach the lesson with the aid of course book and dictionary.

**REFERENCE MATERIALS**  Scheme of Work, 9 - Years Basic Education Curriculum, MacMillan Brilliant Primary English school book 6, All Relevant Materials

**CONTENT OF THE LESSON**

***WORD BANK***

**WORDS AND THEIR MEANINGS**

**PRESENTATION** To deliver the lesson, the teacher adopts the following steps:

1. To introduce the lesson, the teacher revises the previous lesson. Based on this, he/she asks the pupils some questions;
2. Guides pupils to pick out new words from the passage;
3. Pupil’s Activities - Scan the meaning of the new words.
4. Write them on the board and tells pupils their meanings;
5. Pupil’s Activities - Listen to the meanings of words and repeat after the teacher.

**CONCLUSION** To conclude the lesson for the week, the teacher revises the entire lesson and links it to the following week’s lesson.

**LESSON EVALUATION/ASSIGNMENT Pupils to** state correctly and write the meaning of new words given; Listen and write the words dictated.

**ENGLISH STUDIES**

**LESSON \_\_\_\_** Direct and Indirect Speech

**TOPIC:** Direct and Indirect Speech

There are ways to report someone speech (my dad is a teacher).

Direct speech (repeating the exact speech) with quotation marks. For example - "my dad is a teacher", she said.

Indirect speech (reporting the exact speech) - she said her dad was a teacher.

**PERFORMANCE OBJECTIVES** By the end of the lesson, the pupils should have attained the following objectives (cognitive, affective and psychomotor) and be to use direct and indirect reporting orally and in writing; recognize the changes that take place in direct speech to reported or indirect speech.

**ENTRY BEHAVIOR** The pupils are required to already have learned direct and indirect speech in their previous class.

**INSTRUCTIONAL MATERIALS** The teacher will teach the lesson with the aid of Flash cards, Course book

**REFERENCE MATERIALS** Scheme of Work, 9 - Years Basic Education Curriculum, MacMillan Brilliant Primary English school book 6, Tanus Basic English Book 6, All Relevant Materials

**CONTENT OF THE LESSON**

**DIRECT OR REPEATED SPEECH**

Direct speech repeats, quotes, says or writes the actual or exact words spoken by someone else.

**INDIRECT OR REPORTED SPEECH**

Indirect speech reporting what someone else said or wrote without using the actual or exact words.

**DIRECT AND INDIRECT SPEECH**

**EXAMPLES**

**I am hungry.**

Direct speech - "I am hungry", said Seun. [click]

Indirect Speech - Seun said he was hungry.

**I will see you tomorrow.**

Direct speech - "I will see you tomorrow", he said.

Indirect Speech - He said he would see him/her/them the next day.

**My dad was a trader.**

Direct speech - "My dad was a trader", he said.

Indirect speech - He said, his dad had been a trader.

**My uncle gave me a book yesterday.**

Direct speech - "My uncle gave me a book yesterday", Samson said.

Indirect speech - Samson said that his uncle gave him a book the previous day.

* **Change the following speech to direct speech and reported speech**

**My name is Segun.**

Direct speech -

Indirect speech -

**I come from Kwara State.**

Direct speech -

Indirect speech -

**I am in primary 6.**

Direct speech -

Indirect speech -

**My father bought me a new bicycle.**

Direct speech -

Indirect speech -

**Where are you going Segun.**

Direct speech -

Indirect speech -

**PRESENTATION** To deliver the lesson, the teacher adopts the following steps:

1. To introduce the lesson, the teacher revises the previous lesson. Based on this, he/she asks the pupils some questions;
2. Creates a true to life situation in which the language activity will take place.
3. Pupil’s Activities - Dramatize the situation involving direct and indirect speech in groups.
4. Guides pupils to use direct and indirect speech.
5. Pupil's Activities - Practice use of direct and indirect speech.

**CONCLUSION** To conclude the lesson for the week, the teacher revises the entire lesson and links it to the following week’s lesson.

**LESSON EVALUATION**/**ASSIGNMENT** **Pupils to:**use direct and indirect reporting orally and in writing.

**ENGLISH STUDIES**

**LESSON \_\_\_\_** Conjunctions

**TOPIC:** Conjunctions

Conjunctions are words used to join or link words, phrases, clauses or sentences together. For example, but, and, yet, or, since, because, etc.

A conjunction can be a word or group of words. For example, and, or, yet, etc. are single word while as long as, as far as, as soon as, etc. are group of words.

**PERFORMANCE OBJECTIVES** By the end of the lesson, the pupils should have attained the following objectives (cognitive, affective and psychomotor) and be able to identify conjunction; use conjunction in making sentences.

**ENTRY BEHAVIOR** The pupils are required to already have learned in their lesson - [Prepositions](http://clicksamplenote.com.ng/2018/10/28/parts-of-speech/).

**INSTRUCTIONAL MATERIALS** The teacher will teach the lesson with the aid of Course book, Real objects, Pictures

**REFERENCE MATERIALS** [Scheme of Work](http://clicksamplenote.com.ng/2018/09/28/scheme-of-work-first-term-english-studies-basic-6/), 9 - Years Basic Education Curriculum, Course Books, [Learngrammar](http://www.learngrammar.net/english-grammar/adjective), All Relevant Materials, Online Materials

**CONTENT OF THE LESSON**

**TYPES/IDENTIFICATION OF CONJUNCTIONS**

There are three (3) of conjunctions:

#### Coordinating Conjunction

Coordinating conjunction join words, phrases or clauses which are grammatically similar or equal. It joins the following - word + word, phrase + phrase or clause + clause.

***Examples*** are for, and, nor, but, or, yet and so.

***Usage***

1. I like bread **and** butter. (word + word)
2. He always like to sit at the front **or** at the back. (word + word)
3. I waited for her **but** she didn't come. (clause + clause)

#### Subordinating Conjunction

Subordinating conjunction join two clauses together or describe the relationship between two clauses - dependent and independent clauses.

***Examples*** are - while, as soon as, although, before, even if, because, no matter how, whether, wherever, when, until, after, as if, how, if, provided, in that, once, supposing, while, unless, in case, as far as, now that, as, so that, though, since.

***Usage***

1. He usually eats at home, **because** he likes cooking.
2. My work must be finished **before** afternoon.
3. She works every day, even **on** Sundays.

* ***Correlative Conjunction***

Correlation conjunction are paired words which are used to join equal sentence elements together.

**Examples are:**

1. as - as
2. either - or
3. neither - nor
4. not only - but also
5. both - and
6. whether - or
7. so - as

***Usages***

1. He is ***both***intelligent ***and*** ugly.
2. I will ***either***go for a ride ***or*** stay home and watch TV.
3. Jerry is ***neither*** poor ***nor*** rich.
4. She is ***not only***intelligent, ***but also***very famous.
5. Would you ***rather*** go party ***or***spend the day at the beach?

***Exercises***

***Underline the conjunction:***

1. She bought a book and pencil.
2. I forgot to bring my mathematical set and calculator.
3. It make me happy when you laugh.
4. She is neither polite nor funny.
5. This salad is both delicious and healthy.
6. The test was both very short and quite easy.

**Join the sentence with the option given:**

1. John failed Mathematics. He passed English Studies.

[a] but

[b] because

[c] moreover

2. Paul, Peter attended the party.

[a] but

[b] and

[c] nor

3. Michael is good at English. He is terrible at Mathematics.

[a] but

[b] and

[c] nor

4. The choir came to church. Ministered in song.

[a] but

[b] and

[c] nor

5. I ate my indomie. I was hungry.

[a] but

[b] and

[c] because

**PRESENTATION** To deliver the lesson, the teacher adopts the following steps:

1. To introduce the lesson, the teacher revises the previous lesson. Based on this, he/she asks the pupils some questions;
2. Explains conjunction;
3. Guides pupils to identify conjunction;
4. Pupil’s Activities - Identify conjunction.
5. Guides pupils to use conjunction in sentences;
6. Pupil’s Activities - Use conjunction in making sentences.

**CONCLUSION** To conclude the lesson for the week, the teacher revises the entire lesson and links it to the following week’s lesson - exclamation and interjection.

**LESSON EVALUATION/ASSIGNMENT** **Pupil to** identify conjunction in sentences; make correct use of conjunction.

**MATHEMATICS**

**TOPIC:**Multiplication of Whole Numbers, Decimals and Fractions

**PERFORMANCE OBJECTIVES** By the end of the lesson, the pupils should have attained the following objectives (cognitive, affective and psychomotor) and be able to:

***1. Whole Numbers -*** multiply 4- and 5-digit numbers by 1-digit number; multiply 4- and 5-digit numbers by 2-digit numbers; multiply 3-digit by 3-digit numbers; solve word problems on multiplication of whole numbers.

2. ***Decimal Fractions -*** multiply mixed numbers; multiply decimals by 2-digit number; multiply decimals by decimals.

**ENTRY BEHAVIOR** The pupils are required to already have learned to [addition and substation](http://clicksamplenote.com.ng/2018/10/27/addition-and-substation-of-whole-numbers-fractions-and-decimals/).

**INSTRUCTIONAL MATERIALS** The teacher will teach the lesson with the aid of Board, Chart showing quantitative aptitude problems on multiplication, Orange ball, Flip chart, Multiplication charts

**METHOD OF TEACHING** Explanation, Exposition, Discussion, Demonstration, Questions and answers

**REFERENCE MATERIALS** Scheme of Work, 9 - Years Basic Education Curriculum, New Method Mathematics Book 6, All Relevant Material, Online Information

**CONTENT OF THE LESSON**

**WHOLE NUMBERS**

**LESSON ONE - M*ultiplying 4- and 5-digit numbers by 1-digit number***

* **Example 1**

3 4 6 1 × 4 = 1 3 8 4

3 4 6 1

x       4

1 3 8 4 4

* ***Example 2***

6 2 5 8 4 × 8 =

6 2 5 8 4

x        8

4 5 0 0 6 7

* ***Exercises***

1. 1 3 8 4 4 x 6 =
2. 4 5 0 0 6 x 7 =

**LESSON TWO - Multiplying 4-digit numbers and 5-digit numbers by 2-digit numbers**

* ***Example 1***

2 4 8 9 × 1 2 = 2 9 8 6 8

2 4 8 9

x    1 2

4 9 7 8

+ 2 4 8 9

2 9 8 6 8

* ***Example 2 - multiply 3-digit by 3-digit numbers***

4 7 8 x 1 2 1 =

4 7 8

x 1 2 1

4 7 8

9 5 6

+ 4 7 8

5 7 8 3 8

* ***Exercises***

1. 7 8 3 8 x 4 5 =
2. 1 2 1 x 4 7 8 =

**DECIMAL FRACTIONS**

* **LESSON THREE -  Multiplication of Mixed Numbers**

Lead pupils to the following steps when multiplying mixed numbers:

1. Change mixed number into improper fractions.
2. Cancel common factors and reduce your answers to lowest terms.
3. Write the answer as a mixed numbers.

* ***Example 1- Mixed Fractions***

1 3/4 x 2 4/7 =

Change mixed number into improper fractions,

= 7/4 x 16/7

Cancel common factors and reduce your answers to lowest terms,

= 1/1 x 4/1

= 4.

* ***Example 2 - Fractions by Whole Numbers***

10 x 2 3/8 =

= 10 x 19/8

= 5 x 19/4

= 95/4

= 23 3/4

* ***Example 3***

7/3 x 5/14 =

= 1/3 x 5/7

= 5/21.

* **Exercises**

1. 2 3/12 x 8 =
2. 5/7 x 14/15 =
3. 4 3/4 x 1 2/5 =

**LESSON FOUR**

* **Example 1 - Multiplication of Decimals by 2-digit Numbers**

2 3 . 2 x 1 5 =

2 3 . 2 - - - - - - - - - - - 1 (number of digits after the decimal point)

x   1 5 - - - - - - - - - - - -0 (no decimal point) perform the basic multiplication by ignore decimal point

1 1 6 0

+ 2 3 2

3 4 8 . 0      (1 + 0 = 1, total number after the decimal points then place after the count from the right hand side).

* ***Example 2 - decimals by decimals***

2 . 1 3 x 2 .1 2 =

2 . 1 3     - - - - - - - - 2

x 2 . 1 2     - - - - - - - - 2

2 6 6    4

+  2 1 3

+ 4 2 6

4 . 5 1 5 6      »         decimal point after count of 4 digits from right hand side.

* ***Exercises***

1. 8 9 . 2 3 x 12 =
2. 1 . 0 4 x 1 1 . 2 =

* ***Further exercises on multiplication of whole numbers, decimals and fractions as in recommended books.***

**PRESENTATION** To deliver the lesson, the teacher adopts the following steps:

1. To introduce the lesson, the teacher revises the previous lesson. Based on this, he/she asks the pupils some questions;
2. Guides pupils to Multiply a 4/5 - digit whole numbers by 1/2 - digit whole numbers;
3. Pupil’s Activities - Multiply a 4/5 - digit whole numbers by 1/2 - digit whole numbers.
4. Guides pupils to multiply a 3 - digit whole numbers by 3 - digit whole numbers;
5. Pupil’s Activities - Multiply a 3 - digit whole numbers by 3 - digit whole numbers.
6. Guides pupils to multiply fractions by fractions and whole numbers;
7. Pupil’s Activities - Multiply fractions by fractions and whole numbers.
8. Guides pupils to multiply decimals by decimals and whole numbers;
9. Pupil’s Activities - Multiply decimals by decimals and whole numbers.
10. Work To Do.

**CONCLUSION** To conclude the lesson for the week, the teacher revises the entire lesson and links it to the following week’s lesson - division.

**LESSON EVALUATION/ASSIGNMENT** **Pupils to**as stated in the above exercises.

**AGRICULTURE**

**TOPIC:**People in Agriculture

**PERFORMANCE OBJECTIVES** By the end of the lesson, the pupils should have attained the following objectives (cognitive, affective and psychomotor) and be able to identify people involved in agricultural activities.

**ENTRY BEHAVIOR** The pupils are required to already have learned to [meaning](http://clicksamplenote.com.ng/2018/07/27/meaning-of-agriculture/) and [importance,](http://clicksamplenote.com.ng/2018/09/03/importance-of-agriculture-i/) [problems I,](http://clicksamplenote.com.ng/2018/10/14/problems-of-agriculture/) [problems II](http://clicksamplenote.com.ng/2018/10/16/problems-of-agriculture-ii/) of Agriculture

**INSTRUCTIONAL MATERIALS** The teacher will teach the lesson with the aid of Displays live samples in class.

**METHOD OF TEACHING** Explanation, Discussion, Demonstration, Questions and answers

**REFERENCE MATERIALS** Scheme of Work, 9 - Years Basic Education Curriculum, Course Book, All Relevant Material, Online Information

**CONTENT OF THE LESSON**

**PEOPLE IN AGRICULTURE**

1. Agriculture teachers
2. Crop farmers
3. Gardeners or horticulture
4. Animal rearers or livestock farmers
5. Fishermen
6. Veterinary doctors
7. Agriculture engineers
8. Agricultural economics
9. Soil scientists
10. Market people

**PRESENTATION** To deliver the lesson, the teacher adopts the following steps:

1. To introduce the lesson, the teacher revises the previous lesson. Based on this, he/she asks the pupils some questions;
2. Asks pupils to name different activities that people engaged in agriculture do;
3. Explains the role performed by each group of people named;
4. Pupil’s Activities - List the different activities that people engaged in agriculture do in their localities.

**CONCLUSION** To conclude the lesson for the week, the teacher revises the entire lesson and links it to the following week’s lesson - Origin of farming.

**LESSON EVALUATION/ASSIGNMENT Pupils to**mention five groups of people involved in agriculture.

**HOME ECONOMICS**

**TOPIC:** Good Eating Habits

Meal service is a meal served at any regular occasion such as breakfast, lunch and dinner.

**PERFORMANCE OBJECTIVES** By the end of the lesson, the pupils should have attained the following objectives (cognitive, affective and psychomotor) and be able to state and practice good eating habits; mention ways of receiving and entertaining guest.

**ENTRY BEHAVIOR** The pupils are required to already have learned [Meal Service and Entertainment](http://clicksamplenote.com.ng/2018/10/27/kitchen-tray-table-service/)

**INSTRUCTIONAL MATERIALS** The teacher will teach the lesson with the aid of table.

**METHOD OF TEACHING** Explanation, Discussion, Demonstration, Questions and answers

**REFERENCE MATERIALS** [Scheme of Work](http://clicksamplenote.com.ng/2018/10/06/scheme-of-work-first-term-home-economics-basic-6/), 9 - Years Basic Education Curriculum, Course Book, All Relevant Materials, Online Materials

**CONTENT OF THE LESSON**

**GOOD EATING HABITS**

1. Washing of hands before meals.
2. Chewing with mouth closed.
3. Taking little portion at a time.

**HOW TO RECEIVE AND ENTERTAIN GUESTS**

1. Welcoming guests warmly.
2. Serve guest correctly.
3. Being a good hostess or host.

**TABLE LAYING TECHNIQUES**

* ***Formal Dinner Table***

1. Put down a placemat in front of each chair.
2. A napkin on the left beside the placemat.
3. A plate in the center of the placemat.
4. Fork on the napkin, knife and spoon on the right.
5. A glass wine at the right corner of placemat.

* ***Casual Dinner Table***

1. Put down a placemat at the centre of the table.
2. A napkins on the left of the placemat.
3. A plate in the center of the placemate.
4. Fork on the napkin, knife and spoon on the right.
5. A glass water and wine at the right corner of placemat.

**PRESENTATION** To deliver the lesson, the teacher adopts the following steps:

1. To introduce the lesson, the teacher revises the [previous lesson](http://clicksamplenote.com.ng/2018/10/20/cooking-and-serving-traditional-dishes-and-drinks/). Based on this, he/she asks the pupils some questions;
2. Prepares for practical work;
3. Pupil’s Activities - Discuss and enumerate the type of meal service used in their home, Discuss and list materials required for meal services, Discuss good eating habits.
4. Role - plays most of the activities;
5. Pupil’s Activities - Discuss and state how to receive and entertain guests.
6. Practices tray service and table laying;
7. Pupil’s Activities - Role - play reception of the guests.
8. Pupil’s Notes - Write short notes written by the teacher.

**CONCLUSION** To conclude the lesson for the week, the teacher revises the entire lesson and links it to the following week’s lesson - meal service and entertainment II.

**LESSON EVALUATION/ASSIGNMENT Pupil to** state and practice good eating habits; mention ways of receiving and entertaining guest.

**CHRISTIAN RELIGIOUS STUDIES**

**TOPIC:**The Places visited by Paul

The Epistle are the 13 letters of St. Paul.

**PERFORMANCE OBJECTIVES** By the end of the lesson, the pupils should have attained the following objectives (cognitive, affective and psychomotor) and be able to enumerate the major communities visited by St. Paul and his companions; explain the need for Paul to write letters (Epistles) to each of these communities; list the letters of (Epistles) of St. Paul.

**ENTRY BEHAVIOR** The pupils are required to already have learned the journey of Paul.

**INSTRUCTIONAL MATERIALS** The teacher will teach the lesson with the aid of Map of Europe indicating areas Paul visited. Charts continuing the names of the letters.

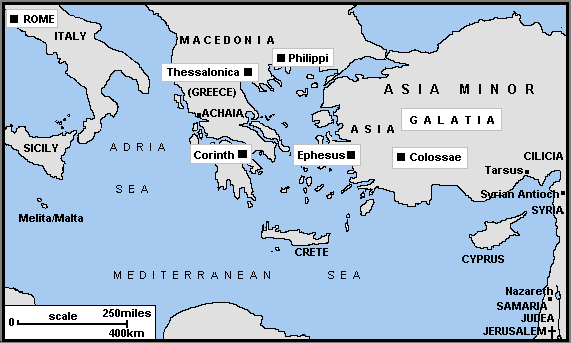
**METHOD OF TEACHING** Explanation, Discussion, Demonstration, Questions and answers

**REFERENCE MATERIALS** Scheme of Work, 9 - Years Basic Education Curriculum, Living as God's Children Book 6, All Relevant Material, Online Information

**CONTENT OF THE LESSON**

**PLACES OR COMMUNITIES VISITED BY PAUL**

* Corinth Acts 18:1
* Macedonia Acts 18:5
* Syria Acts 18:18
* Ephesus - Acts 18:19, etc.

[](http://clicksamplenote.com.ng/2018/10/17/paul-in-europe-i/images/)

**REASONS FOR PAUL'S LETTERS**

1. Encouragement to believe in Christ.
2. To correct false doctrine.
3. To proclaim the good news.

**PRESENTATION** To deliver the lesson, the teacher adopts the following steps:

1. To introduce the lesson, the teacher revises the previous lesson. Based on this, he/she asks the pupils some questions;
2. Lists the place or communities visited by Paul;
3. Pupil’s Activities - Name places visited by Paul.
4. Leads pupils to discuss why Paul had to write to these communities;
5. Pupil’s Activities - Participate in the discussion.
6. Copy the board note.

**CONCLUSION** To conclude the lesson for the week, the teacher revises the entire lesson and links it to the following week’s lesson - the 13 letters of Paul.

**LESSON EVALUATION/ASSIGNMENT Pupils to** list three communities visited by Paul; give two why Paul write letters to the communities.

**CIVIC EDUCATION**

**TOPIC:** Ethnicity

An ethnicity, is a group of people with common or similar in common ancestry, language, history, society, culture or nation.

**PERFORMANCE OBJECTIVES** By the end of the lesson, the pupils should have attained the following objectives (cognitive, affective and psychomotor) and be able to list and discuss some of the problems of Ethnic, State and Group Loyalty.

**ENTRY BEHAVIOR** The pupils are required to already have learned [patriotism](http://clicksamplenote.com.ng/2018/07/12/patriotism/) and [nationalism](http://clicksamplenote.com.ng/2018/07/12/nationalism/).

**INSTRUCTIONAL MATERIALS** The teacher will teach the lesson with the aid of maps and charts.

**METHOD OF TEACHING** Explanation, Exposition, Discussion/interaction, Questions and answers

**REFERENCE MATERIALS** Scheme of work, 9 - Years Basic Education Curriculum, Course book, All Relevant Materials, Online Materials

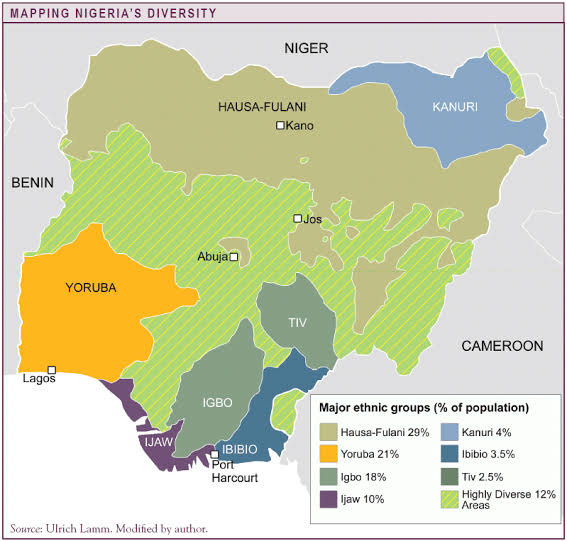
**CONTENT OF THE LESSON**

**ETHNICITY CONFLICT**

Ethnicity or Communal conflicts in Nigeria can be divided into two broad categories:

* Ethnic conflicts - These are conflicts tribe and religious conflicts.
* Herder and farmer conflicts - These are conflicts between herdsman and farmers.

**MAP OF NIGERIAN'S DIVERSITY**

[](http://clicksamplenote.com.ng/2018/07/12/problems-of-ethnic-state-and-group-loyalty/images-5-2/)

**PROBLEMS OF ETHNIC, STATE AND GROUP LOYALTY**

The greatest problems of ethnic, state and group loyalty in Nigeria are:

1. Ethics crisis
2. Political instability
3. Election malpractice
4. Inflation of census figures
5. Unreliable census figures makes planning difficult

**SOLUTIONS TO ETHNIC, STATE AND GROUP LOYALTY**

The solutions to avert future occurrence includes:

1. the development of all parts of the country, and practice of justice and equity in the land.
2. Conflicts do not do us any good so let us shun them and fight for peace and progress instead.
3. Finally, the use of ethnic, state or group loyalty and religious sentiments to cause division and conflicts will lose its appeal when the constitution is amended, and government starts fiscal federalism and devolution of power to the states and local government councils.

**PRESENTATION** To deliver the lesson, the teacher adopts the following steps:

1. To introduce the lesson, the teacher revises the previous lesson. Based on this, he/she asks the pupils some questions;
2. Explains the problem of ethnic  state and group loyalty;
3. Guides the pupils to groups on the map of Nigeria;
4. Pupil’s Activities - Locate the various ethnic groups on the map of Nigeria.

**CONCLUSION** To conclude the lesson for the week, the teacher revises the entire lesson and links it to the following week’s lesson - [National symbols.](http://clicksamplenote.com.ng/2018/08/17/our-national-symbols/)

**LESSON EVALUATION/ASSIGNMENT Pupils to l**ist three problem facing ethnic groups and discuss them.

**SOCIAL STUDIES**

**TOPIC:**Employment and Unemployment

Employment is work done to earn a living. Unemployment is having no work to do to earn money.

**PERFORMANCE OBJECTIVES** By the end of the lesson, the pupils should have attained the following objectives (cognitive, affective and psychomotor) and be able to explain the meaning of employment and unemployment; discuss the problems of unemployment; discuss the consequences of people’s negative attitude towards HIV/AIDS infected workers.

**ENTRY BEHAVIOR** The pupils are required to already have learned to wages and income distribution.

**INSTRUCTIONAL MATERIALS** The teacher will teach the lesson with the aid of charts of different work.

**METHOD OF TEACHING** Explanation, Discussion, Demonstration, Questions and answers

**REFERENCE MATERIALS** Scheme of Work, 9 - Years Basic Education Curriculum, Course Book, All Relevant Material, Online Information

**CONTENT OF THE LESSON**

**PROBLEMS OF UNEMPLOYMENT**

1. Escalation of crime rate - armed robbery, human trafficking, prostitution, drug addiction, etc.
2. Waste of manpower
3. Threat to peace
4. Increase in dependents
5. Reduction in investment
6. It causes of migration
7. Street begging
8. Under development

**SOLUTION TO UNEMPLOYMENT**

1. Self employment skills
2. Provision of soft loans
3. Making agriculture more attractive
4. Population control
5. Encouraging geographical mobility of labour
6. Provision of social amenities
7. Restructuring our educational system

**PLWHA WORKERS** means People Living With HIV and AIDS. They are HIV/AIDS positive.

**CONSEQUENCES OF PEOPLE'S NEGATIVE ATTITUDES TOWARDS PLWHA WORKERS**

1. Avoidance by coworkers
2. Discrimination and stigmatization by coworkers
3. Ostracisation in the work place
4. Total rejection

**PRESENTATION** To deliver the lesson, the teacher adopts the following steps:

1. To introduce the lesson, the teacher revises the previous lesson. Based on this, he/she asks the pupils some questions;
2. Guides pupils to differential between employment and unemployment;
3. Pupil’s Activities - Explain the mean employment and unemployment.
4. Lists and discuss with the problems and solutions of unemployment with the pupils;
5. Pupil’s Activities - Discuss the problems and solutions with one and another.
6. Explains the consequences of negative attitude towards PLWHA;
7. Pupil’s Activities - State the consequences of negative attitude towards PLWHA.

**CONCLUSION** To conclude the lesson for the week, the teacher revises the entire lesson and links it to the following week’s lesson -

**LESSON EVALUATION/ASSIGNMENT Pupils to** explain the meaning of employment and unemployment; discuss the problems of unemployment; discuss the consequences of people’s negative attitude towards HIV/AIDS infected workers.