**LESSON DEVELOPMENT ONE**

**PICTOGRAM**

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| **STAGE/TIME** | **TEACHER’S ACTIVITIES** | **LEARNER'S ACTIVITIES – MIND/HANDS ON** | **LEARNING POINTS** |
| **Step 1**  **Introduction – Introductory Activities**  **(5 minutes)** | Guides the pupils to identify the following animals on chart. |  | Linking the Previous knowledge to the new lesson |
| **Step 2**  **Development**  **(5 minutes)**  **Grouping** | 1. Groups the learners into four groups – A, B, C, and D.  2. Guide the learners to choose a leader and secretary for your group.  3. Gives each group learning materials – chart showing different animals. | 1. Belong to a group.  2. Choose their leader and secretary.  3. Received learning materials for their group. | Learner’s group, leader and secretary confirmed. |
| **Step 3**  **Development – Groups Activities**  **(10 minutes)** | The pictures in the graph show the number of livestock and chicken in Michael’s farm.  Guides the pupils to copy and complete the following. Michael has:  1. Chicken  2. Goats  3. Cows  4. Sheep | 1. 4 Chickens  2. 5 Goats  3. 1 Cow  4. 3 Sheep | Interpreting Pictogram |
| **Step 4**  **Development - Groups Activities**  **(10 minutes)** | 5. The sheep is more than the goats.  6. The cow is more than the sheep  7. The \_\_\_\_\_\_\_\_\_\_\_\_ is the most bred of Michael’s animal.  8. The total number of animals in Michael’s farm is . | 5. No  6. No  7. Goats  8. 13 | Groups work – Interpreting Pictogram |
| **Step 5**  **Development – Groups Presentation**  **(10 minutes)** | Asks each group to present their results/solutions so that you can compare responses with those in other groups. | **Presentation - Call on any member of at least two pairs in each to make presentation to the class.** | Group Presentation |
| **Step 6**  **Conclusion**  **(5 minutes)** | To conclude the lesson, the teacher revises the entire lesson and ask the key questions. | The learners listen, ask and answer questions. | Lesson Evaluation and Conclusion |

***Reference book – New Method Mathematics***

