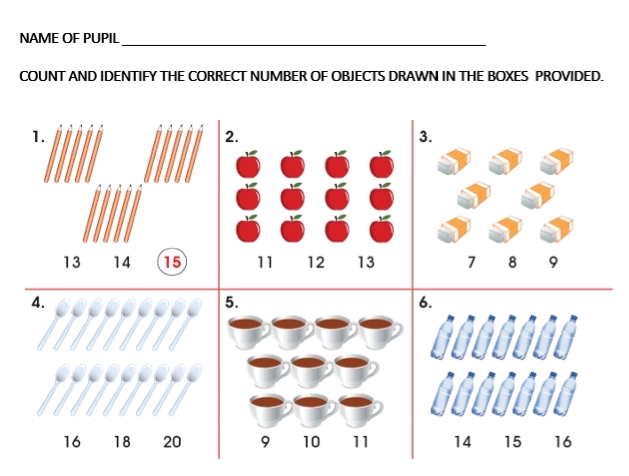
**LESSON DEVELOPMENT THREE**

**COUNTING AND WRITING OF NUMBERS IN 2s, 5s, 10s and 20s**

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| **STAGE/TIME** | **TEACHER’S ACTIVITIES** | **LEARNER'S ACTIVITIES – MIND/HANDS ON** | **LEARNING POINTS** |
| **Step 1**  **Introduction**  **(5 minutes)** | Provide the pupils with as many as counting materials (such as beads or bottle tops) up to 100.  Lead them to count in groups of 10s inside a box. |  | 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 – counters or beads up to 100. | 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**  **(10 minutes)** | Give each group a ten or 2 tens.  Guide them to group in 2s.  Let all pupils participate as each of the group counts.  Guide them in counting in 2s.  Repeat this activities in 5s. | Counting in 2s – 2, 4, 6, 8 and 10.  Counting in 5s – 5 and 10. | Counting in 2s and 10s |
| **Step 4**  **Development**  **(10 minutes)** | Put two or group to have more counters.  Guide them to group their counters in 5, then count in 5s.  Repeat this activities in 10s and 20s. | Counting in 5s – 5, 10, 15, 20, 25 and 30.  Counting in 10s – 10, 20, 30, 40, 50, 60, 70, 80, 90 and 100.  Counting in 20 – 20, 40, 80 and 100. | Counting in 10s and 20s. |
| **Step 6**  **Development** | Asks each group to present their answers so that you can compare responses with those of other groups. | Presentation | Presentation |
| **Step 7**  **Conclusion**  **(10 minutes)** | To conclude the lesson, the teacher revises the entire lesson and ask the key questions.  **KEY QUESTIONS – ASSIGNMENT** | The learners listen, ask and answer questions. | Lesson Evaluation and Conclusion |

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