**LESSON DEVELOPMENT ONE**

**EVEN NUMBERS AND ODD NUMBERS**

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| **STAGE/TIME** | **TEACHER’S ACTIVITIES** | **LEARNER'S ACTIVITIES – MIND/HANDS ON** | **LEARNING POINTS** |
| **Step 1****Introduction** **(10 minutes)** | Guide and ask pupils the following random questions and their answers on the board – 1/22/23/24/25/26/27/28/29/2 10/2Let them study the answers and state their differences. Teacher’s remark - The numbers divided by 2 without reminder are called even numbers while the numbers divided by 2 with remainder 1 are called odd. Ask pupils to state the even and odd numbers in step 1 above.  | Expected response – 1/2 = 0 R 22/2 = 13/2 = 1 R 14/2 = 25/2 = 2 R 16/2 = 37/2 = 3 R 18/2 = 49/2 = 4 R 110/2 = 5Some of the numbers divided by 2 are with remainder while others are without reminder. Listen to the teacher’s remark and lesson introduction.Even Numbers are 2, 4, 6, 8 and 10 while 1, 3, 5, 7 and 9. | 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 – Number Chart 1 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)** | Ask pupils to list all the even and odd numbers between 11 and 50. | Individual work  |  Evaluation  |
| **Step 4****Development****(5 minutes)** | Ask pupils in each group to wrap up their work as a group.  | Work To Do.  | Evaluation  |
| **Step 5****Development****(5 minutes)** | Asks each group to present their answers so that you can compare responses with those of other groups. | Group Presentation  | 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. | Conclusion  |