REVISED LESSON NOTES

FOR P.2

MATHEMATICS

TERM III

Date	Class	No. of pupils	TIME

THEME: Peace and Security

SUB THEME: People in our sub- county

COMPETENCES: Counts in order

Identifies the numbers

Writes the numbers

METHOD: Guided discovery

Guided discussion

T/L AIDS: Counters, pupils, books Mk bk2

INTRODUCTION: Counting from 1-100.

CONTENT: Counting and writing numbers symbols 100-500

100,101,102,103,104,105,106,107,108,109,110

111,112,113,114,115,116,117,118,119,120,121

122,123,124,125,126,127,128,129,130,131,132

133, 134, 135, 136 ….500

Fill in the missing numbers

1. 100, 101, _____, 103, _____, 105.
2. 210, 211, 212, _____, 214, 215, _____.
3. 10, 20, _____, 50, 50, _____, 70, 80.
4. 300, 301, _____, 303, 304, _____, 305, 306.
5. 400, 410, 420, _____, 440, 450, 460, _____.
6. 0, 5, 10, _____, 20, 25, _____, 35, 40, ___, ___.
7. 0, 2, 4, ____, 8, 10, 12, _____, 16, 18.
8. 130

Date	Class	No. of pupils	TIME

THEME: Peace and security

SUB THEME: Roles of people who keep peace

COMPETENCES: Counts in order

Writes the missing numbers

METHOD: Guided discovery

T/L AIDS: Counters pupils bk2

INTRODUCTION: Counting from 200-300

CONTENT:Counting and writing numbers symbols from 500-

500,501,502,503,504,505,506,507,508,509,510

511,512,513,514,515,516,517,518,519,520,521

522,523,524,525,526,527,528,529,530 …….

Exercise

Write the missing numbers

1. 500, _____, 502, _____, 504, _____, 506
2. 510, _____, 530, _____, 550, _____, 570
3. 600, _____, 400, _____, 200, _____.
4. 2, ____, 6, ____, 10, ____, 14, _____, ____, 20
5. 991, 992, _____, 994, _____, 996, _____, 998
6. 10, 20, 30, ____, _____, _____, 70
7. 5, ____, 15, _____, 25, _____, 35, 40

Date	Class	No. of pupils	TIME

THEME: Peace and Security

SUB THEME: Roles of people who keep peace

COMPETENCES: Counts numbers

Writes numbers in words

Reads numbers

METHOD: Guided discovery

T/L AIDS: A chart with the numbers

INTRODUCTION: The lesson: counting in tens

CONTENT: Writing number names with 0 in the middle

Examples

1. 101 = 1 0 1 Ones
   Tens
   Hundreds

   = One hundred one
2. 306 = 3 0 6
   Ones
   Tens
   Hundreds

= Three hundred six

3. 909 = 9 0 9
   Ones
   Tens
   Hundreds

= Nine hundred nine

Exercise

Write the following in words

1. 205
2. 309
3. 106
4. 404
5. 708
6. 905
7. 601
8. 503
9. 804

Date	Class	No. of pupils	TIME

THEME: peace and security

SUB THEME: Roles of people who keep peace and security

COMPETENCES: Identifies numbers

Grouping numbers

METHOD:

Guided discovery

Guided discussion

T/L AIDS: counters, pupils text books

INTRODUCTION: Through reviewing the previous lesson

CONTENT: Division

1. 10 ÷ 2 = 5
   || || || || ||
2. 12 ÷3 = 4
   ||| ||| ||| |||
3. 9÷3 = 3
   ||| |||

4. 8 ÷ 4= 2

|||| ||||

Exercise

Divide the following numbers

1. 12 ÷ 2 =
2. 18 ÷ 2 =
3. 20÷ 2 =
4. 24÷ 2=
5. 30÷ 3=
6. 12 ÷4 =
7. 18 ÷3 =
8. 21÷ 3=
9. 27 ÷3=
10. 30÷ 5 =

Date	Class	No. of pupils	TIME

THEME: peace and security

SUB THEME: Roles of people who keep peace and security

COMPETENCES: Counts

Groups

Divides accurately

METHOD: Guided discovery

INTRODUCTION: Review of the previous lesson

CONTENT: Long division

Example:

1.
```
    2
3 ) 6
  - 6
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2.

$$\begin{array}{r} 4 \\ 2\overline{)\,8} \\ -\,8 \\ \hline -\end{array}$$

3. $2\overline{)\,4}$

4. $2\overline{)\,10}$

5. $3\overline{)\,9}$

6. $6\overline{)\,12}$

7. $3\overline{)\,6}$

8. $3\overline{)\,15}$

9. $2\overline{)\,6}$

10. $4\overline{)\,8}$

11. $2\overline{)\,8}$

12. $5\overline{)\,10}$

Date	Class	No. of pupils	TIME

THEME: Child protection

SUB THEME: ways of child protection

COMPETENCES: Identifies the money

Names money

Counts money

METHOD: Observation

Guided discovery

INTRODUCTION: Sing a song about money

CONTENT: Money

We have five coins

Coin	We read	We write
	Fifty shillings	Shs. 50
	One hundred shillings	Shs. 100
	Two hundred shillings	Shs. 200
	Five hundred shillings	Shs. 500
	One thousand shillings	Shs. 1000

Read and write:

1. Three hundred shillings = _____
2. Eight hundred shillings = _____
3. Four hundred shillings = _____
4. One thousand shillings = _____
5. One hundred shillings = _____

Date	Class	No. of pupils	TIME

THEME: Child protection

SUB THEME: ways of child protection

COMPETENCES: Identifies different money

Writes money in figures

Describes the money values

METHOD: Observation

Guided discovery

INTRODUCTION: A song about money

CONTENT: Money (notes)

We have 6 notes in Uganda. All these notes in thousands.

Notes (we read in words)	We write in figures
1. One thousand shillings	Shs. 1000
2. Two thousand shillings	Shs. 2000
3. Five thousand shillings	Shs. 5000
4. Ten thousand shillings	Shs. 10000
5. Twenty thousand shillings	Shs. 20000
6. Fifty thousand shillings	Shs. 50000

1. How much is the smallest note unit?
2. How much is the biggest note?
   Read and write in figures.
3. Twenty two thousand shillings
4. Two thousand shillings
5. Ten thousand shilling
6. Six thousand shillings
7. Three thousand shillings
8. Five thousand shillings

Date	Class	No. of pupils	TIME

THEME: Child protection

SUB THEME: ways of child protection

COMPETENCES: Reads and writes money

Changes money freely

METHOD: observation

INTRODUCTION: A song about money

CONTENT: Changing Money (practical lesson)

Example

Shs. 100 = Shs. 50 + Shs. 50

Shs. 200 = Shs. 100 + Shs. 100

Shs. 200 = Shs. 50 + Shs. 50 + Shs. 50

Shs. 100 = Shs. 100 + Shs. 50 + Shs. 50

Shs. 500 = Shs. 200 + Shs. 200 + Shs. 100

Shs. 500 = Shs. 100 + Shs. 100 + Shs. 100 + Shs. 100 + Shs. 100

Shs. 500 = Shs. 100 + Shs. 100 + Shs. 200 + Shs. 100

1. How many Shs. 50 coins make Shs. 100 coins?
2. How many Shs. 100 coins make Shs. 500 con?
3. How many Shs. 500 coins make Shs. 1000?
4. How many Shs. 1000 coins/notes make Shs. 5000?
5. How many Shs. 2000 notes make Shs. 10000?

Date	Class	No. of pupils	TIME

THEME: Child protection

SUB THEME: ways of child protection

COMPETENCES: Reads and writes money

Adds money correctly

Counts money

METHOD: Observation

Guided discovery

INTRODUCTION: A rhyme about money

CONTENT: Addition of money

1. Shs. 50 + Shs. 50

Shs. 50
+ Shs. 50
Shs. 100

2. Shs. 450 + Shs. 450

Shs. 450
+Shs. 450
Shs. 900

3. Shs. 350 +Shs. 100

Shs. 350
+Shs. 100
Shs. 450

Add the following

1. Shs. 150 + Shs. 100
2. Shs. 450 + Shs. 50
3. Shs. 100 + Shs. 200
4. Shs. 450 + Shs. 100 + Shs. 50
5. Shs. 200 + Shs. 100 + Shs. 50
6. Shs. 600 + Shs. 300
7. Shs. 1000 + Shs. 800
8. Shs. 500 + Shs. 100 + Shs. 200
9. Shs. 300 + Shs. 50
10. Shs. 700 + Shs. 200

Date	Class	No. of pupils	TIME

THEME: Child protection

SUB THEME: Children's rights

COMPETENCES: Reads questions

Interprets questions

Recognizes and adds money accurately

METHOD: Guided discovery

Explanation

INTRODUCTION: Review of previous lessons

CONTENT: Addition of money in words problem

1. Akoth had Shs. 200. Her father gave her Shs. 100. How much money did she have altogether?
   Shs. 200
   +Shs. 100
   Shs. 300
2. Arthur had Shs. 300. His aunt gave him Shs. 200. How much did he have altogether?
3. Tino had Shs. 650. Her friend gave her Shs. 250. How much did she have altogether?
4. Shs. 700 plus Shs. 250.
5. Tr. Keren had Shs. 350. Tr. Racheal gave her Shs. 450. How much did she have altogether?
6. Shs. 700 plus Shs. 250.
7. Shs. 550 plus Shs. 150.

Date	Class	No. of pupils	TIME

THEME: Child protection

SUB THEME: Child work and abuse

COMPETENCES: Identifies money

Counts money

Multiplies money

METHOD: Observation

Explanation

INTRODUCTION: Review of previous lesson

CONTENT: Multiplication of money

1. 1 book costs Shs. 200. How much money do 2 books cost?
   Shs. 200
   x 2
   Shs. 400

2. How much do 3 books cost?
   Shs. 200
   x 3
   Shs. 600

3. A pencil costs Shs. 100
   a) How much do 2 pencils cost?
      Shs. 100
      x 2
      Shs. 200

   b) How much do 4 pencils cost?
      Shs. 100
      x 4
      Shs. 400

Exercise

1. 1 cake costs Shs. 200
   a) 2 cakes cost _____
   b) 3 cakes cost _____

c) 5 cakes cost _____

2. 1 ruler costs Shs. 500
   a) 2 rulers
   b) 3
   c) 4
3. 1 banana costs Shs. 100
   A. 3 bananas
   B. 2 bananas
   C. 5 bananas
   D. 4 bananas

Date	Class	No. of pupils	TIME

THEME: Child protection

SUB THEME: Child work and abuse

COMPETENCES: Reads and identifies

Counts money

Subtracts accurately

METHOD: Observation

Guided discovery

INTRODUCTION: Review of previous lessons

CONTENT: Subtraction of money

1. Shs. 600 – Shs. 400

Shs. 600
-Shs. 400
Shs. 200

2. Shs. 900 – Shs. 350

Shs. 900
-Shs. 350
Shs. 550

3. Shs. 850 – Shs. 350

Shs. 850
-Shs. 350
Shs. 500

Subtract the following

1. Shs. 850 – Shs. 250
2. Shs. 1000 – Shs. 450
3. Shs. 300 – Shs. 100
4. Shs. 450 – Shs. 100
5. Shs. 800 – Shs. 500
6. Shs. 500 – Shs. 150
7. Shs. 650 – Shs. 50
8. Shs. 400 – Shs. 300
9. Shs. 900 – Shs. 600
10. Shs. 250 – Shs. 150

Date	Class	No. of pupils	TIME

THEME: Child protection

SUB THEME: Child work and abuse

COMPETENCES: Reads questions

Counts well

Subtracts money

METHOD: Observation

Guided discovery

INTRODUCTION: Review of previous lessons

CONTENT: Subtraction of money

Finding the change "balance"

1. I had Shs. 850. I bought a soda at Shs. 450. How much remained?
   Shs. 850
   -Shs. 450

Shs. 400

2. Martha had Shs. 1000. She bought milk at Shs. 500. How much remained?
   Shs. 1000
   -Shs. 500
   Shs. 500

Exercise;

1. Akoth had Shs. 500. She gave away Shs. 200. How much money remained?
2. Solomon had Shs. 650. He gave Shs. 150 to his brother. How much money remained?
3. Victoria had Shs. 700. She gave Shs. 200 to kyewajja. How much money remained?
4. Agnes had Shs. 850. She gave Shs. 350 to Tr. Douglas. How much remained?
5. Agula had Shs. 950. He bought a book at Shs. 450.
6. How much money remained?

Date	Class	No. of pupils	TIME

THEME: Child protection

SUB THEME: Child abuse and work

COMPETENCES: Reads questions

Identifies place values and arranges vertically

METHOD: Observation

Guided discovery

INTRODUCTION: Review of previous lessons

CONTENT: Addition

Examples

1. 122 + 213 =
   123
   +213

335

2. 215 + 132 =

215
+132
347

3. 413 + 243 =

413
+243
656

Add these:

1. 120 + 135
2. 111 + 233
3. 221 + 263
4. 423 + 111
5. 629 + 100

Date	Class	No. of pupils	TIME

THEME: Child protection

SUB THEME: Child work and abuse

COMPETENCES: Reads questions

Identifies

Groups correctly to get the answer

METHOD: Guided discovery

INTRODUCTION: Review of the previous lesson

CONTENT: Multiplication

1. 1 2

x 2
2 4

2. 3 4
x 2
6 8

3. 1 2
x 3
3 6

4. 2 3
x 3
6 9

Exercise

1. 1 3
x 2

2. 1 2
x 2

3. 1 0
x 2

4. 1 5
x 2

5. 1 3
x 3

6. 1 1
x 3

7. 1 0

x 3

Date	Class	No. of pupils	TIME

THEME: Child protection

SUB THEME: Child rights

COMPETENCES: Reads

Identifies paces of numbers

Multiplies correctly through grouping

METHOD: Guided discovery

Guided discussion

INTRODUCTION: Review of previous lessons

CONTENT: Multiplication (word problems)

1. One bird has 2 wings. How many wings do 3 birds have?
   3 x 2 = 6 wings
2. A rabbit has 2 ears. How many ears do 13 rabbits have?
   13 x 2 = 26 ears
3. A girl has 2 hands. How many hands do 33 girls have?
4. A man has 2 legs. How many legs do 10 men have?

Date	Class	No. of pupils	TIME

THEME: Child protection

SUB THEME: Child rights

COMPETENCES: Reads questions

Multiplies the given numbers

METHOD: Guided discovery

Guided discussion

INTRODUCTION: Review of previous lessons

CONTENT: Multiplication

1. 1 0
x 4
4 0

2. 1 1
x 4
4 4

3. 1 2
x 4
4 8

Multiply

1. 1 2
x 4

2. 1 3
x 4

3. 1 0
x 4

4. 1 3
x 4

5. 1 3
x 3

Date	Class	No. of pupils	TIME

THEME: Child protection

SUB THEME: Child abuse

COMPETENCES: Reads the questions

Interprets the questions

Multiplies correctly through grouping

METHOD: Guided discovery

Guided discussion

INTRODUCTION: Review of previous lessons

CONTENT: Multiplication

1. A chair has 4 legs. How many legs do 2 chairs have?
   4 x 2 = 8 legs
2. A car has 4 wheels. How many wheels do 10 cars have?
   4 x 10 = 40 wheels

Work out

1. A cow has 4 legs. How many legs do 10 cows have?
2. A van has 4 wheels. How many wheels do 6 vans have?
3. A goat has 4 legs. How many legs do 12 goats have?
4. A rabbit has 4 legs. How many legs do 13 rabbits have?
5. A table has 4 legs. How many legs do 20 tables have?
6. A chair has 4 legs. How many legs do 20 chairs have?

Date	Class	No. of pupils	TIME

THEME: Child protection

SUB THEME: Child abuse

COMPETENCES: Reads the questions

Identifies place values

Multiplies accurately

METHOD: Guided discovery

Guided discussion

INTRODUCTION: Review of previous lessons

CONTENT: Multiplication

1. 1 0
x 5
5 0

2. 1 1
x 5
6 5

3. 2 0
x 5
100

Multiply

1. 2 1
x 5

2. 3 0
x 5

3. 2 1
x 5

4. 4 0
x 5

5. 2 0
x 5

6. 5 1
x 5

7. 1 1
x 4

8. 4 2
x 5

Date	Class	No. of pupils	TIME

THEME: Child protection

SUB THEME: Child rights

COMPETENCES: Reads the questions

Identifies place values

Multiplies correctly

METHOD: Guided discovery

Guided discussion

INTRODUCTION: Review of previous lessons

CONTENT: Multiplication

1.
$$\begin{array}{r} 11 \\ \times\ 6 \\ \hline 76 \\ \hline \end{array}$$

2.
$$\begin{array}{r} 30 \\ \times\ 6 \\ \hline 180 \\ \hline \end{array}$$

3.
$$\begin{array}{r} 10 \\ \times\ 6 \\ \hline 60 \\ \hline \end{array}$$

Exercise

1.
$$\begin{array}{r} 21 \\ \times\ 6 \\ \hline \\ \hline \end{array}$$

2.
$$\begin{array}{r} 20 \\ \times\ 6 \\ \hline \\ \hline \end{array}$$

3.
$$\begin{array}{r} 31 \\ \times\ 6 \\ \hline \end{array}$$

4. 4 0
x 6

5. 5 1
x 6

6. 2 0
x 6

7. 2 2
x 6

8. 1 3
x 6

9. 1 4
x 6

Date	Class	No. of pupils	TIME

THEME: Child protection

SUB THEME: Child rights

COMPETENCES: Reads the questions

Interprets the questions

Multiplies accurately

METHOD: Guided discovery

Guided discussion

INTRODUCTION: Review of previous lessons

CONTENT: Word problems

1. **There are 6 chairs on each table. How many chairs are there on 2 tables?**
   2 x 6 = 12 chairs
2. **One packet** has 6 pencils. How many pencils are there in 6 packets?
   6 x 6 = 36 pencils

Exercise

1. A bucket holds 6 oranges. How many oranges are there in 7 buckets?
2. A book has 6 papers. How many papers do 10 books have?
3. A car has 6 wheels. How many wheels do 8 cars have?
4. A basket contains 6 mangoes. How many mangoes do 12 baskets hold?
5. A table has 6 chairs. How many chairs do 9 tables have?
6. A tins holds 6 liters. How many liters do 8 tins hold?

Date	Class	No. of pupils	TIME

THEME: Child protection

SUB THEME: Child rights

COMPETENCES: Reads the questions

Interprets the questions

Multiplies the given number

METHOD: Guided discovery

Guided discussion

INTRODUCTION: Review of previous lessons

CONTENT: Multiplication

1.
$$\begin{array}{r} 2 \\ \times\ 7 \\ \hline 14 \end{array}$$

2.
$$\begin{array}{r} 3 \\ \times\ 7 \\ \hline 21 \end{array}$$

3.
$$\begin{array}{r} 10 \\ \times\ 7 \\ \hline 70 \end{array}$$

4.
$$\begin{array}{r} 21 \\ \times\ 7 \\ \hline 147 \end{array}$$

Exercise

1.
$$\begin{array}{r} 1 \\ \times\ 7 \\ \hline \end{array}$$

2.
$$\begin{array}{r} 12 \\ \times\ 7 \\ \hline \end{array}$$

3.
$$\begin{array}{r} 13 \\ \times\ 7 \end{array}$$

4. 1 0
x 7

5. 1 1
x 7

6. 1 4
x 7

7. 1 3
x 7

Date	Class	No. of pupils	TIME

THEME: Child protection

SUB THEME: Child rights

COMPETENCES: Defines a fraction

Names different fractions

Draws given fractions

METHOD: Observation

Guided discovery

INTRODUCTION: Review of previous lessons

CONTENT: Comparing fractions.(practical)

A fraction is a part of a whole.

Use “bigger” and “smaller”

1. $\frac{1}{2}$ is bigger than $\frac{1}{3}$
2. $\frac{1}{3}$ is smaller than $\frac{1}{2}$
3. $\frac{1}{4}$ is smaller than $\frac{1}{2}$

Use "bigger" or "smaller"

1. $\frac{1}{3}$ is _____ than $\frac{1}{5}$

2. $\frac{1}{5}$ is _____ than $\frac{1}{2}$

3. $\frac{1}{8}$ is _____ than $\frac{1}{7}$

4. $\frac{1}{2}$ is _____ than $\frac{1}{6}$

5. $\frac{1}{6}$ is _____ than $\frac{1}{2}$

6. $\frac{1}{6}$ is _____ than $\frac{1}{7}$

7. $\frac{1}{5}$ is _____ than $\frac{1}{3}$

8. $\frac{1}{4}$ is _____ than $\frac{1}{2}$

9. $\frac{1}{5}$ is _____ than $\frac{1}{4}$

10. $\frac{1}{10}$ is _____ than $\frac{1}{20}$

Date	Class	No. of pupils	TIME

THEME: Child protection

SUB THEME: Child rights

COMPETENCES: Defines a fraction

Names different fractions

Draws given fractions

METHOD: Observation

Guided discovery

INTRODUCTION: Review of previous lessons

CONTENT: Comparing fractions.

Arranging from the biggest to the smallest.

1. $\frac{1}{5}, \frac{1}{3}, \frac{1}{8}, \frac{1}{10}, \frac{1}{2}$

   = $\frac{1}{2}, \frac{1}{3}, \frac{1}{5}, \frac{1}{8}, \frac{1}{10}$

2. $\frac{1}{5}, \frac{1}{2}, \frac{1}{6}, \frac{1}{4}, \frac{1}{7}$

   = $\frac{1}{2}, \frac{1}{4}, \frac{1}{5}, \frac{1}{6}, \frac{1}{7}$

Arranging from the smallest to the biggest.

1. $\frac{1}{5}, \frac{1}{3}, \frac{1}{8}, \frac{1}{10}, \frac{1}{6}, \frac{1}{2}$

   = $\frac{1}{10}, \frac{1}{8}, \frac{1}{6}, \frac{1}{5}, \frac{1}{3}, \frac{1}{2}$

2. $\frac{1}{5}, \frac{1}{2}, \frac{1}{6}, \frac{1}{4}, \frac{1}{7}$

   = $\frac{1}{7}, \frac{1}{6}, \frac{1}{5}, \frac{1}{4}, \frac{1}{2}$

Arrange from the biggest to smallest.

1. $\frac{1}{8}, \frac{1}{3}, \frac{1}{4}, \frac{1}{6}, \frac{1}{2}$
2. $\frac{1}{10}, \frac{1}{7}, \frac{1}{8}, \frac{1}{3}$
3. $\frac{1}{9}, \frac{1}{2}, \square, \frac{1}{3}, \frac{1}{5}$

4. $\frac{1}{6}, \frac{1}{4}, \frac{1}{3}, \frac{1}{7}, \frac{1}{8}, \frac{1}{10}$

Arrange from smallest to biggest.

1. $\frac{1}{2}, \frac{1}{8}, \frac{1}{3}, \frac{1}{4}, \frac{1}{6}$
2. $\frac{1}{8}, \frac{1}{10}, \frac{1}{7}, \frac{1}{3}$
3. $\frac{1}{9}, \frac{1}{2}, \square, \frac{1}{3}, \frac{1}{5}$
4. $\frac{1}{6}, \frac{1}{4}, \frac{1}{3}, \frac{1}{7}, \frac{1}{8}, \frac{1}{10}$

Date	Class	No. of pupils	TIME

THEME: Child protection

SUB THEME: Child rights

COMPETENCES: Defines a fraction

Identifies more fractions

Adds fractions correctly

METHOD: Guided Observation

Guided discovery

INTRODUCTION: Review of previous lessons

CONTENT: Adding of fractions.

1. $\frac{1}{2} + \frac{1}{2} = \frac{1+1}{2}$

   $= \square$
2. $\frac{1}{3} + \frac{1}{3} = \frac{1+1}{3}$

   $= \square$

3. $\frac{1}{5} + \frac{1}{5} + \frac{1}{5} =$ ☒

   = ☒

4. $\frac{1}{7} +$ ☒ + ☒ = ☒

   = ☒

Exercise

1. $\frac{1}{2} + \frac{1}{2} =$
2. $\frac{1}{4} + \frac{1}{4} + \frac{1}{4} =$
3. ☒ + $\frac{1}{5} + \frac{1}{5} =$
4. ☒ + ☒ =
5. ☒ + $\frac{1}{8}$ + ☒ =
6. $\frac{1}{5} + \frac{1}{5} =$
7. ☒ + ☒ =
8. $\frac{1}{7} + \frac{1}{7} + \frac{1}{7} =$
9. ☒ + $\frac{1}{5} =$
10. $\frac{3}{8} +$ ☒ =

Date	Class	No. of pupils	TIME

THEME: Child protection

SUB THEME: Child rights

COMPETENCES: Defines a fraction

Identifies fractions

Subtracts fractions following the right procedure

METHOD: Guided Observation

Guided discovery

INTRODUCTION: Review of previous lessons

CONTENT: Subtraction of fractions.

1. $\frac{2}{2} - \frac{1}{2} = \frac{2-1}{2}$

   $= \frac{1}{2}$

2. $\frac{4}{5} - \frac{3}{5} = \frac{4-3}{5}$

   $= \frac{1}{5}$

3. $\frac{8}{10} - \frac{5}{10} = \frac{8-5}{10}$

   $= \frac{3}{10}$

4. $\frac{3}{7} - \frac{2}{7} = \frac{3-2}{7}$

   $= \frac{1}{7}$

Exercise

1. $\frac{3}{4} - \frac{2}{4} =$
2. $\frac{2}{5} - \frac{1}{5} =$
3. $\frac{5}{6} - \frac{3}{6} =$
4. $\frac{8}{8} - \frac{3}{8} =$

5. $\frac{10}{12} - \frac{5}{12} =$
6. $\frac{5}{7} - \frac{2}{7} =$
7. $\frac{3}{5} - \frac{2}{5} =$
8. $\frac{8}{10} - \frac{5}{10} =$
9. $\frac{2}{2} - \frac{1}{2} =$
10. $\frac{3}{3} - \frac{1}{3} =$

Date	Class	No. of pupils	TIME

THEME: peace and security

SUB THEME: Roles of people who keep peace and security

COMPETENCES: Identifies time

Tells time

Draws the clock face

METHOD: Observation

Guided discovery

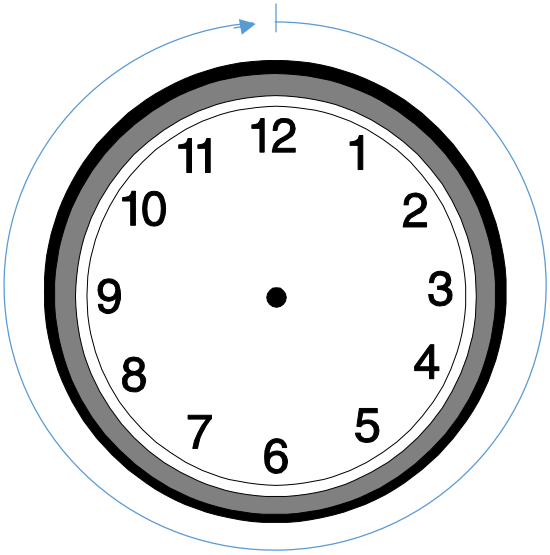
Guided discussion

T/L AIDS:

INTRODUCTION: Reciting "wampologomasawameka"

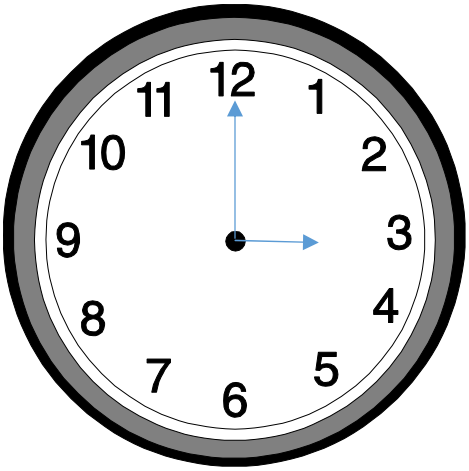
CONTENT: Clock face

An hour has 60 minutes

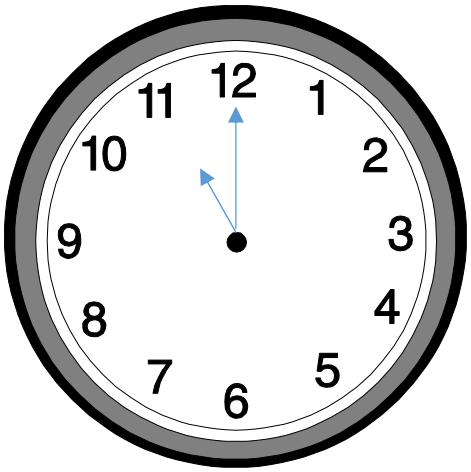


- When the minute hand points to 12 we read where the hour hand points

We use two hands ; minute hand and hour hand.

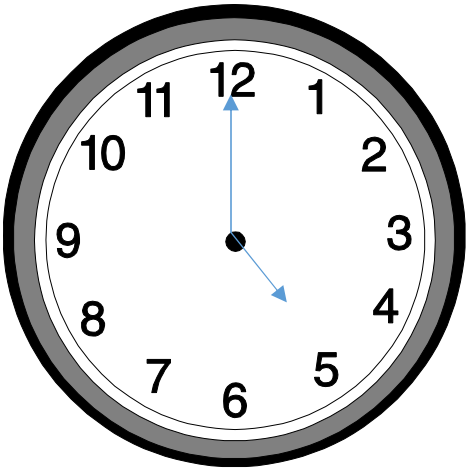


It is 3 o'clock

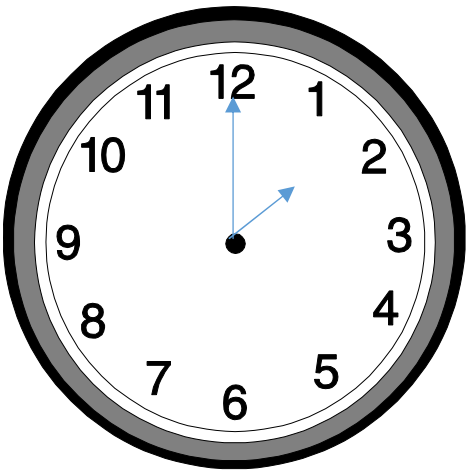


it is 11 o'clock

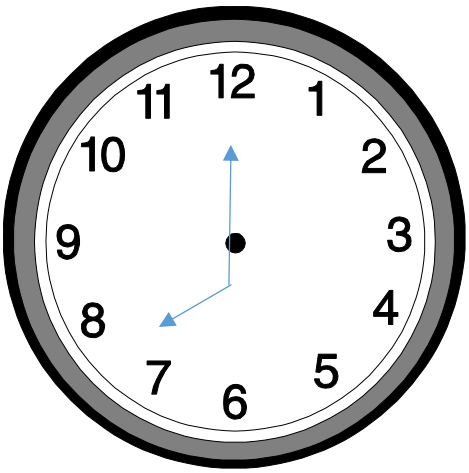
Tell the time



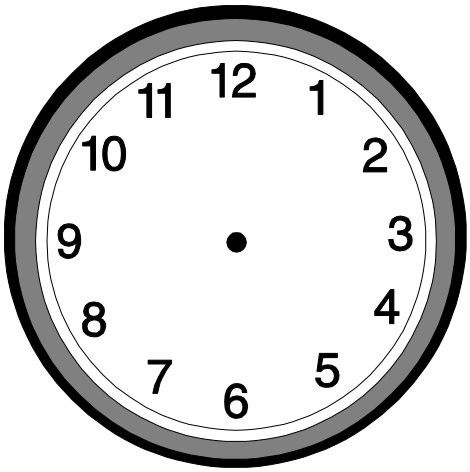
It is _____ o'clock



it is _____ o'clock



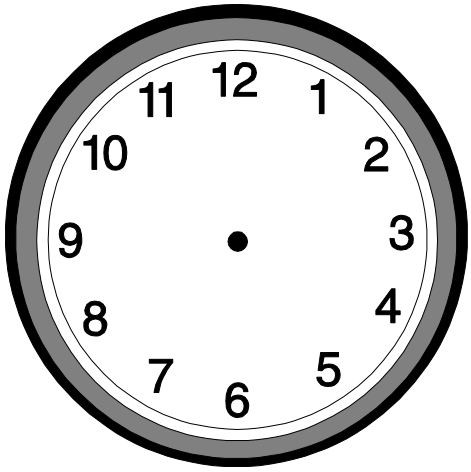
It is _____ o'clock



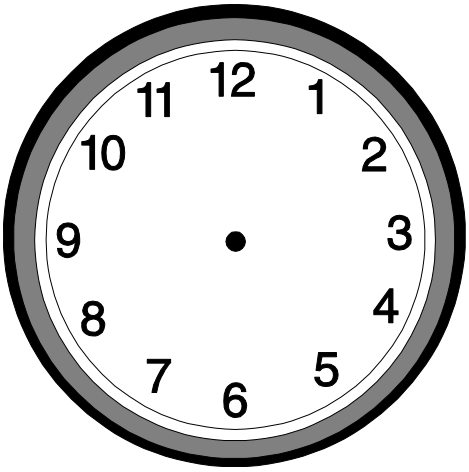
it is _____ o'clock

Show the time on the clock face

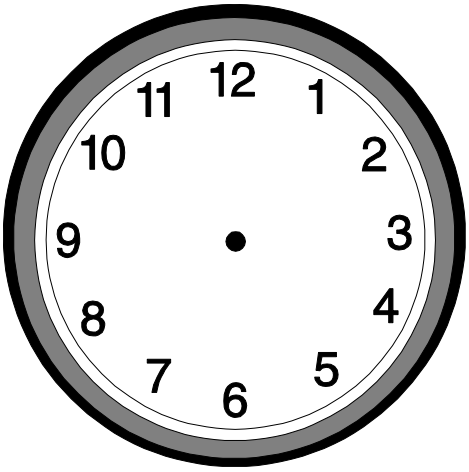
4 o'clock



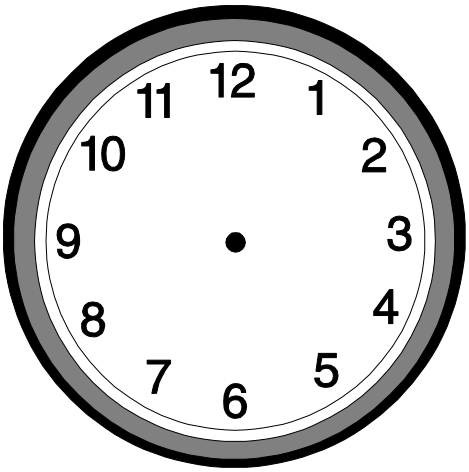
7 o'clock



9 o'clock



5 o'clock



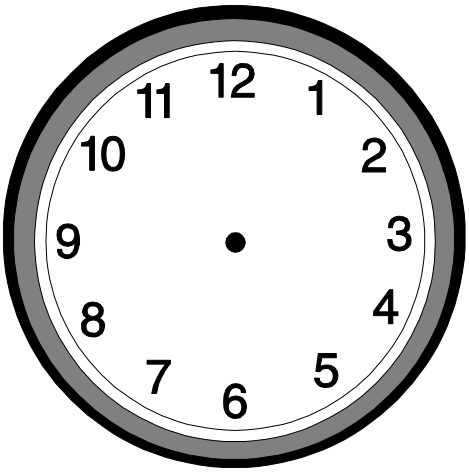
Date	Class	No. of pupils	TIME

THEME: Peace and security
SUB THEME: Roles of people who keep peace and security
COMPETENCES: - Identifies time
- Tells time
- Draws the clock faces

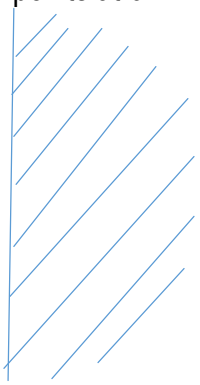
METHOD: - Observation
- Guided discovery
- Guided discussion

T/L AIDS
INTRODUCTION: "Wampologomasawameka"
CONTENT: Telling time in half hours

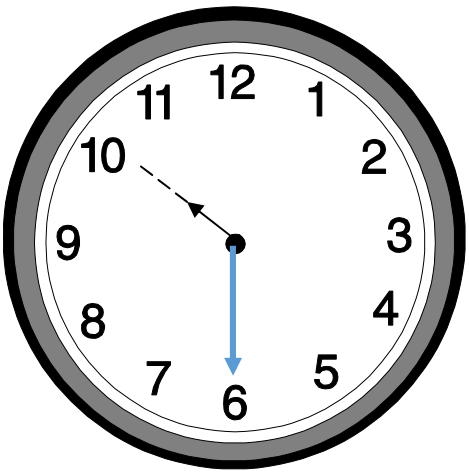
A half of an hour is 30 minutes

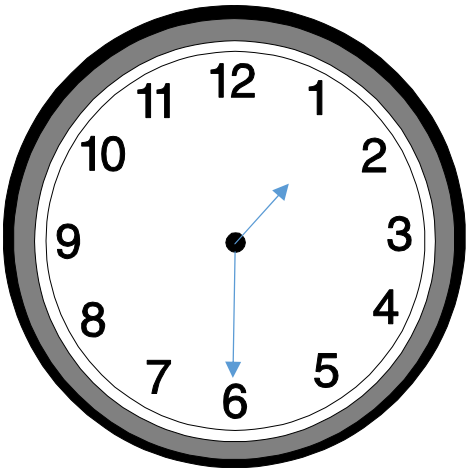


If the minute hand points at 6



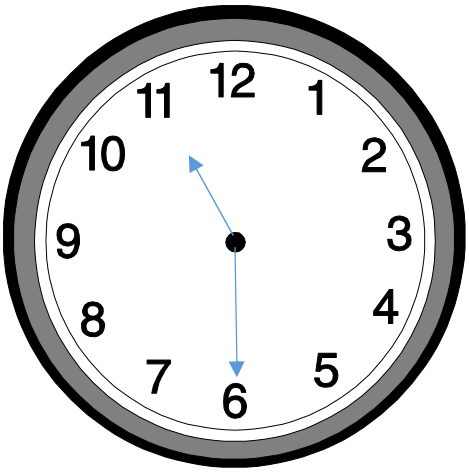
Example:





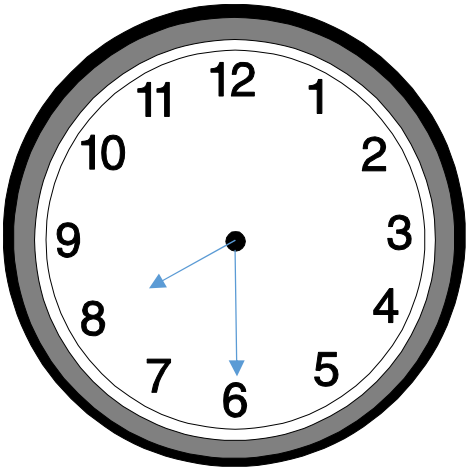
It is a half past 10 o'clock

It is 30 minutes



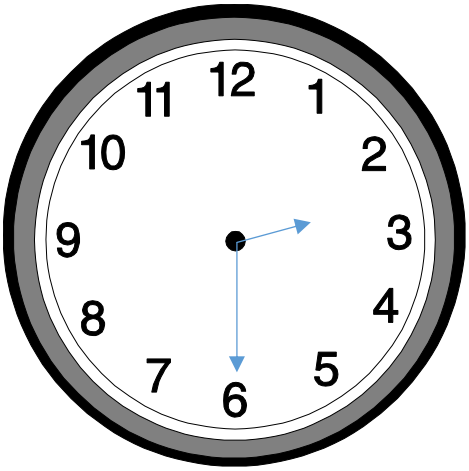
It is a half past 11 o'clock

It is a half past 10 o'clock

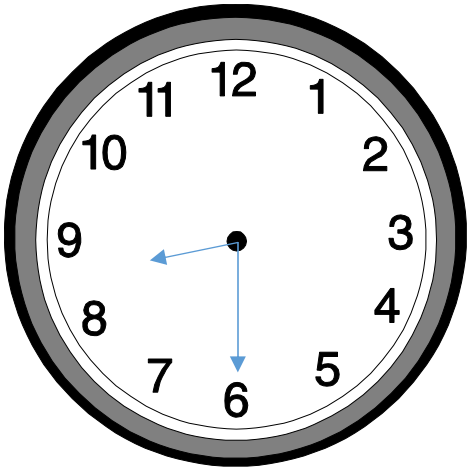


it is a half past 8 o'clock

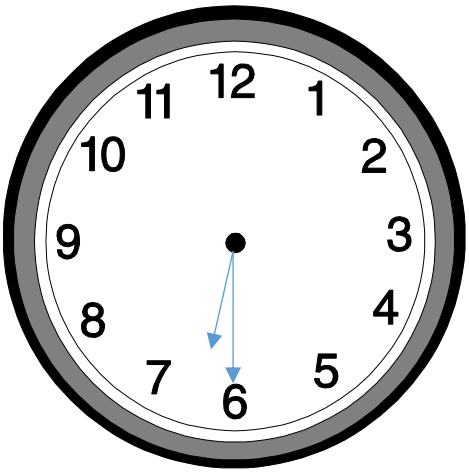
Tell the time



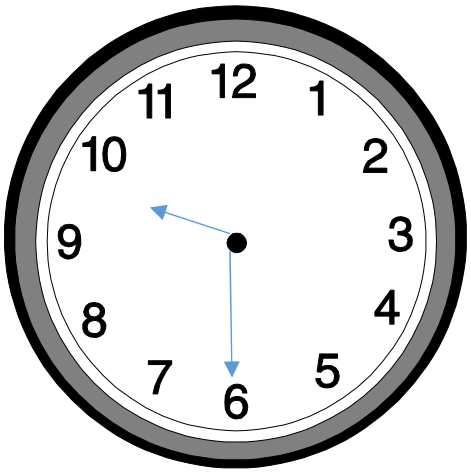
It is _____



it is _____



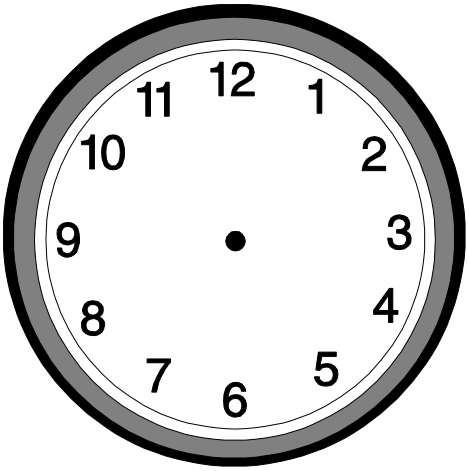
It is _____



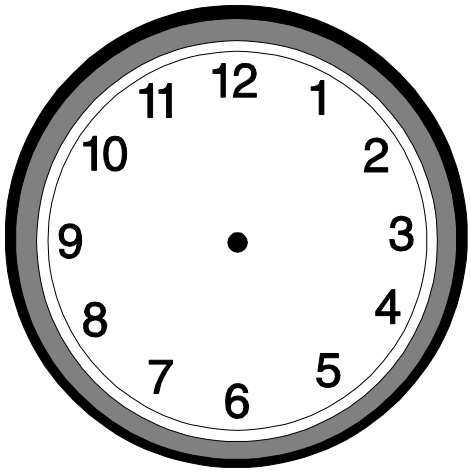
it is _____

Show these times on the clock face.

A half past 2 o'clock



A half past 7 o'



Date	Class	No. of pupils	TIME

THEME: Measures

SUB THEME: Time

COMPETENCES: Identifies time

Tells time

Draws clock face

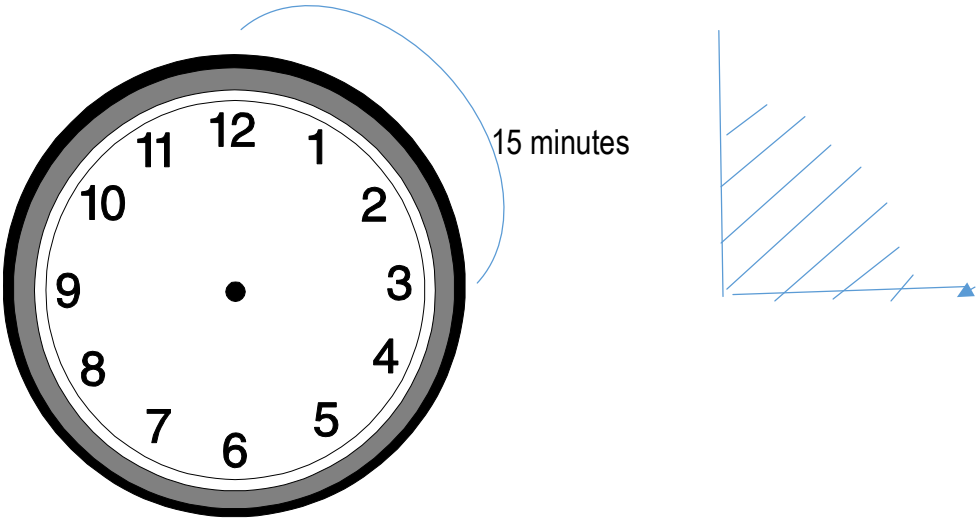
METHOD: Observation

Guided discovery

T/L AIDS

INTRODUCTION: Reviewing the precious lesson.

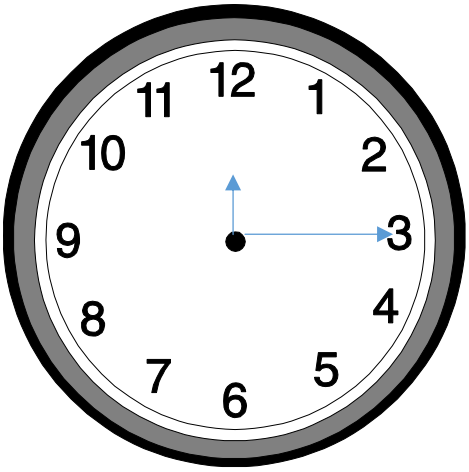
CONTENT: A quarter hours



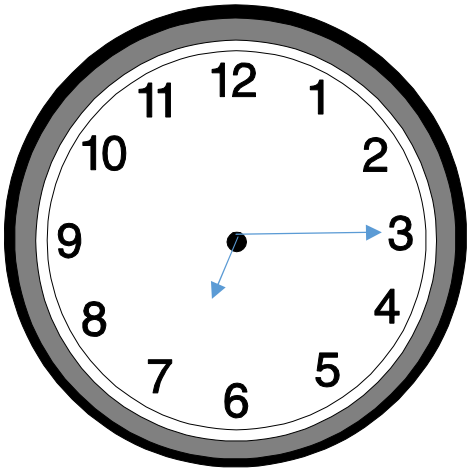
A quarter of an hour is 15 minutes.

Examples:

A quarter past 12 o'clock



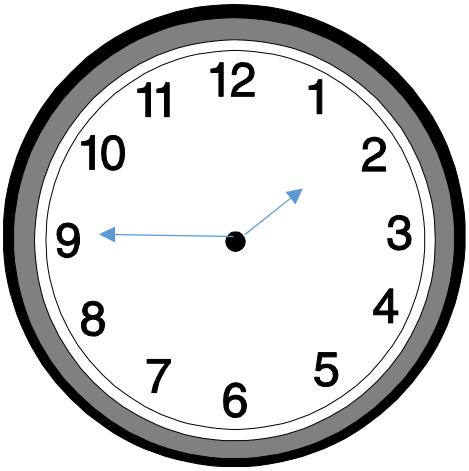
A quarter past 7 o'clock

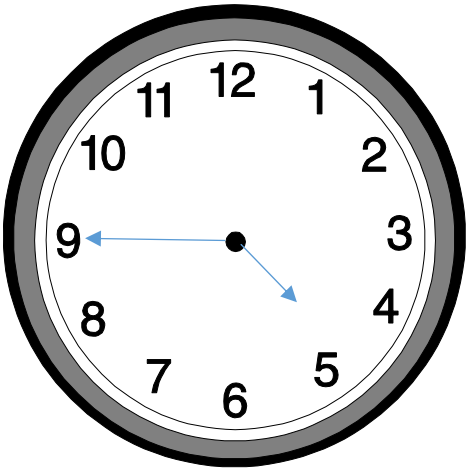


A 2 o'clock

quarter to

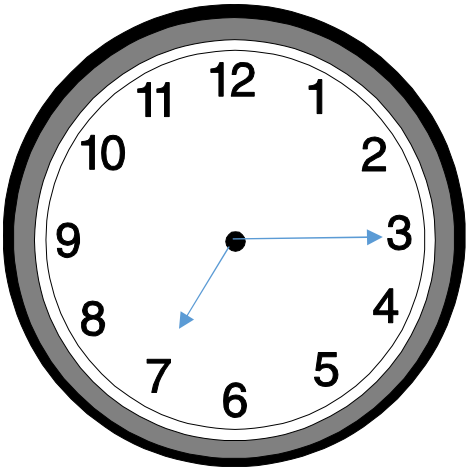
A quarter to 5 o'clock

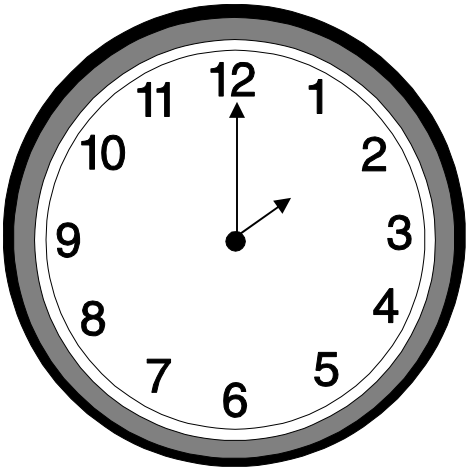




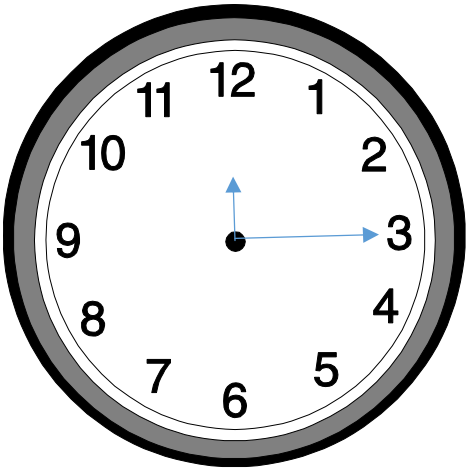
A quarter to

Tell the time

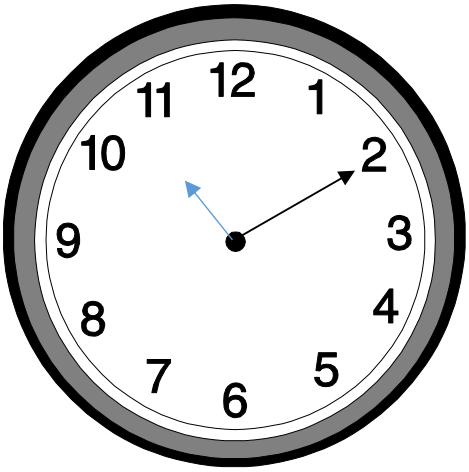




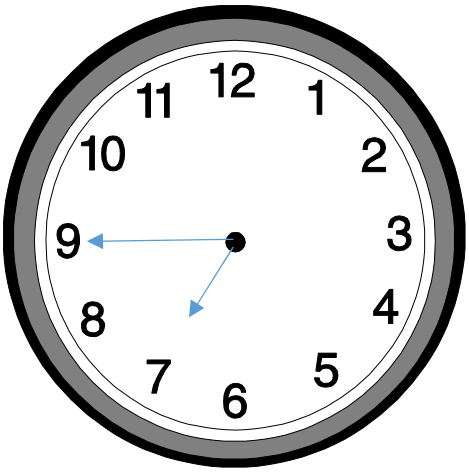
It is _____



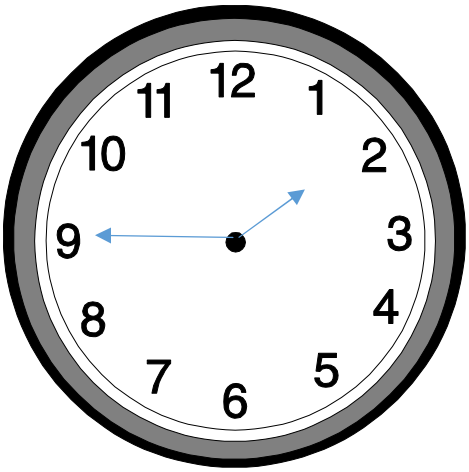
it is _____



It is _____



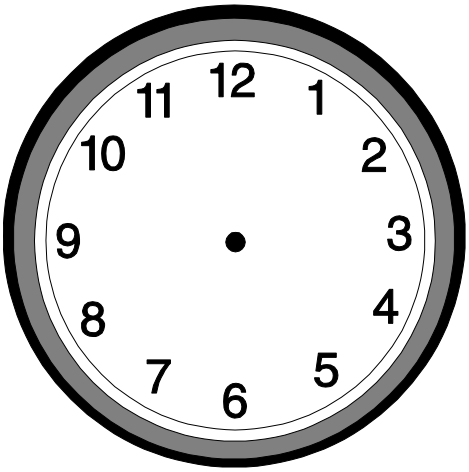
it is _____



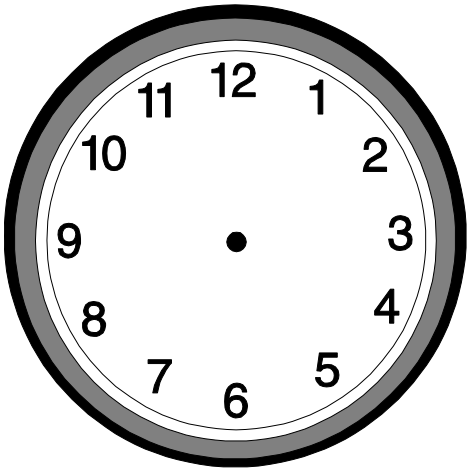
It is _____

it is _____

Show the time on the clock face



A quarter past 8 o'clock



A quarter to 9 o'clock

Date	Class	No. of pupils	TIME

THEME: Measures

SUB THEME: Time

COMPETENCES: Identifies time

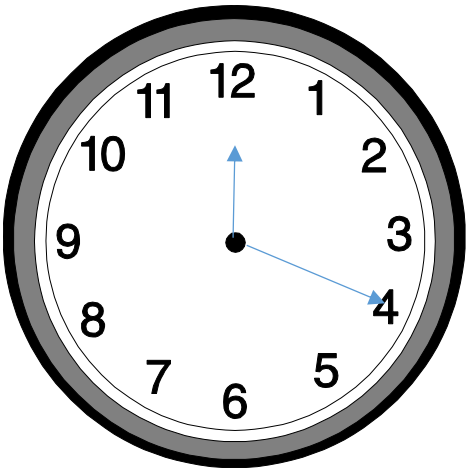
Tells time

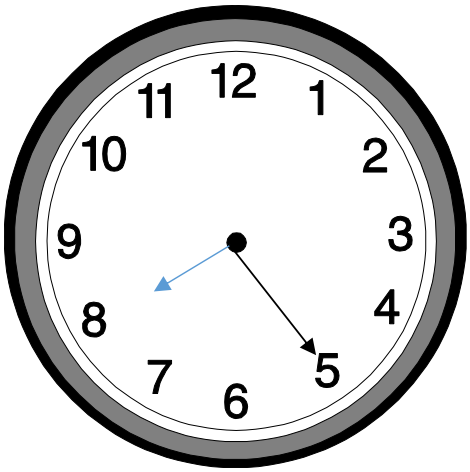
METHOD: Observation method

T/L AIDS: watches

INTRODUCTION: Reciting a rhyme on time

CONTENT: Telling time in minutes

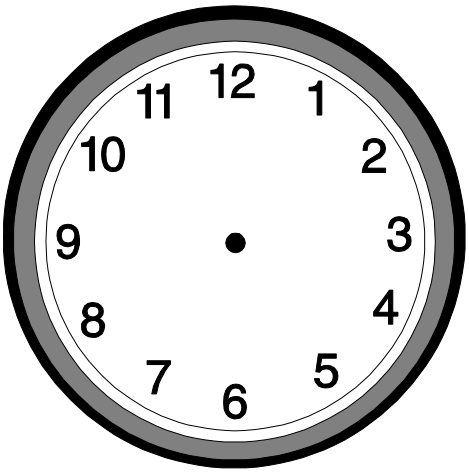


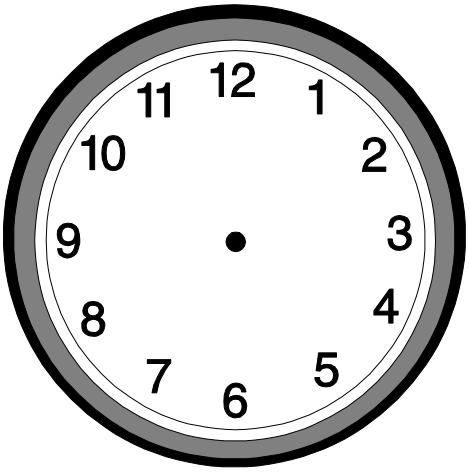


It is 20 minutes past 12 o'clock

it is 5 minutes past 8 o'clock

Show the time on the clock face

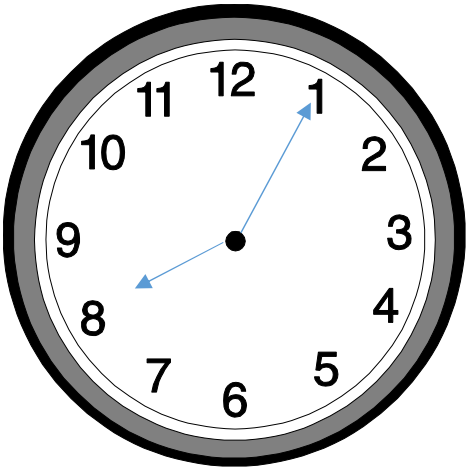


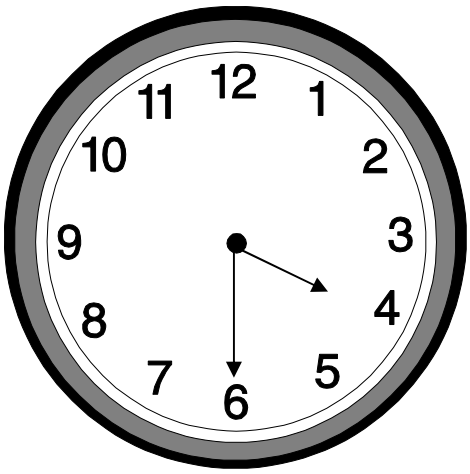


10 minutes past 4 o'clock

25 minutes past 8 o'clock

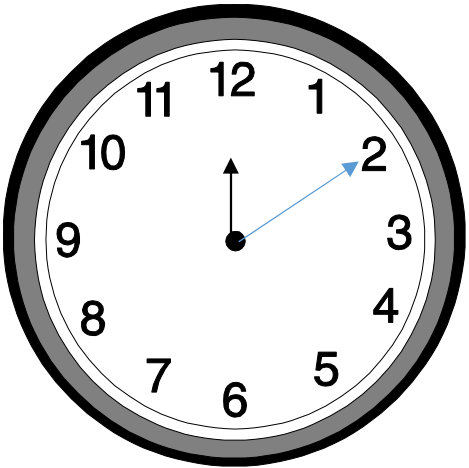
Tell the time on the clock face





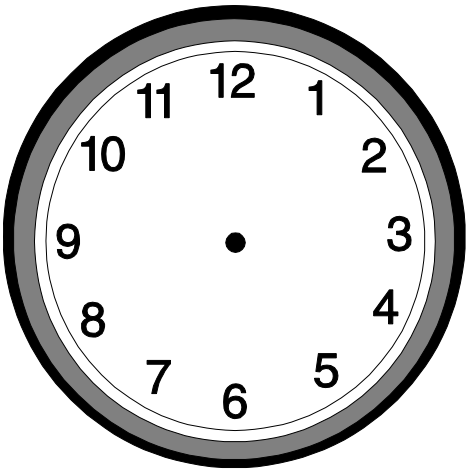
It is _____

it is _____

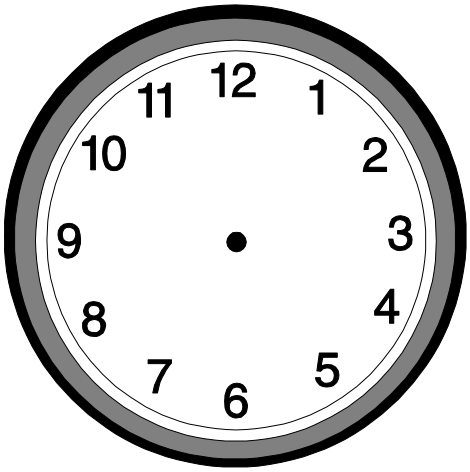


It is _____

Show the given time on the clock face



25 minutes past 8 o'clock



10 minutes past 4 o'clock

Date	Class	No. of pupils	TIME

THEME: Measures

SUB THEME: Days

COMPETENCES: Identifies days of the week

Names the days of the week with their positions

METHOD: Recitation

Guided discovery

INTRODUCTION: Recite "Mandepalala…tue…."

CONTENT: Days of the week.

There are 7 days in a week.

- Monday
- Tuesday
- Wednesday
- Thursday
- Friday
- Saturday
- Sunday.

Fill in the gaps.

1. Sunday, _____, Tuesday, _____, Thursday, Friday, _____,
2. How many days are in a week?
3. Write these days;
   I. 1st day =
   II. 2nd day =
   III. 3rd day =
   IV. 4th day =
   V. 5th day =
   VI. 6th day =
   VII. 7th day =
4. On which days do we go to school?
5. On which day do Christians go to church?
6. On which day do Muslims go for prayers?
7. Fill in the missing letters.
   I. T __ __ sday

II. We __ n__ sday
III. Th __ __ sday

Date	Class	No. of pupils	TIME

THEME: Measures

SUB THEME: Months

COMPETENCES: Identifies months of the year

Names months of the year and their days

METHOD: Recitation

Guided discovery

INTRODUCTION: A rhyme about months of the year.

CONTENT: Months of the year

There are 12 months in a year

A year has 52 weeks

A month has 4 weeks

A year has 365/366 days.

The months of the year

1.	January	31 days
2.	February	28/29 days
3.	March	31 days
4.	April	30 days
5.	May	31 days
6.	June	30 days
7.	July	31 days
8.	August	31 days
9.	September	30 days
10.	October	31 days
11.	November	30 days
12.	December	31 days

Exercise

1. How many months make a year?
2. List down months with 31 days.
3. List down months with 30 days.
4. How many days does February have?
5. In which month do you celebrate your birthday?
6. In which month are we in now?
7. In which month do we celebrate Christmas day?

Date	Class	No. of pupils	TIME

THEME: Measures

SUB THEME: Calendar

COMPETENCES: Reads the calendar

Identifies the days of the week on the calendar

METHOD: Guided discussion

Guided discovery

Observation

INTRODUCTION:

CONTENT: October 2014

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

1. Which day was 1st October 2014
2. Which date was the first Sunday of October 2014
3. How many days do October have
4. When was 31st October?
5. Which public holiday is on 9th October

Date	Class	No. of pupils	TIME

THEME: Measures

SUB THEME: Length

COMPETENCES: Identifies length

Measures length

METHOD: Observation

Guided discovery

INTRODUCTION:

CONTENT: Measuring length using body parts (practical)

Materials;

- Hand span
- Stride
- Palm

Measure the length of the following:

- Chalkboard
- Chalkboard ruler
- Tables
- Book shelf
- Benches
- Windows

Date	Class	No. of pupils	TIME

THEME: Measures

SUB THEME: Length

COMPETENCES: Identifies

Compares length using longer or shorter

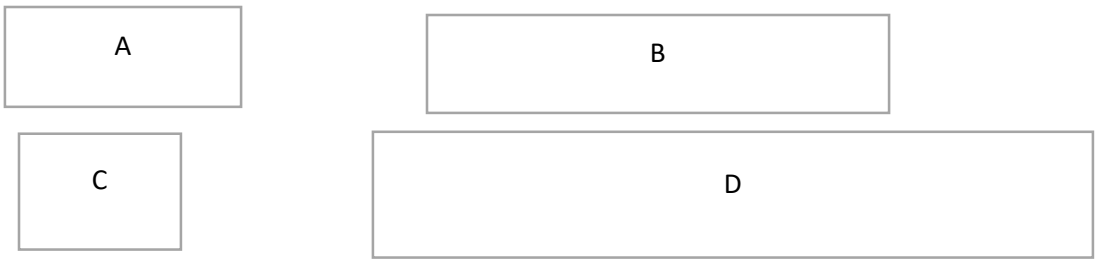
METHOD: Observation

Guided discovery

INTRODUCTION: Review of previous lessons

CONTENT: Comparing using longer or shorter.

Look at the length of these pieces.



Use shorter or longer

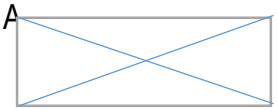
A is longer than B

A is longer than C

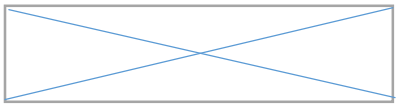
B is longer than A

C is shorter than D

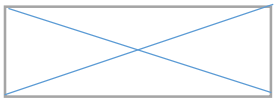
A



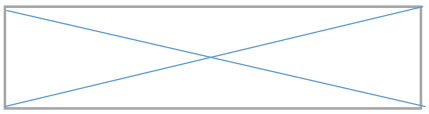
C



B



D



Date	Class	No. of pupils	TIME

THEME: Measures

SUB THEME: Length

COMPETENCES: Identifies length

Reads length

Writes length

METHOD: Observation

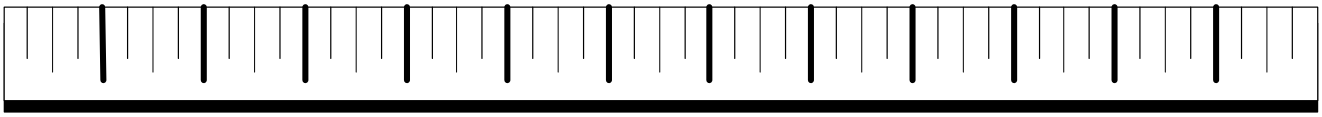
Guided discovery

INTRODUCTION: Review of previous lesson

CONTENT: Measuring length in meters.

Meters are the standard units for measuring length.

1 meter = 100 centimeter



Exercise

1. How many centimeters make 1 meter?
2. How many centimeters make 3 meters?
3. Write in full
   Cm =
   M =

Use longer or shorter.

1. A centimeter is _____ than a meter
2. A meter is _____ than a centimeter

Date	Class	No. of pupils	TIME

THEME: Measures

SUB THEME: Length

COMPETENCES: Identifies centimeters and meters

Measures metres

Records information

METHOD: Fieldwork

Observation

INTRODUCTION: Review of previous lessons

CONTENT: Practical lesson

1. Material = 1 meter ruler
   Recordings.

Objects	Length m/cm	Width m/cm
Class room		
Chalkboard		
Office block		
Main hall		
Dormitory		
Canteen		
Swimming pool		

Date	Class	No. of pupils	TIME

THEME: Measures

SUB THEME: Length

COMPETENCES: Identifies the length

Adds the length

METHOD: Guided discovery

Guided discussion

INTRODUCTION: Review of previous lessons

CONTENT: Addition of length

2meters + 3 meters = 5 meters

3meters +4 meters = ____ meters

1meters + 5 meters = ____ meters

20cm + 10 cm = _____ cm

Add the meters and centimeters

1. 5meters + 5 meters =
2. 4meters + 2 meters =
3. 7meters + 6 meters =
4. 30meters + 30 meters =

5. 9 meters
   + 7 Meters
   _____

   _____

6. 1 2 centimeters
   + 1 0 centimeters
   _____

   _____

Date	Class	No. of pupils	TIME

THEME: Measures

SUB THEME: Units of measure

COMPETENCES: Draws squares

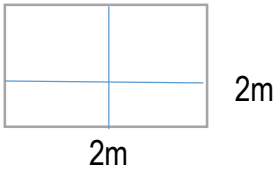
Finds area by counting

METHOD:

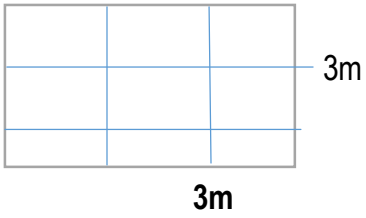
INTRODUCTION: Review of previous lessons

CONTENT: Area

Area = 4 m^2



Area = 9 m^2



Area = 5 x 5

Area = 2m x 4m

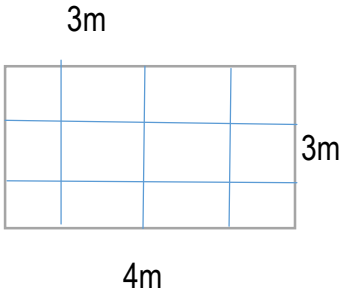
Area = 8 m^2

Exercise

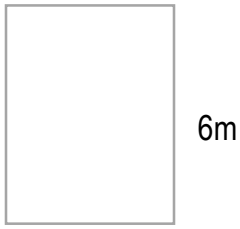
Find the area

1. 

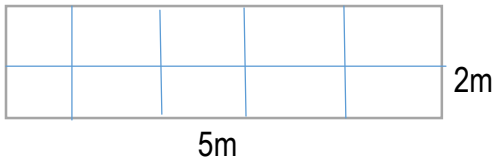
2.



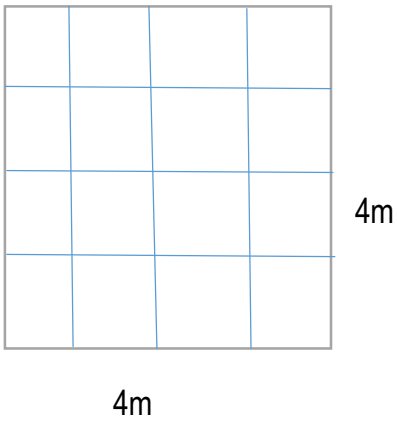
3.



4.



5.



Date	Class	No. of pupils	TIME

THEME: Measures

SUB THEME: Solids and shapes

COMPETENCES: Compares weight of objects using lighter or heavier

METHOD: guided discovery

INTRODUCTION: Defining weight

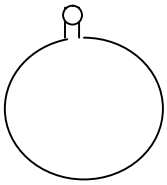
Is the heaviness or lightness of an object

CONTENT: Measuring weight

<u>Compare using heavier or lighter</u>

1.  

   A text book is _____ than a pencil.
   A pencil is _____ than a text book.
2. Ss

   A pineapple is _____ than a balloon.
   A pineapple is _____ than an orange.
   A balloon is _____ than an orange.
   A balloon is _____ than a pineapple.
   An orange is _____ than a pineapple.
   An orange is _____ than a balloon.

Practical lesson weighing scale

3. 1 kg is _____ than $\frac{1}{2}$
4. $\frac{1}{2}$ kg is _____ than 1 kg

Date	Class	No. of pupils	TIME

THEME: Measures

SUB THEME: Solids and shapes

COMPETENCES: Adds kilograms accurately

METHOD: guided discovery

INTRODUCTION: Review of the previous lessons

CONTENT: Addition of weight in kilograms

1. 1 kg + 2 kg = 3 kg
2. 2 kg + 5 kg + 2 kg = 9 kg
3. 13 kg + 14 kg = 27 kg

Exercise

1. 7 kg + 3 kg =
2. 86 kg + 19 kg =
3. 12 kg + 24 kg =
4. Use heavier or lighter
    - I. A pencil is _____ than a chair
    - II. A chair is _____ than a pencil.

Date	Class	No. of pupils	TIME

THEME: Measures

SUB THEME: Solids and shapes

COMPETENCES: Identifies place values of digits

Subtracts kilograms carefully

METHOD:

INTRODUCTION:

CONTENT: Subtraction of weight

5kg – 2 kg = 3 kg

16kg – 4 kg = 12 kg

Exercise

1. 10 kg – 6 kg =
2. 16 kg – 6 kg =
3. 12 kg – 5 kg =
4. 5 kg – 1 kg =
5. 3 2 kg
   -1 2 kg

   _____

6. 2 0 kg
   -6 kg

   _____

7. 3 2 kg
   -1 7 kg

   _____

Date	Class	No. of pupils	TIME

THEME: Measures

SUB THEME: Solids and shapes

COMPETENCES: Defines liters

Adds liters carefully

METHOD:

INTRODUCTION: Liter

A liter is a standard unit for measuring liquids.

CONTENT: Things measured in liters are:

- **Milk , soda, liquid soap**
- **Wine, water, paraffin and cooking oil**

Addition of liters:

2liters + 3 liters = 5 liters

2 0liters

+3 4liters

5 4liters

Exercise

1. 6 liters + 2 liters =
2. 4 liters + 3 liters =
3. 23 liters + 42 liters =
4. 12 liters + 4 liters =
5. 5 5 liters
   +25 liters

6. 4 9 2 liters
   +2 3 liters
7. 7 2 6 liters
   + 3 liters

Date	Class	No. of pupils	TIME

THEME: Measures

SUB THEME: Solids and shapes

COMPETENCES: Identifies things measured in liters

Subtracts carefully

METHOD:

INTRODUCTION:

CONTENT: Subtraction of liters

6liters – 1 liter = 5 liters

20liters – 10 liters = 10 liters

2 0liters

-1 0liters

3 6liters

-1 6liters

Subtract

1. 8 liters – 5 liters
2. 6 liters – 3 liters
3. 30 liters – 20 liters
4. 5 9liters
   -4 3liters
5. 6 4liters
   -2 6liters
6. 7 8 9liters
   +48 0liters

7. 9 0 0liters
   +50 0liters

8. 6 4 8liters
   -4 8liters

9. 4 2 4liters
   - 2liters

Date	Class	No. of pupils	TIME

THEME: Measures

SUB THEME: Shapes and solids

COMPETENCES: Names and draw shapes

Identifies shapes correctly

METHOD:

INTRODUCTION:

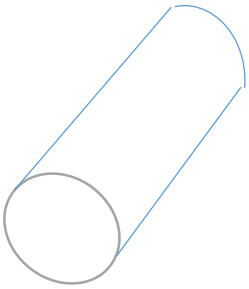
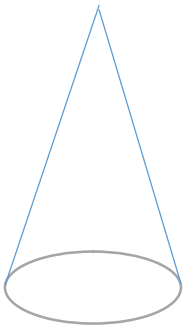
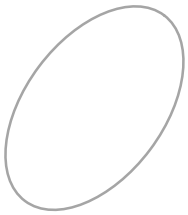
CONTENT: Naming known shapes

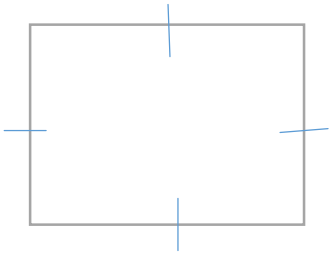
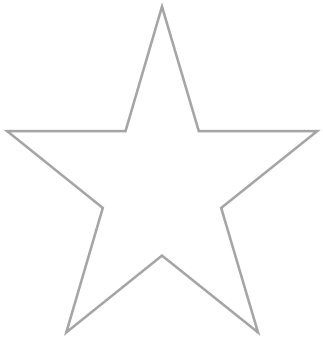
Shapes

- Triangle, circle, square
- Zigzag, oval, kite, rectangle
- Cylinder, star, cone

Exercise:

1. Name these shapes

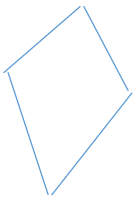



2. Fill in the missing letters
   I. K____ te
   II. C_ ___cle
   III. R __ ___ctangle
   IV. Sq ___ __ re

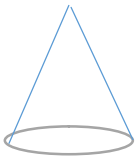
3. Match the shapes to their names



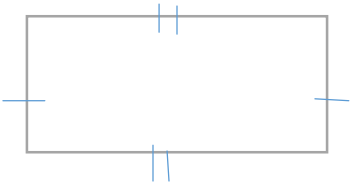
Cone



Triangle



Rectangle



Kite

Date	Class	No. of pupils	TIME

THEME: Recreation festivals and holiday

SUB THEME: Holidays

COMPETENCES: Counts, takes away and write correctly

INTRODUCTION: Review of the previous lessons

CONTENT: Subtraction

1. 1 4
-1 0

2. 8 4
-2 1
6 3

3. 50 0
-2 0 0
3 0 0

Exercise

1. 8 2
-3 2

2. 78 4
-1 2

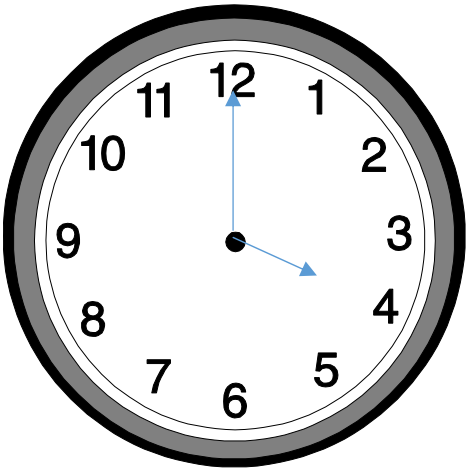
3. 432
- 31 1

4. 2 2
- 58

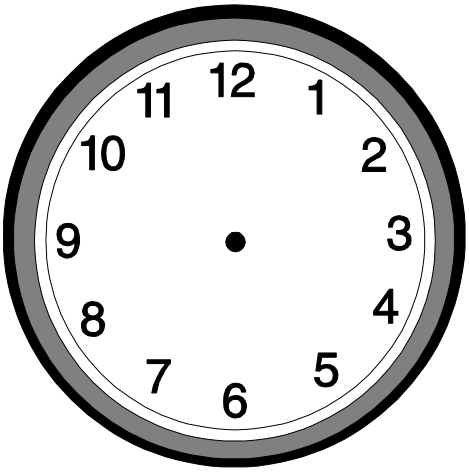
5. 62 2
- 1 6 6

6. 8 0
- 1 6

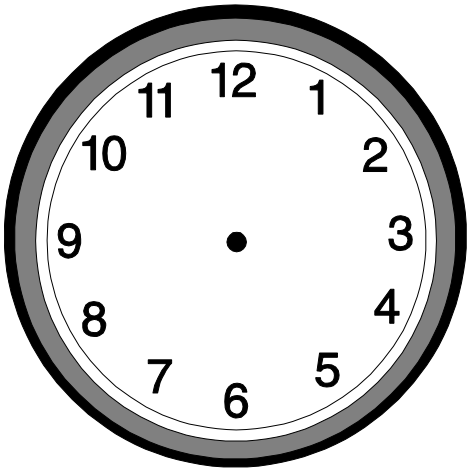
7. Tell the time



8. show the time



A half past 2



A quarter past 4

Date	Class	No. of pupils	TIME

THEME: Recreation festivals and holiday

SUB THEME: Holidays

COMPETENCES: identifies money and shops

Reads and answers questions

INTRODUCTION: Shopping

Revision

Shopping bill

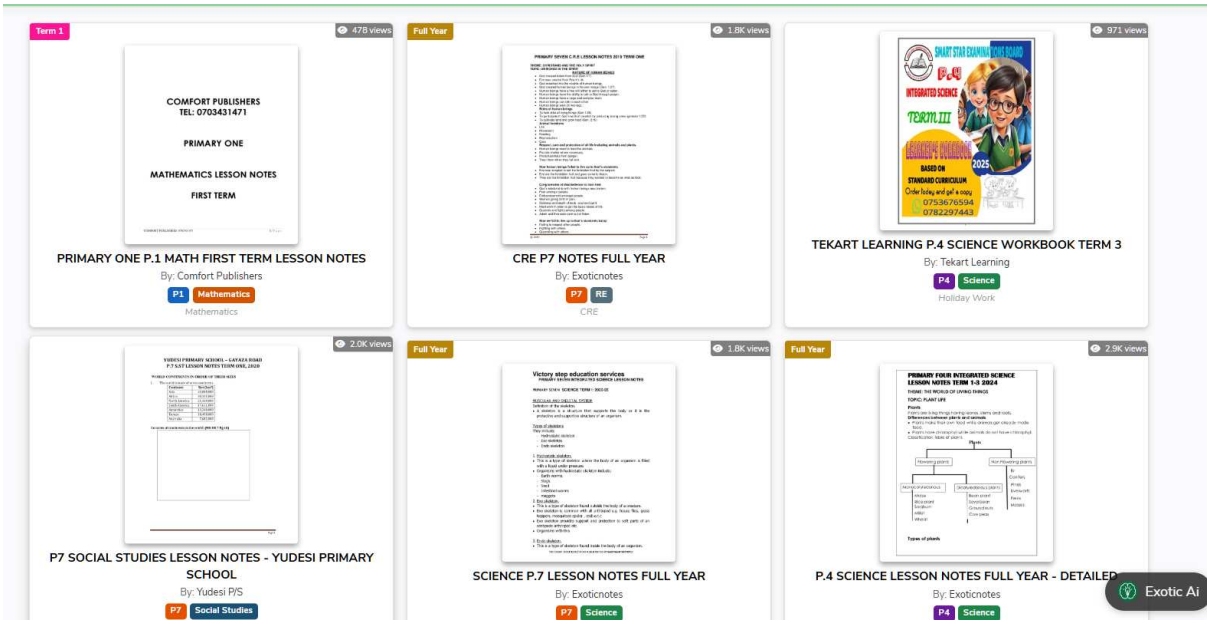
Study the shopping bill below

Item	price
Sweet	Shs.100
apple	Shs.1000
Book	Shs.500
pencil	Shs.200

Questions

1. **How many items are on the shopping bill?**
2. **What is the most expensive item?**
3. **Write the cheapest item**
4. **Which item costs Shs. 200**
5. **How much did that person use to buy all the items altogether**
6. **What is the cost of a book and pencil**

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