PRIMARY ONE MATHEMATICAL LESON NOTES FOR TERM 3

Date	Class	No. of children	Time

THEME: Transport

SUB THEME: Types and means of transports

TOPIC: Whole number

S. TOPIC: Counting and writing number names

METHODS: - mental work

- Guided discovery
- Question and answer

COMPETENCES: Count numbers and read number names

- pronounces words correctly
- reads and spells words Correctly
- fills in the missing numbers

REFERENCE: Mk Book 1 pupils gride page 49 and 42

CONTENT: Counting 1 – 90

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, __, ___, ___, ___, ___, 90

Reading number names 1 – 100

1 – one	8 – eight
2 – two	9 – nine
3 – three	10 – ten
4 – four	11 – eleven
5 – five	12 – twelve
6 – six	7 – seven etc up to 100.

EXERCISE:

1. ***Fill in the missing number***

   20, 21, ____, ___, ___, 25, ____, ____, ____, 29, 30

   50, 51, ____, ___, ___, 55, ____, ____, ____, 59, 60

   30, 31, 32, ____, ____, ____, 36, ____, ____, ____, 40

2. ***Write number names.***

   20, 40, 8, 60, 80
   30, 50, 13, 70, 90
   12, 11, 15, 13, 2

3. ***Match number symbols to words***.

64	forty three
90	seventy eight
78	ninety
43	sixty four

4. *Count and write in words.*

    = _____

   = _____

5. **Count down wards**

   10, 9, __, ___, 6 ___, 4, ____, 12 ___ 0

Date	Class	No. of children	Time

THEME: Transport

SUB THEME: Types and means of transports

TOPIC: Operations on Numbers

S. TOPIC: Multiplication by 2 and 3

METHODS: - mental work

- Observation
- Question and answer

COMPETENCES: - groups in two's

- Reads the instructions correctly
- Writes the multiplication symbols correctly
- Reads and interprets the statements

INTRODUCTION: Review of the previous lesson

CONTENT: ***Multiplying by 2***

$0 \times 2 = 0$

0 groups of 2 = 0

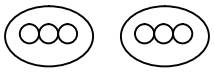
$1 \times 2 = 2$

1 groups of 2 = 2

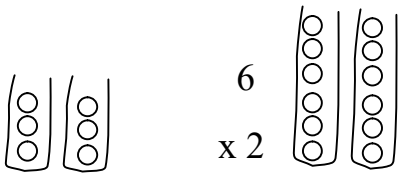
$2 \times 2 = 4$

2 groups of 2 = 4

2 groups of 3 equals 6



3 x 2 = 6



6 x 2 = 12

NB:

The first number shows the groups.

The second number shows the balls in each group.

Multiplying by 3

$0 \times 3 = 0$

0 groups of 3 = 0

$1 \times 3 = 3$

1 group of 3 = 3

$2 \times 3 = 6$

2 groups of 3 = 6

Use repeated addition

2 + 2 = 4

2 + 2 + 2 = 6

3 + 3 = 6

3 + 3 + 3 + 3 = 12

count in twos

2 4 6 ___ 10

count in threes

3 6 ___ 12 ___

EXERCISE:

1. ***Multiply by 2.*** ***Count in twos***

2 x 2 =	2 + 2 + 2 = _____
3 x 2 =	2 + 2 + 2 + 2 = _____
5 x 2 =	3 + 3 + 3 + 3 = _____
8 x 2 =	3 + 3 = _____

2. *Multiply by 3*.

1 x 3 =	5 x 3 =
2 x 3 =	4 x 3 =
3 x 3 =	etc

LESSON EVA'L:

Date	Class	No. of children	Time

THEME: Transport

SUB THEME: Types and means of transports

TOPIC: Operations on numbers

S. TOPIC: Multiplication by 5 and 10

METHODS: - mental work

- Observation
- Question and answer

Competences : a learner

- Reads and interprets statement
- Counts in fives
- Identifies the symbols correctly
- Multiples by 10 correctly

INTRODUCTION: Review of the previous lesson

Counting 100 – 150 orally

REFERENCE:

CONTENT: ***Multiplying by 5 and 3***

0 x 5 = 0

0 groups of 5

1 x 5 = 5

1 group of 5

2 x 5 = 10equals

2 groups of 5

3
x 5
15



Multiplying by 10

2 x 10 = 20

2 groups of 10

1 x 10 = 10

10
x3
30

Use repeated addition

5 + 5 = 10

5 + 5 + 5 = 15

10 + 10 + 10 = 30

EXERCISE:

***Let us multiply*.**

1. 1 x 5 = 3 x 10 = 4 x 5 =

5 x 10 = 3 x 5 = 1 x 10 =

4 x 4 = 2 x 10 = 0 x 10 =

2. 10 + 10 + 10 = 10 + 10 =

5 + 5 + 5 = 5 + 5 =

3.

10	10	10
x 2	x 5	x 3
_____	_____	_____

4. _____as the first day of the week.

5. 4 groups of 3 equals

6. Fill in the missing numbers

100, 101, ____, 103, ___, 105, ___ 107

120, 121, ___, ____, 124

LESSON EVALUATION:

Date	Class	No. of children	Time

THEME: Transport

SUB THEME: Types of means of transports

TOPIC: Measures

S. TOPIC: Days of the week

METHODS: - Recitation

- Observation
- Question and answer

Competences: writes days of the week correctly

- Counts numbers correctly
- Fills in the missing letters
- Matches days to their positions
- Order days to their positions

INTRODUCTION: Corrections of the previous lesson

REFERENCE:

CONTENT: ***Days of the week***

Counting 150 - 200

Sunday 1st Thursday 5th

Monday 2nd Friday 6th

Tuesday 3rd Saturday 7th

Wednesday 4th

Seven days make a week.

Sunday is the first day of the week.

Saturday is the last day of the week.

Christians go to church on Sunday.

Moslems go to the mosque on Friday.

EXERCISE:

1. How many days make a week?

_____ days make a week.

2. The first day of the week is _____.
3. On which day do Christians go to church? _____
4. On which day do Moslems go to the Mosque? _____
5. Fill in the missing letters.

   S__turd__y T__ __sday Th__ __sday

   W__dn__sday M__ __nday

6. Match correctly.

Saturday	1st
Friday	2nd
Monday	3rd
Sunday	4th
Tuesday	6th
Wednesday	7th

7. Which day comes after Friday? _____

REVISION:

1. Draw tens and ones.

   36 = 12 =

   20 = 31 =

2. Circle bigger / greater number

   6, 15, 9

3. Write two weekend days

LESSON EVALUATION:

Date	Class	No. of children	Time

THEME: Transport

SUB THEME: Measures

TOPIC: Measures

S. TOPIC: Comparing means of transport

METHODS: - Recitation

- Observation
- Question and answer

Competences: A learner

- Compares means of transport using bigger, smaller, longer or shorter
- Counts orally
- Reads and spells words correctly
- Writes the words correctly
- Order days to their positions

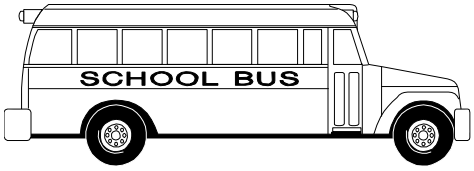
INTRODUCTION: reviewing the previous lesson

Content: counting 150 …… 200

A car



a bus



A car is shorter than a bus

A bus is longer

Exercise

Use longer or shorter , bigger or smaller

1. An aeroplane is _____ than a car.
2. A ship is _____ than a boat.
3. A train is ____ than a bicycle
4. Fill in the missing numbers
   150, 151, ___, ____, ___, 155\
   180, ____ 182, ___, 184, ___ 186

5. Draw these shapes
   Circle _____ rectangle _____ oval _____ cone _____
6. Draw an empty set

Date	Class	No. of children	Time

THEME: Transport

SUB THEME: Types and means of transports

TOPIC: Measures

S. TOPIC: Months of the year

METHODS: - Recitation

- Observation
- Question and answer

REFERENCE:

Competences: reads, spells and pronounces words correctly

- Identifies days in each month
- Recites the months of the year in order
- Identifies important dates in each month

CONTENT: ***Months and their days***

January – 31
February – 28 / 29
March - 31
April - 30
May - 31
July - 31

July - 31
August – 31
September - 30
October - 31
November - 30
December - 31

There are 12 months in the year.

Important dates to note

Christmas day - 25th/December

Labour day - 1st/May

Independent - 9th /October

Uganda martyrs day - 3rd/June

New years day – 1st January

EXERCISE:

1. Fill in the missing letters.

   J__nuary M__y A___gust

   D__c___mber J___ne

2. Write the first months of the year. _____
3. _____ is the last month of the year.
4. Christians celebrate Christmas in the months of _____.
5. Write three months which begin with letter J.

   J_____ J_____ J_____
6. Match correctly.

   Christmas day October

   Independent December

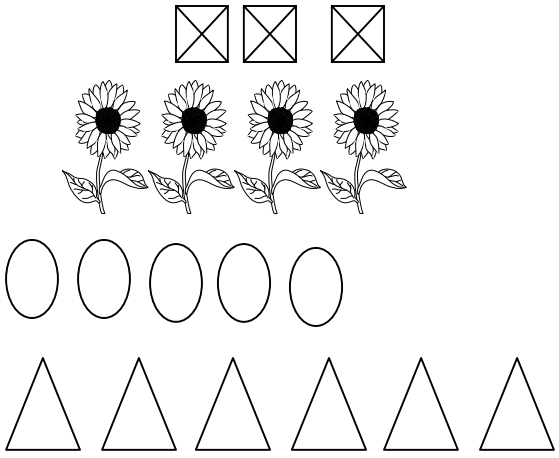
REVISION:

7. Add: $\frac{1}{3} + \frac{1}{3} =$

8. $\frac{2}{7} + \frac{1}{7} =$

8. $\frac{2}{10} + \frac{3}{10} =$

9. **Shade the correct ordinal number**



3rd box

4th flower

1st circle

5th triangle

LESSON EVALUATION:

Date	Class	No. of children	Time

THEME: Transport

SUB THEME: Measures related to transports

TOPIC: Whole number

S. TOPIC: Writing number names

METHODS: - Brain storming

- Guided discovery
- Question and answer

INST. MAT: A chart showing numbers and number names.

COMPETENCES: A learner:-

- Counts numbers correctly
- Writes the given numbers
- Reads the given similes
- Matches correctly
-

INTRODUCTION: children will write the given numbers on the chalk board orally.

CONTENT: ***Counting numbers***

100, 101, 102, 103, 104, __ __ ___ 200

Counts in tens

10 20 30 40 50 60 70 80

90 100 (then the teacher teaches the number names)

Similes related to transport

As slow as a ship.

As quick as an aeroplane.

As long as a train.

As large as a ferry.

EXERCISE:

1. Write number names.

10 _____	50 _____
20 _____	60 _____
30 _____	70 _____
40 _____	80 _____
90 _____	100 _____

2. Match correctly.

69	eighty six
96	thirteen
74	twenty
12	sixty nine
20	ninety six
13	seventy four
86	twelve

3. Complete the similies.

   As quick as _____

   As fast as _____

   As slow as _____

4. Add 15 + 7 =

T	**O**
3	4
+ 4	5

T	**O**
3	9
+2	0

T	**O**
3	2
+	5

5. What is the first month of the year

LESSON EVAL'N:

Date	Class	No. of children	Time

THEME: Transport

SUB THEME: Algebra of word application

TOPIC: Algebra

METHODS: - Observation

- Guided discovery
- Question and answer

INST. MAT: mental work

COMPETENCES: A learner:-

- Fills in the missing numbers in the box correctly
- Reads and interprets the statements correctly
-

INTRODUCTION: Mental work

□ Pus 3 equeals

□ + 3 = 7

Plus 1 equals 5

□ + 1 = 5

Exercise

1. Fill in the missing numbers

   Plus 4 equals 10

   3 plus □ equals 12

   □ Plus 8 equals 9

2. John has 9 sweets. Rose has 4 sweets
3. Who has many sweets?
4. Who has few sweets
5. Altogether, they have ____ sweets

Date	Class	No. of children	Time

THEME: Transport

SUB THEME: Types and means of transport

TOPIC: Algebra

S. TOPIC: Fill in the missing numbers

METHODS: - Observation

- Guided discovery
- Question and answer

COMPETENCES: A learner:-

- Counts numbers 150 - 200.
- Fills in the missing numbers correctly.
- Reads and interprets the statements correctly

REFERENCES:

INTRODUCTION: Corrections of the previous lesson.

CONTENT: ***Fill in the missing number in the box***

4 + 5 = 9

5 + 5 = 10

8 + 3 = 11

8 + 2 = 10

$$\begin{array}{r} 9 \\ +\square 2 \\ \hline \\ \hline \end{array}$$

EXERCISE:

1. Fill in the missing numbers.

3 + ☐ = 14

9 + ☐ = 15

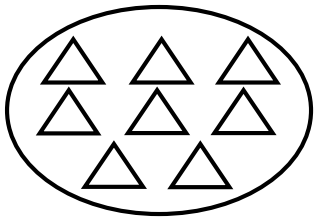
7 + ☐ = 7

6 + ☐ = 13

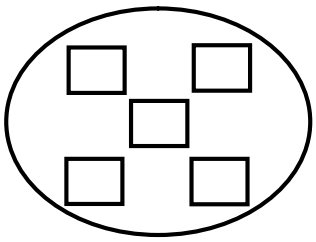
☐ + 2 = 9

$$\begin{array}{r} 3 \\ +\square \\ \hline 7 \\ \hline \end{array} \qquad \begin{array}{r} 4 \\ +\square \\ \hline 10 \\ \hline \end{array}$$

2. How many members are there in the set?



_____ members.



_____ members.

3. Expand these numbers.

   32 = _____ + _____

   20 = _____ + _____

4. What is first day of the week?
5. Fill in the missing days of the week
   Sunday, Monday _____, Wednesday, Thursday

LESSON EVAL'N:

Date	Class	No. of children	Time

THEME: Transport

SUB THEME: Types and means of transport.

TOPIC: Algebra

S. TOPIC: Fill in the missing number

METHODS: - Brain storming

- Guided discovery

- Question and answer

INST. MAT: A chart showing numbers and number names.

COMPETENCES: A learner:-

- Fills in the missing numbers correctly.

INTRODUCTION: Counting numbers orally.

CONTENT: ***Let us fill in the missing numbers***

T	O
3	□
+ 0	2
3	3

T	O
6	□
+ 2	7
8	9

EXERCISE:

1. Fill in the missing number.

T	**O**
7	□
+ 1	4
8	8

T	**O**
2	□
+ 4	4
6	5

T	**O**
3	3
+ □	2

T	**O**
4	5
+ 3	□
7	8

T	**O**
3	□
+ 3	9
6	9

T	**O**
2	2
+ 3	□

2. Write the number represented by the bundles and sticks.

 =

 =

 =

 =

LESSON EVAL'N:

Date	Class	No. of children	Time

THEME: Transport

SUB THEME: Types and means of transport.

TOPIC: Algebra

S. TOPIC: Algebra of subtraction

METHODS: - observation

- Question and answer

INST. MAT: A chart showing numbers and number names.

COMPETENCES: A learner:-

- Reads and interprets statements correctly
- Counts correctly
- Identifies the symbols correctly

INTRODUCTION: Counting numbers 200 – 250

200, 201, 202, 203, 204, 205 ……

CONTENT: ***Finding numbers in the box***

7 - *2 = 5*

9 - *3 = 6*

12 - *4 = 8*

Exercise

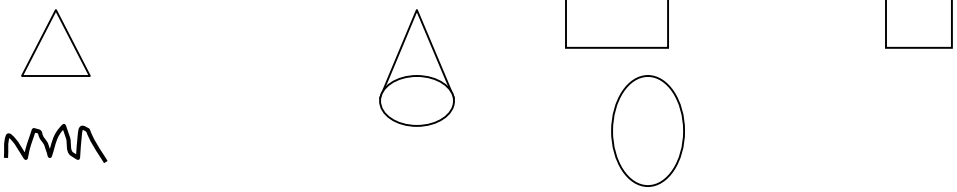
1. Fill in the missing numbers in the box

☐ - 6 = 3 ☐ - 9 = 5 ☐ - 4 = 1 ☐ - 3 = 4

2. Count down words

   20, 19, ___, ___, 16, ____, ___, 13 ___, ____

3. Name the shapes



4. Draw for the number

   6 cups

   9 tins

   8 trees

   1 ball

5. Count in tens 10, 20, ____, 40 ___ 60

Date	Class	No. of children	Time

THEME: Things we make.

SUB THEME: Things we make at home and at school..

TOPIC: Money

S. TOPIC: Types of money

METHODS: - Observation

- Guided discovery
- Guided discussion
- Mental work

COMPETENCES: A learner:-

- Defines money.
- Identifies types of money.
- Count in hundreds (change money)
- Reads and interprets the statements

INTRODUCTION: ***A tongue twister***.

'God made man, man made money, money made man mad'

CONTENT: ***Money***

Money is a medium of exchange.

Types of money (money in Uganda)

Coin money and paper/ note money.

- Ugandan money is referred to as "shilling"

Coins		***Notes/ Paper money***
50 shillings	50 Shs.	1000 shillings
100 shillings	100 Shs.	2000 shillings
200 shillings	200 Shs.	5000 shillings
500 shillings	500 Shs.	10,000 shillings
1000 shillings	1000 Shs.	20,000 shillings
		50,000 shillings

Note: Count in hundreds: 100, 200, ____. Two zeros means a hundred e.g. 100 – one hundred and three zeros means a thousand.

- 2 coins of 50/= make 100/=
- 5 coins of 100/= make 500/=

EXERCISE:

1. Count in 100s.
   100 200 _____ _____ 500 ____ ____ 800 900
2. Changing money.
   2 coins of 100 make _____/=
   5 notes of 100 make _____/=
3. Shade for the number
   4 balls 
   3 cups 

4. Draw for the number
   3 balls
   4 4 cups

LESSON EVALUATION:

Date	Class	No. of children	Time

THEME: Things we make.

SUB THEME: Things we make at home and at school.

TOPIC: Money

S. TOPIC: Addition of money

METHODS: - Observation

- Brain storming
- Guided discussion
- Question and answers

COMPETENCES: A learner:-

- Identifies money.
- Adds money correctly.
- Reads and interprets correctly

INTRODUCTION: ***Mental work***

1. 100 shillings plus 200 shillings =
2. 50 shillings plus 50 shillings =
3. 200 shillings plus 200 shillings =

CONTENT: ***Let us add money horizontally***.

Shs. 50 +Shs. 50 = Shs. 100

Shs. 100 +Shs. 100 = Shs. 200

Shs. 200 + Shs. 100 =Shs. 300

EXERCISE:

1. Let us add money.
   a. Shs. 100 + Shs. 100 = Shs. _____
   b. Shs. 200 + Shs. 200 = Shs. _____
   c. Shs. 500 + Shs. 100 = Shs. _____
   d. Shs. 200 + Shs. 100 = Shs. _____
   e. Shs. 400 + Shs. 100 = Shs. _____
   f. Shs. 300 + Shs. 300 = Shs. _____
   g. Shs. 100 + Shs. 50 = Shs. _____

2. What is the first day of the week?
   Count in tens
   10, 20, 30, ___, ___, 60, 70, ___, 90, ____
   What is 9 cups minus 4 cups equals ____ cups.

LESSON EVAL'N:

Date	Class	No. of children	Time

THEME: Things we make.

SUB THEME: Importance of things we make.

TOPIC: Money

S. TOPIC: Addition of money

METHODS: - Observation

- Question and answers
- Mental work

COMPETENCES: A learner:-

- Adds money vertically.
- Arranges money according to the right place values.
- Writes the units (shillings) correctly.
- Reads and interprets correctly

INTRODUCTION: ***Addition of money***

Shs. 5 0	Shs. 1 0 0	Shs. 2 0 0
+ Shs. 5 0	+ Shs. 1 0 0	+ Shs. 4 0 0
Shs._____	Shs._____	Shs._____

EXERCISE:

1. Let us add money

Shs. 2 0 0	Shs. 3 0 0	Shs. 1 0 0
+ Shs. 2 0 0	+ Shs. 5 0 0	+ Shs. 5 0
Shs._____	Shs._____	Shs._____

Shs. 2 0 0

+ Shs. 1 0 0

Shs. _____

2. Sam had Shs. 500. Jacky had Shs. 100. Altogether they had _____.
3. Ali had Shs. 300. Mum has Shs. 350. Altogether they had Shs. _____.

REVISION:

1. Add: $\frac{2}{5} + \frac{2}{5} =$ $\frac{5}{7} + \frac{1}{7} =$ $\frac{2}{10} + \frac{6}{10}$

$\frac{2}{10} + \frac{6}{10} =$

2. Count in threes

0 ◯◯◯ 3 ◯◯◯ _____ 9 ◯◯◯ ____ 15

3. Becky ate 4 cakes. Jackie ate 3 cakes. Altogether they ate ____ cakes

LESSON EVALU'N:

Date	Class	No. of children	Time

THEME: Things we make.

SUB THEME: Importance of things we make.

TOPIC: Money

S. TOPIC: Addition of money

METHODS: - Observation

- Question and answers

COMPETENCES: A learner:-

- Subtracts money correctly.
- Reads the word problems and answer them correctly.

INTRODUCTION: ***Mental work***

Shs. 500 – Shs. 200 = Shs. 200 -Shs. 100 =

Shs. 400 -Shs. 200 =

CONTENT: ***Let us subtract money***

Shs. 300 – Shs. 200 =

Shs. 300
- Shs. 200
Shs. 100

Shs. 400
- Shs. 200
Shs. 200

Shs. 600
- Shs. 300
Shs. 300

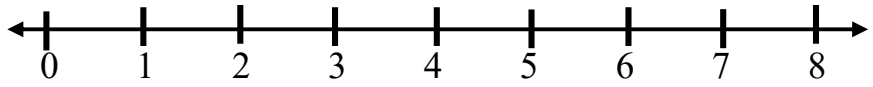
EXERCISE:

1. Let us subtract money.

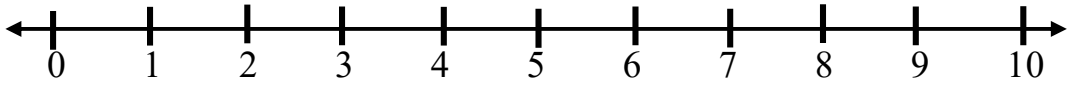
Shs. 700	Shs. 600	Shs. 350	Shs. 700
- Shs. 500	- Shs. 100	- Shs. 100	- Shs. 200

2. Take away.

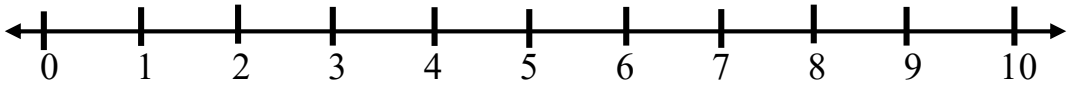
a. 7 – 3 =



b. 9 – 6 =



c. 7 – 0 =



3. How many fingers do you have?

There are _____ months

3. Add: Shs. 200
+ Shs. 100
Shs. _____

2 + 2 + 2 = _____

LESSON EVALU'N:

Date	Class	No. of children	Time

THEME: Things we make.

TOPIC: Measures

S. TOPIC: Subtraction of money with word application.

METHODS: - Brain storming

- Question and answers
- Guided discovery

INST. MAT: Counter

COMPETENCES: A learner:-

- Reads and interprets questions.
- .Work out the given numbers correctly.
- Writes the correct spellings
-

INTRODUCTION: ***Review of the previous lesson***

- ***Children will work out the numbers orally***

CONTENT: ***What is Shs. 200 minus Shs. 100?***

Shs. 200

- Shs. 100

Shs. 100

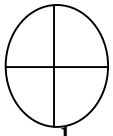
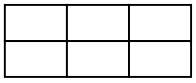
Mary had 500/=, She bought a cake at 200/=. How much money remained?

Shs. 500

- Shs. 200

Shs. 300

EXERCISE: Read and work out.

1. What is Shs. 400 minus Shs. 300?
2. Tom had Shs. 700. He gave away Shs. 400. How much remained?
3. What is Shs. 900 take away Shs. 600?
4. Sam had Shs. 800. He used Shs. 500. How much did he remain with?
5. Shade $\frac{2}{4}$  $\frac{2}{6}$ 
6. Write the number after

   17 _____

   Add: $\frac{1}{7} + \frac{3}{7}$

LESSON EVALU'N:

Date	Class	No. of children	Time

THEME: Things we make.

TOPIC: Measures

S. TOPIC: Shopping game

METHODS: - practical demonstration

- Question & Answers

COMPETENCES: A learner:-

- Identifies money.
- Role play (play a shopping game).
- Count correctly.
- Reads and interprets the questions

INTRODUCTION: ***Children will answer oral questions from the previous lesson***

CONTENT: ***Price list***

Match box	100/=
Sweet	200/=
Milk	700/=
Cake	500/=
Book	600/=

1. What is the cost of a cake?
2. What is the most expensive item?
3. How much will one pay for 9 match box and a book altogether?
4. Cathy bought milk and a sweet. How much did she pay?
5. Find the cost of a cake?
6. Write the number between
7. 6 ___ 8 15 ___ 17 9 ___11

8. 3 groups of 5 equals _____
9. Fill in

   J __nuary Dec ___mber

   5 litres

   __2 litres__

   _____

LESSON EVALU'N:

Date	Class	No. of children	Time

THEME: Things we make.

TOPIC: Numbers patterns and sequences

S. TOPIC: Counting in twos, threes, fives and tens

METHODS: - Guided discovery

- Brain storming
- Question and Answers

COMPETENCES: A learner:-

- Counts in twos, threes, tens and fives correctly.
- Fill in the missing numbers.

INTRODUCTION: ***Children will answer questions (mental work)***

CONTENT: ***Counting in twos***

0 2 __ __ __ __ __ 14.

Count in threes

0 3 6 __ __ __ ___ __ 21.

Count in fives

0 5 10 __ __ ___ __ __ 30.

Count in tens

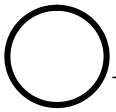
0 10 20 __ ___ ___ __ __ 100.

EXERCISE:

1. Count in twos.
   0 2 __ __ __ 12 __ __ __ 20.
2. Count in threes.
   0 3 __ __ __ 15 __ 21 __ __ 30.
3. Count in fives.
   0 5 __ __ __ __ 30.
4. Count in tens
   10 20 __ __ __ __ __ 80.

REVISION: 5. Name the shapes.

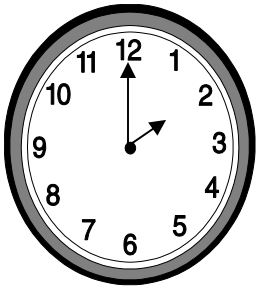

_____


_____

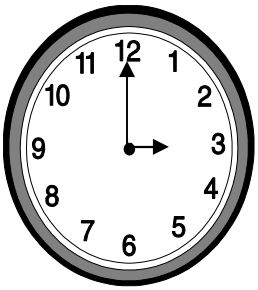

_____


_____

10. Tell the time.



_____ o' clock



_____ o' clock

11. Addition of word application.
    What is thirty two plus twenty?
    What is six plus five equals
    I have _____ eyes
    Moslems go for prayers on _____

LESSON EVAL'N:

Date	Class	No. of children	Time

THEME: Things we make.

TOPIC: Measures

S. TOPIC: Compare liquids using less or more.

METHODS: - Demonstration

- Observation
- Question and Answers

COMPETENCES: A learner:-

- Defines capacity.
- Identifies examples of liquids.
- Compare capacity using less or more in different containers.
- Reads and interprets the statements

INTRODUCTION: ***Capacity***

- Capacity is the amount of liquid held by a container.

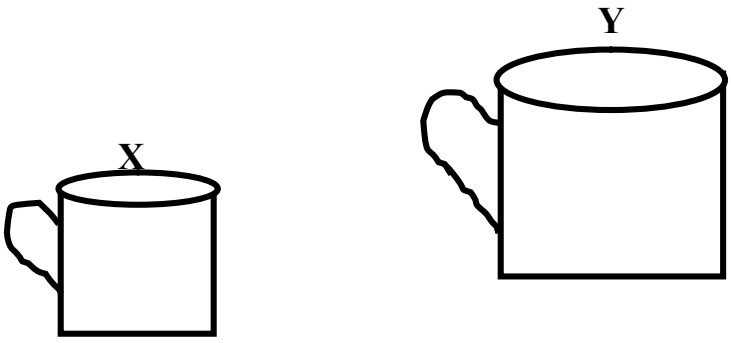
Examples of liquids are:-

Juice, water, milk, paraffin and soda etc.

Liquids are measured in **Litres**

CONTENT: ***Compare liquids using less/more.***

1.



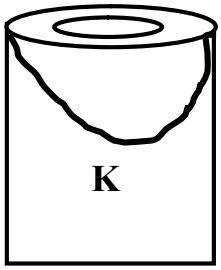
Cup **X** has **less** milk.

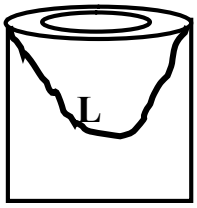
Cup **Y** has **more** milk.

NB:

When we are comparing liquids, bigger containers hold more liquids and small containers hold less.

2.





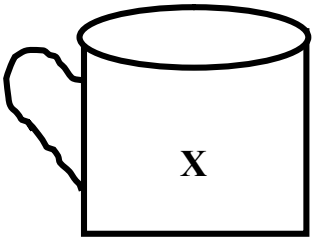
Bucket **K** has **more** water.

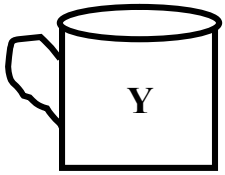
Bucket **L** has **less** water.

This is because **K** is bigger than **L**. Remember big containers carry **more**liquids.

EXERCISE: ***Use less / more***

1.

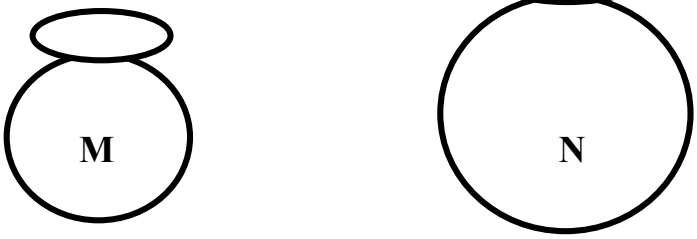




Which cup has less milk? _____

Which cup has more milk? _____

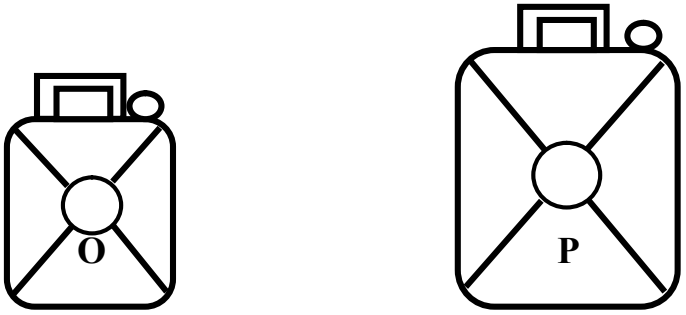
2.



Pot **N** has _____ water

Pot **M** has _____ water

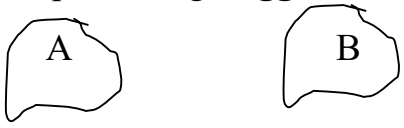
3.



Jerry can **O** has _____ water.

Jerry can **P** has _____ water.

4. What is the first month of the year?
5. Fill in
   1^{st} 2^{nd} ____, ____, 5^{th} ____, ____ 8^{th} ____ 10^{th}
6. Multiply 5 x 4
7. Count in tens
8. 10 + 10 + 10 + 10
9. Multiply
   0 x 5 =
10. Add 5 + 0
11. Compare using **bigger/ smaller**



Stone A is _____ than stone B

Stone B is _____ than stone A

LESSON EVALUATION:

Date	Class	No. of children	Time

THEME: Things we make.

TOPIC: Measures

S. TOPIC: Importance of things we make.

METHODS: - Practical work

COMPETENCES: A learner:-

- Adds liquids correctly.
- Reads and pronounces words correctly.
- Uses units correctly.
- Writes the words correctly

IMS: water and containers

REFRENCE:

INTRODUCTION:

- The teacher uses different containers to add liquids. (Practically).

CONTENT: Let us add liquids.

2 litres + 4 litres = 6 litres

4 litres + 3 litres = 7 litres

5 litres + 0 litre = 5 litres

2 litres	2 3 litres
+ 2 litres	+ 4 5 litres
4 litres	6 8 litres

EXERCISE:

1. Let us add liquids.

   3 litres + 7 litres = _____ litres

   6 litres + 6 litres = _____ litres

8 litres + 7 litres = _____ litres

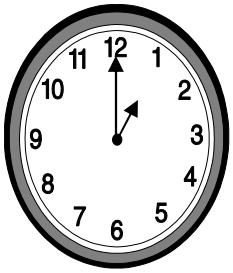
1 litres + 5 litres = _____ litres

2.

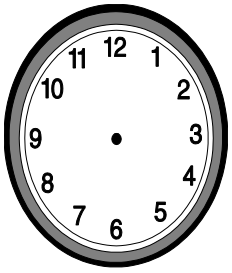
T	O	T	O	
2	0 litres	2	5 litres	4
+2	0 litres	+1	2 litres	+2

3. $\frac{7}{10} - \frac{5}{10} =$ $\frac{5}{5} - \frac{4}{5} =$ $\frac{6}{8} - \frac{4}{8} =$

4. Tell the time



5. Draw to show 5'clock



6. _____ months makes a year.

LESSON EVALUATION:

Date	Class	No. of children	Time

THEME: Things we make.

TOPIC: Measures

SUB THEME: Importance of things we make

S. TOPIC: Subtraction of liquids.

METHODS: Practical work

COMPETENCES: A learner:-

- Subtracts liquids correctly.
- Subtracts liquids correctly.
- Uses units correctly.
- Writes correct spellings
- Reads and spells words correctly

IMS: water and containers

REFRENCE:

INTRODUCTION:

- Mental work (take away)

CONTENT: Let us subtract

10 litres - 5 litres = 5 litres

11 litres - 7 litres = 4 litres

7 litres - 6 litres = 1 litres

T	O	7 litres
5	6 litres	- 4litres
- 2	3 litres	3 litres

Exercise

1. Take away.

9 litres - 3 litres =

8 litres - 5 litres =

10 litres - 9 litres =

3 litres - 2 litres =

2.

7 litres	5	8 litres	10 litres
- 5 litres	- 1	1 litres	- 8 litres

3. Which number has been expanded?

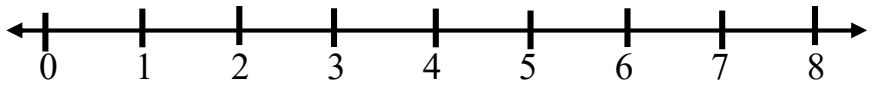
30 + 4 = _____ 10 + 0 = _____

20 + 3 = _____ 10 + 1 = _____

50 + 9 = _____

4. Subtract

9 – 5 =



5. Fill in

35 = ___ tens and _____ ones

6 tens and 7 ones = _____

LESSON EVALUATION:

Date	Class	No. of children	Time

THEME: Environment.

TOPIC: Sets

S. TOPIC: Revision of sets.

METHODS: Guided discovery and observation

COMPETENCES: A learner:-

- Names and draws sets.
- Sorts and form new sets.
- Reads and interprets words correctly

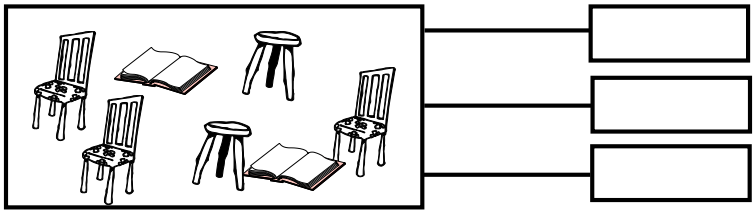
INTRODUCTION:

- Mental work (take away)

CONTENT: Naming sets e.gA set of flowers

Drawing sets, A set of 3 trees

Sort and form new sets



Match correctly

__ equals

X plus

+ minus

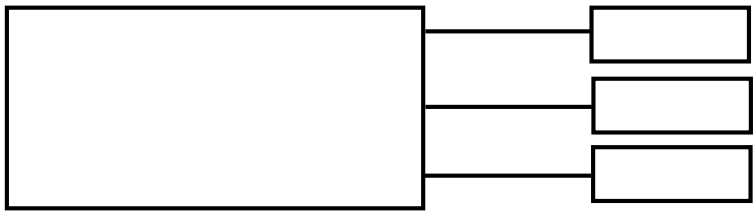
= multiply

EXERCISE: Name the sets

Draw these sets.

- A set of 3 fish.
- A set of two stones.

Sort and form new sets.



A set of 3 books

Fill in

70, 71, ____, ___, ___ 75 ___ 77 ___ 79 80

9, 8, 7 ___, 5 ___3, ___ 1 ___

LESSON EVALUATION:

Date	Class	No. of children	Time

THEME: Our Environment.

TOPIC: Fractions

S. TOPIC: Revision of Fractions.

METHODS: Observation , Question and Answers

COMPETENCES: A learner:-

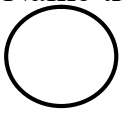
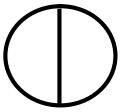
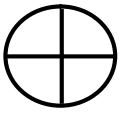
- Names and shades the fractions.
- Adds and subtracts fractions.

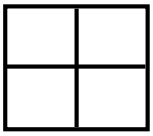
INTRODUCTION:

- Children will answer oral questions from the covered topics.

CONTENT: What is a fraction? It is part of a whole.

1. Name the fractions.

 A whole  $\frac{1}{2}$  $\frac{1}{4}$

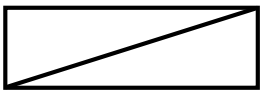
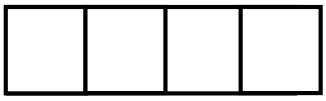
2. Shade: $\frac{1}{3}$  $\frac{3}{4}$ 

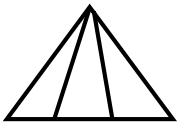
3. Add: $\frac{1}{5} + \frac{2}{5} = \frac{1+2}{5} = \frac{3}{5}$ $\frac{1}{7} + \frac{1}{7} = \frac{1+1}{7} = \frac{2}{7}$

4. Subtraction: $\frac{3}{6} - \frac{2}{6} = \frac{3-2}{6} = \frac{1}{6}$
5. write the number symbols
6. 12
7. 23
8. 37
9. 40

EXERCISE:

1. Name the fractions.

 = _____  = _____

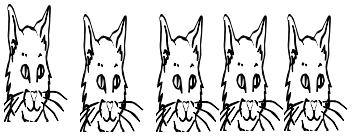
2. Shade: $\frac{1}{3}$ 

3. Add: $\frac{4}{5} + \frac{1}{5} =$ _____ $\frac{1}{8} + \frac{3}{8} =$ _____

4. Subtract: $\frac{6}{7} + \frac{3}{7} =$ _____ $\frac{4}{9} + \frac{1}{9} =$ _____

5. Three groups of three equals_____





6. A cat has 2 ears . How many ears have 5 cats

LESSON EVALUATION:

Date	Class	No. of children	Time

THEME: Things we make.

SUB THEME: Importance of things we make.

TOPIC: Operation on numbers

S. TOPIC: Addition in words.

METHODS: Guided discovery, Question and Answers

COMPETENCES: A learner:-

- Reads and interprets words correctly.
- Adds correctly.
- Writes the answer correctly

IMS: Counters

REFERENCE:

INTRODUCTION:

- Mental work.

CONTENT: Let us read and add. The teacher first teaches all words which tell us to add. i.e. plus, add, altogether.

Examples:

1. Three plus five equals to **eight.**
   3 + 5 = 8
2. Five and five equals to **ten**.
   5 + 5 = 10

3. Okechi ate 10 eggs.
   Kabuusu ate + 12 eggs.
   Altogether they ate 2 2 eggs

T	O
1	0
+ 1	2
2	2 eggs

EXERCISE: Let us read and Add.

1. Seven plus three equal _____
2. Five add ten equal _____
3. Britney has 11 pencils.

   Joyce has +11 Pencils.

   Altogether, they have _____ pencils.
4. 6 flowers plus 3 flowers = _____ flowers.
5. Seven boxes plus two boxes equals _____.
6. Arrange from the smallest.

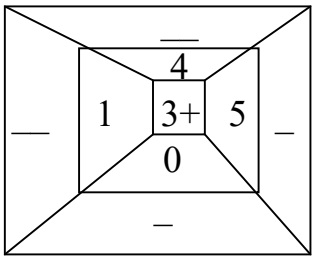
   10, 6, 9, 8, 7

   _____

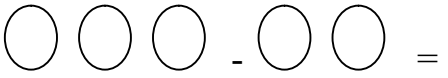
   4, 5, 2, 1, 3

   _____
7. Circle the bigger number.

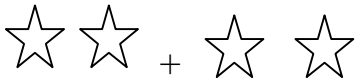
   2, 5, 9
8. Complete the puzzle



9. Subtract objects



10. Add:



11. Circle the bigger number

    2, 5, 9, 6

Date	Class	No. of children	Time

THEME: Environment.

SUB THEME: Plants and animals in our environment.

TOPIC: Operation on numbers

S. TOPIC: Subtraction on word application.

METHODS: Guided discussion, Question and Answers and Observation

COMPETENCES: A learner:-

- Reads and interprets questions.
- Work out the given numbers.
- Writes the correct spellings

IMS: Counters

INTRODUCTION: Mental work.

CONTENT: Subtraction of word application (minus, take away, remained and subtract).

1. What is seven minus two? Equals **five**
   7 - 2 = 5

2. What is twelve take away four? Equals **eight**
   12 - 4 = 8

3. Jane had eleven sweets. She gave away seven. She remained with **four**
   11 - 7 = 4

EXERCISE:

1. What is nine minus three?
2. Tom had Seventeen cups , 9 got broken. How many cups did he remain with?
3. What is 26 minus 16?

4. What is 40 minus 20?
5. 48 take away 32 equals _____

REVISION:

1. Add:

Shs. 200	Shs. 400
+ Shs. 100	+ Shs. 150
_____	_____

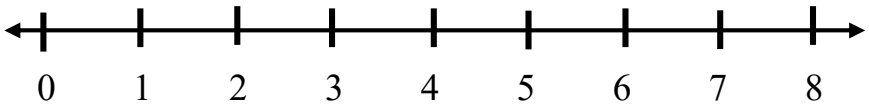
2. Take away.

Shs. 400	Shs. 700
- Shs. 200	- Shs. 300
_____	_____

3. Fill in the box

☐ + 9 = 12 6 + ☐ = 10

4. Subtract 7 – 0



LESSON EVELLUATION:

Date	Class	No. of children	Time

THEME: Peace and security.

SUB THEME: People who keep peace and security.

TOPIC: Graph

S. TOPIC: Picto-graph (Interpretation).

METHODS: Guided discovery, Question and Answers and Observation

COMPETENCES: A learner:-

- Studies the graph and answers the questions.
- Writes correctly.
- Reads and interprets questions

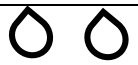
IMS: A chart showing a pictograph.

Real objects e.g. books, cups, sweets

INTRODUCTION: Children will recite days of the week and share their experience on sharing.

CONTENT: Pictography

1. The graph shows the no. of cakes the children got.

Names	**No. of cakes**
Rhoda	
Isaac	
Melisa	
Sam	
Joy	
David	

<u>Questions</u>:

a. How many children got cakes? _____

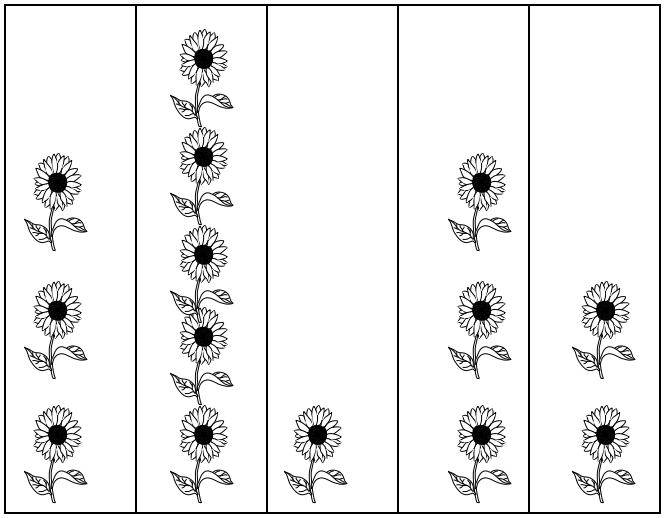
b. Melisa got _____ cakes.

c. How many cakes did they get altogether? _____

d. _____ got two cakes.

e. _____ and _____ got the same number of cakes.

EXERCISE: Study the graph and answer the questions.



1. _____ got six flowers.
2. _____ and _____ got the same number of flower.
3. _____ got the biggest number of flowers.
4. How many children got flowers? _____
5. Altogether, the children got _____ flowers.

REVISION:

1. Multiply: 3 x 5 =
2. Add: 3 + 3 + 3 + 3 =
3. 3 _____ 9 _____ 15 _____
4. Circle the bigger number 5, 4, 12, 6
5. Name the set  a set of _____
6. how many days are in a week?
7. **Fill in the missing days**

   Monday _____ Wednesday _____ Friday

LESSON EVALUATION:

Date	Class	No. of children	Time

THEME: Peace and security.

SUB THEME: **E**xamples of people who keep peace and Security.

TOPIC: Graph

S. TOPIC: Interpreting bar - graph.

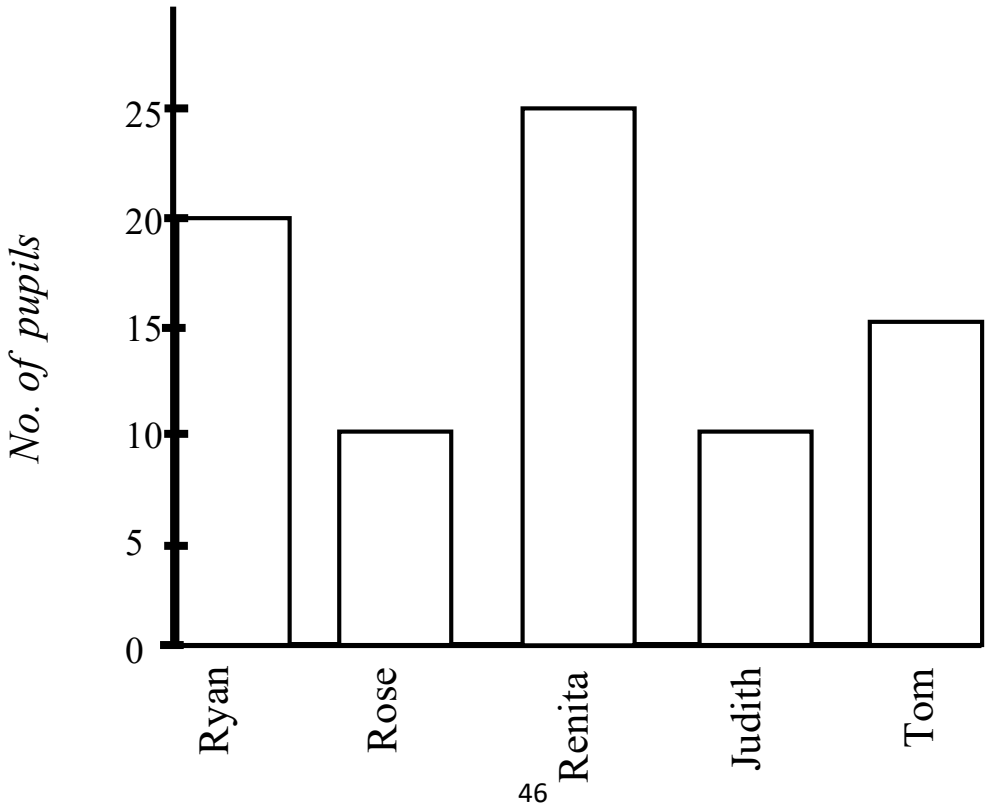
METHODS: Observation
Guided discovery
Question and answer

COMPETENCES: A learner:-
- Studies the bar-graph.
- Spells and pronounces words correctly.
- Answers correctly

IMS: A chart showing a bar graph.
Real objects e.g. books, cups, sweets

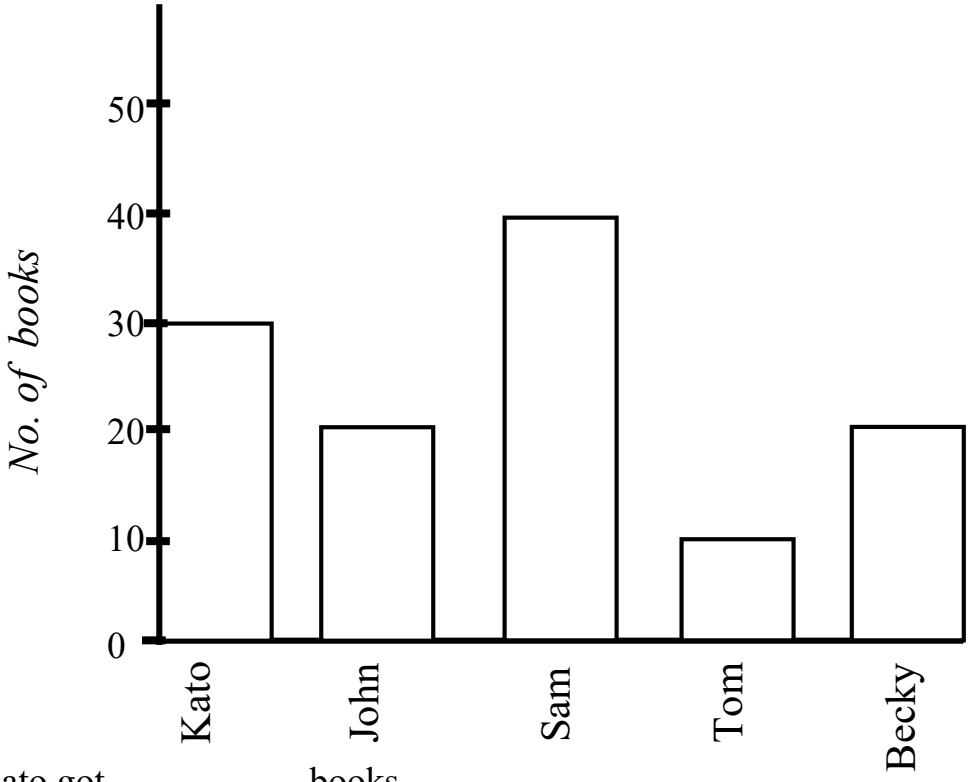
INTRODUCTION: Review of the previous lesson about a pictograph.

CONTENT: Study the bar-graph and answer the questions correctly.



a. Ryan got _____ cups.
b. Who got the biggest number of cups? _____
c. What was the smallest number of cups? _____
d. How many cups did they get altogether?_____
e. How many children got cups? _____
f. How many cups did Judith and Tom get altogether? _____

EXERCISE:



1. Kato got _____ books.
2. Who got the biggest number of books? _____
3. _____ and _____ got the some number of books.
4. Who got the smallest number of books? _____
5. How many children got books?
6. Becky and John got _____ books.

Revision

1. Read and work out
2. Six cups plus seven cups equals ____ cups
3. What is 13 minus 7?
4. Draw these shapes
   triangle
   kite
   oval
   rectangle
   star

LESSON EVALUATION

Date	Class	No. of children	Time

THEME: Peace and security.

SUB THEME: Things used to keep peace and Security.

TOPIC: Measures

METHODS: Observation

Guided discovery

Question and answer

COMPETENCES: A learner:-

- Identifies objects.
- Compares objects using lighter or heavier.
- Reads and interprets the statements

IMS: Real objects e.g. stones, bricks, sugar and sand etc.

INTRODUCTION: Review of the previous lesson. (Children will revise fractions on the chalkboard).

Add: $\frac{1}{5} + \frac{2}{5} =$ $\frac{1}{8} + \frac{4}{8} =$

Subtract: $\frac{6}{7} - \frac{3}{7} =$ $\frac{7}{9} - \frac{3}{9} =$

CONTENT: Comparing weight using “heavier” or “lighter”.

A **B**

Brick **B** is **lighter**.

Brick **A** is **heavier**.

Y **P**

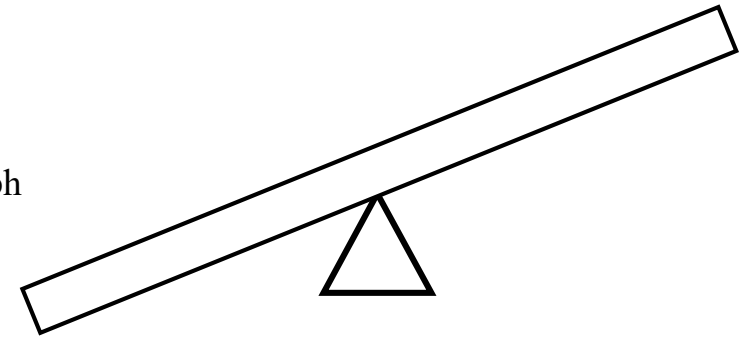
Stone **Y** is **lighter**.

Stone **P** is **heavier**

EXERCISE: Compare using heavier or lighter.

Mary

Joseph



Joseph is _____

Mary is _____

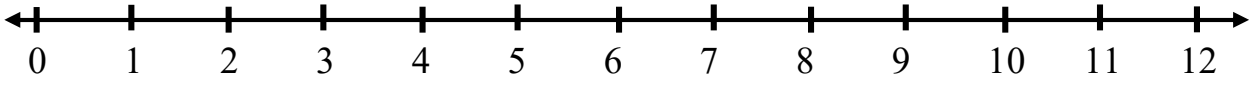


Pot **Z**is _____

Pot **K** is _____

REVISION: Subtract on a number line.

8 – 3 =



2. Which number comes between
   11 __ 13
   26___28
3. Write in words
   $\frac{1}{2}$ $\frac{1}{4}$ $\frac{1}{3}$
   22 _____ 15 _____ 32 _____

LESSON EVALUATION:

Date	Class	No. of children	Time

THEME: Peace and security.

SUB THEME: Things used to keep peace and Security.

TOPIC: Measures

SUB – TOPIC: Comparing length

METHODS: Observation
Demonstration
Question and Answer

COMPETENCES: A learner:-

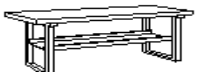
- Compares length using longer/ shorter.
- Pronounces words correctly.
- Constructs sentences correctly.
- Reads and interprets statements

IMS: Real objects e.g. ruler, books, black board etc.

INTRODUCTION: Review of the previous lesson. (Spelling game).

fifteen	circle
first	rectangle
triangle	oval

CONTENT: Use longer or shorter to compare length.



A



B

String **A** is _____

String **B** is _____

K **Y**

Bench **K** is _____

Bench **Y** is _____

EXERCISE: Use longer, taller or shorter.

K **M**

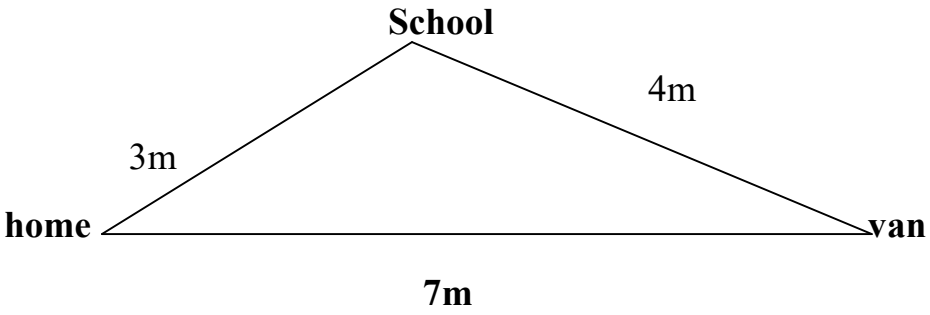
Tree **M** is _____

Tree **K** is _____

W **Z**

Stick **W** is _____

Stick **Z** is _____



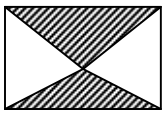
a. From school to the van is _____

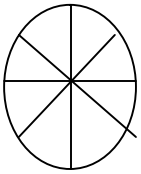
b. From home to school is _____

c. Find the total distance 4m + 3m + 7m = _____

d. Shade $\frac{1}{5}$ 

Which fraction is shaded





LESSON EVALUATION:

Date	Class	No. of children	Time

THEME: Peace and security.

SUB THEME: importance of keeping peace and security.

TOPIC: Measures

SUB – TOPIC: Addition of weight

METHODS: Question and answers

Brain storming

Observation

COMPETENCES: A learner:-

- Adds correctly.
- Counts correctly.

- Indicates units.
- Reads and interprets correctly

IMS: Counters

INTRODUCTION: Review of the previous lesson.

Children will compare weight and length using real objects.

CONTENT: 3Kg + 2 Kg = 5Kg 7Kg + 7Kg = 14Kg

6 Kg	12 Kg
+ 4 Kg	+ 21 Kg
10 Kg	33 Kg

EXERCISE: Addition of weight. Let us add

10 Kg + 3 Kg = _____ Kg

6 Kg + 2 Kg = _____ Kg

9 Kg	3 Kg
+2 Kg	+3 Kg

T	O	T	O
3	4 Kg	1	1 Kg
+2	1 Kg	+1	3 Kg

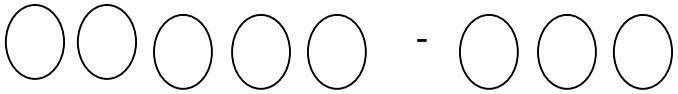
8 Kg + 3 Kg = _____ Kg

Add V V V + V V = _____

REVISION: Arrange from the smallest.

6 9 1 3 = _____

11 10 9 22 = _____

2. Subtract:  -

4. Draw for the number
   9 trees
   5 balls
   6 what is 34 take away 11

LESSON EVALUATION:

Date	Class	No. of children	Time

THEME: Peace and security.

SUB THEME: importance of keeping peace and security.

TOPIC: Measures

SUB – TOPIC: Subtraction of weight

METHODS: Brain storming

Question and answers

Observation

COMPETENCES: A learner:-

- Subtractions weight correctly.
- Counts correctly.
- Pronounces the given words correctly.
- Writes the correct spellings
- Reads and interprets correctly

IMS: Counters

INTRODUCTION: Mental work.

5 + 5 = 2Kg + 1 Kg = 5 Kg + 2 Kg =

CONTENT: Subtraction of weight

9 Kg - 4 Kg = 5 Kg 10 Kg - 5 Kg = 5 Kg

8 Kg
- 6 Kg
2 Kg

EXERCISE:

a. 7 Kg - 4 Kg = _____ Kg
b. 10 Kg – 6 Kg = _____ Kg
c. 8 Kg – 2 Kg = _____ Kg

d.
1 4 Kg	1 5 Kg
- 1 0 Kg	- 8 Kg

REVISION:

1. Write the number which comes before.

_____, 9 _____, 15

2. Underline the bigger number.

6 9 4
13 12 36

3. Expand

36 = ____ + _____
47 = _____ + ____
What is 7?

LESSON EVALUATION:

Date	Class	No. of children	Time

THEME: Peace and security.

TOPIC: Operation of numbers

SUB – TOPIC: Addition of tens and ones and with word application.

METHODS: Brain storming

Question and answers

COMPETENCES: A learner:-

- Identifies correct place values.
- Works out the numbers correctly.
- Reads and interprets the questions.
- Writes the correct spellings s

INTRODUCTION: Children will work out the given sums orally.

CONTENT:a. Addition of tens and ones

	T	**O**		**T**	**O**
	1	5		4	7
+	3	0	+ 2	2	
	4	5		6	9

b. What is 24 plus 11?

	T	**O**
	2	4
+	1	1
	3	5

EXERCISE: a. Add the following.

	T	**O**		**T**	**O**		**T**	**O**
	1	6		2	1		1	4
+ 2	2	+3	5	+1	4			

b. What is 14 plus 10?

c. What is 47 plus 30?

d. 36 eggs plus 12 eggs equal _____ eggs.

e. 45 sweets plus 23 sweets equals _____ sweets.

Revision

Find the missing number

☐ + 6 = 10

7 + ☐ = 12

LESSON EVALUATION:

Date	Class	No. of children	Time

THEME: Peace and security.

TOPIC: Operation on numbers

SUB – TOPIC: Subtraction of tens and ones and with word application.

METHODS: Brain storming

Question and answers

COMPETENCES: A learner:-

- Identifies the symbols.
- Reads and works out the statements.

INTRODUCTION: Review of the previous lesson.

Children will work out the numbers orally.

CONTENT: a.

T	**O**
3	6
- 2	4
1	2

T	**O**
4	7
- 2	0
2	7

T	**O**
4	5
- 2	5
2	0

b. What is 34 minus 11?

	T	O
	3	4
-	1	1
	2	3

EXERCISE:

1. Work out.

	T	O		T	O		T	O
	1	6		2	1		1	4
+ 2	2	+3	5	+1	4			

2. What is 46 eggs take away 10 eggs? Equal _____ eggs
3. What is 30 sweets minus 20 sweets? Equal _____ eggs.

LESSON EVALUATION:

(TEST 1): REVISION ON WHOLE NUMBERS

1. Fill in the missing numbers.

   1 2 ___ ___ 5 6 ___ ___ 9 10

2. 31, 32, _____, 34, ____, ____, 37, 38, 39, 40
3. Circle the bigger number.

   6 11 24 5
4. Circle the smaller number.

   8 2 13 9
5. Arrange number from the smallest number.

   6 12 9 24

   ____ ____ ___ ___
6. Arrange number from the smallest number.

   15 9 4 36
7. Which number comes after 15 and before 17?

8. Write the number which comes after.

   39, _____ 46, _____

9. Count in twos.

   2 4 ____ ____ 10 ____ _____ ____

10. Count in threes.

    3, 6, _____, _____, _____, 18, _____

11. 15 _____ 27 _____ 36 _____

    47 _____ 2^{nd} _____ 90 _____

    1^{st} _____ 64 _____ 3^{rd} _____

    10^{th} _____ $\frac{1}{2}$ _____ $\frac{1}{4}$ _____

<u>TEST 2</u>: REVISION ON WHOLE NUMBER

1. Count and write.
2. Write in figures or number symbols.

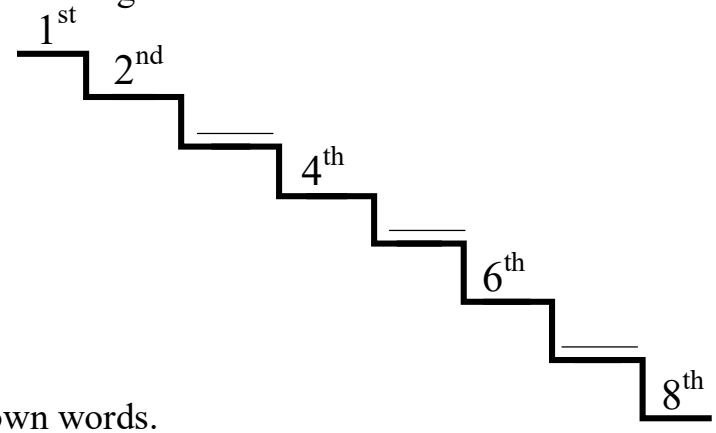
   thirty _____, forty _____, fourteen _____

   sixteen _____, twelve _____, first _____

   second _____, fifty _____, ninety _____

   eighty two _____

3. Fill in the missing number ordinals.



4. Count down words.

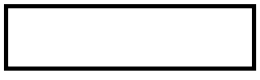
   10, 9, ____, 7, 6, _____, 4, ____, 2, 1

   50, 51, ____, ____, 54, _____, _____, 57, ___, 59, 60

<u>TEST 3</u>:

1. A _____ is a collection of well identified members.
2. Name the sets.


A set of _____



An _____ set



A set of _____

3. Draw these sets.
   - A set of 4 cups.
   - A set of 6 leaves.
4. How many members are in the sets?

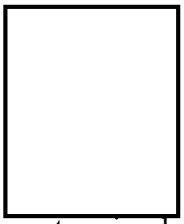


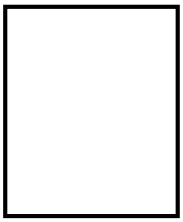
_____



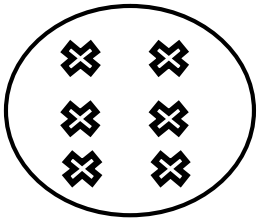
_____

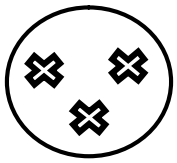
5. Match sets.





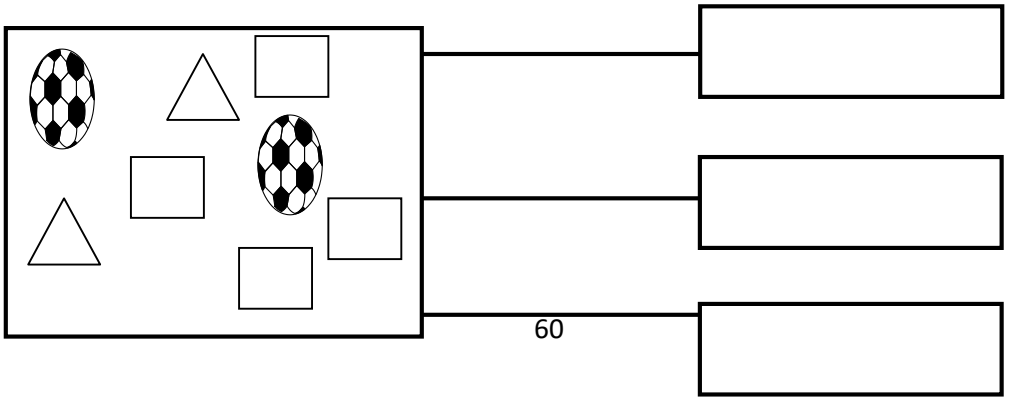
6. Compare sets using les / more.





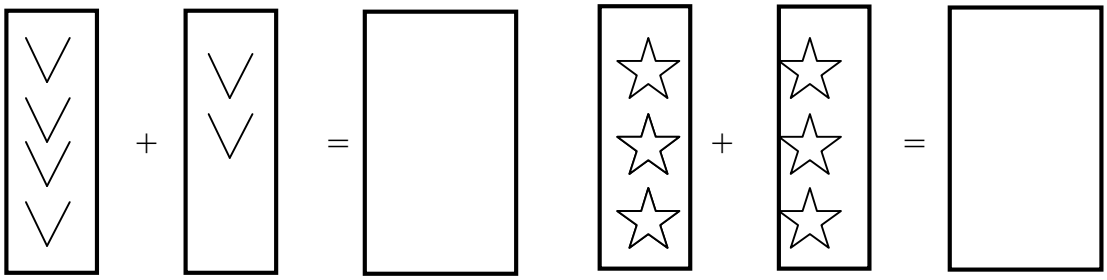
Set A has _____ members.
Set B has _____ members.

7. Draw a symbol of an empty set



8. Draw empty set.

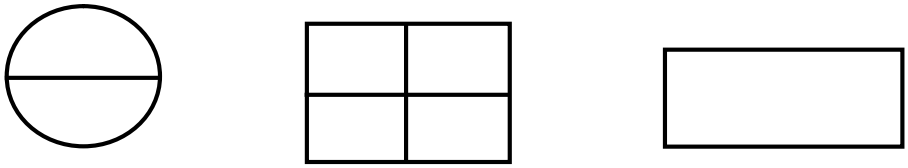
9. Join the sets.



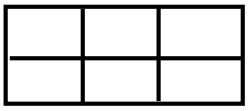
REVISION ON FRACTION

Date	Class	No. of children	Time

1. Name the shaded fractions.



2. Shade the fractions.

$\frac{2}{6}$ 

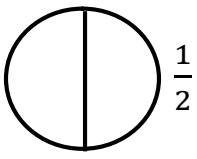
$\frac{1}{3}$ 

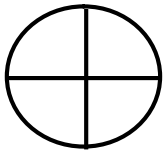
3. Add: $\frac{1}{6} + \frac{2}{6} =$ $\frac{3}{9} + \frac{2}{9} =$

4. Subtract the fractions.

$\frac{5}{7} - \frac{3}{7} =$ $\frac{3}{5} - \frac{1}{5} =$

5. Which fraction is bigger?

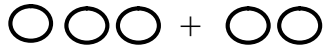
 $\frac{1}{2}$

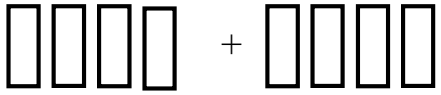
 $\frac{1}{4}$

OPERATIONS ON NUMBERS

Date	Class	No. of children	Time

1. Add:

 =

 =

2. Subtract:

 =



3. Add: 6 + 4 = _____

3	9	8
+ 3	2	9
_____	+ 5	+ 4
	_____	_____

5 + 2 + 6 = _____

8 + 2 + 4 = _____

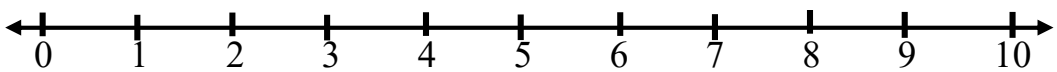
4. Subtract:

9 - 7 = _____ 14 - 6 = _____

10	8	12	11
- 7	- 4	- 7	- 5
_____	_____	_____	_____
_____	_____	_____	_____

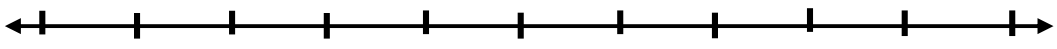
5. Add on a number line.

4 + 5 =



6. Subtract:

10 - 6 =



0 1 2 3 4 5 6 7 8 9 10

7. Multiply:

2 X 2 = _____ 3 X 4 = _____

$$\begin{array}{r} 5 \\ \times\ 3 \\ \hline \\ \hline \end{array} \qquad \begin{array}{r} 9 \\ \times\ 2 \\ \hline \\ \hline \end{array}$$

8. Count in tens.

10 + 10 + 10 + 10 + 10 = _____

9. Count in fives.

5 + 5 + 5 + 5 =

3 + 3 + 3 + 5 =

10. What is 6 times 2?

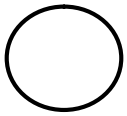
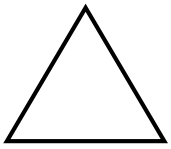
2 ____ ____ 8 ____ _____ 14 _____

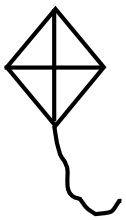
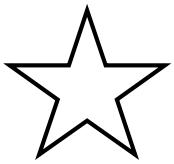
11. A stool has 3 legs.  How many legs have 4 stools?

 _____ legs.

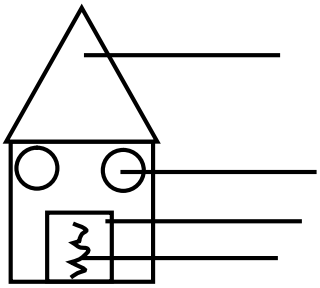
12. A car has 4 tyres. How many tyres have 3 cars?

13. Name the shapes.

14. Name the shapes.



Date	Class	No. of children	Time

THEME: Peace and security.

TOPIC: Geometry

SUB-THEME: More about shapes

METHODS: Observation

Question and answers

Guided discovery

IMS: Real objects and some picture

COMPETENCES: A learner:-

- Identifies the lines, curves, faces, edges and comes of the given objects.
- Names the given parts.
- Name the shapes on the pictures.

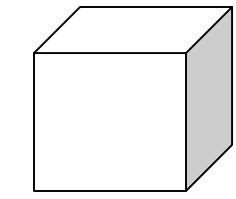
INTRODUCTION: Review of the previous lesson about shapes.

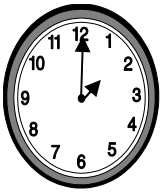
CONTENT: Let us name lines, faces, curves, curve edges and corners.

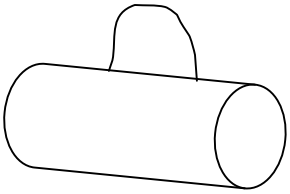
a. Find the line, edge, face, corner and curves.

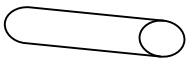
EXERCISE:

1. Write a line, curve, face, edge, line or corner on the pictures below.









Date	Class	No. of children	Time

THEME: Peace and security.

SUB-THEME: People who keep peace and security.

TOPIC: Measures

SUB – TOPIC: Comparing area using bigger/ smaller.

METHODS: Observation

Question and answers

Mental work

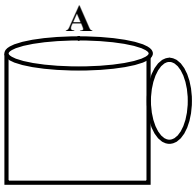
REFERENCE: MK. Bk.1 page 105

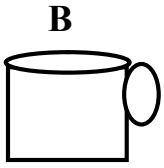
IMS: Real objects e.g table, chair and books.

COMPETENCES: A learner:-

- Identifies objects.
- Compares using bigger/ smaller.
- Writes the correct spellings.

INTRODUCTION: Children will compare capacity using less/more correctly.





Cup A has more tea.

CONTENT: Compare area using bigger/ smaller.

Area is space covered by an object.

Example: **A** **B**

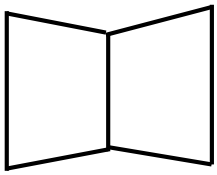
Handkerchief **A** is bigger than **B.**

Some objects cover bigger space when they are big.

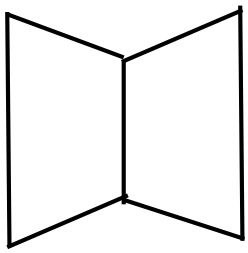
Small objects cover small area.

EXERCISE: Compare using bigger or smaller.

K



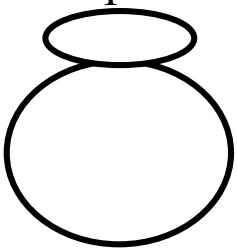
M



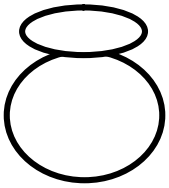
Book M is _____

Book K is _____

P



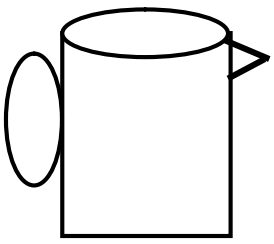
Q



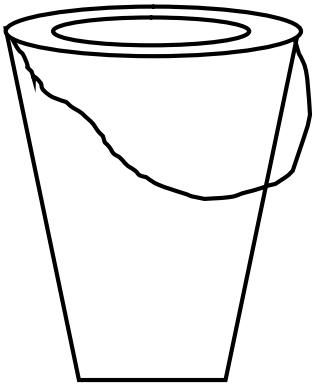
Pot P is _____

Pot Q is _____

jug



bucket



A jug is _____

A bucket is _____

Date	Class	No. of children	Time

THEME: Peace and security.

TOPIC: Operation on numbers.

SUB – TOPIC: Addition of three place values.

METHODS: Observation

Guided discovery

Mental work

REFERENCE: MK. Bk.2

COMPETENCES: A learner:-

- Identifies the symbol and the place value.
- Adds correctly.

INTRODUCTION: Review of the previous lesson.

Children will add the given numbers on the chalk board orally.

CONTENT: Addition of tens and ones.

H	T	O
1	3	0
+1	2	4
2	5	4

	H	T	O
	1	3	5
+ 1	1	1	
	2	4	6

H	T	O
1	2	1
+	4	3
1	6	4

H	T	O
3	6	0
+ 2	0	0
5	6	0

EXERCISE:

1. Addition of tens and ones.

	H	T	O
	4	2	0
+	1	3	0

	H	T	O
	3	4	1
+	1	2	1

	H	T	O
	1	4	3
+	1	2	3

	H	T	O
	1	4	0
+	1	4	5

2. Count in hundreds (Fill in).
   100, 200, _____, _____ 500, _____, _____

REVISION:

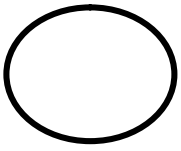
1. Name the shapes.



_____



_____



_____

Multiply subtract

O x 3 =

5 x 3 =

Subtract

	T	O
	3	6
-	2	0

	T	O
	1	5
-	1	0

Subtract

T	O
1	5
+2	10

T	O
1	0
+3	7

1. Count in hundreds (Fill in).

LESSON EVALUATION:

Date	Class	No. of children	Time

THEME: Things we make.

TOPIC: Algebra.

SUB – TOPIC: Magic Square.

METHODS: Guided discovery

Observation

Question and answers

INTRODUCTION: Review of the previous lesson.

Children will work out the missing number in the box.

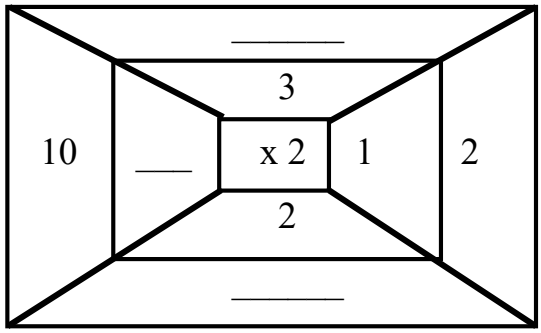
☐ + 6 = 7 ☐ + 4 = 4

0 + ☐ = 6 3 + ☐ = 9

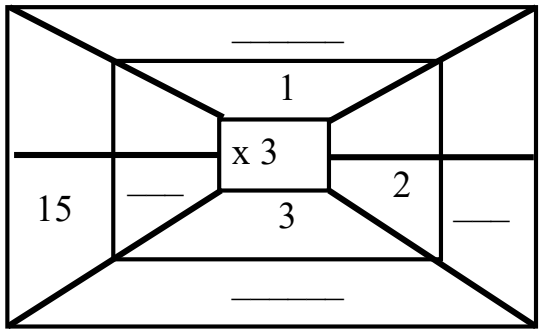
COMPETENCES: A learner:-

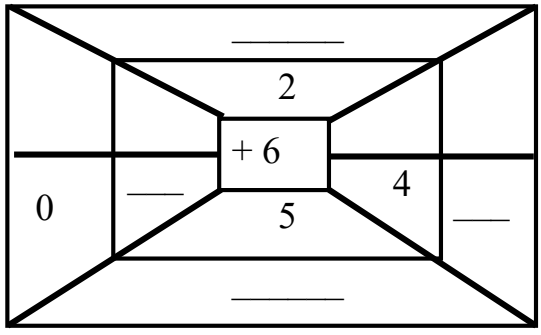
- Studies the magic square.
- Work out and find the correct answer.

CONTENT:



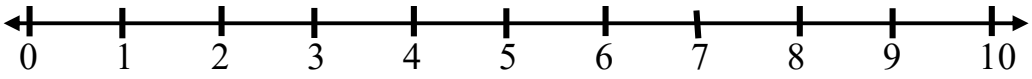
EXERCISE: Find the missing numbers in the box.



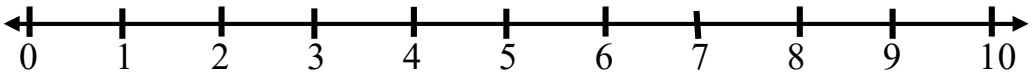


REVISION:

1. Add: 3 + 4 = _____



2. Subtract: 9 - 3 = _____



LESSON EVALUATION:

Date	Class	No. of children	Time

THEME: Peace and Security.

TOPIC: Algebra.

SUB – TOPIC: Magic Square.

METHODS: Guided discovery

Observation

Question and answers

REFRENCE:

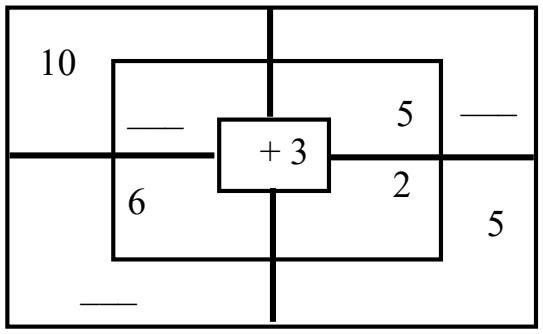
INTRODUCTION: Review of the previous lesson.

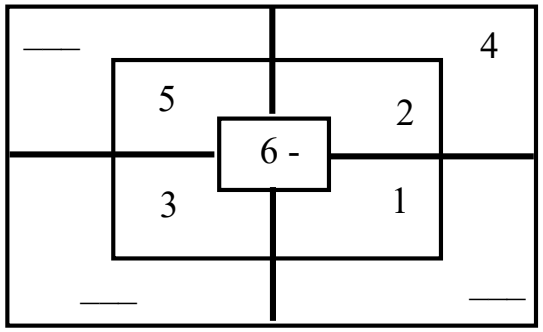
Children will fill in the missing numbers in the magic square.

COMPETENCES: A learner:-

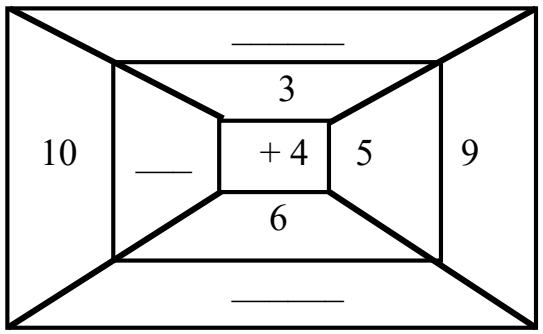
- Find the missing numbers in the magic square.

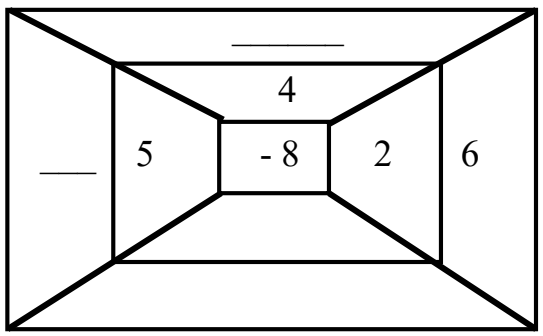
CONTENT:





EXERCISE: Fill in the missing number





2

_____

REVISION:

1. Multiply.

   3 x 5 = _____ 4 x 4 = _____

   10 x 2 = _____

2. Draw to show

   32 =

   5

   11

3. Which number is shown

   𝍸 𝍸

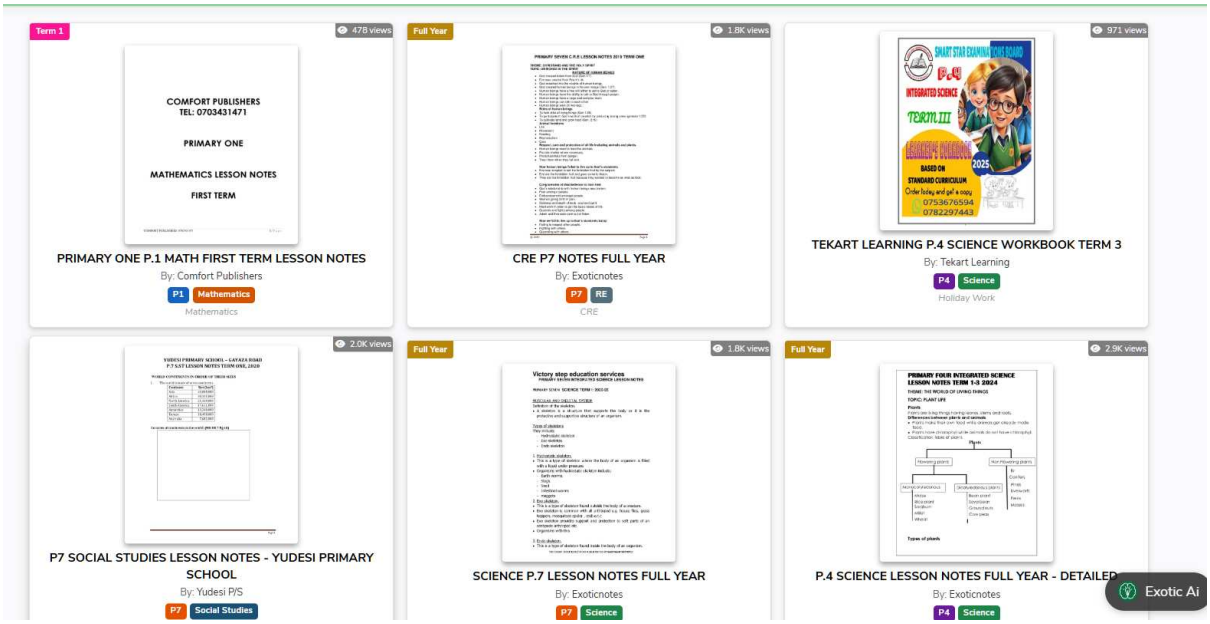
   1111 =

   𝍸 1 1 1 1 1

   𝍸 𝍸 𝍸

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