PRIMARY ONE MATHS NOTES

TOPICAL BREAKDOWN FOR

1. **Numeration system**
   - i) Counting objects and numbers 1-20
   - ii) Counting and writing numbers 1-20
   - iii) Matching pictures to numbers
   - iv) Counting numbers from 21-50
   - v) Filling in the missing numbers
   - vi) Numbers which come after
   - vii) Numbers which come between
   - viii) Numbers which come before
   - ix) Comparing pairs of numbers up to 50 using smaller (less),/ greater(bigger)
   - x) Arranging the numbers from the smallest to the biggest
   - xi) Arranging the numbers from big to small
   - xii) Numbers words from 0 – 20, 21 – 35, 36-50
2. **Sets**
   - i) Definition
   - ii) Naming sets
   - iii) Drawing sets
   - iv) Empty sets
   - v) Matching sets
   - vi) Comparing sets
   - vii) Forming small sets from big set
   - viii) Forming a big set from small sets
   - ix) Joining sets
3. **Operation on numbers**
   - i) Addition of numbers less than 20 (horizontally and vertically)
   - ii) Word problems involving addition of numbers
   - iii) Adding using a number line
   - iv) Subtraction of numbers less than 20 (horizontally and vertically)
   - v) Word statements involving subtraction
4. **Place values**
   - i) Tens and ones (drawing and counting)
   - ii) Counting in tens
   - iii) Counting tens and ones
   - iv) Filling in the missing tens and ones
   - v) Drawing sticks to show tens and ones
   - vi) Presenting numbers on the abacus

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	vii) Expanding numbers viii) Adding tens and ones ix) Word statements in addition of tens and ones x) Subtraction of tens and ones xi) Word statements in subtraction of tens and ones

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TERM I MATHEMATICS P.1

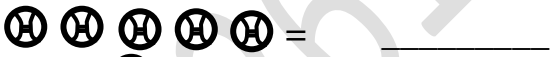
Theme: our school
Topic:Numeration system

Counting objects and numbers from 1-20

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

Activity

Count and write the number

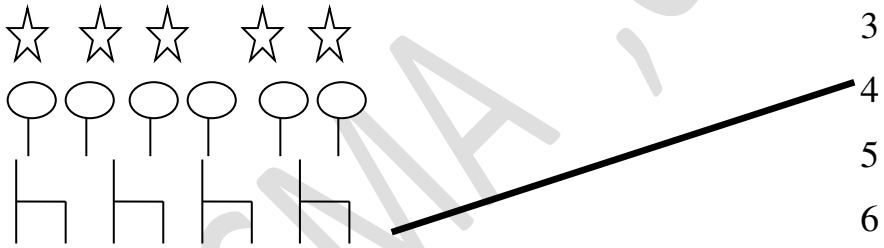
 =_____  = _____

 =_____  = _____

Counting and writing numbers 1-20

1, 2, 3, 4, ___, ___, 6, ___, 8, ___, 10, ___, ____, 13, ____, ___, 16, 17, ___, 19, ____

Matching pictures to numbers



Fill in the missing numbers

a) 2, 3, ___ ____, 6

b) 9, 8, ___, 6, ___, 4

Counting numbers from 21-50

21, 22, 23, 24, 25,26,27,28,29,30,31,32,33,34,35,36,37,38,39,40,41,42,43,44,45,46,47,48,49,50

Activity:

- Reciting rhymes about numbers
- Counting orally from 0 – 50
- Copying numbers from charts/ chalk board 0 - 50

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Fill in the missing numbers

a) 21, 22, ___, ___, 25, ___, ___, 28

b) 30, 31, ___, 33, ____, ___ 36

c) 41, 42, ____, ___, 45, ____, ____

Which number comes right after?

2, ____	6, _____	9,_____
12, ___	16, ____	19, _____
22, ____	34, ____	49, ____

_____ Numbers comes right after 11?

_____ Number comes after 16?

Which number comes just after 13? _____

What number come just after 40? _____

Which number comes between?

a) 3, ___, 5 b) 4, ____, 6

b) 7, ___, ____, 10 c) 9, ____, ____, 13

c) 22, ____, 24 f) 39, ___, 41

g) Which number comes between 7 and 9?

h) What number is between 14 and 16?

What number comes right before?

_____, 3 ____, 7 ____, 9 ____11

____, 14 ____, 19 ____, 22 ____, 24 ____, 32

a) _____comes just before 10

b) _____comes just before 20

c) What number comes just before 12? _____

d) What number comes right before 29? _____

Circle the smaller (less) number

a) 4 and 2 b) 7 and 5 c) 1 and 9 d) 10 and 20

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Under line the smaller (less) number

a) 12 and 22 b) 14 and 41 c) 6 and 9 d) 13 and 31

a) 2, 7, 9 b) 7, 6, 5 c)1, 2, 3 d) 10, 20, 30

Circle the greater (bigger) number

a) 4, 3, 1 b)15, 5, 50 c)7, 5, 9, 10

d) 8, 2, 12, 16 d)40, 30, 10, 20 e)21, 11, 31

Underline the greatest (biggest) number

a) 1, 2, 3 b) 11, 6, 5 c) 7, 2, 6

d) 10, 11, 9, 4 e) 22, 12, 32 d) 40, 30, 20, 10

f) 50, 10, 20, 30

Arrange the numbers from the smallest to the biggest

a) 7, 1, 2 _____

b) 12, 18, 15 _____

c) 5, 9, 3, 1 _____

d) 50, 10, 20, 40, 30 _____

Arrange the numbers from the biggest to the smallest.

a) 1, 2, 3, 4, _____

b) 5, 3, 6, _____

c) 10, 8, 9, _____

d) 6, 7, 8, 9

Number words from 0 – 20

0 zero
1 one
2 two
3 three
4 four
5 five

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6	six
7	seven
8	eight
9	nine
10	ten
11	eleven
12	twelve
13	thirteen
14	fourteen
15	fifteen
16	sixteen
17	seventeen
18	eighteen
19	nineteen
20	twenty

Number words from 21 – 35

21	twenty one
22	twenty two
23	twenty three
24	twenty four
25	twenty five
26	twenty six
27	twenty seven
28	twenty eight
29	twenty nine
30	thirty
31	thirty one

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32 thirty two

33 thirty three

34 thirty four

35 thirty five

Write the missing number words

22 = _____ 30 = _____

24= _____ 32 thirty two

26 = _____ 33 = _____

27 = _____ 21 = _____

Write in figures

36	thirty six	43	_____
37	_____	44	_____
38	_____	45	forty five
39	_____	46	_____
40	forty	47	_____
41	forty one	47	_____
42	_____	48	forty eight
49	_____	50	fifty

Sets

What is a set?

A set is a group of objects

Or A set is a collection of objects

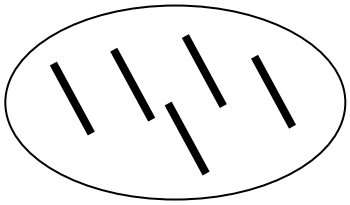
Objects found in a set are called

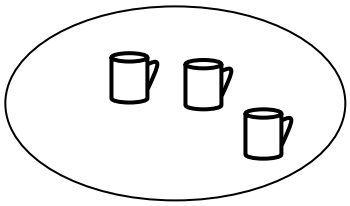
Members or elements

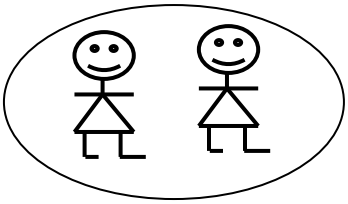
Note: The introduction of sets must be done practically. (Organize the materials to be used in time)

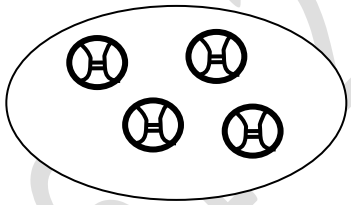
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Name these sets







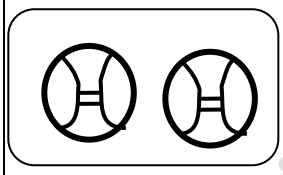


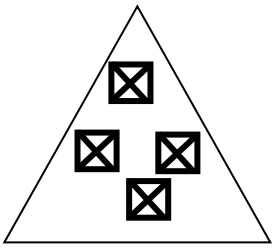
Draw these sets

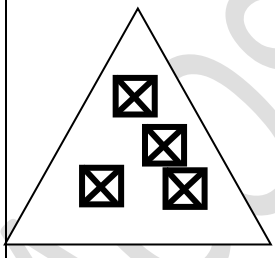
a) A set of three flowers
b) A set of six boys
c) A set of ten oranges
d) A set of four chairs Empty sets: what is an empty set?

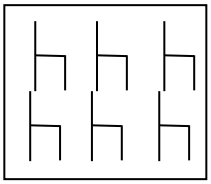
An empty set is a set without members

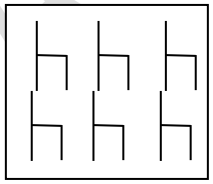
Matching sets with the same members

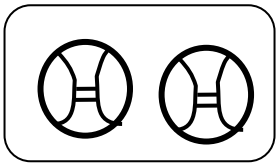








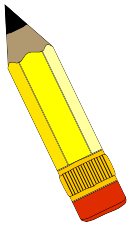


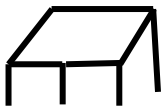


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Match correctly

Four





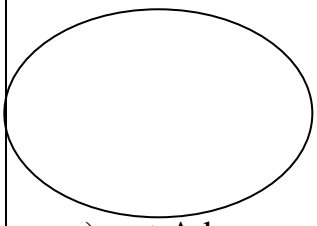


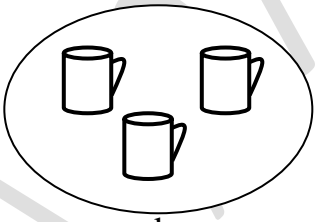
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Comparing members in the given sets

A B





a) set A has _____members

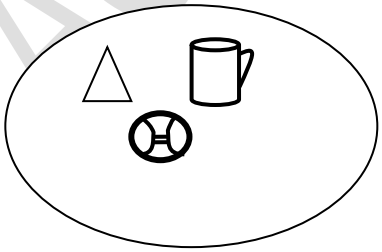
b) set B has _____elements

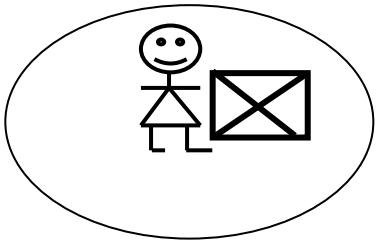
c) How many members are in both sets?

NB Teacher to give more similar numbers)

Comparing sets using more or less

Set X Set Y





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a) set Y has _____members

b) Set X ha _____memebrs

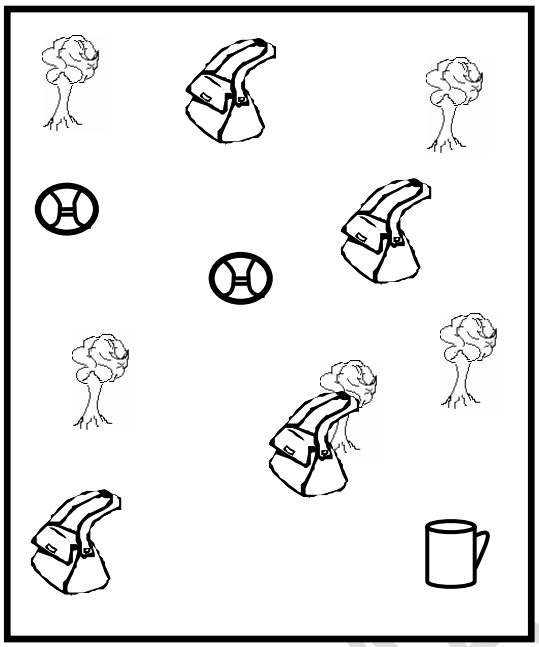
c) Which set has more members?

d) Which set has less members?

e) How many members are in set Y?

f) How many members are both sets?

Forming new sets



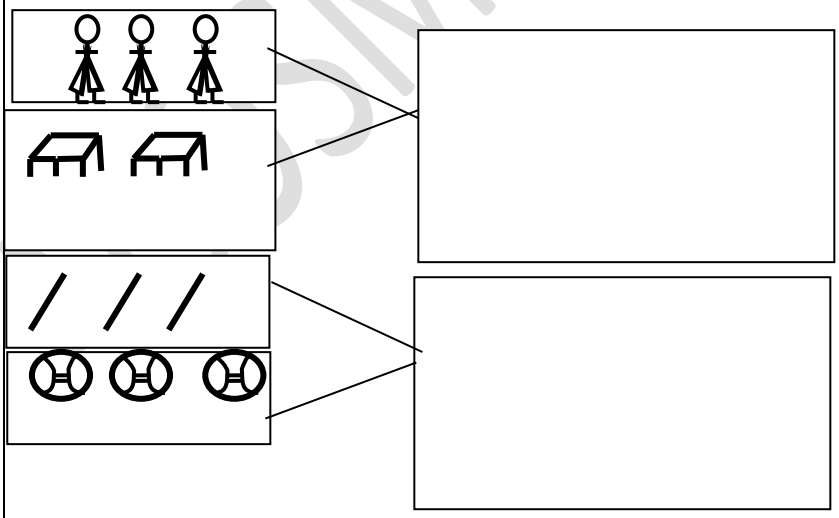
_____

_____

_____

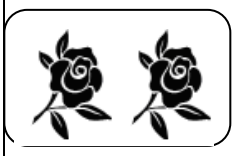
_____

Forming big sets from small sets

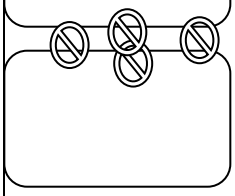


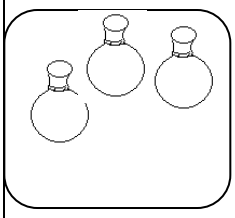
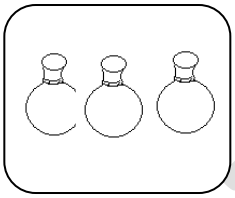
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Joining sets

 and  make

 plus  equals

 +  = _____

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TOPIC: OPERATION ON WHOLE NUMBERS

Addition of numbers less than 20 (horizontally)

3+5 =

9 + 2 =

5 + 0 =

3 + 6 =

11 + 4 =

10 books + 10 books =

2+4+ 0= _____

3 + 7 + 5 = _____

8 + 4 + 6 =

7 + 3 + 5 =

13 cups + 5 cups =

Addition of numbers less than 20 (vertically)

5	6	7	6
+ 9	+ 4	+ 7	+ 5
3	4	5	6
2	5	5	2
+ 1	+ 7	+ 5	+ 0

1 0	1 2	1 6	
+ 2	+ 4	+	

Word statements in addition of numbers

a) Four plus three equals _____

b) Ten plus four equals _____

c) Sarah ate 3 apples

Mary ate 7 apples

How many apples did they eat altogether?

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d) Juma has 10 books

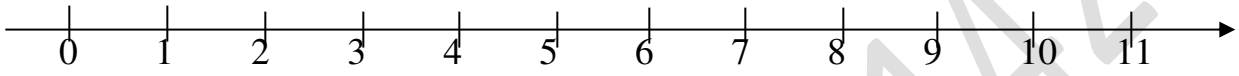
Ali has 5 books

How many books do they have altogether?

Adding numbers using a numberline

a)4 + 2 =

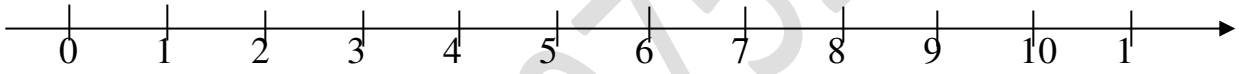
a)4 + 2 =



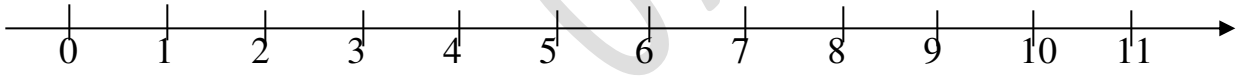
b) 5 + 0 =



c) 4 + 3 =



e) 6 + 2 =



Subtraction of numbers less than 20 (horizontally)

a) 6 – 4 = b) 9 – 0 =

c) 9 – 3 = d) 14 – 2 =

e) 10 – 4 = f) 12 – 6 =

g) 7 – 7 = h) 16 – 4 =

Subtraction of numbers less than 20 (vertically)

9	7	12
- 6	- 2	- 7
8	10	15
- 5	- 3	- 5

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Word statements involving subtraction

a) Nine take away three equals _____

b) Ten minus two equals _____

c) Twelve minus three equals _____

d) Daddy had 10 books

He gave away 6 books

How many books remained?

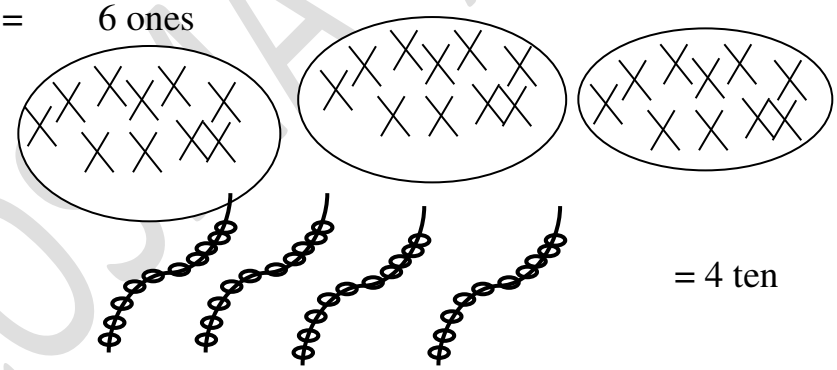
e) Mary had 16 eggs. 9 eggs got broken

How many eggs remained?

PLAVE VALUES

Drawing and counting tens and ones

I	=	1 ones	IIIIIII = 7 ones	
II	=	2 ones	IIIIIIII= 8 ones	
III	=	3 ones	IIIIIIIII = 9 ones	
IIII	-	4 ones	~~IIIIIIII~~ = 1 ten	
IIIIII	=	5 ones	~~IIIIIIIIIIIIIII~~ = 2 tens	
IIIIIII	=	6 ones		



= 3 tens

= 4 ten

Counting in tens

1-, 20, 30, 40, 50, 60, 70, 80, 90, 100

1 ten = 10 6 tens = _____

2 tens = 20 7 tens = _____

3 tens = 30 8 tens = _____

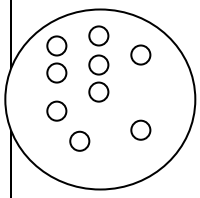
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4 tens = 40 9 tens = _____

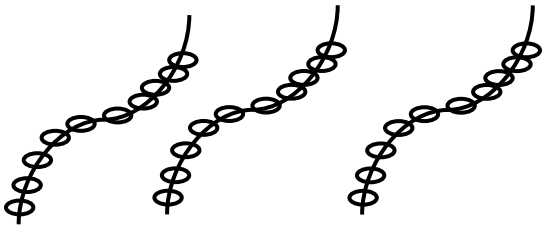
5 tens = ____ 10 tens = _____

Counting tens and ones (how many tens and ones?)

~~IIIIIIII~~ I II = _____tens _____ones



= _____tens _____ones



= ____tens _____ones

~~IIIIIIII IIIIIIIII IIIIIIIII~~ I II = _____tens _____ones

Fill in the missing tens and ones

a) 42 = _____tens _____ones

b) 26 = _____tens _____ones

c) 80 = _____tens ____ones

d) 7 = _____tens _____ones

e) _____tens _____ones = 34

f) _____tens _____ones = 9

g) 3 tens 7 ones = _____

h) 2 tens 3 ones = _____

Draw to show tens and ones.

a) 4 = _____

b) 7 = _____

c) 12 = _____

d) 16 = _____

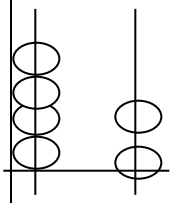
e) 24 = _____

f) 30 = _____

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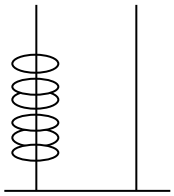
Which number are shown on the abacus?

T O



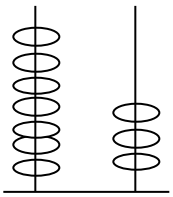
___ ___ = ☐

T O



____ _____ = ☐

T O

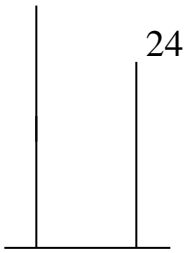


____ _____ = ☐

Show the number on the abacus

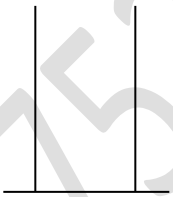
T O

24 =



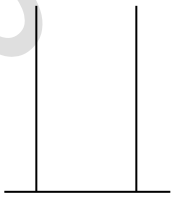
T O

40 =



T O

52 =



Expanding numbers

13 = _____ + _____

18 = _____+ _____

10 = _____+_____

23 = _____+_____

24 = _____ + _____

39 = _____+_____

46 = _____+_____

What number has been expanded?

_____ = 10 + 4

_____ = 10 + 7

____ = 20 + 3

____= 20 + 5

_____= 30 + 1

_____=40 + 3

10 + 1 = _____

20 + 0 = _____

40 + 9 = _____

50 + 0 = _____

30 + 6 = _____

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Addition of tens and ones

T	O
1	2
+	3

T	O
2	2
+	2

T	O
4	3
+	5

T	O
3	4
+	2 0

T	O
4	7
+	3 0

T	O
5	4
+	2 4

Word statements in addition of tens and ones

1. Mary has 12 eggs. Sarah has 10 eggs. How many eggs do they have altogether?
2. Dan has 23 balls. Peter has 20 balls. They both have _____balls.
3. There are 13 boys and 14 girls in a class. How many pupils are there altogether?

Subtraction of tens and ones

T	O
2	4
-	4

T	O
1	6
-	5

T	O
3	2
-	2

T	O
5	4
-	2 4

T	O
3	2
-	1 2

T	O
4	3
-	2 0

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Word statements in subtraction of tens and ones

1. Nakato has 24 sweets. She ate 12 of them. How many sweets remained?
2. Subtract 10 from 22
3. Mummy has 34 eggs. 20 eggs were bad. How many eggs were good?
4. Sarah put 32 glasses on the tray. 11 glasses got broken. How many glasses were left?

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TERM TWO

Topical Break down Term II

1. Geometry

i) Basic shapes

j) Naming shapes

k) Shapes of different objects

l) Naming different things with a shape of a square eg circle

2. Length.

i) What is length?

ii) Parts of the body used to measure length

iii) Other things used to measure length

iv) Comparing length using long, tall or short

v) Adding distance in metres (vertically and horizontally)

vi) Word statements involving addition of metres

vii) Subtraction of metres (horizontally and vertically

viii) Word statements in involving subtraction of metres

ix) Picture interpretation about distance

3. Numeration system.

i) Ordinal numbers

ii) Numbers 50 – 100

iii) Writing numbers and number names 50 (fifty – 100)

iv) Matching numbers to their number names

v) Missing addends

vi) Grouping objects in twos

vii) Multiplying numbers by two (horizontally and vertically)

viii) Word statements involving multiplication of numbers by 2

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ix) Dividing by 2

x) Word statement involving division of numbers by 2

4. Fractions.

i) What is a fraction

ii) Making and shading wholes

iii) Making and shading halves

iv) Making and shading quarters

v) Making and shading other fractions

vi) Addition of fractions

vii) Subtraction of fractions

viii)

5. Measures.

i) Telling times on the clock face

ii) Showing the given time on the clock face

iii) Addition of time in full hours (horizontally and vertically)

iv) Subtraction of time in full hours (horizontally and vertically)

v) Days of the week

vi) Months of the year

6. Graph.

i) Picture graph

ii) Block graph

7. Subtraction of numbers using a number line

8. Revision of the covered work

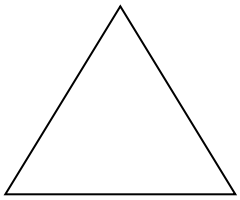
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LESSON NOTES FOR PRIMARY ONE TERM II

Topic: Geometry.

Basic shapes

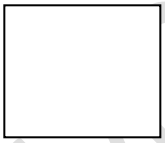
Triangle



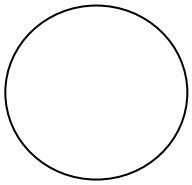
rectangle



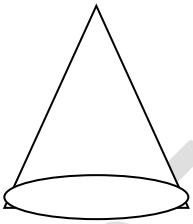
square



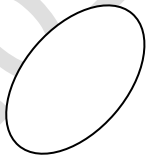
Circle



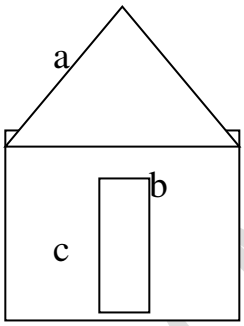
cone



oval



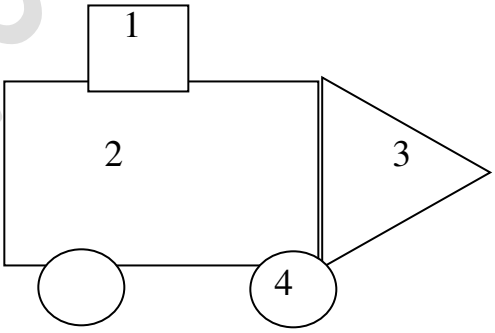
Name the shapes



a) _____

b)_____

c) ____



1. _____
2. _____
3. _____
4. _____

Shapes of different objects

Name different objects with a shape of a triangle

a) A Sacket of milk

b) A roof top of a hut

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c) A samosa

Name different objects with a shape of a rectangle

a) A door

b) A chalkboard

Name different things with a shape of a square

a) Top of the chair

b) Wire mesh

Name different things with a shape of a circle

a) A ball

b) A water melon

c) A clock face

d) An orange

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TOPIC: LENGTH

Definition

Length is the distance between two points

Parts of the body used to measure length

Hands

Fingers

Hand span

Feet

Arms

Other things we use to measure length

Ropes

Strings

Sticks

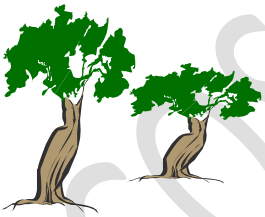
Banana fibers

Threads

Comparing length of different objects

Use long, tall or short

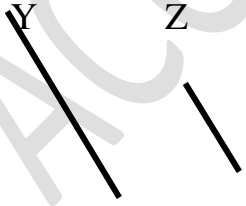
A B



Tree A is _____

Tree B is _____

Y Z



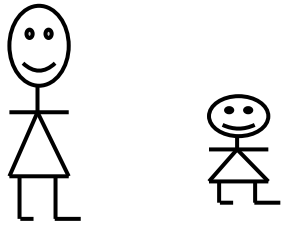
Stick y is _____

Stick Z is _____

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Compare using longer, taller or shorter

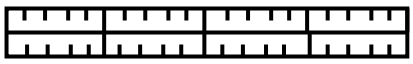
Ann Tendo



Ann is _____than Tendo

Tendo is _____than Ann.

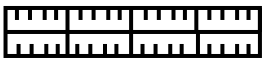
M



Ruler M is _____than ruler N

Ruler N is _____than ruler M

N



Adding metres (horizontally)

a) 2 metres + 3 metres = _____metres

b) 7 metres + 4 metres= _____metres

c) 13 metres + 6 metres = _____metres

d) 9 metres + 1 meter = _____metres

Adding metres vertically

	6 metres		8 metres		4	5 m	1	0m
+	3 metres	+	4 metres	+	2	3m	+ 2	4 m

Word statements involving addition of metres

a) Joy moved 3 metres. Sarah moved 4 metres.

They both moved _____metres

b) Bursar had 12 metres of a black cloth and 4 metres of a yellow cloth. How many metres of cloth had the bursar?

c) Tom walked 10 metres and ran 5 metres. How many metres did he move altogether?

Subtraction of metres

a) 7 metres – 4 metres = _____metrers

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b) 9 metres – 2 meters = _____metres

c) 20 m – 10 m = _____m

d) 13 m – 7 m = _____m

e)

	6 metres			1	9 metres
-	4 metres		-	1	6metres

h)

3	2m		4	0m	
-	2m	-	2	0m	

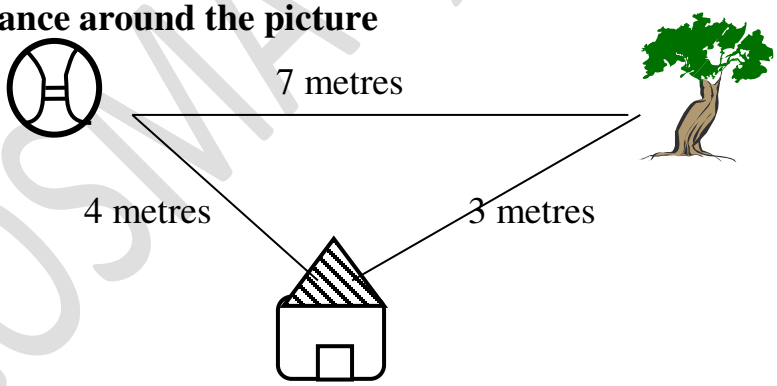
Word statements for subtraction of metres

a) Tom had 6 metres of a red cloth. He sold 2 metres to his mother. How many metres did he remain with?

b) ten metres minus six metres equals _____metres

c) Joan had a sugarcane of 12 metres . She ate a piece of 5 metres. How many metres of a sugarcane did she remain with?

Find the distance around the picture



a) What is the distance from the ball to the tree?
b) How far is it from the hut to the ball?
c) What is the shortest distance?
d) What is the longest distance?
e) What is the distance between the tree and the hut?
f) Find the total distance around the pictures

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TOPIC: ORDINAL NUMBERS

Ordinal numbers are numbers which tell us places of position and dates correctly

Number	Word
1st	First
2nd	Second
3rd	Third
4th	Forth
5th	Fifth
6th	Sixth
7th	Seventh
8th	Eighth
9th	Ninth
10th	Tenth
11th	Eleventh
12th	Twelfth
13th	Thirteenth
14th	Fourteenth
15th	Fifteenth
16th	Sixteenth
17th	Seventeenth
18th	Eighteenth
19th	Nineteenth
20th	Twentieth

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Activity

1. Fill in the missing numbers

   1st, 2nd _____, 4th, 5th, _____, ____, 8th

2. **Write in numbers**

   Ninth _____

   Fifteenth _____

   Second _____

Numbers 50 – 100

50,51,52,

53,54,55,56,57,58,59,60,61,62,63,64,65,66,67,68,69,70,71,72,73,74,75,76,77,78,79,80,81

,82,83,84,85,86,87,88,89,90,91,92,93,94,95,96,97,98,99,100

Numbers 50 – 100
50,51,52,53,54,55,56,57,58,59,60,61,62,63,64,65,66,67,68,69,70,71,72,73,74,75
,76,77,78,79,80,81,82,83,84,85,86,87,88,89,90,91,92,93,94,95,96,97,98,99,100
Writing numbers and their number names
50 fifty
51 fifty one
52fifty two
53 _____
54 _____
55 _____
56 fifty six
57 _____
58 _____
59 _____
60 sixty
61 sixty one
62 _____
63 sixty three
64 _____
65 _____
66 _____
67 _____
68 sixty eight

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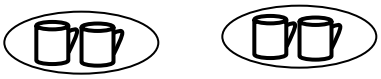
	69 sixty nine 70 seventy 71 _____ 72 _____ 80 eighty 90 ninety 100 one hundred
	Activity **Match numbers to their number names** 76 ninety one 50 one hundred 91 seventy six 100 fifty **Missing addends** **Find the missing numbers** Example 1 2+3 = ☐ 5+3 = ☐ 4+5 = ☐ 10 + 7 = ☐ Teacher will give examples in groups and individually then give an **activity** Example 2 ☐ + 3 = 5 6 + ☐ = 8 **Note:** Draw balls for the bigger number and cross balls for the smaller number Teacher will help pupils with more examples then give an activity Example 3 4 + ☐ = 9 5 + ☐ = 7 **Note:** Draw balls for the bigger number and cross for the small number, the remaining balls are the answer. Grouping in twos

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Grouping objects in twos



1 two =



2 twos =



3 twos =

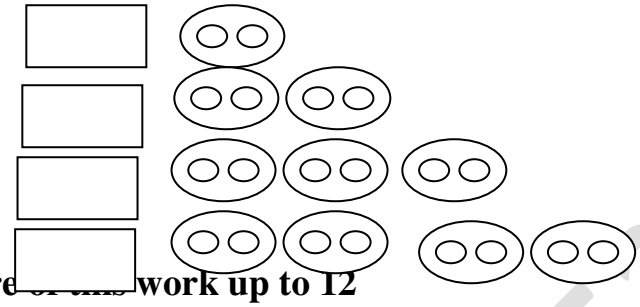
Multiplying numbers by 2 (horizontally)

1 x 2 =

2 x 2 =

3 x 2 =

4 x 2 =

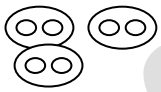


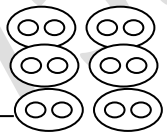
And more of this work up to 12

Multiplying numbers by 2 (vertically)

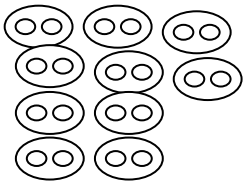
	1				3				6		
X	2			x	2			x	2		







	1	0									
x	2										



And more of this work to be given to pupils

Word problems with multiplication of numbers by 2

a) Juma has 2 eyes. How many eyes have 4 boys?

4 x 2 = 8



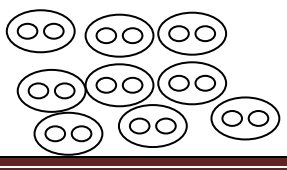
One girl has 2 ears. How many ears do 3 girls have?

3 x 2 = 6



A hen has 2 legs. How many legs do 6 hens have?

6 x 2 = 12



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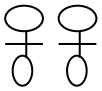
Put 2 eggs on each plate. How many eggs are on 5 plates?

5 x 2 = 10

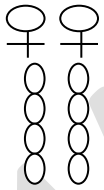


Dividing numbers by 2

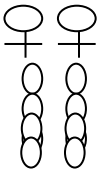
a) 2 ÷ 2 = 1



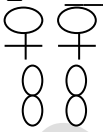
b) 8 ÷ 2 = 4



c) 10 ÷ 2 = 5



d) 4 ÷ 2 = ____



e) $2\overline{)8}$

f) $2\overline{)14}$

g) $2\overline{)6}$

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ACCIDETNS AND SAFETY

Teacher will give more numbers

Word problem involving division of numbers by 2

Share 6 mangoes between 2 girls. How many does each get?

$6 \div 2 = 3$ mangoes

b) Ten divided by 2 equals

$10 \div 2 = 5$

c) Share 16 sweets equally between 2 boys

d) Daddy had 8 bananas. He shared them between 2 children. How many bananas did each child get?

$8 \div 2 = 4$

T

FRACTIONS

What is a fraction?

A fraction is part of a whole

New words

Whole Half Shade Fraction Quarter

A whole apple A whole orange A whole banana







One of the two equal parts cut is called a half.

Teacher will help pupils cut different fractions from different whole and name them. (Practically)

Note: The parts cut must be of the same size.

Name the shaded fraction (work will be prepared and pasted in pupils' books)

Making and shading wholes

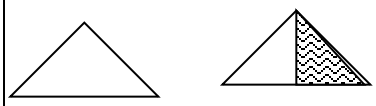
A whole triangle

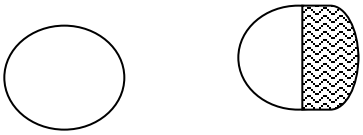
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A whole circle

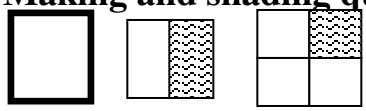
A whole pawpaw

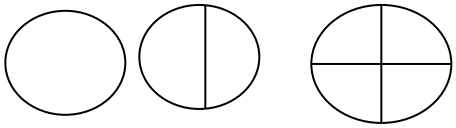
Making and shading halves

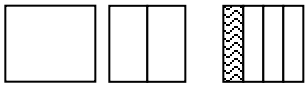
 = ½ a half

 = ½ a half

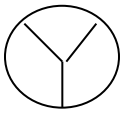
Making and shading quarters

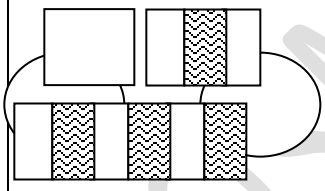
 = ¼ a quarter

 = ¼ a quarter

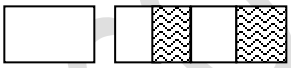
 = ¼ a quarter

Making and shading other fractions

 1/ 3 a third

 = 1 /3 a third

= 3/ 6

 = 2/4

Addition of fractions

$\frac{2}{5} + \frac{1}{5} = \frac{3}{5}$ Note: Add numbers on top only and choose one number from those down.

$\frac{4}{8} + \frac{2}{8} = \frac{4+2}{8} = \frac{6}{8}$

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More work will be given to pupils following the above example

Subtraction of fractions

$\frac{3}{4} - \frac{2}{4} = \frac{3-2}{4} = \frac{1}{4}$ note: Subtract numbers up, then choose one number from down

$\frac{7}{8} - \frac{5}{8} = ____$ $\frac{4}{10} - \frac{2}{10} =$

$\frac{2}{3} - \frac{1}{3} =$ $\frac{5}{7} - \frac{1}{7} =$

Teacher will give more work following the above examples

eacher will give more examples, then an activity

TOPIC: MEASURES

TIME

Telling time on a clock face

A clock face has 2 or more hands on it

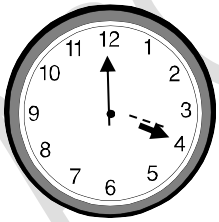
A short hand is the hour hand

A long hand is the minute hand

They both move around the clock but one moves faster than the other

When the long hand move and point straight in 12, the time will be that number the short one is pointing to.

Example



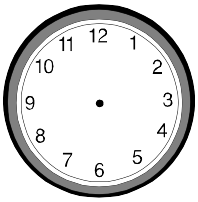
It is 4 o'clock

More work on telling time

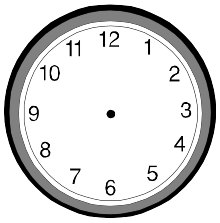
Work will be done and pasted in their books

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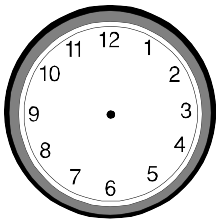
Showing time on a clock face.



It I 9 o'clock



It is 2 o'clock



More work to be done on papers and pasted in their books

Adding time in full hours

5 hours + 3 hours = _____hours

8 hours + 2 hours = _____hours

2 hours + 4 hours = _____hours

3 hours	6 hours	7 hours
+ 4 hours	+ 7 hours	+ 5 hours
_____	_____	_____
_____	_____	_____

Subtraction of time in full hours

9 hours – 4 hours = _____hours

8 hours – 3 hours = _____hours

12 hours – 8 hours = _____hours

9hours	10 hours	12 hours
- 6 hours	- 8 hours	- 4 hours
_____	_____	_____
_____	_____	_____

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Days of the week

We have seven days in a week.

All days of the week have names beginning with capital letter

Sunday is the first day of the week.

Monday is the second day of the week

Tuesday is the third day of the week

Wednesday is the fourth day of the week

Thursday is the fifth day of the week

Friday is the sixth day of the week

Saturday is the seventh day of the week

Fill in the missing days of the week

a) Sunday, Monday, _____, _____, _____, Friday

b) Thursday, Wednesday, _____, _____, _____

c) When do Christians go for prayers?

d) Moslems pray on _____

e) The seventh day Adventists pray on _____

f) On _____Christians go for prayers.

Note: 60 minutes = 1 hour

24 hours = one day

7 days = 1 week

2 weeks = fortnight

4 weeks = 1 month

12 months = one year

Months of the year

There are twelve months of the year

January 1st

February 2nd

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March	3rd
April	4th
May	5th
June	6th
July	7th
August	8th
September	9th
October	10th
November	11th
December	12th

Activity

a) How many months make a year?

b) Fill in the missing letters

Jan_____ary Feb___u___ry J____ne A____ ____ust

c) Fill in the missing months of the year

January, February, _____, _____May

August, September, _____, _____, December

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GRAPHS

Graph 1

Teacher will help pupils get the ideas of graph from real objects

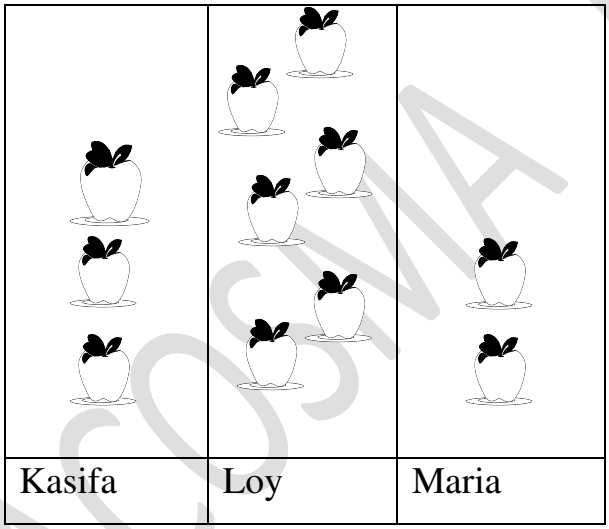


Sarah	Peter	Alum	Sofia

1. Who has more flowers
2. Who has fewer flowers?
3. How many flowers has Alum?
4. Who has three flowers?
5. How many flowers do they have altogether?

Graph 2

A graph of apples



Kasifa	Loy	Maria

Questions

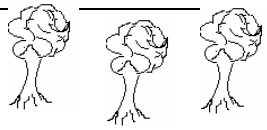
1. How many apples does Loy have?
2. Who has three apples?
3. How many apples do they have altogether?
4. Who has most apples?

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5. Who has the least number of apples?

Graph 3

A farmer planted trees on different days

Monday	
Tuesday	
Wednesday	

Questions

1. How many trees were planted on Tuesday?
2. On which day did he plant the least number of trees?
3. How many trees did he plant on Monday?
4. How many trees did he plant altogether?

Study the graph and answer the questions that follow

Five children have boxes

Tom	**Tonny**	**Tina**	**Tasha**	**Trinity**

Questions

a) How many boxes does Tonny have?

b) Who have the same number of boxes?

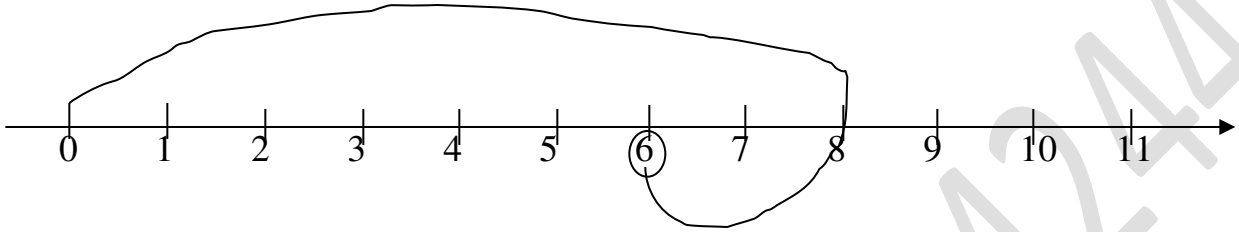
c) How many boxes has Trinity?

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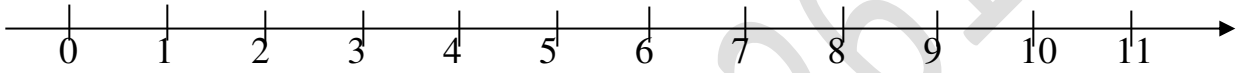
How many boxes do they have altogether?

Use a number line to get the answer

a) 8 – 2 = _____



b) 9 – 7 = _____



More work will be given.

Revision of the covered work.

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TERM THREE NOTES
Topical breakdown for term III.

MEASUREMENTS

1. Weight(mass)

i) What is weight?

ii) Things we use to weigh

iii) Comparing weight

iv) Addition of weight – vertically and horizontally

v) Word statements involving addition

vi) Subtraction of weights – vertically and horizontally

vii) Word statements involving subtraction

2. Capacity

i) What is capacity

ii) Examples of liquids

iii) Objects/containers we use to measure liquids

iv) Comparing capacity

v) Measuring using nonstandard units

vi) The standard unit for capacity

vii) Addition in litres

viii) Word statements (addition)

ix) Subtraction in litres

x) Work statements (subtraction)

xi) Mixed exercises of addition and subtraction

3. Addition with re-grouping

i) Add two-digit numbers with re-grouping

ii) Word statements (addition)

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4. Money

i) What is money?

ii) History of money

iii) Uganda currency

iv) Features on money

v) Comparing money

vi) Addition of money

vii) Word statements

viii) Subtraction of money

ix) Word statements

5. Shopping

6. Mathematical statements on addition

i) Subtraction

ii) Multiplication

iii) Division

iv) Number families

v) Multiplication by 3

vi) Division by 3

vii) Multiplication by 3

viii) Division by 3

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Topic: Measures

Weight (mass)

1. What is weight?

a) Weight is how heavy or light something is

b) We can tell how heavy or light something is after weighing it

2. We can weigh some objects using nonstandard tools eg. Tins, baskets, pots etc

3. We measure mass (weight) in kilograms (kg) and grams (g)

4. Examples of things we weigh

- Sugar
- Peas
- Salt
- Meat
- Millet
- Maize flour
- Bread
- Beans
- Rice
- Cassava flour

Comparing weight using heavy or light

a) A stone is _____

b) A paper is _____

c) A table is _____

d) A feather is _____

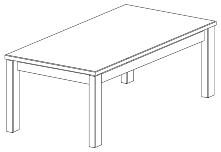
e) A brick is _____

f) A pen is _____

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Comparing weight using heavier than or lighter than

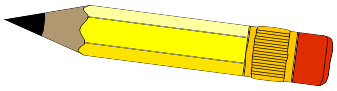
Table cup





a) A table is _____a cup.

b) A cup is _____a table.

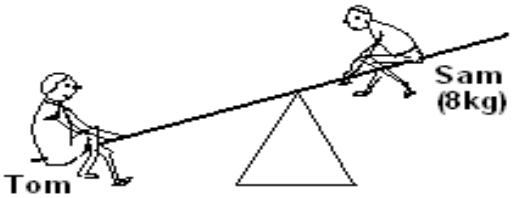




Pencil **stone**

a) A pencil is _____a stone

b) A stone is _____a pencil.



Juma

a) Juma is _____

b) Tom is _____Juma

Addition of mass in kilograms

a) 1 kg + 3 kg = b) 9kg + 2 kg =

c) 7kg + 2 kg + 4kg d) 8kg + 0kg + 5kg =

e)
$$\begin{array}{r} 9\text{kg} \\ +\ 5\text{kg} \\ \hline \end{array}$$

f)
$$\begin{array}{r} 8\text{kg} \\ 4\text{kg} \\ +\ 2\text{kg} \\ \hline \end{array}$$

g)
$$\begin{array}{rrrrrrr} 1 & 0\text{ kg} & & 2 & 1\text{kg} \\ +\ 1 & 3\text{kg} & + & 1 & 5\text{kg} \\ \hline \end{array}$$

Word statements involving addition of mass

Aunt bought 3kg of sugar. Uncle bought 5kg of sugar

How many kilograms did they buy altogether?

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Joan had 7kg of salt. Dan had 9kg of salt. How many kilograms did they have altogether?

Add 12kg plus 10kg.

Subtraction of mass in kilograms

10kg - 4kg = _____kg

b) 12kg – 9kg =____kg

7kg – 2kg = ____kg

d) 14kg – 7 kg = _____kg

8kg	9kg	14kg	11kg
- 4kg	- 3kg	- 4kg	- 10kg
_____	_____	_____	_____
_____	_____	_____	_____

Word statements

a) Subtract 9kg – 5kg

b) Daddy bought 14kg of meat. We ate 6kg. How many kilograms remained?

c) There were 34kg of rice in the basket. Mummy cooked 20kg. How many kilograms remained?

Capacity

What is capacity?

Capacity is the amount of liquid a container can hold.

Examples of liquids

a) Water
b) Milk
c) Juice
d) Paraffin
e) Tea
f) Petrol
g) Diesel
h) Glue
i) Cooking oil

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Container used to measure liquids

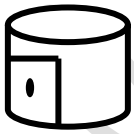
a) Bottles
b) Jugs
c) Jerry cans
d) Basins
e) Cups
f) Glasses
g) Tins
h) Gourd
i) Bucket

Comparing capacity using less or more

Bottle



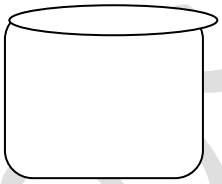
tin



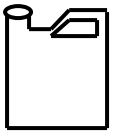
a) Which object carries more water?

b) Which object carries less water?

Drum



jerry can



a) Which container holds more water?

b) Which container holds less water?

Reference MK 1 page 102

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Measuring using standard units

We measure liquids in litres (1) other measure are milliliters (ml)i.e medicine , water, soda, juice

Practical measuring of water in different quantities

a) A plastic mug holds ½ of water

b) A small plastic bottle holds ½ litre of water

c) A bottle of beer contains ½ litres of beer

Activity

a) How many mugs of water can fill five litre bottles?

b) How many mugs of water can fill a one litre bottle?

Reference MK nk 2 page 150

Adding in litres (vertically and horizontally)

a) 1 litre + 2 litres = 3 litres

b) 4 litres + 3 litres _____litres

c) 5 litres + 2 litres = _____litres

2	5 litres		3	3 litres	
+ 2	3litres	+	5	0 litres	

Ref: MK bk 2 page 151

<u>Word problems involving addition of litres</u>

a) Juma had 2 litres of milk. He added 4 litres of water in milk. How many litres did he get altogether?

_____

b) Tom had 8 litres of water. He bought more 2 litres of water. How many litres did he buy altogether?

_____

c) Grace has 7 litres of soda. Akello has 5 litres of soda. How many litres do they

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have altogether?

_____

Subtracting litres horizontally and vertically

a) 10 litres -1 litre =_____ litres

b) 15 litres - 7 litres = _____litres

c) 12 litres - 3 litres = _____litres

d) 8 litres
- 3 litres
_____

e) 5 litres
- 2 litres
_____

f) 4 8 litres
- 2 6 litres
_____

g) 3 7 litres
-2 0 litres
_____

Word problems involving subtraction of litres

a) Mummy had 8 litres of milk. She sold 2 litres. How many litres did she remain with?_____

b) Sarah had 16 litres of oil. She used 7 litres to fry pancakes. How many litres remained?_____

Mixed exercises on addition and subtraction of litres

a) 6 litres + 4 litres =_____ litres

b) 5 litres + 2 litres = _____litres

c) 10 litres - 5 litres = _____litres

d) 1 0litres
- 2 litres
_____

e) 1 4 litres
-1 0litres
_____

f) 2 4 litres
+ 1 1 litres
_____

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Addition with regrouping (carrying)

T	O
1	8
+	3
2	**1**

11

T	O
1	9
+	4
2	**3**

13

T	O
6	9
+	6
7	**5**

15

Exercise

T	O
3	7
+	4

T	O
5	4
+	8

T	O
8	9
+	9

Adding two digit numbers to two digit numbers with regrouping

Exercise

T	O
4	5
+ 4	5
6	0

10

T	O
6	9
+	6

14

Exercise

T	O
4	6
+ 2	8

T	O
5	7
+ 1	4

T	O
2	9
+ 3	7

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TOPIC: **MONEY**

Money : This is what we use to buy what we want.

Discuss the use of money

History of money

Long ago, people used to exchange goods for goods and services for services (barter trade). Later, they introduced cowrie shells.

When the Indians came, they introduced rupees. The rupees also got expired and now we have the present currency called shillings.

Currency used by different countries

Uganda	–	shillings
Kenya	–	shillings
England	–	pounds
America	-	Dollars
Rwanda	-	Farang
Nigeria	-	Naira

There are two forms of money used in Uganda

These are

1. Coins
2. Notes (paper money)

Coins

50shillings coin

100 shillings coin

200 shillings coin

500 shillings coin

1000 shillings coin

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Notes:

1000 shillings note

2000 shillings note

5000 shillings note

10,000 shillings note

20,000 shillings note

50,000 shillings note

Features on money

a) A coin of 50 shillings has a head of a cob and the coat of arms

a coin of 100 shillings – a cow and a coat of arms

a coin of 200 shillings – a fish

a coin of 500 shillings – a head of a crested crane

a coin of 1000 shillings – a crested crane

Changing money/ comparing different money denominations

Shs. 100 = shs 50 + shs. 50

Shs. 200 = shs. _____ + shs ____ +shs. ____ + shs. _____

a) Shs. 300 = shs. _____ + shs. _____ + shs. _____

b) How many coins of 100 make shs. 200?

c) How many coins of 100 make shs. 500?

Addition of money vertically and horizontally

a) i) Shs. 100 + Shs. 100 = Shs 200

ii) Shs. 100 + Shs. 100 = _____

iii) Shs. 500 + Shs. 200 = _____

b) i) shs. 50 ii) shs. 150

\+ shs 50 + shs. 50

_____ _____

a) Jane had shs. 200. Peter had shs. 300. How much money do they have altogether?

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b) There are shs. 400 in the tin and shs. 200 in the box. How much money is there altogether?

c) Tom picked shs. 500 on the way to school. John picked shs. 300. How much money do they have altogether?

Subtraction of money

	shs.	600	ii)	shs.	700	iii)	shs.	300
-	shs	400	-	shs.	200	+	shs	200

Ref: Mk Bk 2 page 127

Oxford Primary MTC Bk 2 page 58

Word problems involving subtraction of money

a) You have shs. 500. You spent Shs. 200. How much is left?

	shs.	500
-	shs	200

b) You have Shs. 200. You have spent shs. 100. How much is left?

	shs.	200
-	shs	100

c) Eva had shs. 300. She lost shs. 100. How much money did she remain with?

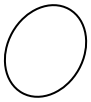
	shs.	300
-	shs	100

d)Susan had shs.700.She bought a ruler at shs. 300. How much money did she remain with?

	shs.	700
-	shs	300

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Lesson **SHOPPING**

An apple	an egg	an orange	a cup
			
Shs. 500	shs. 200	shs. 150	shs. 300

a) What is the cost of an egg?

b) Which item costs shs. 300?

c) A _____costs shs. 500.

d) What is the cost of an egg and a cup?

e) Study the price list and answer the questions

Item	**Price**
Pencil	shs. 50 each
Sweet	shs. 50 each
Book	shs.100 each
Matchbox	shs. 50 each
Ice cream	shs. 500 each

Questions

a) How much is a pencil?

b) What is the cost of a sweet?

c) How much is a tin of ice cream?

d) How much will one pay for two match boxes?

e) What is the cheapest item?

f) A _____is the most expensive item.

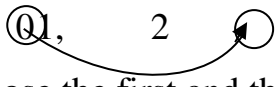
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TOPIC:NUMBER FAMILIES

Number families of 2, 3, 4, 5, 6, 7, 8, 9, 10

Which two numbers add up to 2

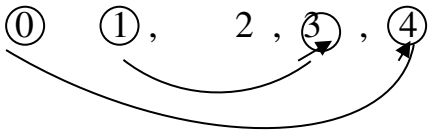
First list all the numbers from 0 up to 2



Choose the first and the last numbers

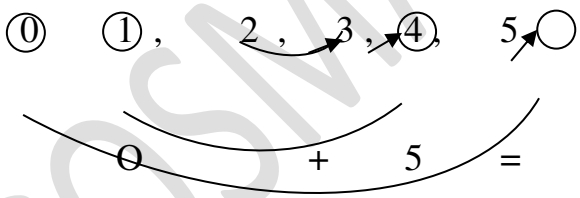
O	+	2	=	2
1	+	1	=	2
2	+	0	=	2

Which pairs of numbers add up to 4?



O	+	4	=	4
1	+	3	=	4
2	+	2	=	4
4	+	0	=	4
3	+	1	=	4

Which pairs of numbers add up to 4?



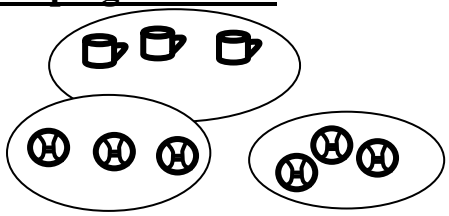
O	+	5	=	5
1	+	4	=	5
2	+	3	=	5
3	+	2	=	5
4	+	1	=	5
5	+	0	=	5

Up to 1

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TOPIC: **MULTIPLICATION BY 3**

Grouping in threes.



1 group of three = 3_____

2 groups of three = _____

Multiplying numbers by 3 [horizontally]

Example

1 x 3 =

2 x 3 =

3 x 3 =

4 x 3 =

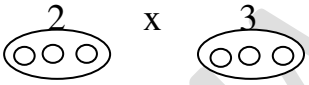
And more of this work up to 12

More of this work to be given to pupils

Word problems with multiplication by 3

a) A stool has 3 legs. How many legs. How many legs do 2 stools have?

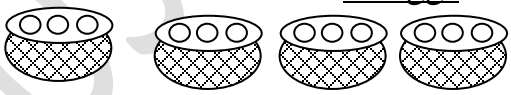
2 x 3 = 6 _____ legs.



b) There are 3 eggs in a tray

How many eggs are there in 4 trays?

3 x 4 = 12 eggs



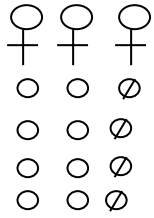
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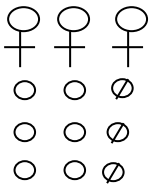
TOPIC: DIVISION OF NUMBERS BY 3

Dividing numbers by 3 [horizontally]

6 ÷ 3 = _____ 9 ÷ 3 = _____

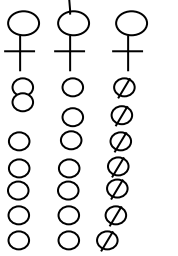
12 ÷ 3 = 4 _____



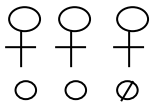


Dividing numbers by 3 [vertically]

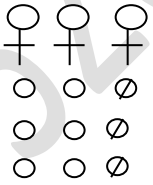
$3\overline{)21}$ = 7



$3\overline{)3}$ = 1



$3\overline{)9}$ = 3

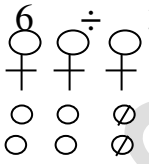


Teacher will give more examples and then an activity

Word problems involving division of numbers by 3

a) Mummy had 6 bananas. She shared them equally among 3 children. How many bananas did each get?

6 ÷ 3 = 2

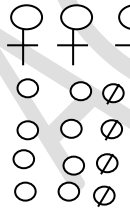


Each child got 2 bananas

b) Nine divide by three equals _____

c) Share 12 pencils equally among 3 boys

12 ÷ 3 = _____

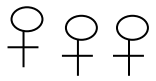


Each child get 4 pencils

d) What do we get when we share 3 apples equally among 3 girls?

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3 ÷ 3 = _____ apple



TOPIC: MATHEMATICAL STATEMENTS

Mathematical statements on addition

Words used in addition

- Add
- Altogether
- And
- Both
- Sum
- Total
- Plus
- Put together
- More

a) Two plus five equals _____

b) What is the sum of three, two and four?

_____

c) Jane has four apples. John has three apples
How many apples do they have altogether?

_____

d) Find the total of five and six oranges

_____

e) What is six and four?

_____

f) Tom had six books. Teo had five books.
Both had _____books altogether.

g) Daddy had 2 sweets. Mummy gave him more 7 sweets. How many sweets did daddy have altogether?

_____

Mathematical statements on subtraction

Words used in subtraction

- Subtraction
- Take away
- Less
- Minus

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- Remain
- Remove

a)Subtract 4 mangoes from 11 mangoes

_____

b)What is 8 take away zero

_____

c)Twelve minus six equals _____

d)What is four less two? _____

e)A hen had 8 eggs. Five eggs were broken. How many eggs remained?

_____

f)Remove 4 pens from 10 pens. How many pens remain?

_____

Mathematical statements on the multiplication

Words used in multiplication

- Multiplication
- Groups of
- Times

Note: teacher will give examples using words above.

Mathematical statements on division

Words used in division

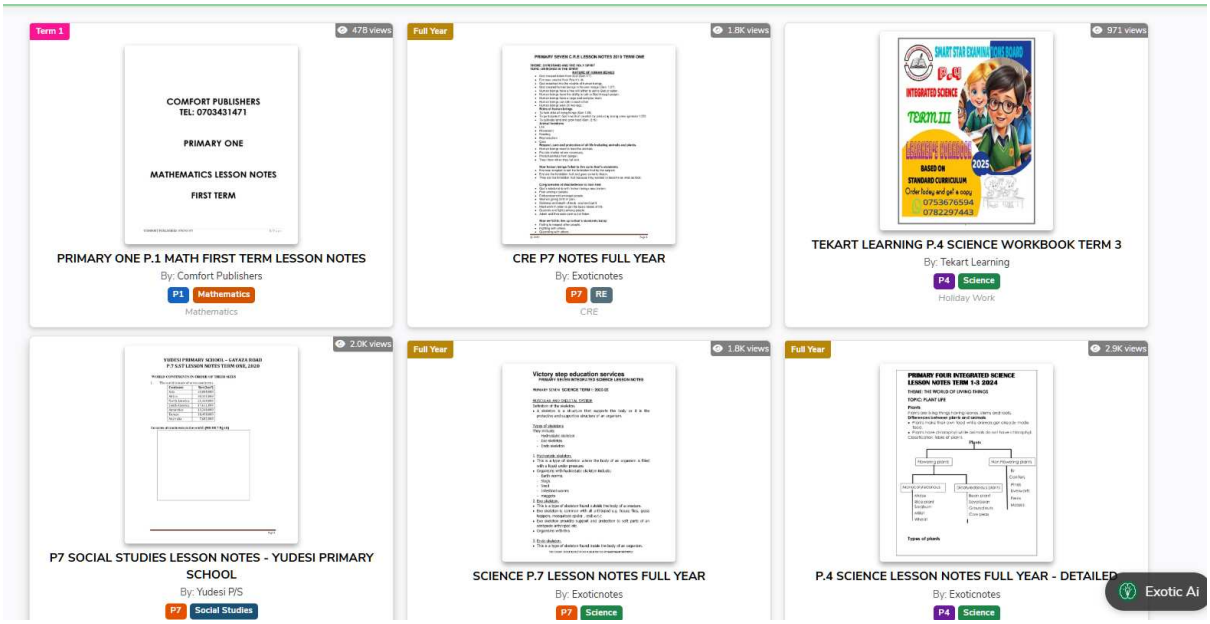
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	Share Divide Among Equally Between Give Note: Teacher will give examples using words above.

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