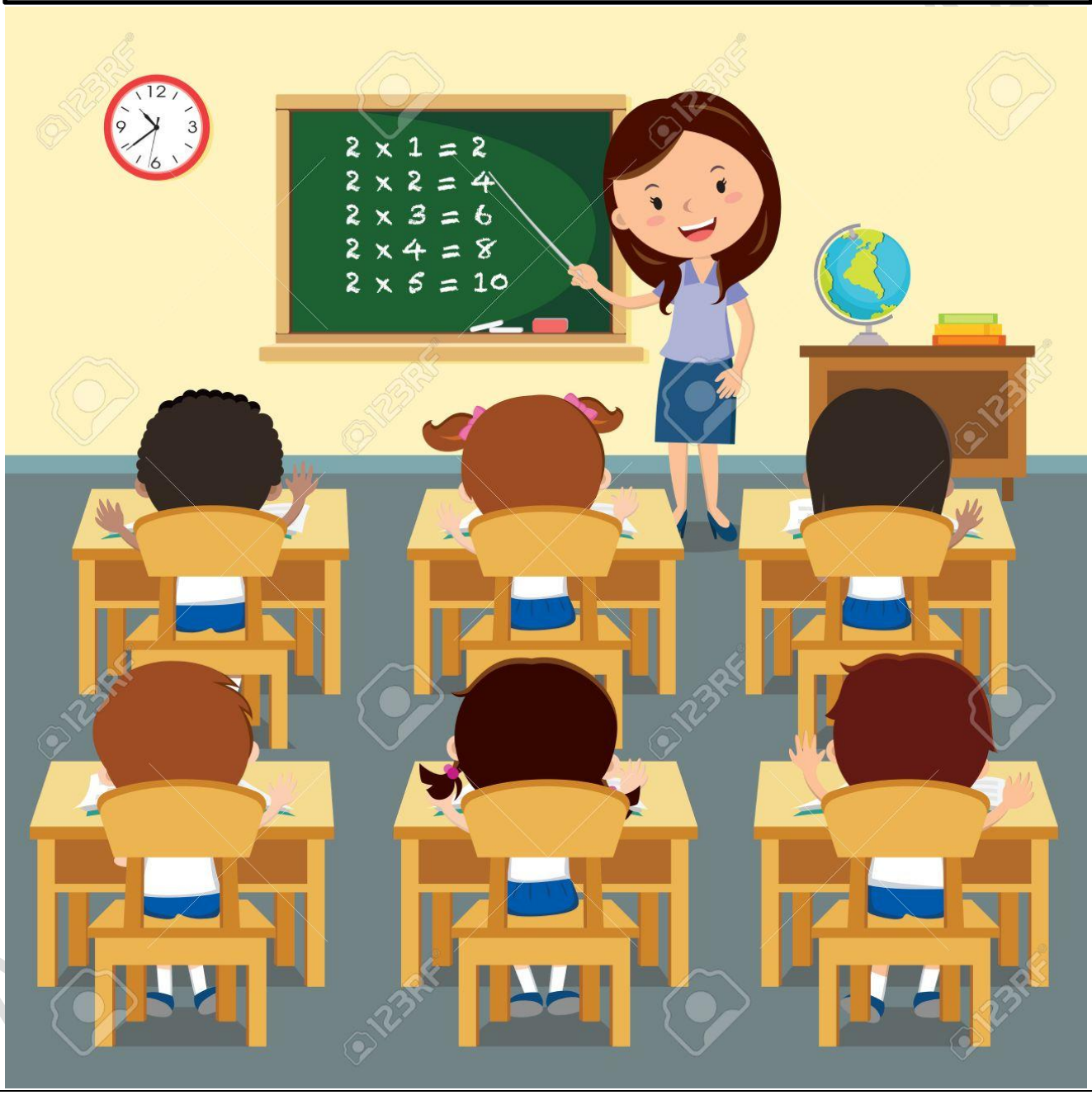
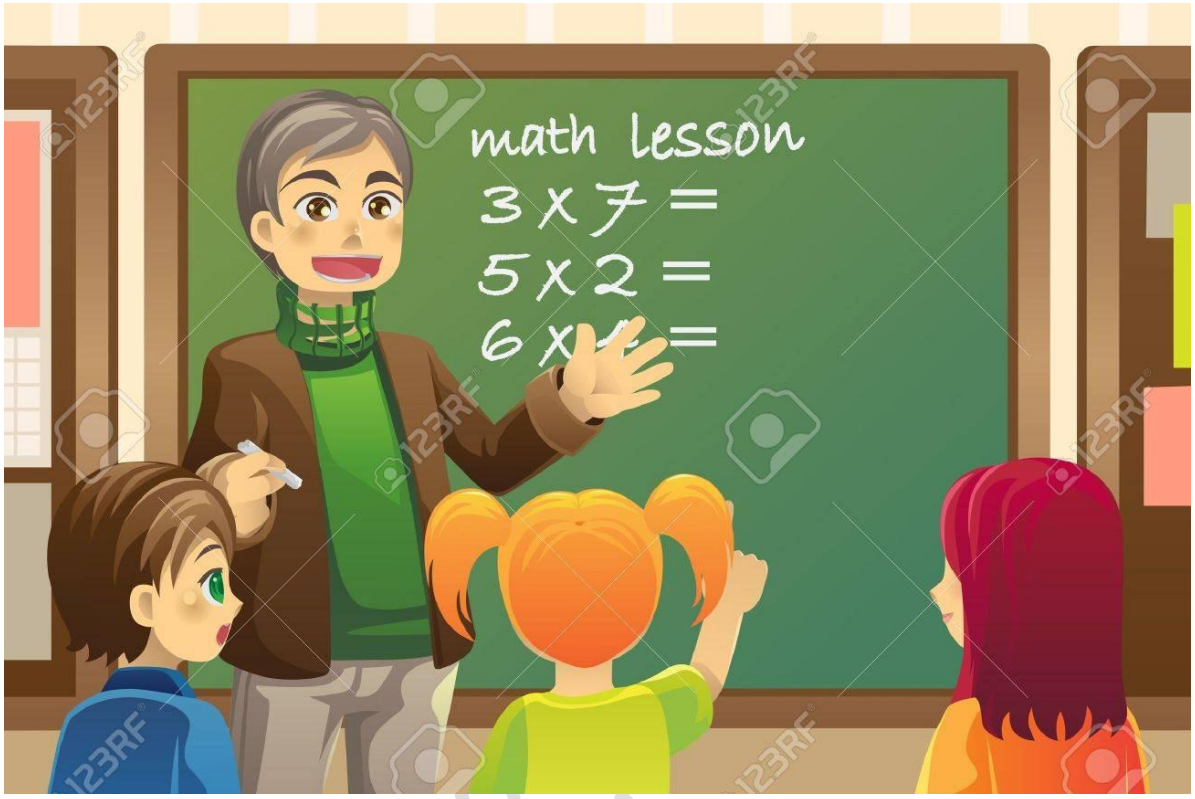
LESSON NOTES FOR PRIMARY TWO
TERM I MATHEMATICS TOPICAL BREAKDOWN FOR P.2.





1. **Sets**
   - i) Naming sets
   - ii) Drawing sets
   - iii) Matching sets
   - iv) Comparing sets
   - v) Ordering sets
   - vi) Subsets
   - vii) Intersection set
   - viii) Empty sets
   - ix) Joining (addition sets
   - x) Subtraction of sets
2. **Numeration system and place values**

i) Drawing tens and ones
ii) Filling in tens and ones
iii) Showing tens and ones on the abacus
iv) Drawing hundreds , tens and ones
v) Filling in hundreds , tens and ones
vi) Finding place values of the given number
vii) Expanded form

3. **Operation of number s**
   - i) Addition of tens and ones

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ii) Addition of hundreds, tens and ones
iii) Word statements
iv) Addition of number line

4. Multiplication

i) Multiplication as repeated addition
ii) Multiplying two digit numbers by one digit number
iii) Word statements in multiplication

5. Subtraction

i) Subtraction of tens and ones
ii) Subtraction of hundreds, tens and ones
iii) Word statements
iv) Subtraction using a number line

6. Number sequence

i) Counting in ones
ii) Counting in twos
iii) Counting in threes
iv) Counting in fours
v) Counting in fives
vi) Counting tens

7. Graphs

i) Picto graph
ii) Bar graphs

8. Geometry

Shapes

a) Naming shapes
b) Drawing shapes
c) Matching shapes
d) Colouring shapes

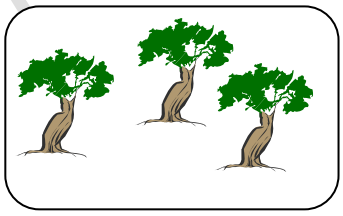
1. Theme 1: <u>Our school and neighborhood</u>

Content: sets

What is a set? A set is a collection of things or objects.

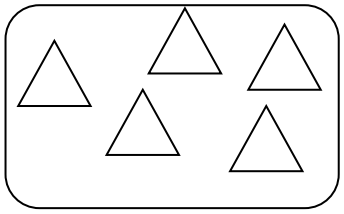
Naming sets

A set of trees



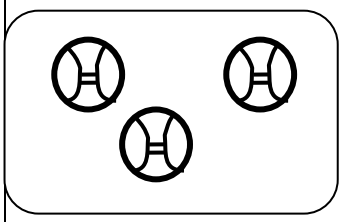
drawing sets

A set of triangles

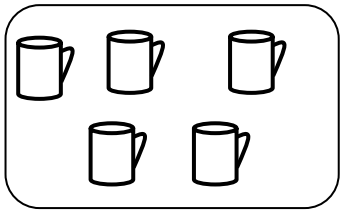


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A set of balls



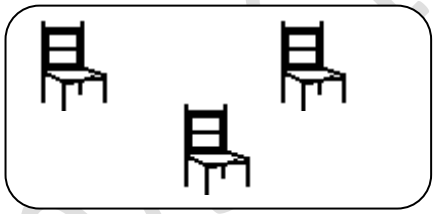
A set of cups



This is an empty set



A set of 3 chairs

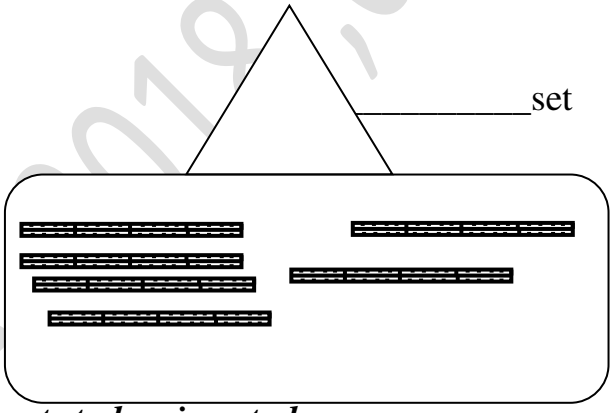


2. Drawing of sets

A set of four flowers



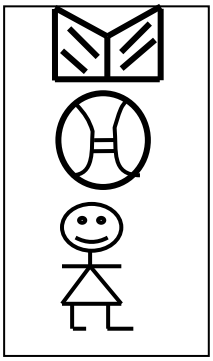
A set of six rulers

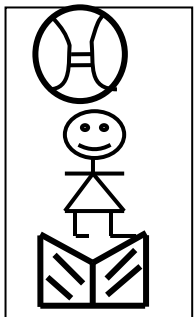


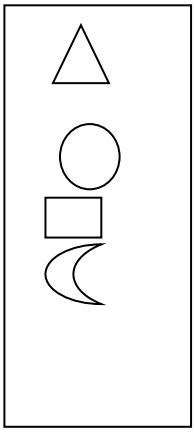
More work showing the sets to be given to learners.

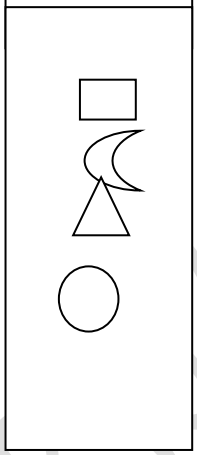
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3. Matching sets





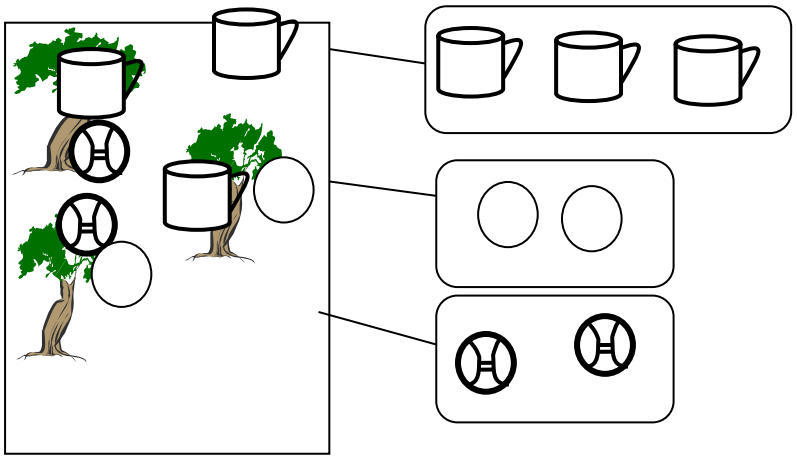




3+2	4
2+2	5
3+3	6

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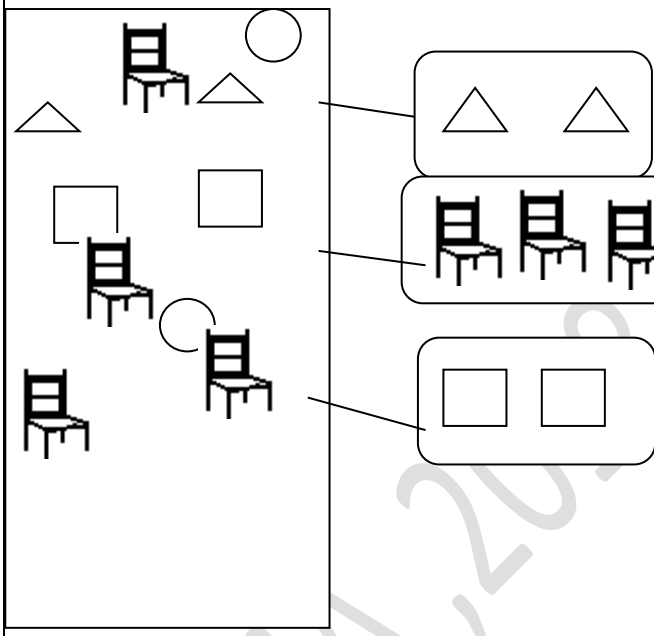
4.Make small sets from the big set



A set of cups

A set of trees

A set of balls



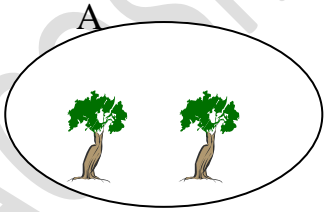
A set of triangles

A set of chairs

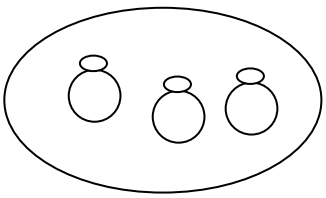
A set of squares

5. Comparing sets

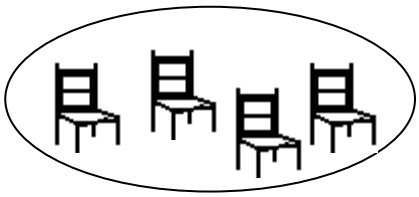
A



B



C



a. Set A has two members

b. Set B has three members

c. Set C has four members

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d. Set A has less members than set B

e. Set B has more members than set A

f. Set C has more members than set B

g. Set A and B have five members altogether

h. Set B and C have seven members altogether

Ordering sets

We order sets according to number of members in any given set.

Sets can be ordered in the following ways;

a) Ascending order

We start with a set with fewer members so that with more members. (use ordinal nos.)

6^{th} sixth

5^{th} fifth

4^{th} fourth

3^{rd} third

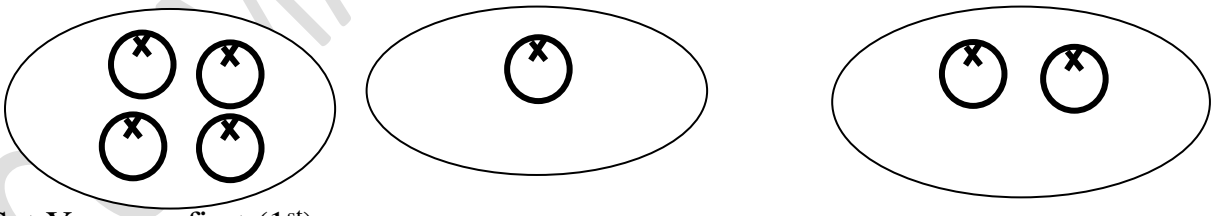
2^{nd} second

1^{st} first

Example

Arrange the given sets in ascending order

X Y Z



Set Y comes first (1^{st})

Set Z comes second (2^{nd})

Set X comes third (3^{rd})

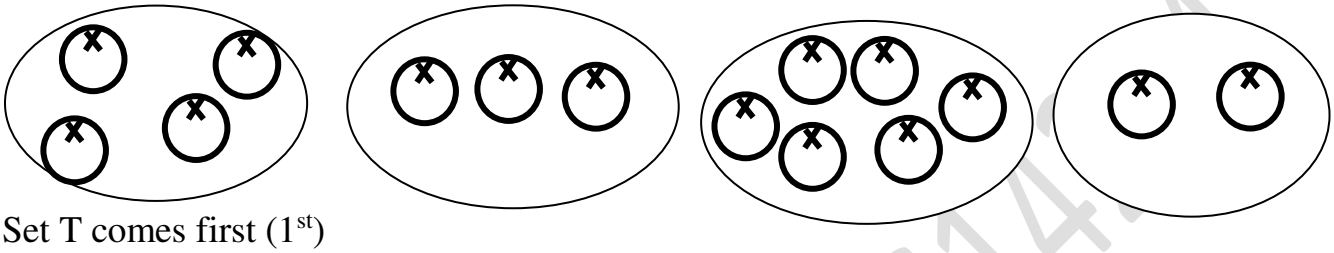
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7.Descending order

We start with a set with more members to that with fewer members

Arrange these sets in descending order (from biggest to the smallest)

R S T V



Set T comes first (1st)

Set R comes second (2nd)

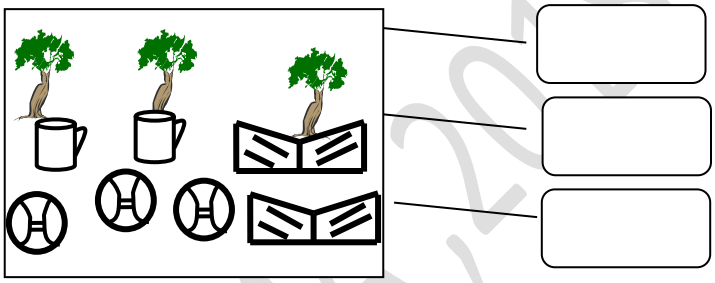
Set S comes third (3rd)

Set V comes fourth (4th)

8. Subsets

What is a subset?

This is a small set got from a big set

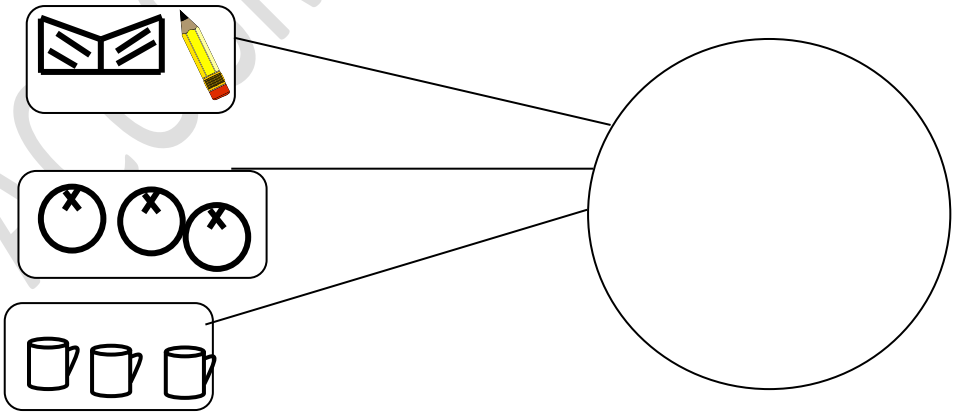


A set of _____

A set of _____

A set of _____

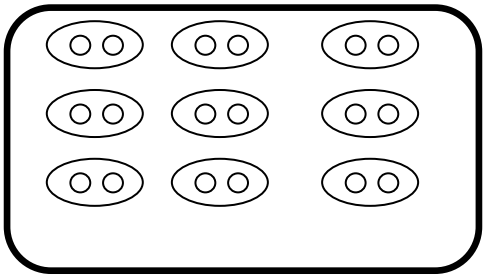
Form a big set from the small sets



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9. Ringing or grouping sets

Ring sets of twos.



How many groups have you formed?

How many members are in each sub set?

How many members are there altogether?

NB: a teacher has to ring in threes, fours, fives etc.

10. The intersection set

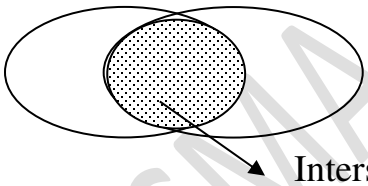
This is the set where we write the common members

10. The intersection set

This is the set where we write the common members

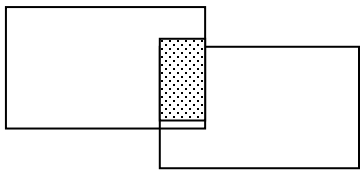
Example of intersection areas (common parts)

A B



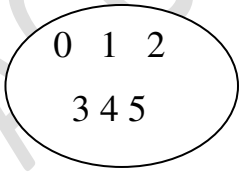
Intersection set

X Y

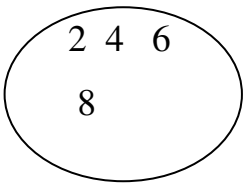


∩ = it is the symbol for intersection set

A



B



A = {0, 1, 2, 3, 4, 5}

B = {2, 4, 6, 8}

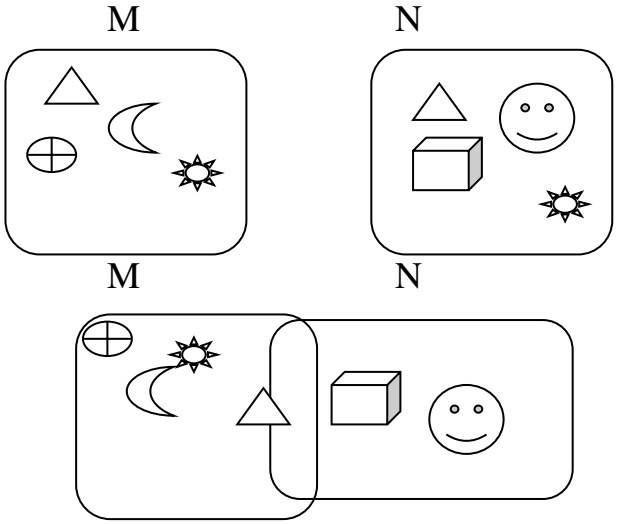
List down the common members

A ∩ B = {2, 4}

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How many members are in the intersection set or common parts? Two members

Representing the information on the venna diagram



11. <u>Empty sets</u>

An empty set is a set with out or with no members

The symbols of an empty set are

$\varnothing$ 0r { }

More examples of empty sets

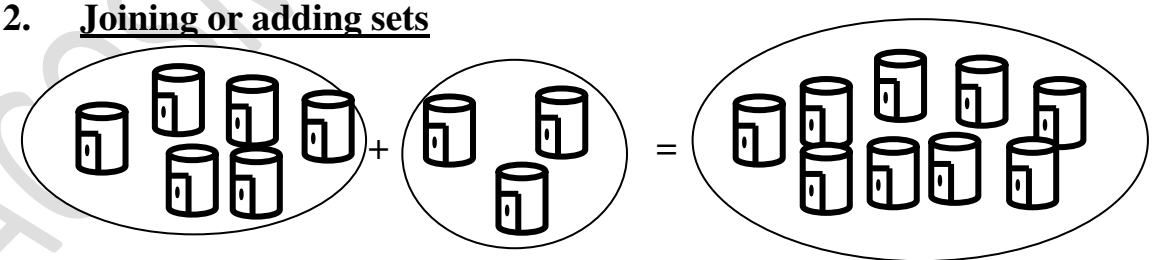
A set of boy with four legs

A cow with three eyes

A girl with two heads

Another name for empty set is null set.

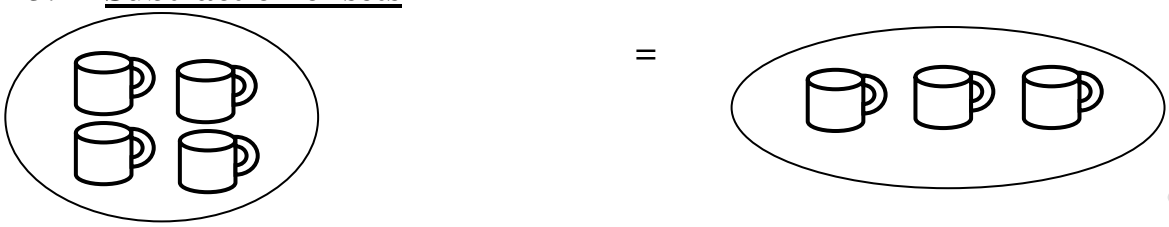
12. <u>Joining or adding sets</u>



6 + 3 = 9 ref. bk 2 pg 8

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13. **Subtraction of sets**



4 - 1 = 3 Ref Mk bk 2 pg 9-10

(More of this work will be given to learners)

Topical revision of sets

14. Numeration system and place values

Review of primary one work i.e. counting orally from zero to fifty

Write number names from 0-50

(NB: mind the spellings)

Review of counting from 50 – 100 (in tens)

Write number names from 50 – 100

Counting from 100-200

Write in hundreds from 100 – 900

NB: Let these can be 3-4 lessons)

(More lessons can be taught from this content depending on theavailabity and time)

Number words from 100 – 1000

15. Tens and ones

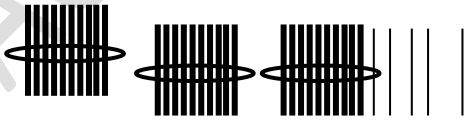
The teacher should draw ten sticks to show one bundle of tens e.g (Review of P.1 work)

IIIIIIIII = ~~IIIIIIII~~ = 1 bundle of tens



I I I I = 24

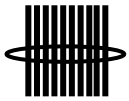
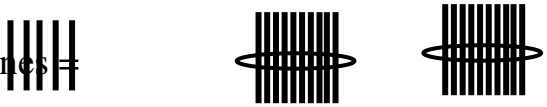
2tens 4 ones = 24



3 tens 5 ones = 35

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Draw tens and ones

a) 1 tens 5 ones =  b)2 tens 0 ones = 

c) 0 tens and 6 ones =  d) 3 tens and 4 ones = 

e) 0 tens 8 ones f)5 tens and 5 ones

h) 6 tens and 3 ones

D**16.** **<u>Completing hundreds, tens and ones</u>**

	T	O	=	
a)	1	4	1 tens	4 ones

	T	O	
b)	5	6____tens	_____ones

c) 3 tens 5 ones = ☐

d) ____ tens _____ 0nes = 65

e) 146 = _____ hundreds ____ tens _____ ones.

f) 200 = _____ hundreds ____ tens _____ ones.

g) 754 = _____ hundreds _____tens _____ ones.

17. **<u>Fill in the missing numbers</u>**

_____tens _____ones = 18 _____tens _____ones = 7

_____tens _____ones = 24 _____tens _____ones = 30

_____= 0 tens 6 ones _____= 1 tens 9 ones

_____ hundreds ____ tens ____ ones = 156

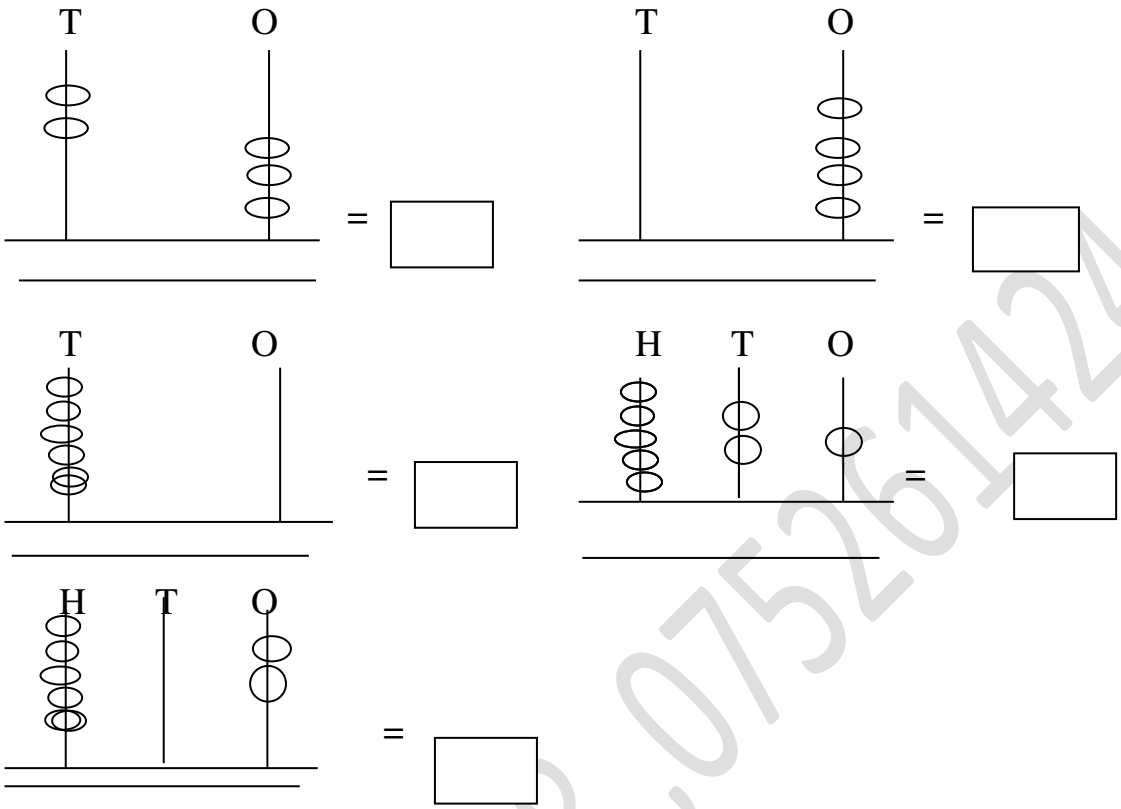
____ hundred _____ tens ____ ones = 239

9 hundred 7 tens 6 ones = ☐

2 hundred 7 tens 4 ones = ☐

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18. What number is shown on the abacus?



- Drawing hundreds, tens and ones.

19. Write place value for each digit.

1. 1 3 4

Hundreds Tens Ones

2. 7 1 6

hundreds tens ones

3. 46
4. 702
5. 23
6. 812
7. 93
8. 06

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Write the place values of the circled numbers

1. 1 9 3 = tens
2. 7 8 = ones
3. 4 0 6 = _____
4. 2 1 6 = _____
5. 4 3 = _____
6. What is the place value of 7 in 374?

20. Expanded form

Expand these numbers

18 = _____+_____

24= _____+_____

106=_____+_____ + _____

400=_____+_____ + _____

580=_____+_____ + _____

What number has been expanded?

13 = 10 + 3

30 = 30 + 0

400 + 0 + 6 = _____

700 + 0 + 0 = _____

10 + 8 = _____

_____= 500 + 50 + 5

21. Operation of numbers

Addition

24 + 10 = ____

2 4	1 0	2 3 5
+ 1 0	+ 4	+ 2 3
_____	_____	_____
2 0 7	5 0 0	4 8 3
+ 2 4 0	+ 2 3 6	+ 4 0 3
_____	_____	_____
_____	_____	_____

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22. **Word statements**

Dora has 24 pens. Daddy gave her more 10 pens. How many pens does she have altogether?

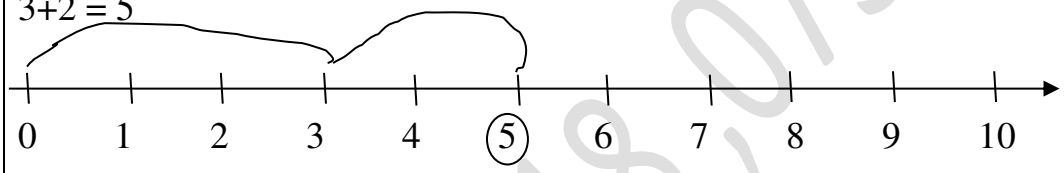
	T	O	
	2	4	
+	1	0	
	3	4	pens

NB: The teacher should emphasize the key words in the statements

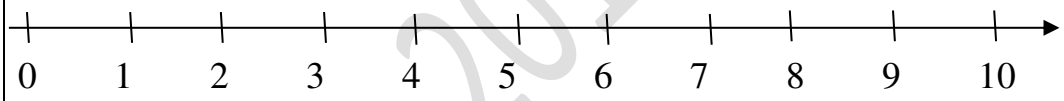
Ref: Mk bk 2 page 35

23. **Adding using a number line**

3+2 = 5



4+4= 8



NB: Teachers should discourage learners from jumping a number line or using

24. Multiplication

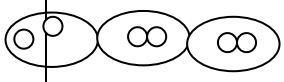
Multiplication as repeated addition

2 + 2+ 2 = 6



3 x 2 = 6

3 twos = 6

 = 6

NB: Continue with 3,4,5 etc

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Multiply two digit numbers by one digit number. (Vertically)

Multiply by (2, 3, 4, and 5)

2	3		4	1		2	0		1	3	0
X	2		x	3		x	5		x		3

Word statements about multiplication.

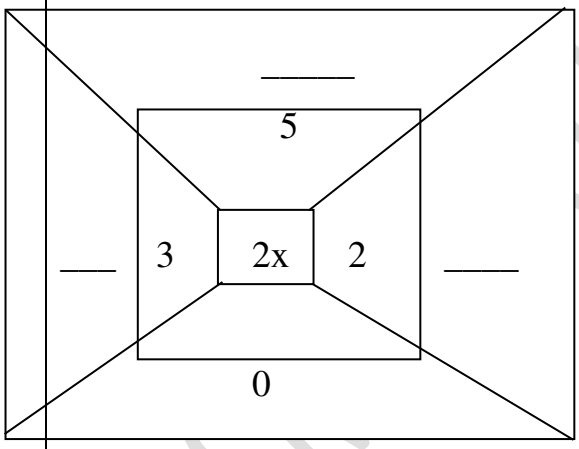
One hen has two legs. How many legs have four hens.

4 x2 = _____legs NB: Teacher should give more examples.

Word statements about multiplication.

One hen has two legs. How many legs have four hens.

4 x2 = _____legs NB: Teacher should give more examples.



3	0	2	3	4
X		6		

26. <u>Subtraction</u>

Ten balls – six balls =

10 balls – 6 balls = ____ balls

22 eggs – 11 eggs = _____eggs

Subtraction of two and three digit numbers but without regrouping.

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NB: Use the knowledge of place values to re-arrange the figures

a) 3 6 - 0 4

	3	6
-	0	4

b) 5 5 – 40

	5	5
-	4	0

8	2	4
-	2	1

3	9	6
-	3	0
		4

7	5	2
-	7	0
		2

27. <u>Word statements</u>

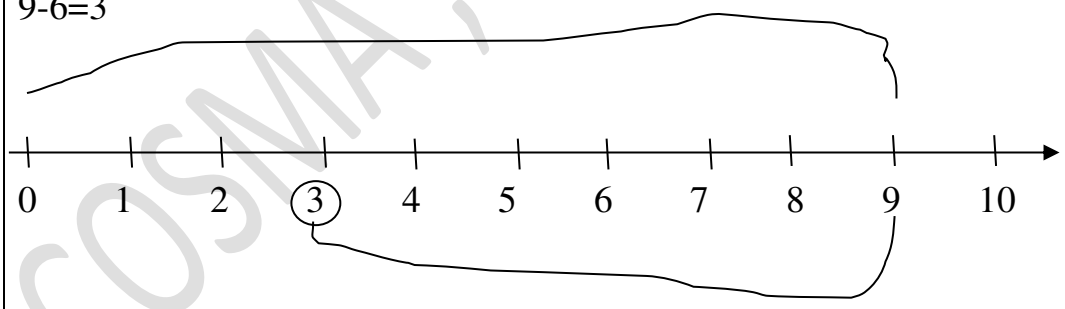
- Sixteen takeaway nine equals = _____
- Subtract eight from ten equal _____
- What is the difference between 343 and 140
- A class has 44 children, ten of them are absent. How many are present?

NB: the teacher should give more examples.

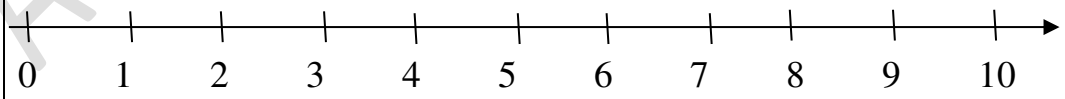
The teacher should emphasis the key words

28. <u>Subtract using a number line</u>

9-6=3



7 – 5 = 2



NB: Encourage the learner to circle the answer.

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29. Number sequence

Count in ones and fill in the missing numbers eg

0,1,2,3,____, _____,6,7,_____,9,____

56, 57, _____, ____, 60

101, 102, 103, _____, _____, 106

NB:

- Teacher will guide the learners to fill in the missing numbers in twos, threes, fives and tens
- Filling in the missing numbers should be done both in ascending and descending order.
- Teach about the numbers; before, after and between

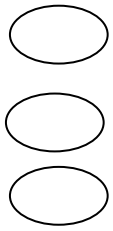
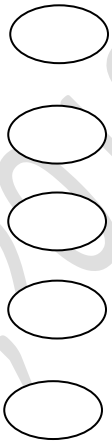
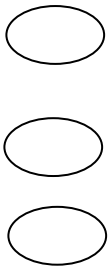
30. Graphs

Picto graphs / picture graphs

This is information represented in form of pictures

Example 1

Four girls picked eggs on Saturday

			
Ann	Nora	Dora	Sara

Questions

1. How many eggs did Dorah pick?
2. Who picked the least number of eggs?
3. Name the children with the similar number of eggs?
4. How many eggs were picked by the four girls altogether?

The teacher should give more examples on picto graphs

32. Bar graph

This is a graph having bars that pupils should study and interprete in order to answer the questions

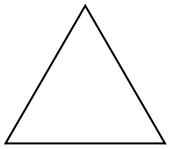
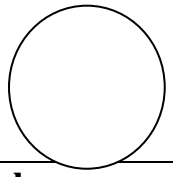
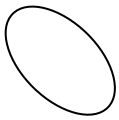
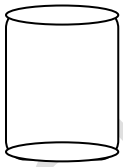
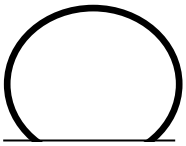
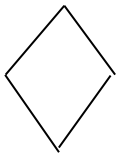
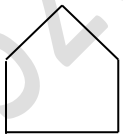
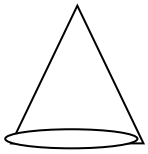
Ref: fountain primary mathematics book 2 pg 56-59

MK bk 2 page 69

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33. GEOMETRY

Shapes: Examples of shapes and their sizes

		
Triangle	**Square**	**Circles**
		
Rectangle	Oval	Cylinder
		
Semi circle	Kite	Pentagon
		
Cone		

NB: the teacher should give varying exercises about shapes;

- Matching
- Drawing
- Shading
- Counting
- Naming
- Comparing

Ref: MK bk 2 pg 72

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TERM TWO MATHS TOPICAL BREAKDOWN

1. **Capacity**
- Defining and identifying liquids
- Comparing capacity
- Addition of litres
- Subtraction of litre
- Word statements

2. **Operation of number**
- Addition of two-digit numbers with regrouping
- Word statement in addition of two-digit numbers with regrouping
- Division (short and long without getting a remainder)
- Word statements about division

3. **Fraction**
- Definition
- Drawing and naming fraction
- Shading fractions
- Reading and writing fractions
- Comparing fractions
- Addition of fractions
- Subtraction of fractions

4. **Algebra**
- Finding missing numbers by adding
- Finding missing numbers by subtraction
- Word statements about finding missing numbers in addition and subtraction

5. **Measurements**
- Lengths
- Definition
- Things used to measure length
- Examples of things or objects whose lengths can measured and units to measure length
- Comparing length of different objects
- Addition of length
- Subtraction of lengths
- Picture interpretation

6. **Weight (mass)**
- Definition
- Things whose weight can be measured

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- Things used to measure weight and units comparing weight of different objects
- Subtraction of weight

TERM TWO NOTES

1. Capacity

Capacity is the amount of liquid a container can hold.

Examples of liquids

Examples of liquids.

- Water
- Soda
- Milk
- petrol
- Paraffin
- Cooking oil etc

Some of the common containers we use to measure liquids.

- Kettle
- Bottle
- Bucket
- Basin
- glass
- pot
- drum
- jerry can

2. Comparing containers we use to hold liquids.






Mug bucket pot jerry can

A mug holds less water than a bucket.

A pot holds more water than a mug.

A jerry can holds more water than a pot.

A pot holds less water than a jerry can.

- The standard unit for capacity is litres (L)
- We can also use ½ litre to measure capacity.

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- Less liquids like medicine, safi etc are measured in mililitres (ml)

3. Practical activity

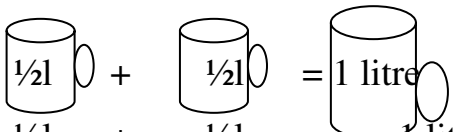
- Children will use 1 litre and ½ litre containers to fill the bigger container.

a) How many ½ litre containers can fill a 1 litre container?

b) Find how many ½ litres fill a 2 litre container

c) Find how many ½ litres fill a 5 litre container?

4. Addition of litres

- 

½l + ½l = 1 litre

- 2 litres + 3 litres = 5 litres

5 litres + 4 litres = ___ litres

9 litres + 5 litres + 4 litres = ____ litres

2 litres	1 2 litres	2 4 litres
+ 7 litres	+ 1 0 litres	+ 1 3 litres
_____	_____	_____

Word statements.

5. Subtraction of litres.

9 litres – 4 litres = ___ litres

10 litres – 3 litres = ____ litres

7 litres	3 6 litres
- 2 litres	- 2 0 litres
_____	_____

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6. Word statements

Addition of 2 digit numbers with regrouping

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

7. Word statements in addition of 2 digit numbers with regrouping

- There are 13 boys and 17 girls in P.2 class.
  How many children are there altogether?
- Joan had 26 sweets. Her mother gave her 9 more sweets. How many sweets did she have altogether?

8. Division:

The signs used are ÷ or)‾‾

Examples:

4 ÷ 2	16 ÷ 4	25 ÷ 5 =
6 ÷ 3	20 ÷ 5	18 ÷ 2 =
10 ÷ 2	24 ÷ 4	21 ÷ 3 =

9. Long division

Examples:

2)12	4)20	4)16	3)30
5)15	5)25	2)22	3)15

10. Statements

Examples

1. Share 4 mangoes equally between 2 girls
   How many mangoes does each get?
2. Divide 12 by 2
3. 4 boys shared 24 pencils equally.

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How many pencils did each get?

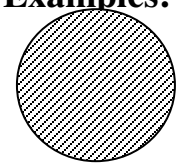
4. Divide 24 by 3

11. Fractions

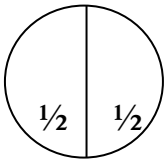
A fraction is a part of a whole.

- Cutting, folding and naming fractions (practical work)

Examples:

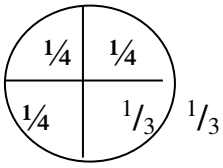


a whole

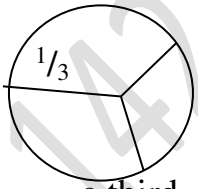


a half

¼



a quarter



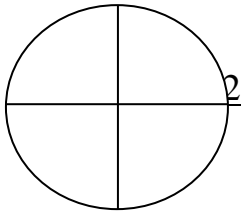
a third

Naming fractions.

12. Identifying the fraction of the shaded part

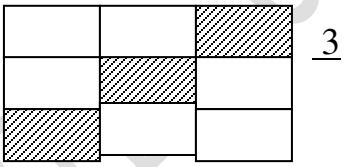
Examples:

(a)



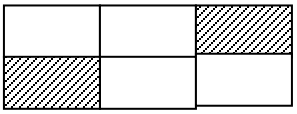
2/4

(b)



3/9

(c)

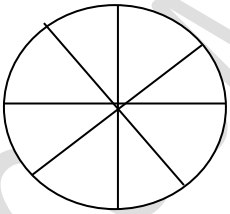


6

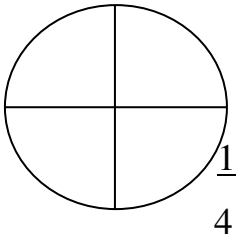
13. Shading the given fraction

Examples:

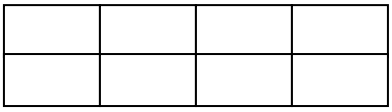
Shade these fractions



3/8



1/4



5/8

14. Comparing fractions.

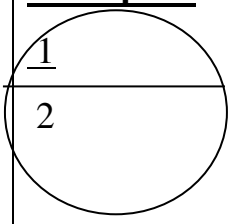
- Using bigger than or smaller than (practical work)

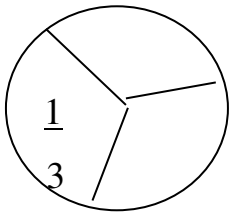
- Using greater than, less than or equal to

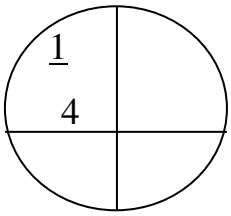
(>) (<) =

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Examples:







Which part is bigger?

Which part is smaller?

15. Use greater than, less than or equal to (>, < or = _)

½ is _____ ¼

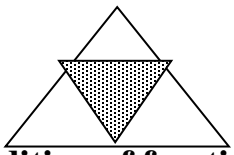
¼ is _____ $^1/_3$

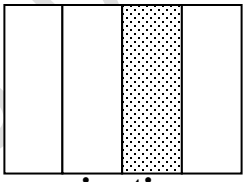
$^1/_3$ is _____ $^1/_3$

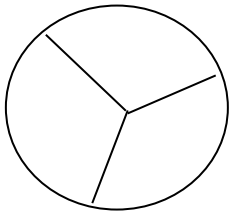
16. Fraction of the unshaded part

What fraction is unshaded? (Not shaded)

Examples:

(a) 

(b) 

(c) 

17. Addition of fractions with the same denominations

Examples:

(a) $\frac{1}{2} + \frac{1}{2} = \frac{1+1}{2} = \frac{2}{2} = 1$

(b) $\frac{1}{4} + \frac{2}{4} = \frac{1+2}{4} = \frac{3}{4}$

(c) $\frac{2}{9} + \frac{3}{9} + \frac{1}{9} = \frac{2+3+1}{9} = \frac{6}{9}$

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Word statements

18. Subtraction of fractions.

Examples:

(a) $\frac{3}{4} - 2 = 3\frac{-2}{4} = 1\frac{4}{4}$

(b) $\frac{5}{9} - 3 =$

(c) $\frac{7}{10} - 5 =$

Word statements

19. ALGEBRA:

Find the missing numbers

Examples:

☐ + 4 = 7

☐ + 6 = 10

8 + ☐ = 12

5 + ☐ = 15

20. Word problems:

Examples

1. _____ plus four equals seven.
2. _____ plus zero equal nine.
3. Ten plus _____ equals twelve.

Revision:

21. Finding missing numbers in subtraction

Examples:

1. 9 - 3 = ☐
2. 5 - 0 = ☐

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3. 10 - □ = 4

4. 8 - □ = 6

5. 15 - □ = 10

22. Find the missing numbers when the box is at the beginning of a statement

Examples:

1. □ - 3 = 6
2. □ - 7 = 10
3. □ - 5 = 12
4. □ - 0 = 15

23. Word problems

Examples:

1. Eight takeaway three equals _____
2. Ten takeaway three equals _____
3. Seven takeaway _____ equals fifteen.
4. Sixteen takeaway _____ equals twelve.
5. _____ takeaway three equals seven.

Topical revision exercise:

24. Length

Length is how long or short an object is. Or

Length is the distance between two points.

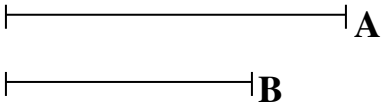
25. Things we use to measure length

- meter ruler
- short ruler
- string
- stick
- stride
- hands pan
- arm's length
- fathom
- feet

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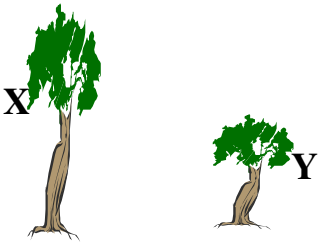
- Measuring different objects at school practically – using strings, sticks, strides, arm's length etc.

26. <u>Comparing length of different objects</u>



String A is longer than string B

String B is shorter than string A



Tree x is taller than tree Y.

Tree Y is shorter than tree X.

The units for length are metres (m) and centimeters (cm)

27. <u>Addition of length</u>.

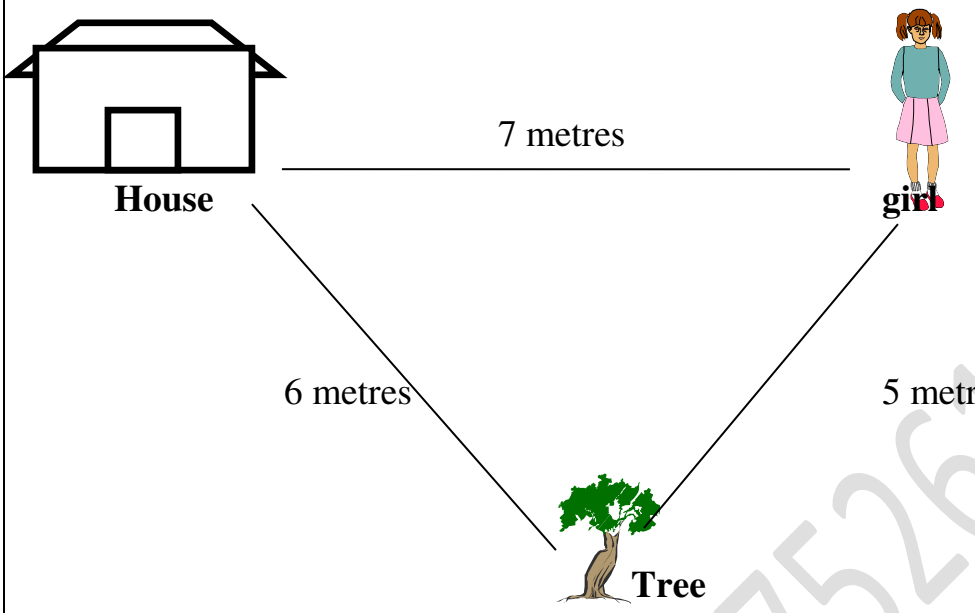
7m + 2m =

9m + 4m + 2m =

6 cm	3 2cm	4 4m	4 3m
+ 2 cm	+ 1 4cm	+ 2 3m	+ 6m
_____	_____	_____	_____

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28. Picture interpretation:



(a) What is the distance from the house to the tree?
(b) What is the distance from the tree to the girl?
(c) What is the distance from the house to the girl?
(d) What is the longest distance?
(e) What is the shortest distance?
(f) What is the total distance around the pictures?

29. Subtraction of length.

9m - 6m = ___m
14m – 5m = ___m

1	6m	
-	4m	

8cm – 3cm = ____cm
12cm – 6cm = ____cm

2	6m	
- 1	3m	

4	9m	
- 3	4m	

6	3cm	
- 2	0cm	

7	4cm	
- 1	4cm	

30. Weight (mass)

How heavy or light someone or something is.

Weighing different objects practically

For example; stones, books, bags etc.

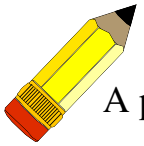
- Weighing children in class using the weighing scale.

NB: show learners the different kinds of weighing scales.

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31. Comparing the weight of different objects

Using heavier than or lighter than.

1.  A stone  A pencil

(a) Which object is heavier?

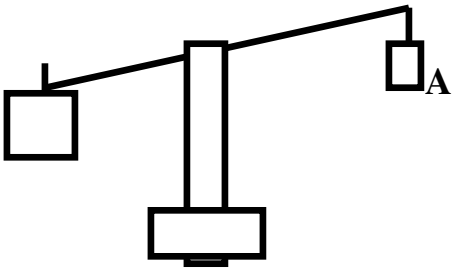
(b) Which object is lighter?

2. Paul

Ali

(a) Who is lighter?

(b) Who is heavier?

3. 

(a) Which box is heavier?

(b) Which box is lighter?

Introducing standard units in weight.

Kilograms (kg)

Grams (g)

32. Addition of weight

5kg + 3kg = ____kg

12kg + 2kg + 3kg =

13kg + 4 kg =

10kg + 7kg =

	1	2g			3	6kg			4	5kg
+	1	4g		+	1	2kg	+		2	3kg

33. Subtraction of weight

10kg = 3kg = ____kg

14kg – 5kg = ____kg

	1	9kg			2	3kg			9	4kg
-		6kg		-	1	3kg	-	5		0kg
	5	4g			7	4g			6	6kg
-	2	0g		-	5	4g	-	3		3kg

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TERM THREE NOTES.

Topical Breakdown

1. MEASURES

a) Time (introduction)

b) Telling time in full hours

c) Showing time in full hours

d) Telling time in half past

e) Showing time in half hours

f) Telling time using a quarter past……

g) Showing time using a quarter past……

h) Telling time using a quarter to ……..

i) Showing time using a quarter to …….

j) Telling time using …… minutes past ….. Minutes to

k) Addition of time
- horizontally
- Vertically
- Word statements

l) Subtraction of time
- horizontally
- Vertically
- Word statements

m) Days of the week

n) Months of the year.

o) Months and their days

p) The calendar.

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2. OPERATION ON NUMBERS

a) Subtraction of numbers without regrouping up to three digits. (Vertically)

b) Subtraction of numbers while regrouping. (2 digits by 1 digit)

c) Subtraction of bigger or greater numbers while regrouping (2 digits by 2 digits)

d) Subtraction of greater numbers while regrouping (3 digits by 2 or 1 digit)

e) Word statements in subtraction with regrouping.

3. MEASURES

Money

a) Definition/ introduction of money

b) Types/ examples of money

c) Sources of money

d) Uses of money

e) Denominations

f) Changing money

g) Addition of money
- horizontally
- Vertically
- Word statements involving addition.

h) Subtraction of money
- horizontally
- Vertically
- Word statements involving subtraction.

i) Multiplication of money
- horizontally
- Vertically
- Word statements involving multiplication.

j) Money and shopping

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4. **ALGEBRA**

a) Completing algebraic statements of multiplication (horizontally & vertically)

b) Word statements involving multiplication.

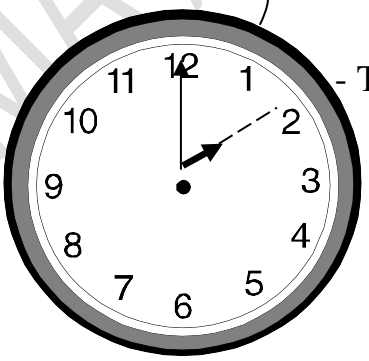
c) Completing algebraic statements of division (horizontally & vertically)

d) Word statements involving division.

1. **TIME**

1. There are 12 hours during the day.
2. There are 12 hours during the night.
3. Twenty four hours make a day.
4. There are 12 hours/ numbers in a clock face.
5. There are different activities done during the day and those done during the night.
6. There are five minutes from one hour to another.
7. There are 60 minutes in an hour.
8. There are 30 minutes in half an hour.
9. There are three hands in a clock face.
10. A clock face can be circular, rectangular, squared.
11. When the long hand points to 12, we say the hour where the hour hand is pointing.

5 minutes from one hour to another.



- The minute hand is long and thin.
- The hour hand is short, big black and thick.

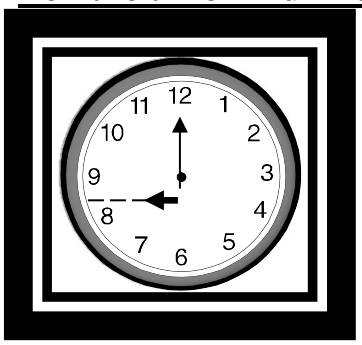
Qn: What time is it?

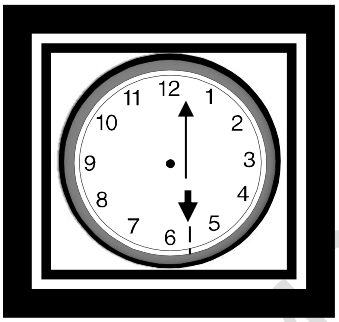
It is two o'clock.

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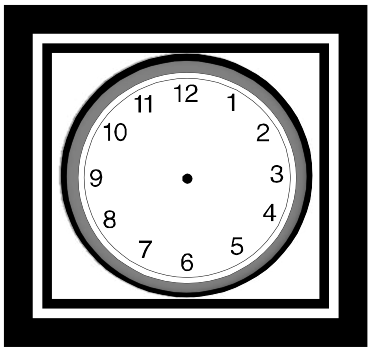
Activity

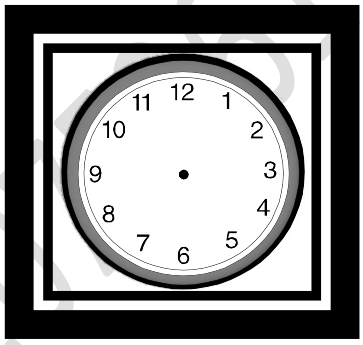
2. Tell the time in full hours





3. Show the time in full hours.





It is four o'clock

it is twelve o'clock

Note:

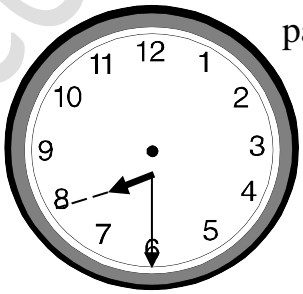
- More of this work will be done in pupil's books

- Pupils will write the time using words not figures as we emphasize in English and literacy 1.

Ref: Mk. Pri. MTC Bk.2 Pg. 131

4. Telling and showing time on a clock face using a half past…

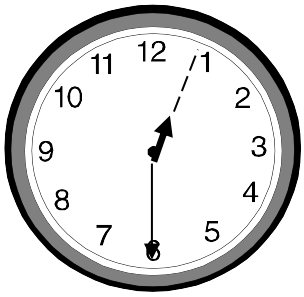
Note: When the minute hand points to 6, we say, "A half past ……." (Do not add on o'clock)



A half past 8

A half past eight.

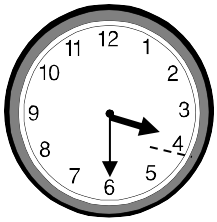
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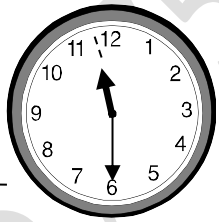


A half past twelve

Activity

Show correct time

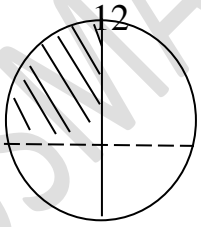




Note:

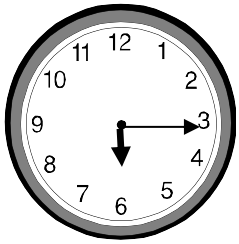
- More of this work will be given to learners
- Teacher can use paste work in order to waste time

5. A quarter past (15 minutes past /fifteen minutes past)



A quarter past

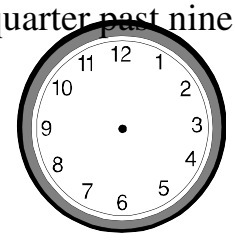
A quarter to 6 (a half past)



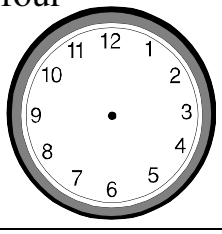
A quarter past six

Activity

A quarter past nine

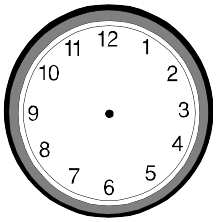


a quarter past four



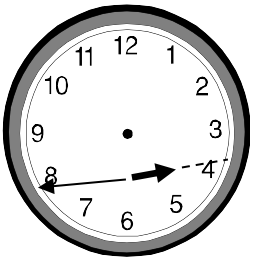
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A quarter past one

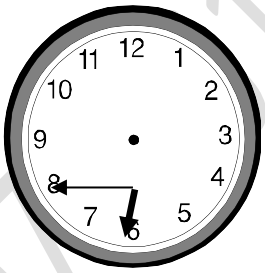


6. <u>How we can use a quarter to or …….. To.</u>

When the minute hand points to 9, we only count the minutes remaining to reach 12



It's a quarter to 3



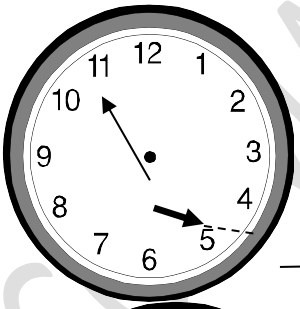
it's a quarter to 7

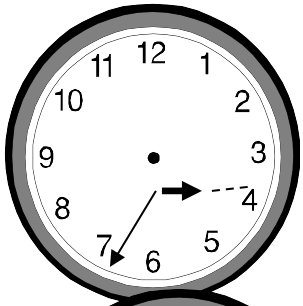
<u>Activity</u>

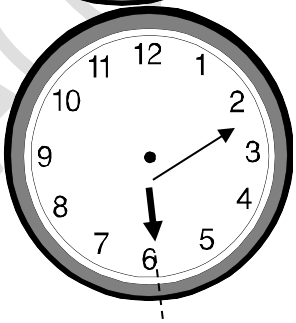
a) Pupils will be helped to tell time shown

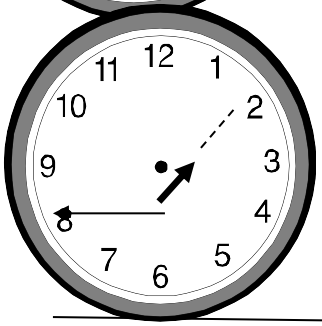
b) Pupils will be helped to show given time

7. More work on time will be given. (Mixed work on time)









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8. **Addition of time (Horizontally)**

3 min + 4 min = _____ min

5 hours + 10 hours = _____ hours

6 hours + 4 hours + 2 hours = _____ hours

24 hours + 12 hours = _____ hours

17 hours + 9 hours = _____ hours.

More addition of time (vertically)

8 hrs	1 6 min	1 3 4 min
+ 7hrs	+ 1 0 min	+1 0 2 min

9.

3 8 9 hrs	6 5 2 hrs	6 9 8 min
+1 0 0 hrs	+ 1 9 hrs	+1 0 4 min

10. Read the word statements, copy the figure and add time correctly.

a) Mr. Musoke taught for 7hrs. Mr. Ntuuyo taught for 6hrs. How many hours did both of them teach?

b) A bus driver drove for 103hrs. The lorry driver drove for 217hrs.

i. What is their total time?

ii. Who drove for more hours

iii. How many more hours did the lorry driver drove than the bus driver?

iv. What is the difference between their time?

11. Subtraction of time.

Pupils will be helped to subtract time horizontally.

a) 9hrs – 7hrs = _____ hrs

b) 14hrs – 9hrs = _____hrs

c) 25min – 10min = _____ min

d) 100hrs – 50hrs = _____ hrs

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e) What is fifteen minute take away ten minutes equal to?

More work on subtraction of time vertically

a)

T	O
4	2min
-1	0min

T	O
6	3hrs
-5	2hrs

T	O
8	9mins
- 2	6mins

12.

H	T	O
6	7	2min
- 1	0	2min

H	T	O
4	0	0min
-2	0	0min

H	T	O
5	9	4hrs
-	7	1hrs

Work statements on subtraction of time.

a) Find the difference between 24hrs and 13hrs.

b) What is 376min and 124min less?

c) A motorcycle moved for 836hrs. A lorry moved for 736hrs. Find the difference between the hours.

13. Days of the week.

Pupils will be taught the days of the week in their orders.

- 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.

Teacher will give oral questions about the days of the week.

Fill in the missing days of the week.

a) Saturday, _____, Monday, _____, Wednesday, _____

b) Tuesday, _____, Thursday, _____, Saturday, _____

c) Saturday, _____, Thursday, _____, Tuesday, _____

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d) Monday, Sunday, _____, _____, _____

e) Wednesday, _____, Friday, _____, Sunday, _____

Pupils can write days from jumbled letters.

14. <u>More questions about days of the week.</u>

a) How many days are there in two weeks?

b) What is the fifth day of the week?

c) Write the days of the week that begin with letter S.

d) When do you go for Juma prayers?

e) For how many days do you come to school?

f) On which day of the week do Christians go to church?

g) What is the second day of the week?

h) How many days form a week?

Ref: A new MK primary MTC. Bk 2 pg 122

15. <u>Months of the year.</u>

There are twelve months in a year.

There are 365 or 366 days in a year.

Different months have different days.

Months have names according to the area/region.

Below are months of the year in their correct order.

January

February

March

April

May

June

July

August

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September

October

November

December

Teacher can formulate questions from the lesson basing on the time and ability of the learners.

16. Months of the year and their days.

January 31 days

February 28/29 days

March 31 days

April 30 days

May 31 days

June 30 days

July 31 days

August 31 days

September 30 days

October 31 days

November 30 days

December 31 days

- Teacher will give the learners a trick of learning months and their days easily.
- Teacher will formulate question from that lesson.
- Pupils will discuss answers orally with their teacher.
- Pupils will do an activity with their teacher.

Ref: Mk. Bk.2 pg. 134 Pr. mtc for Ug. Bk2

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17. The calendar.

September 2014

Sunday		7th	14th	21st	28th
Monday	1st	8th	15th	22nd	29th
Tuesday	2nd	9th	16th	23rd	30th
Wednesday	3rd	10th	17th	24th	
Thursday	4th	11th	18th	25th	
Friday	5th	12th	19th	26th	
Saturday	6th	13th	20th	27th	

Activity.

a) Pupils will make numbers ordinal

b) Pupils will answer questions about the calendar orally.

c) Pupils will write the calendar in their books.

d) Pupils will do an exercise about the lesson.

18. Operation on numbers (let the pupils together with the teacher subtract without regrouping.)

Subtraction with regrouping.

a) Two digits on top and one digit below.

```
 -   9
 -   3
```

Note: teach the learners to master that we regroup when the number on top is less.

```
        T    O
ooo/   34   (11)ooooo\o\o\o\o|\\
        1    8
       ---------
        2    3
```

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Activity (a)

T	O
12	11
-	7
-	40

1 is less than tens go to tens and borrow 1 ten

11 – 7 = 4

1 – 1 = 0

T	O
4	0
-	9

T	O
23	16
-	8
2	8

6 is less than 8. Go to tens and borrow 1 ten

16 – 8 = 8

2 -0 = 2

19. b. **(Two digits by two digits)**

T	O
2	1
- 1	9

T	O
3	4
- 1	6

T	O
5	2
- 1	8

c. **(Three digits by two digits)**

H	T	O
3	5	1
-	2	4

H	T	O
6	3	0
-	1	9

H	T	O
5	1	1
-	2	0

20. d. **(Three digits by three digits)**

H	T	O
2	2	4
- 1	0	6

H	T	O
9	3	7
- 4	2	8

H	T	O
2	6	0
- 1	0	8

These are many lessons. Teachers should be systematic and considerate.

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21. Word problems on subtraction with regrouping.

Pupils will be helped to read the statements. Write them and copy out numbers correctly.

Example 1

a) Mary had 25 eggs. 19 of them got broken. How many eggs remained?

T	O	
~~1~~2	15eggs	OOOOOOOOOOOOOOO
- 1	9eggs	
-	6eggs	six eggs remained.

Example 2

b) In a basket, there were 321 apples. 17 of them got rotten. How many apples remained?

H	T	O	
3	~~1~~2	11apples	OOOOOOOOOO
-	1	7apples	Ø
3	0	4	OOO

Three hundred four apples were good.

(More of this work will be given to the learners.)

22. **MEASURES:**

Money:

a) **What is money?**

Money is what we use to buy what we want.

Money is a medium of exchange

Introduction

Long ago, people used to exchange goods for goods and services for services. This was known as Barter trade. As time went on, people introduced **Cowrie shells** as money to pay for goods and services. When Indians came, they introduced rupee (rupia). When the

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people became modern, they improved on the rupee and formed **shillings** both in coins and notes which are used up to today.

b) Examples of money used in different countries.

- In Uganda we use shillings.
- In Kenya they use shillings.
- In Nigeria they use Naira.
- In England/United Kingdom they used pounds.
- In America they use American Dollars.
- In Rwanda they use Franks/ mafarang.

c) Uses of money.

Money is very useful in day to day life. We use money to run many things.

- Money is used to buy basic needs.
- We use money to pay for different bills.
- We use money to pay school dues.
- We use money to buy building materials.
- We use money to buy land and to buy cars.

Note: Pupils will mention many more things they know about money.

23. Examples of cons used in Uganda.

a) 50 (fifty shillings coin)
100 (one hundred shillings coin)
200 (two hundred shillings coin)
500 (Five hundred shillings coin)
1000 (One thousand shillings coin)

Note: Teacher will allow pupils have a look at all the above coins. They will tell the features on the coins. They can also trace these cons.

b) Examples of notes used in Uganda.

1000 (One thousand shillings note)

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2000 (Two thousand shillings note)

5000 (Five thousand shillings note)

10,000 (Ten thousand shillings note)

20,000 (Twenty thousand shillings note)

50,000 (Fifty thousand shillings note)

Note: <u>Each of the above notes will be shown to the pupils and different features will be discussed</u>.

c) What do you see on this coin or note?

- On a fifty coin?

  A head of a Kob with long horns

  The coat of arms

- On a two thousand shilling note?

  It is blue in colour.

24. <u>Changing money.</u>

Teacher should use real coins and notes for children to get the concept.

How many coins of …….. add up to ……?

a) How many coins of sh.50 add up to sh.100?

b) How many coins of sh.100 add up to sh.200?

c) How many coins of sh.500 add up to sh.1000?

d) How many coins of sh.100 add up to sh.400?

e) How many notes of sh.1000 make sh.2000?

<u>Note: More work will be given to the learners considering the time and ability</u>.

25. <u>Adding money horizontally</u>

a) Sh.50 + sh.50 = sh._____

b) Sh.100 + sh.50 = sh._____

c) Sh.200 + sh.100 = sh._____

d) Sh.300 + sh.100 +sh.200 =sh._____

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e) Sh.500 + sh.500 =sh._____

26. Money.

Add money correctly. Arrange figures going down.

a) sh. 3 0 0 sh. 1 5 0 sh. 7 0 0

sh. + 5 0 +sh. 1 0 0 +sh. 1 0 0

_____ _____ _____

b) sh. 1 0 0 0 sh. 4 0 0 0 sh. 5 0 0 0

+sh. 1 5 0 0 +sh. 3 5 0 +sh. 3 0 0 0

_____ _____ _____

27. Word statements (pupils can divide the pages)

Read the statement, understand it, copy out the figures and add correctly.

a) Rhena has sh.150.

Mercy has sh.200. How much money do the girls have?

Sh. 2 0 0

+sh. 1 5 0

_____

b) Add sh.900 to sh.500. What do you get?

c) Find the sum of sh.50 and sh.50.

d) Tr. Doreen had sh.5000. Mr. Kafeero gave her more sh.3000. How much money did she spend altogether?

More of such work will be given to leaners

28. Subtraction of money. (Horizontally)

a) Sh.100 – sh.50 = sh. _____

b) Sh.200 – sh.100 = sh. _____

c) Sh.500 – sh.400 = sh. _____

d) Sh.1000 – sh.500 = sh. _____

e) Sh.750 – sh.700 = sh. _____

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29. Arrange the figures vertically and subtract.

Sh.	5	0	0
- sh.	1	0	0
Sh.	4	0	0

sh.	1	5	0
- sh.	1	0	0

Sh. 1	0	0	0
- Sh.	5	0	0

sh.	9	5	0
- sh.	8	0	0

Sh.	4	0	0
- sh.	2	0	0

sh.	2	0	0	0
- sh.		5	0	0

30. Read the statements carefully, subtract and show how you get the answer.

Semusu had sh.900. He used sh.750. How much money did he remain with?

Sh.	8 ~~9~~	~~10~~	0	0 – 0 = 0
- sh.	7	5	0	0 is less than 5. Go to hundred an borrow 1 ten
Sh.	1	5	0	10 – 5 = 5
				8 – 7 = 1

He remained with sh.150.

Peter had sh.1000. He gave away sh.500. How much money remained?

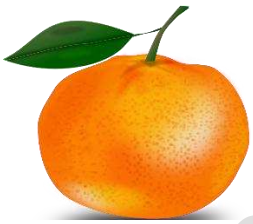
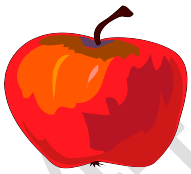
	Sh.	1	0	0 0
-	Sh.	5	0	0
	Sh.	5	0	0

More work will be given to the learners.

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31. Money and shopping at the market.



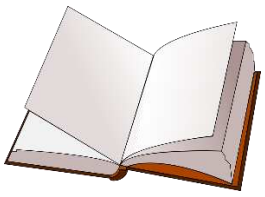




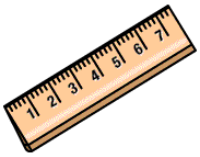
Cabbage	sugarcane	pineapple	orange	apple
Sh.700	sh.300	sh.1000	sh.100	sh.500

a) What is the cost of a pineapple?
b) Find the cost of a cabbage and an orange.
c) How much will daddy pay for 2 apples?
d) Find the cost of a sugarcane and cabbage.
e) Find the total cost of 3 sugarcanes.

- Pupils will read the questions with teacher's guidance.
- Pupils will do some numbers on the chalkboard.
- Some work will be done in pupil's books.

32. Shopping at the shop/ supermarket



A book	a pencil	a cake	a ruler
Sh.200	sh.500	sh.800	sh.350

Study the prices carefully and answer the questions.

a) What is the cost of a cake?
b) What is the most expensive item?
c) What is the cheapest item?
d) How much shall I pay for 3 pencils?
e) What is the cost of a book, a ruler and a cake?

More of such questions will be given to the learners.

Note:

Teachers can give more of such work as revision, morning work or an additional homework.

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33. Multiplication of money.

a)

sh. 2 0 0	sh. 1 0 0	sh. 5 0
x 2	x 4	x 2
sh. 4 0 0		

0x2=0 0x2=0 2x2=4

b)

sh. 3 0 0	sh. 1 0 0 0	sh. 4 0 0
x 3	x 5	x 2

34. More multiplication of money

b) One cake costs sh.300. Find the cost of 3 cakes.

Sh. 3 0 0	0 x 3 = 0
X 3	0 x 3 = 0
Sh. 9 0 0	3 x 3 = 9

Matiya bought 3 sambusas each at 500/=. Find the total cost.

Sh. 5 0 0	0 x 3 = 0
X 3	0 x 3 = 0
Sh. 1 5 0 0	5 x 3 = 15

If a book costs 150/= what is the cost of 2 books?

Sh. 1 5 0	0 x 2 = 0
X 2	5 x 2 = 10
Sh. 3 0 0	1 x 2 = 2 + 1 = 3

35. Study the price list below and use it to answer the questions.

Item	price
A bag	sh.10,000
Carrots	sh.1,000
A belt	sh.3,000
A kilo of meat	sh.7,000
Blue band	sh.1,500

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a) How much is a tin of blue band?
b) What is the cost of 2 carrots?
c) How much is a kg of meat?
d) If Ann has sh.2,000 and buys carrots. How much money will she remain with?
e) If Mummy had sh.10,000 and bought a bag. How much balance will she get back?

- Teacher will formulate more questions from the price lists.
- Teacher will guide learners to get correct answers.

36. ALGEBRA:

Complete the mathematical statements sensibly.

Example 1

☐ X 2 = 6

Note: When a missing number is at the beginning and sign in multiplication, we divide the given numbers to get the answer.
So the statement will be,

☐ 3 x 2 = 6

= 6 ÷ 2

= 3

5 x ☐ 2 = 10

= 10 ÷ 5

= 2

- Teacher will give as many examples to the learners as possible to help them grasp the concept.
- Teacher will give numbers to individuals, groups and then in books.

37. Activity

☐ X 3 = 9

☐ X 4 = 8

☐ X 5 = 25

☐ X 2 = 12

4 x ☐ = 16

5 x ☐ = 15

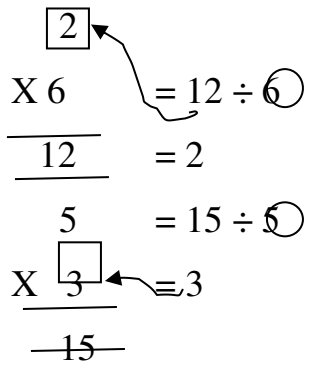
2 x ☐ = 20

3 x ☐ = 18

Note: let the activity be related to the examples given.

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38.Complete the statements arranged vertically



- More of such work will be given on the chalkboard for individuals and groups.
- An exercise will be given to the learners in their books.

39. Read the statement and form an algebraic statement then complete it correctly.

a) Think of a number, multiply it by two and get 16 as your answer. What is the number?

8 x 2 = 16

□ = 16 ÷ 2

= 8

b) Think of a number, multiply it by 3. You will get 9 as your answer. What is the number?

3 x 3 = 9

= 9 ÷ 3

= 3

40. Completing statements involving divisions.

a) 6 ÷ 3 = 2

= 6 ÷ 2

= 3

Note: These are direct statements. To get the answer you need to divide right away and get a correct answer.

41. b) □ ÷ 4 = 4

Note:

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Here, in such statements when the box is at the beginning and the sign is a division sign, you will have to multiply because you are looking for a bigger number.

So, $\square \div 4 = 4$

$= 4 \times 4$

$= 16$

c) $\square \div 3 = 6$

$= 6 \times 3$

$= 18$

- More examples will be given to the learners.
- More practice is needed because the concept is not easy.
- There is need for one to one teaching.

42. <u>Read the statements, copy out the figures and complete correctly</u>.

a) Find the box if divided by 2 you get 8

$\square \div 2 = 8$

$= 8 \times 2$

$= 16$

<u>Box is equal to sixteen.</u>

b) Think of a number, divide it by 3. The answer is 3

$\square \div 3 = 3$

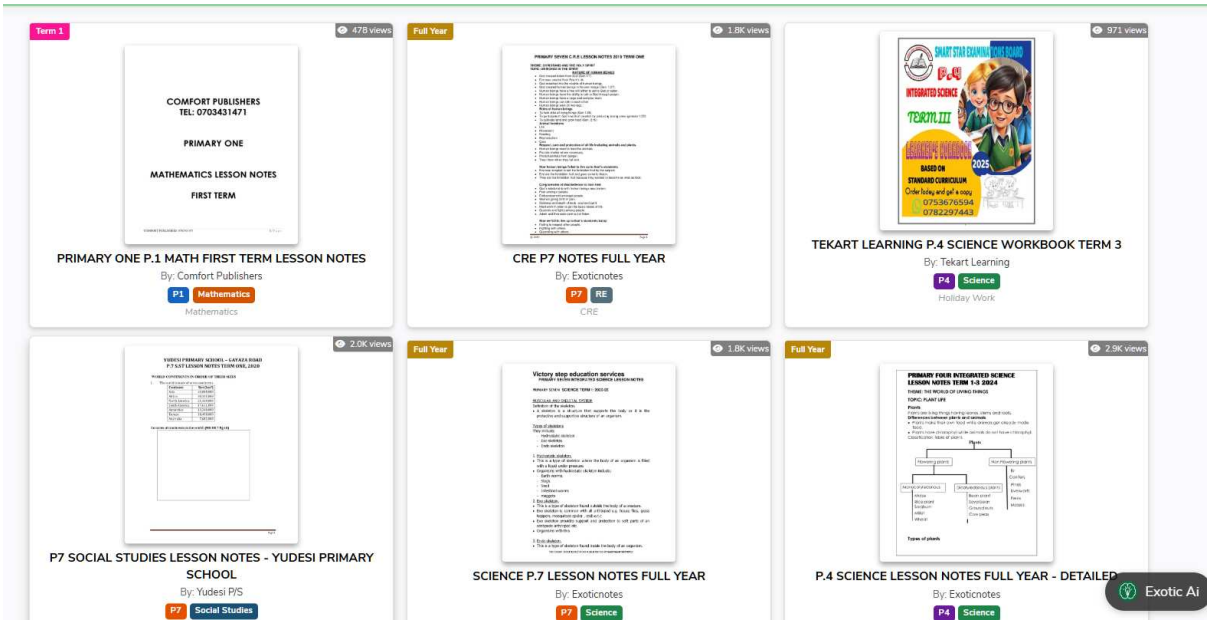
$= 3 \times 3$

$= 9$

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