

## PRIMARY ONE MATHEMATICAL LESSON NOTES FOR TERM 3

Date	Class	No. of children	Time

**THEME:** Transport

**SUB THEME:** Types and means of transports

**TOPIC:** Whole number

**S. TOPIC:** Counting and writing number names

**METHODS:**

- mental work
- Guided discovery
- Question and answer

**COMPETENCES:** Count numbers and read number names

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

**REFERENCE:** Mk Book 1 pupils gride page 49 and 42

**CONTENT:** Counting 1 – 90

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

21, 22, 23, 24, 25, 26, 27, 28, 29, 30, \_\_, \_\_, \_\_, \_\_, \_\_, 90

***Reading number names 1 – 100***

1 – one

8 – eight

2 – two

9 – nine

3 – three

10 – ten

4 – four

11 – eleven

5 – five

12 – twelve

6 – six

7 – seven etc up to 100.

**EXERCISE:**

1. **Fill in the missing number**

20, 21, \_\_\_\_, \_\_\_\_, \_\_\_\_, 25, \_\_\_\_, \_\_\_\_, \_\_\_\_, 29, 30

50, 51, \_\_\_\_, \_\_\_\_, \_\_\_\_, 55, \_\_\_\_, \_\_\_\_, \_\_\_\_, 59, 60

30, 31, 32, \_\_\_\_, \_\_\_\_, \_\_\_\_, 36, \_\_\_\_, \_\_\_\_, \_\_\_\_, 40

2. **Write number names.**

20, 40, 8, 60, 80

30, 50, 13, 70, 90

12, 11, 15, 13, 2

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

64	forty three
90	seventy eight
78	ninety
43	sixty four

4. **Count and write in words.**

○○○○○○○○ = \_\_\_\_\_  
/ / / / / / / = \_\_\_\_\_

5. **Count down wards**

10, 9, \_\_, \_\_, 6 \_\_, 4, \_\_, 12 \_\_ 0

Date	Class	No. of children	Time

**THEME:** Transport

**SUB THEME:** Types and means of transports

**TOPIC:** Operations on Numbers

**S. TOPIC:** Multiplication by 2 and 3

**METHODS:**

- mental work
- Observation
- Question and answer

**COMPETENCES:**

- groups in two's
- Reads the instructions correctly
- Writes the multiplication symbols correctly
- Reads and interprets the statements

**INTRODUCTION:** Review of the previous lesson

**CONTENT:**      **Multiplying by 2**

$$0 \times 2 = 0$$

0 groups of 2 = 0

$$1 \times 2 = 2$$

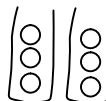
1 groups of 2 = 2

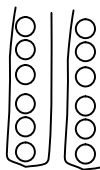
$$2 \times 2 = 4$$

2 groups of 2 = 4

2 groups of 3 equals 6



$$\begin{array}{r} 3 \\ \times 2 \\ \hline 6 \end{array}$$


$$\begin{array}{r} 6 \\ \times 2 \\ \hline 12 \end{array}$$


**NB:**

The first number shows the groups.

The second number shows the balls in each group.

**Multiplying by 3**

$$0 \times 3 = 0$$

0 groups of 3 = 0

$$1 \times 3 = 3$$

1 group of 3 = 3

$$2 \times 3 = 6$$

2 groups of 3 = 6

**Use repeated addition**

$$2 + 2 = 4$$

**count in twos**

$$2 + 2 + 2 = 6$$

2 4 6 \_\_\_\_ 10

$$3 + 3 = 6$$

**count in threes**

$$3 + 3 + 3 + 3 = 12$$

3 6 \_\_\_\_ 12 \_\_\_\_

**EXERCISE:**

1. **Multiply by 2.**

**Count in twos**

$$2 \times 2 =$$

$$2 + 2 + 2 = \underline{\hspace{2cm}}$$

$$3 \times 2 =$$

$$2 + 2 + 2 + 2 = \underline{\hspace{2cm}}$$

$$5 \times 2 =$$

$$3 + 3 + 3 + 3 = \underline{\hspace{2cm}}$$

$$8 \times 2 =$$

$$3 + 3 = \underline{\hspace{2cm}}$$

**2. Multiply by 3.**

$$1 \times 3 =$$

$$5 \times 3 =$$

$$2 \times 3 =$$

$$4 \times 3 =$$

$$3 \times 3 =$$

etc

**LESSON EVA'L:**

Date	Class	No. of children	Time
------	-------	-----------------	------

--	--	--	--

**THEME:** Transport

**SUB THEME:** Types and means of transports

**TOPIC:** Operations on numbers

**S. TOPIC:** Multiplication by 5 and 10

**METHODS:**

- mental work
- Observation
- Question and answer

**Competences : a learner**

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

**INTRODUCTION:** Review of the previous lesson

Counting 100 – 150 orally

**REFERENCE:**

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

$$0 \times 5 = 0$$

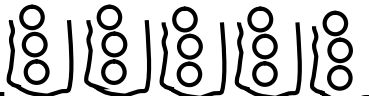
0 groups of 5

$$1 \times 5 = 5$$

1 group of 5

$$2 \times 5 = 10 \text{ equals}$$

2 groups of 5

$$\begin{array}{r} 3 \\ \times 5 \\ \hline 15 \end{array}$$


*Multiplying by 10*

$$2 \times 10 = 20 \quad 10$$

2 groups of 10  $\underline{\times 3}$

$$1 \times 10 = 10 \quad \underline{30}$$

*Use repeated addition*

$$5 + 5 = 10$$

$$5 + 5 + 5 = 15$$

$$10 + 10 + 10 = 30$$

### EXERCISE:

Let us multiply.

1.  $1 \times 5 =$

$3 \times 10 =$

$4 \times 5 =$

$5 \times 10 =$

$3 \times 5 =$

$1 \times 10 =$

$4 \times 4 =$

$2 \times 10 =$

$0 \times 10 =$

2.  $10 + 10 + 10 =$

$10 + 10 =$

$5 + 5 + 5 =$

$5 + 5 =$

3. 
$$\begin{array}{r} 10 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ \times 5 \\ \hline \end{array}$$

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

4. \_\_\_\_\_ as the first day of the week.

5. 4 groups of 3 equals

6. Fill in the missing numbers

100, 101, \_\_\_\_\_, 103, \_\_\_\_\_, 105, \_\_\_\_\_ 107

120, 121, \_\_\_\_\_, \_\_\_\_\_, 124

### LESSON EVALUATION:

Date	Class	No. of children	Time
------	-------	-----------------	------

--	--	--	--

**THEME:** Transport

**SUB THEME:** Types of means of transports

**TOPIC:** Measures

**S. TOPIC:** Days of the week

**METHODS:**

- Recitation
- Observation
- Question and answer

**Competences:** writes days of the week correctly

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

**INTRODUCTION:** Corrections of the previous lesson

**REFERENCE:**

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

*Counting 150 - 200*

Sunday 1 <sup>st</sup>	Thursday 5 <sup>th</sup>
Monday 2 <sup>nd</sup>	Friday 6 <sup>th</sup>
Tuesday 3 <sup>rd</sup>	Saturday 7 <sup>th</sup>
Wednesday 4 <sup>th</sup>	

Seven days make a week.

Sunday is the first day of the week.

Saturday is the last day of the week.

Christians go to church on Sunday.

Moslems go to the mosque on Friday.

**EXERCISE:**

1. How many days make a week?

\_\_\_\_\_ days make a week.

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

S\_\_turd\_\_y

T\_\_ \_\_sday

Th\_\_ \_\_sday

W\_\_dn\_\_sday

M\_\_ \_\_nday

6. Match correctly.

Saturday

1<sup>st</sup>

Friday

2<sup>nd</sup>

Monday

3<sup>rd</sup>

Sunday

4<sup>th</sup>

Tuesday

6<sup>th</sup>

Wednesday

7<sup>th</sup>

7. Which day comes after Friday? \_\_\_\_\_

### REVISION:

1. Draw tens and ones.

36 =

12 =

20 =

31 =

2. Circle bigger / greater number

6, 15, 9

3. Write two weekend days

### LESSON EVALUATION:



Date	Class	No. of children	Time

**THEME:** Transport

**SUB THEME:** Measures

**TOPIC:** Measures

**S. TOPIC:** Comparing means of transport

**METHODS:**

- Recitation
- Observation
- Question and answer

**Competences:** A learner

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

**INTRODUCTION:** reviewing the previous lesson

**Content:** counting 150 ..... 200

A car



a bus



A car is shorter than a bus

A bus is longer

### Exercise

**Use longer or shorter , bigger or smaller**

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

5. Draw these shapes

Circle \_\_\_\_\_ rectangle \_\_\_\_\_ oval \_\_\_\_\_ cone \_\_\_\_\_

6. Draw an empty set

Date	Class	No. of children	Time

**THEME:** Transport

**SUB THEME:** Types and means of transports

**TOPIC:** Measures

**S. TOPIC:** Months of the year

**METHODS:**

- Recitation
- Observation
- Question and answer

**REFERENCE:**

Competences: reads, spells and pronounces words correctly

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

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

January – 31

July - 31

February – 28 / 29

August – 31

March - 31

September - 30

April - 30

October - 31

May - 31

November - 30

July - 31

December - 31

There are 12 months in the year.

*Important dates to note*

Christmas day - 25<sup>th</sup>/December

Labour day - 1<sup>st</sup>/May

Independent - 9<sup>th</sup>/October

Uganda martyrs day - 3<sup>rd</sup>/June

New years day – 1<sup>st</sup> January

**EXERCISE:**

1. Fill in the missing letters.

J\_\_nuary

M\_\_y

A\_\_gust

D\_\_c\_\_mber

J\_\_ne

2. Write the first months of the year. \_\_\_\_\_

3. \_\_\_\_\_ is the last month of the year.

4. Christians celebrate Christmas in the months of \_\_\_\_\_.

5. Write three months which begin with letter J.

J\_\_\_\_\_

J\_\_\_\_\_

J\_\_\_\_\_

6. Match correctly.

Christmas day

October

Independent

December

**REVISION:**

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

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

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

9. **Shade the correct ordinal number**

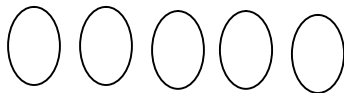


3<sup>rd</sup> box



4<sup>th</sup> flower

1<sup>st</sup> circle



5<sup>th</sup> triangle



**LESSON EVALUATION:**

Date	Class	No. of children	Time

**THEME:** Transport

**SUB THEME:** Measures related to transports

**TOPIC:** Whole number

**S. TOPIC:** Writing number names

**METHODS:**

- Brain storming
- Guided discovery
- Question and answer

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

**COMPETENCES:** A learner:-

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

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

**CONTENT:** Counting numbers

100, 101, 102, 103, 104, \_ \_ \_ 200

Counts in tens

10    20    30    40    50    60    70    80

90    100    (then the teacher teaches the number names)

Similes related to transport

As slow as a ship.

As quick as an aeroplane.

As long as a train.

As large as a ferry.

## EXERCISE:

1. Write number names.

10 \_\_\_\_\_

50 \_\_\_\_\_

20 \_\_\_\_\_

60 \_\_\_\_\_

30 \_\_\_\_\_

70 \_\_\_\_\_

40 \_\_\_\_\_

80 \_\_\_\_\_

90 \_\_\_\_\_

100 \_\_\_\_\_

2. Match correctly.

69

eighty six

96

thirteen

74

twenty

12

sixty nine

20

ninety six

13

seventy four

86

twelve

3. Complete the similies.

As quick as \_\_\_\_\_

As fast as \_\_\_\_\_

As slow as \_\_\_\_\_

4. Add  $15 + 7 =$

T	O
3	4
<hr/>	
+ 4	5
<hr/>	

T	O
3	9
<hr/>	
+ 2	0
<hr/>	

T	O
3	2
<hr/>	
+	5
<hr/>	

5. What is the first month of the year

## LESSON EVAL'N:

Date	Class	No. of children	Time

**THEME:** Transport

**SUB THEME:** Algebra of word application

**TOPIC:** Algebra

**METHODS:**

- Observation
- Guided discovery
- Question and answer

**INST. MAT:** mental work

**COMPETENCES:** A learner:-

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

**INTRODUCTION:** Mental work

□ Plus 3 equals

$$\boxed{4} + 3 = 7$$

Plus 1 equals 5

$$\boxed{4} + 1 = 5$$

### Exercise

1. Fill in the missing numbers

Plus 4 equals 10

3 plus □ equals 12

□ Plus 8 equals 9

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

Date	Class	No. of children	Time

**THEME:** Transport

**SUB THEME:** Types and means of transport

**TOPIC:** Algebra

**S. TOPIC:** Fill in the missing numbers

**METHODS:**

- Observation
- Guided discovery
- Question and answer

**COMPETENCES:** A learner:-

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

**REFERENCES:**

**INTRODUCTION:** Corrections of the previous lesson.

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

$$4 + \boxed{5} = 9$$

$$\boxed{5} + 5 = 10$$

$$8 + \boxed{3} = 11$$

$$\boxed{8} + 2 = 10$$

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

**EXERCISE:**

1. Fill in the missing numbers.

$$3 + \boxed{\phantom{0}} = 14$$

$$9 + \boxed{\phantom{0}} = 15$$

$$7 + \boxed{\phantom{0}} = 7$$

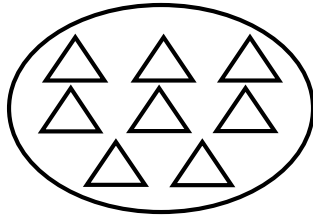
$$6 + \boxed{\phantom{0}} = 13$$

$$\boxed{\phantom{0}} + 2 = 9$$

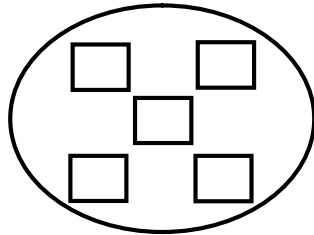
$$\begin{array}{r} 3 \\ + \boxed{\phantom{0}} \\ \hline 7 \end{array}$$

$$\begin{array}{r} 4 \\ + \boxed{\phantom{0}} \\ \hline 10 \end{array}$$

2. How many members are there in the set?



\_\_\_\_\_ members.



\_\_\_\_\_ members.

3. Expand these numbers.

$$32 = \underline{\quad\quad} + \underline{\quad\quad}$$

$$20 = \underline{\quad\quad} + \underline{\quad\quad}$$

4. What is first day of the week?

5. Fill in the missing days of the week

Sunday, Monday \_\_\_\_\_, Wednesday, Thursday

### LESSON EVAL'N:

Date	Class	No. of children	Time

**THEME:** Transport

**SUB THEME:** Types and means of transport.

**TOPIC:** Algebra

**S. TOPIC:** Fill in the missing number

**METHODS:**

- Brain storming
- Guided discovery



- Question and answer

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

**COMPETENCES:** A learner:-

- Fills in the missing numbers correctly.

**INTRODUCTION:** Counting numbers orally.

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

$$\begin{array}{r} \text{T} \quad \text{O} \\ 3 \quad \square \\ + 0 \quad 2 \\ \hline 3 \quad 3 \\ \hline \end{array}$$

$$\begin{array}{r} \text{T} \quad \text{O} \\ 6 \quad \square \\ + 2 \quad 7 \\ \hline 8 \quad 9 \\ \hline \end{array}$$

**EXERCISE:**

1. Fill in the missing number.

$$\begin{array}{r} \text{T} \quad \text{O} \\ 7 \quad \square \\ + 1 \quad 4 \\ \hline 8 \quad 8 \\ \hline \end{array}$$

$$\begin{array}{r} \text{T} \quad \text{O} \\ 4 \quad 5 \\ + 3 \quad \square \\ \hline 7 \quad 8 \\ \hline \end{array}$$

$$\begin{array}{r} \text{T} \quad \text{O} \\ 2 \quad \square \\ + 4 \quad 4 \\ \hline 6 \quad 5 \\ \hline \end{array}$$

$$\begin{array}{r} \text{T} \quad \text{O} \\ 3 \quad \square \\ + 3 \quad 9 \\ \hline 6 \quad 9 \\ \hline \end{array}$$

$$\begin{array}{r} \text{T} \quad \text{O} \\ 3 \quad 3 \\ + \square \quad 2 \\ \hline \quad \quad \\ \hline \end{array}$$

$$\begin{array}{r} \text{T} \quad \text{O} \\ 2 \quad 2 \\ + 3 \quad \square \\ \hline \quad \quad \\ \hline \end{array}$$

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

$$\begin{array}{c} \text{|||||} \text{|||||} \text{|||||} \text{|||||} \\ \text{X} \text{X} \text{X} \text{X} \end{array} =$$

$$\begin{array}{c} \text{|||||} \text{|||||} \quad | \quad | \quad | \\ \text{X} \text{X} \end{array} =$$

$$\begin{array}{c} | \quad | \quad | \quad | \\ \quad \quad \quad \end{array} =$$



## LESSON EVAL'N:

Date	Class	No. of children	Time

**THEME:** Transport

**SUB THEME:** Types and means of transport.

**TOPIC:** Algebra

**S. TOPIC:** Algebra of subtraction

**METHODS:** - observation  
- Question and answer

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

**COMPETENCES:** A learner:-

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

**INTRODUCTION:** Counting numbers 200 – 250

200, 201, 202, 203, 204, 205 .....

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

$$\begin{array}{r}
 7 - \overset{00}{2} = \overset{00000}{5} \\
 9 - \overset{000}{3} = \overset{000000}{6} \\
 12 - \overset{0000}{4} = \overset{00000000}{8}
 \end{array}$$

### *Exercise*

1. Fill in the missing numbers in the box

$$\square - 6 = 3$$

$$\square - 9 = 5$$

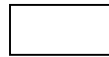
$$\square - 4 = 1$$

$$\square - 3 = 4$$

2. Count down words

20, 19, \_\_, \_\_, 16, \_\_, \_\_, 13 \_\_, \_\_

3. Name the shapes



4. Draw for the number

6 cups

9 tins

8 trees

1 ball

5. Count in tens 10, 20, \_\_, 40 \_\_ 60

Date	Class	No. of children	Time

**THEME:** Things we make.

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

**TOPIC:** Money

**S. TOPIC:** Types of money

**METHODS:**

- Observation
- Guided discovery
- Guided discussion
- Mental work

**COMPETENCES:** A learner:-

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

## INTRODUCTION: A tongue twister.

‘God made man, man made money, money made man mad’

## CONTENT: Money

Money is a medium of exchange.

### Types of money ( money in Uganda )

Coin money and paper/ note money.

- Ugandan money is referred to as “shilling”

#### Coins

50 shillings	50 Shs.
100 shillings	100 Shs.
200 shillings	200 Shs.
500 shillings	500 Shs.
1000 shillings	1000 Shs.

#### Notes/ Paper money

1000 shillings
2000 shillings
5000 shillings
10,000 shillings
20,000 shillings
50,000 shillings

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

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

## EXERCISE:

1. Count in 100s.

100   200   \_\_\_\_\_   \_\_\_\_\_   500   \_\_\_\_\_   \_\_\_\_\_   800   900

2. Changing money.

2 coins of 100 make \_\_\_\_\_/=

5 notes of 100 make \_\_\_\_\_/=

3. Shade for the number

4 balls 

3 cups 

4. Draw for the number
  - 3 balls
  - 4 4 cups

## LESSON EVALUATION:

Date	Class	No. of children	Time

**THEME:** Things we make.

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

**TOPIC:** Money

**S. TOPIC:** Addition of money

**METHODS:**

- Observation
- Brain storming
- Guided discussion
- Question and answers

**COMPETENCES:** A learner:-

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

**INTRODUCTION:** Mental work

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

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

$$\text{Shs. } 50 + \text{Shs. } 50 = \text{Shs. } 100$$

$$\text{Shs. } 100 + \text{Shs. } 100 = \text{Shs. } 200$$

$$\text{Shs. } 200 + \text{Shs. } 100 = \text{Shs. } 300$$

## EXERCISE:

1. Let us add money.

a. Shs. 100 + Shs. 100 = Shs. \_\_\_\_\_

b. Shs. 200 + Shs. 200 = Shs. \_\_\_\_\_

c. Shs. 500 + Shs. 100 = Shs. \_\_\_\_\_

d. Shs. 200 + Shs. 100 = Shs. \_\_\_\_\_

e. Shs. 400 + Shs. 100 = Shs. \_\_\_\_\_

f. Shs. 300 + Shs. 300 = Shs. \_\_\_\_\_

g. Shs. 100 + Shs. 50 = Shs. \_\_\_\_\_

2. What is the first day of the week?

Count in tens

10, 20, 30, \_\_\_\_, \_\_\_\_, 60, 70, \_\_\_\_, 90, \_\_\_\_

What is 9 cups minus 4 cups equals \_\_\_\_ cups.

## LESSON EVAL'N:

Date	Class	No. of children	Time

**THEME:** Things we make.

**SUB THEME:** Importance of things we make.

**TOPIC:** Money

**S. TOPIC:** Addition of money

**METHODS:**

- Observation
- Question and answers
- Mental work

**COMPETENCES:** A learner:-

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

**INTRODUCTION: Addition of money**

$$\begin{array}{r} \text{Shs. } 50 \\ + \text{Shs. } 50 \\ \hline \text{Shs. } \underline{\hspace{2cm}} \end{array}$$

$$\begin{array}{r} \text{Shs. } 100 \\ + \text{Shs. } 100 \\ \hline \text{Shs. } \underline{\hspace{2cm}} \end{array}$$

$$\begin{array}{r} \text{Shs. } 200 \\ + \text{Shs. } 400 \\ \hline \text{Shs. } \underline{\hspace{2cm}} \end{array}$$

**EXERCISE:**

1. Let us add money

$$\begin{array}{r} \text{Shs. } 200 \\ + \text{Shs. } 200 \\ \hline \text{Shs. } \underline{\hspace{2cm}} \end{array}$$

$$\begin{array}{r} \text{Shs. } 300 \\ + \text{Shs. } 500 \\ \hline \text{Shs. } \underline{\hspace{2cm}} \end{array}$$

$$\begin{array}{r} \text{Shs. } 100 \\ + \text{Shs. } 50 \\ \hline \text{Shs. } \underline{\hspace{2cm}} \end{array}$$

$$\begin{array}{r} \text{Shs. } 200 \\ + \text{Shs. } 100 \\ \hline \text{Shs. } \underline{\hspace{2cm}} \end{array}$$

2. Sam had Shs. 500. Jacky had Shs. 100. Altogether they had \_\_\_\_\_.

3. Ali had Shs. 300. Mum has Shs. 350. Altogether they had Shs. \_\_\_\_\_.

**REVISION:**




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

$\frac{5}{7} + \frac{1}{7} =$

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

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

2. Count in threes




  
 0    3    \_\_\_\_\_    9    \_\_\_\_\_    15

3. Becky ate 4 cakes. Jackie ate 3 cakes. Altogether they ate \_\_\_\_\_ cakes

**LESSON EVALUATION:**

Date	Class	No. of children	Time
------	-------	-----------------	------

--	--	--	--

**THEME:** Things we make.

**SUB THEME:** Importance of things we make.

**TOPIC:** Money

**S. TOPIC:** Addition of money

**METHODS:**

- Observation
- Question and answers

**COMPETENCES:** A learner:-

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

**INTRODUCTION:** Mental work

$$\text{Shs. } 500 - \text{Shs. } 200 =$$

$$\text{Shs. } 200 - \text{Shs. } 100 =$$

$$\text{Shs. } 400 - \text{Shs. } 200 =$$

**CONTENT:** Let us subtract money

$$\text{Shs. } 300 - \text{Shs. } 200 =$$

$$\begin{array}{r} \text{Shs. } 300 \\ - \text{Shs. } 200 \\ \hline \text{Shs. } 100 \end{array}$$

$$\begin{array}{r} \text{Shs. } 400 \\ - \text{Shs. } 200 \\ \hline \text{Shs. } 200 \end{array} \quad \begin{array}{r} \text{Shs. } 600 \\ - \text{Shs. } 300 \\ \hline \text{Shs. } 300 \end{array}$$

**EXERCISE:**

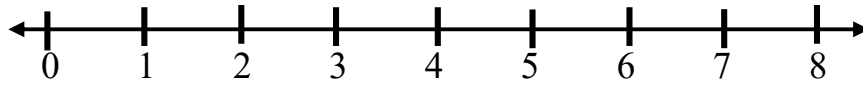
1. Let us subtract money.

Shs. 700	Shs. 600	Shs. 350	Shs. 700
- Shs. 500	- Shs. 100	- Shs. 100	- Shs. 200
<u>          </u>	<u>          </u>	<u>          </u>	<u>          </u>

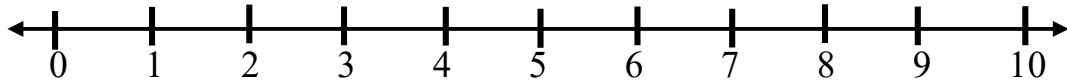


2. Take away.

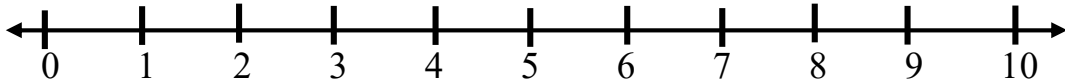
a.  $7 - 3 =$



b.  $9 - 6 =$



c.  $7 - 0 =$



3. How many fingers do you have?

There are \_\_\_\_\_ months

3. Add: Shs. 200

$$\begin{array}{r} + \text{Shs. } 100 \\ \hline \text{Shs.} \\ \hline \end{array}$$

$$2 + 2 + 2 = \underline{\hspace{2cm}}$$

### LESSON EVALU'N:

Date	Class	No. of children	Time

**THEME:** Things we make.

**TOPIC:** Measures

**S. TOPIC:** Subtraction of money with word application.

**METHODS:**

- Brain storming
- Question and answers
- Guided discovery

**INST. MAT:** Counter

**COMPETENCES:** A learner:-

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

**INTRODUCTION: Review of the previous lesson**

- Children will work out the numbers orally

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

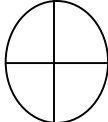
$$\begin{array}{r} \text{Shs. } 200 \\ - \text{Shs. } 100 \\ \hline \text{Shs. } 100 \end{array}$$

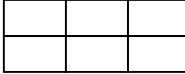
Mary had 500/=, She bought a cake at 200/=. How much money remained?

$$\begin{array}{r} \text{Shs. } 500 \\ - \text{Shs. } 200 \\ \hline \text{Shs. } 300 \end{array}$$

**EXERCISE: Read and work out.**

1. What is Shs. 400 minus Shs. 300?
2. Tom had Shs. 700. He gave away Shs. 400. How much remained?
3. What is Shs. 900 take away Shs. 600?
4. Sam had Shs. 800. He used Shs. 500. How much did he remain with?

5. Shade  $\frac{2}{4}$  

$\frac{2}{6}$  

6. Write the number after

17 \_\_\_\_\_

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

**LESSON EVALU'N:**

Date	Class	No. of children	Time

**THEME:** Things we make.

**TOPIC:** Measures

**S. TOPIC:** Shopping game

**METHODS:** - practical demonstration  
- Question & Answers

**COMPETENCES:** A learner:-

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

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

**CONTENT:** Price list

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

1. What is the cost of a cake?
2. What is the most expensive item?
3. How much will one pay for 9 match box and a book altogether?
4. Cathy bought milk and a sweet. How much did she pay?
5. Find the cost of a cake?
6. Write the number between
7. 6 \_\_\_\_ 8                      15 \_\_\_\_ 17                      9 \_\_\_\_ 11

8. 3 groups of 5 equals \_\_\_\_\_
9. Fill in
- J \_\_\_nuary                      Dec \_\_\_mber
- 5 litres
- 2 litres
- \_\_\_\_\_

## LESSON EVALU'N:

Date	Class	No. of children	Time

**THEME:** Things we make.

**TOPIC:** Numbers patterns and sequences

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

**METHODS:**

- Guided discovery
- Brain storming
- Question and Answers

**COMPETENCES:** A learner:-

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

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

**CONTENT:** Counting in twos

0    2    —    —    —    —    —    14.

Count in threes

0    3    6    —    —    —    —    —    21.

Count in fives

0    5    10    —    —    —    —    —    30.

**Count in tens**

0    10    20     $\infty$     \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    100.

**EXERCISE:**

1. Count in twos.

0    2  $\infty$     \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    12  $\infty$     \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    20.

2. Count in threes.

0    3  $\infty$     \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    15  $\infty$     21  $\infty$     \_\_\_\_\_    \_\_\_\_\_    30.

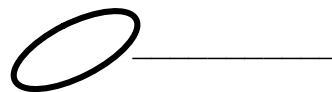
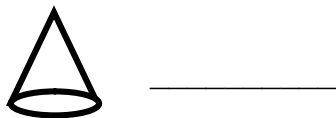
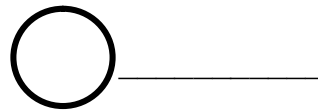
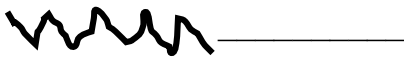
3. Count in fives

0    5  $\infty$     \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    30.

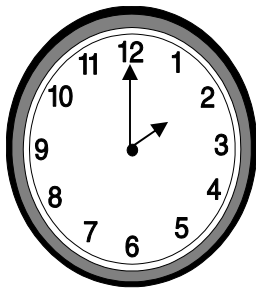
4. Count in tens

10    20    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    80.

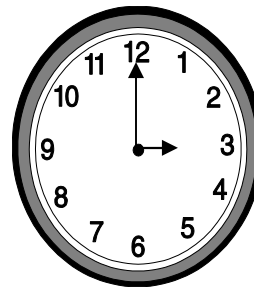
**REVISION:** 5. Name the shapes.



10. Tell the time.



\_\_\_\_\_ o' clock



\_\_\_\_\_ o' clock

11. Addition of word application.

What is thirty two plus twenty?

What is six plus five equals

I have \_\_\_\_\_ eyes

Moslems go for prayers on \_\_\_\_\_

**LESSON EVAL'N:**

Date	Class	No. of children	Time

**THEME:** Things we make.

**TOPIC:** Measures

**S. TOPIC:** Compare liquids using less or more.

**METHODS:**

- Demonstration
- Observation
- Question and Answers

**COMPETENCES:** A learner:-

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

**INTRODUCTION:** Capacity

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

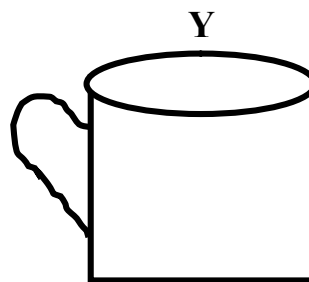
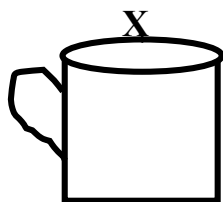
Examples of liquids are:-

Juice, water, milk, paraffin and soda etc.

Liquids are measured in Litres

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

1.



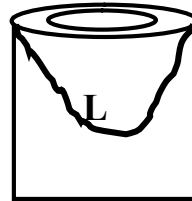
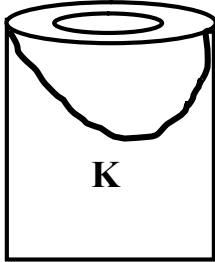
Cup X has less milk.

Cup Y has more milk.

**NB:**

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

2.



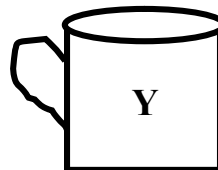
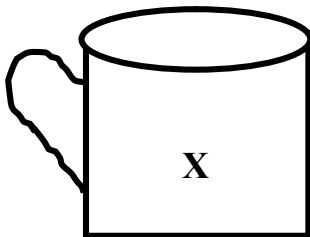
Bucket **K** has more water.

Bucket **L** has less water.

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

**EXERCISE: Use less / more**

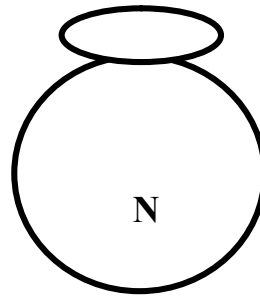
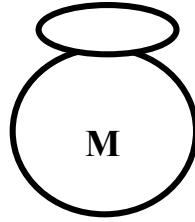
1.



Which cup has less milk? \_\_\_\_\_

Which cup has more milk? \_\_\_\_\_

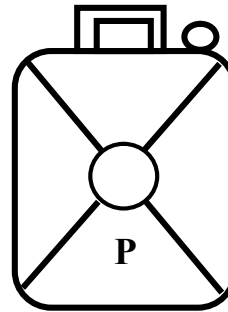
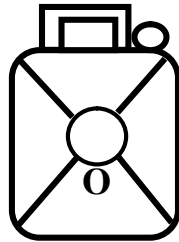
2.



Pot N has \_\_\_\_\_ water

Pot M has \_\_\_\_\_ water

3.



Jerry can O has \_\_\_\_\_ water.

Jerry can P has \_\_\_\_\_ water.

4. What is the first month of the year?

5. Fill in

1<sup>st</sup> 2<sup>nd</sup> \_\_\_\_\_, \_\_\_\_\_, 5<sup>th</sup> \_\_\_\_\_, \_\_\_\_\_ 8<sup>th</sup> \_\_\_\_\_ 10<sup>th</sup>

6. Multiply  $5 \times 4$

7. Count in tens

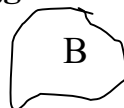
8.  $10 + 10 + 10 + 10$

9. Multiply

$0 \times 5 =$

10. Add  $5 + 0$

11. Compare using **bigger/ smaller**



Stone A is \_\_\_\_\_ than stone B

Stone B is \_\_\_\_\_ than stone A

**LESSON EVALUATION:**



Date	Class	No. of children	Time

**THEME:** Things we make.

**TOPIC:** Measures

**S. TOPIC:** Importance of things we make.

**METHODS:** - Practical work

**COMPETENCES:** A learner:-

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

**IMS:** water and containers

**REFERENCE:**

**INTRODUCTION:**

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

**CONTENT:** Let us add liquids.

$$2 \text{ litres} + 4 \text{ litres} = 6 \text{ litres}$$

$$4 \text{ litres} + 3 \text{ litres} = 7 \text{ litres}$$

$$5 \text{ litres} + 0 \text{ litre} = 5 \text{ litres}$$

$$\begin{array}{r} 2 \text{ litres} \\ + 2 \text{ litres} \\ \hline 4 \text{ litres} \end{array}$$

$$\begin{array}{r} 2 \quad 3 \text{ litres} \\ + 4 \quad 5 \text{ litres} \\ \hline 6 \quad 8 \text{ litres} \end{array}$$

**EXERCISE:**

1. Let us add liquids.

$$3 \text{ litres} + 7 \text{ litres} = \underline{\hspace{2cm}} \text{ litres}$$

$$6 \text{ litres} + 6 \text{ litres} = \underline{\hspace{2cm}} \text{ litres}$$

$$8 \text{ litres} + 7 \text{ litres} = \underline{\hspace{2cm}} \text{ litres}$$

$$1 \text{ litres} + 5 \text{ litres} = \underline{\hspace{2cm}} \text{ litres}$$

2. T O  
2 0 litres

$$\begin{array}{r} +2 \quad 0 \text{ litres} \\ \hline \hline \end{array}$$

T O  
2 5 litres

$$\begin{array}{r} +1 \quad 2 \text{ litres} \\ \hline \hline \end{array}$$

4

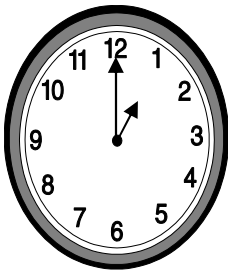
$$\begin{array}{r} +2 \\ \hline \hline \end{array}$$

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

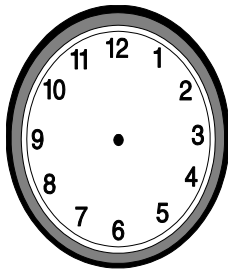
$\frac{5}{5} - \frac{4}{5} =$

$\frac{6}{8} - \frac{4}{8} =$

4. Tell the time



5. Draw to show 5'clock



6. \_\_\_\_\_ months makes a year.

**LESSON EVALUATION:**

Date	Class	No. of children	Time

**THEME:** Things we make.

**TOPIC:** Measures

**SUB THEME:** Importance of things we make

**S. TOPIC:** Subtraction of liquids.

**METHODS:** Practical work

**COMPETENCES:** A learner:-

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

**IMS:** water and containers

**REFERENCE:**

**INTRODUCTION:**

- Mental work (take away)

**CONTENT:** Let us subtract

$$10 \text{ litres} - 5 \text{ litres} = 5 \text{ litres}$$

$$11 \text{ litres} - 7 \text{ litres} = 4 \text{ litres}$$

$$7 \text{ litres} - 6 \text{ litres} = 1 \text{ litres}$$

T	O	7 litres
5	6 litres	- 4 litres
- 2	3 litres	<u>3 litres</u>
<u>          </u>		<u>          </u>

### Exercise

1. Take away.

$$9 \text{ litres} - 3 \text{ litres} =$$

$$8 \text{ litres} - 5 \text{ litres} =$$

$$10 \text{ litres} - 9 \text{ litres} =$$

$$3 \text{ litres} - 2 \text{ litres} =$$

2. 7 litres

$$\begin{array}{r} - 5 \text{ litres} \\ \hline \end{array}$$

5 8 litres

$$\begin{array}{r} - 1 \quad 1 \text{ litres} \\ \hline \end{array}$$

10 litres

$$\begin{array}{r} - 8 \text{ litres} \\ \hline \end{array}$$

3. Which number has been expanded?

$$30 + 4 = \underline{\hspace{2cm}}$$

$$10 + 0 = \underline{\hspace{2cm}}$$

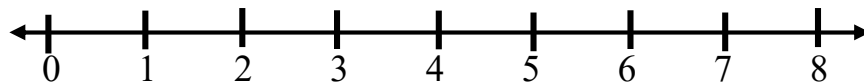
$$20 + 3 = \underline{\hspace{2cm}}$$

$$10 + 1 = \underline{\hspace{2cm}}$$

$$50 + 9 = \underline{\hspace{2cm}}$$

4. Subtract

$$9 - 5 =$$



5. Fill in

$$35 = \underline{\hspace{1cm}} \text{ tens and } \underline{\hspace{1cm}} \text{ ones}$$

$$6 \text{ tens and } 7 \text{ ones} = \underline{\hspace{2cm}}$$

### LESSON EVALUATION:

Date	Class	No. of children	Time

**THEME:** Environment.

**TOPIC:** Sets

**S. TOPIC:** Revision of sets.

**METHODS:** Guided discovery and observation

**COMPETENCES:** A learner:-

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

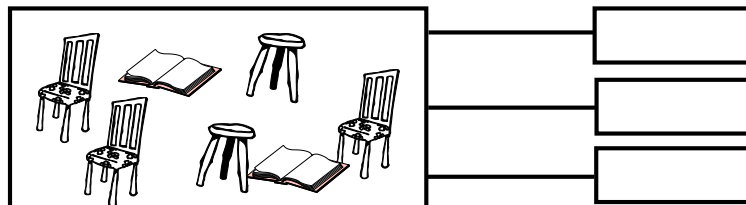
**INTRODUCTION:**

- Mental work (take away)

**CONTENT:** Naming sets e.g A set of flowers

Drawing sets, A set of 3 trees

Sort and form new sets



**Match correctly**

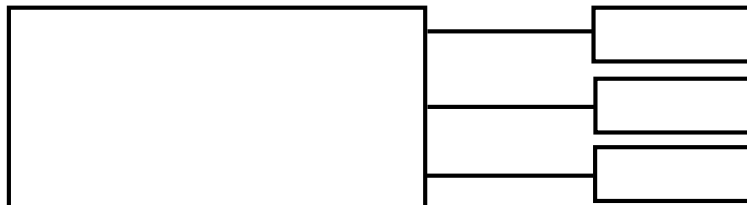
— equals  
X plus  
+ minus  
= multiply

**EXERCISE:** Name the sets

Draw these sets.

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

Sort and form new sets.



A set of 3 books

Fill in

70, 71, \_\_\_\_, \_\_\_\_, \_\_\_\_, 75 \_\_\_\_, 77 \_\_\_\_, 79 80

9, 8, 7 \_\_\_\_, 5 \_\_\_\_, 3, \_\_\_\_, 1 \_\_\_\_,

**LESSON EVALUATION:**

Date	Class	No. of children	Time

**THEME:** Our Environment.

**TOPIC:** Fractions

**S. TOPIC:** Revision of Fractions.

**METHODS:** Observation , Question and Answers

**COMPETENCES:** A learner:-

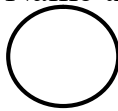
- Names and shades the fractions.
- Adds and subtracts fractions.

**INTRODUCTION:**

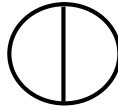
- Children will answer oral questions from the covered topics.

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

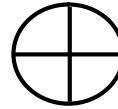
1. Name the fractions.



A whole



$$\frac{1}{2}$$



$$\frac{1}{4}$$

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



$$\frac{3}{4}$$



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

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

4. Subtraction:  $\frac{3}{6} - \frac{2}{6} = \frac{3-2}{6} = \frac{1}{6}$

5. write the number symbols

6. 12

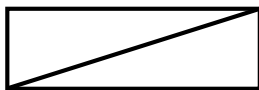
7. 23

8. 37

9. 40

### EXERCISE:

1. Name the fractions.

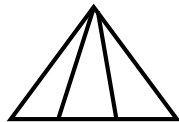


= \_\_\_\_\_



= \_\_\_\_\_

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



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

$$\frac{1}{8} + \frac{3}{8} =$$
 \_\_\_\_\_

4. Subtract:  $\frac{6}{7} - \frac{3}{7} =$  \_\_\_\_\_

$$\frac{4}{9} - \frac{1}{9} =$$
 \_\_\_\_\_

5. Three groups of three equals \_\_\_\_\_



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

### LESSON EVALUATION:

Date	Class	No. of children	Time

**THEME:** Things we make.

**SUB THEME:** Importance of things we make.

**TOPIC:** Operation on numbers

**S. TOPIC:** Addition in words.

**METHODS:** Guided discovery, Question and Answers

**COMPETENCES:** A learner:-

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

**IMS:** Counters

**REFERENCE:**

**INTRODUCTION:**

- Mental work.

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

### Examples:

1. Three plus five equals to eight.

$$3 + 5 = 8$$

2. Five and five equals to ten.

$$5 + 5 = 10$$

3. Okechi ate 10 eggs.

Kabuusu ate + 12 eggs.

Altogether they ate 22 eggs



T	O
1	0
+ 1	2
<hr/>	
2	2 eggs

**EXERCISE:** Let us read and Add.

1. Seven plus three equal \_\_\_\_\_

2. Five add ten equal \_\_\_\_\_

3. Britney has 11 pencils.

Joyce has +11 Pencils.

Altogether, they have \_\_\_\_\_ pencils.

4. 6 flowers plus 3 flowers = \_\_\_\_\_ flowers.

5. Seven boxes plus two boxes equals \_\_\_\_\_.

6. Arrange from the smallest.

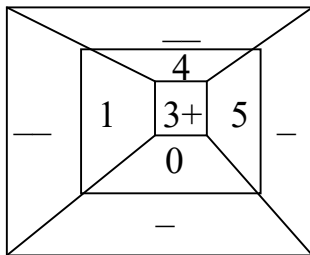
10, 6, 9, 8, 7

\_\_\_\_\_  
4, 5, 2, 1, 3

7. Circle the bigger number.

2, 5, 9

8. Complete the puzzle



9. Subtract objects

$$\bigcirc \bigcirc \bigcirc - \bigcirc \bigcirc =$$

10. Add:

$$\star \star + \star \star$$

11. Circle the bigger number

2, 5, 9, 6

Date	Class	No. of children	Time

**THEME:** Environment.

**SUB THEME:** Plants and animals in our environment.

**TOPIC:** Operation on numbers

**S. TOPIC:** Subtraction on word application.

**METHODS:** Guided discussion, Question and Answers and Observation

**COMPETENCES:** A learner:-

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

**IMS:** Counters

**INTRODUCTION:** Mental work.

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

1. What is seven minus two? Equals **five**

$$7 - 2 = 5$$

2. What is twelve take away four? Equals **eight**

$$12 - 4 = 8$$

3. Jane had eleven sweets. She gave away seven. She remained with **four**

$$11 - 7 = 4$$

**EXERCISE:**

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

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

### REVISION:

1. Add:

$$\begin{array}{r} \text{Shs. } 200 \\ + \text{ Shs. } 100 \\ \hline \end{array}$$

$$\begin{array}{r} \text{Shs. } 400 \\ + \text{ Shs. } 150 \\ \hline \end{array}$$

2. Take away.

$$\begin{array}{r} \text{Shs. } 400 \\ - \text{ Shs. } 200 \\ \hline \end{array}$$

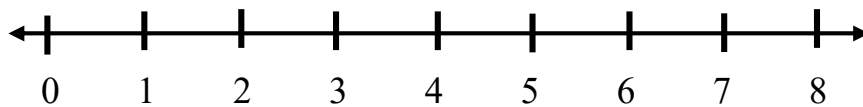
$$\begin{array}{r} \text{Shs. } 700 \\ - \text{ Shs. } 300 \\ \hline \end{array}$$

3. Fill in the box

$$\square + 9 = 12$$

$$6 + \square = 10$$

4. Subtract  $7 - 0$



### LESSON EVALUATION:

Date	Class	No. of children	Time

**THEME:** Peace and security.

**SUB THEME:** People who keep peace and security.

**TOPIC:** Graph

**S. TOPIC:** Picto-graph (Interpretation).

**METHODS:** Guided discovery, Question and Answers and Observation

**COMPETENCES:** A learner:-

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


























**IMS:** A chart showing a pictograph.

Real objects e.g. books, cups, sweets

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

**CONTENT: Pictography**

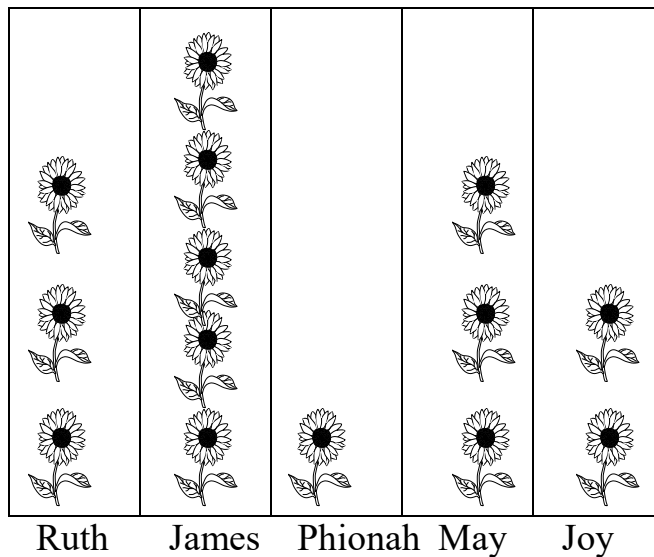
1. The graph shows the no. of cakes the children got.

Names	No. of cakes
Rhoda	 
Isaac	    
Melisa	  
Sam	    
Joy	
David	        

**Questions:**


- a. How many children got cakes? \_\_\_\_\_
- b. Melisa got \_\_\_\_\_ cakes.
- c. How many cakes did they get altogether? \_\_\_\_\_
- d. \_\_\_\_\_ got two cakes.
- e. \_\_\_\_\_ and \_\_\_\_\_ got the same number of cakes.

**EXERCISE:** Study the graph and answer the questions.



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

**REVISION:**

1. Multiply:  $3 \times 5 =$
2. Add:  $3 + 3 + 3 + 3 =$
3. 3 \_\_\_\_\_ 9 \_\_\_\_\_ 15 \_\_\_\_\_
4. Circle the bigger number 5, 4, 12, 6
5. Name the set  a set of \_\_\_\_\_

6. how many days are in a week?

7. **Fill in the missing days**

Monday \_\_\_\_\_ Wednesday \_\_\_\_\_ Friday

## LESSON EVALUATION:

Date	Class	No. of children	Time

**THEME:** Peace and security.

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

**TOPIC:** Graph

**S. TOPIC:** Interpreting bar - graph.

**METHODS:** Observation  
Guided discovery  
Question and answer

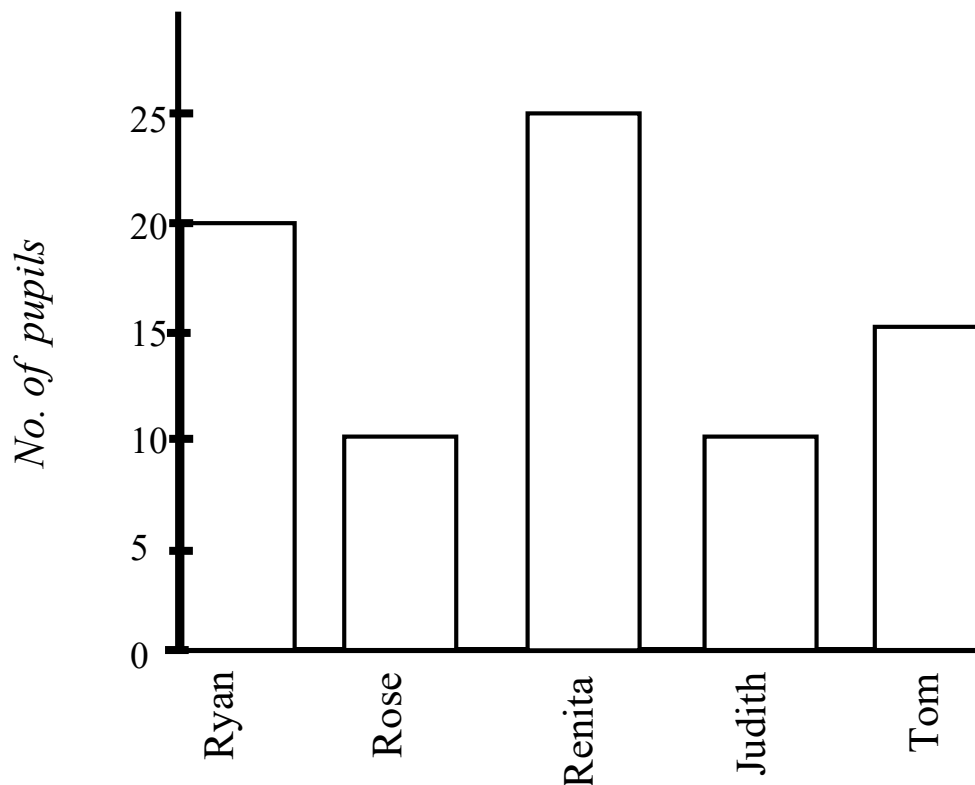
**COMPETENCES:** A learner:-

- Studies the bar-graph.
- Spells and pronounces words correctly.
- Answers correctly

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

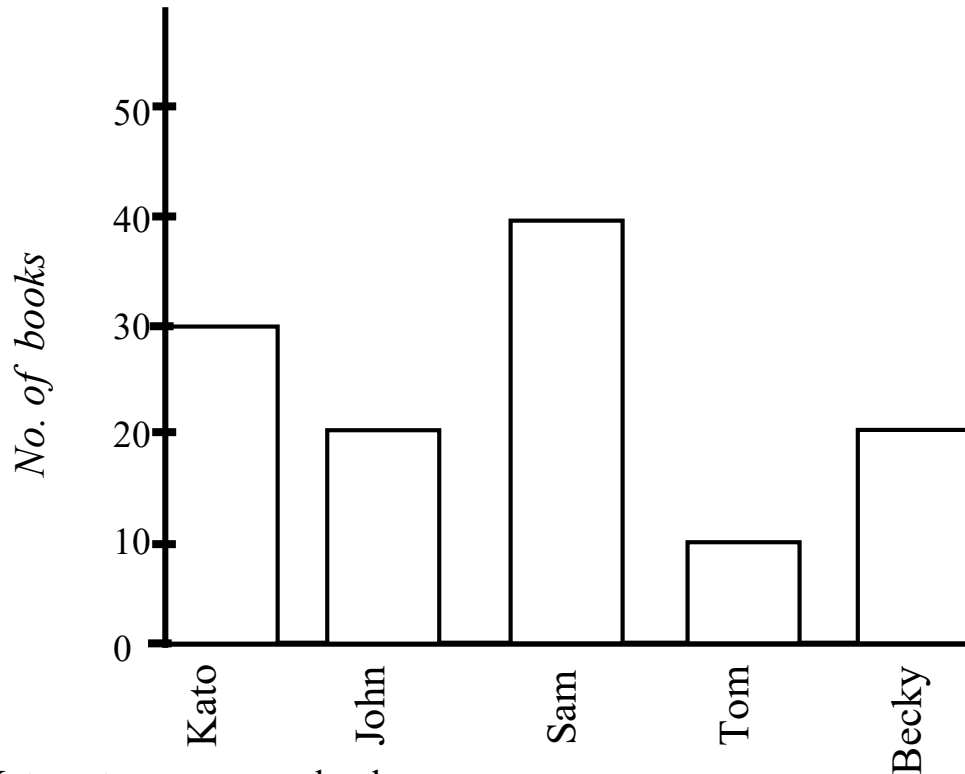
**INTRODUCTION:** Review of the previous lesson about a pictograph.

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



- Ryan got \_\_\_\_\_ cups.
- Who got the biggest number of cups? \_\_\_\_\_
- What was the smallest number of cups? \_\_\_\_\_
- How many cups did they get altogether? \_\_\_\_\_
- How many children got cups? \_\_\_\_\_
- How many cups did Judith and Tom get altogether? \_\_\_\_\_

### EXERCISE:



- Kato got \_\_\_\_\_ books.
- Who got the biggest number of books? \_\_\_\_\_
- \_\_\_\_\_ and \_\_\_\_\_ got the same number of books.
- Who got the smallest number of books? \_\_\_\_\_
- How many children got books?
- Becky and John got \_\_\_\_\_ books.

### Revision

- Read and work out
- Six cups plus seven cups equals \_\_\_\_\_ cups
- What is 13 minus 7?
- Draw these shapes
  - triangle
  - kite
  - oval
  - rectangle
  - star

## LESSON EVALUATION

Date	Class	No. of children	Time

**THEME:** Peace and security.

**SUB THEME:** Things used to keep peace and Security.

**TOPIC:** Measures

**METHODS:** Observation

Guided discovery

Question and answer

**COMPETENCES:** A learner:-

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

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

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

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

$$\frac{1}{8} + \frac{4}{8} =$$

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

$$\frac{7}{9} - \frac{3}{9} =$$

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

**A**

**B**

Brick **B** is lighter.

Brick **A** is heavier.



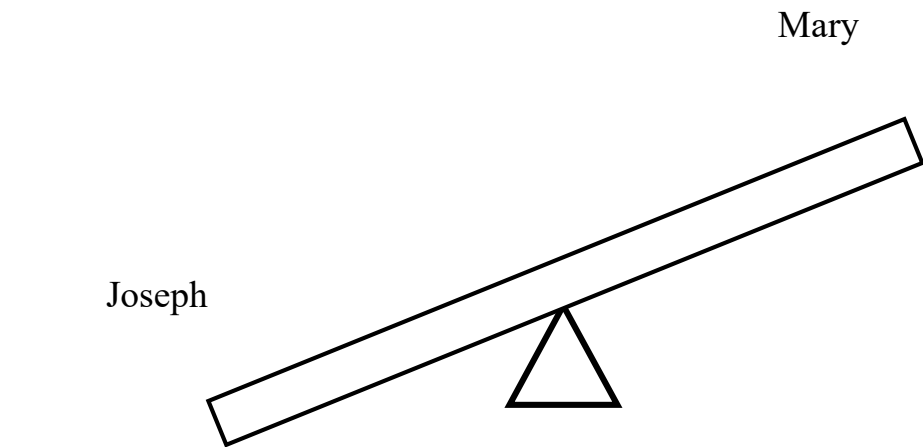
**Y**

**P**

Stone **Y** is lighter.

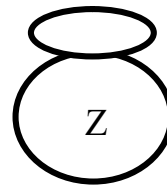
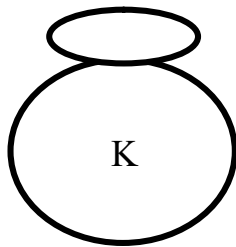
Stone **P** is heavier

**EXERCISE:** Compare using heavier or lighter.



Joseph is \_\_\_\_\_

Mary is \_\_\_\_\_

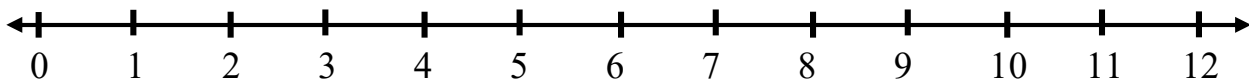


Pot **Z** is \_\_\_\_\_

Pot **K** is \_\_\_\_\_

**REVISION:** Subtract on a number line.

$$8 - 3 =$$



2. Which number comes between

11 \_\_\_ 13

26 \_\_\_ 28

3. Write in words

$\frac{1}{2}$

$\frac{1}{4}$

$\frac{1}{3}$

22 \_\_\_\_\_

15 \_\_\_\_\_

32 \_\_\_\_\_

### LESSON EVALUATION:

Date	Class	No. of children	Time

**THEME:** Peace and security.

**SUB THEME:** Things used to keep peace and Security.

**TOPIC:** Measures

**SUB – TOPIC:** Comparing length

**METHODS:** Observation

Demonstration

Question and Answer

**COMPETENCES:** A learner:-

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

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

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

fifteen

circle

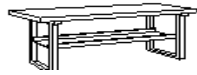
first

rectangle

triangle

oval

**CONTENT:** Use longer or shorter to compare length.



**A**



**B**

String **A** is \_\_\_\_\_

String **B** is \_\_\_\_\_

**K**

**Y**

Bench **K** is \_\_\_\_\_

Bench **Y** is \_\_\_\_\_

**EXERCISE:** Use longer, taller or shorter.

**K**

**M**

Tree **M** is \_\_\_\_\_

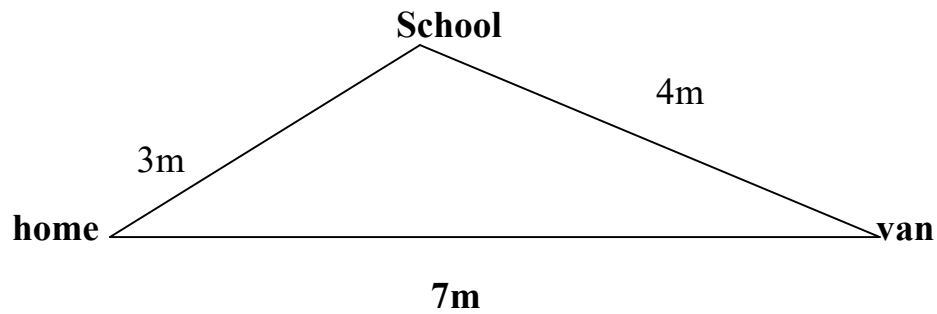
Tree **K** is \_\_\_\_\_


**W**

**Z**

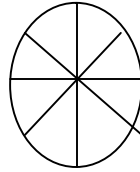
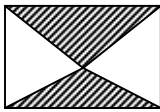
Stick **W** is \_\_\_\_\_

Stick **Z** is \_\_\_\_\_



- From school to the van is \_\_\_\_\_
- From home to school is \_\_\_\_\_
- Find the total distance  $4\text{m} + 3\text{m} + 7\text{m} =$  \_\_\_\_\_
- Shade  $\frac{1}{5}$  

Which fraction is shaded



### LESSON EVALUATION:

Date	Class	No. of children	Time

**THEME:** Peace and security.

**SUB THEME:** importance of keeping peace and security.

**TOPIC:** Measures

**SUB – TOPIC:** Addition of weight

**METHODS:** Question and answers

Brain storming

Observation

**COMPETENCES:** A learner:-

- Adds correctly.
- Counts correctly.

- Indicates units.
- Reads and interprets correctly

**IMS:** Counters

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

Children will compare weight and length using real objects.

**CONTENT:**  $3\text{Kg} + 2\text{ Kg} = 5\text{Kg}$   $7\text{Kg} + 7\text{Kg} = 14\text{Kg}$

$$\begin{array}{r} 6 \text{ Kg} \\ + 4 \text{ Kg} \\ \hline 10 \text{ Kg} \end{array}$$

$$\begin{array}{r} 12 \text{ Kg} \\ + 21 \text{ Kg} \\ \hline 33 \text{ Kg} \end{array}$$

**EXERCISE:** Addition of weight. Let us add

$$10 \text{ Kg} + 3 \text{ Kg} = \underline{\hspace{2cm}} \text{ Kg}$$

$$6 \text{ Kg} + 2 \text{ Kg} = \underline{\hspace{2cm}} \text{ Kg}$$

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

$$\begin{array}{r} 3 \text{ Kg} \\ + 3 \text{ Kg} \\ \hline \hline \end{array}$$

$$\begin{array}{r} \text{T} \quad \text{O} \\ 3 \quad 4 \text{ Kg} \\ + 2 \quad 1 \text{ Kg} \\ \hline \hline \end{array}$$

$$\begin{array}{r} \text{T} \quad \text{O} \\ 1 \quad 1 \text{ Kg} \\ + 1 \quad 3 \text{ Kg} \\ \hline \hline \end{array}$$

$$8 \text{ Kg} + 3 \text{ Kg} = \underline{\hspace{2cm}} \text{ Kg}$$

$$\text{Add } V \quad V \quad V + V \quad V = \underline{\hspace{2cm}}$$

**REVISION:** Arrange from the smallest.

6      9      1      3 = \_\_\_\_\_

11    10    9    22 = \_\_\_\_\_

2. Subtract:  - 

4. Draw for the number

9 trees

5 balls

6 what is 34 take away 11

**LESSON EVALUATION:**

Date	Class	No. of children	Time

**THEME:** Peace and security.

**SUB THEME:** importance of keeping peace and security.

**TOPIC:** Measures

**SUB – TOPIC:** Subtraction of weight

**METHODS:** Brain storming

Question and answers

Observation

**COMPETENCES:** A learner:-

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

**IMS:** Counters

**INTRODUCTION:** Mental work.

$5 + 5 =$

$2\text{Kg} + 1\text{Kg} =$

$5\text{Kg} + 2\text{Kg} =$

**CONTENT:** Subtraction of weight

$9\text{Kg} - 4\text{Kg} = 5\text{Kg}$

$10\text{Kg} - 5\text{Kg} = 5\text{Kg}$

$$\begin{array}{r}
 8\text{ Kg} \\
 - 6\text{ Kg} \\
 \hline
 2\text{ Kg}
 \end{array}$$

**EXERCISE:**

a.  $7\text{Kg} - 4\text{Kg} = \underline{\hspace{2cm}}\text{Kg}$

b.  $10\text{Kg} - 6\text{Kg} = \underline{\hspace{2cm}}\text{Kg}$

c.  $8\text{Kg} - 2\text{Kg} = \underline{\hspace{2cm}}\text{Kg}$

d.  $14\text{Kg} \quad 15\text{Kg}$

$$\begin{array}{r}
 - 10\text{Kg} \quad - 8\text{Kg} \\
 \hline
 \hline
 \end{array}$$

**REVISION:**

1. Write the number which comes before.

 $\underline{\hspace{2cm}}, 9 \qquad \qquad \qquad \underline{\hspace{2cm}}, 15$ 

2. Underline the bigger number.

$$\begin{array}{ccc}
 6 & 9 & 4 \\
 13 & 12 & 36
 \end{array}$$

3. Expand

$36 = \underline{\hspace{1cm}} + \underline{\hspace{1cm}}$

$47 = \underline{\hspace{1cm}} + \underline{\hspace{1cm}}$

What is 7?

**LESSON EVALUATION:**

Date	Class	No. of children	Time

**THEME:** Peace and security.

**TOPIC:** Operation of numbers

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

**METHODS:** Brain storming  
Question and answers

**COMPETENCES:** A learner:-

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

**INTRODUCTION:** Children will work out the given sums orally.

**CONTENT:**a. Addition of tens and ones

<b>T      O</b>	<b>T      O</b>
1      5	4      7
+ 3      0	+ 2      2
<hr style="width: 100%;"/>	<hr style="width: 100%;"/>
4      5	6      9

b. What is 24 plus 11?

<b>T      O</b>
2      4
+ 1      1
<hr style="width: 100%;"/>
3      5

**EXERCISE:** a. Add the following.

<b>T      O</b>	<b>T      O</b>	<b>T      O</b>
1      6	2      1	1      4
+ 2      2	+ 1      4	<hr style="width: 100%;"/>
<hr style="width: 100%;"/>	<hr style="width: 100%;"/>	<hr style="width: 100%;"/>
56	56	<hr style="width: 100%;"/>



- b. What is 14 plus 10?
- c. What is 47 plus 30?
- d. 36 eggs plus 12 eggs equal \_\_\_\_\_ eggs.
- e. 45 sweets plus 23 sweets equals \_\_\_\_\_ sweets.

Revision

Find the missing number

$$\square + 6 = 10$$

$$7 + \square = 12$$

### LESSON EVALUATION:

Date	Class	No. of children	Time

**THEME:** Peace and security.

**TOPIC:** Operation on numbers

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

**METHODS:** Brain storming  
Question and answers

**COMPETENCES:** A learner:-

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

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

Children will work out the numbers orally.

<b>CONTENT:</b>	a.	<b>T</b>	<b>O</b>		<b>T</b>	<b>O</b>		<b>T</b>	<b>O</b>
		3	6		4	7		4	5
		- 2	4		- 2	0		- 2	5
		<u>1</u>	<u>2</u>		<u>2</u>	<u>7</u>		<u>2</u>	<u>0</u>

b. What is 34 minus 11?

$$\begin{array}{r} \text{T} \quad \text{O} \\ 3 \quad 4 \\ - 1 \quad 1 \\ \hline 2 \quad 3 \end{array}$$

### EXERCISE:

1. Work out.

$$\begin{array}{r} \text{T} \quad \text{O} \\ 1 \quad 6 \\ + 2 \quad 2 \quad + 3 \quad 5 \\ \hline \end{array} \quad \begin{array}{r} \text{T} \quad \text{O} \\ 2 \quad 1 \\ + 1 \quad 4 \\ \hline \end{array} \quad \begin{array}{r} \text{T} \quad \text{O} \\ 1 \quad 4 \\ \hline \end{array}$$

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

### LESSON EVALUATION:

#### (TEST 1): REVISION ON WHOLE NUMBERS

1. Fill in the missing numbers.

1    2    \_\_\_\_    \_\_\_\_    5    6    \_\_\_\_    \_\_\_\_    9    10

2. 31, 32, \_\_\_\_, 34, \_\_\_\_, \_\_\_\_, 37, 38, 39, 40

3. Circle the bigger number.

6    11    24    5

4. Circle the smaller number.

8    2    13    9

5. Arrange number from the smallest number.

6    12    9    24

\_\_\_\_\_

6. Arrange number from the smallest number.

15    9    4    36

7. Which number comes after 15 and before 17?

8. Write the number which comes after.

39, \_\_\_\_\_

46, \_\_\_\_\_

9. Count in twos.

2    4    \_\_\_\_\_    10    \_\_\_\_\_

10. Count in threes.

3,    6,    \_\_\_\_\_,    \_\_\_\_\_,    \_\_\_\_\_,    18,    \_\_\_\_\_

11. 15 \_\_\_\_\_

27 \_\_\_\_\_

36 \_\_\_\_\_

47 \_\_\_\_\_

2<sup>nd</sup> \_\_\_\_\_

90 \_\_\_\_\_

1<sup>st</sup> \_\_\_\_\_

64 \_\_\_\_\_

3<sup>rd</sup> \_\_\_\_\_

10<sup>th</sup> \_\_\_\_\_

$\frac{1}{2}$  \_\_\_\_\_

$\frac{1}{4}$  \_\_\_\_\_

## **TEST 2: REVISION ON WHOLE NUMBER**

1. Count and write.

2. Write in figures or number symbols.

thirty \_\_\_\_\_,    forty \_\_\_\_\_,

fourteen \_\_\_\_\_

sixteen \_\_\_\_\_,    twelve \_\_\_\_\_,

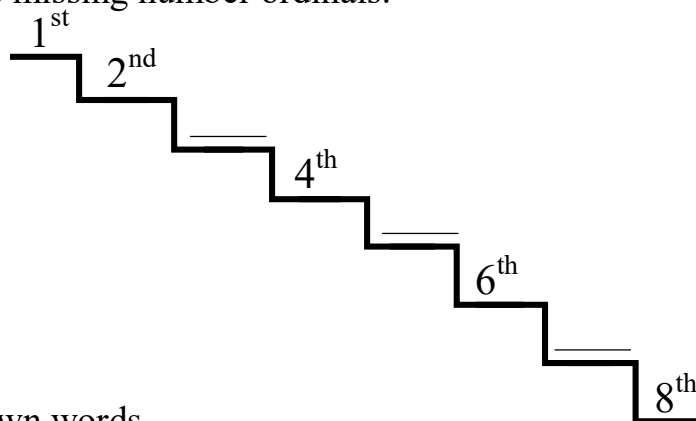
first \_\_\_\_\_

second \_\_\_\_\_,    fifty \_\_\_\_\_,

ninety \_\_\_\_\_

eighty two \_\_\_\_\_

3. Fill in the missing number ordinals.



4. Count down words.

10,    9, \_\_\_\_\_, 7,    6, \_\_\_\_\_, 4, \_\_\_\_\_, 2, 1

50,    51, \_\_\_\_\_, \_\_\_\_\_, 54, \_\_\_\_\_, \_\_\_\_\_, 57, \_\_\_\_\_, 59, 60


## **TEST 3:**

1. A \_\_\_\_\_ is a collection of well identified members.

2. Name the sets.

A set of \_\_\_\_\_

An \_\_\_\_\_ set

 A set of \_\_\_\_\_

3. Draw these sets.

- A set of 4 cups.
- A set of 6 leaves.

4. How many members are in the sets?

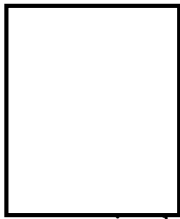


\_\_\_\_\_

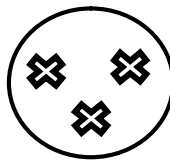
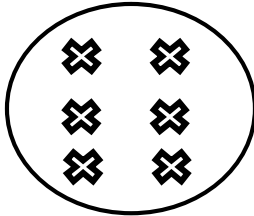


\_\_\_\_\_

5. Match sets.



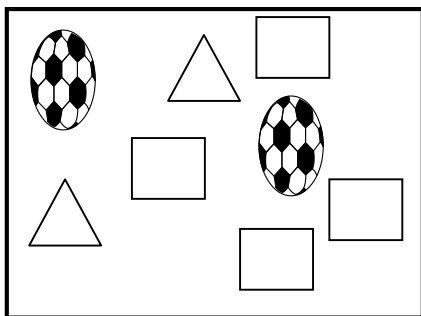
6. Compare sets using les / more.



Set A has \_\_\_\_\_ members.

Set B has \_\_\_\_\_ members.

7. Draw a symbol of an empty set



\_\_\_\_\_



\_\_\_\_\_

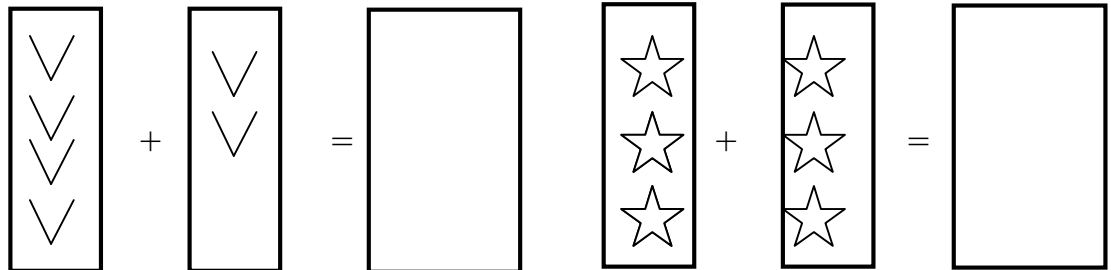


\_\_\_\_\_



8. Draw empty set.

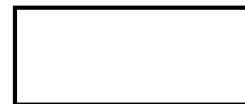
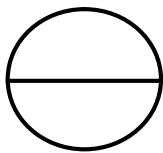
9. Join the sets.



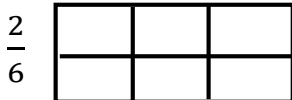
### REVISION ON FRACTION

Date	Class	No. of children	Time

1. Name the shaded fractions.



2. Shade the fractions.



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

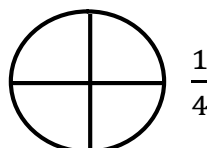
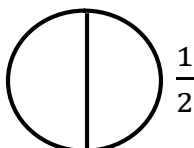
$\frac{3}{9} + \frac{2}{9} =$

4. Subtract the fractions.

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

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

5. Which fraction is bigger?



## OPERATIONS ON NUMBERS

Date	Class	No. of children	Time

1. Add:

$$\bigcirc \bigcirc \bigcirc + \bigcirc \bigcirc =$$

$$\square \square \square \square + \square \square \square \square =$$

2. Subtract:

$$\text{😊😊😊😊} - \text{😊😊} =$$

$$\star \star \star \star - \star =$$

3. Add:  $6 + 4 =$  \_\_\_\_\_

$\begin{array}{r} 3 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ 2 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ 9 \\ \hline \end{array}$
$\begin{array}{r} \hline \end{array}$	$\begin{array}{r} + 5 \\ \hline \end{array}$	$\begin{array}{r} + 4 \\ \hline \end{array}$
$\begin{array}{r} \hline \end{array}$	$\begin{array}{r} \hline \end{array}$	$\begin{array}{r} \hline \end{array}$

$$5 + 2 + 6 =$$

$$8 + 2 + 4 =$$

4. Subtract:

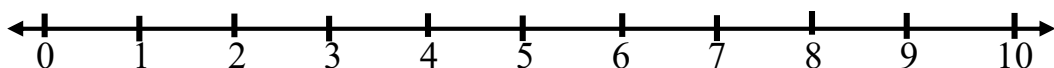
$$9 - 7 =$$

$$14 - 6 =$$

$\begin{array}{r} 10 \\ - 7 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ - 4 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ - 7 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ - 5 \\ \hline \end{array}$
$\begin{array}{r} \hline \end{array}$	$\begin{array}{r} \hline \end{array}$	$\begin{array}{r} \hline \end{array}$	$\begin{array}{r} \hline \end{array}$

5. Add on a number line.

$$4 + 5 =$$



6. Subtract:

$$10 - 6 =$$



0      1      2      3      4      5      6      7      8      9      10

7. Multiply:

$$2 \times 2 = \underline{\hspace{2cm}}$$

$$3 \times 4 = \underline{\hspace{2cm}}$$

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

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

8. Count in tens.

$$10 + 10 + 10 + 10 + 10 = \underline{\hspace{2cm}}$$

9. Count in fives.

$$5 + 5 + 5 + 5 =$$

$$3 + 3 + 3 + 5 =$$

10. What is 6 times 2?

$$2 \quad \underline{\hspace{1cm}} \quad \underline{\hspace{1cm}} \quad 8 \quad \underline{\hspace{1cm}} \quad \underline{\hspace{1cm}} \quad 14 \quad \underline{\hspace{1cm}}$$

11. A stool has 3 legs.



How many legs have 4 stools?

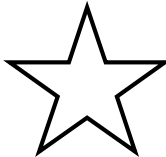
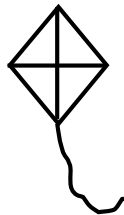
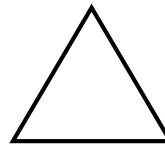
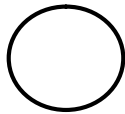


           legs.

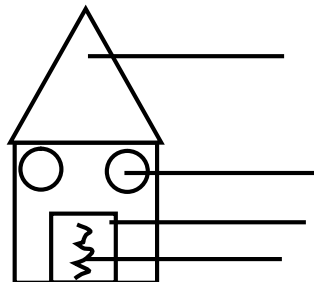
12. A car has 4 tyres.

How many tyres have 3 cars?

13. Name the shapes.



14. Name the shapes.



Date	Class	No. of children	Time

**THEME:** Peace and security.

**TOPIC:** Geometry

**SUB-THEME:** More about shapes

**METHODS:** Observation

Question and answers

Guided discovery

**IMS:** Real objects and some picture

**COMPETENCES:** A learner:-

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

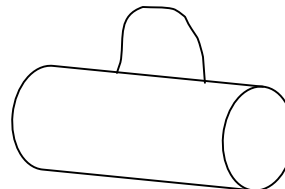
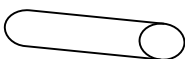
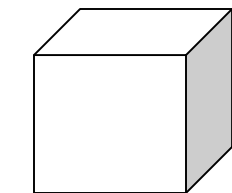
**INTRODUCTION:** Review of the previous lesson about shapes.

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

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

**EXERCISE:**

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





Date	Class	No. of children	Time

**THEME:** Peace and security.

**SUB-THEME:** People who keep peace and security.

**TOPIC:** Measures

**SUB – TOPIC:** Comparing area using bigger/ smaller.

**METHODS:** Observation

Question and answers

Mental work

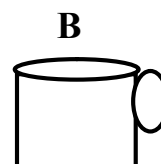
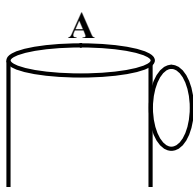
**REFERENCE:** MK. Bk.1 page 105

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

**COMPETENCES:** A learner:-

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

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



Cup A has more tea.

**CONTENT:** Compare area using bigger/ smaller.

Area is space covered by an object.

Example:

**A**

**B**

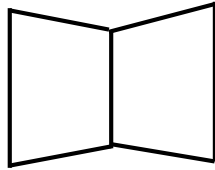
Handkerchief **A** is bigger than **B**.

Some objects cover bigger space when they are big.

Small objects cover small area.

**EXERCISE:** Compare using bigger or smaller.

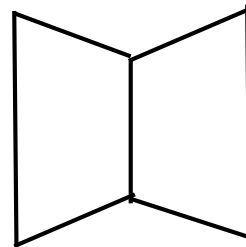
**K**



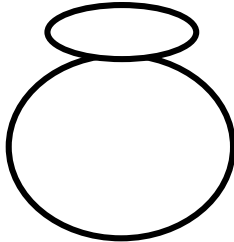
Book M is \_\_\_\_\_

Book K is \_\_\_\_\_

**M**



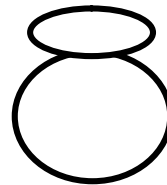
**P**



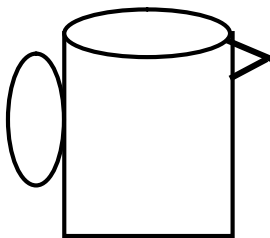
Pot P is \_\_\_\_\_

Pot Q is \_\_\_\_\_

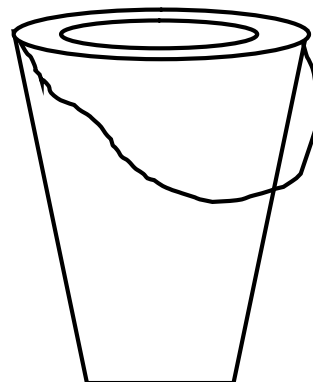
**Q**



**jug**



**bucket**



A jug is \_\_\_\_\_

A bucket is \_\_\_\_\_

Date	Class	No. of children	Time

**THEME:** Peace and security.

**TOPIC:** Operation on numbers.

**SUB – TOPIC:** Addition of three place values.

**METHODS:** Observation

Guided discovery

Mental work

**REFERENCE:** MK. Bk.2

**COMPETENCES:** A learner:-

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

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

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

**CONTENT:** Addition of tens and ones.

$$\begin{array}{r} \text{H} \quad \text{T} \quad \text{O} \\ 1 \quad 3 \quad 0 \\ +1 \quad 2 \quad 4 \\ \hline 2 \quad 5 \quad 4 \end{array}$$

$$\begin{array}{r} \text{H} \quad \text{T} \quad \text{O} \\ 1 \quad 3 \quad 5 \\ +1 \quad 1 \quad 1 \\ \hline 2 \quad 4 \quad 6 \end{array}$$

$$\begin{array}{r} \text{H} \quad \text{T} \quad \text{O} \\ 1 \quad 2 \quad 1 \\ + \quad 4 \quad 3 \\ \hline 1 \quad 6 \quad 4 \end{array}$$

$$\begin{array}{r} \text{H} \quad \text{T} \quad \text{O} \\ 3 \quad 6 \quad 0 \\ +2 \quad 0 \quad 0 \\ \hline 5 \quad 6 \quad 0 \end{array}$$

## EXERCISE:

1. Addition of tens and ones.

	H	T	O
	4	2	0
+	1	3	0
	<hr/>		
	<hr/>		

	H	T	O
	3	4	1
+	1	2	1
	<hr/>		
	<hr/>		

	H	T	O
	1	4	3
+	1	2	3
	<hr/>		
	<hr/>		

	H	T	O
	1	4	0
+	1	4	5
	<hr/>		
	<hr/>		

2. Count in hundreds (Fill in).

100, 200, \_\_\_\_\_, \_\_\_\_\_ 500, \_\_\_\_\_, \_\_\_\_\_

## REVISION:

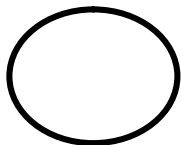
1. Name the shapes.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

Multiply

subtract

$0 \times 3 =$

$5 \times 3 =$

Subtract

$$\begin{array}{r} \text{T} \quad \text{O} \\ 3 \quad 6 \\ - 2 \quad 0 \\ \hline \hline \end{array}$$

$$\begin{array}{r} \text{T} \quad \text{O} \\ 1 \quad 5 \\ - 1 \quad 0 \\ \hline \hline \end{array}$$

Subtract

$$\begin{array}{r} \text{T} \quad \text{O} \\ 1 \quad 5 \\ +2 \quad 10 \\ \hline \hline \end{array}$$

$$\begin{array}{r} \text{T} \quad \text{O} \\ 1 \quad 0 \\ +3 \quad 7 \\ \hline \hline \end{array}$$

1. Count in hundreds (Fill in).

### LESSON EVALUATION:

Date	Class	No. of children	Time

**THEME:** Things we make.

**TOPIC:** Algebra.

**SUB – TOPIC:** Magic Square.

**METHODS:** Guided discovery

Observation

Question and answers

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

Children will work out the missing number in the box.

$$\boxed{\phantom{0}} + 6 = 7$$

$$\boxed{\phantom{0}} + 4 = 4$$

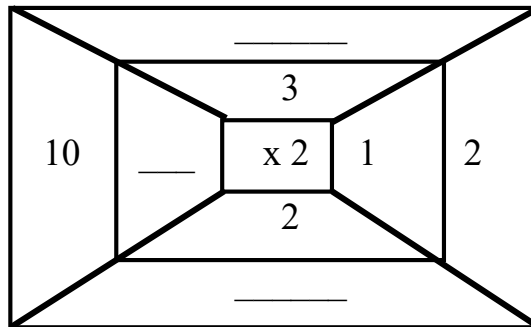
$$0 + \boxed{\phantom{0}} = 6$$

$$3 + \boxed{\phantom{0}} = 9$$

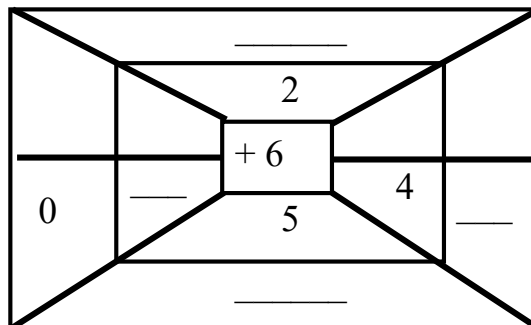
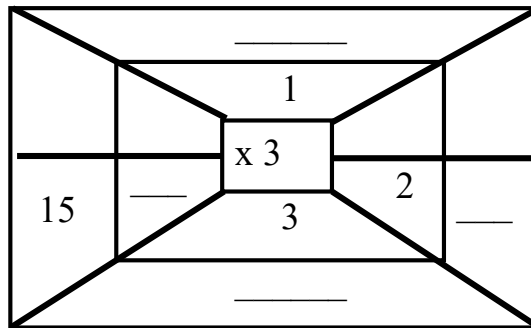
**COMPETENCES:** A learner:-

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

**CONTENT:**

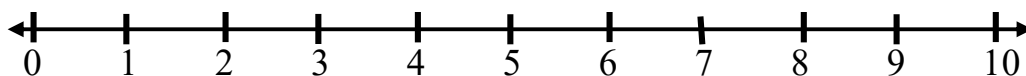


**EXERCISE:** Find the missing numbers in the box.

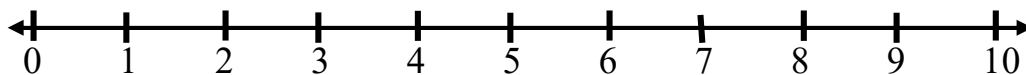


**REVISION:**

1. Add:  $3 + 4 = \underline{\hspace{2cm}}$



2. Subtract:  $9 - 3 = \underline{\hspace{2cm}}$

**LESSON EVALUATION:**

Date	Class	No. of children	Time

**THEME:** Peace and Security.

**TOPIC:** Algebra.

**SUB – TOPIC:** Magic Square.

**METHODS:** Guided discovery  
Observation  
Question and answers

**REFERENCE:**

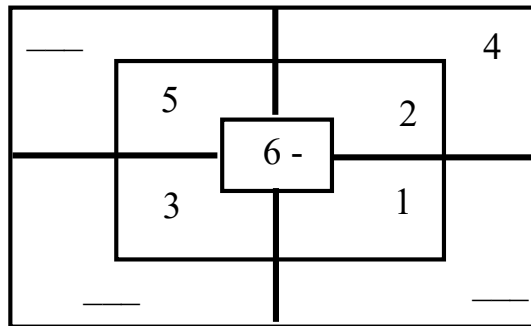
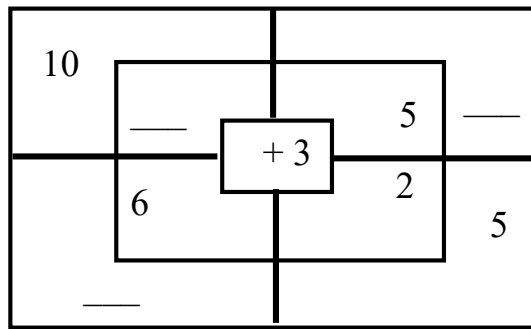
**INTRODUCTION:** Review of the previous lesson.

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

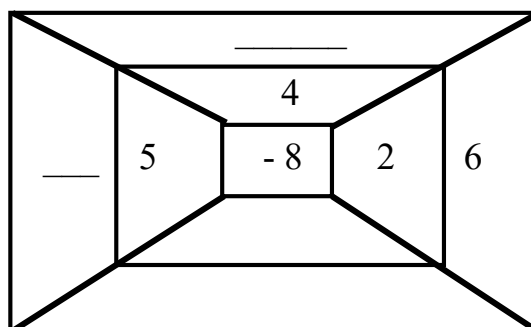
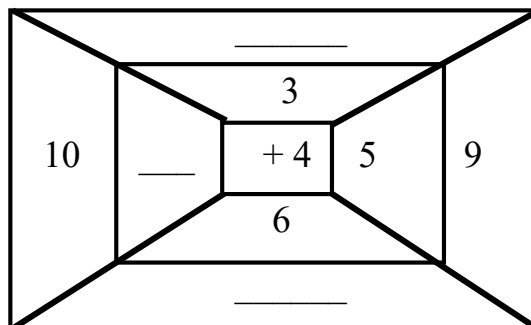
**COMPETENCES:** A learner:-

- Find the missing numbers in the magic square.

**CONTENT:**



**EXERCISE:** Fill in the missing number





**REVISION:**

1. Multiply.

$3 \times 5 = \underline{\hspace{2cm}}$

$4 \times 4 = \underline{\hspace{2cm}}$

$10 \times 2 = \underline{\hspace{2cm}}$

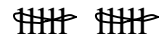
2. Draw to show

$32 =$

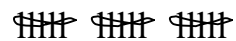
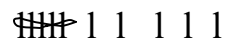
$5$

$11$

3. Which number is shown



$1111 =$

**LESSON EVALUATION:**