

**PRIMARY ONE REVISED NOTES**

**MATHEMATIC LESSON NOTES**

**FIRST TERM**

**THEME: OUR SCHOOL**

**TOPIC: WHOLE NUMBERS**

**WEEK 2**

**LESSON: 1 Review**

**Counting numbers 1-100. (Orally)**

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

**REF: MK (New Edition) Bk 1 page 49**

**MK (Old Edition) Bk 1 page 40**

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**Lesson: 2**

**Filling in missing numbers 1-50**

1	2		4		6	7		9	
11		13		15		17	18		20
	22		24		26				
31		34		35			38		40
	42		44		46	47		49	

**REF: MK (New Edition) Bk 1 page 49**

**MK (Old Edition) Bk 1 page 40**

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**Lesson: 3**

**Numbers 51 – 100**

**Filling in missing numbers in a table**

51		53		55		57	58		60
	62		64		66			69	
		73		75		77			80
81	82		84		86		88	89	
	92			95		97			100

**REF: MK (New Edition) Bk 1 page 49**

**MK (Old Edition) Bk 1 page 40**

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## Lesson 4

### Numbers which come just before

-Numbers from 1 -100

#### Examples

#### Question:

Which number comes just before?

\_\_\_\_, **5** - **6** comes just before **5**.

\_\_\_\_, **10** - **9** comes just before **10**

**Activity: Write the numbers that come before.**

- 1) \_\_\_\_, 5      2) \_\_\_\_, 7      3) \_\_\_\_, 49      4) \_\_\_\_, 10      5) \_\_\_\_, 4  
6) \_\_\_\_, 18      7) \_\_\_\_, 70      8) \_\_\_\_, 60      9) \_\_\_\_, 93      10) \_\_\_\_, 88  
11) \_\_\_\_, 91      12) \_\_\_\_, 3      13) \_\_\_\_, 9      14) \_\_\_\_, 100      15) \_\_\_\_, 21

**REF: MK) Bk 1 page 13**

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## Lesson 5

### Numbers which come just after

Numbers from 0 – 100

#### Examples

#### Question:

Which number comes just after?

**2**, \_\_\_\_ . **3** comes just after **2**

**4**, \_\_\_\_ . **5** comes just after **4**

**Activity: Which number comes just after?**

- 1) 7      2) 10      3) 15      4) 24      5) 35      6) 48  
7) 53      8) 61      9) 79      10) 79      11) 3      12) 80  
13) 90      14) 99      15) 78      16) 29      17) 34      18) 6

**REF: MK) Bk 1 page 13**

## Lesson 6

### Numbers that are between others

## -Numbers from 0 – 100

## Example

**Question:**

What number comes between \_ and \_?

**5, \_\_\_\_\_, 7** – **6** comes between **5** and **7**.

**48, \_\_\_\_\_, 50** – **49** comes between **48** and **50**

**Activity: Write numbers that come between the given ones.**

- 1) **1, \_\_\_\_, 3**      2) **23, \_\_\_\_, 25**      3) **15, \_\_\_\_, 17**      4) **4, \_\_\_\_, 6**  
5) **97, \_\_\_\_, 99**      6) **9, \_\_\_\_, 11**      7) **14, \_\_\_\_, 16**      8) **2, \_\_\_\_, 4**  
9) **27, \_\_\_\_, 29**      10) **8, \_\_\_\_, 10**      11) **0, \_\_\_\_, 2**      12) **67, \_\_\_\_, 69**  
13) **3, \_\_\_\_, 5**      14) **79, \_\_\_\_, 81**      15) **11, \_\_\_\_, 13**      16) **12, \_\_\_\_, 14**


### WEEK 3

## Lesson1

- **Counting objects**

e.g. ○ ○ ○ ○ ○ = 5

0 1 2 3 4 5 6 7 8 9 10 11 12 = 12



= 16


**Activity: -**

(Prepared work on paper refer to Mtc. file )


REF: MK Bk 1 page 49, Primary MTC 2000 bk 1 pg 41 Pri. Sch. Mtc. Bk 1 pg 52

## Lesson: 2

- Matching pictures to numbers and vice versa.

e.g.  7

 4

  
12

**Activity:** counting and matching (Prepared work on paper-refer to Mtc. File)

**REF: MK Bk 1 page 11, 12, 14, 15, 16**

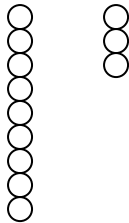
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## Lesson 3

### Comparing pairs of numbers up to 100

- using 'greater than' and 'less than' (bigger than/ smaller than)
- The greater number has more things and the less number has less or few things.

E.g. 9 and 3



e.g. 9 and 3 - 9 is **greater than/ bigger than** 3.

- 3 is less **than/ smaller than** 9.

**Activity: A: which number is greater?**

1) 4 and 10    2) 13 and 18    3) 14 and 9    4) 15 and 20

5) 17 and 29    6) 30 and 40    7) 80 and 18    8) 11 and 5

**B: Which number is less?**

1) 10 and 20    2) 2 and 1    3) 5 and 8    4) 37 and 17

5) 18 and 28    6) 70 and 51    7) 3 and 27    8) 45 and 15

**REF: MK) Bk 1 page 13**

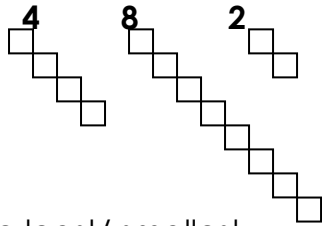
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## Lesson 4

### Comparing numbers using least/ smallest

-The *least/smallest* number in a group of numbers is that one with the fewest things or items.

E.g.



2 is the least/ smallest.

**Activity:** Which number is the least/smallest?

Circle the *least /smallest* number.

- 1) 3, 5, 4      2) 12, 9, 20      3) 9, 13, 2, 12      4) 90, 18, 6  
5) 94, 76, 50, 0      6) 10, 20, 30      7) 6, 1, 8, 3,      8) 11, 10, 4, 9  
9) 22, 33, 44,      10) 8, 6, 4, 2      11) 1, 3, 5, 7      12) 12, 9, 6, 3

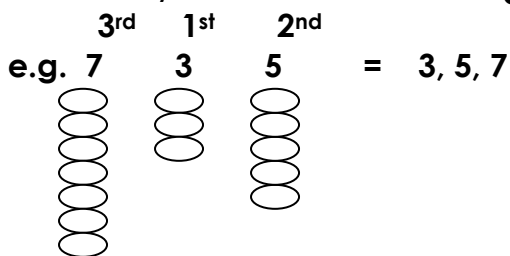
**REF: Teacher's own correction**

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## Lesson 5

### Arranging numbers beginning with the smallest (least) – (ascending order)

-The *least/smallest* number in a group of numbers is that one with the fewest things or items.



**Activity:** Arrange the numbers starting with the least/ smallest.

- a) 8, 3, 6      b) 6, 1, 2      c) 10, 6, 0, 4      d) 12, 18, 15, 10  
e) 19, 26, 20, 17      f) 30, 50, 20, 40      g) 42, 77, 65, 36  
h) 28, 18, 48, 58      i) 11, 21, 1, 31      j) 91, 81, 92, 72

**Ref: Teacher's own collection**

## Arranging numbers beginning with the biggest (greatest) – (descending order)

The greatest / biggest number in a group of numbers is that one with most (many) things or items.

	1 <sup>st</sup>	3 <sup>rd</sup>	2 <sup>nd</sup>	
e.g.	9	4	5	= 9, 5, 4
	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>		<input type="checkbox"/>	

Activity: Arrange numbers beginning with the biggest.

a) 18, 15, 16, 14      b) 2, 4, 3, 5      c) 9, 7, 5      d) 7, 8, 15, 6

e) 33, 23, 43, 53      f) 80, 60, 70      g) 14, 74, 11      h) 24, 44, 74, 14

i) 6, 3, 9, 4      j) 2, 1, 0, 6, 9      k) 9, 8, 7, 6      l) 21, 22, 23, 24, 25

Ref: Teacher's own collection

### WEEK 4

#### Lesson: 1

#### TOPIC: PLACE VALUES

##### Tens and Ones

- The ones start from 0 to 9 e.g.  $| = 1 \text{ one}$   $|| = 2 \text{ ones}$

$||| = 3 \text{ ones}$   $|||| = 4 \text{ ones}$

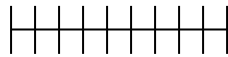
- The ones have only one figure or digit. (e.g. 3, 5, 6, etc...)
- We don't tie a bundle when the sticks are less than ten.

Activity: Drawing and counting the ones

- |              |              |              |
|--------------|--------------|--------------|
| a. 6 = _____ | e. 1 = _____ | i. 4 = _____ |
| b. 3 = _____ | f. 9 = _____ |              |
| c. 8 = _____ | g. 7 = _____ |              |
| d. 2 = _____ | h. 5 = _____ |              |

Ref: MK Bk 1 pg 41 – 46 Oxford Pr. Mtc Bk 1 pg 22 -23

## Lesson: 2



- The tens

1 ten = 10



2 tens = 20

- We tie a bundle when the sticks are ten (10)

- The Tens have 2 figures or digits. (e.g. 10, 30 40, 71, etc...)

*Ref: MK Bk 1 pg 41 – 46  
Oxford Pr. Mtc Bk 1 pg 22 - 23*

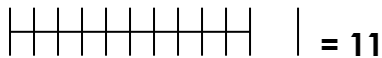
Activity:

Practical lesson – counting and tying bundles of tens using sticks / straws

## Lesson: 3

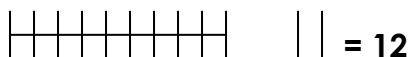
Tens and Ones

- Drawing tens and Ones e.g.



= 11

1 ten 1 one = 11



= 12

1 ten 2 ones = 12

etc.....

*Ref: MK Bk 1 pg 41 – 46  
Oxford Pr. Mtc Bk 1 pg 22 - 23*

Activity: Drawing tens and ones

- |               |               |
|---------------|---------------|
| a. 10 = _____ | f. 20 = _____ |
| b. 25 = _____ | g. 19 = _____ |
| c. 34 = _____ | h. 8 = _____  |
| d. 12 = _____ | i. 60 = _____ |
| e. 42 = _____ | j. 93 = _____ |

*(Refer to the mtc. File for more practice)*

## Lesson: 4

Tens and Ones

- Filling in tens and ones e.g.

24 = \_\_\_\_\_ tens \_\_\_\_\_ ones

\_\_\_\_\_ = 5 tens 7 ones

Activity: Filling in Tens and Ones

- 10 = \_\_\_\_\_ tens \_\_\_\_\_ ones
- \_\_\_\_\_ = 2 tens 3 ones
- 78 = \_\_\_\_\_ tens 8 ones
- \_\_\_\_\_ = 9 tens 4 ones
- 95 = \_\_\_\_\_ tens \_\_\_\_\_ ones
- 30 = \_\_\_\_\_ tens \_\_\_\_\_ ones

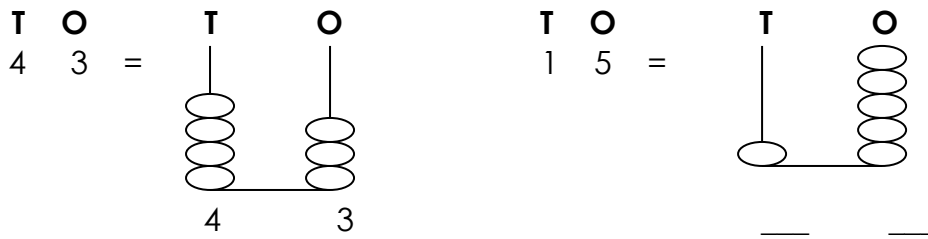
*Ref: MK Bk 1 pg 52, Bk 2 pg 15*

*(Refer to the mtc. File for more practice)*



**Lesson:5**  
**Tens and Ones**

- **The abacus**
- **Representing numbers on the abacus. E.g.**



**Activity: Drawing and filling the abacus (Refer to the mtc. File for an activity)**

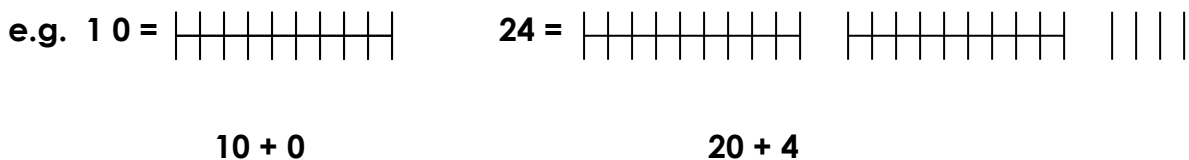
**Ref: MK Bk 1 pg 54 – 55 (New addition) : MK Bk 2 pg16 -17**  
**MK Bk 1 pg 74 – 76**

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**Lesson:6**

**Expanded form**

- **Reading and writing numbers in expanded form**



**Activity: Writing numbers in expanded form (Refer to the mtc. File for an activity)**

**WEEK 5**

**Lesson 1**

**What number has been expanded?**

**Examples: 20 + 3 = 23      60 + 6 = 66**

**Activity: Write the number that has been expanded. (Refer to the mtc. File for more practice)**

**10+ 5 = \_\_\_\_\_**

**50 + 1= \_\_\_\_\_**

**30 + 9= \_\_\_\_\_**

**20 + 6 = \_\_\_\_\_**

**10 + 4 = \_\_\_\_\_**

**Ref: MK Bk 2 pg 36 -37**

## Lesson 2

### Number names (0 – 9) Reviewing Pre – Primary work

#### The ones (0 -9)

e.g 0 – zero      4 – four      8 – eight  
1 – one      5 – five      9 – nine  
2 – two      6 – six  
3 – three      7 – seven

Activity: reading, spelling, writing in words or figures

A.

a. 7 \_\_\_\_\_ f. 4 \_\_\_\_\_  
b. 5 \_\_\_\_\_ g. 3 \_\_\_\_\_  
c. 2 \_\_\_\_\_ h. 1 \_\_\_\_\_  
d. 0 \_\_\_\_\_ i. 6 \_\_\_\_\_  
e. 9 \_\_\_\_\_ j. 8 \_\_\_\_\_

B.

a. eight - \_\_\_\_\_ f. zero - \_\_\_\_\_  
b. six - \_\_\_\_\_ g. one - \_\_\_\_\_  
c. two - \_\_\_\_\_ h. four - \_\_\_\_\_  
d. three - \_\_\_\_\_ i. seven - \_\_\_\_\_  
e. nine - \_\_\_\_\_ j. five - \_\_\_\_\_

Ref: understanding MTC Bk 1 pg 21 – 23

MK Bk 1 New Edition pg 41 – 42

Macmillan Resources for Thematic Bk 1 pg 61

## Lesson:3

#### The teens (10 - 19)

e.g. 10 – ten      14 – fourteen      18 – eighteen  
11 – eleven      15 – fifteen      19 – nineteen  
12 – twelve      16 – sixteen  
13 – thirteen      17 – seventeen

Activity: reading, spelling, writing in words or figures, matching

(Refer to the mtc. File for more practice)

Ref: understanding MTC Bk 1 pg 21 – 23

MK Bk 1 New Edition pg 41 – 42

Macmillan Resources for Thematic Bk 1 pg 61

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## Lesson:4

#### The tens (10, 20, 30, 40- 90)

##### - One hundred (100)

e.g. 10 – ten      60 – sixty      one hundred (a hundred) = 100  
20 – twenty      70 – seventy  
30 – thirty      80 – eighty  
40 – forty      90 – ninety  
50 – fifty

**Activity: reading, spelling, writing in words or figures, matching**

**(Refer to the mtc. File for more practice)**

**Ref: understanding MTC Bk 1 pg 21 – 23**

**MK Bk 1 New Edition pg 41 – 42**

**Macmillan Resources for Thematic Bk 1 pg 61**

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**Lesson: 6**

**Revision exercise on number names (0 -100)**

**Mixed exercise (the ones, teens and tens)**

e.g. three , eight , thirteen , sixteen , forty ,twenty- eight, fifty - seven etc....

**Activity: spelling, reading and writing the figures or words**

**Ref: understanding MTC Bk 1 pg 21 – 23**

**MK Bk 1 New Edition pg 41 – 42**

**Macmillan Resources for Thematic Bk 1 pg 61**

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## **WEEK 6**

### **Lesson 1**

#### **Ordering numbers 1<sup>st</sup> – 20<sup>th</sup>**

##### **(words)**

First, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth, fifteenth

Eleventh, twelfth, thirteenth, fourteenth, sixteenth, seventeenth, eighteenth, nineteenth, twentieth

##### **(figures)**

**1<sup>st</sup> 2<sup>nd</sup> 3<sup>rd</sup> 4<sup>th</sup> 5<sup>th</sup> 6<sup>th</sup> 7<sup>th</sup> 8<sup>th</sup> 9<sup>th</sup> 10<sup>th</sup>**

**11<sup>th</sup> 12<sup>th</sup> 13<sup>th</sup> 14<sup>th</sup> 15<sup>th</sup> 16<sup>th</sup> 17<sup>th</sup> 18<sup>th</sup> 19<sup>th</sup> 20<sup>th</sup>**

**Activity: Match the words to the figures correctly**

third	2 <sup>nd</sup>
twentieth	4 <sup>th</sup>
sixth	9 <sup>th</sup>
fifth	3 <sup>rd</sup>
first	6 <sup>th</sup>
ninth	1 <sup>st</sup>
second	20 <sup>th</sup>
fourth	5 <sup>th</sup>

**(Refer to the mtc. File for more practice)**

**REF: MK.bk 2 pg 16 -17 bk 1 pg 74 -76**

## **OPERATIONS**

### **Lessons 2**

#### **Zero concept:**

##### **Adding zero to a number**

**Any number plus zero is that number.**

**Examples:**

$$5 + 0 = 5$$

$$8 + 0 = 8$$

$$12 + 0 = 12$$

$$20 + 0 = 20$$

##### **Exercise**

$$4 + 0 =$$

$$15 + 0 =$$

$$7 + 0 =$$

$$30 + 0 =$$

Add more numbers for practice.

### **Lesson3**

##### **Adding a number to zero**

**Zero plus any number is that number.**

**Examples:**

$$0 + 2 = 2$$

$$0 + 6 = 6$$

$$0 + 10 = 10$$

$$0 + 24 = 24$$

##### **Exercise**

$$0 + 9 =$$

$$0 + 3 =$$

$$0 + 20 =$$

$$0 + 14 =$$

Add more numbers for practice.

## Lesson: 4

Subtracting zero from a number.

Any number minus /take away zero is that number.

### Examples:

$$6 - 0 = 6$$

$$12 - 0 = 12$$

$$28 - 0 = 28$$

### Exercise

$$7 - 0 =$$

$$2 - 0 =$$

$$9 - 0 =$$

$$30 - 0 =$$

Add more numbers for practice.

## Lesson: 5

### Multiplying by zero

Any number times 0 is 0 ( 0 groups of any number is 0)

$$0 \times 2 = 0$$

$$3 \times 0 = 0$$

$$0 \times 8 = 0$$

### Exercise

#### Multiply

$$0 \times 5 = \quad 0 \times 10 = \quad 0 \times 12 = \quad 15 \times 0 =$$

$$0 \times 1 = \quad 9 \times 0 = \quad 0 \times 7 = \quad 0 \times 13 =$$

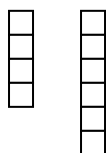
$$0 \times 20 = \quad 63 \times 0 = \quad 4 \times 0 = \quad 5 \times 0 =$$

Add more numbers for practice.

## Lesson: 6

- Adding numbers less than 20 both horizontally and vertically.
- adding and counting

e.g.  $4 + 6 = 10$



4 ○○○○

+6 ○○○○○○  
—  
10

Activity: Add correctly.

A 1)  $2 + 7 =$     2)  $9 + 6 =$     3)  $13 + 6 =$     4)  $1 + 4 + 5 =$     5)  $3 + 3 + 2 =$

B 1) 8

$$\begin{array}{r} +1 \\ 8 \\ \hline \end{array}$$

2) 3

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

3) 12

$$\begin{array}{r} +4 \\ 12 \\ \hline \end{array}$$

4) 2

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

5) 1

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

6) 16

$$\begin{array}{r} +2 \\ 16 \\ +3 \\ \hline \end{array}$$

Ref: Understanding MTC Bk 1 pg 32, 33, 34

Macmillan MTC Practice Bk 1 pg 25

MK Bk 1 pg 26, 27, 28, 31, 32, 33, 34

Primary sch. MTC Bk 1 pg 34 -35

**Lesson: 6**

**Word problems involving addition**

- Reading, interpreting, adding, writing, forming word problems.

e.g. a) 1 house + 2 houses = \_\_\_\_\_ houses

- a) Mummy has 5 bananas. Daddy has 3 bananas.  
How many bananas do they have altogether?  
 $= 5 + 3 =$  \_\_\_\_\_  
They have \_\_\_\_\_ bananas altogether.

**Ref: MK Bk 1 pg 29- 30, Bk 2 pg 35.**

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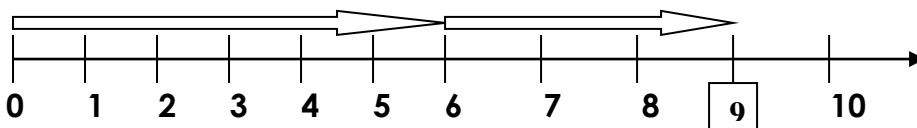
**WEEK 7**

**Lesson1**

**Adding numbers less than 20 on a number line**

- **Drawing a number line**
- Adding numbers on a number line

e.g.  $6 + 3 =$  9



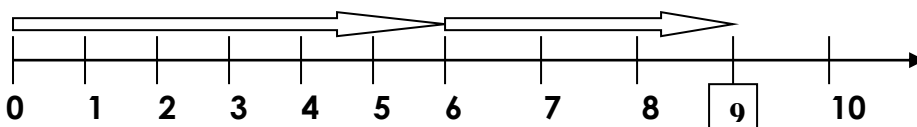
**Activity: Add these numbers on a number line**

1)  $3 + 6 =$     2)  $2 + 7 =$     3)  $9 + 1 =$     4)  $4 + 5 =$     5)  $5 + 2 =$     6)  $3 + 2 =$

**Lesson: 2**

**Writing statements from the given number lines.**

**Example;**



**Ref: Teacher's own collection (Refer to the mtc. File for more exercises)**

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### Lesson:3

#### Addition of Tens and Ones

- Adding 1 digit number to 2 digits (without re –grouping).

Examples

$$\begin{array}{r} \text{T} \quad \text{O} \\ 1 \quad 2 \\ + \quad 5 \\ \hline 1 \quad 7 \end{array}$$

$$\begin{array}{r} \text{T} \quad \text{O} \\ 2 \quad 4 \\ + \quad 3 \\ \hline 2 \quad 7 \end{array}$$

**Activity:** Re – arranging the sums in Tens and Ones and adding correctly.

*(Refer to the mtc. File for more exercises*

**Ref:** MK Bk 2 pg 34

*Pr. Sch. MTC Bk 2 pg 19, 20*

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### Lesson: 4

#### Addition of Tens and Ones

- Adding 2 digit numbers to 2 digits (without re –grouping).

Examples

$$\begin{array}{r} \text{T} \quad \text{O} \\ 4 \quad 2 \\ + 1 \quad 6 \\ \hline 4 \quad 8 \end{array}$$

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

**Activity:** Re – arranging the sums in Tens and Ones and adding correctly.

*(Refer to the mtc. File for more exercises*

**Ref:** MK Bk 1 pg 77 -78(Old edition) pg 56(New edition)

**MK Bk 2**

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### Lesson:5

#### Addition of Tens and Ones

- Word problems involving addition of Tens and Ones

e.g. a) Jane has 13 eggs. Ruth has 4 eggs. How many eggs do they have altogether? =  $13 + 4 =$

$$\begin{array}{r} \text{T} \quad \text{O} \\ 1 \quad 3 \\ + \quad 4 \\ \hline 1 \quad 7 \end{array}$$

They have **17** eggs altogether.

b) James has 22 oranges. Ann has 15 oranges. How many oranges do they have altogether?  
 $= 22 + 15 = \underline{\quad}$

	T	O
	2	2
+	1	5
	3	7

They have **37** oranges altogether.

**Activity:** Re – arranging the sums in Tens and Ones and adding correctly.

*(Refer to the mtc. File for more exercises*

**Ref:** MK Bk 2 pg 35

**Lesson:** 6

### Operations of number (subtraction)

- Subtraction of numbers less than 20 both vertically and horizontally
- Subtracting and counting

e.g.

$6 - 4 =$

6	○ ○ ○ ○ ○ ○
- 4	
2	

**Ref:** MK Bk 1 pg 69 -70 (New edition)

*MK Bk 1 pg 32-33 (Old edition)*

## WEEK 8

### Lesson: 1

#### Word problems involving subtraction

- Reading, interpreting, subtracting, writing, forming word problems.

e.g. a) 2 mats – 1 mat = \_\_\_\_\_ mat

b) James had 8 shirts. He gave 4 shirts to Peter. How many shirts remained?  $= 8 - 4 =$  \_\_\_\_\_. He remained with \_\_\_\_\_ shirts.

**Ref:** MK Bk 1 pg 71 - 72 (New edition)

*MK Bk 1 pg 34 (Old edition)*

### Lesson: 2

#### **Subtraction of Tens and Ones**

- Subtracting 1 digit number from 2 digits (without re –grouping).

e.g. a) 

	T	O	O
3	6	-	4
	3		2

 $= \underline{32}$

b) 

	T	O	O
8	5	-	3
	8		2

 $= \underline{82}$

**Ref:** Pr. Sch MTC bk 2 pg 21

“ Bk 2 pg 66

	T	O
	3	6
-	4	
	3	2

	T	O
	8	5
-	3	
	8	2



**Activity: Re – arranging the sums in Tens and Ones and subtracting correctly.**

**Lesson: 3**

- Subtracting 2 digit numbers from 2 digits (without re –grouping).

e.g. a)  $\begin{array}{r} \text{T O} \\ 52 \end{array} - \begin{array}{r} \text{T O} \\ 12 \end{array} = \underline{40}$       b)  $\begin{array}{r} \text{T O} \\ 35 \end{array} - \begin{array}{r} \text{T O} \\ 33 \end{array} = \underline{2}$

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

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

**Activity: Re – arranging the sums in Tens and Ones and subtracting correctly.**

**Ref: MK Bk 1 pg 73(New edition), Oxford Pr. MTC Bk 1 pg 40, 41**  
**MK Bk 2 pg 59, Pr. Sch. MTC Bk 2 pg 22**

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**Lesson:4**

**Subtraction of Tens and Ones**

- Word problems involving subtraction of Tens and Ones

e.g. a) Tim has 25 mangoes. 4 of them are raw. How many mangoes are ripe?  $25 - 4 = \underline{\quad}$

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

There are **21** ripe mangoes.

b) Joy had 44 books. She gave 10 books to her teacher. How many books did she remain with?  $= 44 - 10 = \underline{\quad}$

$$\begin{array}{r} \text{T} \quad \text{O} \\ 4 \quad 4 \\ - 1 \quad 0 \\ \hline 3 \quad 4 \end{array}$$

She remained with **34** books.

**Activity: Re – arranging the sums in Tens and Ones and adding correctly.**

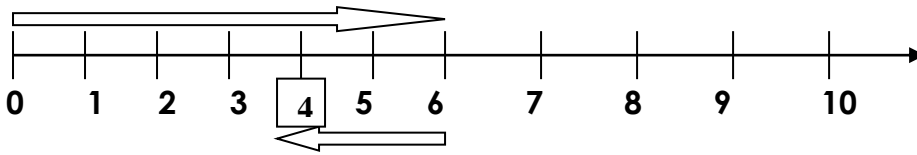
**Ref: MK Bk 2 pg 62, bk 1 pg 72**

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## Lesson: 5

### Subtracting numbers less than 20 on a number line

- Drawing a number line
  - Subtracting numbers on a number line
- e.g.  $6 - 2 = \underline{4}$



Activity: Subtract these numbers on a number line

1)  $8 - 4 =$     2)  $7 - 2 =$     3)  $9 - 4 =$     4)  $12 - 8 =$     5)  $5 - 2 =$     6)  $10 - 3 =$

## Lesson: 6

Write statements from the given number lines

(Refer to the prepared work in the Mtc file)

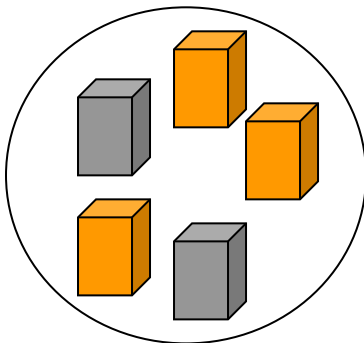
Ref: Teacher's own collection

## WEEK 9

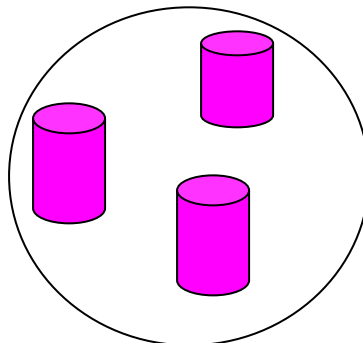
### Lesson: 1

### TOPIC: SETS

- **Meaning:** A set is a collection of well defined members.
- **Sorting / identifying sets practically**
- **Forming sets e.g.**



A set of five boxes



A set of three tins.

Activity: 1. Name the sets drawn.  
2. Draw the sets given.

Ref: Macmillan Mtc Bk 1 pg 1, 3, 4

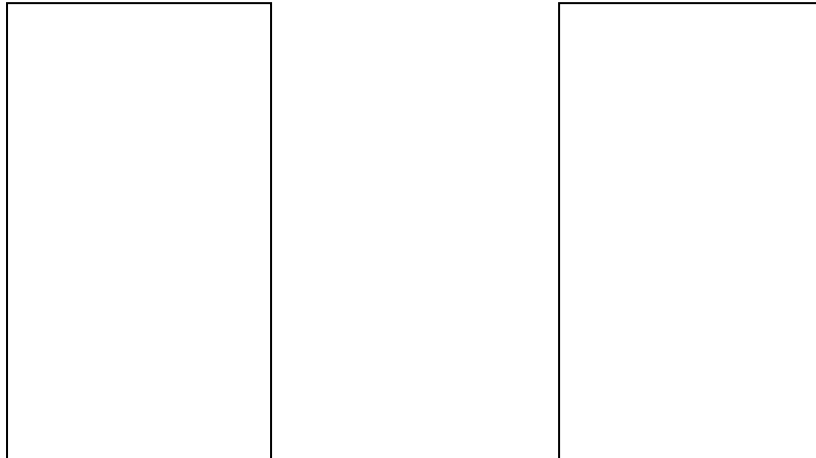
MK Bk 1 pg 14, 15, 16

MK Bk 2 pg 1

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**Lesson:2**

**Matching sets (things we use in the classroom)**



**Ref: MK Bk 2  
page 3 -4,  
MK.bk 3 pg 14**

**(Refer to the prepared work in the Mtc file)**

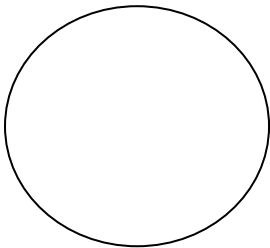
**Lesson:3**

**Comparing sets**

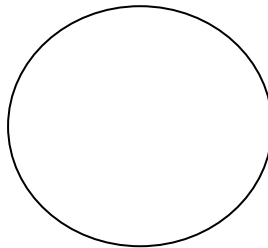
- counting objects
- **comparing objects**

**e.g.**

**Set A**



**set B**



**Questions:**

**1.** How many members has set **A**?    **3.** Which set has more members?

Set **A** has **4** members.

Set **B** has more members.

**2.** How many members has set **B**?    **4.** Which set has less (fewer) members?

Set **B** has **6** members.

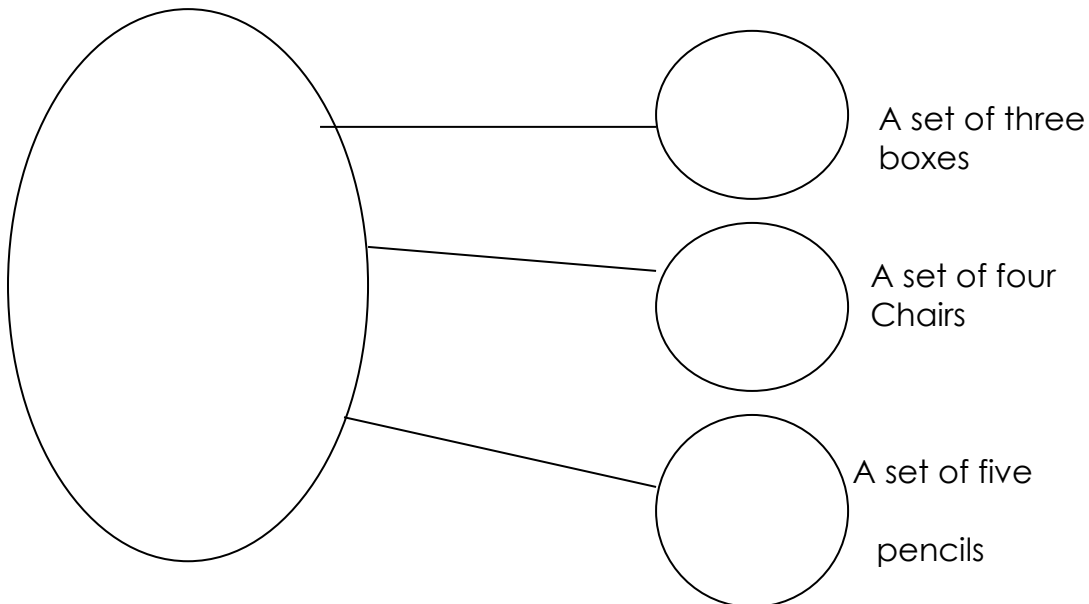
Set **A** has less (fewer) members than set B.

**Ref: MK Bk 2 page 6, prepared work on paper. (Refer to the prepared work in the Mtc file)**

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## Lesson:4

### Forming new sets from the big ones



(Refer to the prepared work in the Mtc file)

Ref: Pr. MTC for Uganda Bk 1 pg 2 – 3  
Oxford Pr. MTC Bk 1 pg. 2-3  
MK Bk 2 pg 5

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## Lesson 5

### An empty set

- **Meaning:** An empty set is a set without members.

**E.g.** A set of lions in Greenhill Academy

A set of boys with 4 heads each. Etc....

### **The concept of an empty set**

**Definition – An empty set is without members(elements)**

Examples of an empty set:

A set of cups dancing

A set of girls with 5 legs

A set of tables walking

### **Exercise**

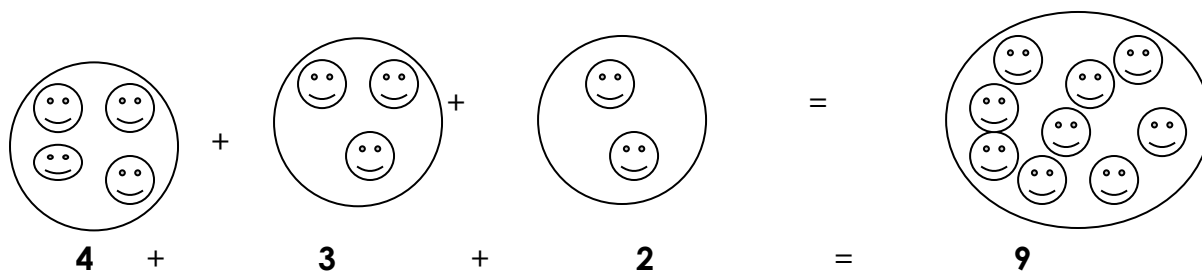
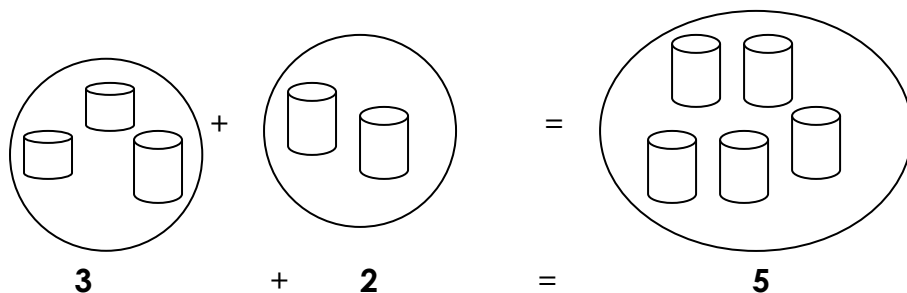
#### **Write true or false**

- a) A set of plates jumping. \_\_\_\_\_
- b) A set of girls singing. \_\_\_\_\_
- c) A set of boys with horns. \_\_\_\_\_
- d) A set of trees talking. \_\_\_\_\_
- e) A set of goats eating grass. \_\_\_\_\_

## Lesson 6

### Joining sets

- Drawing, adding and counting. E.g.



(Refer to the prepared work in the Mtc file for the activity)

Ref: Mk Bk 1 pg 24, 25, 26, 27, 28, 31, 32, 33, 34

Understanding Mtc Bk 1 30, 31, 32, 33, 34, 35, bk 2 pg 5

## WEEK 10

### Lesson: 1

#### Numeration system

#### Number patterns and sequence

- Patterns of 2, 5 and 10

e.g.

a) 2, 4, 6, 8, \_\_\_\_\_, \_\_\_\_\_

Lesson: 45 +5 +5 +5

b) 5, 10, 15, 20, \_\_\_\_\_, \_\_\_\_\_

### Lesson: 2

c) 10, 20, 30, 40, 50, \_\_\_\_\_, \_\_\_\_\_

Activity: Completing the number sequences given in the references below. (Patterns of 2, 5 and 10 only)

(Refer to the prepared work in the Mtc file)

Ref: MK Bk 1 pg 79 (New edition)

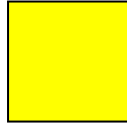
MK Bk 2 pg 121

**Lesson:3**  
**GEOMETRY**  
**Shapes**

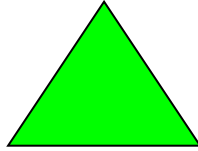
- Drawing and naming the basic shapes. E.g.



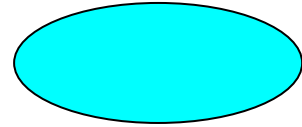
rectangle



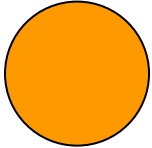
square



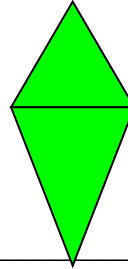
triangle



oval



circle



kite

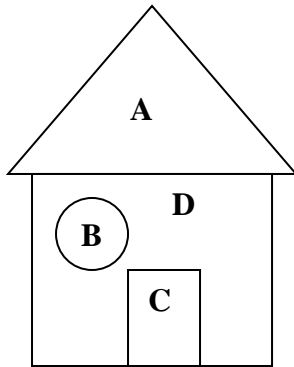
**Ref: MK Bk 1 pg 89 (New edition), Bk 2 pg 70-72**

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**Shapes**

- Naming shapes of objects

**Activity: Name the shapes of the parts shown**

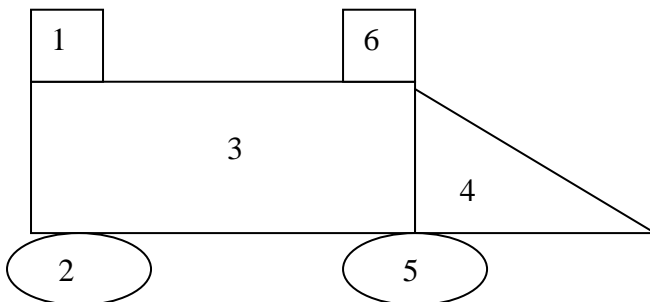


**A -** \_\_\_\_\_

**B -** \_\_\_\_\_

**C -** \_\_\_\_\_

**D -** \_\_\_\_\_



1 - \_\_\_\_\_ 3 - \_\_\_\_\_ 5 - \_\_\_\_\_

2 - \_\_\_\_\_ 4 - \_\_\_\_\_ 6 - \_\_\_\_\_

**(Refer to the prepared work in the Mtc file)**

Lesson 4

Shapes of objects

- Objects with the shape of a triangle. E.g.

Milk packet	Roof tops	samosa

- Objects with the shape of a rectangle and square. E.g.

box	window	door	table -top

- Objects with the shape of a circle. E.g.

ball	water -melon	orange	pancake

Ref: Trs' own collection, Pr. Sch. Mtc Bk 1 pg 69

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- Lesson 5
- Number families in addition
- The two addends of the given numbers e.g.

What two numbers can be added to get 2?  
Working: list all the numbers that less than 2 to 2  
(0, 1, 2)

$0 + \underline{2} = 2$     ☐ ☐

$1 + \underline{1} = 2$     ☐ ☒

$2 + \underline{0} = 2$     ☒ ☒

Activity: What two numbers add up to: 4, 5, and 6?

Ref: MK Bk 1 (old edition) pg

What numbers add up to 3?  
(Numbers less than or equal to 3)  
(0, 1, 2, 3)

$0 + \underline{3} = 3$     ☐ ☐ ☐     $3 + \underline{0} =$     ☒ ☒ ☒

$1 + \underline{2} = 3$     ☐ ☐ ☒

$$2 + 1 = \bigcirc \bigcirc \bigcirc$$

Activity: (Refer to the prepared work in the Mtc. File)

## Lesson 6

### Family numbers in addition

- Pairs of numbers that add to 7, 8, 9, 10
- E.g. ( follow the working in examples given in the previous lesson)

$$0 + 7 = 7$$

$$1 + 6 = 7$$

$$2 + 5 = 7$$

$$3 + 4 = 7$$

$$4 + 3 = 7$$

$$5 + 2 = 7$$

$$6 + 1 = 7$$

$$7 + 0 = 7$$

Activity: (Refer to the prepared work in the Mtc. File)

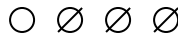
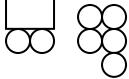
Ref: MK Bk 1 (Old edition) pg 52)

### WEEK 11

#### Lesson 1

Missing addends with numbers 1 – 10

Examples: a)  $\boxed{2} + 5 = 7$     b)  $3 + \boxed{1} = 4$     c)  $5 + \boxed{3} = 8$



$$\begin{array}{l} \boxed{\phantom{00}} = 8 - 5 \\ \boxed{\phantom{00}} = 3 \end{array}$$



Activity: is given in MK Bk 1 pg 111 -114.

(Refer to the prepared work in the Mtc. File)

Ref: MK Bk 1 pg111- 114

Macmillan Mtc practice Bk 1 pg 69, 70

# END