MBUYA PARENTS, SCHOOL

PRIMARY ONE LESSON NOTES FOR TERM ONE

LESSON 1

THEME; **OUR SCHOOL**

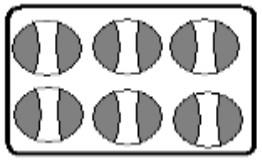
SUB_ THEME; **People in our school.**

CONTENT; **SET CONCEPTS**

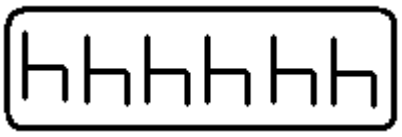
What is a set?

A set is a collection of well defined members or elements.

Count and name the sets

1.  A set of 6 balls.

2.  A set of 3 sticks.

3.  A set of 5 chairs

ACTIVITY

1.  A set of_____

2.  A set of _____

3.  A set of _____

.  A set of .....

Activity II

Draw the following sets.

a) A set of 5 boys.

b) A set of 7 flowers.

c) A set of 4 chairs.

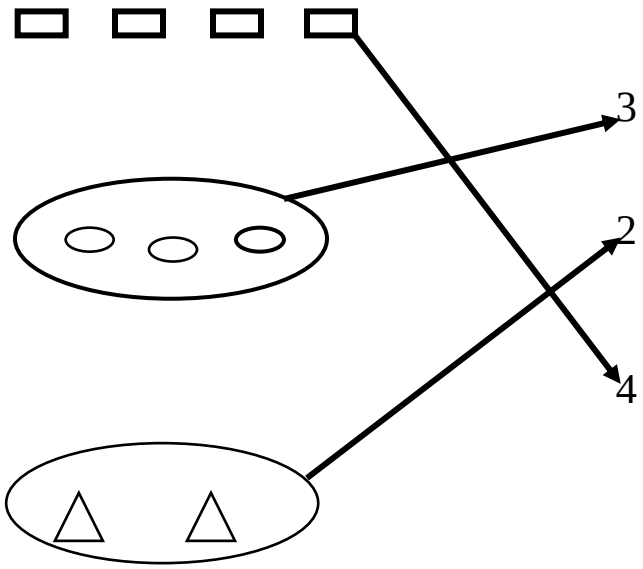
d) A set of 9 circles.

REFERENCES: MK MATHS PUPIL'S BK 1
M PAGE 1K MATHS TEACHER'S BK 1 PAGE 1.

LESSON ii
THEME: OUR SCHOOL
SUBTHEME: people in our school.

CONTENT:

Match these sets



Activity.

a) **Match the sets and the numbers.**

a) {1, 3, 8 }

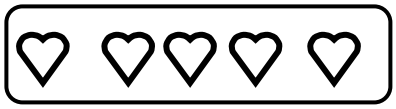
5

b) { 4, 5 }

3

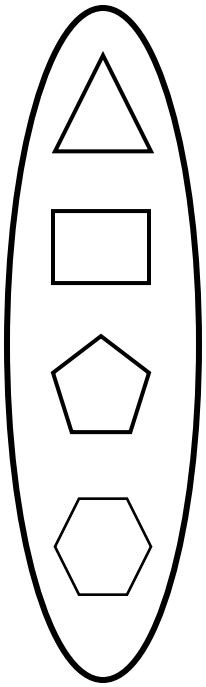
c) **{ 8, 2, 7, 9 }**

2



4

b) **Match the number of sides.**



5

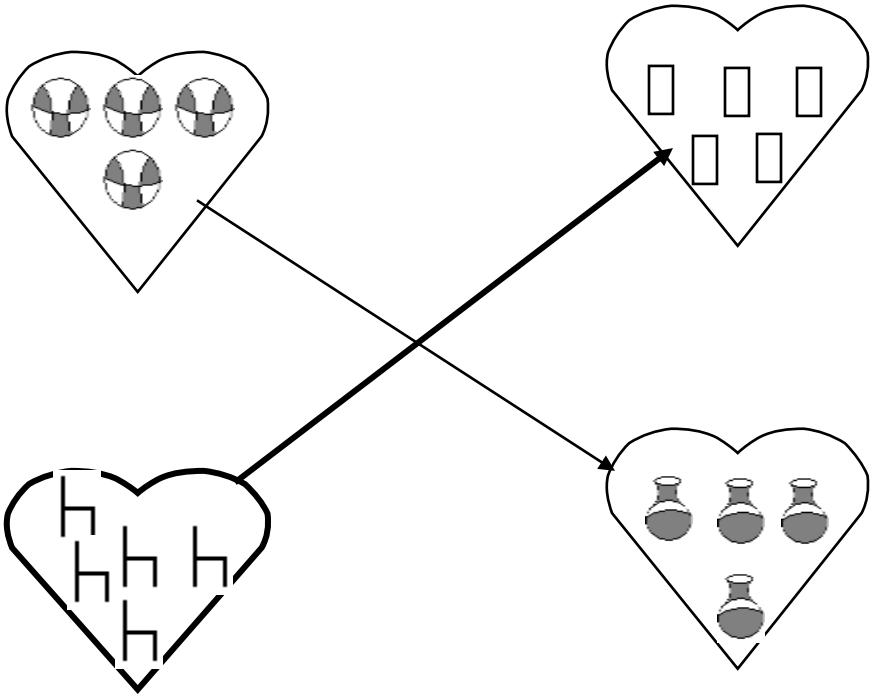
3

6

4

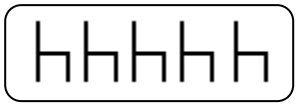
REFERENCES: MK PRIMARY MATHS PUPIL'S BK 1 PAGE 4
MK MATHS TEACHER'S BK 1PAGE 1.

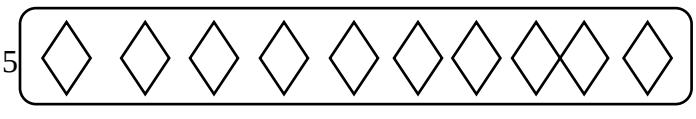
LESSON: iii
THEME: OUR SCHOOL.
SUBTHEME: people in our school.
CONTENT:
MATCHING PICTURES TO PICTURES.

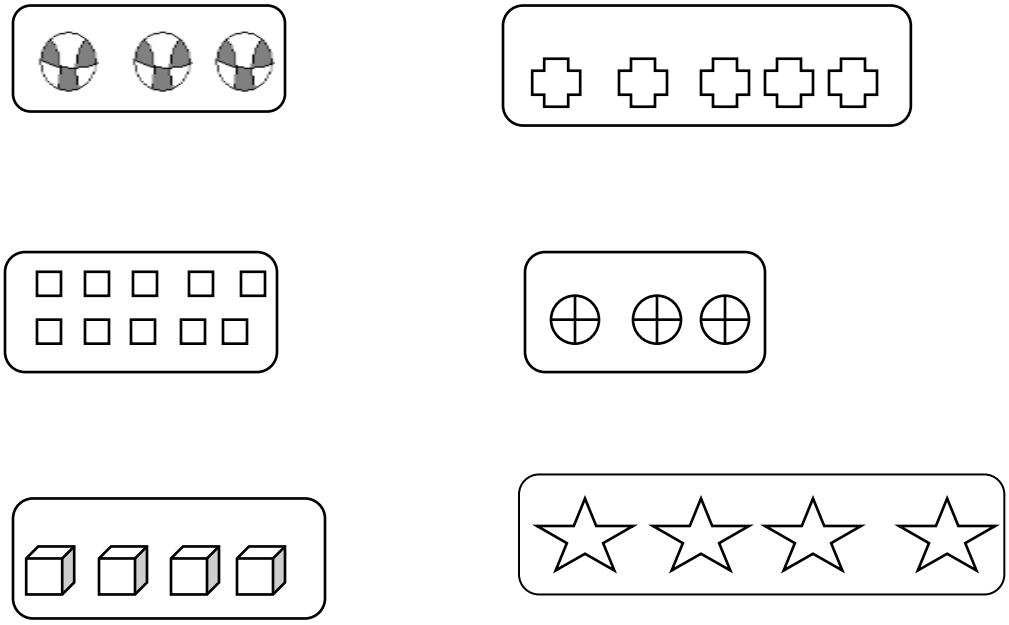


Activity.

Match the following pictures correctly.

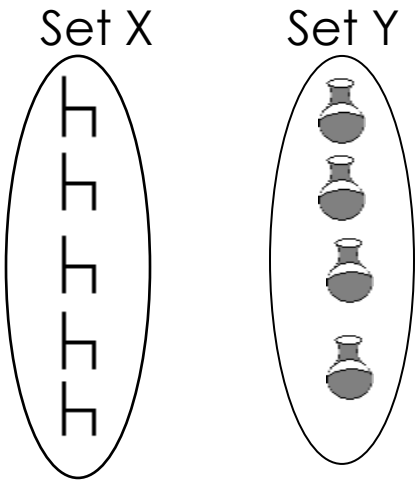






REFERENCES: MK MATHS PUPIL'S BOOK 1PAGE 3
MK MATHS TEACHER'S BOOK 1 PAGE 4 – 5.

LESSON IV
THEME: OUR SCHOOL.
SUBTHEME: Things in our school.
CONTENT:Comparing sets using less or more.



Set X has **5 members.**

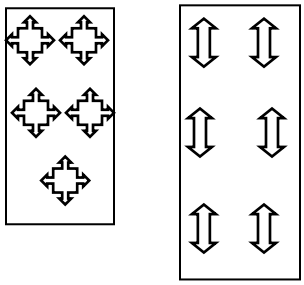
Set Y has **4 members.**

Set X has **more** members than set Y.
Set Y has **less** members than set X.

Activity

1. Study and compare the sets.

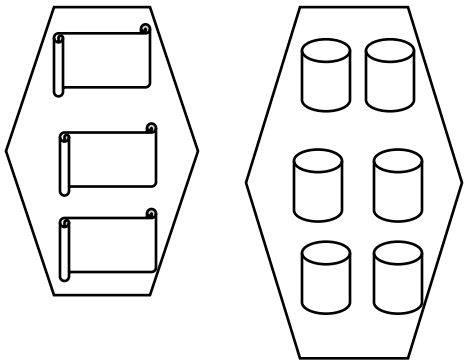
Set C Set D



How many members are in set C?_____
How many elements are in set D? _____
Which set has more members?_____
Which set has less members?_____

2. Compare the sets.

Set E Set F



Set E has …… members.

Set E has ……. Members than set F.

REFERENCES: MK MATHS PUPIL'S BK 1PAGE 6 – 7 AND TR'S PAGE 1.

LESSON V
THEME: OUR SCHOOL.
SUBTHEME: Things in our school.
CONTENT: Ordering sets using ordinal numbers.

Words used in ordering sets.

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

Activity.

1. Write the following words in ordinal figures.
   a) First. ……
   b) Second. ……
   c) Fourth. ……
   d) Seventh. ……
   e) Eleventh. ……
   f) Nineteenth. ……
   g) Third. ……
   h) Sixteenth. ……

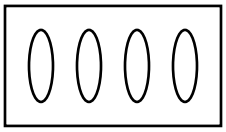
2. Write the following ordinal numbers in words.

a) 6^{th} .....
b) 10^{th} .....
c) 8^{th} .....
d) 9^{th} .....
e) 3^{rd} .....
f) 14^{th} .....
g) 5^{th} .....
h) 20^{th}. .....

REFERENCES: MK PRIMARY MATHS TEACHER'S BK 1 PAGE 5.
MK PRIMARY MATHS PUPIL'S BK 1 PAGE 12
UNDERSTANDING MATHS BOOK 1PAGE6 – 7.

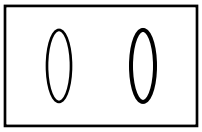
LESSON Vi
THEME: OUR SCHOOL
SUBTHEME: Things in our school.
CONTENT: Ordering sets from smallest to the biggest and to the smallest.

Set A



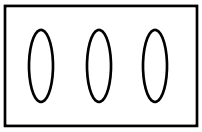
4 members

set B

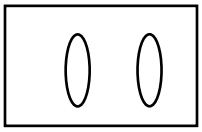


2 members

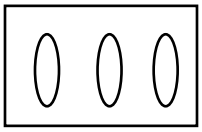
Set C



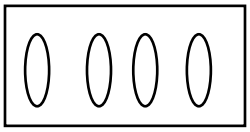
3 members



1st



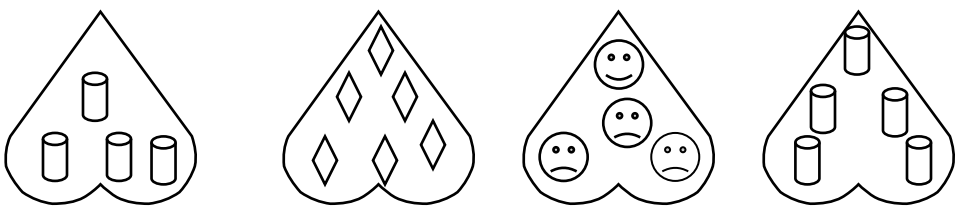
2nd



3rd

ACTIVITY 1

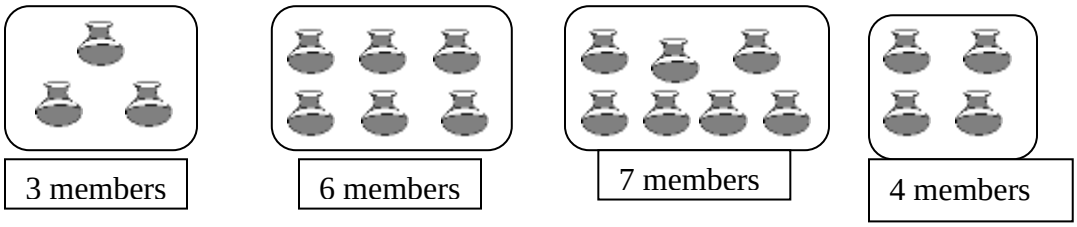
1. Arrange the sets from the smallest to the biggest.



4 members 6 members 4 members 5 members

ACTIVITY 2.

a) Order the following sets from the biggest to the smallest.



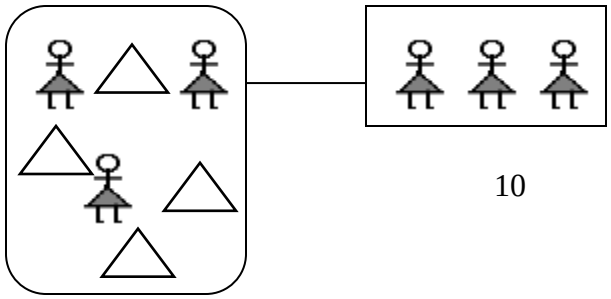
b) Which set becomes first?

c) Which set comes last?
d) Set …… comes third.
e) Set ….. Comes fourth

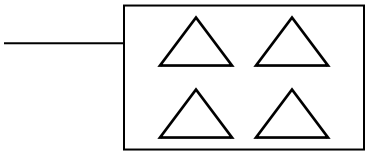
REFERENCES: UNDERSTANDING MATHS BOOK1 PAGE 3 - 4UGANDA PRIMARY MATHS BOOK 1PAGE 5.
MK PRIMARY MATHS BOOK 1 PAGE 11 - 13.

LESSON Vii
THEME: OUR SCHOOL
SUBTHEME: Activities in our school.
CONTENT: Forming new sets

Example 1

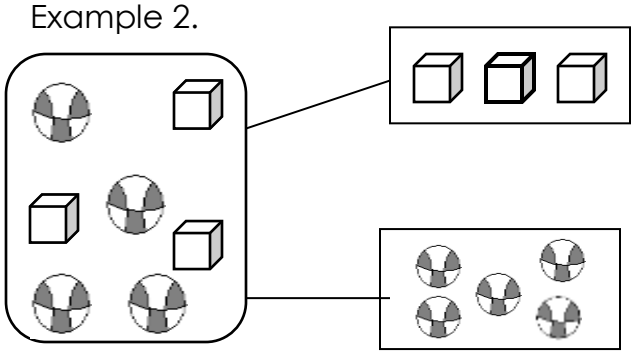


A set of three girls.



A set of four triangles.

Example 2.

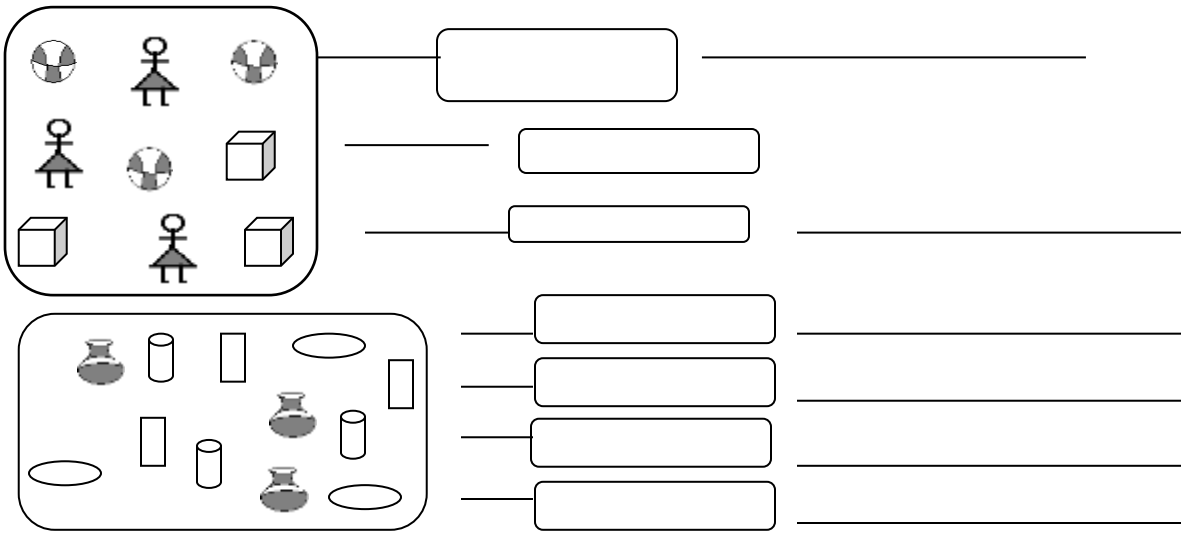


A set of 3 boxes.

A set of 5 balls.

ACTIVITY.

Form and name the sets from the groups.



REFERENCES: MK PRIMARTY MATHS BOOK 1PAGE 5
NPSC FOR UGANDA TEACHER'S BOOK 1 PAGE 98.

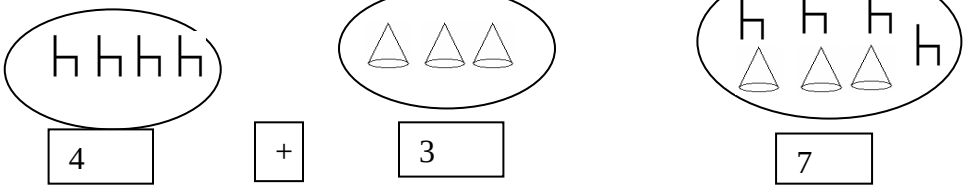
LESSON Viii

THEME: OUR SCHOOL.

SUB THEME: Activities in our school.

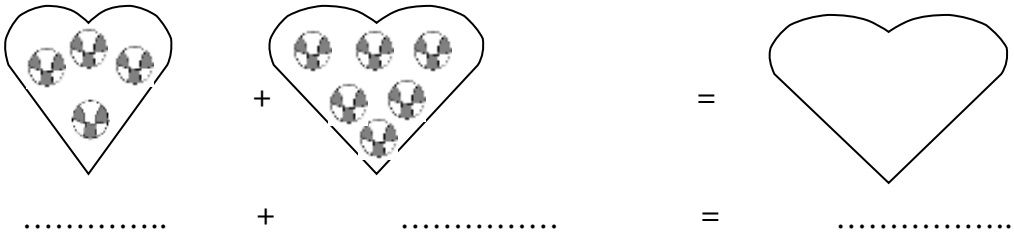
CONTENT: Adding or joining sets

Example 1.

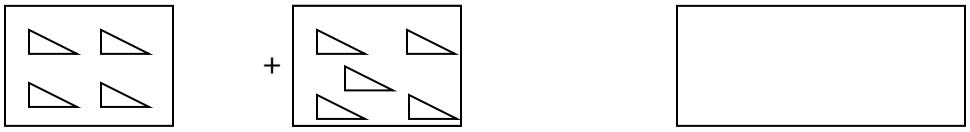


ACTIVITY.

Count and add / join the sets.



…… + …… = ……



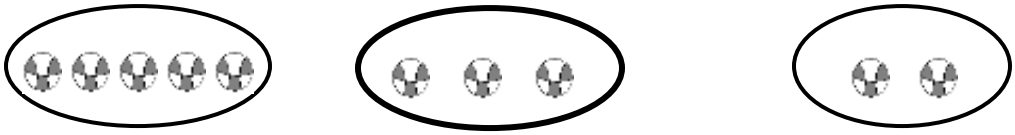
…… + …… = ……

REFERENCES: **MK PRIMARY MATHS BOOK 1 PAGE 8.**
NPSC FOR UGANDA TEACHER'S GUIDE PAGE 98.

LESSON
THEME: OUR SCHOOL
SUBTHEME: Activities in our school.
CONTENT.
SUBTRACTION OF SETS.

Example 1.

Subtract the sets.

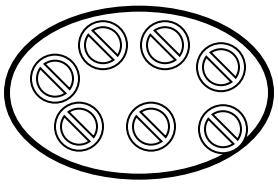


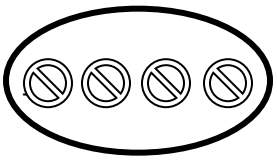
- =

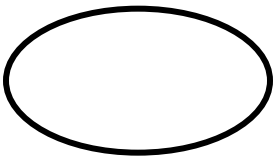
5 - 3 = 2

ACTIVITY.

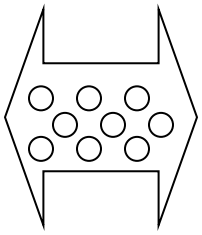
Subtract the following sets.

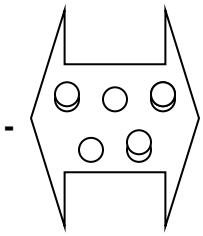


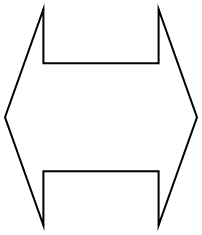




7 - 4 = ...







9 - 5 = ...

REFERENCES: UNDERSTANDING MATHS BOOK 1PAGE 7.
MK PRIMARY MATHS BOOK1 PAGE 9 – 10.
PRIMARY MATHS BOOK 1 PAGE 13.

LESSON 6.

THEME: OUR SCHOOL
SUBTHEME: Activities found in our school.
CONTENT: EMPTY SET.

An empty set is a set without members.
An empty set is also called a **Null set.**

The symbol for the empty set is ∅

Examples of empty sets.

a)A set of boys with ten legs each.

b)A set of houses made of eggs.
c)A set of girls in P.1 who have babies.

ACTIVITY.

Write **empty** or **not empty**.

1. Girls in P.1 with 5 eyes.
2. A tree having green leaves.
3. A president who is a boy.
4. A house with two doors.
5. Cows which lay eggs.
6. Teachers who eat nails as their lunch.
7. Children who eat lunch

REFERENCES: PRIMARY MATHS BOOK 1 PAGE 2.
NSPC TEACHER'S BOOK 1 PAGE 104.

LESSON 7.

THEME: OUR SCHOOL
SUB THEME: Activities in our school.
CONTENT: EQUAL SETS.

What are equal sets?

Equal sets are the sets with the same number of members of the same kind.
The symbol for equal $=$

Examples of equal sets.

Set A = {1, 2, 3, 4} Set B = {1, 2, 3, 4}
Set A has four members and set B has four members which are the same. So, A = B

Set P = {m, a, n } Set K = {n, a, m }

Set P has three members and set K has three members which are the same. So, Set P = Set K

Set M has two stars and set T has two stars. So, sets M and T are equal sets.

Set W has three flags and set X has three flags. So, sets X and W are equal sets.

ACTIVITY

Write equal or not equal in the sets below.

Set A is …… to set B.

Set C is …… to set D.

Set E is ……to set F.

Set Z = {man, woman. Boy, girl} and set W = {boy, girl, woman, man}

Set W is ……to set Z.

REFERENCES. PRIMARY MATHS BOOK1 PAGE 3
NSPC TEACHETR'S BOOK 1 PAGE 104.

LESSON 8 THEMES: WEATHER.
SUBTHEME: TYPES AND ELEMENTS OF WEATHER.
CONTENT: Addition up to 2 digit number without regrouping

Examples.

T	O
1	2
+	2
1	**4**

T	O
5	4
+ 3	3
8	**7**

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

T	O
3	5
+ 2	4
5	**9**

ACTIVITY.

Add the following numbers correctly.

T	O
2	2
+ 3	3

T	O
3	4
+ 2	4

T	O
5	6
+ 1	1

T	O
3	7
+ 3	1

T	O
2	8
+ 2	1

REFERENCES: NEW MK MATHS BOOK 1 PAGE34.
UGANDA PRIMARY MATHS BOOK 1 PAGE.

LESSON 9.
THEME: WEATHER.
SUBTHEME: TYPES AND ELEMENTS OF WEATHER.
CONTENT: Adding of numbers up to digit horizontally.

Examples:

a) 12 + 15 = **27** b) 24 + 13 = **37** c) 48 + 20 = **68.**

ACTIVITY.

Add the following numbers correctly.

20 + 4 =	18 + 61 =	45 + 33 =
15 + 51 =	16 + 10 =	64 + 25 =
12 + 21 =	44 + 55 =	94 + 5 =

REFERENCES: MK MATHS BOOK 1 PAGE 16 - 18.
UGANDA PRIMARY MATHS BOOK1 PAGE 12 - 13.

LESSON 10.
THEME: WEATHER.
SUBTHEME: TYPES AND ELEMENTS OF WEATHER.
CONTENT: Word problems involving tens and ones.

Examples.

Jane has 12 eggs. Ruth has 17 eggs. How many eggs do they have altogether?

Jane has 1 2 eggs.
Ruth has + 1 7 eggs.
2 9 eggs

ACTIVITY

a) Kairu has 23 sweets. Barigye has 14 sweets. How many sweets do they have altogether?

b) Namata has 26 mangoes and Naiga has 30 mangoes. How many mangoes do they have altogether?

c) Okello has 40 goats on his farm. Akurut has 27 goats on his farm. How many goats do they have altogether?

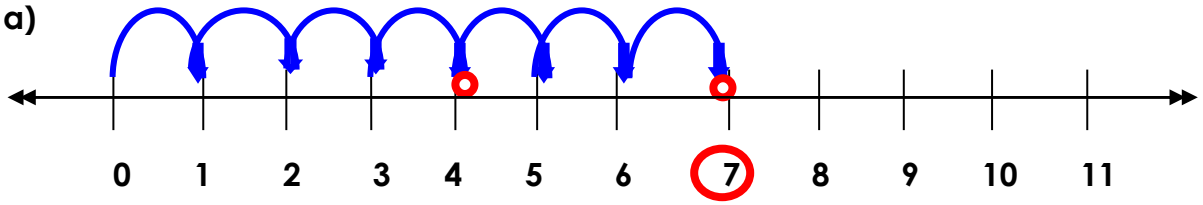
REFERENCES: MK MATHS BOOK1 PAGE 35.
UGANDA PRIMARY MATHS BOOK 1 PAGE 9 – 10.
MATHEMATICS WORK BOOK 1 PAGE 17.

LESSON 11

CONTENT; adding numbers using a number line.

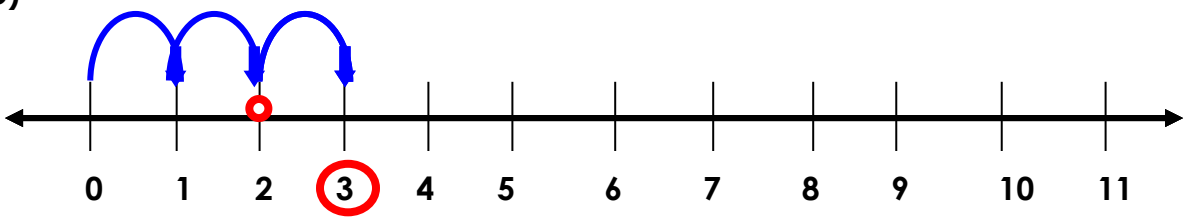
Example 1

a)



4 + 3 = 7

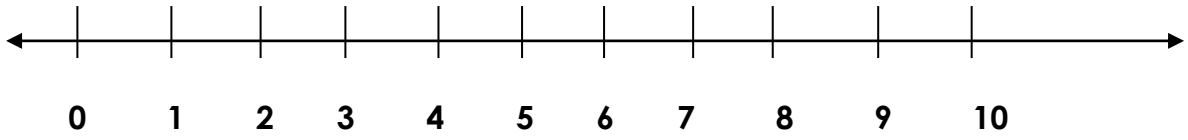
b)



2 +1 = 3

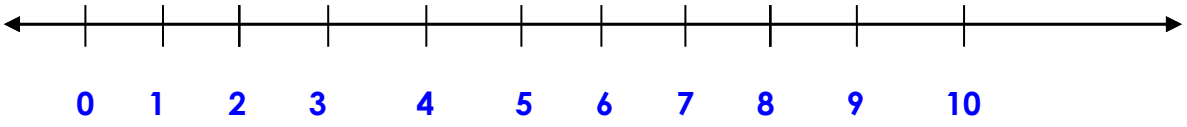
ACTIVITY

1.

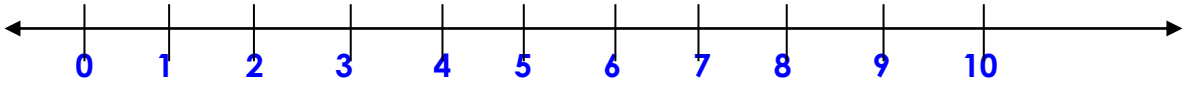


6 + 2 = _____

2.



3.



LESSON 9 AND 10
THEME WEATHER.
SUBTHEME: ACTIVITIES FOR DIFFERENT SEASONS.
CONTENT: SUBTRACTION OF TWO AND THREE DIGIT NUMBERS.

Examples.

T	O
6	4
- 5	1
1	**3**

T	O
7	8
- 5	6
2	**2**

T	O
4	8
-	3
2	**2**

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

ACTIVITY.

Subtract the following numbers.

T	O
6	7
- 5	3

T	O
8	4
- 3	2

T	O
9	2
- 7	1

T	O
6	3
- 0	3

T	O
5	1
- 4	0

T	O
3	0
-2	0

RERFERENCE:
MK MATHS BOOK 1 PAGE 59.

LESSON 1, 2 AND 3.
THEME: WEATHER
SUB THEME: ACTIVITIES FOR DIFFERENT SEASONS.
CONTENT: WORD PROBLEMS IN ADDITION

Examples.

1. Abraham had 50 mangoes. He gave away 20 mangoes to Isa. How many mangoes did he remain with?

Mangoes he had	50 mangoes.
Mangoes he gave out	+ 20 mangoes.
Mangoes remained	**30 mangoes.**

2. The head teacher had 56 books and gave 23 to P.2 and the rest to P.3. How many books were given to P.3?

Books he had	56 books.
P.2 books	- 23 books
P.3 books	**33 books**

ACTIVITY I

1. Nansubuga had 48 cups. She gave away 36 cups to Namale. How many cups did she remain with?
2. There are 99 books in our library. If 92 books were borrowed, how many books remained in the library?
3. Kamoga had 57 crates of soda. He sold 34 crates. How many crates remained?

ACTIVITY II

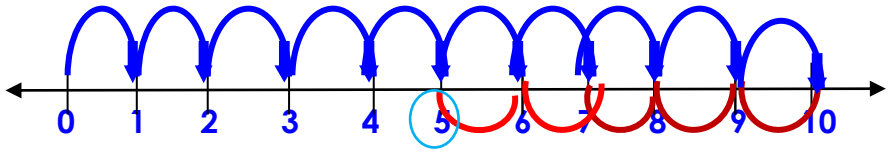
1. Kato had 80 bags of coffee. He sold 70 bags. How many bags remained?

2. There were 10 pupils in P.2 classes. If all of them passed, How many pupils failed?
3. Amooti had 98 chicken on his farm. 78 chicken died. How many chicken remained?

LESSON 4
THEME: WEATHER
SUBTHEME: ACTIVITIES FOR DIFFERENT SEASONS.
CONTENT; Subtracting using a number line.

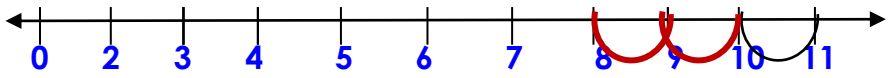
Example 1

1.



10 – 5 = 4

2.

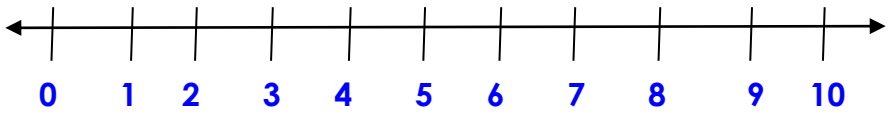


11 – 3 = 8

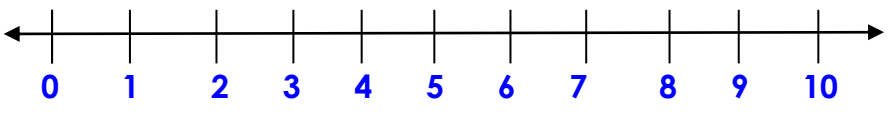
ACTIVITY

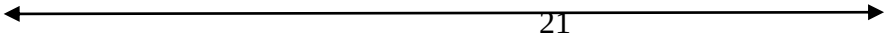
Subtract using the number line .

1.



2.





4.
5. 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10

THEME: WEATHER.

SUBTHEME: EFFECTS AND MANAGEMENT OF WEATHER.

CONTENT: MULTIPLICATION OF 2 BY TWO DIGIT NUMBERS.

REVIEW

1 X 2 = 2

2 X 2 = 2 + 2 = 4

3 X 2 = 2 + 2 + 2 = 6

Examples.

Multiplying horizontally.

10 X 2 = **20** 11 X 2 = **22** 4 X 2 = **8**

6 X 2 = 12 3 X 2 = **6** 7 X 2 = **14**

Multiplying vertically.

T	O		T	O	
1	3	2 x 3 = 6	3	4	2 x 4 = 8
X	2	2 x 1 = 2	X	2	2 x 3 = 6
2	**6**		**6**	**8**	

ACTIVITY

Multiply the following numbers.

12 x 2 = 9 x 2 = 1 x 2 =

4 x 2 = 3 x 2 =

1) Multiply the following vertically.

T	O
5	2
X	2

T	O
4	0
x	2

T	O
3	4
x	2

T	O
4	1
x	2

REFERENCES.

MK MATHS BOOK 1PAGE 43.

UNDERSTANDING MATHS BOOK 1 PAGE 46.

LESSON 2

THEME: ACCIDENTS AND SAFETY

SUB THEME: ACCIDENTS AND SAFETY AT HOME.

CONTENT Multiply 3

REVIEW.

1 X 3 = 3

2 X 3 = 3 + 3 = 6

3 X 3 = 3 + 3 + 3 = 9

Examples.

2 x 3 = 6 3 x 3 = 9 10 x 3 = 30.

T	O	
3	3	3 X 3 = 9
X	3	3 X 3 = 9
9	**9**	

T	O	
5	1	3 X 1 = 3
X	3	3 X 5 = 15
15	**3**	

ACTIVITY

Multiply the following numbers by 3

8 x 3 = 3 x 3 = 5 x 3 =

6 x 3 =

T	O
5	2
X	3
X	3

T	O
1	3
X	3

T	O
4	1
X	3

REFERENCE: MK MATHS BOOK 1 PAGE 45 – 46.
TOP SCORE 1 PAGE 23.

LESSON 111

THEME; ACCIDENTS
SUB_ THEME; ACCIDENTS AND SAFETY AT HOME..
CONTENT; Division of 2 and 3 numbers.

Example 1

Divide by 2

A) 8 ÷ 2 =4 b) 12÷ 2 =6 c) 4÷ 2 =2
d) 10÷ 2 =5

a) 18 ÷ 2 = 9 g) 14 ÷ 2 = 7

Activity 1

1. 2 ÷ 2 = b) 20 ÷ 2 = c) 10 ÷ 2 =
d) 24 ÷ 2 =

Division of 3 numbers

Example 1

a)9 ÷ 3 =3 b) 12 ÷ 3 =4 c) 15 ÷ 3 =5
d) 21 ÷ 3 = 7

Activity

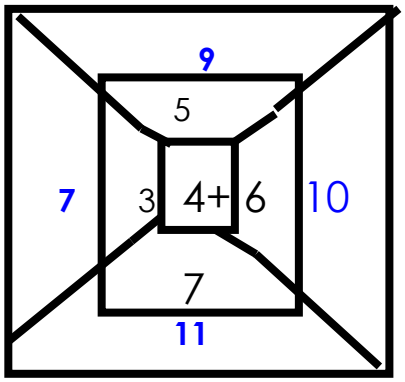
a) 15 ÷ 3 = b) 3 ÷ 3 = c) 12 ÷ 3 =
d) 24 ÷ 3 =

e) 6 ÷ 3 = f) 30 ÷ 3 = g) 9 ÷ 3 =

THEME; ACCIDENTS AND SAFETY
SUB_ THEME; ACCIDENTS AND SAFETY AT HOME.
CONTENT; completing table of operation.

Example 1

a).

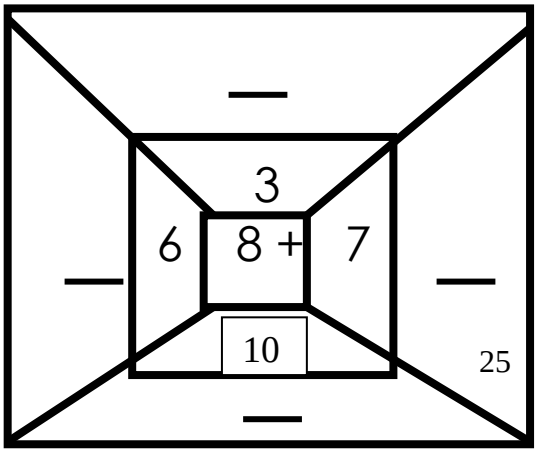


a) 4+ 6 =10
b) 4+ 7 =11
c) 4 +3 = 7
d) 4 +5 = 9

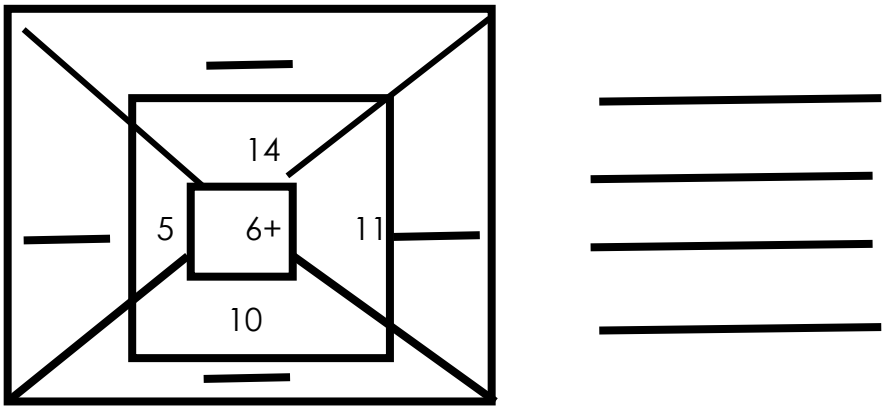
ACTIVITY

Complete this table.

1.



10



THEME; ACCIDENTS AND SAFETY

SUB_ THEME; ACCIDENTS AND SAFETY ON THE WAY.

CONTENT; Patterns and sequences.

LESSON 1

Arranging numbers, numbers in ascending and descending order

-

3rd 1st 2nd

e.g 7 3 5 = 3, 5, 7

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

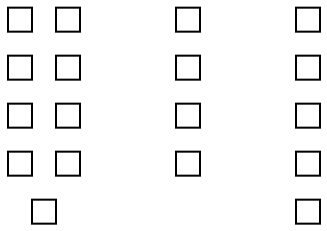
Ref: Teacher's own collection

Lesson: 2

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

1st 3rd 2nd

e.g. 9 4 5 = 9, 5, 4



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, 7o 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

_Lesson: 11

THEME; ACCIDENTS AND SAFETY.

SUB THEME; ACCIDENTS AND SAFETY ON THE WAY.

CONTENT Numbers which come just before

-Numbers from 1 -10

Example

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 1**5)**_____, 21

REF: MK) Bk 1 page 13

Lesson 111

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 1V

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**

LESSON V

THEME; THINGS WE MAKE.

SUB_ THEME; THINGS WE MAKE AT HOME AND AT SCHOOL.

CONTENT ;<u>Lesson 1Ordering numbers 1st – 20th(words</u>

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

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

<u>(figures)</u>

1st 2nd 3rd 4th 5th 6th 7th 8th 9th 10th

11th 12th 13th 14th 15th 16th 17th 18th 19th 20th

Activity: Match the words to the figures correctly

Third	**2nd**
Twentieth	**4th**
Sixth	**9th**
Fifth	**3rd**
First	**6th**
Ninth	**1st**
Second	**20th**
Fourth	5th

(Refer to the mtc. File for more practice)

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

THEME; LIVING TOGETHER.

SUB—THEME ; THE FAMILY

CONTENT; counting in twos, threes and tens.

LESSON 11

Counting in twos

Count in twos from 2_ 24

a) 2,4,6,8,10,12,14,16,18,20,22,24

b) 16, 18 ___ 20,_____ 22, 24

c)6,___ 8,___ ,10, 12____ 14

Counting in threes from 3_ 36

a) 3, 6, 9, 12 ,15, 18, 21,24, 27, 30 ,33 ,36

b) 3 ,___ 9 , 12 ,_____ ,15 ,_____ 21

c)24 ,_____ ,30 ,_____ ,36 ,__

Counting in tens

a) 10 ,20 ,30 ,40 ,50 ,60 ,70 ,80, 90 ,100

b) 60 ,___ ,70 ,_____ 90 ,_____ ,

c) 20 ,_____ ,40 ,_____ ,60 ,_____ , 80

THEME; LIVING TOGETHER.

SUB_ THEME; THE FAMILY

CONTENT; FRACTIONS.

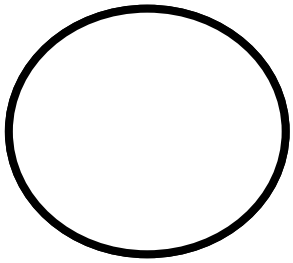
What is a fraction?

A fraction is a part of a whole.

Recognizing wholes, halves, and quarters

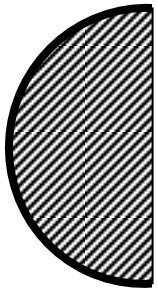
a) Drawing a whole.

Example

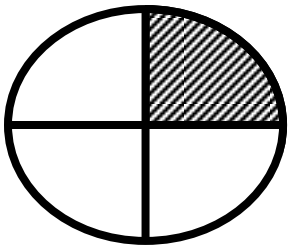


A whole circle

b) Drawing a half



c)Drawing a quarter



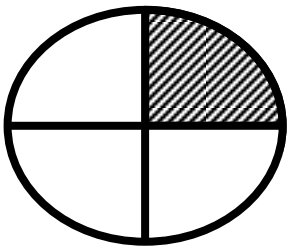
LESSON 2

THEME: LIVING TOGETHER

SUBTHEME:THE FAMILY.

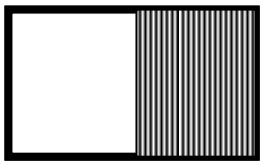
Naming of fractions

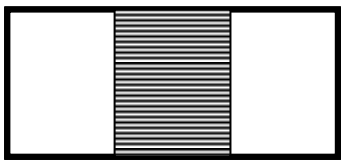
Example

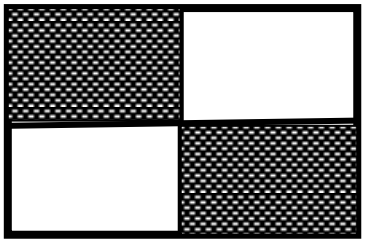


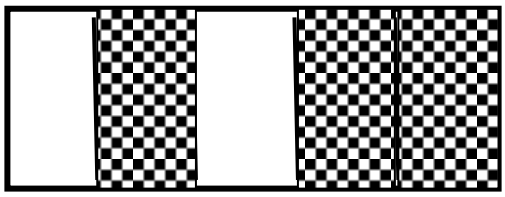
$= \frac{1}{4}$

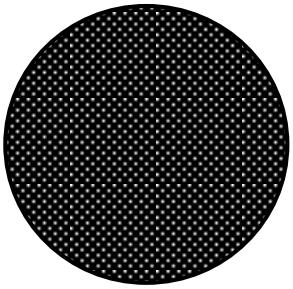
Activity

1.  =_____

2.  =_____

3.  =_____

4.  =

 = _____

5.

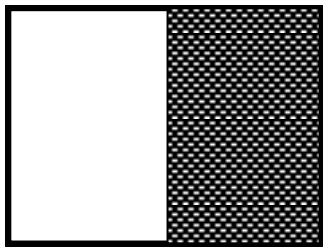
LESSON 111

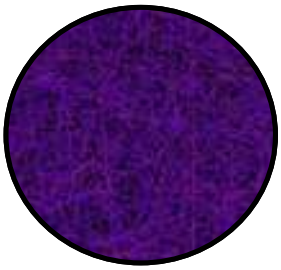
THEME: LIVING TOGETHER

SUBTHEME: WAYS OF LIVING TOGETHER IN THE SCHOOL.

Shading of fractions.

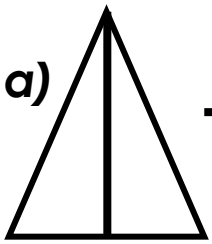
Example;

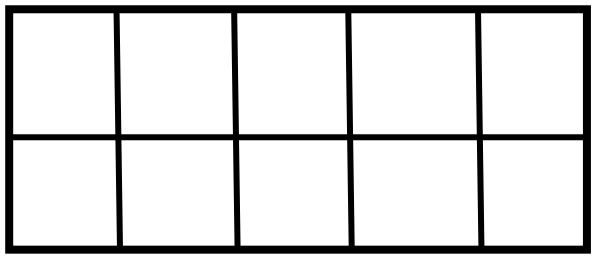
a)  $= \frac{1}{2}$

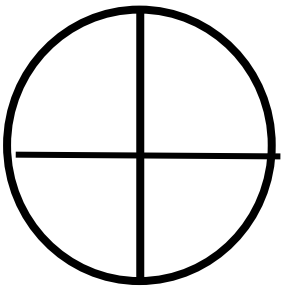
b)  *=a whole*

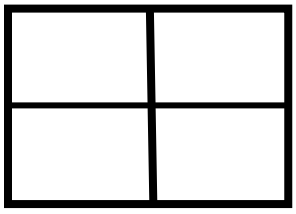
Activity ;

Shade these fractions

a)  $\frac{1}{2}$

b)  $\frac{1}{10}$

b)  $\frac{2}{4}$

c)  $\frac{4}{4}$

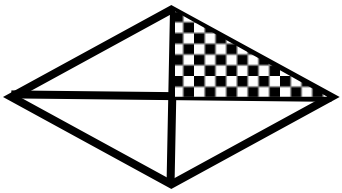
LESSON111

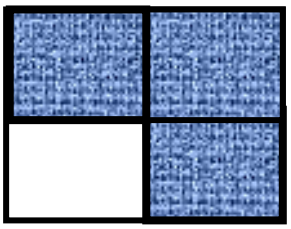
THEME: LIVING TOGETHER.

SUBTHEME: WAYS OF LIVING TOGETHER IN THE SCHOOL.

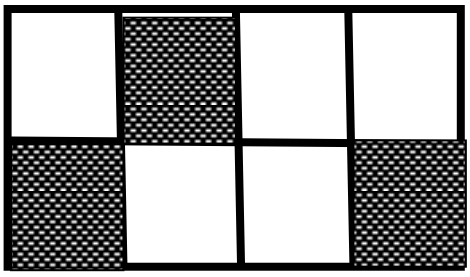
Writing the shaded fraction and the unshaded.

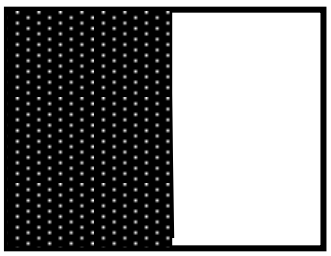
Example 1

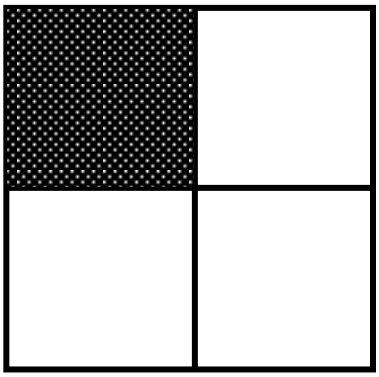
a)  $= \frac{3}{4}$

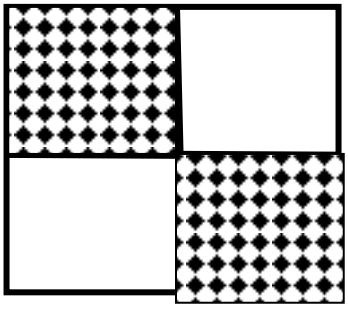
b)  $= \frac{1}{4}$

Activity

1.  =____

3.  = __

2.  = _____

4. 

LESSON 1V

THEME; LIVING TOGETHER

SUB_ THEME; WAYS OF LIVING TOGETHER IN THE SCHOOL.

CONTENT;Adding the fractions.

Example 1

a) $\frac{5}{10} + \frac{3}{10} = \frac{5+3}{10} = \frac{8}{10}$

b) $\frac{3}{7} + \frac{2}{7} = \frac{3+2}{7} = \frac{5}{7}$

ACTIVITY;

1. $\frac{4}{10} + \frac{6}{10} =$_____

2.

3. $\frac{7}{12} + \frac{1}{12} =$ _____

3. $\frac{5}{9} + \frac{2}{9} =$_____ 4. $\frac{3}{7} + \frac{2}{7}$

Subtracting the fractions

Example 1

a) $\frac{8}{10} - \frac{3}{10} = \frac{8 \_ 3}{10} = \frac{5}{10}$ b) $\frac{16}{20} + \frac{4}{20} = \frac{16 - 4}{20} = \frac{12}{20}$

Activity

Subtract these fractions;

$\frac{6}{9} - \frac{3}{9} =$ ____ 4. $\frac{12}{17} - \frac{6}{17} =$ _____

1. $\frac{10}{12} - \frac{7}{12} =$_____ 5. $\frac{5}{10} - \frac{3}{10} =$_____

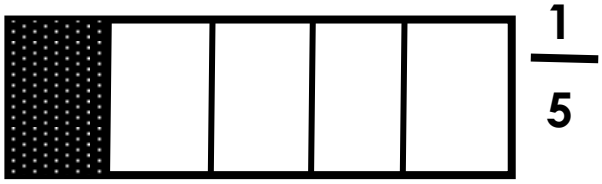
2. $\frac{8}{9} - \frac{2}{9} =$_____ 6. $\frac{14}{15} - \frac{12}{15} =$ _____

THEME; LIVING TOGETHER

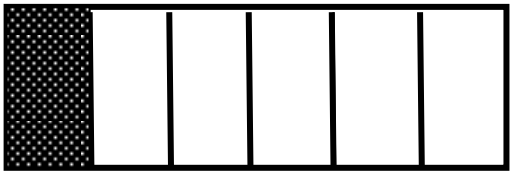
SUB_ THEME; WAYS OF LIVING TOGETHER IN THE COMMUNITY

CONTENT; Comparing using greater or less

Example 1



$\frac{1}{5}$



$\frac{1}{6}$

1 fifth is greater than 1 sixth

Activity;

Circle the greater fractions from each of this part.

1. $\frac{1}{4}$ and $\frac{1}{5}$

2. $\frac{1}{6}$ and $\frac{1}{3}$

3. $\frac{2}{4}$ and $\frac{3}{4}$

4. $\frac{2}{6}$ and $\frac{2}{10}$

THEME; PEACE AND SECURITY

SUB_ THEME; PEACE AND SECURITY IN OUR HOMES

CONTENT; Money

Recognizing Uganda currency.

What is money?

Money is a medium of exchange .

The medium of exchange (currency) used in Uganda Is called shillings.

Types of money used in Uganda.

1)coins

2)notes

Features found on the Uganda currency

a) 50 shilling coin.

It has a head of a cow.

It has a coat of arm on the other side.

2) 100 shilling coin

It has a cow on one side.

It has a coat of arm on the other side

3) 200 shilling coin

It has a fish on one side

It has a coat of of arm on the side

4) 500 shilling coin.

It has a head of crested crane on one side.

It has a Uganda coat of arm on the side .

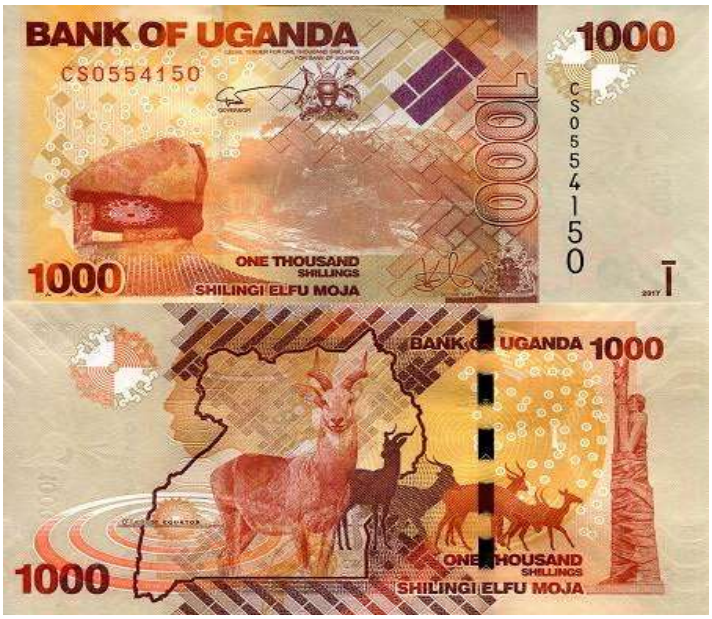
1000 Shilling coin

It has a crested crane on one side.

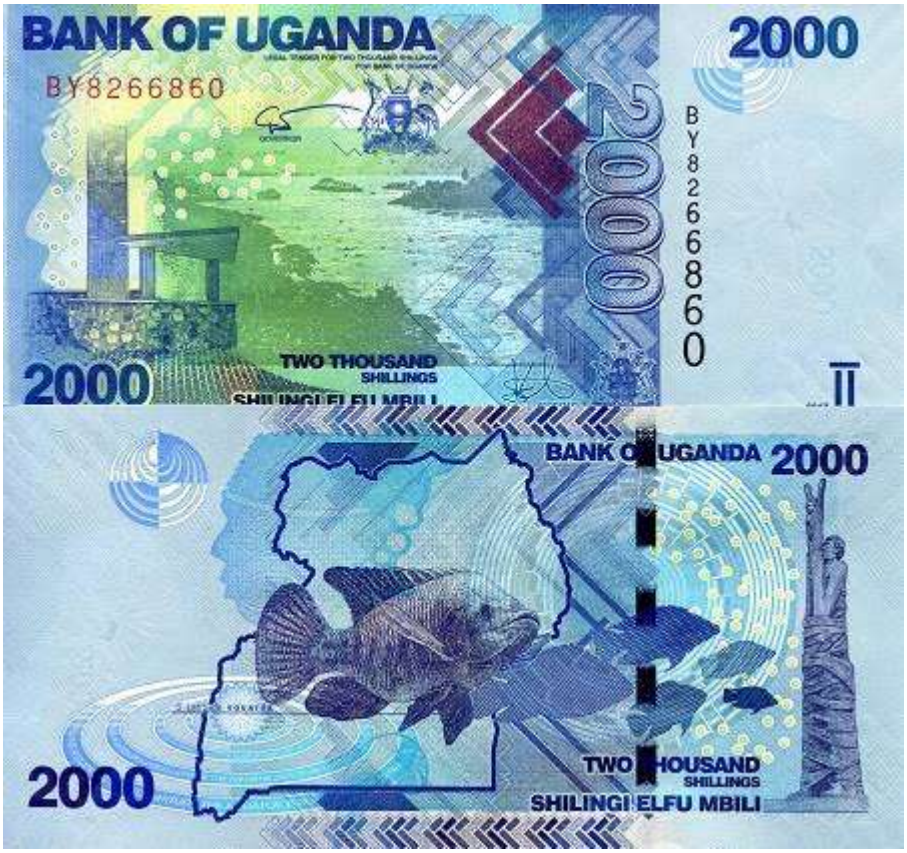
The note is gold.

MONEY NOTE

A) **1000 shilling note.**



b) 2000 shillings notes.



B) 5000 shillings notes.

c) 10000 shillings note.

d) 20000 shillings notes.

d) 50000 shillings note.

Activity

1. Write down two feature found on the following coins and notes in Uganda.

a) 200 shillings coin

b) 500 shillings coin

c) 2000 shillings notes

d) 50000 shillings note

LESSON 111

THEME; PEACE AND SECURITY

SUB_ THEME; PEACE AND SECURITY HOMES

CONTENT; Addition of money

Example.

a)

S	h
5	4
+2	3
7	7

b)

s	h
7	9
+ 4	0
11	9

c)

	sh
1	2
+	7
1	9

Activity

1.

S	h
7	0
+ 2	0

2.

	Sh
	8 5
+	2

3.

S	h
6	0
+4	4

3.

	sh
1	5
+ 6	2

5.

S	h
9	0
+ 5	0

sh
4 6
+ 4 0

Lessons 1v

THEME; PEACE AND SECURITY
SUB_ THEME ;PEACE AND SECURITY IN OUR SCHOOL
CONTENT; Word problems.

Examples;

`

a) James had sh. 50.His father gave him sh. 50 more. How much money did James have altogether?__

Sh. 5 0
+ Sh. 5 0
sh 10 0

b)A trade had sh. 100 .He sells his orange for sh.200. How much money has he now? _____

Sh 1 0 0
Sh + 2 0 0
sh 3 0 0

Activity

1. Mutungi. had sh. 720. His friend gave him sh. 30 more .How
Much money does he have now ?_____

2. Tom had sh. 600 . Kato gave him sh. 50 more. How much money did he have altogether? _____

3. I had 100 shillings. My father gave me 50 shillings more. How much money do I have now? _____

LESSON V

Subtraction of money

Example 1

Sh	b) sh	c) s h
3 6	8 8	9 0
- 1 4	- 7 2	- 4 0
2 2	1 6	5 0

Activity

Sh	b) s h	c) s h
1 9	5 2	4 0
-1 7	-3 2	-3 0

LESSON V.

Subtract money.

Example

Paul has sh. 100. He gave Peter sh. 40. How much money did he remain with? _____

Sh. 1 0 0
Sh.- 4 0

sh 1 4 0

Example 2.

Ketty had 350 shillings .She gave away 100 shillings. How much money did she remain with ? _____

Sh 350
Sh-100
Sh. 25 0

Activity

1.Kemigisha had 670 shillings. She gave her sister 70 shillings. How much money did she remain with?_____

2.My mother had sh. 500 . She gave me sh.200. How much money did she remain with?_____

3.Sam had 79 shillings .He gave Sarah 14 shillings. How much money did he remain with ?_____

LESSON V11

Study the price list below and answer the questions.

Sugar ⟶ Sh. 2000
A pencil ⟶ Sh .200
A Sweet ⟶ sh.100
a bottle of soda ⟶ sh 1000
a book ⟶ sh. 500

Questions.

1. How much money did a pencil cost? Sh.200.
2. What is the cheapest item? A sweet.
3. How much money did we sell 2kgs of sugar?

Sh. 2000
Sh. +2000
4000

LESSON 6

Multiplication of money.

Example1

Jane buys 2 sweets and 2 books .How much money will she pay? 1 sweet cost 100 shillings = 100 x 2= 200 shillings and a book cost 500 x 2 = 1000 shillings.

=1000shillings
+ 200
12 00shillings

Activity

1. Angell buys a bottle of soda at 1000 shillings and pencil at 200 shillings. How much money will she pay? _____

2. Prossy bought 3 kgs of sugar and 5 pencils. How much money did she pay?_____

LESSON 7.

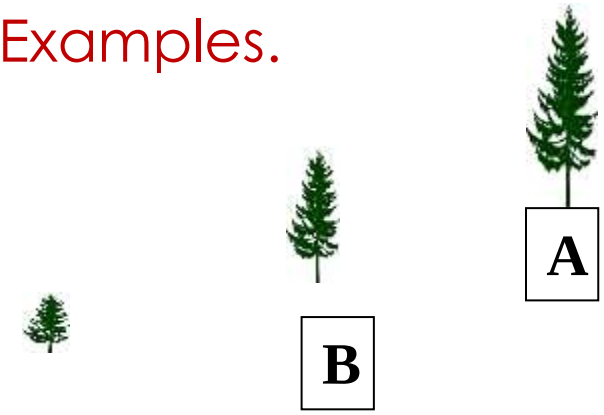
THEME: HUMAN BODY AND HEALTH.

SUBTHEME; THE WAY DIFFERENT PARTS OF THE BODYB WORK TOGETHER TO CARRY OUT DIFFERENT ACTIVITIES.

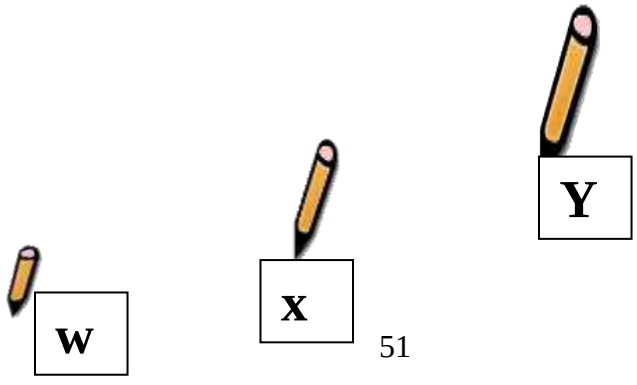
CONTENT: COMPARING HEIGHTS USING THE FOLLOWING WORDS.

Shorter, taller, tall, shortest, tallest, short.

Examples.



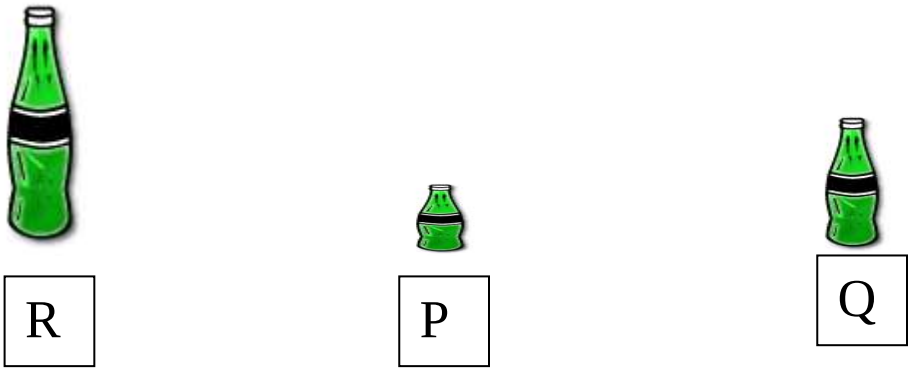
Tree A is tall.
Tree B is taller than tree A.
Tree C is the tallest of the 3 trees.



Pencil Y is short.
Pencil X is shorter than pencil Y.
Pencil W is the shortest of the three pencils.

ACTIVITY

Use shorter, taller, shortest or tallest to fill in the gaps.



Bottle R is .....than bottle P.

a) Bottle Q is the ..... of the three bottles.
b) Bottle P is .....than bottle R.
c) Bottle Q is .....than bottle R.

d) Bottle Q is the ……..of the three bottles.

REFERENCES:

UGANDA PRIMARY MATHS BOOK 1 PAGE 71.
NPSC FOR UGANDA BOOK 1 PAGE 23.

LESSON 9 AND 10
THEME: FOOD AND NUTRITION.
SUBTHEME: CLASSIFICATION OF FOODS.
CONTENT:
MEASURING WEIGHT USING NON-STANDARD UNITS.

<u>Using heavier than and lighter than.</u>

Chair

bottle.

a) The bottle is lighter than the chair.
b) The chair is heavier than the bottle.

Bicycle 

tomatoes.

1. The bicycle is heavier than the tomatoes.
2. The tomatoes are lighter than the bicycle.

ACTIVITY.

Use heavier or lighter to fill in the following.

1. The house is ……..than the hat.
2. The bird is ……..than the lion.
3. The flower is ……..than the bus.
4. The bench is ……..than the pencil.
5. The teacher is ……..than the book.
6. **REFERENCES ; MK MATHS BOOK 1 PAGE 143.LET'S LEARN MATHS BOOK 2 PAGE 90 – 91.**

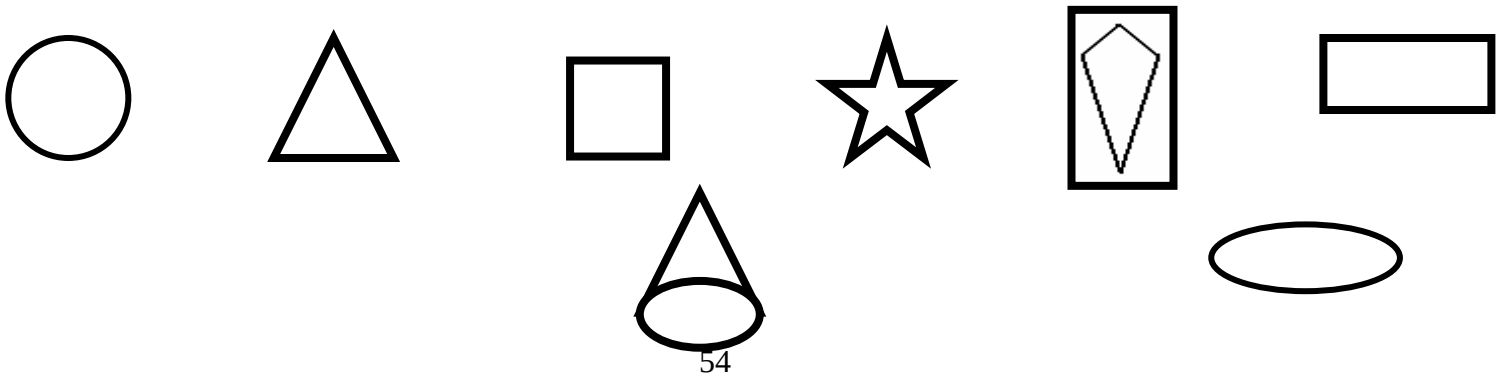
REFERENCES:

MK MATHS BOOK 1 PAGE 136.

LESSON 8

THEME: THE HUMAN BODY AND HEALTH.
SUBTHEME: THE WAY DIFFERENT PARTS OF THE BODY WORK TOGETHER TO CARRY OUT DIFFERENT ACTIVITIES.
CONTENT:

RECOGNISING SHAPES.



Circle triangle rectangle oval
Square star kite cone

ACTIVITY.

Draw the following shapes.

Kite b) star c) rectangle

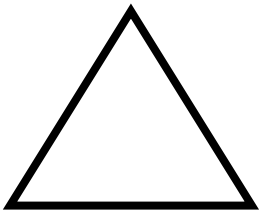
REFERENCES: MK MATHS BOOK 2 PAGE 70 – 71.
LET'S LEARN MATHS BOOK 2 PAGE 53 – 57.
UGANDA PRIMARY MATHS BOOK 2 PAGE 50.

LESSON 2

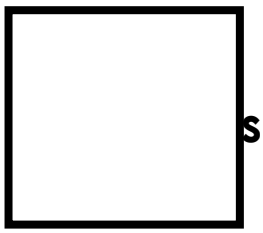
Identifying number of sides

a) 

A rectangle has 4 sides which are not equal.

b) 

A square has 3 sides

d)  square has 4 equal sides.

Activity

1.Which shape has 4 sides which are not equal ?_____

2.Which shape has 3 sides ?_____

3 . Which shape has 4 equal sides?_____