

**REVISED LESSON NOTES**

**FOR P.2**

**MATHEMATICS**

**TERM III**

Date	Class	No. of pupils	TIME

**THEME:** Peace and Security

**SUB THEME:** People in our sub- county

**COMPETENCES:** Counts in order

Identifies the numbers

Writes the numbers

**METHOD:** Guided discovery

Guided discussion

**T/L AIDS:** Counters, pupils, books Mk bk2

**INTRODUCTION:** Counting from 1-100.

**CONTENT:** Counting and writing numbers symbols 100-500

100,101,102,103,104,105,106,107,108,109,110

111,112,113,114,115,116,117,118,119,120,121

122,123,124,125,126,127,128,129,130,131,132

133, 134, 135, 136 ....500

**Fill in the missing numbers**

1. 100, 101, \_\_\_\_\_, 103, \_\_\_\_\_, 105.
2. 210, 211, 212, \_\_\_\_\_, 214, 215, \_\_\_\_\_.
3. 10, 20, \_\_\_\_\_, 50, 50, \_\_\_\_\_, 70, 80.
4. 300, 301, \_\_\_\_\_, 303, 304, \_\_\_\_\_, 305, 306.
5. 400, 410, 420, \_\_\_\_\_, 440, 450, 460, \_\_\_\_\_.
6. 0, 5, 10, \_\_\_\_\_, 20, 25, \_\_\_\_\_, 35, 40, \_\_\_\_\_, \_\_\_\_\_.
7. 0, 2, 4, \_\_\_\_\_, 8, 10, 12, \_\_\_\_\_, 16, 18.
8. 130

Date	Class	No. of pupils	TIME

**THEME:** Peace and security

**SUB THEME:** Roles of people who keep peace

**COMPETENCES:** Counts in order

Writes the missing numbers

**METHOD:** Guided discovery

**T/L AIDS:** Counters pupils bk2

**INTRODUCTION:** Counting from 200-300

**CONTENT:** Counting and writing numbers symbols from 500-

500,501,502,503,504,505,506,507,508,509,510

511,512,513,514,515,516,517,518,519,520,521

522,523,524,525,526,527,528,529,530 .....

### Exercise

Write the missing numbers

1. 500, \_\_\_\_\_, 502, \_\_\_\_\_, 504, \_\_\_\_\_, 506
2. 510, \_\_\_\_\_, 530, \_\_\_\_\_, 550, \_\_\_\_\_, 570
3. 600, \_\_\_\_\_, 400, \_\_\_\_\_, 200, \_\_\_\_\_.
4. 2, \_\_\_\_\_, 6, \_\_\_\_\_, 10, \_\_\_\_\_, 14, \_\_\_\_\_, \_\_\_\_\_, 20
5. 991, 992, \_\_\_\_\_, 994, \_\_\_\_\_, 996, \_\_\_\_\_, 998
6. 10, 20, 30, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 70
7. 5, \_\_\_\_\_, 15, \_\_\_\_\_, 25, \_\_\_\_\_, 35, 40

Date	Class	No. of pupils	TIME

**THEME:** Peace and Security

**SUB THEME:** Roles of people who keep peace

**COMPETENCES:** Counts numbers

Writes numbers in words

Reads numbers

**METHOD:** Guided discovery

**T/L AIDS:** A chart with the numbers

**INTRODUCTION:** The lesson: counting in tens

**CONTENT:** Writing number names with 0 in the middle

**Examples**

1. 101 = 1 0 1 Ones  
                     |   |  
                     |   Tens  
                     |  
                     Hundreds

= One hundred one

2. 306 = 3 0 6  
                     |   |  
                     |   Ones  
                     |   Tens  
                     |  
                     Hundreds

= Three hundred six

3. 909 = 9 0 9  
                     |   |  
                     |   Ones  
                     |   Tens  
                     |  
                     Hundreds

= Nine hundred nine

## Exercise

Write the following in words

1. 205
2. 309
3. 106
4. 404
5. 708
6. 905
7. 601
8. 503
9. 804

Date	Class	No. of pupils	TIME

**THEME:** peace and security

**SUB THEME:** Roles of people who keep peace and security

**COMPETENCES:** Identifies numbers

Grouping numbers

**METHOD:**

Guided discovery

Guided discussion

**T/L AIDS:** counters, pupils text books

**INTRODUCTION:** Through reviewing the previous lesson

**CONTENT:** Division

1.  $10 \div 2 = 5$

|| || || || ||

2.  $12 \div 3 = 4$

||| ||| ||| |||

3.  $9 \div 3 = 3$

||| |||

$$4. \ 8 \div 4 = 2$$

||||   ||||

### Exercise

Divide the following numbers

1.  $12 \div 2 =$

2.  $18 \div 2 =$

3.  $20 \div 2 =$

4.  $24 \div 2 =$

5.  $30 \div 3 =$

6.  $12 \div 4 =$

7.  $18 \div 3 =$

8.  $21 \div 3 =$

9.  $27 \div 3 =$

10.  $30 \div 5 =$

Date	Class	No. of pupils	TIME

**THEME:** peace and security

**SUB THEME:** Roles of people who keep peace and security

**COMPETENCES:** Counts

**Groups**

**Divides accurately**

**METHOD:** Guided discovery

**INTRODUCTION:** Review of the previous lesson

**CONTENT:** Long division

Example:

$$\begin{array}{r} 1. \quad 2 \\ 3 \overline{) 6} \\ \underline{- 6} \end{array}$$

2.

$$\begin{array}{r} 4 \\ 2 \overline{) 8} \\ \underline{- 8} \\ - \end{array}$$

$$3. \quad 2 \overline{) 4}$$

$$4. \quad 2 \overline{) 10}$$

$$5. \quad 3 \overline{) 9}$$

$$6. \quad 6 \overline{) 12}$$

$$7. \quad 3 \overline{) 6}$$

$$8. \quad 3 \overline{) 15}$$

$$9. \quad 2 \overline{) 6}$$

$$10. \quad 4 \overline{) 8}$$

$$11. \quad 2 \overline{) 8}$$

$$12. \quad 5 \overline{) 10}$$

Date	Class	No. of pupils	TIME

**THEME:** Child protection

**SUB THEME:** ways of child protection

**COMPETENCES:** Identifies the money

**Names money**

**Counts money**

**METHOD:** Observation

**Guided discovery**

**INTRODUCTION:** Sing a song about money

**CONTENT:** Money

We have five coins

Coin	We read	We write
	Fifty shillings	Shs. 50
	One hundred shillings	Shs. 100
	Two hundred shillings	Shs. 200
	Five hundred shillings	Shs. 500
	One thousand shillings	Shs. 1000

Read and write:

1. Three hundred shillings = \_\_\_\_\_
2. Eight hundred shillings = \_\_\_\_\_
3. Four hundred shillings = \_\_\_\_\_
4. One thousand shillings = \_\_\_\_\_
5. One hundred shillings = \_\_\_\_\_

Date	Class	No. of pupils	TIME

**THEME:** Child protection



**SUB THEME:** ways of child protection

**COMPETENCES:** Identifies different money

**Writes money in figures**

**Describes the money values**

**METHOD:** Observation

**Guided discovery**

**INTRODUCTION:** A song about money

**CONTENT:** Money (notes)

We have 6 notes in Uganda. All these notes in thousands.

<b>Notes (we read in words)</b>	<b>We write in figures</b>
1. One thousand shillings	Shs. 1000
2. Two thousand shillings	Shs. 2000
3. Five thousand shillings	Shs. 5000
4. Ten thousand shillings	Shs. 10000
5. Twenty thousand shillings	Shs. 20000
6. Fifty thousand shillings	Shs. 50000

1. How much is the smallest note unit?
2. How much is the biggest note?

**Read and write in figures.**

3. Twenty two thousand shillings
4. Two thousand shillings
5. Ten thousand shilling
6. Six thousand shillings
7. Three thousand shillings
8. Five thousand shillings

<b>Date</b>	<b>Class</b>	<b>No. of pupils</b>	<b>TIME</b>

**THEME:** Child protection

**SUB THEME:** ways of child protection

**COMPETENCES:** Reads and writes money

**Changes money freely**

**METHOD:** observation

**INTRODUCTION:** A song about money

**CONTENT:** Changing Money (practical lesson)

**Example**

Shs. 100 = Shs. 50 + Shs. 50

Shs. 200 = Shs. 100 + Shs. 100

Shs. 200 = Shs. 50 + Shs. 50 + Shs. 50

Shs. 100 = Shs. 100 + Shs. 50 + Shs. 50

Shs. 500 = Shs. 200 + Shs. 200 + Shs. 100

Shs. 500 = Shs. 100 + Shs. 100 + Shs. 100 + Shs. 100 + Shs. 100

Shs. 500 = Shs. 100 + Shs. 100 + Shs. 200 + Shs. 100

1. How many Shs. 50 coins make Shs. 100 coins?
2. How many Shs. 100 coins make Shs. 500 con?
3. How many Shs. 500 coins make Shs. 1000?
4. How many Shs. 1000 coins/notes make Shs. 5000?
5. How many Shs. 2000 notes make Shs. 10000?

Date	Class	No. of pupils	TIME

**THEME:** Child protection

**SUB THEME:** ways of child protection

**COMPETENCES:** Reads and writes money

**Adds money correctly**

**Counts money**

**METHOD:** Observation

**Guided discovery**

**INTRODUCTION:** A rhyme about money

**CONTENT:** Addition of money

1. Shs. 50 + Shs. 50

Shs. 50

+ Shs. 50

Shs. 100

2. Shs. 450 + Shs. 450

Shs. 450

+ Shs. 450

Shs. 900

3. Shs. 350 + Shs. 100

Shs. 350

+ Shs. 100

Shs. 450

Add the following

1. Shs. 150 + Shs. 100

2. Shs. 450 + Shs. 50

3. Shs. 100 + Shs. 200

4. Shs. 450 + Shs. 100 + Shs. 50

5. Shs. 200 + Shs. 100 + Shs. 50

6. Shs. 600 + Shs. 300

7. Shs. 1000 + Shs. 800

8. Shs. 500 + Shs. 100 + Shs. 200

9. Shs. 300 + Shs. 50

10. Shs. 700 + Shs. 200

Date	Class	No. of pupils	TIME

**THEME:** Child protection

**SUB THEME:** Children's rights

**COMPETENCES:** Reads questions

Interprets questions

Recognizes and adds money accurately

**METHOD:** Guided discovery

Explanation

**INTRODUCTION:** Review of previous lessons

**CONTENT:** Addition of money in words problem

1. Akoth had Shs. 200. Her father gave her Shs. 100. How much money did she have altogether?  
Shs. 200  
+Shs. 100  
Shs. 300
2. Arthur had Shs. 300. His aunt gave him Shs. 200. How much did he have altogether?
3. Tino had Shs. 650. Her friend gave her Shs. 250. How much did she have altogether?
4. Shs. 700 plus Shs. 250.
5. Tr. Keren had Shs. 350. Tr. Racheal gave her Shs. 450. How much did she have altogether?
6. Shs. 700 plus Shs. 250.
7. Shs. 550 plus Shs. 150.

Date	Class	No. of pupils	TIME

**THEME:** Child protection

**SUB THEME: Child work and abuse**

**COMPETENCES: Identifies money**

**Counts money**

**Multiplies money**

**METHOD: Observation**

**Explanation**

**INTRODUCTION: Review of previous lesson**

**CONTENT: Multiplication of money**

1. 1 book costs Shs. 200. How much money do 2 books cost?

Shs. 200

$$\begin{array}{r} x \quad 2 \\ \hline \text{Shs. 400} \end{array}$$

2. How much do 3 books cost?

Shs. 200

$$\begin{array}{r} x \quad 3 \\ \hline \text{Shs. 600} \end{array}$$

3. A pencil costs Shs. 100

- a) How much do 2 pencils cost?

Shs. 100

$$\begin{array}{r} x \quad 2 \\ \hline \text{Shs. 200} \end{array}$$

- b) How much do 4 pencils cost?

Shs. 100

$$\begin{array}{r} x \quad 4 \\ \hline \text{Shs. 400} \end{array}$$

**Exercise**

1. 1 cake costs Shs. 200

a) 2 cakes cost \_\_\_\_\_

b) 3 cakes cost \_\_\_\_\_

- c) 5 cakes cost \_\_\_\_\_
2. 1 ruler costs Shs. 500
- a) 2 rulers
- b) 3
- c) 4
3. 1 banana costs Shs. 100
- A. 3 bananas
- B. 2 bananas
- C. 5 bananas
- D. 4 bananas

Date	Class	No. of pupils	TIME

**THEME: Child protection**

**SUB THEME: Child work and abuse**

**COMPETENCES: Reads and identifies**

**Counts money**

**Subtracts accurately**

**METHOD: Observation**

**Guided discovery**

**INTRODUCTION: Review of previous lessons**

**CONTENT: Subtraction of money**

1. Shs. 600 – Shs. 400

Shs. 600

-Shs. 400

Shs. 200

2. Shs. 900 – Shs. 350

Shs. 900

-Shs. 350

Shs. 550

3. Shs. 850 – Shs. 350

$$\begin{array}{r}
 \text{Shs. 850} \\
 -\text{Shs. 350} \\
 \hline
 \text{Shs. 500}
 \end{array}$$

Subtract the following

1. Shs. 850 – Shs. 250
2. Shs. 1000 – Shs. 450
3. Shs. 300 – Shs. 100
4. Shs. 450 – Shs. 100
5. Shs. 800 – Shs. 500
6. Shs. 500 – Shs. 150
7. Shs. 650 – Shs. 50
8. Shs. 400 – Shs. 300
9. Shs. 900 – Shs. 600
10. Shs. 250 – Shs. 150

Date	Class	No. of pupils	TIME

**THEME:** Child protection

**SUB THEME:** Child work and abuse

**COMPETENCES:** Reads questions

Counts well

Subtracts money

**METHOD:** Observation

Guided discovery

**INTRODUCTION:** Review of previous lessons

**CONTENT:** Subtraction of money

**Finding the change “balance”**

1. I had Shs. 850. I bought a soda at Shs. 450. How much remained?  

$$\begin{array}{r}
 \text{Shs. 850} \\
 -\text{Shs. 450} \\
 \hline
 \end{array}$$

Shs. 400

2. Martha had Shs. 1000. She bought milk at Shs. 500. How much remained?

Shs. 1000

-Shs. 500

Shs. 500

Exercise;

1. Akoth had Shs. 500. She gave away Shs. 200. How much money remained?
2. Solomon had Shs. 650. He gave Shs. 150 to his brother. How much money remained?
3. Victoria had Shs. 700. She gave Shs. 200 to kyewajja. How much money remained?
4. Agnes had Shs. 850. She gave Shs. 350 to Tr. Douglas. How much remained?
5. Agula had Shs. 950. He bought a book at Shs. 450.
6. How much money remained?

Date	Class	No. of pupils	TIME

**THEME: Child protection**

**SUB THEME: Child abuse and work**

**COMPETENCES: Reads questions**

**Identifies place values and arranges vertically**

**METHOD: Observation**

**Guided discovery**

**INTRODUCTION: Review of previous lessons**

**CONTENT: Addition**

**Examples**

1.  $122 + 213 =$

123

+213



335

2.  $215 + 132 =$

$$\begin{array}{r} 215 \\ +132 \\ \hline 347 \end{array}$$

3.  $413 + 243 =$

$$\begin{array}{r} 413 \\ +243 \\ \hline 656 \end{array}$$

Add these:

1.  $120 + 135$

2.  $111 + 233$

3.  $221 + 263$

4.  $423 + 111$

5.  $629 + 100$

Date	Class	No. of pupils	TIME

**THEME:** Child protection

**SUB THEME:** Child work and abuse

**COMPETENCES:** Reads questions

Identifies

Groups correctly to get the answer

**METHOD:** Guided discovery

**INTRODUCTION:** Review of the previous lesson

**CONTENT:** Multiplication

1.  $\begin{array}{r} 12 \\ \times 2 \\ \hline 24 \end{array}$

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$$\begin{array}{r} 2. \quad 3 \ 4 \\ \quad x \ 2 \\ \hline 6 \ 8 \end{array}$$


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$$\begin{array}{r} 3. \quad 1 \ 2 \\ \quad x \ 3 \\ \hline 3 \ 6 \end{array}$$


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$$\begin{array}{r} 4. \quad 2 \ 3 \\ \quad x \ 3 \\ \hline 6 \ 9 \end{array}$$


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#### Exercise

$$\begin{array}{r} 1. \quad 1 \ 3 \\ \quad x \ 2 \\ \hline \end{array}$$


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$$\begin{array}{r} 2. \quad 1 \ 2 \\ \quad x \ 2 \\ \hline \end{array}$$


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$$\begin{array}{r} 3. \quad 1 \ 0 \\ \quad x \ 2 \\ \hline \end{array}$$


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$$\begin{array}{r} 4. \quad 1 \ 5 \\ \quad x \ 2 \\ \hline \end{array}$$


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$$\begin{array}{r} 5. \quad 1 \ 3 \\ \quad x \ 3 \\ \hline \end{array}$$


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$$\begin{array}{r} 6. \quad 1 \ 1 \\ \quad x \ 3 \\ \hline \end{array}$$


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$$7. \quad 1 \ 0$$


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

Date	Class	No. of pupils	TIME

**THEME: Child protection**

**SUB THEME: Child rights**

**COMPETENCES: Reads**

Identifies paces of numbers

Multiplies correctly through grouping

**METHOD: Guided discovery**

Guided discussion

**INTRODUCTION: Review of previous lessons**

**CONTENT: Multiplication (word problems)**

1. One bird has 2 wings. How many wings do 3 birds have?  
 $3 \times 2 = 6$  wings
2. A rabbit has 2 ears. How many ears do 13 rabbits have?  
 $13 \times 2 = 26$  ears
3. A girl has 2 hands. How many hands do 33 girls have?
4. A man has 2 legs. How many legs do 10 men have?

Date	Class	No. of pupils	TIME

**THEME: Child protection**

**SUB THEME: Child rights**

**COMPETENCES:** Reads questions

Multiplies the given numbers

**METHOD:** Guided discovery

Guided discussion

**INTRODUCTION:** Review of previous lessons

**CONTENT:** Multiplication

$$\begin{array}{r} 1. \quad 1 \ 0 \\ \quad x \ 4 \\ \hline 4 \ 0 \end{array}$$

$$\begin{array}{r} 2. \quad 1 \ 1 \\ \quad x \ 4 \\ \hline 4 \ 4 \end{array}$$

$$\begin{array}{r} 3. \quad 1 \ 2 \\ \quad x \ 4 \\ \hline 4 \ 8 \end{array}$$

Multiply

$$\begin{array}{r} 1. \quad 1 \ 2 \\ \quad x \ 4 \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 1 \ 3 \\ \quad x \ 4 \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 1 \ 0 \\ \quad x \ 4 \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 1 \ 3 \\ \quad x \ 4 \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 1 \ 3 \\ \quad \times 3 \\ \hline \end{array}$$

Date	Class	No. of pupils	TIME

**THEME: Child protection**

**SUB THEME: Child abuse**

**COMPETENCES: Reads the questions**

**Interprets the questions**

**Multiplies correctly through grouping**

**METHOD: Guided discovery**

**Guided discussion**

**INTRODUCTION: Review of previous lessons**

**CONTENT: Multiplication**

1. A chair has 4 legs. How many legs do 2 chairs have?  
 $4 \times 2 = 8$  legs
2. A car has 4 wheels. How many wheels do 10 cars have?  
 $4 \times 10 = 40$  wheels

Work out

1. A cow has 4 legs. How many legs do 10 cows have?
2. A van has 4 wheels. How many wheels do 6 vans have?
3. A goat has 4 legs. How many legs do 12 goats have?
4. A rabbit has 4 legs. How many legs do 13 rabbits have?
5. A table has 4 legs. How many legs do 20 tables have?
6. A chair has 4 legs. How many legs do 20 chairs have?

Date	Class	No. of pupils	TIME

**THEME: Child protection**

**SUB THEME: Child abuse**

**COMPETENCES: Reads the questions**

**Identifies place values**

**Multiplies accurately**

**METHOD: Guided discovery**

**Guided discussion**

**INTRODUCTION: Review of previous lessons**

**CONTENT: Multiplication**

$$\begin{array}{r} 1. \quad 10 \\ \times 5 \\ \hline 50 \end{array}$$

$$\begin{array}{r} 2. \quad 11 \\ \times 5 \\ \hline 55 \end{array}$$

$$\begin{array}{r} 3. \quad 20 \\ \times 5 \\ \hline 100 \end{array}$$

**Multiply**

$$\begin{array}{r} 1. \quad 21 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 30 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 21 \\ \times 5 \\ \hline \end{array}$$

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$$\begin{array}{r} 4. \quad 4 \ 0 \\ \times 5 \\ \hline \end{array}$$


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$$\begin{array}{r} 5. \quad 2 \ 0 \\ \times 5 \\ \hline \end{array}$$


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$$\begin{array}{r} 6. \quad 5 \ 1 \\ \times 5 \\ \hline \end{array}$$


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$$\begin{array}{r} 7. \quad 1 \ 1 \\ \times 4 \\ \hline \end{array}$$


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$$\begin{array}{r} 8. \quad 4 \ 2 \\ \times 5 \\ \hline \end{array}$$


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Date	Class	No. of pupils	TIME

**THEME: Child protection**

**SUB THEME: Child rights**

**COMPETENCES: Reads the questions**

**Identifies place values**

**Multiplies correctly**

**METHOD: Guided discovery**

**Guided discussion**

**INTRODUCTION: Review of previous lessons**

**CONTENT: Multiplication**

$$\begin{array}{r} 1. \quad 1 \ 1 \\ \quad x \ 6 \\ \hline 7 \ 6 \end{array}$$

$$\begin{array}{r} 2. \quad 3 \ 0 \\ \quad x \ 6 \\ \hline 180 \end{array}$$

$$\begin{array}{r} 3. \quad 1 \ 0 \\ \quad x \ 6 \\ \hline 6 \ 0 \end{array}$$

**Exercise**

$$\begin{array}{r} 1. \quad 2 \ 1 \\ \quad x \ 6 \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 2 \ 0 \\ \quad x \ 6 \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 3 \ 1 \\ \quad x \ 6 \\ \hline \end{array}$$



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$$\begin{array}{r} 4. \quad 4 \ 0 \\ \times 6 \\ \hline \end{array}$$

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$$\begin{array}{r} 5. \quad 5 \ 1 \\ \times 6 \\ \hline \end{array}$$

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$$\begin{array}{r} 6. \quad 2 \ 0 \\ \times 6 \\ \hline \end{array}$$

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$$\begin{array}{r} 7. \quad 2 \ 2 \\ \times 6 \\ \hline \end{array}$$

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$$\begin{array}{r} 8. \quad 1 \ 3 \\ \times 6 \\ \hline \end{array}$$

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$$\begin{array}{r} 9. \quad 1 \ 4 \\ \times 6 \\ \hline \end{array}$$


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Date	Class	No. of pupils	TIME

**THEME: Child protection**

**SUB THEME: Child rights**

**COMPETENCES: Reads the questions**

**Interprets the questions**

**Multiplies accurately**

**METHOD: Guided discovery**

**Guided discussion**

**INTRODUCTION: Review of previous lessons**

**CONTENT: Word problems**

**1. There are 6 chairs on each table. How many chairs are there on 2 tables?**

$$2 \times 6 = 12 \text{ chairs}$$

**2. One packet has 6 pencils. How many pencils are there in 6 packets?**

$$6 \times 6 = 36 \text{ pencils}$$

**Exercise**

1. A bucket holds 6 oranges. How many oranges are there in 7 buckets?

2. A book has 6 papers. How many papers do 10 books have?

3. A car has 6 wheels. How many wheels do 8 cars have?

4. A basket contains 6 mangoes. How many mangoes do 12 baskets hold?

5. A table has 6 chairs. How many chairs do 9 tables have?

6. A tins holds 6 liters. How many liters do 8 tins hold?

Date	Class	No. of pupils	TIME

**THEME: Child protection**

**SUB THEME: Child rights**

**COMPETENCES: Reads the questions**

**Interprets the questions**

**Multiplies the given number**

**METHOD: Guided discovery**

**Guided discussion**

**INTRODUCTION: Review of previous lessons**

**CONTENT: Multiplication**

$$\begin{array}{r} 1. \quad 2 \\ \times 7 \\ \hline 14 \end{array}$$

$$\begin{array}{r} 2. \quad 3 \\ \times 7 \\ \hline 21 \end{array}$$

$$\begin{array}{r} 3. \quad 10 \\ \times 7 \\ \hline 70 \end{array}$$

$$\begin{array}{r} 4. \quad 21 \\ \times 7 \\ \hline 147 \end{array}$$

**Exercise**

$$\begin{array}{r} 1. \quad 1 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 12 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 13 \\ \times 7 \\ \hline \end{array}$$

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$$\begin{array}{r} 4. \quad 1 \ 0 \\ \times 7 \\ \hline \end{array}$$

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$$\begin{array}{r} 5. \quad 1 \ 1 \\ \times 7 \\ \hline \end{array}$$

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$$\begin{array}{r} 6. \quad 1 \ 4 \\ \times 7 \\ \hline \end{array}$$

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$$\begin{array}{r} 7. \quad 1 \ 3 \\ \times 7 \\ \hline \end{array}$$


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Date	Class	No. of pupils	TIME

**THEME:** Child protection

**SUB THEME:** Child rights

**COMPETENCES:** Defines a fraction

Names different fractions

Draws given fractions

**METHOD:** Observation

Guided discovery

**INTRODUCTION:** Review of previous lessons

**CONTENT:** Comparing fractions.(practical)

A fraction is a part of a whole.

Use “bigger” and “smaller”

1.  $\frac{1}{2}$  is bigger than  $\frac{1}{3}$
2.  $\frac{1}{3}$  is smaller than  $\frac{1}{2}$
3.  $\frac{1}{4}$  is smaller than  $\frac{1}{2}$

Use “bigger” or “smaller”

1.  $\frac{1}{3}$  is \_\_\_\_\_ than  $\frac{1}{5}$
2.  $\frac{1}{5}$  is \_\_\_\_\_ than  $\frac{1}{2}$
3.  $\frac{1}{8}$  is \_\_\_\_\_ than  $\frac{1}{7}$
4.  $\frac{1}{2}$  is \_\_\_\_\_ than  $\frac{1}{6}$
5.  $\frac{1}{6}$  is \_\_\_\_\_ than  $\frac{1}{2}$
6.  $\frac{1}{6}$  is \_\_\_\_\_ than  $\frac{1}{7}$
7.  $\frac{1}{5}$  is \_\_\_\_\_ than  $\frac{1}{3}$
8.  $\frac{1}{4}$  is \_\_\_\_\_ than  $\frac{1}{2}$
9.  $\frac{1}{5}$  is \_\_\_\_\_ than  $\frac{1}{4}$
10.  $\frac{1}{10}$  is \_\_\_\_\_ than  $\frac{1}{20}$

Date	Class	No. of pupils	TIME

THEME: Child protection

**SUB THEME: Child rights**

**COMPETENCES: Defines a fraction**

**Names different fractions**

**Draws given fractions**

**METHOD: Observation**

**Guided discovery**

**INTRODUCTION: Review of previous lessons**

**CONTENT: Comparing fractions.**

Arranging from the biggest to the smallest.

$$1. \quad \frac{1}{5}, \frac{1}{3}, \frac{1}{8}, \frac{1}{10}, \frac{1}{2}$$
$$= \frac{1}{2}, \frac{1}{3}, \frac{1}{5}, \frac{1}{8}, \frac{1}{10}$$

$$2. \quad \frac{1}{5}, \frac{1}{2}, \frac{1}{6}, \frac{1}{4}, \frac{1}{7}$$
$$= \frac{1}{2}, \frac{1}{4}, \frac{1}{5}, \frac{1}{6}, \frac{1}{7}$$

Arranging from the smallest to the biggest.

$$1. \quad \frac{1}{5}, \frac{1}{3}, \frac{1}{8}, \frac{1}{10}, \frac{1}{6}, \frac{1}{2}$$
$$= \frac{1}{10}, \frac{1}{8}, \frac{1}{6}, \frac{1}{5}, \frac{1}{3}, \frac{1}{2}$$

$$2. \quad \frac{1}{5}, \frac{1}{2}, \frac{1}{6}, \frac{1}{4}, \frac{1}{7}$$
$$= \frac{1}{7}, \frac{1}{6}, \frac{1}{5}, \frac{1}{4}, \frac{1}{2}$$

Arrange from the biggest to smallest.

$$1. \quad \frac{1}{8}, \frac{1}{3}, \frac{1}{4}, \frac{1}{6}, \frac{1}{2}$$

$$2. \quad \frac{1}{10}, \frac{1}{7}, \frac{1}{8}, \frac{1}{3}$$

$$3. \quad \frac{1}{9}, \frac{1}{2}, \boxed{\times}, \frac{1}{3}, \frac{1}{5}$$

4.  $\frac{1}{6}, \frac{1}{4}, \frac{1}{3}, \frac{1}{7}, \frac{1}{8}, \frac{1}{10}$

Arrange from smallest to biggest.

1.  $\frac{1}{2}, \frac{1}{8}, \frac{1}{3}, \frac{1}{4}, \frac{1}{6}$

2.  $\frac{1}{8}, \frac{1}{10}, \frac{1}{7}, \frac{1}{3}$

3.  $\frac{1}{9}, \frac{1}{2}, \boxed{\times}, \frac{1}{3}, \frac{1}{5}$

4.  $\frac{1}{6}, \frac{1}{4}, \frac{1}{3}, \frac{1}{7}, \frac{1}{8}, \frac{1}{10}$

Date	Class	No. of pupils	TIME

**THEME:** Child protection

**SUB THEME:** Child rights

**COMPETENCES:** Defines a fraction

Identifies more fractions

Adds fractions correctly

**METHOD:** Guided Observation

Guided discovery

**INTRODUCTION:** Review of previous lessons

**CONTENT:** Adding of fractions.

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

=  $\boxed{\times}$

2.  $\frac{1}{3} + \frac{1}{3} = \frac{1+1}{3}$

=  $\boxed{\times}$

$$3. \quad \frac{1}{5} + \frac{1}{5} + \frac{1}{5} = \boxed{\times}$$

$$= \boxed{\times}$$

$$4. \quad \frac{1}{7} + \boxed{\times} + \boxed{\times} = \boxed{\times}$$

$$= \boxed{\times}$$

### Exercise

$$1. \quad \frac{1}{2} + \frac{1}{2} =$$

$$2. \quad \frac{1}{4} + \frac{1}{4} + \frac{1}{4} =$$

$$3. \quad \boxed{\times} + \frac{1}{5} + \frac{1}{5} =$$

$$4. \quad \boxed{\times} + \boxed{\times}$$

$$5. \quad \boxed{\times} + \frac{1}{8} + \boxed{\times}$$

$$6. \quad \frac{1}{5} + \frac{1}{5} =$$

$$7. \quad \boxed{\times} + \boxed{\times}$$

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

$$9. \quad \boxed{\times} + \frac{1}{5} =$$

$$10. \quad \frac{3}{8} + \boxed{\times}$$

Date	Class	No. of pupils	TIME



**THEME: Child protection**

**SUB THEME: Child rights**

**COMPETENCES: Defines a fraction**

**Identifies fractions**

**Subtracts fractions following the right procedure**

**METHOD: Guided Observation**

**Guided discovery**

**INTRODUCTION: Review of previous lessons**

**CONTENT: Subtraction of fractions.**

$$\begin{aligned} 1. \quad \frac{2}{2} - \frac{1}{2} &= \frac{2-1}{2} \\ &= \frac{1}{2} \end{aligned}$$

$$\begin{aligned} 2. \quad \frac{4}{5} - \frac{3}{5} &= \frac{4-3}{5} \\ &= \frac{1}{5} \end{aligned}$$

$$\begin{aligned} 3. \quad \frac{8}{10} - \frac{5}{10} &= \frac{8-5}{10} \\ &= \frac{3}{10} \end{aligned}$$

$$\begin{aligned} 4. \quad \frac{3}{7} - \frac{2}{7} &= \frac{3-2}{7} \\ &= \frac{1}{7} \end{aligned}$$

**Exercise**

$$1. \quad \frac{3}{4} - \frac{2}{4} =$$

$$2. \quad \frac{2}{5} - \frac{1}{5} =$$

$$3. \quad \frac{5}{6} - \frac{3}{6} =$$

$$4. \quad \frac{8}{8} - \frac{3}{8} =$$

5.  $\frac{10}{12} - \frac{5}{12} =$

6.  $\frac{5}{7} - \frac{2}{7} =$

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

8.  $\frac{8}{10} - \frac{5}{10} =$

9.  $\frac{2}{2} - \frac{1}{2} =$

10.  $\frac{3}{3} - \frac{1}{3} =$

Date	Class	No. of pupils	TIME

**THEME:** peace and security

**SUB THEME:** Roles of people who keep peace and security

**COMPETENCES:** Identifies time

Tells time

Draws the clock face

**METHOD:** Observation

Guided discovery

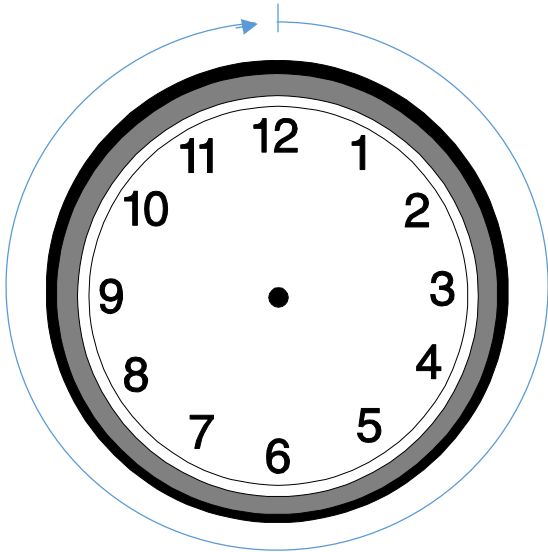
Guided discussion

**T/L AIDS:**

**INTRODUCTION:** Reciting “wampologomasawameka”

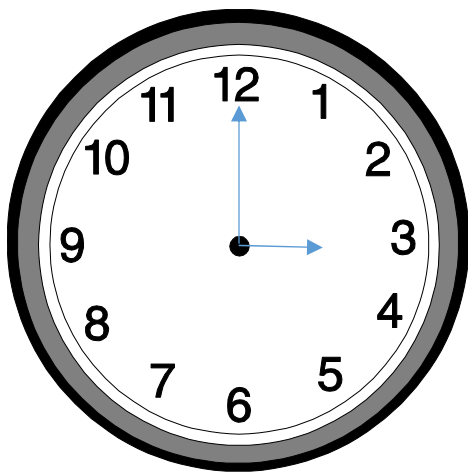
**CONTENT:** Clock face

An hour has 60 minutes

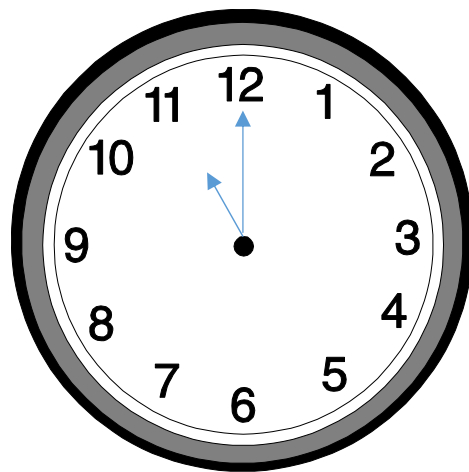


- When the minute hand points to 12 we read where the hour hand points

We use two hands ; minute hand and hour hand.

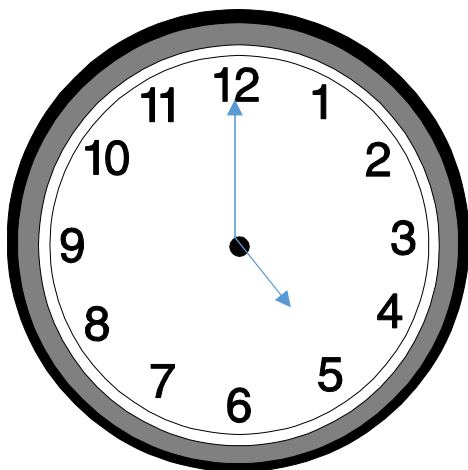


It is 3 o'clock

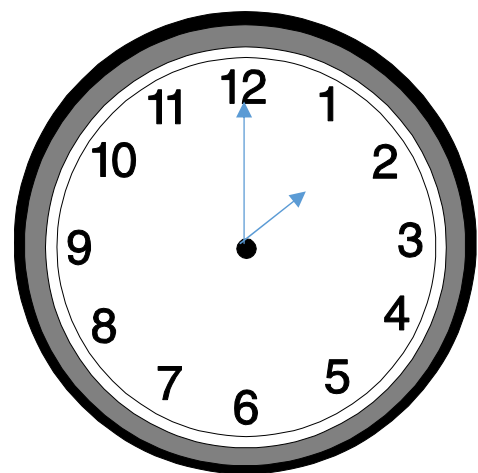


it is 11 o'clock

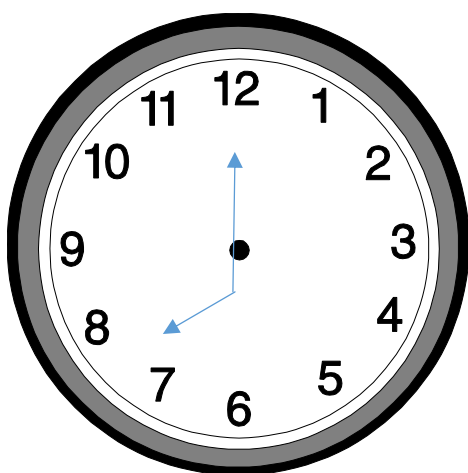
Tell the time



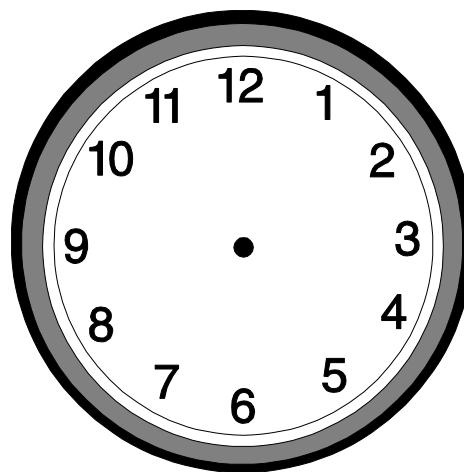
It is \_\_\_\_\_ o'clock



it is \_\_\_\_\_ o'clock



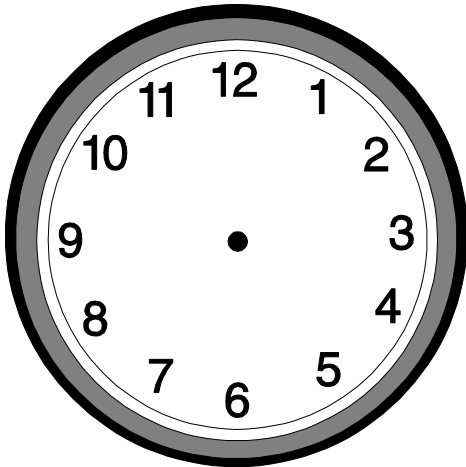
It is \_\_\_\_\_ o'clock



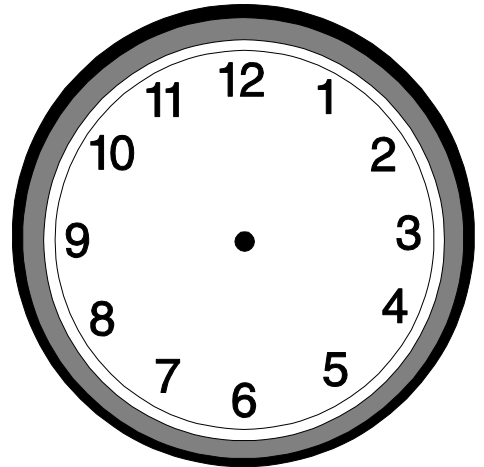
it is \_\_\_\_\_ o'clock

Show the time on the clock face

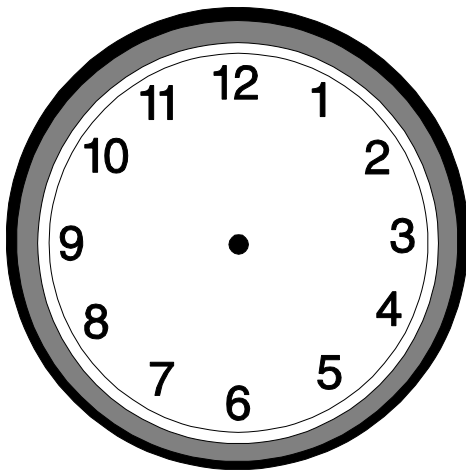
4 o'clock



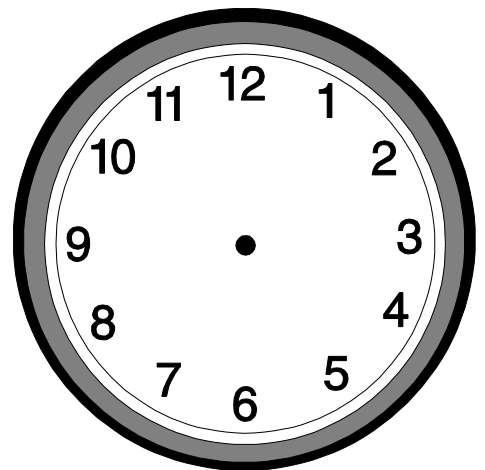
7 o'clock



9 o'clock



5 o'clock



Date	Class	No. of pupils	TIME

**THEME:** Peace and security

**SUB THEME:** Roles of people who keep peace and security

**COMPETENCES:** - Identifies time

- Tells time
- Draws the clock faces

**METHOD:** - Observation

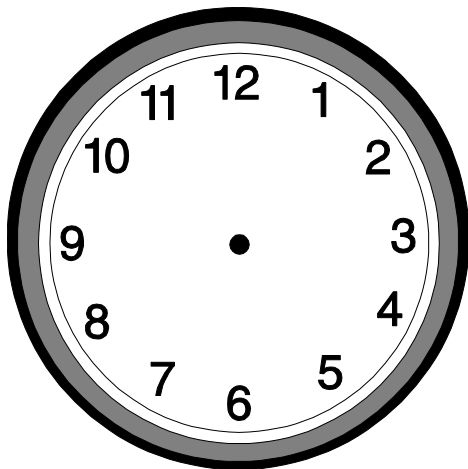
- Guided discovery
- Guided discussion

**T/L AIDS**

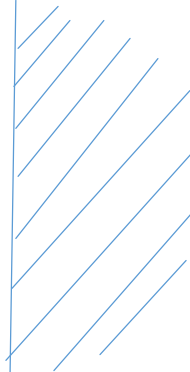
**INTRODUCTION:** "Wampologomasawameka"

**CONTENT:** Telling time in half hours

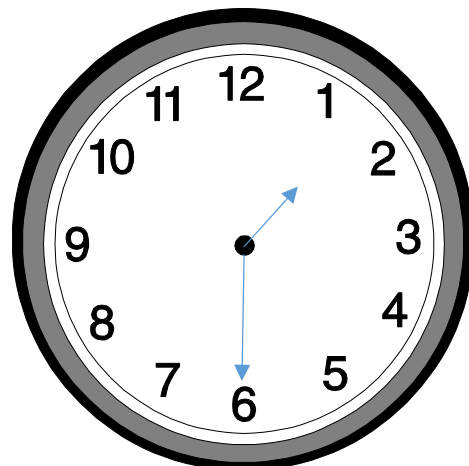
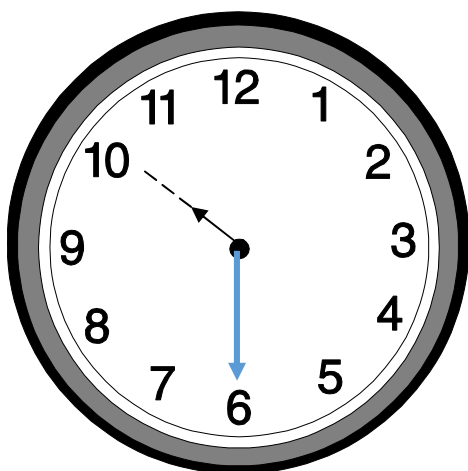
A half of an hour is 30 minutes



If the minute hand points at 6

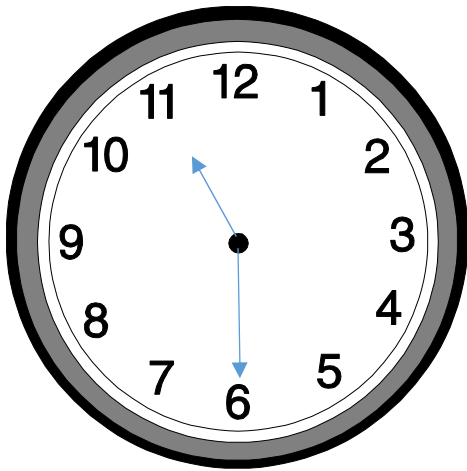


**Example:**

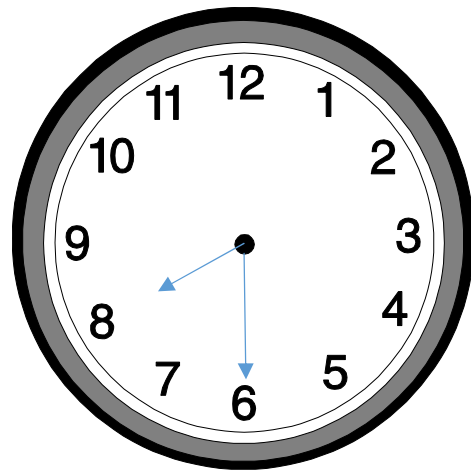


It is a half past 10 o'clock

It is 30 minutes



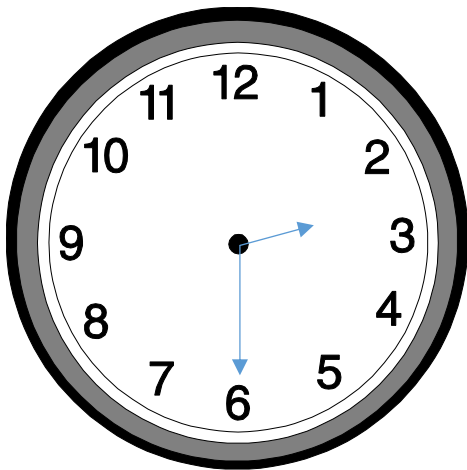
It is a half past 10 o'clock



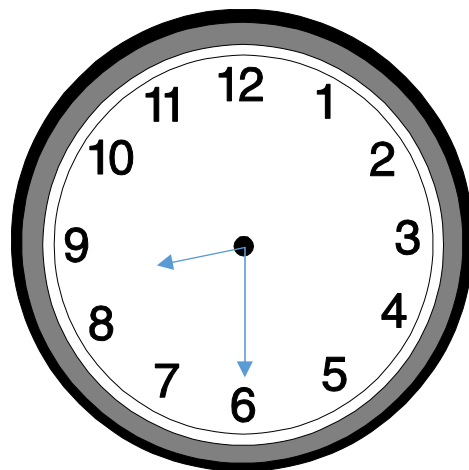
It is a half past 11 o'clock

Tell the time

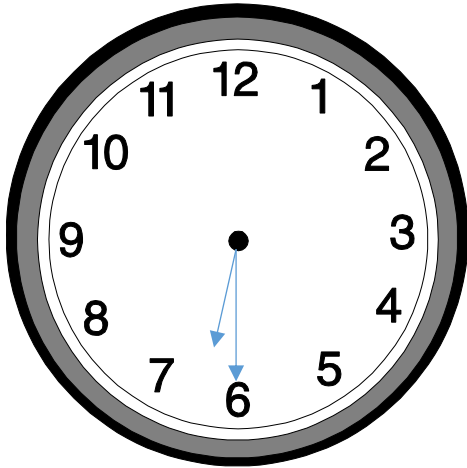
it is a half past 8 o'clock



It is \_\_\_\_\_



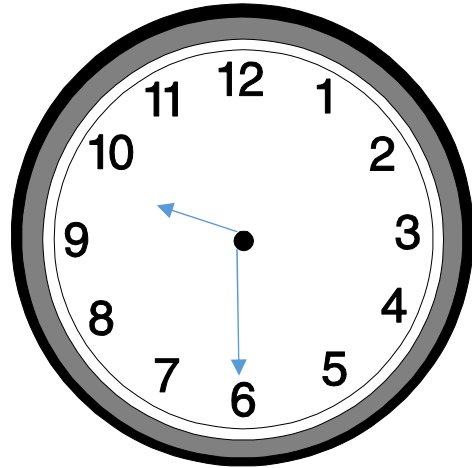
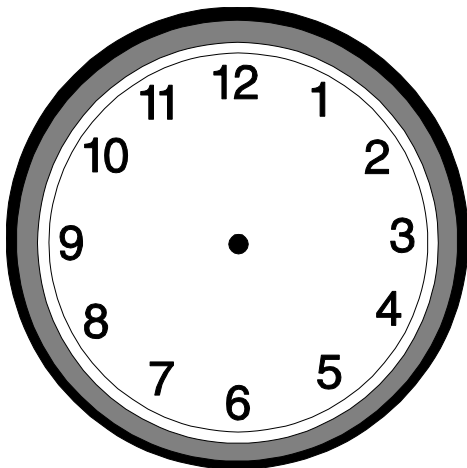
it is \_\_\_\_\_



It is \_\_\_\_\_

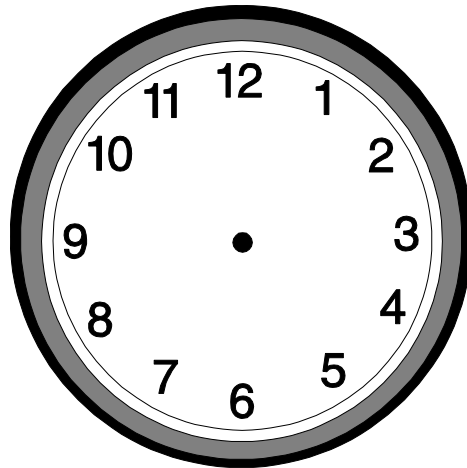
**Show these times on the clock face.**

A half past 2 o'clock



it is \_\_\_\_\_

A half past 7 o'





Date	Class	No. of pupils	TIME

**THEME: Measures**

**SUB THEME: Time**

**COMPETENCES: Identifies time**

**Tells time**

**Draws clock face**

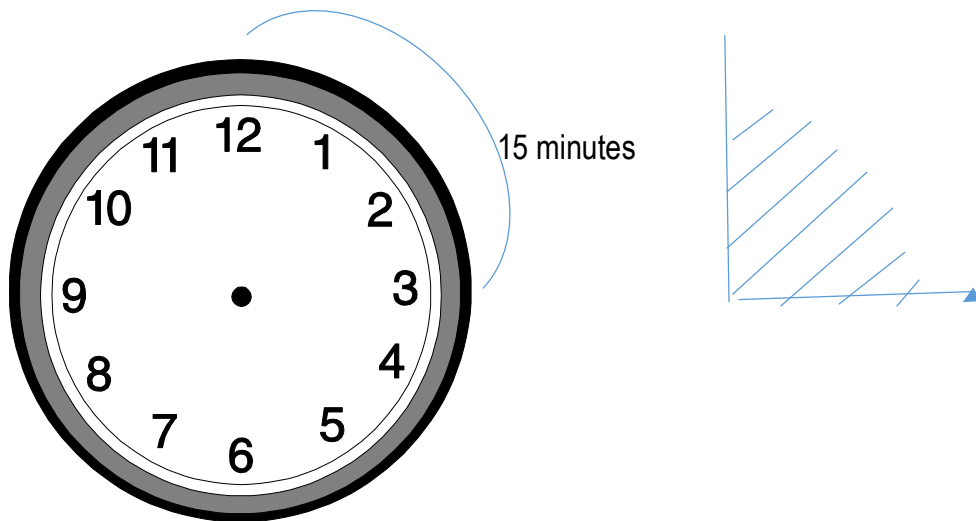
**METHOD: Observation**

**Guided discovery**

**T/L AIDS**

**INTRODUCTION: Reviewing the precious lesson.**

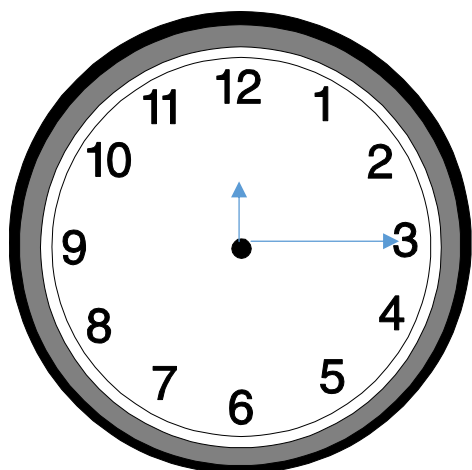
**CONTENT: A quarter hours**



A quarter of an hour is 15 minutes.

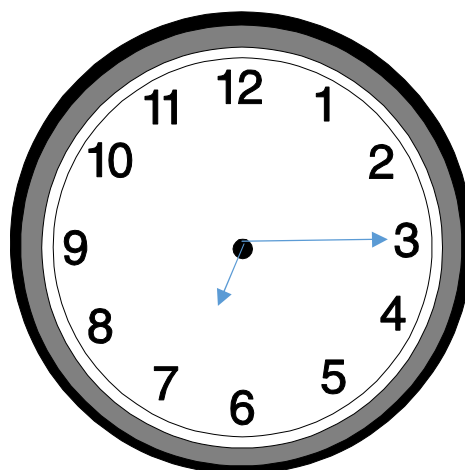
**Examples:**

A quarter past 12 o'clock



A  
2 o'clock

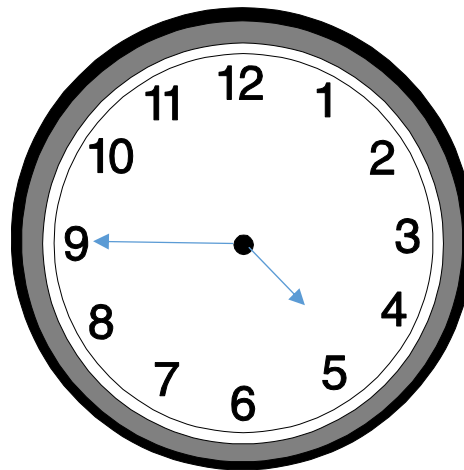
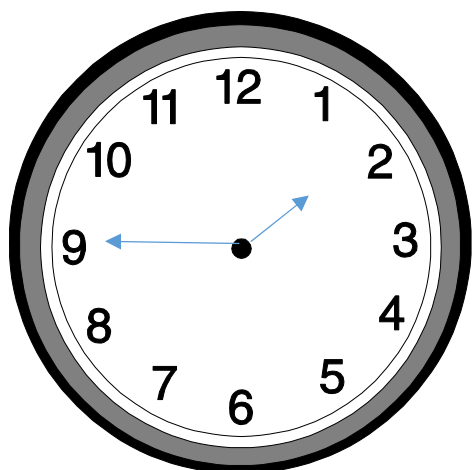
A quarter past 7 o'clock



quarter to

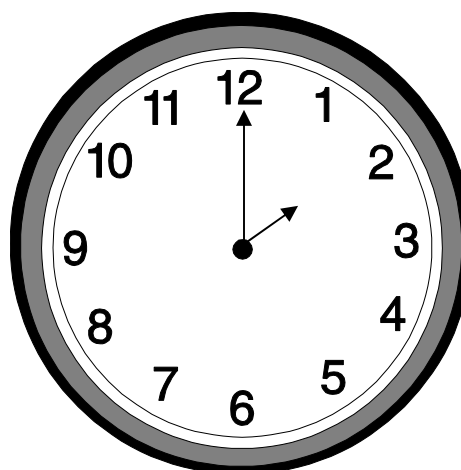
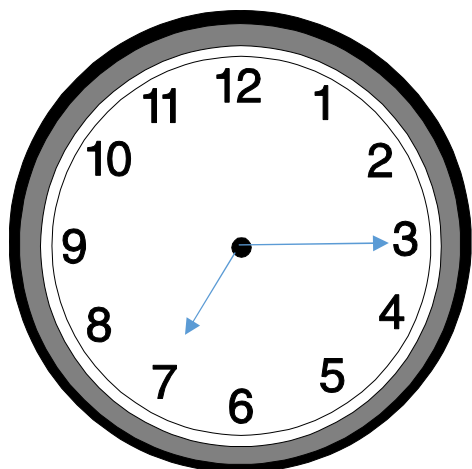
A

quarter to 5 o'clock

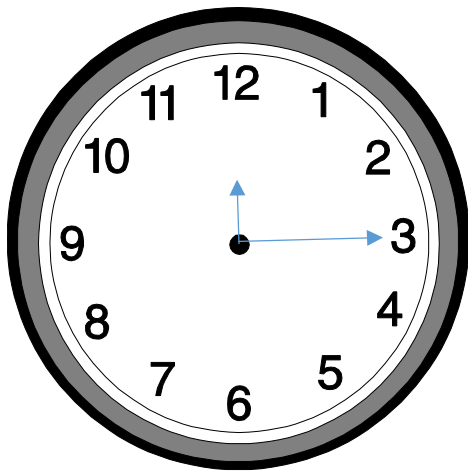


quarter to

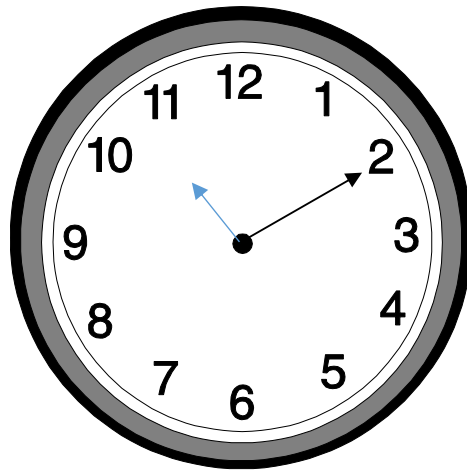
Tell the time



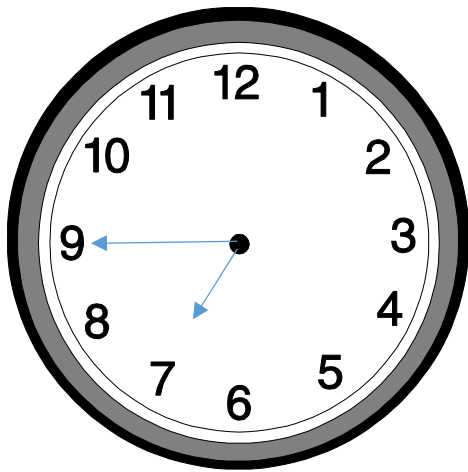
It is \_\_\_\_\_



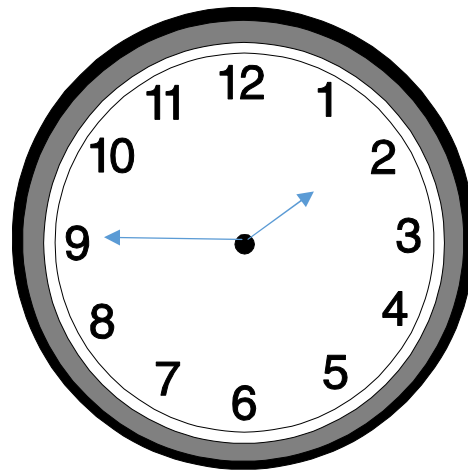
it is \_\_\_\_\_



It is \_\_\_\_\_



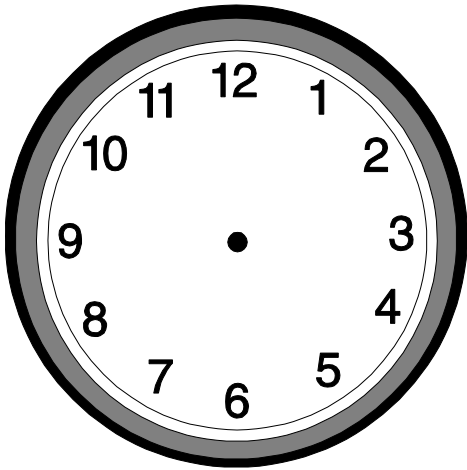
it is \_\_\_\_\_



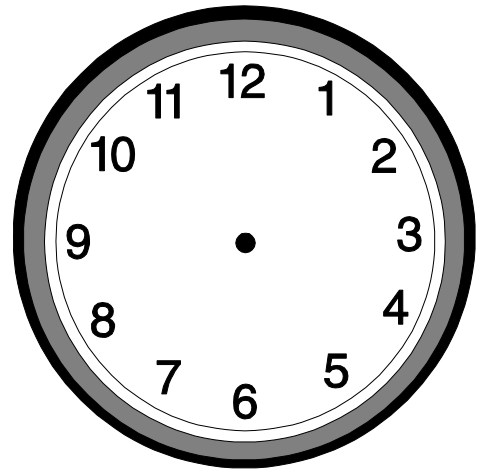
It is \_\_\_\_\_

it is \_\_\_\_\_

Show the time on the clock face



A quarter past 8 o'clock



A quarter to 9 o'clock

Date	Class	No. of pupils	TIME

**THEME:** Measures

**SUB THEME:** Time

**COMPETENCES:** Identifies time

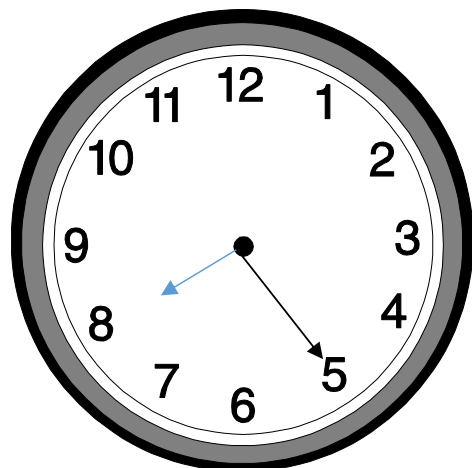
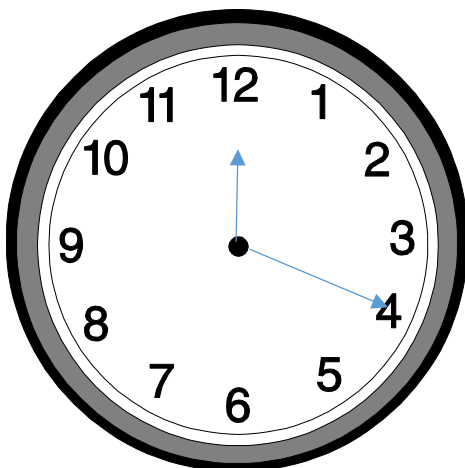
Tells time

**METHOD:** Observation method

**T/L AIDS:** watches

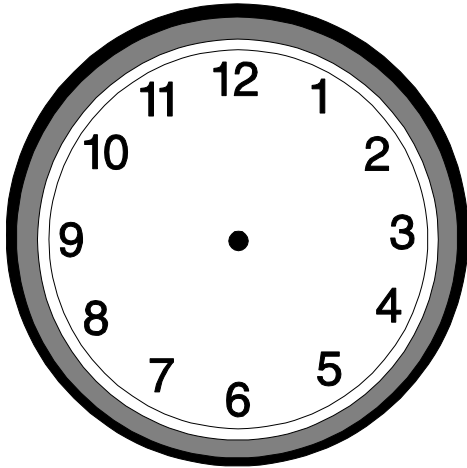
**INTRODUCTION:** Reciting a rhyme on time

**CONTENT:** Telling time in minutes

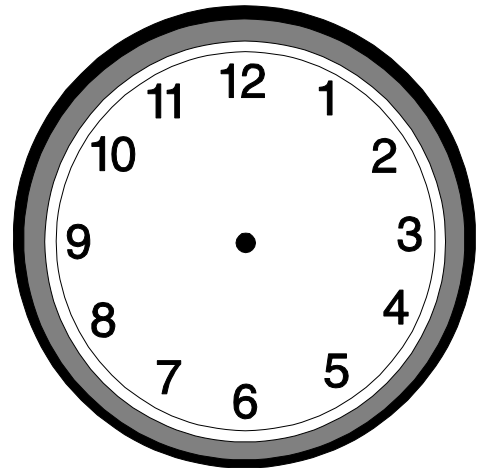


It is 20 minutes past 12 o'clock

Show the time on the clock face

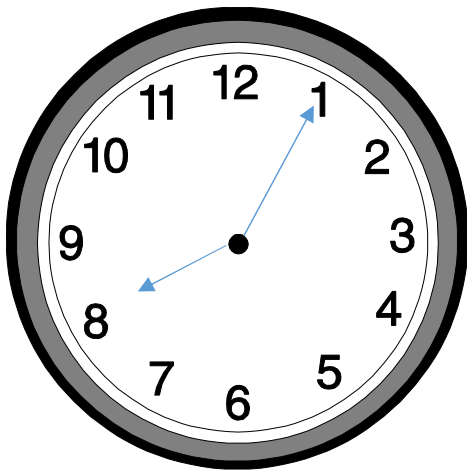


it is 5 minutes past 8 o'clock

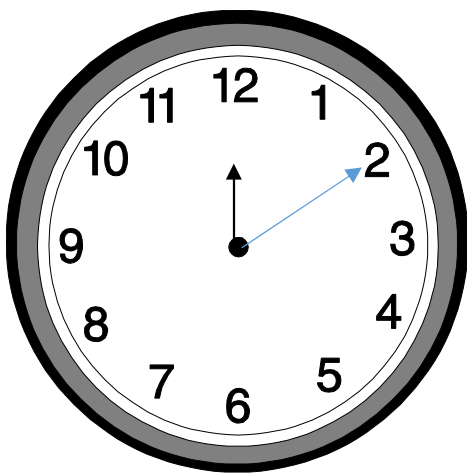
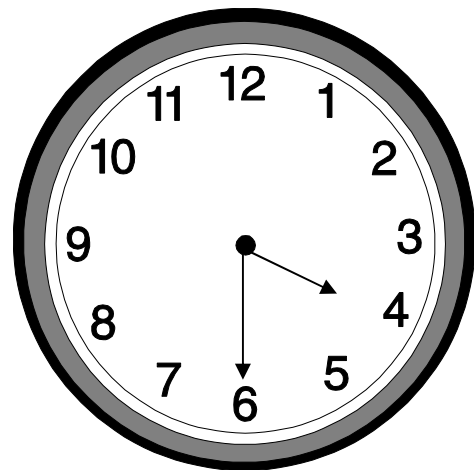


10 minutes past 4 o'clock

Tell the time on the clock face



25 minutes past 8 o'clock

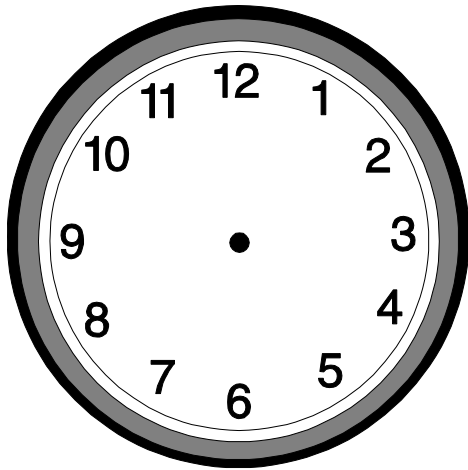


It is \_\_\_\_\_

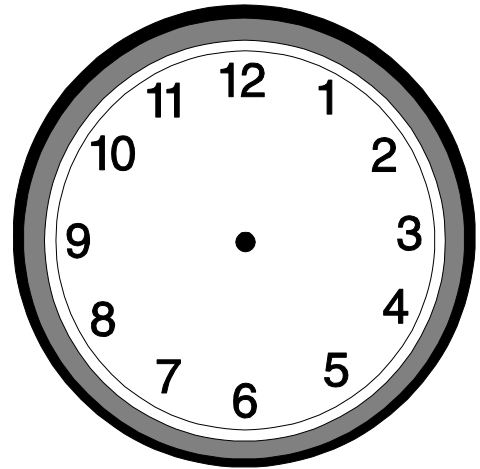
it is \_\_\_\_\_

It is \_\_\_\_\_

Show the given time on the clock face



25 minutes past 8 o'clock



10 minutes past 4 o'clock

Date	Class	No. of pupils	TIME

**THEME: Measures**

**SUB THEME: Days**

**COMPETENCES: Identifies days of the week**

**Names the days of the week with their positions**

**METHOD: Recitation**

**Guided discovery**

**INTRODUCTION: Recite “Mandepalala...tue....”**

**CONTENT: Days of the week.**

There are 7 days in a week.

- Monday
- Tuesday
- Wednesday
- Thursday
- Friday
- Saturday
- Sunday.

Fill in the gaps.

1. Sunday, \_\_\_\_\_, Tuesday, \_\_\_\_\_, Thursday, Friday, \_\_\_\_\_,
2. How many days are in a week?
3. Write these days;
  - I. 1<sup>st</sup> day =
  - II. 2<sup>nd</sup> day =
  - III. 3<sup>rd</sup> day =
  - IV. 4<sup>th</sup> day =
  - V. 5<sup>th</sup> day =
  - VI. 6<sup>th</sup> day =
  - VII. 7<sup>th</sup> day =
4. On which days do we go to school?
5. On which day do Christians go to church?
6. On which day do Muslims go for prayers?
7. Fill in the missing letters.
  - I. T \_ \_ sday

- II. We \_\_ n\_\_ sday  
 III. Th \_\_ \_\_ sday

Date	Class	No. of pupils	TIME

**THEME: Measures**

**SUB THEME: Months**

**COMPETENCES: Identifies months of the year**

**Names months of the year and their days**

**METHOD: Recitation**

**Guided discovery**

**INTRODUCTION: A rhyme about months of the year.**

**CONTENT: Months of the year**

There are 12 months in a year

A year has 52 weeks

A month has 4 weeks

A year has 365/366 days.

The months of the year

1.	January	31 days
2.	February	28/29 days
3.	March	31 days
4.	April	30 days
5.	May	31 days
6.	June	30 days
7.	July	31 days
8.	August	31 days
9.	September	30 days
10.	October	31 days
11.	November	30 days
12.	December	31 days



### Exercise

1. How many months make a year?
2. List down months with 31 days.
3. List down months with 30 days.
4. How many days does February have?
5. In which month do you celebrate your birthday?
6. In which month are we in now?
7. In which month do we celebrate Christmas day?

Date	Class	No. of pupils	TIME

**THEME: Measures**

**SUB THEME: Calendar**

**COMPETENCES: Reads the calendar**

**Identifies the days of the week on the calendar**

**METHOD: Guided discussion**

**Guided discovery**

**Observation**

**INTRODUCTION:**

**CONTENT: October 2014**

S	M	T	W	T	F	S
			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	

1. Which day was 1<sup>st</sup> October 2014
2. Which date was the first Sunday of October 2014
3. How many days do October have
4. When was 31<sup>st</sup> October?
5. Which public holiday is on 9<sup>th</sup> October

Date	Class	No. of pupils	TIME

**THEME: Measures**

**SUB THEME: Length**

**COMPETENCES: Identifies length**

**Measures length**

**METHOD: Observation**

**Guided discovery**

**INTRODUCTION:**

**CONTENT: Measuring length using body parts (practical)**

Materials;

- Hand span
- Stride
- Palm

Measure the length of the following:

- Chalkboard
- Chalkboard ruler
- Tables
- Book shelf
- Benches
- Windows

Date	Class	No. of pupils	TIME

**THEME: Measures**

**SUB THEME: Length**

**COMPETENCES: Identifies**

**Compares length using longer or shorter**

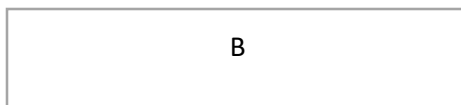
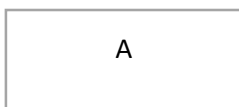
**METHOD: Observation**

**Guided discovery**

**INTRODUCTION: Review of previous lessons**

**CONTENT: Comparing using longer or shorter.**

Look at the length of these pieces.



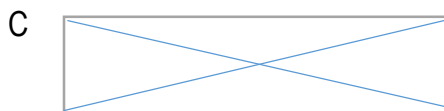
Use shorter or longer

A is longer than B

A is longer than C

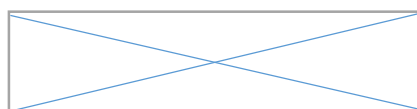
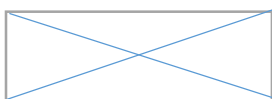
B is longer than A

C is shorter than D



B

D



Date	Class	No. of pupils	TIME

**THEME: Measures**

**SUB THEME: Length**

**COMPETENCES: Identifies length**

**Reads length**

**Writes length**

**METHOD: Observation**

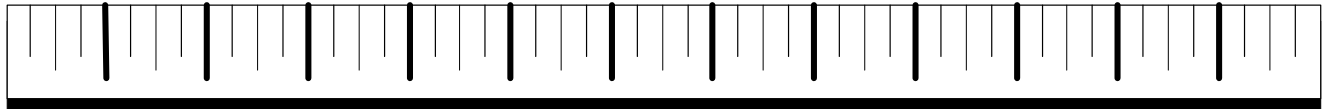
**Guided discovery**

**INTRODUCTION: Review of previous lesson**

**CONTENT: Measuring length in meters.**

**Meters are the standard units for measuring length.**

**1 meter = 100 centimeter**



### **Exercise**

1. How many centimeters make 1 meter?
2. How many centimeters make 3 meters?
3. Write in full  
Cm =  
M =

Use longer or shorter.

1. A centimeter is \_\_\_\_\_ than a meter
2. A meter is \_\_\_\_\_ than a centimeter

Date	Class	No. of pupils	TIME

**THEME: Measures**

**SUB THEME: Length**

**COMPETENCES: Identifies centimeters and meters**

**Measures metres**

**Records information**

**METHOD: Fieldwork**

**Observation**

**INTRODUCTION: Review of previous lessons**

**CONTENT: Practical lesson**

1. Material = 1 meter ruler

Recordings.

Objects	Length m/cm	Width m/cm
Class room		
Chalkboard		
Office block		
Main hall		
Dormitory		
Canteen		
Swimming pool		

Date	Class	No. of pupils	TIME

**THEME: Measures**

**SUB THEME: Length**

**COMPETENCES: Identifies the length**

**Adds the length**

**METHOD: Guided discovery**

**Guided discussion**

**INTRODUCTION: Review of previous lessons**

**CONTENT: Addition of length**

2meters + 3 meters = 5 meters

3meters +4 meters = \_\_\_\_ meters

1meters + 5 meters = \_\_\_\_ meters

20cm + 10 cm = \_\_\_\_\_ cm

Add the meters and centimeters

1. 5meters + 5 meters =
2. 4meters + 2 meters =
3. 7meters + 6 meters =
4. 30meters + 30 meters =

5.   9 meters  
   + 7 Meters  
\_\_\_\_\_

6.   1 2 centimeters  
   + 1 0 centimeters  
\_\_\_\_\_

Date	Class	No. of pupils	TIME

**THEME: Measures**

**SUB THEME: Units of measure**

**COMPETENCES: Draws squares**

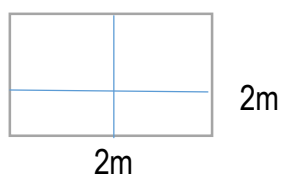
**Finds area by counting**

**METHOD:**

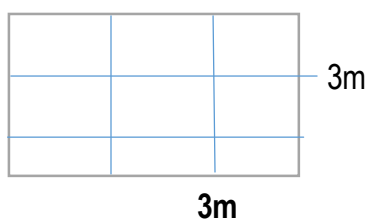
**INTRODUCTION: Review of previous lessons**

**CONTENT: Area**

Area = 4 m<sup>2</sup>



Area = 9 m<sup>2</sup>



Area = 5 x 5

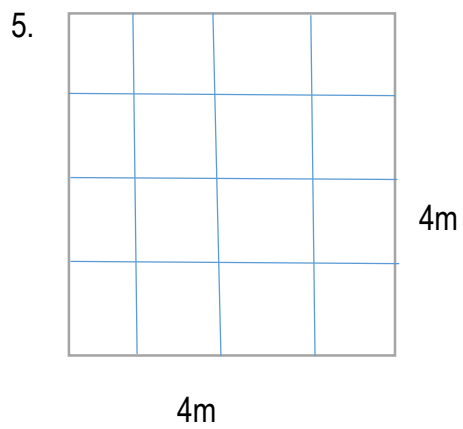
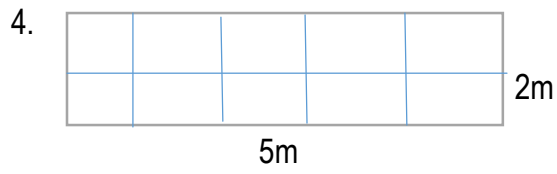
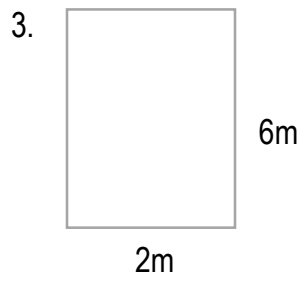
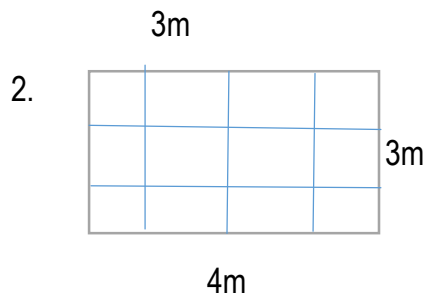
Area = 2m x 4m

Area = 8 m<sup>2</sup>

**Exercise**

Find the area







Date	Class	No. of pupils	TIME

**THEME: Measures**

**SUB THEME: Solids and shapes**

**COMPETENCES: Compares weight of objects using lighter or heavier**

**METHOD: guided discovery**

**INTRODUCTION: Defining weight**

**Is the heaviness or lightness of an object**

**CONTENT: Measuring weight**

**Compare using heavier or lighter**

1.  
- A text book is \_\_\_\_\_ than a pencil.  
A pencil is \_\_\_\_\_ than a text book.

2. Ss



- A pineapple is \_\_\_\_\_ than a balloon.  
A pineapple is \_\_\_\_\_ than an orange.  
A balloon is \_\_\_\_\_ than an orange.  
A balloon is \_\_\_\_\_ than a pineapple.  
An orange is \_\_\_\_\_ than a pineapple.  
An orange is \_\_\_\_\_ than a balloon.

3. 1 kg is \_\_\_\_\_ than  $\frac{1}{2}$   
4.  $\frac{1}{2}$  kg is \_\_\_\_\_ than 1 kg

Practical lesson weighing scale

Date	Class	No. of pupils	TIME

**THEME: Measures**

**SUB THEME: Solids and shapes**

**COMPETENCES: Adds kilograms accurately**

**METHOD: guided discovery**

**INTRODUCTION: Review of the previous lessons**

**CONTENT: Addition of weight in kilograms**

1.  $1 \text{ kg} + 2 \text{ kg} = 3 \text{ kg}$
2.  $2 \text{ kg} + 5 \text{ kg} + 2 \text{ kg} = 9 \text{ kg}$
3.  $13 \text{ kg} + 14 \text{ kg} = 27 \text{ kg}$

#### **Exercise**

1.  $7 \text{ kg} + 3 \text{ kg} =$
2.  $86 \text{ kg} + 19 \text{ kg} =$
3.  $12 \text{ kg} + 24 \text{ kg} =$
4. Use heavier or lighter
  - I. A pencil is \_\_\_\_\_ than a chair
  - II. A chair is \_\_\_\_\_ than a pencil.

Date	Class	No. of pupils	TIME

**THEME: Measures**

**SUB THEME: Solids and shapes**

**COMPETENCES: Identifies place values of digits**

**Subtracts kilograms carefully**

**METHOD:**

**INTRODUCTION:**

**CONTENT: Subtraction of weight**

$$5\text{kg} - 2\text{ kg} = 3\text{ kg}$$

$$16\text{kg} - 4\text{ kg} = 12\text{ kg}$$

Exercise

$$1. \quad 10\text{ kg} - 6\text{ kg} =$$

$$2. \quad 16\text{ kg} - 6\text{ kg} =$$

$$3. \quad 12\text{ kg} - 5\text{ kg} =$$

$$4. \quad 5\text{ kg} - 1\text{ kg} =$$

$$5. \quad \begin{array}{r} 3\ 2\text{ kg} \\ -1\ 2\text{ kg} \\ \hline \end{array}$$

$$6. \quad \begin{array}{r} 2\ 0\text{ kg} \\ -6\text{ kg} \\ \hline \end{array}$$

$$7. \quad \begin{array}{r} 3\ 2\text{ kg} \\ -1\ 7\text{ kg} \\ \hline \end{array}$$

Date	Class	No. of pupils	TIME

**THEME: Measures**

**SUB THEME: Solids and shapes**

**COMPETENCES: Defines liters**

**Adds liters carefully**

**METHOD:**

**INTRODUCTION: Liter**

**A liter is a standard unit for measuring liquids.**

**CONTENT: Things measured in liters are:**

- Milk , soda, liquid soap
- Wine, water, paraffin and cooking oil

Addition of liters:

2liters + 3 liters = 5 liters

2 0liters

+3 4liters

5 4liters

Exercise

1. 6 liters + 2 liters =
2. 4 liters + 3 liters =
3. 23 liters + 42 liters =
4. 12 liters + 4 liters =
5. 5 5 liters  
+25 liters

6. 4 9 2 liters  
+2 3 liters

7. 7 2 6 liters  
+ 3 liters

Date	Class	No. of pupils	TIME

**THEME: Measures**

**SUB THEME: Solids and shapes**

**COMPETENCES: Identifies things measured in liters**

**Subtracts carefully**

**METHOD:**

**INTRODUCTION:**

**CONTENT: Subtraction of liters**

6liters – 1 liter = 5 liters

20liters – 10 liters = 10 liters

2 0liters

-1 0liters

\_\_\_\_\_

3 6liters

-1 6liters

\_\_\_\_\_

Subtract

1. 8 liters – 5 liters

2. 6 liters – 3 liters

3. 30 liters – 20 liters

4. 5 9liters

-4 3liters

\_\_\_\_\_

5. 6 4liters

-2 6liters

\_\_\_\_\_

6. 7 8 9liters

+48 0liters

\_\_\_\_\_

7.  $900 \text{ liters} + 500 \text{ liters}$

---

8.  $648 \text{ liters} - 48 \text{ liters}$

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9.  $424 \text{ liters} - 2 \text{ liters}$

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Date	Class	No. of pupils	TIME

**THEME: Measures**

**SUB THEME: Shapes and solids**

**COMPETENCES: Names and draw shapes**

**Identifies shapes correctly**

**METHOD:**

**INTRODUCTION:**

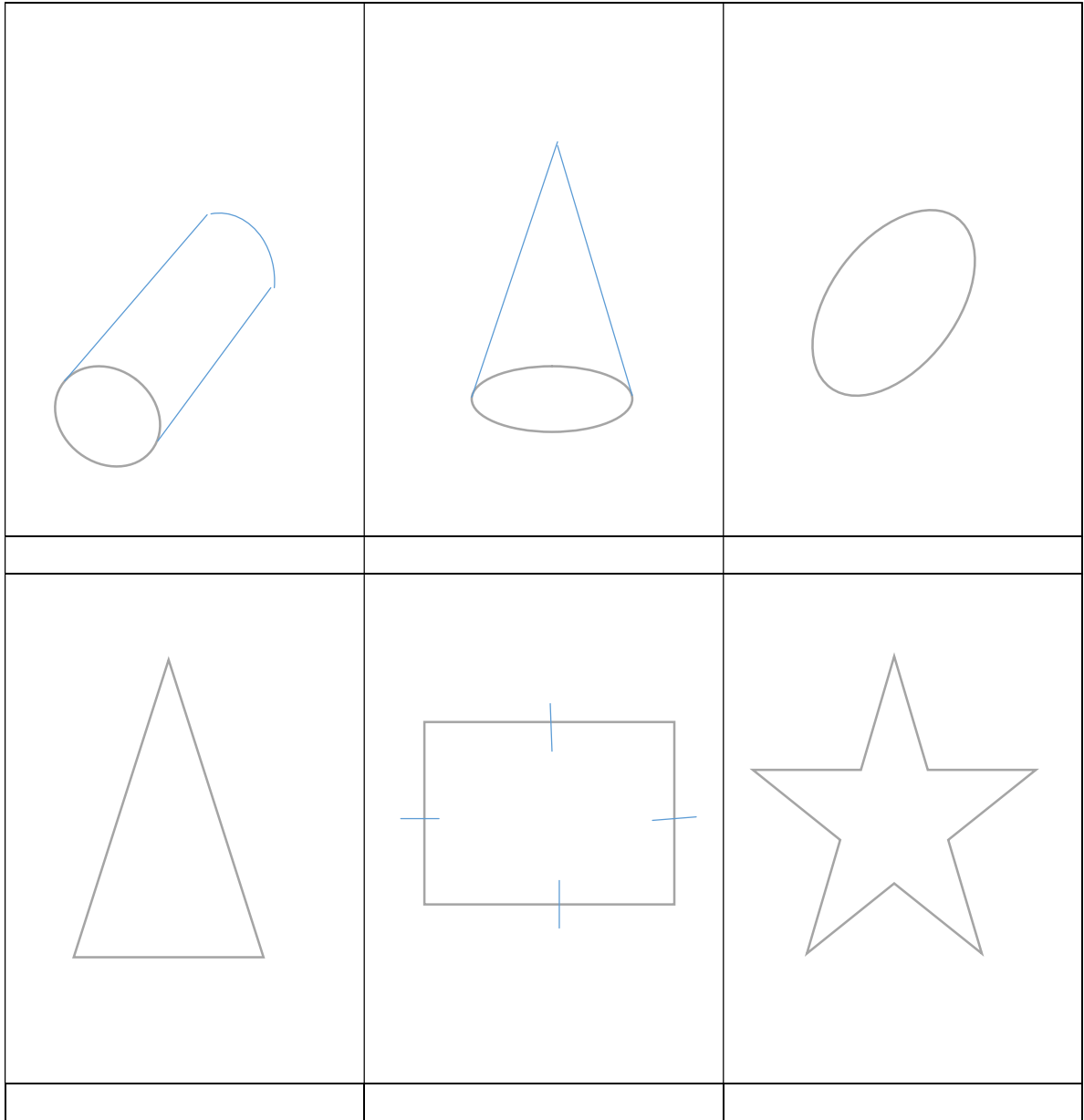
**CONTENT: Naming known shapes**

Shapes

- Triangle, circle, square
- Zigzag, oval, kite, rectangle
- Cylinder, star, cone

Exercise:

1. Name these shapes



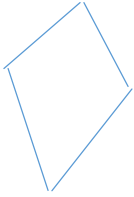
2. Fill in the missing letters

- I. K\_\_ te
- II. C\_\_ cle
- III. R\_\_ ctangle
- IV. Sq\_\_ re

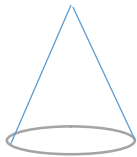
3. Match the shapes to their names



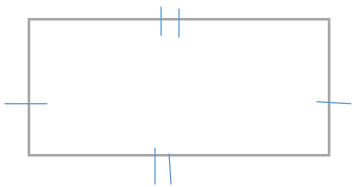
Cone



Triangle



Rectangle



Kite



Date	Class	No. of pupils	TIME

**THEME: Recreation festivals and holiday**

**SUB THEME: Holidays**

**COMPETENCES: Counts, takes away and write correctly**

**INTRODUCTION: Review of the previous lessons**

**CONTENT: Subtraction**

$$\begin{array}{r} 1. \quad 14 \\ - 10 \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 84 \\ - 21 \\ \hline 63 \end{array}$$

$$\begin{array}{r} 3. \quad 500 \\ - 200 \\ \hline 300 \end{array}$$

**Exercise**

$$\begin{array}{r} 1. \quad 82 \\ - 32 \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 784 \\ - 12 \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 432 \\ - 311 \\ \hline \end{array}$$

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4.  $\begin{array}{r} 22 \\ - 58 \\ \hline \end{array}$

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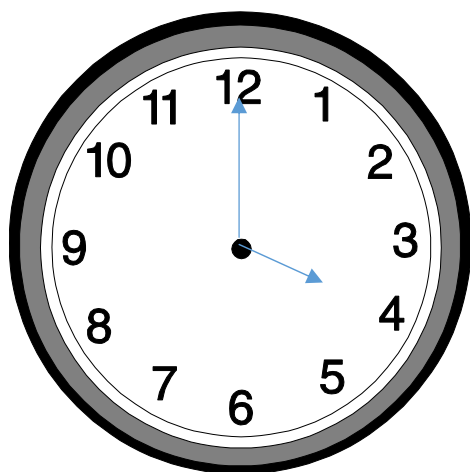
5.  $\begin{array}{r} 622 \\ - 166 \\ \hline \end{array}$

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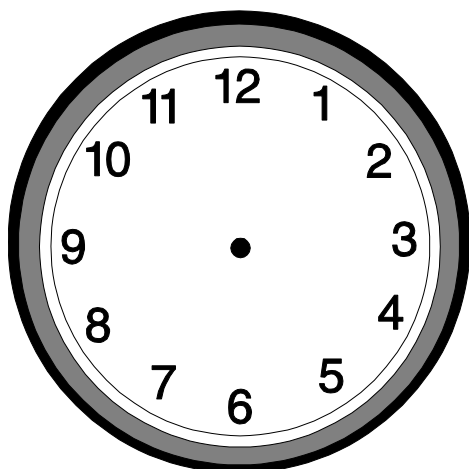
6.  $\begin{array}{r} 80 \\ - 16 \\ \hline \end{array}$

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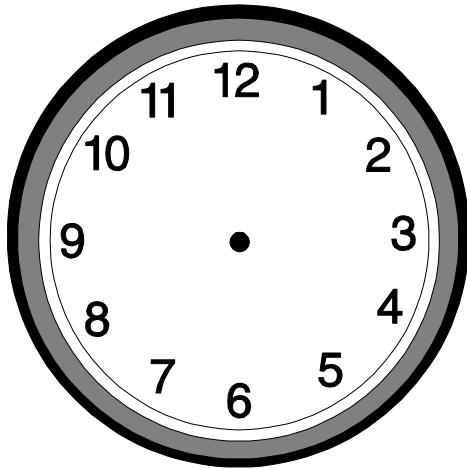
7. Tell the time



8. show the time



A half past 2



A quarter past 4

Date	Class	No. of pupils	TIME

**THEME:** Recreation festivals and holiday

**SUB THEME:** Holidays

**COMPETENCES:** identifies money and shops

Reads and answers questions

**INTRODUCTION:** Shopping

Revision

Shopping bill

Study the shopping bill below

Item	price
Sweet	Shs.100
apple	Shs.1000
Book	Shs.500
pencil	Shs.200

## **Questions**

- 1. How many items are on the shopping bill?**
- 2. What is the most expensive item?**
- 3. Write the cheapest item**
- 4. Which item costs Shs. 200**
- 5. How much did that person use to buy all the items altogether**
- 6. What is the cost of a book and pencil**