P.2 MATHEMATICS LESSON NOTES

Date	Time	No. of pupils

THEME : Our school and neigbourhood

SUB-THEME : Location of our school

COMPETENCES :

- Identifies number symbols
- Naming and counting numbers
- Writing the number symbols

Introduction - Counting from 1 – 10

- Rhyming from 1 – 10

CONTENT : **<u>Counting numbers from 1 – 99</u>**

1, 2, 3, 4, 5, 6, 7, 8, 9, 10,

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

21 22 23 24 25 26 27 28 29 30

31 32 33 34 35 36 37 38 39 40

41 42 43 44 45 46 47 48 49 50

51 52 53 54 55 56 57 58 59 60

61 62 63 64 65 66 67 68 69 70

71 72 73 74 75 76 77 78 79 80

81 82 83 84 85 86 87 88 89 90

91 92 93 94 95 96 97 98 99

Evaluation: **<u>Fill in the missing numbers</u>**

1. 1, 2 _____, 4, 5, _____, 7 , 8, 9, 10
2. 10, 11, 12, ____, 14, 15, ____, 17, 18, 19, 20
3. 32, 33, 34, _____, 36, 37, ____ 39, 40
4. 59, 60, ____, 62, 63, ____, 65, 66, ____, 68, 69
5. 10, 20, 30 ,_____, 50, 60 _____80, 90

6. 90, 80, 70, ____, 50, 40, ____, 20, 10

7. 90, 91, 92, _____, 94, 95, _____, 97, 98, 99

8. 81, 82, 83, _____, 85, 86, _____, 88, 89

9. 30, 31, _____, 33, 34, ____ 36, 37, 38, 39

10. 2, 4, ____, 8, 10, 14, 16, _____, 20

Date	Time	No. of pupils

THEME : Our school and neigbourhood

SUB-THEME : Location of our school

COMPETENCES :

- Identifies and names the number symbols
- Reading the number symbols
- Writes number symbols in words

Introduction - Through reviewing the previous lesson

CONTENT : **<u>Writing number names</u>**

1= one	10 = ten	19 = nineteen
2 = two	11 – eleven	20 = twenty
3 = three	12 = twelve	30 = thirty
4 = four	13 = thirteen	40 = forty
5 = five	14 = fourteen	50 = fifty
6 = six	15 = fifteen	60 = sixty
7 = seven	16 = sixteen	70 = seventy
8 = eight	17 = seventeen	80 = eighty
9 = nine	18 = eighteen	90 = ninety

Evaluation: **Write the following in words**

1. 10= _____
2. 20= _____
3. 30=_____
4. 40=_____
5. 50 =_____
6. 60=_____
7. 70=_____
8. 60=_____
9. 90 =_____
10. 1 =_____
11. 2=_____
12. 3 =_____
13. 4=_____
14. 5 =_____
15. 6 = _____
16. 7 =_____
17. 8= _____
18. 9 = _____
19. 10= _____
20. 11= _____
21. 12=_____
22. 13= _____
23. 14 _____
24. 15= _____
25. 16= _____
26. 17= _____
27. 18 =_____
28. 19= _____

Date	Time	No. of pupils

THEME : Our school and neigbourhood

SUB-THEME : School symbols

COMPETENCES :

- Identifying the numbers
- Naming the numbers
- Forming the new numbers

Introduction - Through reviewing the previous lesson

CONTENT : **Forming the new numbers from the old number**

Example 1

1. 984 =

   98, 84, 9, 8, 4

2. 64 3 =

   43, 64, 6, 4, 3

3. 109 =

   10 , 9, 1, 0

Evaluation: Make the new numbers from the following

1. 968 =
2. 481 =
3. 223 =
4. 765 =
5. 543 =
6. 432 =
7. 321 =
8. 210 =
9. 987 =
10. 799 =

Date	Time	No. of pupils

THEME : Our school and neigbourhood

SUB-THEME : School symbols

COMPETENCES :

- Identifying numbers
- Naming the numbers
- Arranging in descending and ascending order

Introduction - Through reciting a multiplication table of 2

CONTENT : **Descending and ascending order**

Arrange in ascending order

a) 4, 2, 3, 9, 6, 8

= 2, 3, 4, 6, 8, 9

b) 10, 20, 60, 90, 80, 50, 70

10, 20, 50, 60, 70, 80, 90

Arrange in descending order

a) 5 10, 8, 6, 9

= 10, 9, 8, 6, 5

b) 100, 900, 600, 400, 500

= 900, 600, 500, 400, 100

Evaluation: **arrange from smallest to the biggest (ascending order)**

1. 4, 6, 8, 12, 10, 7
2. 40, 90 50, 70 60, 30
3. 52, 59, 54, 56, 57, 53

Arrange from the biggest to the smallest (descending order)

4. 90, 10, 20, 80, 40, 30, 70, 60, 50
5. 11, 21, 41, 31, 71, 61, 51

Circle the bigger number

6. 46, 96, 09, 04
7. 20, 11, 02, 22

Circle the smallest number

8. 90, 70, 20
9. 1 8 10
10. 89 98 09

Date	Time	No. of pupils

THEME : Our school and neigbourhood

SUB-THEME : School symbols

COMPETENCES :

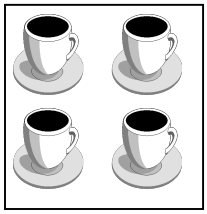
- Defining the set
- Identifying examples of sets
- Drawing sets

Introduction - Reviewing the previous lessons

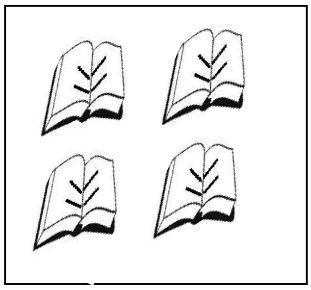
CONTENT : A set is a group of well defined objects.

Examples of sets

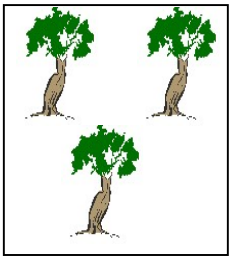
1. A set of 4 cups



2. A set of 4 books

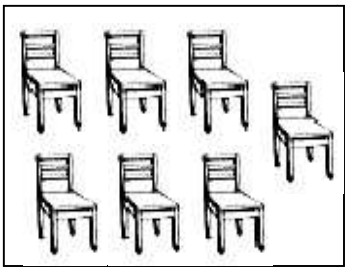


3. A set of 3 tress



Evaluation: What is a set?

1. Draw these sets
2. A set of 6 balls
3. A set of 5 balls
4. A set of 9 tomatoes
5. Name these sets



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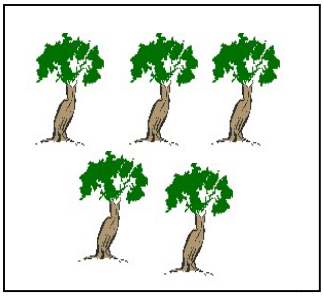

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Date	Time	No. of pupils

THEME : Our school and neigbourhood

SUB-THEME : School symbols

COMPETENCES :

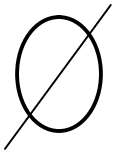
- Defining an empty set
- Identifying symbols of an empty set
- Drawing empty sets

Introduction - Through reviewing the previous lesson

CONTENT : An empty set

An empty set is a set with no members

A symbol of an empty set



Examples of empty sets

A set of girls with two heads each.

A set of snakes with legs

A set of cows with wheeled legs.

Evaluation:

1. What is an empty set?
2. What is a set?
3. Use "empty or " not empty"
4. A set of snakes with no legs is called _____
5. A set with no members are called _____ sets
6. A set of cows with four legs each _____ set.

Date	Time	No. of pupils

THEME : Our school and neigbourhood

SUB-THEME : School symbols

COMPETENCES :

- Defining equal sets
- Naming equal sets
- Drawing equal sets

Introduction -

Content : **Equal Sets**

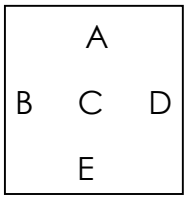
Equal sets are the sets with the same and equal number of members.

Examples of equal sets

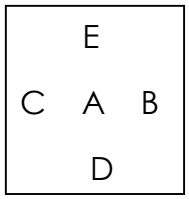
A B

Set A is equal to set B

Q



R



Set Q is equal to set R.

Evaluation: What are equal sets?

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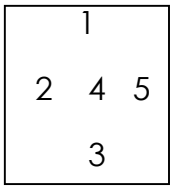
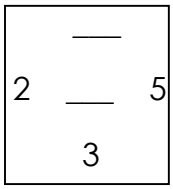
2. Complete to make equal set

x

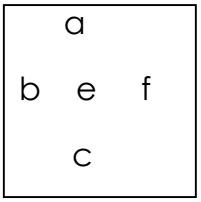


y

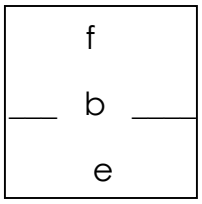


Set X is equal to set Y

M

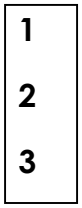


N

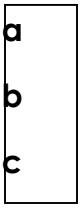


Use **equal or not equal**

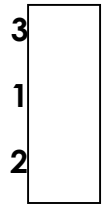
A



B



C



4. Set A is _____ to set B
5. Set A is _____ to set c
6. Set B is _____ to set A
7. Set B is _____ to set c
8. Set c is _____ to set A
9. Set C is _____ to set B

Date	Time	No. of pupils

THEME : Our school and neigbourhood

SUB-THEME : School symbols

COMPETENCES :

- Defining matching sets
- Identifying and matching sets
- Drawing matching sets

Introduction -

Content : Matching Sets

Examples

1.

A	**B**
A	4
B	3
C	2
D	1

Evaluation: Subtract correctly

1. 31 – 6 =
2. 93 – 8 =
3. 52 – 7 =
4. 80 – 6 =
5. 74 – 5 =
6. 68 – 4 =

Date	Time	No. of pupils

THEME : Our environment

SUB-THEME : Common animals

COMPETENCES :

- Arranges digits vertically
- Re-groups accurately and subtracts

INTRODUCTION : Review of the previous lesson

CONTENT : More subtraction with re-grouping

S.W

1. 3 7
   − 1 8
   1 6

0 0 0 0 0 0 0 0 0 ø ø ø ø ø ø ø ø ø

0 ø

S.W

2. 5 6
   − 2 9
   1 6

0 0 0 0 0 0 0 ø ø ø ø ø ø ø ø ø

0 0 ø ø

Evaluation: Subtract correctly

1. 3 6
   − 1 7
   _____

2. 5 3
   − 2 8
   _____

3. 42 – 16 = _____

4. 56 – 19 = _____

5. 34 – 8 = _____

6. 56 – 26 = _____

Date	Time	No. of pupils

THEME : Our environment

SUB-THEME : Common animals

COMPETENCES :

- Arranges digits vertically
- Reads word problems
- Subtract, re-groups accurately

INTRODUCTION : Subtraction of word problems

CONTENT : Vaneessa bought 32 books. She gave 16 books to Tiana.

How many books did she remain with?

1.

			S.W
	3	2	0 0 0 0 0 0 ø ø ø ø ø ø
−	1	6	0 ø
	1	**6books**	

2. Lubwama had 44 sweets. He gave 8 sweets to Kayiwa. How many sweets did he remain with?

			S.W
	4	4	0 0 0 0 0 0 ø ø ø ø ø ø ø ø
−		8	0 0 0
	1	**6**	

Evaluation: Read and work out

1. Ethel had 18 oranges. She gave 9 oranges to Elan. How many oranges did she remain with?

2. There were 55 eggs in a basket. A dog broke 27 eggs. How many eggs were left in the basket?

3. 60 pencils take away 28 pencils equals _____ pencils.

4. Angok had 73 biscuits. He ate 15 biscuits. How many biscuits did she remain with?

5. Fifteen minus six equals _____

Date	Time	No. of pupils

THEME : Our environment

SUB-THEME : Common animals

COMPETENCES :

- Makes the division sign
- Identifies the division sign and divides

INTRODUCTION : Mental work

2 x 2 = 3 x 4 = 56 – 9 =

CONTENT : Division by 2

1. 2 ÷ 2 = 1

S.W

2. 6 ÷ 2 = 3

S.W

3. 4 ÷ 2 = 2

S.W

Evaluation : Divide

1. 2 ÷ 2 = 2. 2 ÷ 2 = 3. 2 ÷ 2 = 4. 2 ÷ 2 =

5. 2 ÷ 2 = 6. 2 ÷ 2 = 7. 2 ÷ 2 = 8. 2÷ 2 =

9. Share 6 mangoes to 2 boys.

10. Share 8 eggs to 2 girls.

Date	Time	No. of pupils

THEME : Our environment

SUB-THEME : Common animals

COMPETENCES :

- Divides accurately

INTRODUCTION : Review of the previous lesson

CONTENT : Division by 3

1. 6 ÷ 3 = 2

S.W

2. 12 ÷ 3 = 4

S.W

Evaluation : Divide the following

1. 3 ÷ 3 = 2. 9 ÷ 3 = 3. 12 ÷ 3 = 4. 21 ÷ 3 =

5. 15 ÷ 3 = 6. 24 ÷ 3 = 7. 30÷ 3 =

8. Share 12 books to 4 children.

Date	Time	No. of pupils

THEME : Our environment

SUB-THEME : Common animals

COMPETENCES :

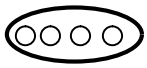
- Groups and counts accurately
- Divides correctly

INTRODUCTION : Review of the previous lesson

CONTENT : Division by 4

1. $4 \div 4 = 1$

S.W



2. $8 \div 4 = 2$

S.W

Evaluation : Divide the following

1. $28 \div 4 =$
2. $12 \div 4 =$
3. $16 \div 4 =$
4. $8 \div 4 =$
5. $24 \div 4 =$
6. $40 \div 4 =$

7. Share 4 goats to 4 men. How many goats does each man get?

Date	Time	No. of pupils

THEME : Our environment

SUB-THEME : Common animals

COMPETENCES :

- Groups and counts
- Divides

INTRODUCTION : Review of the previous lesson

CONTENT :

S.W

1. 20 ÷ 5 = 4 ○○○○○ ○○○○○ ○○○○○ ○○○○○

2. 10 ÷ 5 = 2

S.W

Evaluation : Divide the following

1. 5 ÷ 5 = 2. 25 ÷ 5 = 3. 15÷ 5 = 4. 30 ÷ 5 =

5. 35 ÷ 5 = 6. 12 ÷ 6 = 7. 9 ÷ 9 =

8. Share 15 guns to 5 soldiers.

Date	Time	No. of pupils

THEME : Our environment

SUB-THEME : Common plants

COMPETENCES :

- Groups and counts
- Multiplies correctly

INTRODUCTION : Review of the previous lesson

CONTENT : Long division

1. $\begin{array}{r} 2 \\ 2\overline{)4} \\ \underline{-4} \\ 0 \end{array}$

S.W

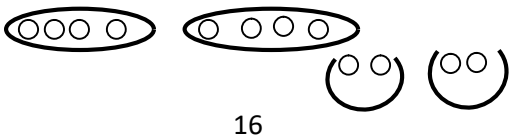
2 x 2 = 4

4 – 4 = 0 0 0 0 0/ / / /

S.W

2. 2

8 ÷ 4 = 2



4 8 2 x 4 = 8 ○○ ○○

−8 8 – 8 = 0 0 0 0 0/0/0/0/0/ / / /

0

S.W

3. 3 | 3 ÷ 1 = 3 

1 | 3 3 x 1 = 3 

−3 3 – 3 = 0 0 0 0 / / /

0

Evaluation : Work out:

1. 26|
2. 3 | 9
3. 5 | 10
4. 2 | 8
5. 3 | 6
6. 26|
7. 2 | 10
8. 2 | 4

Date	Time	No. of pupils

THEME : Our environment

SUB-THEME : Common plants

COMPETENCES :

- Reads word problems
- Shares accurately
- Writes unites

INTRODUCTION : Mental work

$2\overline{)6}$ $4\overline{)8}$

CONTENT : Division word problems

1. Share 10 shirts to 2 men

S.W

10 ÷ 2 = 5 shirts

Each gets 5 shirts

2. Share 4 books to 2 girls.

S.W

4 ÷ 2 = 2 books

Each gets 5 shirts

Evaluation : Read and workout

1. Share 6 sweets equally among 2 girls. How many sweets does each get?
2. Share 9 balls equally to 3 boys. How many balls does each get?
3. Share 15 pens to 5 teachers. How many pens does each get?
4. Share 8 dresses to 4 girls.
5. Share 12 cakes to 4 people.

Date	Time	No. of pupils

THEME : Things we make

SUB-THEME : Materials used and their sources

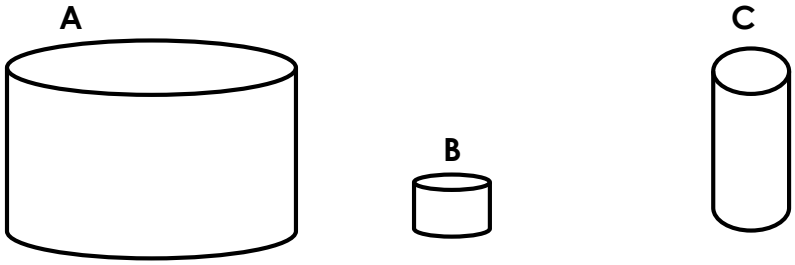
COMPETENCES :

- Uses less more or less to compare
- Carries art practical work on measuring liquids.

INTRODUCTION : Story telling

CONTENT : Use more or less to compare.

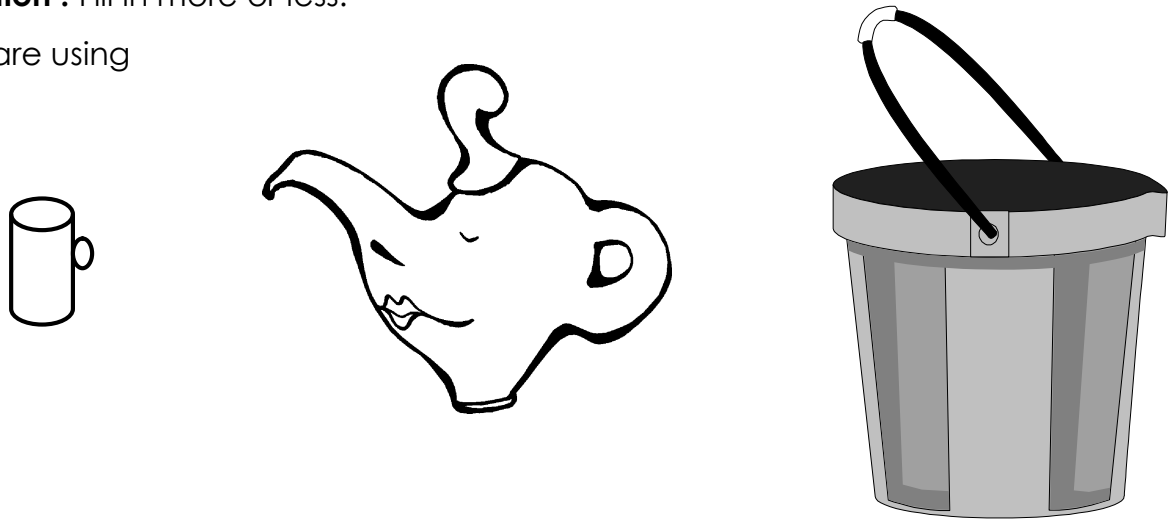
Which container holds more or less water?



1. Container **A** holds more water than container **B**.
2. Container **B** holds less water than container **C** .
3. Container **C** holds more water than container **B**.

Evaluation : Fill in more or less.

Compare using



1. A cup carries _____ milk than a kettle.
2. A kettle carries _____ milk than a cup.
3. A kettle carries _____ milk than a bucket.
4. A bucket carries _____ milk than a kettle.

5. A bucket carries _____ milk that a cup.
6. A cup carries _____ milk than a bucket.

Date	Time	No. of pupils

THEME : Things we make

SUB-THEME : Materials used and their sources

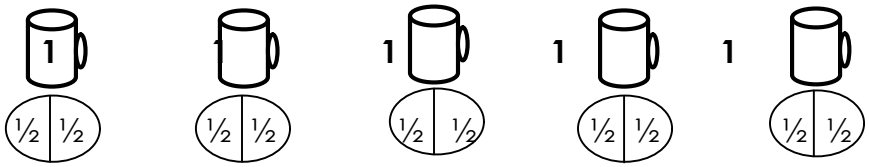
COMPETENCES :

- Compares correctly
- Counts properly
- Measures accurately

INTRODUCTION : Revise the previous lesson

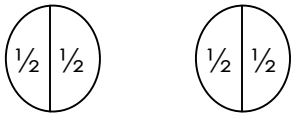
CONTENT : Comparing

1. How many ½ litre cups fill a 5 litre jerrycan?



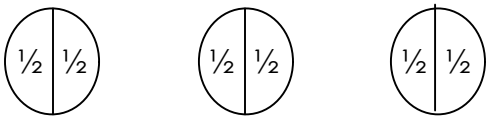
A 5 litre jerrycan can be filled by 10 one litre cups.

2. How many half litre cups fill a 2 litre bottle?



4 cups

3. How many half litre cups can fill a 3 litre jerrycan?



6 cups

Evaluation :

1. How many ½ litre cups fill a 1 litre bottle?
2. How many ½ litre cups fill a 4 litre bucket?

3. How many ½ litre cups fill a 6 litre tin?

Date	Time	No. of pupils

THEME : Things we make

SUB-THEME : Materials used and their resources

COMPETENCES :

- Defines a fraction
- Names fractions
- Identifies fractions

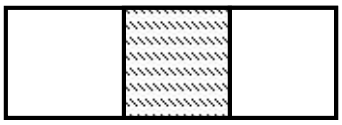
INTRODUCTION : Story telling

CONTENT : Fractions

A fraction is a part of a whole (practical work.)

Examples of Fractions.

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



$\frac{1}{3}$ a third

$\frac{1}{4}$ a quarter

$\frac{1}{5}$ a fifth

Evaluation : (*oral practice)*

1. How many halves make a whole?
2. How many quarters make a whole?
3. How many thirds make a whole?
4. Read and draw for the fraction.

a. $\frac{1}{7}$ b. $\frac{3}{4}$ c. $\frac{2}{5}$

Date	Time	No. of pupils

THEME : Things we make

SUB-THEME : Materials and their sources

COMPETENCES :

- Names the fractions given
- Identifies the fractions

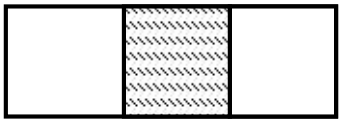
INTRODUCTION : Review of the previous lesson

CONTENT : Naming fractions

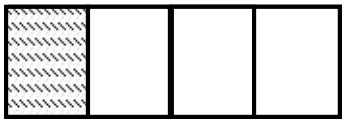
A fraction is a part of a whole (practical work.)

Examples

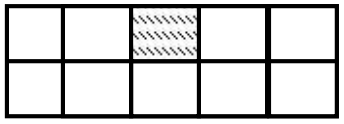
$\frac{1}{2}$ a half



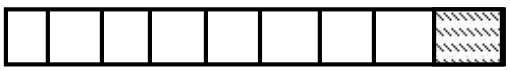
$\frac{1}{3}$ a third



$\frac{1}{4}$ a quarter



$\frac{1}{10}$ a fifth

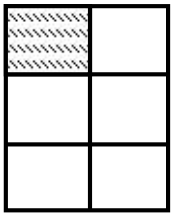


$\frac{1}{9}$ a ninth

Evaluation :

1. Name these fractions

_____ or _____



_____ or _____

_____ or _____

2. Write these fractions in words

$\frac{1}{2}$ _____

$\frac{1}{3}$ _____

$\frac{1}{4}$ _____

$\frac{1}{5}$ _____

$\frac{1}{6}$ _____

$\frac{1}{7}$ _____

$\frac{1}{8}$ _____

$\frac{1}{9}$ _____

$\frac{1}{10}$ _____

Date	Time	No. of pupils

THEME : Things we make

SUB-THEME : Materials and their sources

COMPETENCES :

- Draws the fractions
- Shades some parts of a whole

INTRODUCTION : Review of the previous lesson

CONTENT : Shading fractions

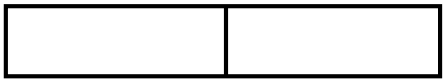
A fraction is a part of a whole practical work.

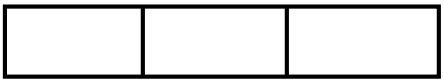
shading fractions

1. $\frac{2}{4}$ 

2. $\frac{1}{5}$ 

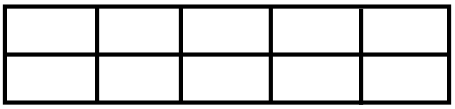
Evaluation : ***Shade for the fraction***

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

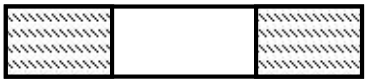
2. $\frac{1}{3}$ 

3. $\frac{5}{7}$ 

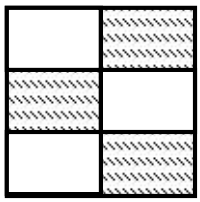
4. $\frac{2}{6}$ 

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

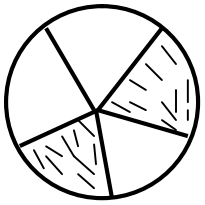
6. Name the shaded fraction



_____



_____



_____

Date	Time	No. of pupils

THEME : Things we make

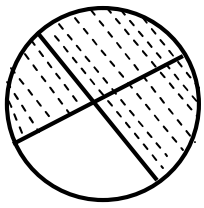
SUB-THEME : Materials used and their sources

COMPETENCES :

- Draws fractions
- Shades fractions
- Counts and names the shaded and unshaded fraction

INTRODUCTION : Review of the previous lesson

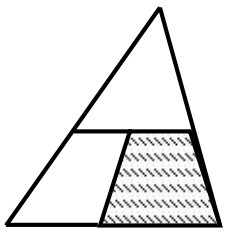
CONTENT : Naming the shaded and unshaded fraction

1. 

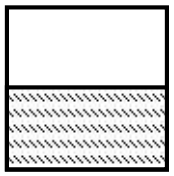
Shaded $\frac{3}{4}$

Unshaded $\frac{1}{4}$

2. Write the shaded fraction



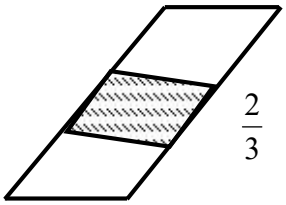
$\frac{1}{3}$



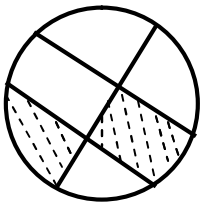
$\frac{1}{2}$

Evaluation:

1. Write the unshaded fraction



$\frac{2}{3}$



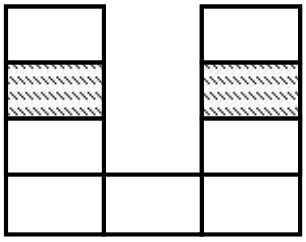
$\frac{4}{6}$

Evaluation

1. Write the shaded fraction.

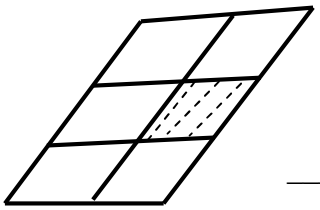
_____

_____

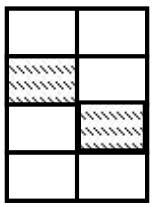


_____

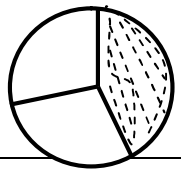
2. Write the unshaded fraction.



_____



_____



_____

Date	Time	No. of pupils

THEME : Things we make

SUB-THEME : Materials used and their sources

COMPETENCES :

- Cuts apples, oranges into parts
- Compares fractions using bigger of smaller appropriately

CONTENT : Comparing fractions (practical lesson)

- Materials
- Oranges
- Apples
- Manila cards
- Procedures
- Get two apples, cut one into 2 equal parts and another into 3 equal parts.

$\frac{1}{2}$ is bigger than $\frac{1}{3}$

$\frac{1}{3}$ is smaller than $\frac{1}{2}$

Try these

Evaluation: Compare using bigger or smaller

Pupils in 6 groups will portion manila card into different fraction i.e group A $\frac{1}{2}$, group B $\frac{1}{6}$, group C $\frac{1}{3}$, group D $\frac{1}{4}$, group E $\frac{1}{8}$, group F $\frac{1}{10}$.

1. $\frac{1}{2}$ is _____ than $\frac{1}{8}$.
2. $\frac{1}{3}$ is _____ than $\frac{1}{10}$.
3. $\frac{1}{4}$ is _____ than $\frac{1}{8}$.
4. $\frac{1}{10}$ is _____ than $\frac{1}{2}$.

5. $\frac{1}{8}$ is _____ than $\frac{1}{3}$.

6. $\frac{1}{6}$ is _____ than $\frac{1}{2}$.

Date	Time	No. of pupils

THEME : Things we make

SUB-THEME : Materials used and their sources

COMPETENCES :

- Compares using bigger or smaller

INTRODUCTION : Review of the previous lesson

CONTENT : Write bigger or smaller

Examples

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

2. $\frac{1}{5}$ is smaller than $\frac{1}{2}$.

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

Evaluation

1. $\frac{1}{2}$ is _____ than $\frac{1}{2}$.

2. $\frac{1}{3}$ is _____ than $\frac{1}{2}$.

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

4. $\frac{1}{2}$ is _____ than $\frac{1}{4}$.

5. $\frac{1}{9}$ is _____ than $\frac{1}{2}$.

6. $\frac{1}{7}$ is _____ than $\frac{1}{3}$.

7. $\frac{1}{5}$ is _____ than $\frac{1}{4}$.

8. $\frac{1}{2}$ is _____ than $\frac{1}{10}$.

Date	Time	No. of pupils

THEME : Things we make

SUB-THEME : Materials used and their sources

COMPETENCES : Identifies fractions

- Arranges fractions in ascending and descending order

$\frac{1}{4}$ $\frac{1}{9}$ $\frac{1}{3}$

Ascending $\frac{1}{9}$ $\frac{1}{4}$ $\frac{1}{3}$

Descending $\frac{1}{3}$ $\frac{1}{4}$ $\frac{1}{9}$

Arrange these in ascending order
Smallest to biggest

$\frac{1}{2}$, $\frac{1}{10}$, $\frac{1}{5}$, _____

$\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{8}$, $\frac{1}{7}$ _____

Arrange these in descending order
Biggest to smallest

$\frac{1}{10}$, $\frac{1}{2}$, $\frac{1}{3}$, _____

$\frac{1}{5}$, $\frac{1}{10}$, $\frac{1}{9}$ _____

Date	Time	No. of pupils

THEME : Things we make

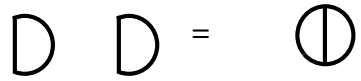
SUB-THEME : Materials used and their sources

COMPETENCES :

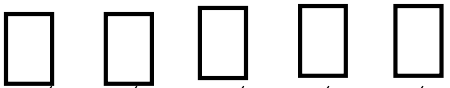
- Adds fractions practically
- Counts the parts correctly

INTRODUCTION : Mental work

CONTENT : Addition of fractions (Practical lesson)

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

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

3.  $\frac{1}{5} + \frac{1}{5} + \frac{1}{5} + \frac{1}{5} + \frac{1}{5} = \frac{5}{5}$

Evaluation

Oral exercise to the class.

Date	Time	No. of pupils

THEME : Things we make

SUB-THEME : Materials used and their sources

COMPETENCES :

- Identifies numerators and denominators
- Adds only the numerators

INTRODUCTION : Review of the previous lesson

CONTENT : Adding fractions

1. $\frac{1}{4} + \frac{2}{4} = \frac{1+2}{4} = \frac{3}{4}$

S.W

0 + 0 0

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

S.W

0 0 0+ 0 0 + 0

$= \frac{6}{6}$

Evaluation

Add the fractions

1. $\frac{1}{3} + \frac{1}{3} + \frac{1}{3} =$
2. $\frac{2}{6} + \frac{1}{6} =$
3. $\frac{1}{4} + \frac{1}{4} =$
4. $\frac{5}{7} + \frac{1}{7} =$
5. $\frac{3}{10} + \frac{1}{10} + \frac{2}{10} =$
6. $\frac{1}{8} + \frac{1}{8} + \frac{2}{8} =$
7. $\frac{3}{9} + \frac{5}{9} =$
8. $\frac{4}{6} + \frac{1}{6} =$

Date	Time	No. of pupils

THEME : Things we make

SUB-THEME : Materials used and their sources

COMPETENCES :

- Identifies numerators and denominators
- Works out accurately

INTRODUCTION : Mental work

52 – 19 = 28 = 14 =

CONTENT : Subtraction of fractions

S.W

1. $\frac{6}{10} - \frac{4}{10}$ = $\frac{6-4}{10}$ / 0 0 0 0 0 0

= $\frac{2}{10}$

S.W

2. $\frac{5}{9} - \frac{2}{7}$ = $\frac{5-2}{7}$ 0 0 0 0 0

= $\frac{3}{7}$

Evaluation

Subtraction

1. $\frac{2}{2} - \frac{1}{2}$ =
2. $\frac{9}{9} - \frac{2}{9}$ =
3. $\frac{6}{8} - \frac{3}{8}$ =
4. $\frac{5}{6} - \frac{3}{6}$ =
5. $\frac{3}{4} - \frac{1}{4}$ =
6. $\frac{8}{8} - \frac{7}{8}$ =
7. $\frac{2}{4} - \frac{2}{4}$ =
8. $\frac{3}{5} - \frac{1}{5}$ =

Date	Time	No. of pupils

THEME : Transport in our community

SUB-THEME : Means of transport

COMPETENCES : Find the missing number by working out

INTRODUCTION : Counting in 2_s, 5_s, 10_s, 100_s,

CONTENT : Addition of algebra

3 + [2] = 5

ØØØ 00ØØØ

[3] + 5 = 8

00000 000ØØØØØ

[2] + 7 = 9

ØØØØØØØ 00ØØØØØØØ

3 + [4] = 8

ØØØ 0000ØØØ

Evaluation

Fill in the missing numbers

[ ] + 2 = 6

[ ] + 3 = 8

1 + [ ] = 7

3 + [ ] = 6

4 + [ ] = 6

5 + [ ] = 6

[ ] + 6 = 6

Date	Time	No. of pupils

THEME : Transport in our community

SUB-THEME : Means of transport

COMPETENCES : **-** Adds the given numbers to get answers

- Identifies the subtraction sign

CONTENT : Subtraction of Algebra whose 2nd digit is missing.

4 - [2] = 2

ØØ00 ØØ

8 - [3] = 5

0000ØØØØ ØØØØØ

12 - 8 = 4

00000000ØØØØ ØØØØ

Evaluation

Fill in the missing numbers

8 - [ ] = 2

10 - [ ] = 4

12 - [ ] = 4

9 - [ ] = 5

15 - [ ] = 10

11 - [ ] = 7

16 - [ ] = 12

7 - [ ] = 5

Date	Time	No. of pupils

THEME : Transport in our Community

SUB-THEME : Means of transport

COMPETENCES :

- Adds correctly to find the missing numbers

INTRODUCTION : Review of the previous lesson

CONTENT : Subtraction of Algebra whose 1st digit should be found

1. $\boxed{5}$ - 3 = 2
   000 + 00
2. $\boxed{10}$ - 4 = 6
   0000 + 000000
3. $\boxed{7}$ - 2 = 5
   00 + 00000

Evaluation

Fill in the missing numbers

1. $\square$ - 3 = 4
2. $\square$ - 5 = 2
3. $\square$ - 3 = 6
4. $\square$ - 2 = 6
5. $\square$ - 1 = 3
6. $\square$ - 5 = 4
7. $\square$ - 2 = 8
8. $\square$ - 7 = 5
9. $\square$ - 10 = 10
10. $\square$ - 5 = 8

Date	Time	No. of pupils

THEME : Transport in our Community

SUB-THEME : Means of transport

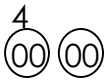
COMPETENCES :

- Finds the missing numbers by grouping
- Groups and counts appropriately

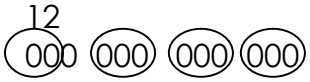
INTRODUCTION : Review of the previous lesson

CONTENT : Multiplication of algebra

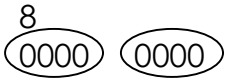
1. 2 x [2] = 4



2. [4] x 3 = 12



3. 4 x [2] = 8



Evaluation

Fill in the missing numbers

1. 2 x [ ] =6
2. [ ] x 3 = 9
3. [ ] x 5 = 10
4. 2 x [ ] = 8
5. 4 x [ ] = 4
6. 3 x [ ] = 15
7. [ ] x 2 = 14

Date	Time	No. of pupils

THEME : Transport in our Community

SUB-THEME : Means of transport

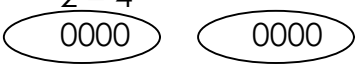
COMPETENCES :

- Finds the missing numbers by grouping
- Groups and counts appropriately

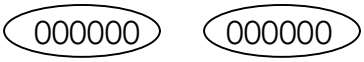
INTRODUCTION : Review of the previous lesson

CONTENT : Division of Algebra whose 1st digit is missing

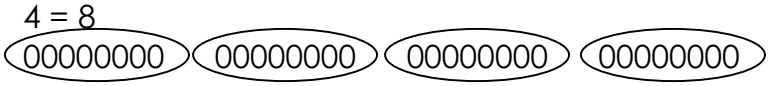
1. 8 ÷ 2 = 4



2. 12 ÷ 2 = 6



3. 32 ÷ 4 = 8



Evaluation

Find the missing number

1. ☐ ÷ 3 = 2
2. ☐ ÷ 2 =4
3. ☐ ÷ 5 = 2
4. ☐ ÷ 4 = 3
5. ☐ ÷ 2 = 5

Date	Time	No. of pupils

THEME : Transport in our Community

SUB-THEME : Means of transport

COMPETENCES :

- Groups accordingly
- Identifies digits correctly

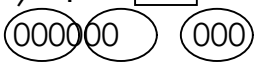
INTRODUCTION : Review of the previous lesson

CONTENT : Division of Algebra whose 2nd digit is missing

1. 4 ÷ 2 = 2

2. 6 ÷ 2 = 3

3. 9 ÷ ☐ = 3



Evaluation

Find the missing number

1. 12 ÷ ☐ = 4
2. 6 ÷ ☐ = 2
3. 8 ÷ ☐ = 2
4. 4 ÷ ☐ = 4
5. 10 ÷ ☐ = 2

Date	Time	No. of pupils

THEME : Accident and safety

SUB-THEME : Road safety

COMPETENCES :

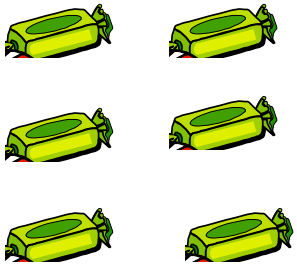
- Draws and studies the graph
- Interprets information on the graph
- Answers questions about the picture graph

INTRODUCTION : Story telling

CONTENT :

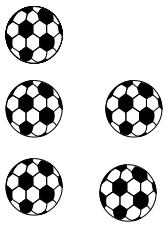
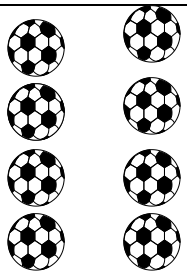
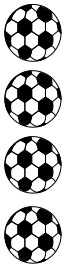
- Picture graph
- Interpreting information on a picture graph

Study the graph below and answer the questions

			
Rianah	Miracle	Joram	Ian

1. How many sweets has Rianah?
2. Who has more sweets?
3. Who has the same number of sweets?
4. Who has 5 sweets?
5. Who has the highest number of sweets?
6. How many sweets do they have altogether?
   3 + 6 + 3 + 1 = 13 sweets

Evaluation

				
Musa	Annet	Carol	John	Tim

1. How many balls does …… have?
2. Who has 5 balls?
3. Who has the lowest number of balls?
4. ……and ……have the same number of balls.
5. Who has the highest number of balls?
6. How many children are on the graph?
7. How many balls do the children have altogether?

Date	Time	No. of pupils

THEME : Accident and safety

SUB-THEME : Road safety

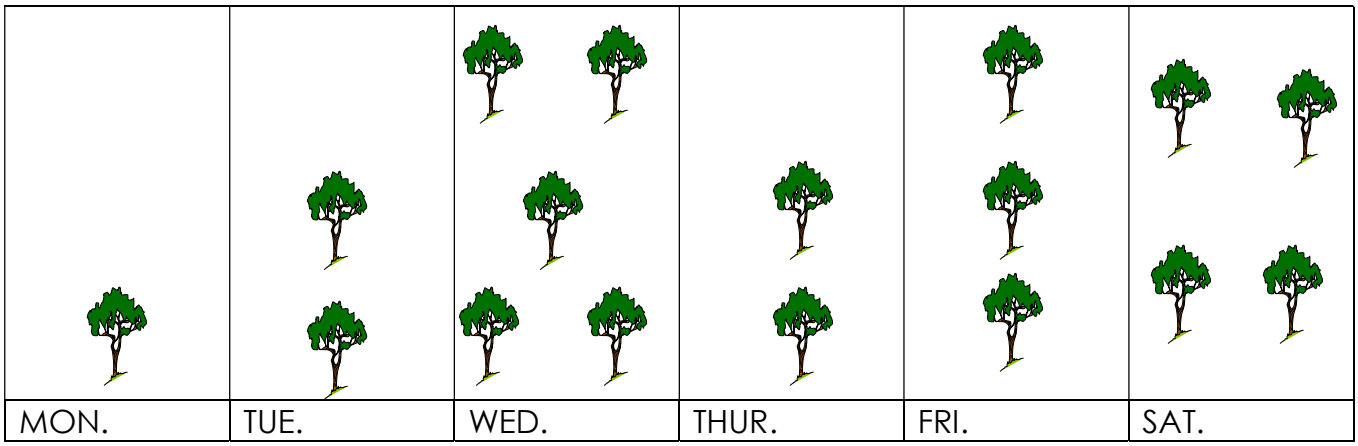
COMPETENCES :

- Interprets information on the graph
- Answers questions about the graph

INTRODUCTION : Counting in 10s, 100s

CONTENT : ***Picture graph***

The graph below shows the number of trees planted by Angok.



1. How many trees did Angok plant on Saturday?
2. On which days did he plant the same number of trees?
3. On which day did he plant one tree?
4. How many trees did he plant altogether?
5. Who planted the trees?

6. On which day did Angok plant the highest number of trees?
7. Write these abbreviations in full
    a. Wed. _____
    b. Tue. _____

Date	Time	No. of pupils

THEME : Accident and safety

SUB-THEME : Common accidents in our community

COMPETENCES :

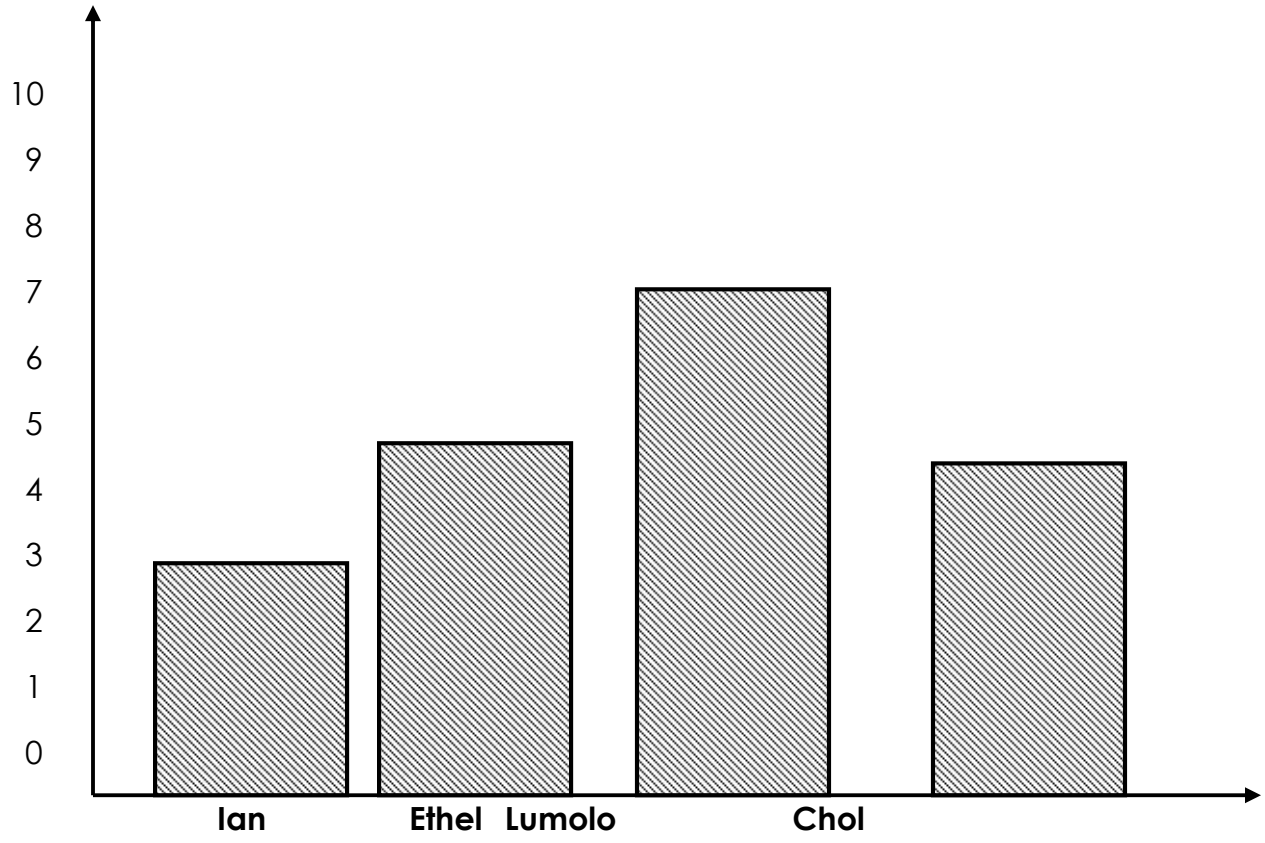
- Draw the bar graphs
- Interprets information on a bar graph
- Answers questions about the bar graph

INTRODUCTION : Counting in 5s.

CONTENT :

Bar graph

4 children collected boxes as follows



Questions

1. How many boxes did Ian collect?
2. Who collected the highest number of boxes?
3. Who collected 5 boxes?
4. Who collected the lowest number of boxes?
5. How many boxes did Ian and Lumolo collect?
6. How many boxes were collected altogether?

Evaluation

1. _____ planted few trees.
2. _____ and _____ planted the same number of trees.
3. How many trees did James plant?
4. Who planted the highest number of trees?
5. Who planted 6 trees?
6. Who planted 9 trees?
7. How many trees did they plant altoge5ther?

Date	Time	No. of pupils

THEME : Accident and safety

SUB-THEME : First Aid

COMPETENCES :

- Writes the commutative property of multiplication correctly.
- Explains the commutative property of multiplication

INTRODUCTION : Mental work

2 x 1 = 4 x 2 =

3 x 0 = 6 – 3 =

CONTENT : Commutative property of multiplication

1. 6 x 1 = 1 x 6

2. 7 x 2 = 2 x 7

3. 8 x 4 = 4 x 8

4. 0 x 9 = 9 x 0

5. 2 x 5 = 5 x 2

Evaluation

Write the commutative property of the following.

1.	6	x	2	=
2.	6	x	3	=
3.	6	x	4	=
4.	6	x	5	=
5.	7	x	3	=
6.	7	x	5	=
7.	7	x	8	=
8.	8	x	7	=
9.	8	x	6	=
10.	9	x	1	=
11.	4	x	3	=
12.	10	x	9	=
13.	2	x	4	=
14.	3	x	1	=
15.	20	x	30	=

Add:

$$\begin{array}{r} 2 \quad 9 \\ +\ 2 \quad 4 \\ \hline \\ \hline \end{array}$$