P.2 MATHEMATICS LESSON NOTES

Date	Time	No. of pupils

THEME : Our environment

SUB-THEME : Common animals

COMPETENCES :

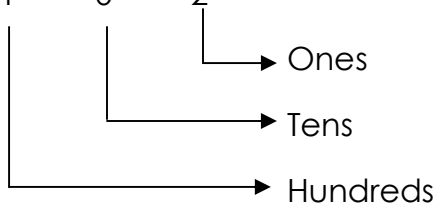
- Reads number names
- Writes place values of digits correctly
- Writes number names

CONTENT : Writing in words

Writing numbers with 0 in the middle in words.

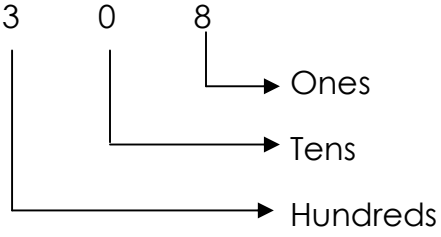
N.B: We do not read the 0.

1. 1 0 2



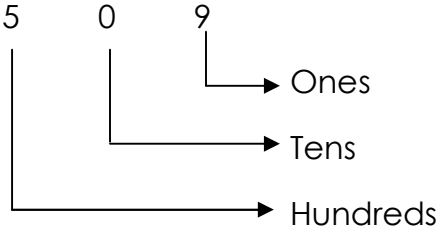
One hundred two

2. 3 0 8



Three hundred eight

3. 5 0 9



Five hundred nine

Evaluation: Write the following numbers in words

1. 203	2. 306	3. 605	4. 403	5. 509
6. 701	7. 104	8. 607	9. 805	10. 302

Date	Time	No. of pupils

THEME : Our environment

SUB-THEME : Common animals

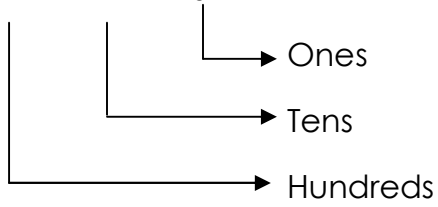
COMPETENCES :

- Read 3 digit numbers with 0 at the end
- Writes place values of 3 digit numbers
- Writes 3 digit No. with 0 at the end.

CONTENT : Writing number names of 3 digit numbers with 0 at the end.

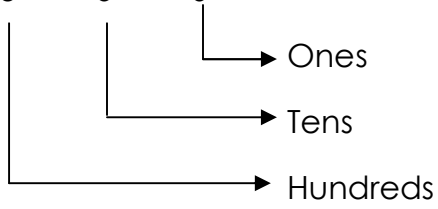
N.B: W read the hundreds, then tens and ones together

1. 1 1 0



One hundred ten

2. 3 6 0



One hundred sixty

Evaluation: Write these numbers in words

1. 210	2. 430	3. 390	4. 540	5. 650
6. 870	7. 480	8. 990	9. 760	10. 120

Date	Time	No. of pupils

THEME : Our environment

SUB-THEME : Common animals

COMPETENCES :

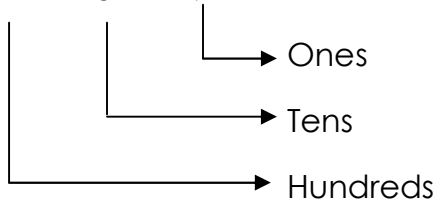
- Read 3 digit numbers without o
- Writes place values of 3 digit numbers
- Write number names of 3 digit numbers without zero

INTRODUCTION : Mental work

2 + 0 = 2 x 0 = 2 ÷1 = 2 + 1 =

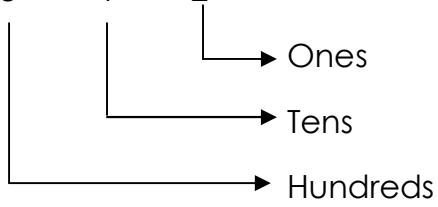
CONTENT : Reading and writing 3 digit numbers without zero in words

1. 1 3 9



One hundred thirty nine

2. 8 4 2



Eight hundred forty two

Evaluation: Write these numbers in words

1. 839	2. 567	3. 214	4. 311	5. 967
6. 728	7. 673	8. 555	9. 315	10. 999

Date	Time	No. of pupils

THEME : Our environment

SUB-THEME : Common animals

COMPETENCES :

- Reads number names
- Writes number names into figures
- Divides number names into two parts

INTRODUCTION : Review of the previous lesson

CONTENT : Reading and writing number words in figures.

1. Four hundred / one

   Four hundred = 400

   One = 1

   401

2. One hundred / sixteen

   One hundred = 100

   Sixteen = 16

   = 116

3. Nine hundred / twenty

   Nine hundred = 900

   twenty = 20

   = 926

Evaluation: Write the following in figures

1. One hundred seven
2. Six hundred thirty eight
3. Seven hundred fifty
4. Nine hundred forty six.
5. Three hundred thirty three
6. Seven hundred thirteen
7. Five hundred two

Date	Time	No. of pupils

THEME : Our environment

SUB-THEME : Common animals

COMPETENCES :

- Adds 2 digit numbers to 1 digit vertically with regrouping.
- Counts accurately

INTRODUCTION : Counting in twos 2, 4, 6, 8, 19, …… 20.

CONTENT : Addition of 2 digit numbers to 1 digit number.

1. 16 + 7 = 23

	T	O
	1	6
+		7
	2	**3**

S.W

000000 + 0000000

0 + 0

2. 26 + 4 = 30

	T	O
	2	6
+		4
	3	**0**

S.W

000000 + 0000

0 + 00

3. 15 + 8 = 23

	T	O
	1	5
+		8
	2	**3**

S.W

00000 + 00000000

0 + 0

Evaluation: Add these

1. 18 + 6 =
2. 23 + 8 =
3. 55 + 5 =
4. 39 + 9 =
5. 41 + 9 =

Date	Time	No. of pupils

THEME : Our environment

SUB-THEME : Common animals

COMPETENCES :

- Adds vertically
- Arranges numbers vertically
- Re-groups correctly

INTRODUCTION : Review of the previous lesson

CONTENT : Addition of two digit numbers to two digit numbers vertically with re-grouping.

1. 12 + 18 = 30

	T	O
	1	2
+	1	8
	3	**0**

S.W

00 + 00000000 = 10

0 + 0+ 0

2. 38 + 46 = 84

	T	O
	3	8
+	4	6
	8	**4**

S.W

00000000 + 000000 = 14

0 + 000 + 0000

3. 54 + 17 =

	T	O
	5	4
+	1	7
	7	**1**

S.W

0000 + 0000000 = 11

0 + 00000 + 0

Evaluation: Add these numbers

1. 23 + 18 =
2. 65 + 25 =
3. 24 + 18 =
4. 55 + 48 =
5. 32 + 18 =

Date	Time	No. of pupils

THEME : Our environment

SUB-THEME : Common animals

COMPETENCES :

- Reads word problems carefully
- Writes word problems correctly
- Arranges vertically to add

INTRODUCTION : Review of the previous lesson

CONTENT : Addition of word problems

1. Jane had 28 apples. Sarah gave her 5 more apples. How many apples did she have altogether?

S.W

	2	8	00000000 + 00000 = 13
+		5	0 + 00
	3	**3 apples**	

2. Luweero ate 35 fish on Monday. He ate more 17 on Tuesday. How many fish did Luwero eat altogether?

	T	O	**S.W**
	3	5	00000 + 0000000 = 12
+	1	7	0 + 000 + 0
	5	**2 Fish**	

Evaluation: Read and work out

1. Bumba had 16 books. His father gave him 5 more books. How many books does Bumba have altogether?
2. Tamale has 19 cakes. Riana has 12 cakes. How many cakes do they have altogether?
3. Akello had 35 beads. He got 16 more beads. How many beads has Akello now?

Date	Time	No. of pupils

THEME : Our environment

SUB-THEME : Common animals

COMPETENCES :

- Writes the subtraction sign correctly
- Identifies the sign and subtracts with re-grouping.

INTRODUCTION : Mental work

CONTENT : Subtraction of 2 digit numbers with re-grouping

1. 23 – 7 = 16

	T	O
	2	13
–		7
	1	**6**

S.W

0 0 0 0 0 0 ø ø ø ø ø ø ø

0

2. 52 – 7 = 16

	T	O
	2	13
–		7
	1	**6**

S.W

0 0 0 0 0 0 ø ø ø ø ø ø ø

0

3. 70 – 9 = 61

	T	O
	7	0
–		9
	6	**1**

S.W

0 ø ø ø ø ø ø ø ø ø

0 0 0 0 0 0

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

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. 3 2
   − 1 6
   1 6 books

S.W

0 0 0 0 0 0 ø ø ø ø ø ø

0 ø

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

   4 4
   − 8
   1 6

S.W

0 0 0 0 0 0 ø ø ø ø ø ø ø ø

0 0 0

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 :

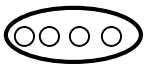
- Groups and counts accurately
- Divides correctly

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 : Division by 5

1. 20 ÷ 5 = 4

S.W

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. 40 ÷ 5 = 7. 45 ÷ 5 =

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

Ø Ø Ø Ø

S.W

2. $4 \overline{)8}$ → 2

$8 \div 4 = 2$

$2 \times 4 = 8$

$8 - 8 = 0$

Ø Ø Ø Ø Ø Ø Ø Ø

0

S.W

3. $1 \overline{)3}$ → 3

$3 \div 1 = 3$

$3 \times 1 = 3$

$3 - 3 = 0$

Ø Ø Ø

0

Evaluation : Work out:

1. $2 \overline{)6}$
2. $3 \overline{)9}$
3. $5 \overline{)10}$
4. $2 \overline{)8}$
5. $3 \overline{)6}$
6. $2 \overline{)6}$
7. $2 \overline{)10}$
8. $2 \overline{)4}$

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

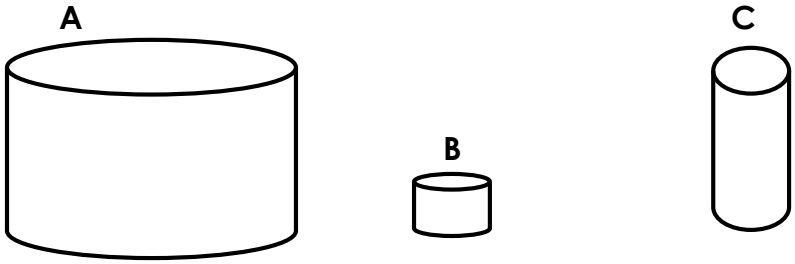
COMPETENCES :

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

INTRODUCTION : Story telling

CONTENT : Use more or less to compare.

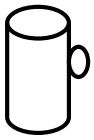
Which container holds more or less water?

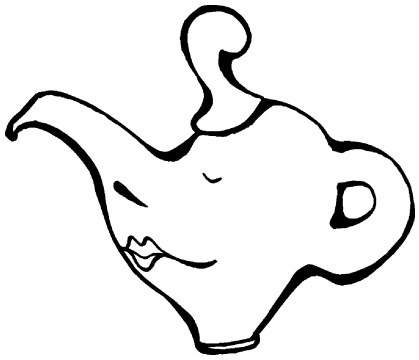


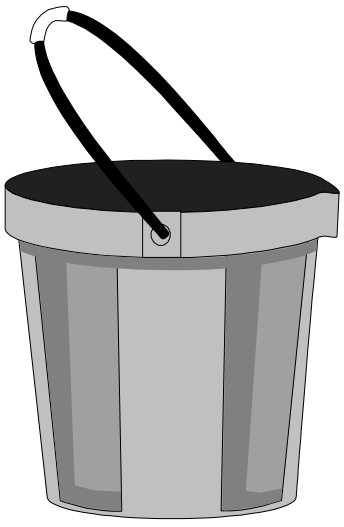
1. Container **A** holds more water than container **B**.
2. Container **B** holds less water than container **C** .
3. Container **C** holds more water than container **B**.

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

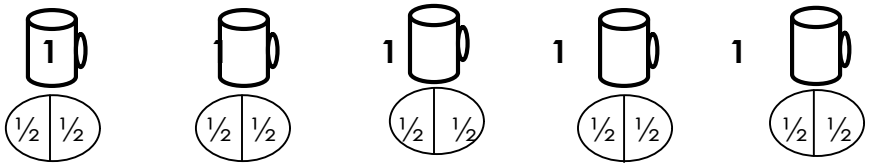
COMPETENCES :

- Compares correctly
- Counts properly
- Measures accurately

INTRODUCTION : Revise the previous lesson

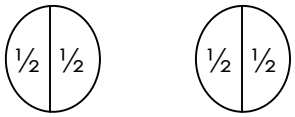
CONTENT : Comparing

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



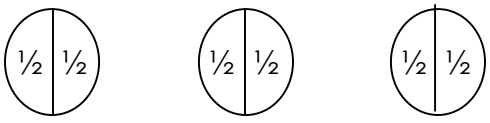
A 5 litre jerrycan can be filled by a half one litre cups.

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



4 half litre cups

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



6 half litre 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

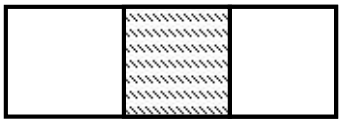
INTRODUCTION : Story telling

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

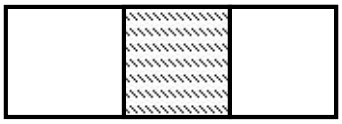
INTRODUCTION : Review of the previous lesson

CONTENT : Naming fractions

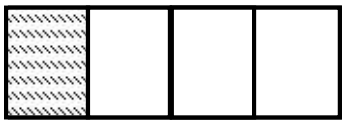
A fraction is a part of a whole (practical work.)

Examples

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



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



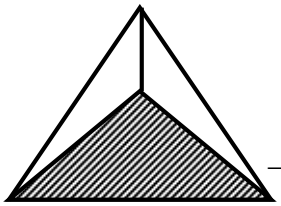
$\frac{1}{4}$ a quarter

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

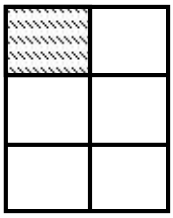
$\frac{1}{9}$ a ninth

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

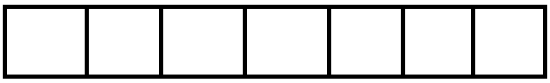
1. $\frac{2}{4}$ 

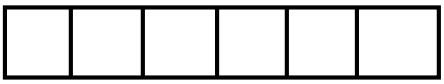
2. $\frac{1}{5}$ 

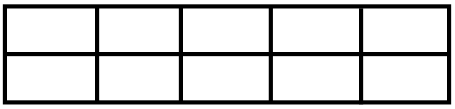
Evaluation : ***Shade for the fraction***

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

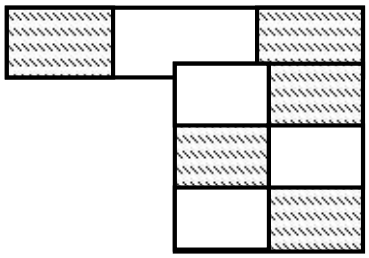
2. $\frac{1}{3}$ 

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

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

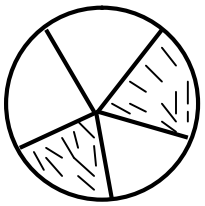
5. $\frac{8}{10}$ 

6. Name the shaded fraction



_____

_____



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Date	Time	No. of pupils

THEME : Things we make

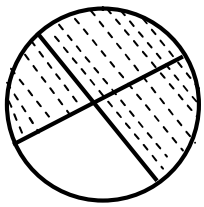
SUB-THEME : Materials used and their sources

COMPETENCES :

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

INTRODUCTION : Review of the previous lesson

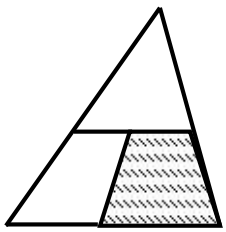
CONTENT : Naming the shaded and unshaded fraction

1. 

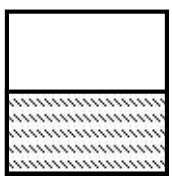
Shaded $\frac{3}{4}$

Unshaded $\frac{1}{4}$

2. Write the shaded fraction



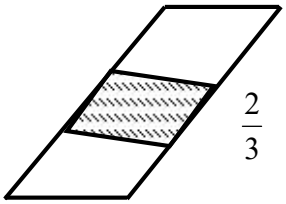
$\frac{1}{3}$



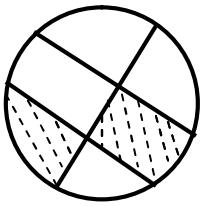
$\frac{1}{2}$

Evaluation:

1. Write the unshaded fraction



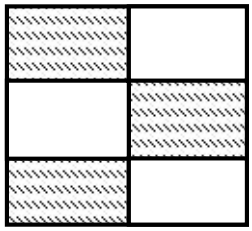
$\frac{2}{3}$



$\frac{4}{6}$

Evaluation

1. Write the shaded fraction.



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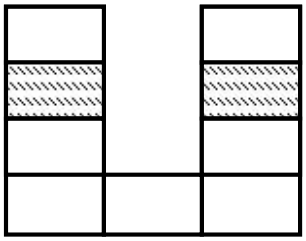

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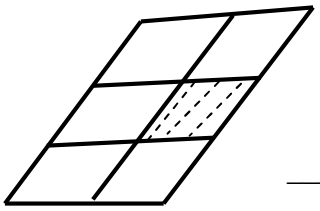
2. Write the unshaded fraction.



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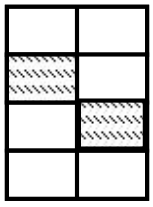

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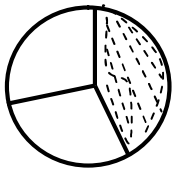

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Date	Time	No. of pupils

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

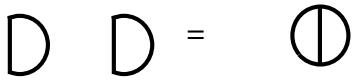
SUB-THEME : Materials used and their sources

COMPETENCES :

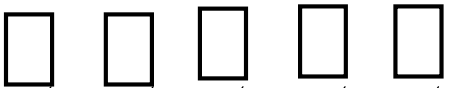
- Adds fractions practically
- Counts the parts correctly

INTRODUCTION : Mental work

CONTENT : Addition of fractions (Practical lesson)

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

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

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

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

$= \frac{6}{6}$

S.W

0 0 0+ 0 0 + 0

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

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

S.W

/ 0 0 0 0 0 0

$= \frac{2}{10}$

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

S.W

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 : Things we make

SUB-THEME : Materials used and their sources

COMPETENCES :

- Identifies numerators and denominators
- Works out accurately

INTRODUCTION : reviews the previous work

CONTENT : solving word problems in fractions

Example

1. Jane ate $\frac{2}{4}$ of the cake. Joy ate $\frac{1}{4}$ of the cake. What fraction did they eat altogether?

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

2. Mum had $\frac{5}{8}$ of the orange. She gave away $\frac{2}{8}$ of the orange. What fraction did she remain with?

$$\frac{5}{8} + \frac{2}{8} = \frac{5-2}{8} = \frac{3}{8}$$

Evaluation

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 + ☐ = 5

ØØØ 00ØØØ

☐ + 5 = 8

00000 000ØØØØØ

☐ + 7 = 9

ØØØØØØØ 00ØØØØØØØ

3 + ☐ = 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

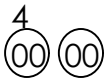
COMPETENCES :

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

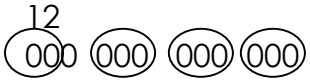
INTRODUCTION : Review of the previous lesson

CONTENT : Multiplication of algebra

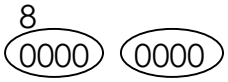
1. 2 x [2] = 4



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. $\boxed{8} \div 2 = 4$

   0000 0000

2. $\boxed{12} \div 2 = 6$

   000000 000000

3. $\boxed{32} \div 4 = 8$

   00000000 00000000 00000000 00000000

Evaluation

Find the missing number

1. $\square \div 3 = 2$
2. $\square \div 2 = 4$
3. $\square \div 5 = 2$
4. $\square \div 4 = 3$
5. $\square \div 2 = 5$

Date	Time	No. of pupils

THEME : Transport in our Community

SUB-THEME : Means of transport

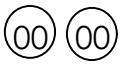
COMPETENCES :

- Groups accordingly
- Identifies digits correctly

INTRODUCTION : Review of the previous lesson

CONTENT : Division of Algebra whose 2nd digit is missing

1. 4 ÷ $\boxed{2}$ = 2



2. 6 ÷ $\boxed{2}$ = 3

3. 9 ÷ $\square$ = 3

Evaluation

Find the missing number

1. 12 ÷ $\square$ = 4
2. 6 ÷ $\square$ = 2
3. 8 ÷ $\square$ = 2
4. 4 ÷ $\square$ = 4
5. 10 ÷ $\square$ = 2

Date	Time	No. of pupils

THEME : Transport in our Community

SUB-THEME : Means of transport

COMPETENCES :

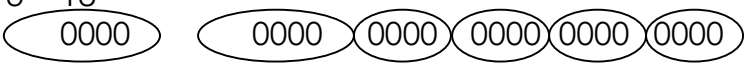
- Groups accordingly
- Identifies digits correctly

INTRODUCTION : Review of the previous lesson

CONTENT : Word application of algebra

I think of a number multiplying by 3 the answer is 18. What is the number?

1. $\boxed{6}$ x 3 = 18



I think of a number divide by 4 the answer is 3. What is the number?

2. $\boxed{12}$ ÷ 4 = 3

Date	Time	No. of pupils

THEME : Accident and safety

SUB-THEME : Road safety

COMPETENCES :

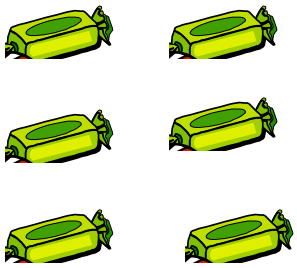
- Draws and studies the graph
- Interprets information on the graph
- Answers questions about the picture graph

INTRODUCTION : Story telling

CONTENT :

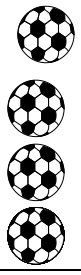
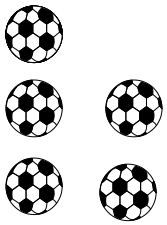
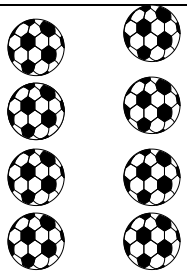
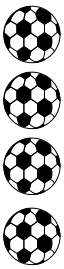
- Picture graph
- Interpreting information on a picture graph

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

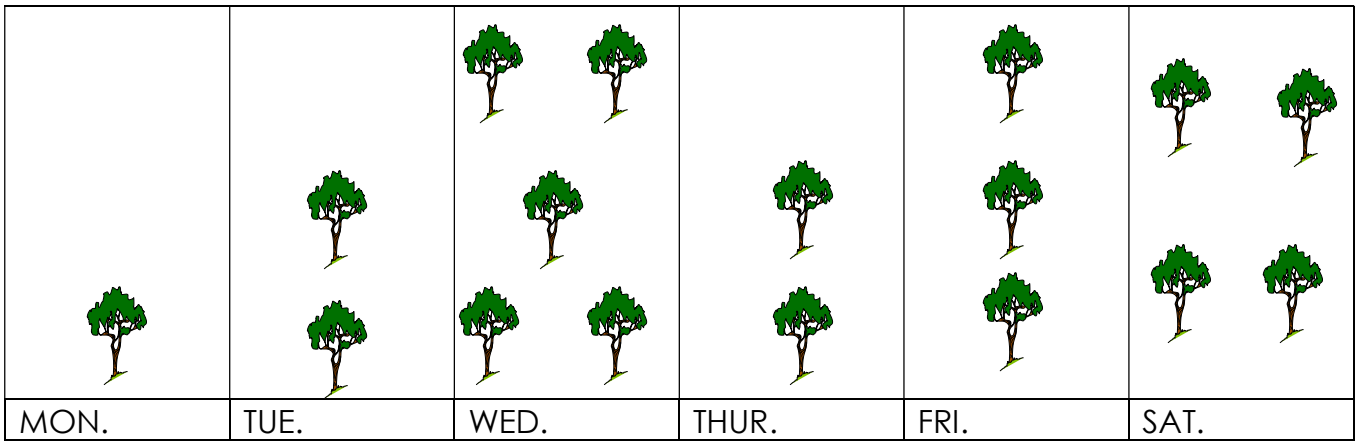
COMPETENCES :

- 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 :

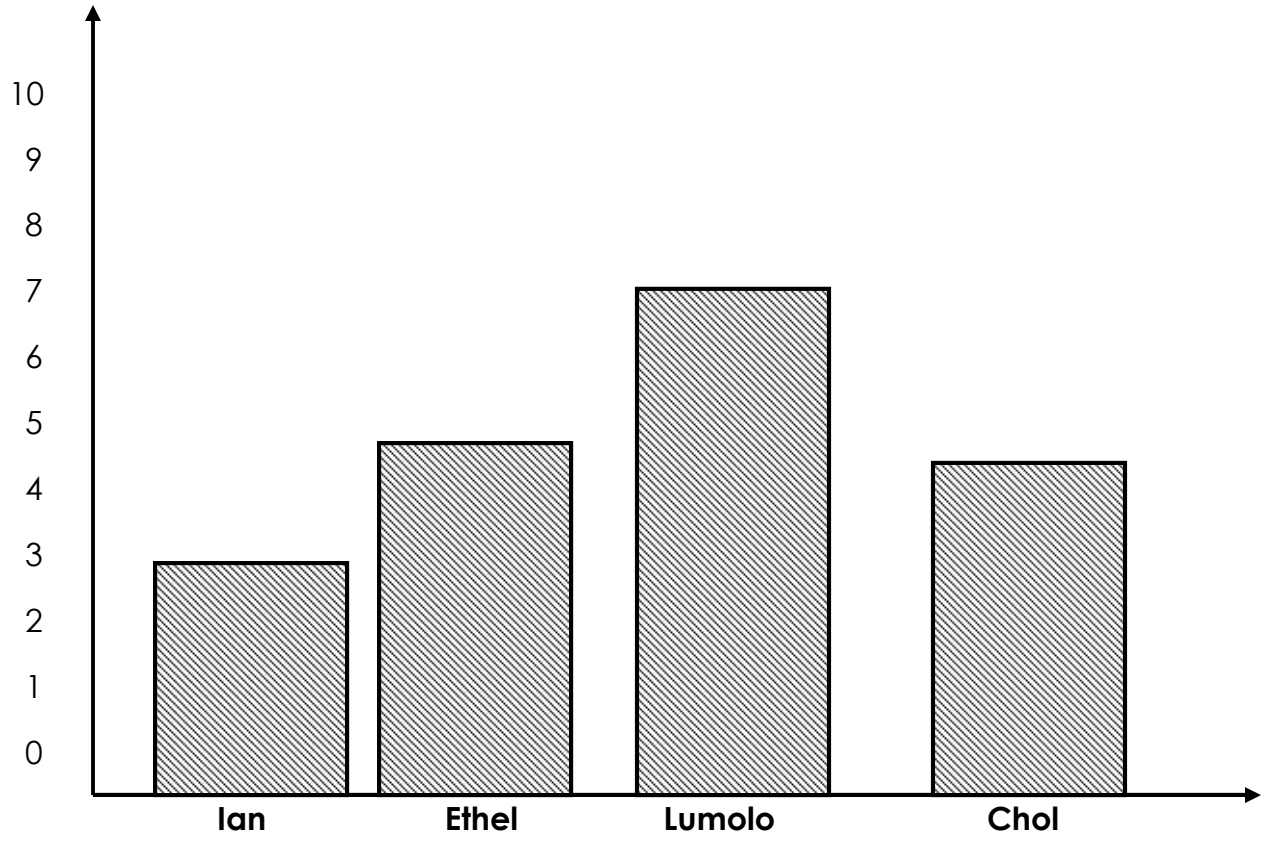
- Draw the bar graphs
- Interprets information on a bar graph
- Answers questions about the bar graph

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:

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