



PRIMARY TWO MATHEMATICS LESSON NOTES

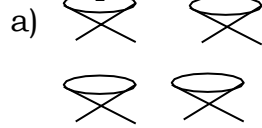
THEME: SETS

SUB-THEME: SET CONCEPTS

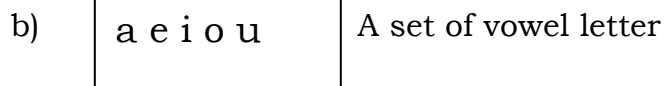
A set is a collection of things/objects.
Things found in a set are called members or elements.

Naming sets

Examples

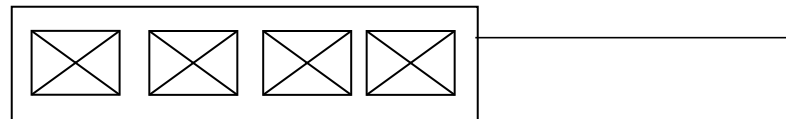
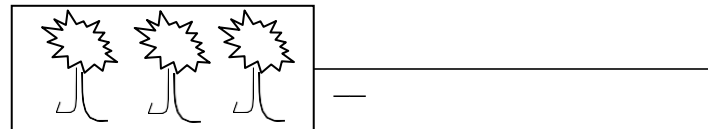
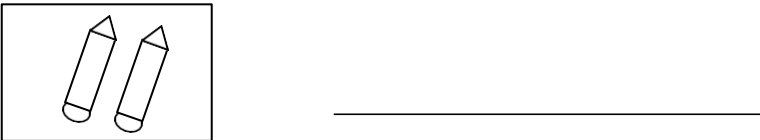
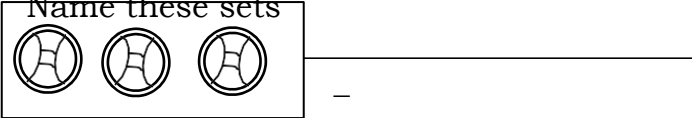


A set of stools.



Exercises

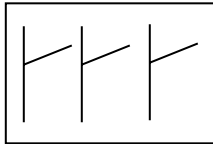
Name these sets



More work from
MK Bk 2 Mathematics P.1 & 2
Understanding Mathematics Bk2 P.1
Evaluation

SUB THEME: Reading and drawing sets

Examples



A set of sticks

Peter	John
Moses	Mark

A set of 3 names of boys

Exercise

Read and draw these sets

1. A set of 6 girls
2. A set of 5 bags
3. A set of 4 baskets
4. A set of 2 brooms
5. A set of 9 oranges
6. A set of furniture
7. A set of furniture
8. A set of buildings

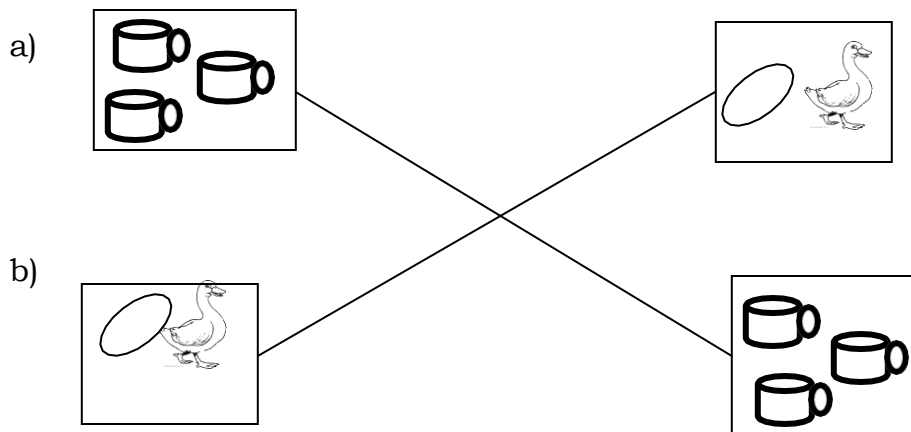
MK Bk2 Mathematics P.1 & 2

Understanding Mathematics BK2 P.1

Evaluation

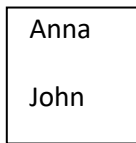
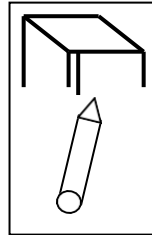
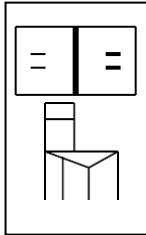
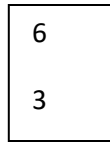
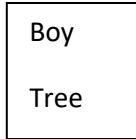
SUB-THEME: Matching sets

Examples



Exercise

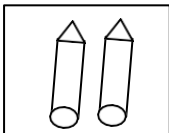
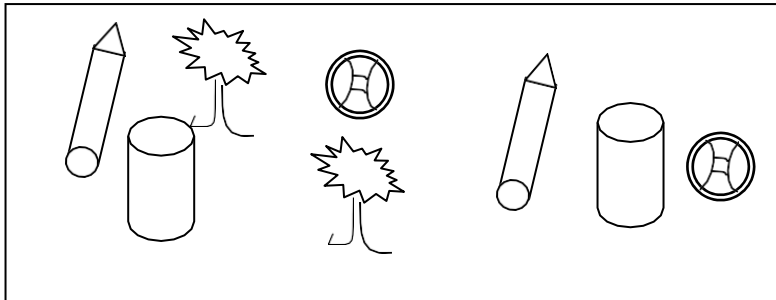
Match these sets



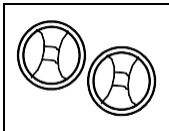
More work from
MK Mathematics BK2 P.3 and 4
Understanding Mathematics Bk2 P.2
Evaluation

SUB-THEME: Sorting and forming sets

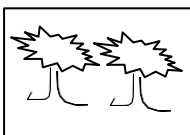
Examples



A set of balls



A set of trees



A set of trees

Exercise

Form other sets

c

d

a

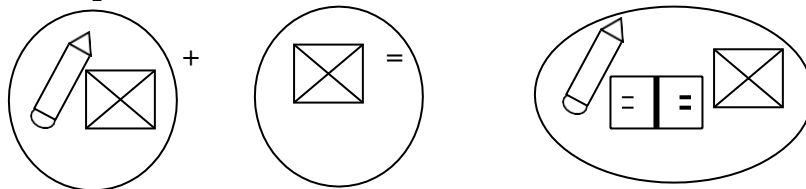
b

More work from;
Understanding Mathematics Bk2 P.3
New MK BK2 Mathematics P.5

EVALUATION

SUB-THEME: Joining sets

Examples



a b

c d

1 2

3 4

1 2 3

4 5 a

Exercise

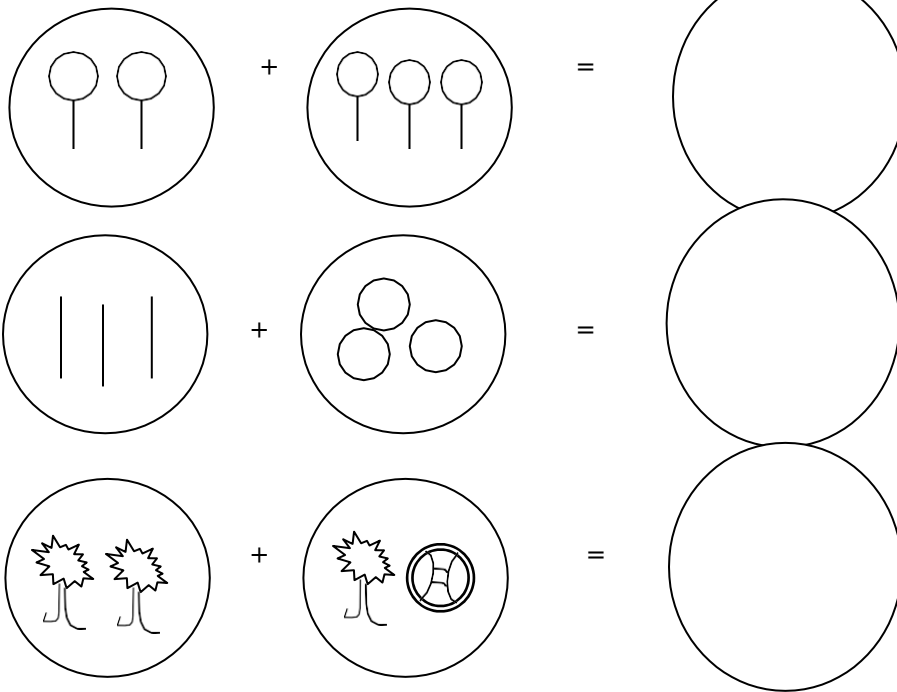
Join these:

9 8

7 6

a g

h

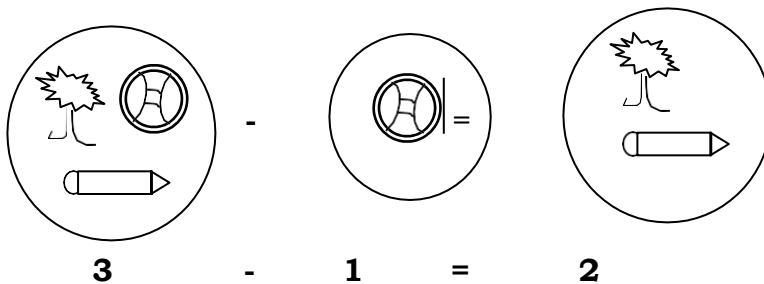
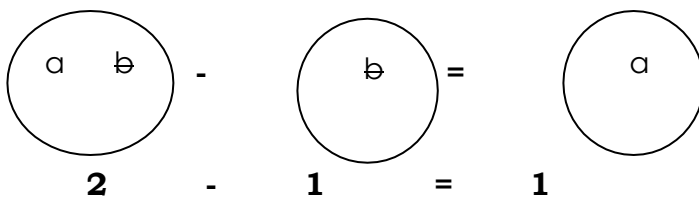


More work from;
A new MK Bk2 P8
Understanding Mathematics BK2 P.4

EVALUATION

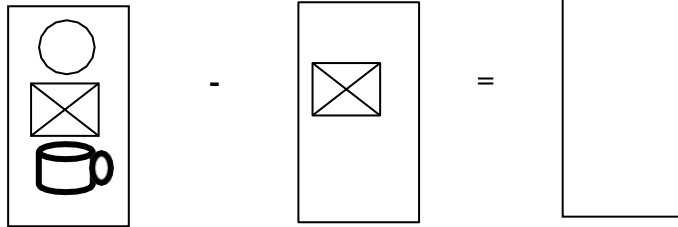
SUB-THEME: Separating sets

Examples

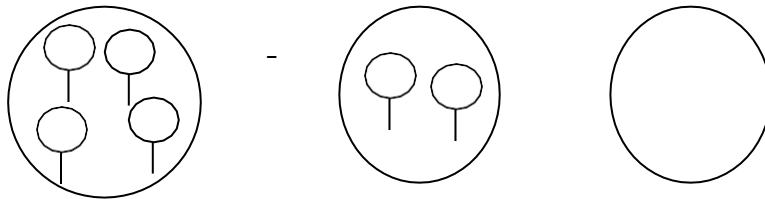
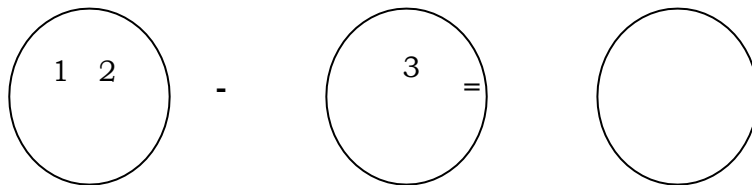


Exercise

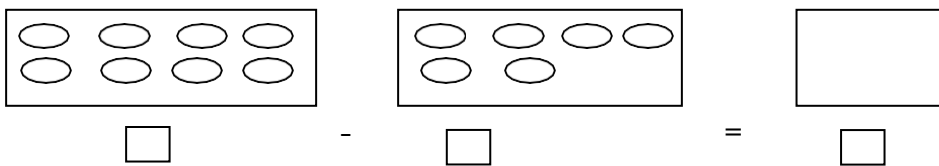
Separate these sets



$$3 - 1 =$$



$$\square - \square = \square$$



$$\square - \square = \square$$

More work from;
MK Bk2 Mathematics P9 – 10
Understanding Mathematics Bk2 Pg.5

EVALUATION

SUB – TOPIC: Ordinal numbers

Ordinal numbers

1 - 1st - first

2 - 2nd - second

3 - 3rd - third

4 - 4th - fourth

5 - 5th - fifth

6 - 6th - sixth

7 - 7th - seventh

Exercise

Match correctly

1 6th second

4 3rd fourth

2 1st sixth

3 4th third

Write in figures

seventh

eighth

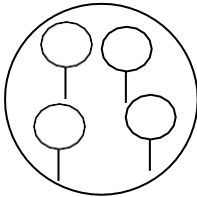
tenth

Evaluation

SUB-THEME: Ordering sets

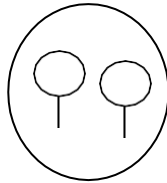
Examples

A



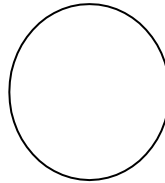
3

B



2

C



5

Set B comes first

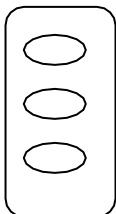
Set A comes second

Set C comes third

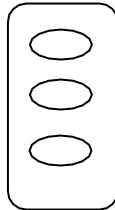
Exercise

Order these sets in ascending order

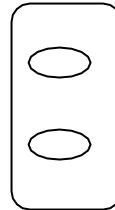
R



S



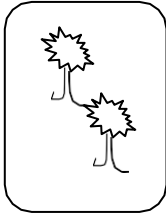
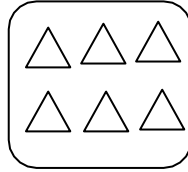
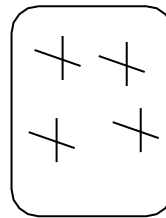
T



Set ___ comes first

Set ___ comes second

Set ___ comes third

O**P****Q**

Set ___ comes first.

Which set comes third?

Which set comes second?

More work from;

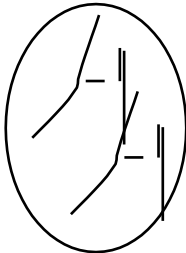
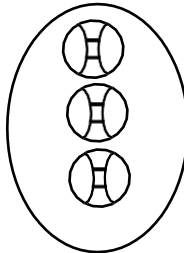
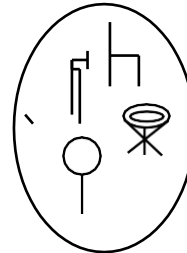
MK Mathematics BK2 Pg.11

Understanding Mathematic BK2 Pg.6 – Pg.7

Evaluation

SUB-THEME: Comparing sets using less or more

Examples

R**S****T**

Set R has less members

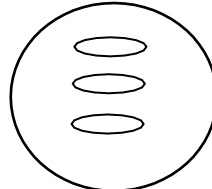
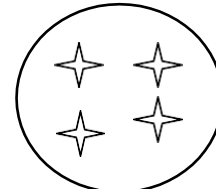
Set T has more members

Set S has members than set T

Set T has more members than set S

Exercise

Compare these sets

A**B****C**

1. Which set has less members?
2. Which set has more members?
3. How many members are in set B?
4. Which set has 3 members?
5. Find the total number of members in all the three sets.
6. How many elements are in set A and C altogether?

More work from;

MK BK2 Mathematics Pg.7

SUB-TOPIC: Set symbols

Examples of set symbols

$\{ \}$ or \bigcirc - Empty , null or void set

\cap - Intersection of

\cup - Union with

\subset - Subset of

$\not\subset$ - Not a subset of

\in - Element of

\notin - Not element of

$=$ - Equal to

\neq - Not equal to

Exercise

1. Read and draw these set symbols.

i) Null set

ii) Intersection

iii) Element of

iv) Not subset of

2. Name the set symbols.

\bigcirc _____

\in _____

\cup _____

\subset _____

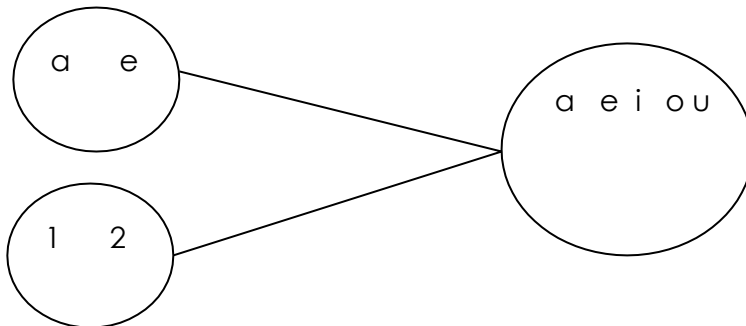
SUB-THEME: Forming Union Sets

Union Sets

Union sets are sets which combine members from two or more sets.

Examples of union sets

a)



b) $R = \{ \quad - \quad - \quad \}$
 $S = \{ \quad \}$

$R \cup S = \{ \quad = \quad = \quad \}$

Activity

Form Union Sets

$X \cup Y = U$

$1 \cup 2 = U$
 a

$+$ $=$

$+$ $=$

mat + orange
 bag

EVALUATION

SUB-THEME: Forming intersecting sets

Examples

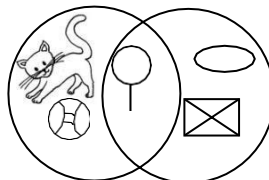
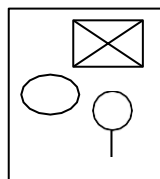
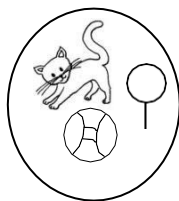
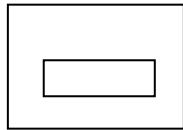
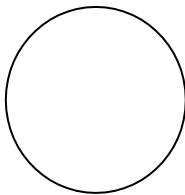
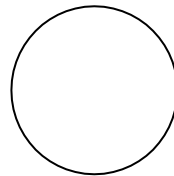
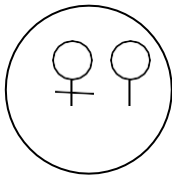
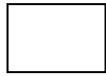
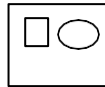
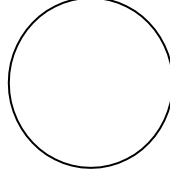
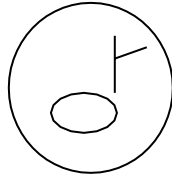
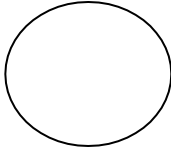
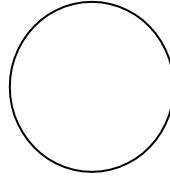
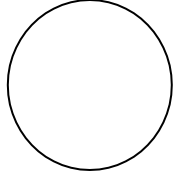
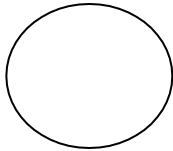
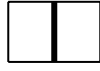


B

A

B

a)



b) $A = \{c, a, t\}$ $B = \{b, a, g\}$

$$A \cap B = \{a\}$$

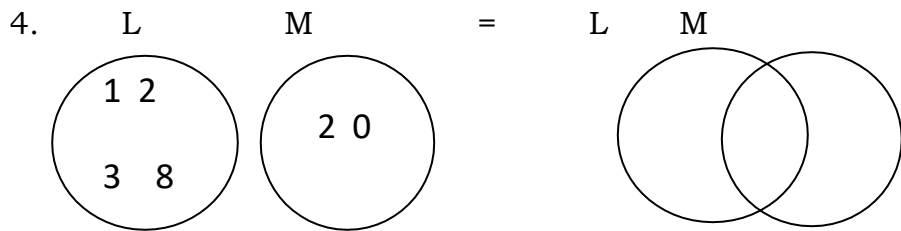
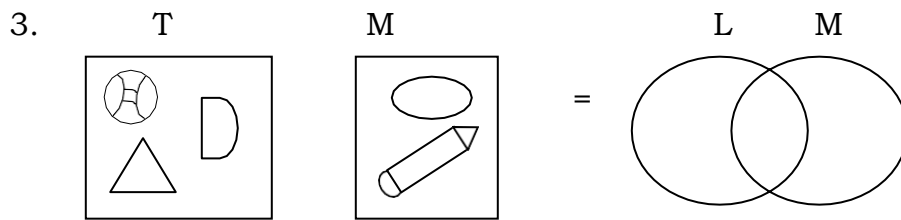
Exercise

1. $C = \{0, 1, 2, 3\}$ $D = \{1, 2, 4, g\}$

$$C \cap D = \{ \quad \quad \}$$

2. $S = \{ \quad , \quad \}$ $R = \{ \quad , \text{stick figure} \}$

$$S \cap R = \{ \quad \quad \}$$



EVALUATION

SUB-THEME: Identifying empty sets

Empty sets

Empty sets are sets which completely have no members.

Examples of empty sets

A - A set of boys with tails

B - A set of snakes singing

C - A set of books dancing

Activity

Write: *empty* or *not empty* set.

A set of pigs flying

A set of boxes roaring

A set of girls with wings

A set of pupils learning

A set of men putting on dresses

A set of birds in the sky

Read and draw

A set of 2 balls

A set of monkeys cooking

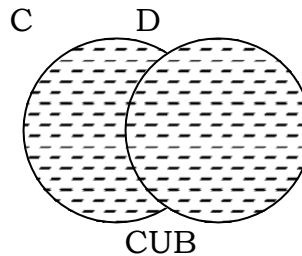
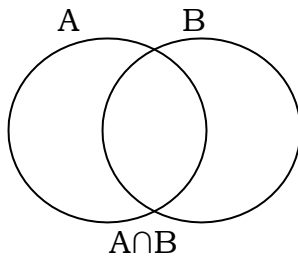
A set of days of the week which start with letter S

A set of men who breast feed babies

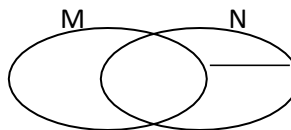
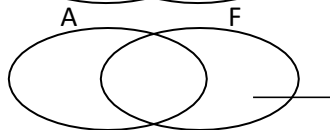
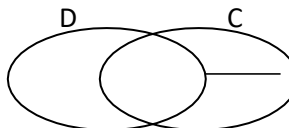
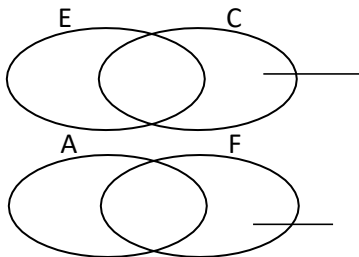
From MK Bk3 Mathematics Pg.12, 11

EVALUATION**SUB-THEME:** Describing shaded regions

Examples

**Exercise**

Name the shaded regions

**EVALUATION****THEME:** Numeracy

SUB-THEME: Counting from 100 – 200

Counting, reading and writing numbers

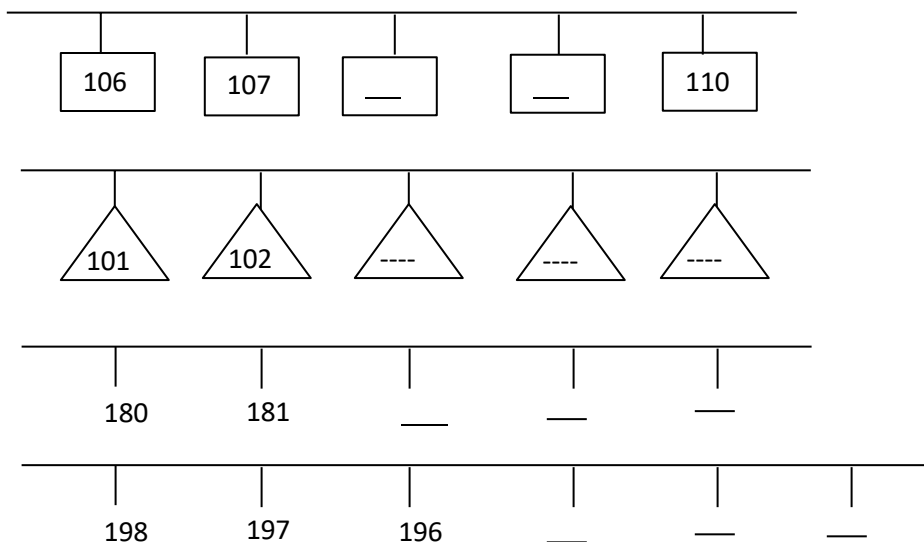
(100 – 200)

Examples

100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110,
111, 112, 113, 114, 115, 116, 117, 118, ____ 200.

Exercise

Fill in the missing numbers



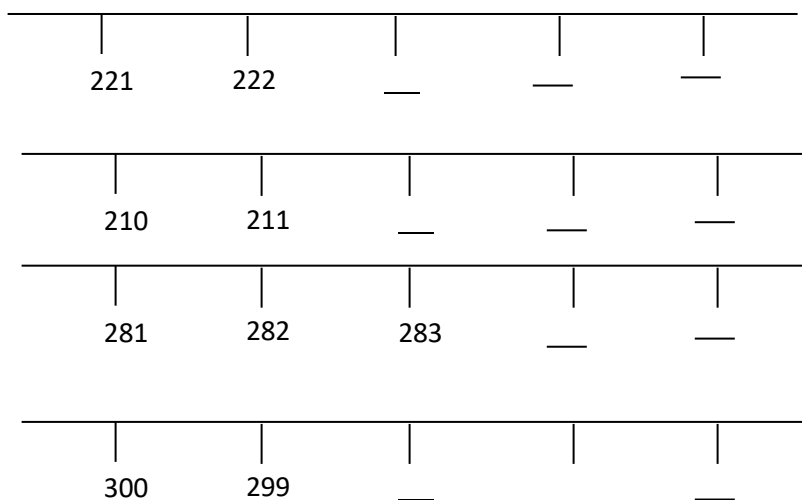
More work from;
Understanding Mathematics Bk2 Pg.12 – 13

EVALUATION**SUB-THEME:** Counting 200 – 300Examples

200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210,
211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221,
222, 223, 224, 225, 226, ----- 300

Exercise

Fill in correctly



More work from ;
Understanding Mathematics Bk2 Pg.12 – 13
A new MK Bk2 Mathematics Pg.18 & Pg.22

EVALUATION

SUB-THEME: Counting numbers: 900 – 1000

Examples

900 901 902 903 904 905 906 907 908
909 910 911 912 913 914 915 916 917 919 920
921 -----1000

Complete correctly:

910 920 __, __, __, __, __, __
900, 101, __, __, __, __, __, __,
990, 991, __, __, __, __, __, __
915, 914, 913, __, __, __, __,

Which number comes after?

920 __

936 __

999 __

EVALUATION

SUB-TOPIC: Number names 0 – 20

Examples

0 - Zero	5 - five	10 - ten
1 - One	6 - Six	11 - eleven
2 - two	7 - seven	12 - twelve
3 - three	8 - eight	13 - thirteen
4 - four	9 - nine	14 - fourteen
15 - Fifteen	16 - sixteen	17 - seventeen
18 - Eighteen	19 - nineteen	20 - twenty

Exercise

1. Write the following in words.

6 _____	19 _____
7 _____	0 _____
10 _____	3 _____
15 _____	

2. Akello is 20 years old. How old is she in words?

3. Mummy went to the shop and bought 12 dozens of books. Change the number of books to words.

4. Tino weights 19kg. Write her weight in words.

A new mk Bk2 Mathematics Pg.24 – 28

Understanding Mathematics BK2 Pg.14

Evaluation

SUB- THEME: Writing number names 10 – 70

Examples

10 - ten
20 - twenty
30 - thirty
40 - forty
50 - fifty
70 - seventy
80 - eighty
90 - ninety
100 - one hundred

Exercise

Write the following in words.

10____ 70____ 30 ____ 40 ____ 90____ 100____

Write correctly.

fotry ____
sxity____
ent ____
neinty ____
tytwen

More work from;
A new MK BK2 Mathematics Pg.28
EVALUATION

SUB-THEME : Writing number words to figures

Examples

zero - 0
ten - 10
thirteen - 13
one hundred - 100

Activity

1. Match correctly

14	eighteen
5	zero
0	one hundred
9	five
100	fourteen
18	nine

2. Write in figures

eighty ____

eighteen ____

fourteen ____

forty ____

3. Write the number symbol for:

a) Twenty ____

b) Zero ____

A new MK Mathematics BK2 Pg. 28

SUB-THEME: Place values

Examples of place values

____ Ones

____ Tens

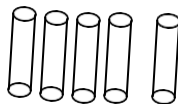
____ Hundreds

____ Thousands

Drawing ones



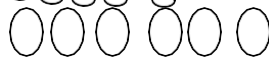
1 ones



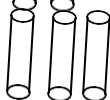
5 ones



2 ones



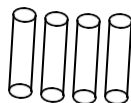
six ones



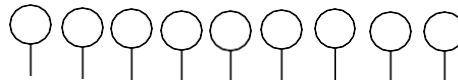
3 ones



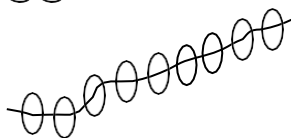
7 ones



4 ones



8 ones



= 9 ones

Exercise

1. **Draw ones**


2 ones


4 ones

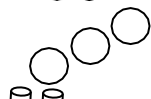
8 ones

6 ones

2. Count and complete

 = ____ ones

 = ____ ones

 = ____ ones

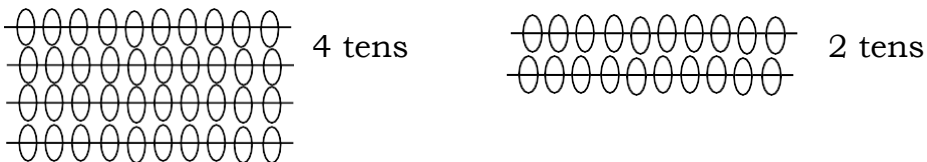
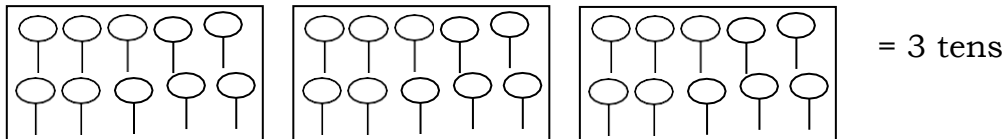
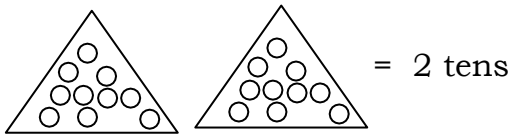
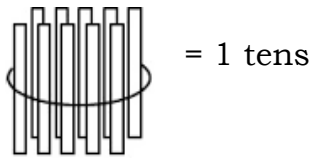


SUB-TOPIC: Place values

Tens

Ten sticks, objects or items make a bundle.

Examples



Exercise

Draw the bundles

1 ten = 3

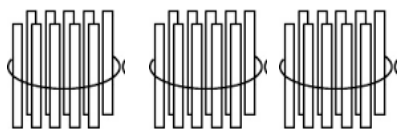
tens = 8

tens = ____

9 tens = 4

tens = ____

Write the tens



More work from;

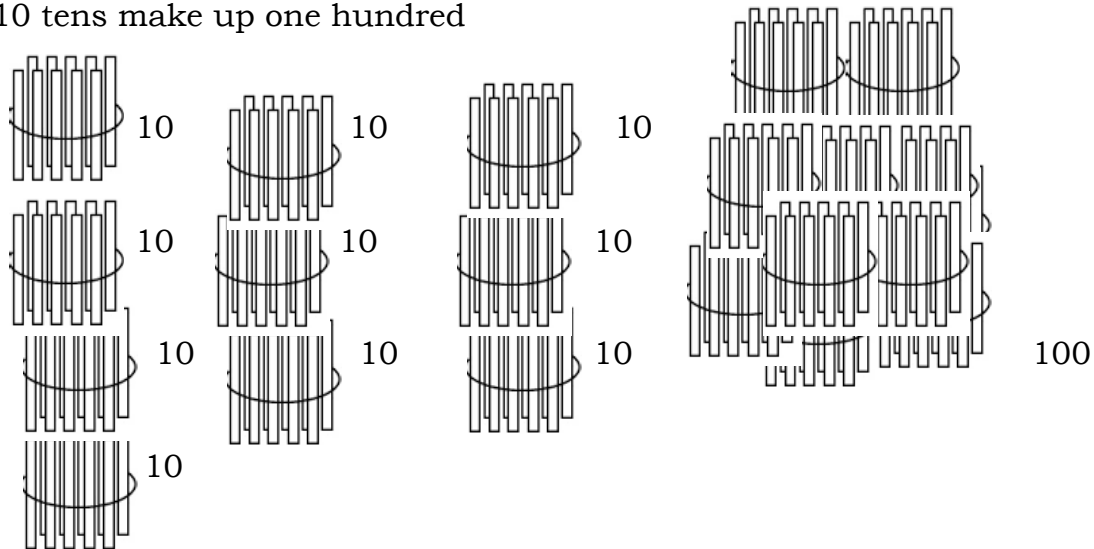
A new MK Mathematics Pg. 14

Understanding Mathematics BK2 Pg.8-9

Hundreds

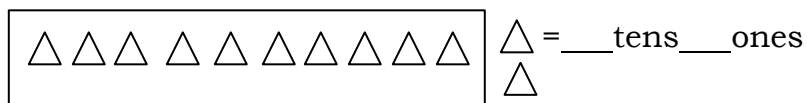
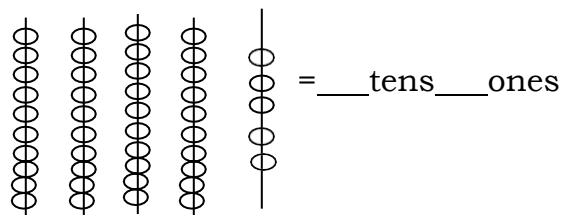
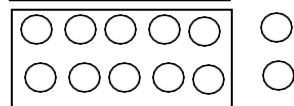
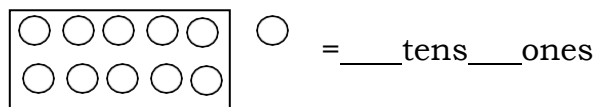
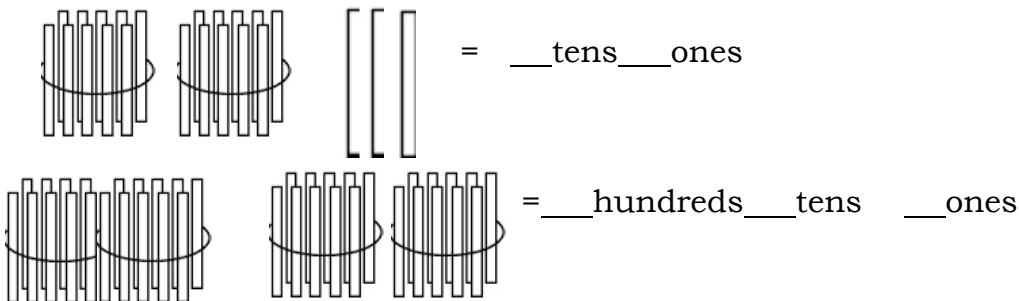
Examples

10 tens make up one hundred



Exercise

Fill in the missing numbers



More work from;

MK Mathematics BK2 Pg.19 – 20, 21

Understanding Mathematics BK2 Pg.9, 10, 11

EVALUATION

SUB-TOPIC: Filling in hundreds, tens and ones*Examples*

28 = 2 tens and 8 ones

8 = ___ tens and ___ ones

156 = ___ hundreds ___ tens ___ ones

Exercise

Complete correctly

20 = ___ tens ___ ones

88 = ___ tens ___ ones

3 = ___ tens ___ ones

77 = ___ tens ___ ones

284 = ___ hundreds ___ tens ___ ones

3 = tens and ones = ___

___ = 9 tens 4 ones

120 = ___ hundreds ___ tens ___ ones

188 = ___ hundreds ___ tens ___ ones

EVALUATION**SUB-TOPIC:** Writing place values of number.*Examples*

1	3	5	8	
				Ones
				Tens
				Hundreds
				Thousands

More work from;

A new MK Mathematics Pg.15, 22 , 23

Understanding Mathematics Bk2 Pg.10

Exercise

Write the place values of the circled number.

③ 8 4 = ___ 3 7 ① = ___ 2 ⑨ = ___

1 2 ③ 4 = ___ 8 0 ⑦ = ___

What is the place value of 2 in the number 329?

What is the place value of 4 in 384?

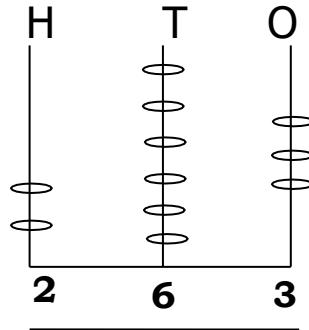
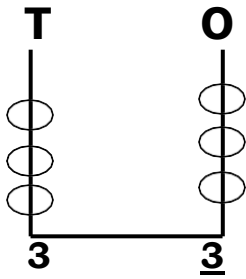
More work from;

A new MK Mathematics Bk3 Pg.35

EVALUATION

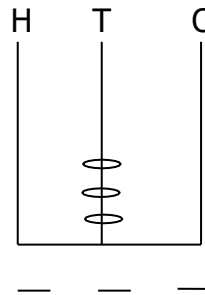
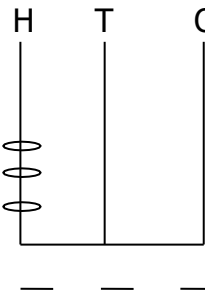
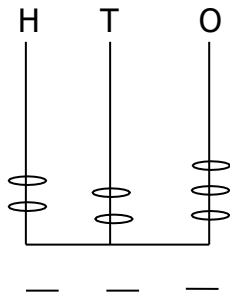
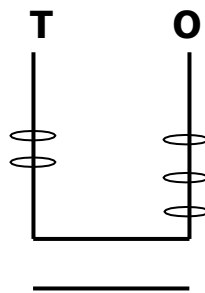
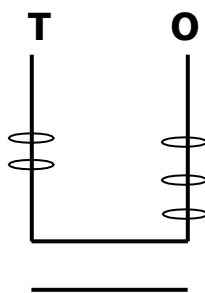
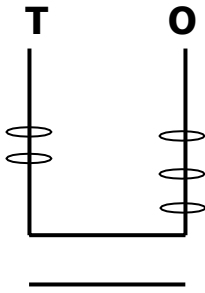
SUB-TOPIC: Writing numbers shown on the abacus.

Examples



Activity

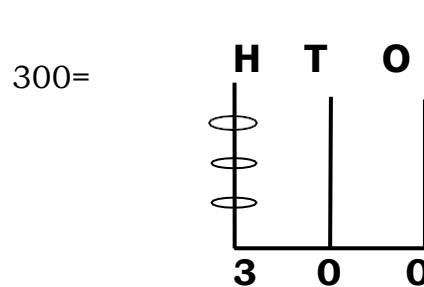
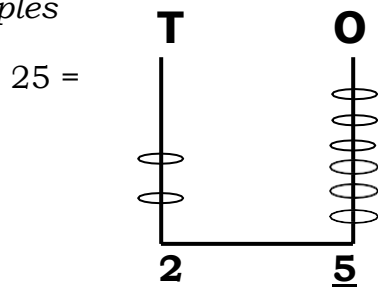
Complete the abacus.



More work from;
A new MK Bk2 Mathematics Pg.16
Understanding Mathematics Bk2 Pg.23

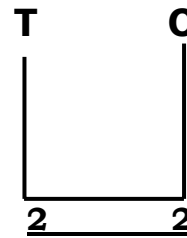
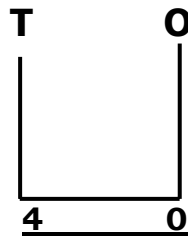
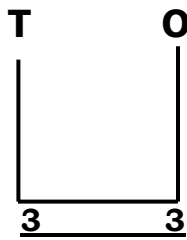
SUB-TOPIC: Representing numbers on the abacus

Examples

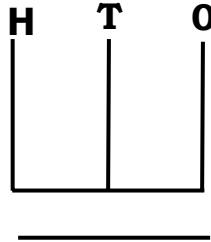


Exercise

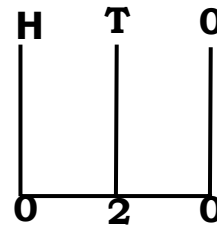
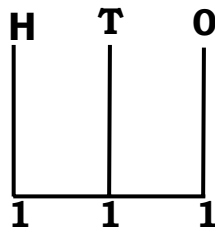
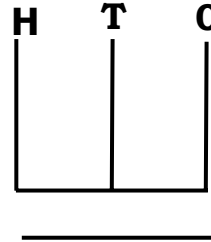
Complete



200 =

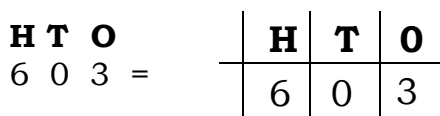


231 =

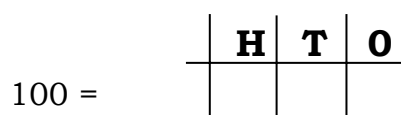
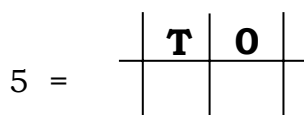
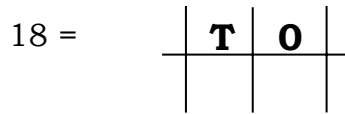
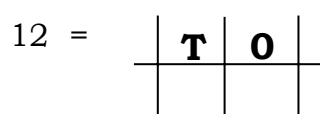


More work from;

A new MK Bk2 Mathematics Pg.17

SUB-TOPIC: Putting numbers on number traysExamples**Exercise**

Put the number on number trays



$$214 = \begin{array}{|c|c|c|} \hline \mathbf{H} & \mathbf{T} & \mathbf{O} \\ \hline & & \\ \hline \end{array}$$

$$3 = \begin{array}{|c|c|} \hline \mathbf{T} & \mathbf{O} \\ \hline & \\ \hline \end{array}$$

A new MK Mathematics Bk3 Pg.35

SUB-TOPIC: Expanding numbers of tens and ones

Examples

$$\begin{array}{ll} 10 = 10 + 0 & 14 = 10 + 4 \\ 11 = 10 + 1 & 15 = 10 + 5 \\ 12 = 10 + 2 & 16 = 10 + 6 \\ 13 = 10 + 3 & 17 = 10 + 7 \\ 28 = 20 + 8 & 34 = 30 + 4 \end{array}$$

Exercise

Expand these numbers

$$\begin{array}{ll} 13 = \underline{\quad} + \underline{\quad} & 30 = \underline{\quad} + \underline{\quad} \\ 19 = \underline{\quad} + \underline{\quad} & 17 = \underline{\quad} + \underline{\quad} \\ 20 = \underline{\quad} + \underline{\quad} & 49 = \underline{\quad} + \underline{\quad} \\ 33 = \underline{\quad} + \underline{\quad} & 50 = \underline{\quad} + \underline{\quad} \\ 49 = \underline{\quad} + \underline{\quad} & 16 = \underline{\quad} + \underline{\quad} \end{array}$$

More work from;
Standard 2 Mathematics Pg.16

EVALUATION

Finding expanded numbers

Examples

$$10 + 2 = 12 \quad \begin{array}{r} 10 \\ + 2 \\ \hline 12 \end{array}$$

$$47 = \begin{array}{r} 40 \\ + 7 \\ \hline 47 \end{array}$$

Exercise

Which numbers have been expanded?

$$\begin{array}{ll} 80 + 8 = & 10 + 1 = \\ 50 + 4 = & 10 + 7 = \\ 30 + 6 = & 10 + 2 = \\ 20 + 1 = & 10 + 4 = \\ 10 + 1 = & 30 + 9 = \end{array}$$

SUB-TOPIC: Expanding numbers of thousands, hundreds, tens and ones.

Examples

$$\begin{array}{r} \text{H} \quad \text{T} \quad \text{O} \\ \text{a) } 1 \quad 2 \quad 3 = 100 + 20 + 3 \end{array}$$

$$\begin{array}{r} \text{TH} \quad \text{H} \quad \text{T} \quad \text{O} \\ \text{b) } 5 \quad 2 \quad 3 \quad 4 = 5000 + 200 + 30 + 4 \end{array}$$

$$\begin{array}{r} \text{TH} \quad \text{H} \quad \text{T} \quad \text{O} \\ \text{c) } 9 \quad 3 \quad 0 \quad 4 = 9000 + 300 + 4 \end{array}$$

Exercise

Expand these:

$$826 = \underline{\quad} + \underline{\quad} + \underline{\quad}$$

$$420 = \underline{\quad} + \underline{\quad} + \underline{\quad}$$

$$306 = \underline{\quad} + \underline{\quad} + \underline{\quad}$$

$$6288 = \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad}$$

$$5214 = \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad}$$

$$6216 = \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad}$$

$$819 = \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad}$$

$$346 = \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad}$$

More work from;
Standard 2 Mathematics Pg.16

SUB-TOPIC: Finding expanded numbers of thousands, hundreds, tens and ones.

Examples

$$400 + 30 + 5$$

$$\begin{array}{r} \downarrow \\ 400 \\ 30 \\ + 5 \\ \hline 435 \end{array}$$

$$2000 + 400 + 20$$

$$\begin{array}{r} \downarrow \\ 2000 \\ 400 \\ + 20 \\ \hline 2420 \end{array}$$

Exercise

Which numbers were expanded?

$$400 + 20 + 1 = \underline{\quad\quad\quad} \quad 800 + 10 = \underline{\quad\quad}$$

$$\bigcirc = 800 + 10 + 3 \quad \bigcirc = 400 + 10 + 8$$

$$100 + 40 + 2 = \quad 200 + 30 + 3 =$$

More work on

Standard 2 learning Maths Pg.17

SUB-TOPIC: Writing hindu arabic numerals in Roman numerals.

1 - I	7 - VII	20 - XX
2 - II	8 - VIII	
3 - III	9 - IX	
4 - IV	10 - X	
5 - V	11 - XI	
6 - VI	12 - XII	

Exercise

Change the following number in Roman numerals.

3 -	5 -	20 -
6 -	10 -	21 -
4 -	15 -	28 -

EVALUATION

SUB-TOPIC: Changing Roman numerals to Hindu Arabic numerals.

Examples

V	-	5
IX	-	9
XX	-	10
XXV	-	25
VI	-	6
VIII	-	8

Exercise

Change to Hindu Arabic numerals.

II	-	IV	-	XXV	-
X	-	XXI	-	IX	-

Bob is IX years old. Change his age to Roman numerals.

More work from;

MK Bk4 Maths Pg.33

THEME: Operating on numbers.

Addition of 1 and 2 digit number vertically and horizontally.

Examples

$$4 + 9 = 13$$

T	O
1	2
+ 3	2
<hr/>	
4	4
<hr/>	

T	O
3	0
2	4
<hr/>	
5	4
<hr/>	

Exercise

Work out:

$$2 + 9 =$$

9
+ 1
<hr/>

6
+ 2
<hr/>

$$3 + 6 =$$

$$3 + 2 + 0 =$$

T	O
2	0
+ 3	0
<hr/>	

T	O
8	6
+ 2	1
<hr/>	

T	O
2	0
1	0
+ 2	0
<hr/>	

More work from;

A new MK Bk2 Maths Pg.34

Understanding Maths BK2 Pg.16

standard 2 learning Maths Pg.3

SUB-TOPIC: Addition of thousands, hundreds, tens and ones.

Examples

a)

H	T	O
2	3	1
+ 3	7	3
<hr/>		

b)

TH	H	T	O
4	0	0	3
+ 2	0	0	0
<hr/>			

Exercise

Work out

H	T	O
2	0	0
+ 1	0	0
<hr/>		

H	T	O
3	2	4
+ 2	0	4
<hr/>		

H	T	O
1	2	8
+ 1	1	1
<hr/>		

$$\begin{array}{r} \text{H T O} \\ 2 \ 4 \ 0 \\ + 1 \ 0 \ 0 \\ \hline \end{array}$$

$$\begin{array}{r} \text{H T O} \\ 8 \ 0 \ 0 \\ + 2 \ 0 \ 0 \\ \hline \end{array}$$

$$\begin{array}{r} \text{TH H T O} \\ 1 \ 0 \ 0 \ 0 \\ + 2 \ 4 \ 3 \ 0 \\ \hline \end{array}$$

$$\begin{array}{r} \text{H T O} \\ 8 \ 0 \ 0 \\ + 2 \ 0 \ 0 \\ \hline \end{array}$$

$$\begin{array}{r} \text{H T O} \\ 9 \ 0 \ 0 \\ + 1 \ 0 \ 0 \\ \hline \end{array}$$

More work from

A new MK Bk2 Maths Pg. 38

Understanding Maths BK2 Pg. 21

Standard 2 learning Maths Pg.19

SUB-TOPIC: Additon with carrying.

Examples

$$\begin{array}{r} \text{a) } \begin{array}{r} 1 \\ 4 \ 6 \\ + 2 \ 5 \\ \hline 7 \ 1 \\ \hline 11 \end{array} \end{array}$$

$$\begin{array}{r} \text{b) } \begin{array}{r} 1 \\ 4 \ 8 \\ + 3 \ 5 \\ \hline 8 \ 3 \\ \hline 13 \end{array} \end{array}$$

Exercise

Add these numbers

$$\begin{array}{r} 2 \ 4 \\ + 4 \ 6 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \ 2 \\ + 8 \ 8 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \ 9 \\ + 2 \ 3 \\ \hline \end{array}$$

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

$$\begin{array}{r} 8 \ 7 \\ + 1 \ 3 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \ 5 \\ + 1 \ 6 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \ 5 \\ + 1 \ 1 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \ 7 \\ + 1 \ 1 \\ \hline \end{array}$$

EVALUATION

SUB-TOPIC: Addition of numbers involving words.

Examples

a) Julie had 18 apples and Betty had 21 apples. How many apples do they have altogether?

$$\begin{array}{r} 18 \text{ apples} \\ + 21 \text{ apples} \\ \hline 39 \text{ apples} \end{array}$$

b) Find the sum of 13 books and 10 books.

$$\begin{array}{r} 13 \text{ books} \\ + 10 \text{ books} \\ \hline 23 \text{ books} \end{array}$$

Exercise

- 16 plus 20 equals
- Otoi has 12 sweets. Moses has 2 sweets. How many sweets do they have altogether?
- Find the sum of:
 - 20 cups and 10 cups
 - 8 balls and 3 balls
- There are 45 pupils in P.2 and 36 pupils in P.2S. How many pupils are there altogether?

More work from;

A new MK Maths Bk2 Pg.35, 39

SUB-TOPIC: Addition in expanded form.

Examples

$$\begin{array}{r} 24 \\ + 33 \\ \hline 57 \end{array} = 20 + 4 + 30 + 3$$

$$\begin{array}{r} 324 \\ + 235 \\ \hline 559 \end{array} = 300 + 20 + 4 + 200 + 30 + 5$$

Exercise

Add while expanding.

$$\begin{array}{r} 24 \\ + 10 \\ \hline 34 \end{array} = \underline{\quad} + \underline{\quad} + \underline{\quad}$$

$$\begin{array}{r} 624 \\ + 201 \\ \hline 825 \end{array} = \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad}$$

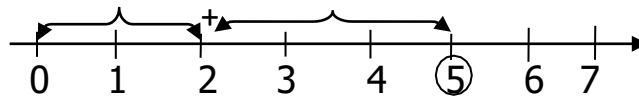
More work from;
A new MK Maths Bk2 Pg.37

EVALUATION

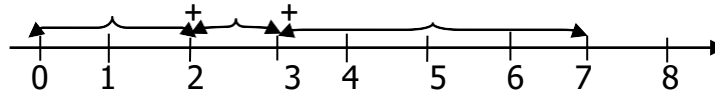
SUB-TOPIC: Addition of numbers on a number line.

Examples

$$2 + 3 = 5$$



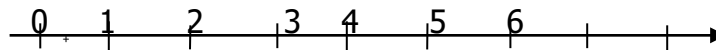
$$2 + 1 + 4 = 7$$



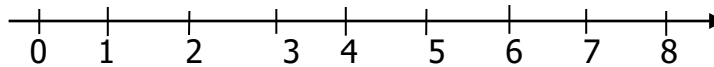
Exercise

Add on a number line.

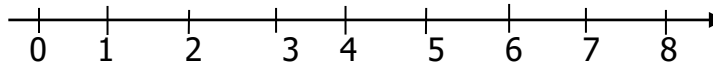
$$2 + 2 =$$



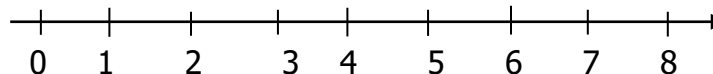
$$3 + 4 =$$



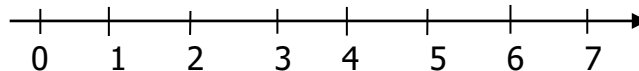
$$1 + 6 =$$



$$8 + 1$$



$$2 + 2 + 2 =$$



More work from;
Uganda primary Maths BK2 Pg.20

SUB-TOPIC: Table and circle filling involving addition.

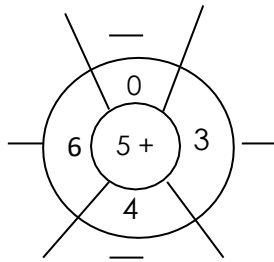
Examples

+	2	0	3	4	6
3	5	3	6	7	9

3 + 2 3 + 0 3 + 3 3 + 4 3 + 6

Exercise

Complete



+	3	2	0	1	5	6	7	
7	—	—	—	—	—	—	—	

A new MK Maths Bk2 Pg.64

Understanding Maths Bk2 Pg.30

EVALUATION

SUB-TOPIC: Subtraction of one and two digit numbers.

Examples

$$8 - 2 = 6$$

$$14 - 6 = 8$$

T	O
9	8
-	2
7	5
—	—
—	—

Exercise

Work out:

$$\begin{array}{r} 7 \quad 4 \\ - 2 \quad 0 \\ \hline \end{array}$$

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

$$\begin{array}{r} 7 \quad 7 \\ - 2 \quad 4 \\ \hline \end{array}$$

$15 - 5 =$

$10 - 2 =$

$$\begin{array}{r} 9 \quad 9 \\ - 1 \quad 0 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \quad 0 \\ - 2 \quad 0 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \quad 4 \\ - 2 \quad 4 \\ \hline \end{array}$$

More work on;

A new MK Bk2 Maths Pg.59

Understanding Maths Bk2 Pg.22 – 25

Uganda primary Maths Bk2 Pg.10

SUB-TOPIC: Subtraction of hundred tens and ones.

Examples

$$\begin{array}{r} \text{H} \quad \text{T} \quad \text{O} \\ 5 \quad 3 \quad 4 \\ - 2 \quad 3 \\ \hline 5 \quad 1 \quad 1 \end{array}$$

$$\begin{array}{r} \text{H} \quad \text{T} \quad \text{O} \\ 9 \quad 0 \quad 0 \\ - 2 \quad 0 \quad 0 \\ \hline 7 \quad 0 \quad 0 \end{array}$$

Exercise

Work out:

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

$$\begin{array}{r} \text{H} \quad \text{T} \quad \text{O} \\ 8 \quad 0 \quad 0 \\ - 3 \quad 0 \quad 0 \\ \hline \end{array}$$

$$\begin{array}{r} \text{H} \quad \text{T} \quad \text{O} \\ 4 \quad 3 \quad 6 \\ - 2 \quad 1 \quad 0 \\ \hline \end{array}$$

$$\begin{array}{r} \text{H} \quad \text{T} \quad \text{O} \\ 6 \quad 4 \quad 2 \\ - 5 \quad 4 \quad 0 \\ \hline \end{array}$$

$$\begin{array}{r} \text{H} \quad \text{T} \quad \text{O} \\ 3 \quad 8 \quad 9 \\ - 2 \quad 7 \quad 8 \\ \hline \end{array}$$

$$\begin{array}{r} \text{H} \quad \text{T} \quad \text{O} \\ 1 \quad 3 \quad 4 \\ - 2 \quad 1 \\ \hline \end{array}$$

$$\begin{array}{r} \text{H} \quad \text{T} \quad \text{O} \\ 6 \quad 0 \quad 0 \\ - 1 \quad 0 \quad 0 \\ \hline \end{array}$$

$$\begin{array}{r} \text{H} \quad \text{T} \quad \text{O} \\ 2 \quad 6 \quad 0 \\ - 4 \quad 0 \\ \hline \end{array}$$

$$\begin{array}{r} \text{H} \quad \text{T} \quad \text{O} \\ 8 \quad 0 \quad 0 \\ - 1 \quad 0 \quad 0 \\ \hline \end{array}$$

More work on;

A new MK Bk2 Maths Pg.60

Understanding Maths Bk2 Pg.27

SUB-TOPIC: Subtraction with borrowing*Examples*

$$\begin{array}{r} 2 12 \\ - 1 6 \\ \hline 2 6 \end{array}$$

$$\begin{array}{r} 7 4^{14} \\ - 8 5 \\ \hline 6 9 \end{array}$$

Exercise

$$\begin{array}{r} 6 6 \\ - 2 7 \\ \hline \end{array}$$

$$\begin{array}{r} 4 0 \\ - 2 4 \\ \hline \end{array}$$

$$\begin{array}{r} 3 6 \\ - 2 9 \\ \hline \end{array}$$

$$\begin{array}{r} 8 8 \\ - 2 9 \\ \hline \end{array}$$

$$\begin{array}{r} 4 4 \\ - 1 6 \\ \hline \end{array}$$

$$\begin{array}{r} 9 0 \\ - 2 5 \\ \hline \end{array}$$

More work on;

Uganda primary Maths Bk2 Pg.16

Understanding Maths Bk2 Pg.42 – 44

SUB-TOPIC: Subtraction of number involving words.**Examples**

a) Daddy had 25 cows. He sold 15 cows. How many cows remained?

$$\begin{array}{r} 2 5 \text{ cows} \\ - 1 5 \text{ cows} \\ \hline 1 0 \text{ cows} \end{array}$$

b) Find the difference between 20 and 10.

$$\begin{array}{r} 2 0 \\ - 1 0 \\ \hline 1 0 \end{array}$$

Exercise

1. A school has 300 pupils. 100 pupils did not attend the lesson. How many pupils attended the lesson?
2. A lice bought 14 apples. She ate 10 apples. How many apples remained?
3. What is 60 less 20?
4. Twenty take away five equal equals _

5. Cindy had 8 cakes. She gave 2 cakes to her friend.
How many cakes were left?

More work on;

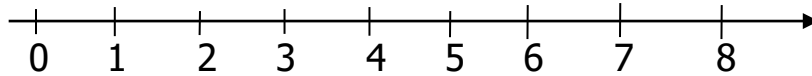
A new MK Maths Bk2 Pg.61

A new MK Maths Bk3 Pg.51

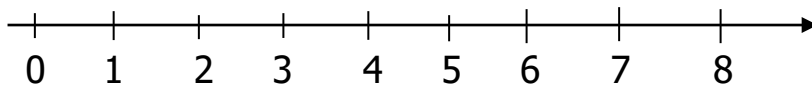
SUB-TOPIC: Subtraction using a number line.

Examples

$$4 - 2 = 2$$



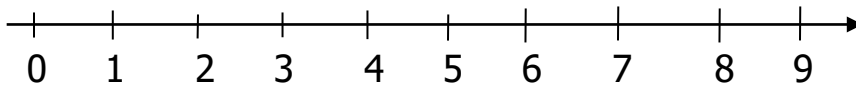
$$8 - 3 = 5$$



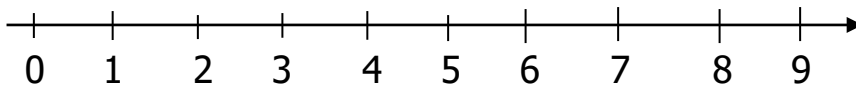
Exercise

Subtract these.

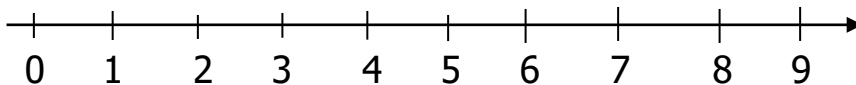
$$5 - 2 =$$



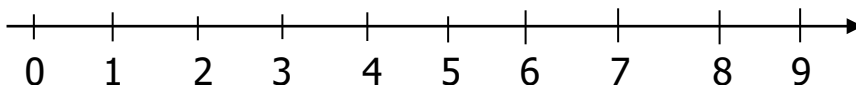
$$6 - 0 =$$



$$4 - 3 =$$



$$9 - 2 =$$

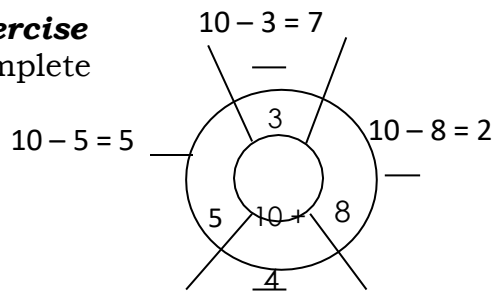


SUB-TOPIC: Subtraction in tables circles.

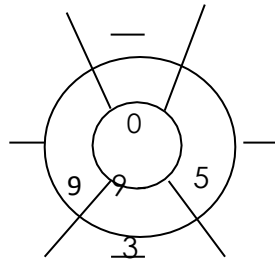
example

Exercise

Complete



-	3	2	1	0	6	7
12	—	—	—	—	—	—



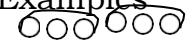
More work on;

A new MK Bk2 Maths Pg.64

Understanding Maths Bk2 Pg.30

SUB- TOPIC: Multiplication of one digit numbers horizontally and vertically.

Examples



$$2 \times 3 = 6$$



$$2 \times 7 = 14$$

$$\begin{array}{r} 2 \\ \times 5 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 3 \\ \times 3 \\ \hline 9 \end{array}$$

Exercise

Work out these:

$$3 \times 4 =$$

$$6 \times 1 =$$

$$5 \times 2 =$$

$$8 \times 1 =$$

$\begin{array}{r} 4 \\ \times 2 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 5 \\ \hline \end{array}$
$\begin{array}{r} 9 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ \times 1 \\ \hline \end{array}$

More work on;

A new MK Maths Bk2 Pg.41 – 42

Standard 2 learning Maths Bk2 Pg.25 – 26, 54

SUB-TOPIC: Multiplication by 2 and 3.

Examples

a) $\begin{array}{r} 12 \\ \times 2 \\ \hline 24 \end{array}$

b) $\begin{array}{r} 32 \\ \times 3 \\ \hline 96 \end{array}$

Exercise

Work out:

$$\begin{array}{r} 13 \\ \times 2 \\ \hline \end{array}$$

b) $\begin{array}{r} 22 \\ \times 2 \\ \hline \end{array}$

$$\begin{array}{r} 40 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 33 \\ \times 3 \\ \hline \end{array}$$

b) $\begin{array}{r} 10 \\ \times 2 \\ \hline \end{array}$

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

$$\begin{array}{r} 20 \\ \times 3 \\ \hline \end{array}$$

b) $\begin{array}{r} 50 \\ \times 2 \\ \hline \end{array}$

A new MK Bk2 Maths Pg.43

Understanding Maths Bk2 Pg.51

SUB-TOPIC: Multiplication of 2 and 3 digit numbers by one digit number.

Examples

$$\begin{array}{r} 24 \\ \times 2 \\ \hline 48 \end{array}$$

$$\begin{array}{r} 110 \\ \times 4 \\ \hline 440 \end{array}$$

Exercise

Workout:

$$\begin{array}{r} 202 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 200 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 401 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 600 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 621 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 401 \\ \times 3 \\ \hline \end{array}$$

More work on;

A new Mk Maths Bk2 Pg.125

SUB-TOPIC: Table and circle filling involving multiplication.

Examples

x	2	3	4	5	6
2	4	6	8	10	12

$$2 \times 2 = 4$$

$$2 \times 3 = 6$$

$$2 \times 4 = 8$$

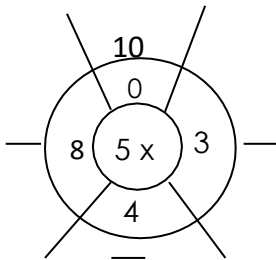
$$2 \times 5 = 10$$

$$2 \times 6 = 12$$

Exercise

Multiply

x	3
3	-
4	-
5	-
6	-



More work on;

A new MK Bk2 Maths Pg.86

SUB-TOPIC: Multiplication of numbers involving words.

Examples

a) There are 2 shoes in a pair. How many shoes are there in 6 pairs?

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

b) How many fingers do 4 hands have?

$$4 \times 5 = 20 \text{ fingers}$$

Exercise

Solve

1. One fly has 2 wings. How many wings do 5 flies have?

2. There are 5 eggs in a basket. How many eggs are in 2 similar baskets?

3. 6 groups of 3 equals

4. What is the product of 7 and 0?

5. There are 12 books in a dozen.
How many books are in 2 dozens?

6. 3 groups of 3 gives.

More work on

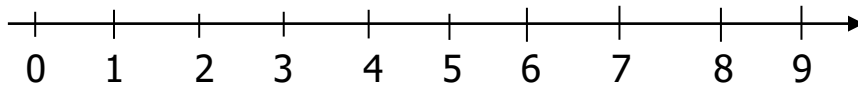
Standard 2 learning Maths Bk2 Pg.27

SUB-TOPICS: Multiplication on a number line.

Examples

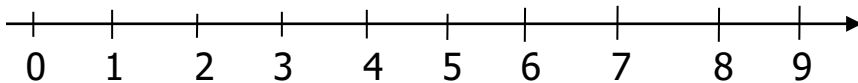
$$2 \times 2 = 4$$

2 groups of 2



$$3 \times 2 = 6$$

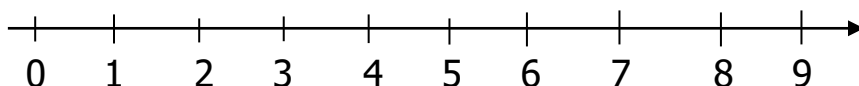
3 groups of 2



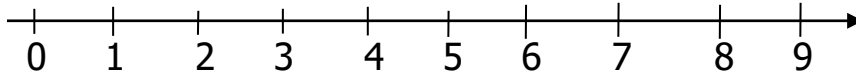
Exercise

Work out:

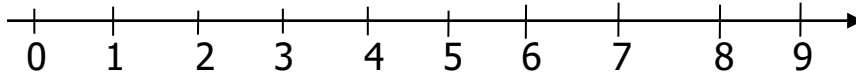
$$2 \times 4 =$$



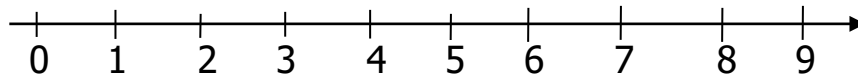
$$3 \times 3 =$$



$$4 \times 1 =$$



$$2 \times 2 \times 2 =$$



EVALUATION

SUB-TOPIC: Division of one and 2 digits numbers horizontally.

Examples



a) $4 \div 2 = 2$



b) $16 \div 4 = 4$

Exercise

Work out:

$$9 \div 3 =$$

$$6 \div 2 =$$

$$4 \div 4 =$$

$$10 \div 2 =$$

$$12 \div 3 =$$

$$16 \div 2 =$$

$$20 \div 5 =$$

More work on;

A new MK Maths Bk2 Pg.76, 78

Uganda primary Maths Pg.44

SUB-TOPIC: Long division of 2 digits

Examples

$$1) \begin{array}{r} 12 \\ 2 \overline{) 24} \end{array} \quad \begin{array}{l} 2 \div 2 = 1 \\ 4 \div 2 = 2 \end{array}$$

$$2) \begin{array}{r} 32 \\ 3 \overline{) 96} \end{array} \quad \begin{array}{l} 9 \div 3 = 3 \\ 6 \div 3 = 2 \end{array}$$

Exercise

Work out

$$\begin{array}{r} 2 \overline{) 20} \end{array}$$

$$\begin{array}{r} 2 \overline{) 44} \end{array}$$

$$\begin{array}{r} 2 \overline{) 64} \end{array}$$

$$\begin{array}{r} 3 \overline{) 15} \end{array}$$

$$\begin{array}{r} 4 \overline{) 16} \end{array}$$

$$\begin{array}{r} 2 \overline{) 88} \end{array}$$

More work on;
Standard 2 learning Mathematics Pg.50, 60

SUB-TOPIC: Division with remainders

Examples



$$a) 7 \div 2 = 3 \text{ r } 1$$



b) $13 \div 2 = 6 \text{ r } 1$

Exercise

Divide

$10 \div 4 =$ $9 \div 2 =$ $22 \div 4$

$15 \div 6 =$ $6 \div 5 =$ $18 \div 7 =$

$16 \div 9 =$ $13 \div 5 =$

EVALUATION

SUB-TOPIC: Division of numbers involving words

Examples

- a) Share 14 mangoes between 2 boys
What does each boy get?

$14 \div 2 = 7$ mangoes

- b) Divide 18 sweets among 3 girls
 $18 \div 3 = 6$ sweets

Exercise

1. Divide 10 pencils among 5 children
2. Three men shared 12 nets equally
How many nets did each man get?
3. Share 40 sweets among 5 boys.
4. Mum had 8 cakes. She shared them equally between 2 girls. How many cakes did each girl get?
5. Share 13 boxes among 9 women.

More work on;
New MK Maths Bk2 Pg.75
Standard 2 learning Maths Pg.51

SUB-TOPIC: Division by repeated subtraction.

Examples

- a) $9 \div 3 = 3$
 $9 - 3 = 6$
 $6 - 3 = 3$
 $3 - 3 = 0$

b) $10 \div 2 = 5$

$10 - 2 = 8$ step 1

$8 - 2 = 6$ step 2

$6 - 2 = 4$ step 3

$4 - 2 = 2$ step 4

$2 - 2 = 0$ step 5

Exercise

Try these

$15 \div 3 =$

$8 \div 4 =$

$10 \div 5 =$

$14 \div 2 =$

$8 \div 2 =$

$20 \div 5 =$

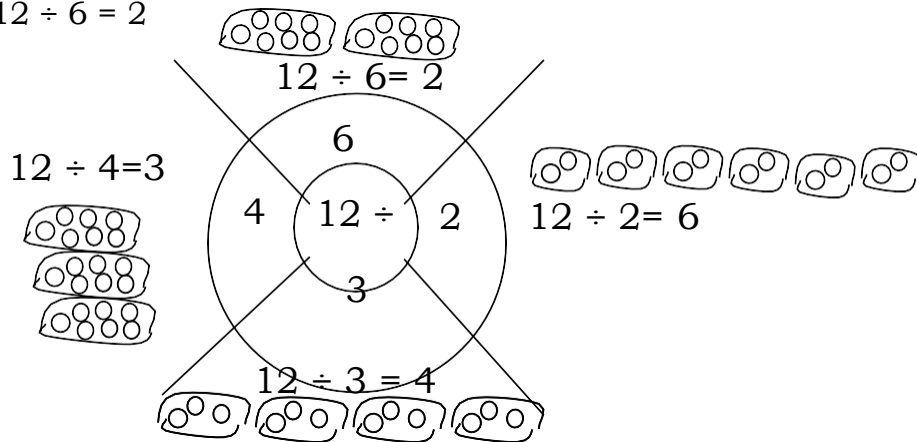
More work on;

New MK Maths Bk2 Pg.78 – 82

SUB-TOPIC: Division in tables and circles.

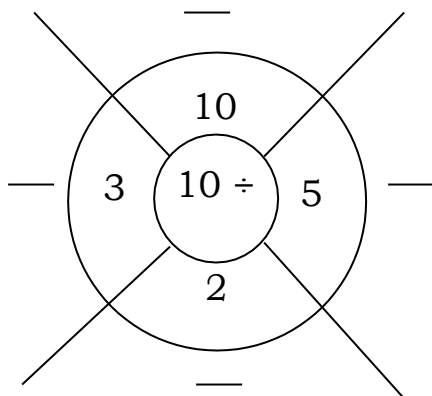
Examples

$12 \div 6 = 2$



Exercise

÷	2	5	4	10	20
20	-	-	-	-	-



More work on;

New Mk Bk2 Maths Pg.86

THEME: Number patterns and sequences

Counting in twos.

Examples

2^{+2} , 4^{+2} , 6^{+2} , 8^{+2} , 10^{+2} , 12^{+2} , 14^{+2} , \dots^{+2}
 20^{-2} , 18^{-2} , 16^{-2} , 14^{-2} , 12^{-2} , 10^{-2} , 8^{-2} , 6^{-2}

Exercise

Fill in the missing numbers.

0, 2, 4, \dots , \dots , \dots , \dots

3, 5, \dots , \dots , \dots

18, 16, 14, 12, \dots , \dots

Which number comes next?

20^{+2} \dots 2^{+2} \dots

More work on

New Mk Maths Bk2 Pg.62 – 63

Counting in threes.

Examples

0, 3^{+3} , 6^{+3} , 9^{+3} , 12^{+3} , 15^{+3} , 18^{+3} , 21^{+3}
 21^{-3} , 18^{-3} , 15^{-3} , 12^{-3} , 9^{-3} , 6^{-3} , 3^{-3} , 0^{-3}

Exercise

Fill in correctly.

0, 3, 6, \dots , 12, 15, \dots , \dots

9, 12, 15, 18, 21, \dots , \dots

5, 8, \dots , \dots

13, 12, \dots , \dots , \dots , \dots

More work on;

MK Maths Bk3 Pg.88 – 89

Evaluation

Counting in fives

Examples

0^{+5} , 5^{+5} , 10^{+5} , 15^{+5} , 20^{+5} , 25^{+5} , 30^{+5} , 35^{+5} , ____

40^{-5} , 35^{-5} , 30^{-5} , 25^{-5} , 20^{-5} , 15^{-5} .

Exercise

Complete.

0, 5, 10, ____, ____, ____, ____, ____, ____, ____

80, 85, ____, ____, 100

30, 35, 40, 45, ____

20, 15, ____, ____, ____

More work on;

MK Maths Bk3 Pg.88 – 89

EVALUATION

Counting in tens

Examples

0^{+10} , 10^{+10} , 20^{+10} , 30^{+10} , 40^{+10} , 50^{+10} , 60^{+10} , 70^{+10} , 80, 90, ____

40^{-10} , 30^{-10} , 20^{-10} , 10^{-10} , 0

Fill in the missing numbers.

10, 20, 30, 40, ____, ____, ____

100, 110, 120, ____, ____, ____

90, 80, 70, ____, ____, ____, ____, ____, ____

22, 32, 42, 52, 62, ____, ____

More work on;

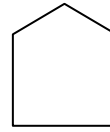
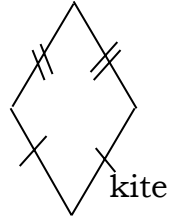
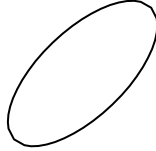
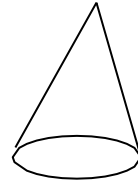
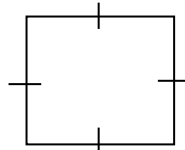
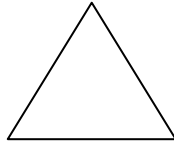
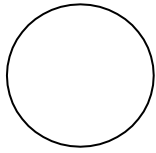
MK Bk3 Maths Pg.88 – 89

EVALUATION

GEOMETRY

Shapes

Naming shapes



rectangle

Exercise one

1. Name the shapes drawn above.
2. How do we call a shape with 5 sides.
3. Fill in the missing letters.
 - a) p__ntago__
 - b) r__cta__gle
 - c) sq__are
 - d) o__al
4. Which shape has 4 equal sides?
5. How do we call a half a circle?
6. Name the shape of the following objects;
 - a) door
 - b) an orange
 - c) a wheel

Exercise two

1. Identify the shapes on Mr. Olum's car
2. Match the shapes and their sides.

triangle	5 sides
pentagon	4 equal sides
square	3 sides
3. Name any one thing you know and it has a shape of;
 - a) A cylinder
 - b) a circle
 - c) rectangle

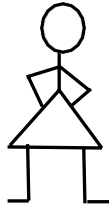
MEASURING HEIGHT

Height is the tallness or shortness of something.
Compare height using taller than or shorter than

Example



Alupo



Akit

- a) Alupo is shorter than Akit.
- b) Akit is taller than Alupo.

Activity

Use taller than or shorter than

1.



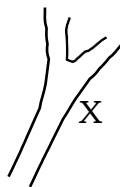
P



Z

- a) Tree P is _____ tree Z.
- b) Tree Z is _____ tree P.

2.



X



Y

- a) Stick Y is _____ stick X
- b) Stick X is _____ stick Y

More work on Primary School Curriculum Bk2 Pg.15

GRAPHS

Picto graphs

Use the graphs below to answer the questions.

Alfred



Pauline



Martin

Stella



Mary

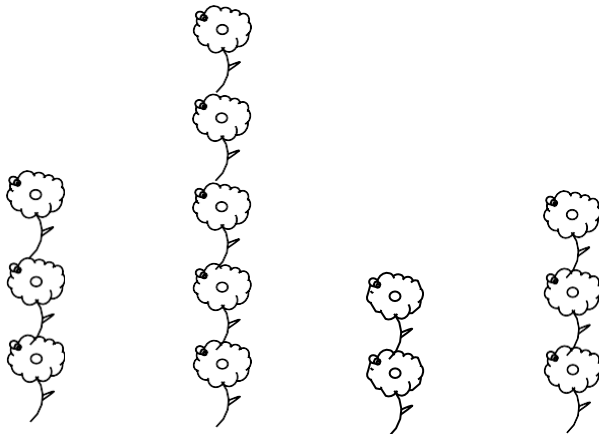


1. How many balls has Stella?
Stella has two balls
2. How many pupils have balls?
Four pupils have balls
3. Who has less balls?

4. Name the child who got 8 balls.

Activity

Use the graph below to answer questions



Ronah Rodah Fiona Sophie

- a) Who has many flowers?
- b) Who have the same number of flowers?
- c) Fiona has _____ flowers
- d) How many children are shown on the graph?
- e) How many flowers do they have altogether?

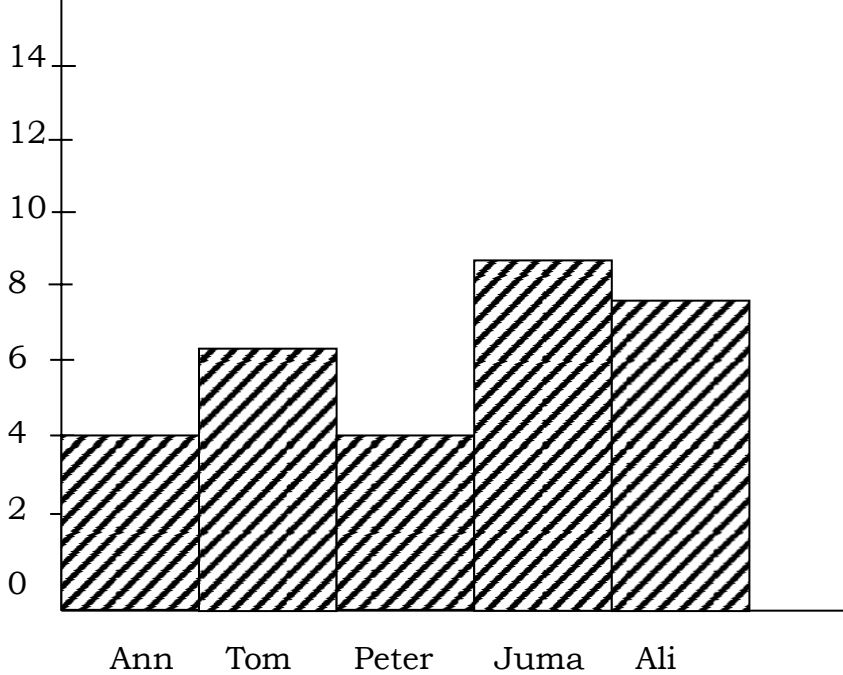
More work on;

MK Maths Bk2 Pg.65 – 69

BAR GRAPH

Use the graph below to answer questions.

Pupils collected books as below.



- a) How many pupils collected books?
- b) Who collected the highest number of books?
- c) Name the child who collected no book.
- d) _____ and _____ collected the same number of books.

More work on;
MK Maths BK2 Pg.65 – 69

CAPACITY

Capacity is the amount of something a container or space can hold.

Capacity is measured in litres

Things measured in litres are;

- | | |
|----------------|---------------|
| a) Paraffin | g) blood |
| b) Cooking oil | h) water |
| c) Splash | i) milk |
| d) Wine | j) Safi e.t.c |
| e) Soda | |
| f) Beer | |

Things used to measure and keep capacity;

- | | |
|--------------|----------|
| a) Cup | f) drum |
| b) Glasses | g) tins |
| c) Jerrycans | h) jug |
| d) Tanks | i) pots |
| e) Basins | j) flask |

Activity

1. Draw these things used to measure capacity.
a) Jerrycan b) Pot
2. What container do we use to pack;
a) Soda b) water
3. Name any three examples of liquids you know.

More work on;

MK Maths Bk2 Pg.151

NCDC Primary Bk2 Pg.104

Comparing capacity

Examples

Which container holds more water?



bottle

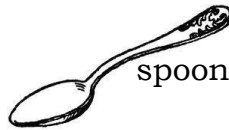


bucket

A bucket holds more water than a bottle.



cup



spoon

A spoon holds less water than a cup.

Activity

Which container holds more liquid?



pot



tin

A _____ holds less liquid than a _____



jug



cup

A _____ holds more liquid than a _____

MK Maths Bk2 Pg.151

Addition in litres

Examples

$$3L + 4L = 7L$$

$$6 \text{ litres} + 2 \text{ litres} = 8 \text{ litres}$$

$$\begin{array}{r} \text{L} \\ 8 \\ + 1 \\ \hline \end{array} \qquad \begin{array}{r} 7 \text{ litres} \\ + 4 \text{ litres} \\ \hline \end{array}$$

Activity

Add the litres

1. 5 litres + 3 litres = _____

2. 1 litre + 5 litres = _____

3. 2L + 2L = _____

4. 9L + 3L = _____

5.	$\begin{array}{r} \text{L} \\ 4 \\ + 6 \\ \hline \end{array}$	$\begin{array}{r} \text{L} \\ 2 \\ + 8 \\ \hline \end{array}$	$\begin{array}{r} \text{L} \\ 2 \ 4 \\ + 3 \ 2 \\ \hline \end{array}$
----	---	---	---

6. Ann has 16L and 23L. How many litres are they altogether?

Subtraction in litres

1. 6L - 4L = 2L

2.	$\begin{array}{r} \text{L} \\ 8 \\ - 4 \\ \hline 4 \end{array}$	$\begin{array}{r} \text{L} \\ 4 \ 8 \\ - 2 \ 5 \\ \hline 2 \ 3 \end{array}$
----	---	---

Activity

Subtraction

1. 8L - 3L = _____

2. 10L - 5L = _____

3. 6L - 2L = _____

4. 32L - 30L = _____

More work on;
MK Bk2 Maths

FRACTIONS

What is a fraction?

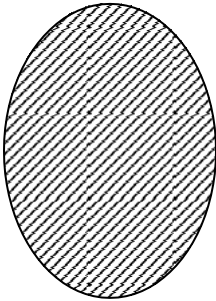
A fraction is a part of a whole.

A fraction has 2 parts. i.e. numerator and denominator.

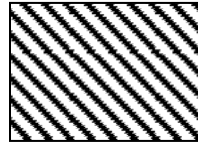
2 - Numerator

6 - Denominator

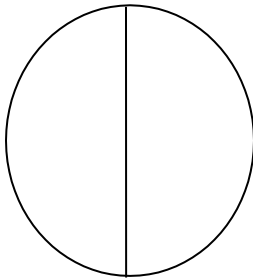
Dividing/folding and drawing fractions.



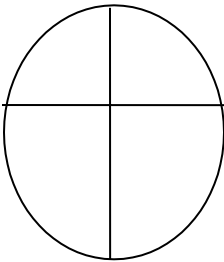
A whole = 1



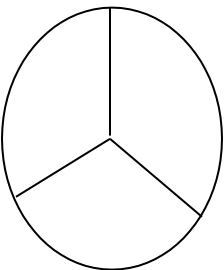
A whole = 1



A half $\frac{1}{2}$ you divided a whole into 2 two halves make a whole



A quarter $\frac{1}{4}$ (you divide a whole into 4
4 quarters make a whole



A third

In order to get a third, you divide a whole into 3 equal parts.

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

Three thirds make a whole.



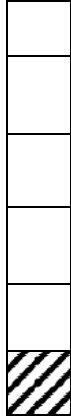
Other fractions



$1/5$ a fifth



$1/8$ an eighth



$1/6$ a sixth

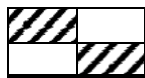
$3/4$ = three thirds

$2/4$ = two quarters

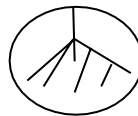
$1/7$ = a seventh

Naming shaded fractions.

Examples



$= 2/4$



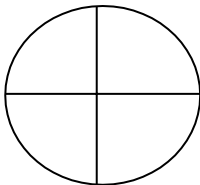
$= 1/3$



$= 3/6$

ACTIVITY

Name the shaded fractions.



= _____

= _____



= _____



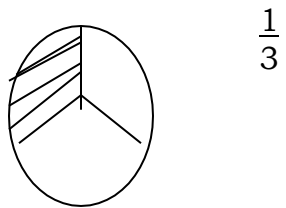
= _____



More

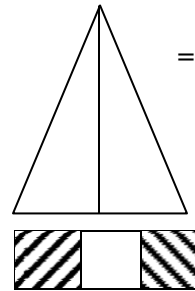
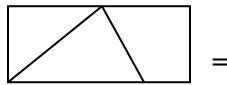
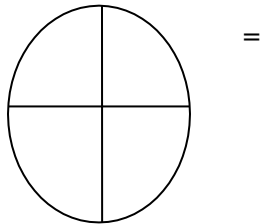
MK Math book 2 page 93

Examples



ACTIVITY

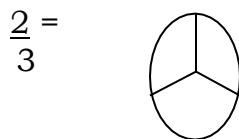
Name the shaded fractions



MK Mathematics book 2 page 93

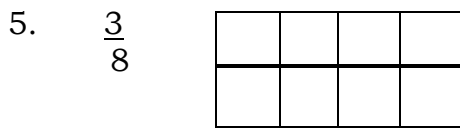
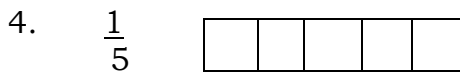
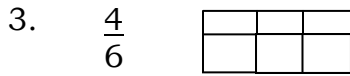
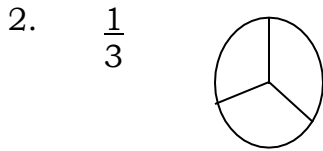
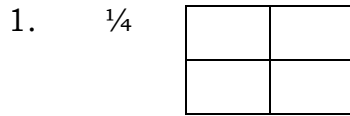
Drawing and shading fractions

Examples



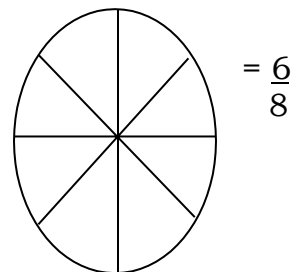
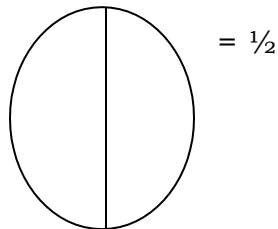
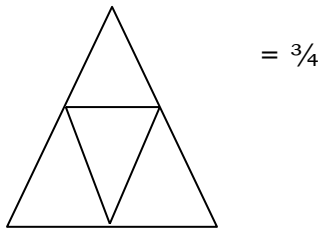
ACTIVITY

Draw and shade the following fractions



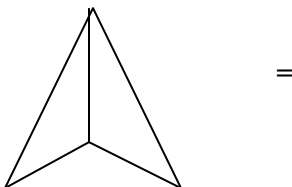
MK Mathematics book 2 page 94

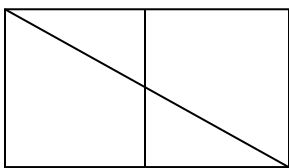
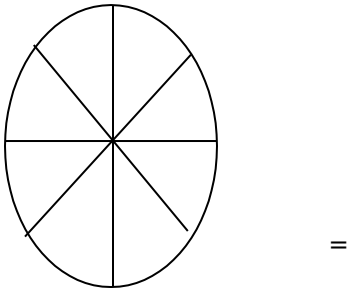
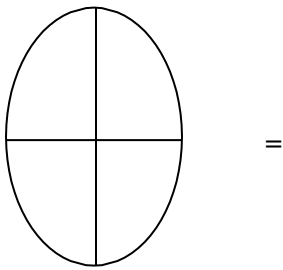
Naming un-shaded fractions



ACTIVITY

Name the un-shaded fractions

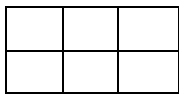




New Mathematics book 2 page 94

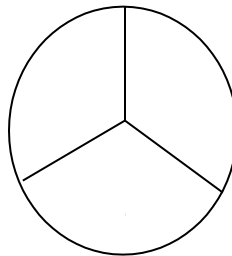
Naming the shaded and un-shaded fractions

Examples



Shaded = $\frac{2}{6}$

Un-shaded = $\frac{4}{6}$



Shaded = $\frac{1}{3}$

Un-shaded = $\frac{2}{3}$

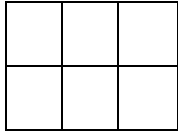
ACTIVITY



Shaded =

Un-shaded =

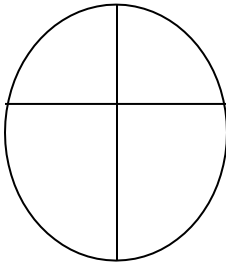
2.



Shaded =

Un-shaded =

3.



Shaded =

Un-shaded =

4.



Shaded =

Un-shaded =

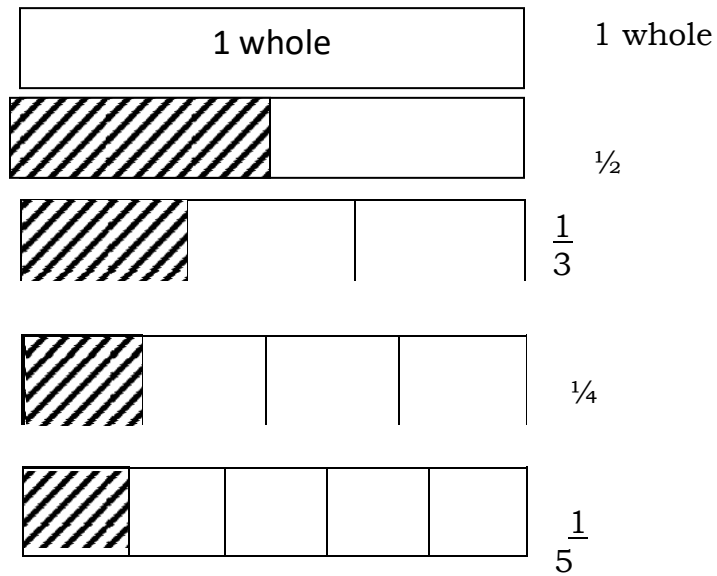
A new MK Mathematics Book 2 page 93 – 94

Comparing fractions

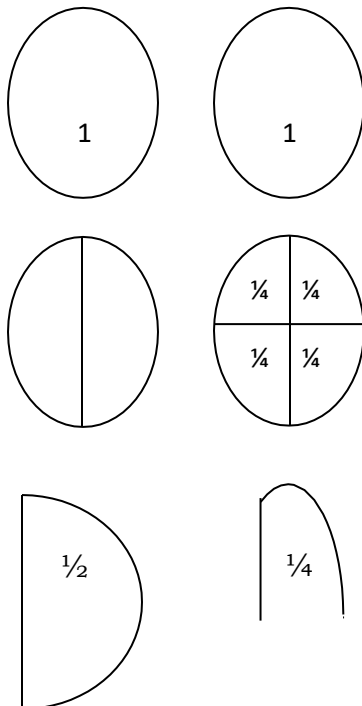
Using greater than “and” less than”

> is greater than

< is less than



$\frac{1}{4}$



$\frac{1}{2}$ is less than 1 - 1 is bigger than

$\frac{1}{3}$ is greater than $\frac{1}{5}$ - $\frac{1}{2}$ is greater than $\frac{1}{4}$

$\frac{1}{5} > \frac{1}{10}$

ACTIVITY

Use greater than or less than

$\frac{1}{4}$ is less than $\frac{1}{2}$

$\frac{1}{5}$ is greater than $\frac{1}{10}$

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

Use > or <

$\frac{1}{2}$ _____ $\frac{1}{6}$

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

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

A new MK book2 page 96 – 97

Ordering fractions starting with the smallest to biggest

Example

$$\frac{1}{3}, \frac{1}{7}, \frac{1}{6} = \frac{1}{7}, \frac{1}{6}, \frac{1}{3}$$

$$\frac{1}{2}, \frac{1}{9}, \frac{1}{5}, \frac{1}{9} = \frac{1}{9}, \frac{1}{5}, \frac{1}{2}$$

ACTIVITY

Arrange these fractions starting with the smallest

$$\frac{1}{4}, \frac{1}{2}, \frac{1}{5}$$

$$\frac{1}{6}, \frac{1}{9}, \frac{1}{2}$$

$$\frac{1}{10}, \frac{1}{15}, \frac{1}{100}$$

$$\frac{2}{10}, \frac{2}{30}, \frac{2}{40}$$

$$\frac{1}{4}, \frac{1}{3}, \frac{1}{2}$$

MK book 2 page 95 – 96 and 97

Arranging fractions starting with the biggest to smallest

Examples

1. $\frac{1}{9}, \frac{1}{3}, \frac{1}{2}, = \frac{1}{2}, \frac{1}{3}, \frac{1}{9}$
2. $\frac{1}{10}, \frac{1}{6}, \frac{1}{7}, = \frac{1}{6}, \frac{1}{7}, \frac{1}{10}$

ACTIVITY

Arrange the fractions starting with the biggest.

1. $\frac{1}{9}, \frac{1}{3}, \frac{1}{5} =$
2. $\frac{1}{6}, \frac{1}{10}, \frac{1}{4} =$
3. $\frac{2}{6}, \frac{1}{6}, \frac{3}{6}$
4. $\frac{1}{100}, \frac{1}{10}, \frac{1}{1000}$
5. $\frac{1}{15}, \frac{1}{10}, \frac{1}{10}$

New MK Mathematic book 2 page 95 – 96

Primary Mathematics for Uganda book 2 page

Addition of fractions with the same denominators

Examples

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

ACTIVITY

Add the following fractions

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

2. $\frac{3}{10} + \frac{4}{10} =$

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

4. $\frac{1}{7} + \frac{2}{7} + \frac{3}{7} =$

5. $\frac{3}{9} + \frac{5}{9} =$

6. $\frac{4}{8} + \frac{4}{8} =$

MK Mathematics book 2 page 69

Primary Mathematics for Uganda book 2 page 70

Word problems

Examples

1. Tom had $\frac{2}{3}$ of a cake. He was added $\frac{1}{3}$ of the cake. What fraction did he have?

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

$$3 \div 3 = 1$$

$$= 1$$

ACTIVITY

1. Floura had $\frac{3}{8}$ of sugarcane and Mitual had $\frac{2}{8}$ of the sugarcane. Which fraction do they have altogether?
2. Sefera has $\frac{4}{10}$ of the orange and Miguel has $\frac{3}{10}$ of the orange. What fraction do they have?
3. What is the sum of $\frac{3}{9}$ and $\frac{4}{9}$?
4. Mark ate $\frac{3}{5}$ of an apple and Angel ate $\frac{1}{5}$ of the same apple. What fraction of the apple was eaten?

SUBTRACTION OF FRACTIONS

Examples

$$1. \quad \frac{4}{7} - \frac{3}{7} = \frac{4-3}{7}$$

$$= \frac{1}{7}$$

$$2. \quad \frac{8}{10} - \frac{4}{10} = \frac{8-4}{10}$$

$$= \frac{4}{10}$$

ACTIVITY

Subtract these fractions

$$1. \quad \frac{3}{6} - \frac{1}{6} =$$

$$2. \quad \frac{6}{8} - \frac{4}{8} =$$

$$3. \quad \frac{9}{10} - \frac{6}{10} =$$

$$4. \quad \frac{5}{7} - \frac{1}{7} =$$

$$5. \quad \frac{8}{12} - \frac{4}{12} =$$

$$6. \quad \frac{4}{5} - \frac{2}{5} =$$

Word problems involving fractions in subtraction

1. A boy had $\frac{5}{6}$ of a cake. He ate $\frac{2}{6}$ of it. What fraction remained?

$$\frac{5}{6} - \frac{2}{6} = \frac{5-2}{6} = \frac{3}{6}$$

ACTIVITY

1. A girl had $\frac{4}{4}$ of an orange. She gave away $\frac{3}{4}$ of it. What fraction remained?
2. What is the difference between $\frac{11}{12}$ and $\frac{6}{12}$?
3. What is the difference between $\frac{5}{7}$ and $\frac{3}{7}$?
4. A pupil did $\frac{5}{9}$ of his homework. What fraction of the homework was left?

Reference: Primary Mathematics 2000 book 3 page 108.

Multiplication of fraction

Examples

1.
$$\frac{2}{3} \times \frac{1}{2} = \frac{2 \times 1}{3 \times 2}$$
$$= \frac{2}{6}$$
2.
$$\frac{2}{3} \times \frac{3}{4} = \frac{2 \times 3}{3 \times 4}$$
$$= \frac{6}{12}$$

ACTIVITY

Multiplication of fractions.

Example

1. $\frac{1}{3} \times \frac{5}{6}$
2. $\frac{3}{4} \times \frac{5}{6}$
3. $\frac{1}{2} \times \frac{1}{2}$
4. $\frac{2}{3} \times \frac{1}{4}$
5. $\frac{3}{5} \times \frac{1}{2}$
6. $\frac{1}{7} \times \frac{1}{2}$
7. $\frac{1}{7} \times \frac{1}{3}$

Lesson

Addition with carrying

Example

$$\begin{array}{r} 34 \\ + 17 \\ \hline 61 \end{array}$$

$$\begin{array}{r} 87 \\ + 13 \\ \hline 100 \end{array}$$

Activity

$$\begin{array}{r} 28 \\ + 13 \\ \hline \end{array}$$

$$\begin{array}{r} 36 \\ + 15 \\ \hline \end{array}$$

$$\begin{array}{r} 24 \\ + 26 \\ \hline \end{array}$$

$$\begin{array}{r} 37 \\ + 23 \\ \hline \end{array}$$

$$\begin{array}{r} 59 \\ + 11 \\ \hline \end{array}$$

Standard learning bk 2 pg 13 and 12

Word problems

Example

Marylyn has 26 apples and Reja has 35 apples.

How many apples do they have altogether?

$$\begin{array}{r} 26 \\ + 35 \\ \hline \end{array}$$

Activity

1. P.1 has 46 pupils and P.2 has 35 pupils.
How many pupils are in P.1 and P.2?
2. Mary has 95 pans and Ali has 17 pans.
How many pans do they have altogether?

Multiplication with carrying

Examples

$$\begin{array}{r} 23 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 32 \\ \times 5 \\ \hline \end{array}$$

Activity

$$\begin{array}{r} 3 \quad 5 \\ X \quad 2 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 4 \quad 3 \\ x \quad 5 \\ \hline \\ \hline \end{array}$$

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

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

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

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

Lesson

Subtraction with borrowing

Examples

$$\begin{array}{r} 5 \quad 3 \\ - 2 \quad 4 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 3 \quad 7 \\ - 1 \quad 9 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 3 \quad 4 \\ - 2 \quad 6 \\ \hline \\ \hline \end{array}$$

Activity

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

$$\begin{array}{r} 3 \quad 5 \\ - 1 \quad 8 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 5 \quad 6 \\ - 2 \quad 7 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 6 \quad 4 \\ - \quad 5 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 3 \quad 2 \\ - 2 \quad 5 \\ \hline \\ \hline \end{array}$$

More

Mk maths bk page 112 - 113

Word problems

Examples

Tom had 36 pens and gave Peter 18 pens.

How many pens did Tom remain with?

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

$16 - 8 = 8$ Tom remained with 18 pens.

Subtract 25 from 51

$$\begin{array}{r} 51 \\ - 25 \\ \hline 26 \end{array}$$

$$11 - 5 = 6$$

Activity

1. What is the difference between 24 and 17?
2. Floura bought 43 cakes and ate 25 cakes. How many cakes did she remain with?
3. Jane had 63 bottles. 25 bottles broke. How many remained?

More

Mk Maths Bk 2 pg 115

Algebra

Finding missing numbers (addition)

Examples

1. $\boxed{6} + 3 = 9$ $9 - 3 = 6$

2. $2 + \boxed{5} = 7$ $7 - 2 = 5$

3. $\boxed{10} + 2 = 12$

$$12 - 2 = 10$$

Activity

Find the missing numbers.

$$\boxed{} + 3 = 7$$

$$\boxed{} + 2 = 2$$

$$\boxed{} + 0 = 8$$

$$5 + \boxed{} = 9$$

$$7 + \boxed{} = 10$$

More

Mk maths bk 2 pg 99- 100

Lesson

Finding missing number (subtraction)

Examples

$$6 - \boxed{} = 0$$

$$6 - 0 = 6$$

$$8 - \boxed{3} = 5$$

$$8 - 5 = 3$$

$$\boxed{10} - 3 = 7$$

$$3 + 7 = 10$$

Activity

Find the missing numbers

$$\boxed{} - 4 = 6$$

$$8 - \boxed{} = 2$$

$$10 - \boxed{} = 1$$

$$4 - \boxed{} = 3$$

$$7 - \boxed{} = 0$$

More

Mk math bk 2 pg 101

Understanding MTC bk 2 pg 98.

Lesson

Finding missing numbers (multiplication)

Examples

$$\boxed{3} \times 2 = 6$$

$$4 \times \boxed{3} = 12$$

$$6 \div 2 = 3$$

$$12 \div 4 = 3$$

$$5 \times \boxed{2} = 10$$

$$10 \div 5 = 2$$

ACTIVITY

$$\square \times 3 = 5$$

$$\square \times 3 = 9$$

$$6 \times \square = 12$$

$$1 \times \square = 7$$

$$5 \times \square = 15$$

Fill in the missing numbers

$$\square + 3 = 9$$

Finding missing numbers (division)

Example

1. $9 \div \square = 3$
 $9 \div 3 = 3$

$$20 \div \square = 5$$
$$20 \div 5 = 4$$

2. $\square \div 2 = 5$

$$2 \times 5 = 10$$

Activity

$$\square \div 2 = 6$$

$$\square \div 2 = 4$$

$$16 \div \square = 4$$

$$4 \div \square = 2$$

$$\square \div 2 = 3$$

$$12 \div \square = 6$$

More

Money

Recognition of money

Money is a medium of exchange

Uganda money is called shillings/ or shs. Means shillings

There are two forms of money

1. Paper money
2. Coin money

Paper money

1000/= note

2000/= note

5000/= note

10,000/= note

20,000/= note

50,000/= note

Coin money

50/= coin

100/= coin

200/= coin

500/= coin

Features found on money

50/= a head of a cow

200/= a fish

500/= a head of a crested crane

1. Name the animal found on the 200/= coin which has a picture of a fish?
2. Which coin has a picture of a fish?
3. Draw the pictures of:

One hundred coin

Two hundred coin

Lesson

Addition of money

Examples	sh	sh	
Sh. 30	20	250	sh. 400
+sh. 40	+ 80	+ 300	+sh. 300
<hr/> sh.70	<hr/> 100	<hr/> 550	<hr/> 700

Activity

Sh	sh.	Sh.	Sh.
60	35	300	40
+20	+62	+200	+10
<hr/>	<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>	<hr/>

Sh. 500

sh. 450

Sh. 300

sh. 200

Mk maths bk 2 page 127

Standard learning bk 2 page 36

More addition of money

Examples

Sh. 30 + sh. 10 = sh. 40

30

10

-

40

-

2. sh. 25 + sh. 60 = sh. 85

25

60

85

3. Sh. 2 + sh. 5 = sh. 7

Activity

1. sh. 50 + sh. 5 = sh. _____

2. sh. 30 + sh. 30 = sh. _____

3. sh. 30 + sh. 30 = sh. _____

4. sh. 25 + sh. 10 = sh. _____

Lesson

Word problem

1. Floura has 200/= and Mutual has 300/=

How much money do they have altogether?

500/=

200

300

500

2. Ali brought 450/= and Peter brought 400/=. How much did both bring?

$$\begin{array}{r} 450 \\ + 400 \\ \hline 850 \end{array}$$

They brought 850/=

Subtract of money

Example

1. Sh.500	2. Sh.450	3. Sh.40
- Sh.200	- Sh.250	- Sh. 10
<hr/>	<hr/>	<hr/>
Sh.300	Sh.200	Sh. 30
<hr/>	<hr/>	<hr/>

$$\text{Sh. } 350 - \text{sh. } 200 = \text{sh. } 150$$

$$\begin{array}{r} 350 \\ - 200 \\ \hline 150 \end{array}$$

Activity

1. Sh.20	2. Sh.400	3. Sh.900
- Sh.10	- Sh.200	- Sh.800
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>

Word problem

1. Mummy had 500/=. She brought a cake of 300/=. How much did she remain with?

$$\begin{array}{r} 500/= \\ - 300/= \\ \hline 200/= \end{array}$$

She remained with 200/=

Activity

1. Mary had 300/= and she lost 100/=. How much is she having now?
2. Joan had 950/= and she bought bread at 500/=. How much did she remain with?

Multiplication of money

$$\begin{array}{r} \text{sh.200} \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} \text{sh.200} \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} \text{sh.50} \\ \times 2 \\ \hline \end{array}$$


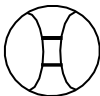
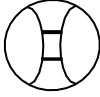











$$\begin{array}{r} \text{sh.50} \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} \text{sh.250} \\ \times 2 \\ \hline \end{array}$$

Word problems in multiplication of money

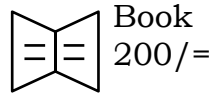
MK Maths Bk2 Pg.125

Complete the table

	By adding	By multiplying
Sh. 200 	 Sh.200 $\begin{array}{r} \text{+200} \\ \hline \end{array}$  _____	 Sh.200 $\begin{array}{r} \times 2 \\ \hline \end{array}$  _____
50/= 	 Sh. 50  Sh.50  $\begin{array}{r} \text{sh.50} \\ \hline \end{array}$ $\begin{array}{r} \text{sh. 150} \\ \hline \end{array}$	Sh. 50 $\begin{array}{r} \times 3 \\ \hline \end{array}$ _____
300/= 	 300 $\begin{array}{r} \text{+ 300} \\ \hline \end{array}$  $\begin{array}{r} 600 \\ \hline \end{array}$	 300 $\begin{array}{r} \times 2 \\ \hline \end{array}$  $\begin{array}{r} 600 \\ \hline \end{array}$

Shopping bill

Use the pictures below to answer the questions.



Questions

1. How much will you pay for a book?
200/=
2. Which item is cheap?
A sweet
3. Which item is expensive?
A ball

More shopping bill

Mercy went for shopping and the items were sold as below.

A ruler - 500/=

A file costs - 200/= A

book costs - 300/= A

pencil costs - 50/=

1. How much did she pay for 2 books?

$$\begin{array}{r} 300 \\ 300 \\ \hline 600 \end{array}$$

2. Which item is expensive?

A ruler

More work in;

MK Maths Bk2 Pg.128

TELLING TIME

There is 24 hours in a day.

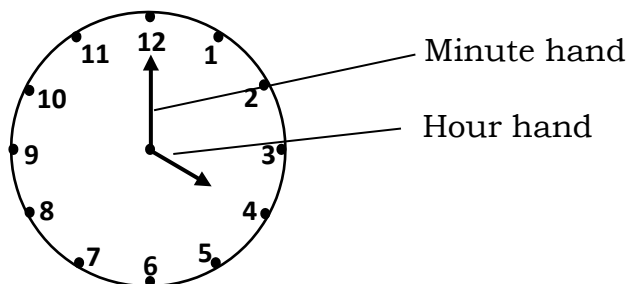
1 hour has 60 minutes

Things used to tell time.

- Sun
- Watches and clocks
- Shadow

There are two major hands on a clock face i.e;

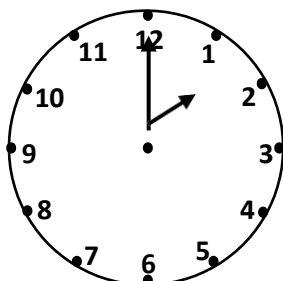
- The minute hand
- The hour hand



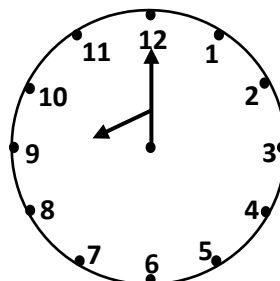
Telling exact time

When the long hand points at 12. We say;

Examples



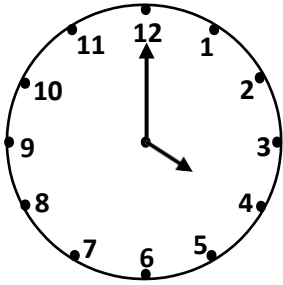
It is **2** o'clock



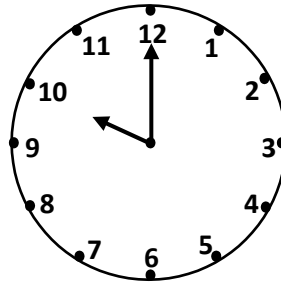
It is **8** o'clock

Activity

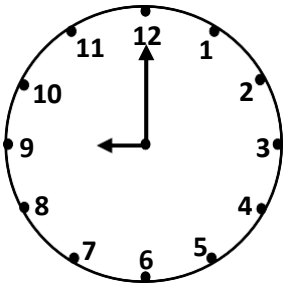
What is the time?



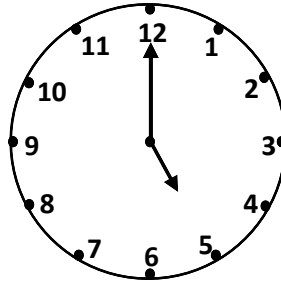
It is _____ o'clock



It is _____ o'clock



It is _____ o'clock



It is _____ o'clock

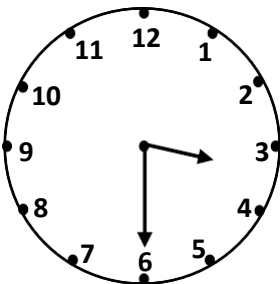
Standard learning Bk2 Pg45

MK Maths Bk2 Pg. 131

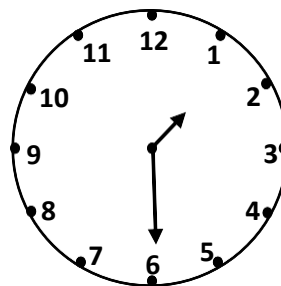
Telling time at a half past

When the long hand points to 6, we say a half past. A half past an hour has 30 minutes.

Example



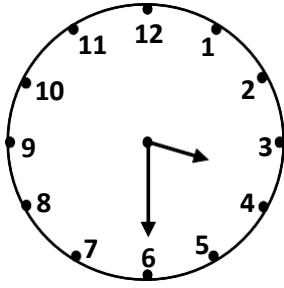
It is a half past 3



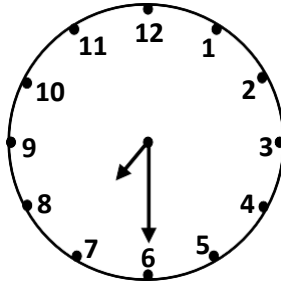
It is a half past 1

Activity

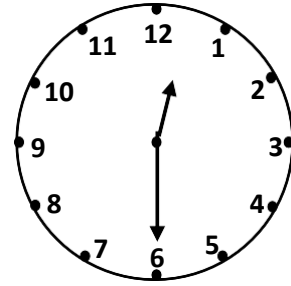
What is the time?



It is _____



It is _____

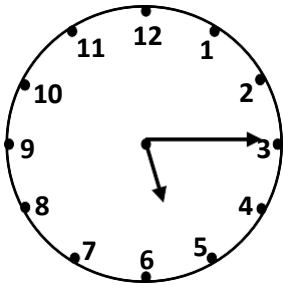


It is _____

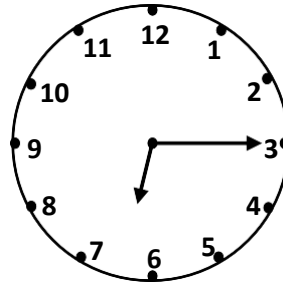
Telling time at a quarter past

When the long hand points to 3, we say a quarter past.

Examples



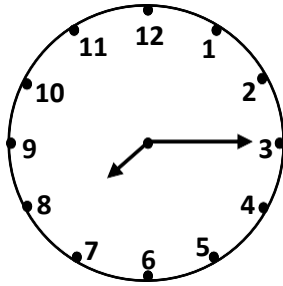
It is a quarter past 5



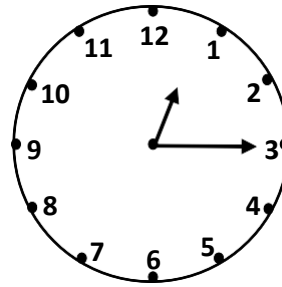
It is a quarter past 6

Activity

What is the time?



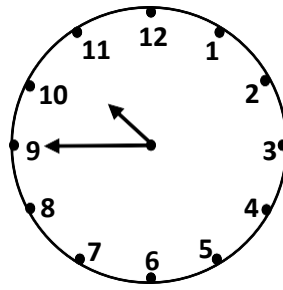
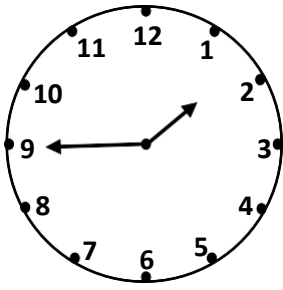
It is a quarter past _____



It is a quarter past _____

Telling time at a quarter to

Examples



Activity

Show the following time on the clock face.

- a) A half past 5
- b) It is 4 o'clock
- c) It is 9 o'clock
- d) It is a half past 2
- e) It is 11 o'clock

Days of the week

There are seven (7) days in a week. These are;

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

Activity

1. What is the last day of the week?
2. Write the first day of the week.
3. Fill in the missing letters
a) M____nday b) Frid____y c) Thu____sday
4. Write true or false
a) A week has 12 days
b) Tuesday is the third day of the week.
c) The word Friday has 6 letters.
d) Saturday is the last day of the week.
5. Write correctly.
a) dayTues b) daySun
c) dayMon d) dayWednes
6. Which day comes before Tuesday?
7. Which day comes after Thursday?
8. On which day do Christians go to church?
9. If today is Saturday, tomorrow will be a _____
10. On which day do Muslims go for Juma prayers?
11. How many days make 2 weeks?
12. What is the third day of the week?

Months of the year

There are 12 months in a year.

- January
- February
- March
- April
- May
- June
- July
- August
- September
- October
- November
- December

Activity

1. Fill in the missing letters

a) Janu____ry b) Febr____ary

c) M____y

2. Write in full

a) Dec. b) Jan.

3. In which month do we celebrate Christmas?
4. What is the sixth month of the year?
5. How many months make a year?
6. How many months have 30 days in a year?
7. How do we call a year having 28 days in the month of February?

The calendar

Use the month of July below to answer the questions.

Sun		6	13	20	27
Mon		7	14	21	28
Tue	1	8	15	22	29
Wed	2	9	16	23	30
Thur	3	10	17	24	31
Fri	4	11	18	25	
Sat	5	12	19	26	

Questions

1. How many days has the month?
2. Which month is shown above?
3. How many Sundays are in the month?
4. When did the month start (day)?
5. Which day was 10th?
6. When was the 2nd Tuesday?
7. What is the next month?

Measuring weight

Weight is the heaviness or lightness of something. The standard unit is grams

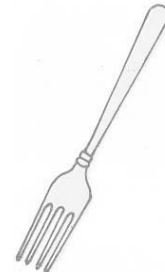
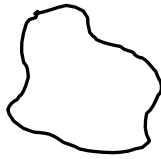
Weight is measured in kilograms (kg)

Weight is measured using a weighing scale

Something measured in kilograms

- Sugar
- Beans
- Rice
- Millet
- Posho e.t.c

Comparing weight using heavier and lighter



1. Which of the above is lighter?
2. Which of the above is heavier?

Measuring area

Area is the space covered by an object.

Area is measured in square units.

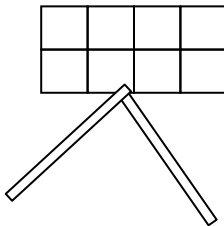
Measure the area by counting squares.

Examples

1.  = 10 square metres

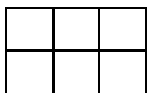
2.  = 7 square metres

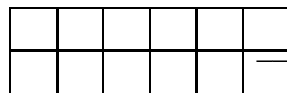
3. How many square metres cover this blackboard?

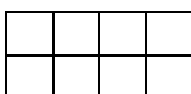


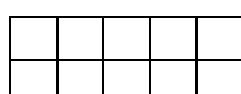
Activity

Count the squares and tell the area.

 = _____

 = _____

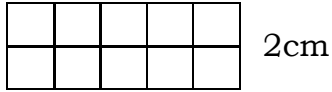
 = _____

 = _____

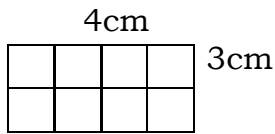
Measuring area

Finding area by multiplying

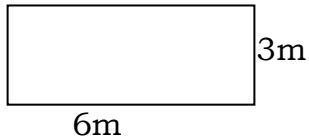
Examples



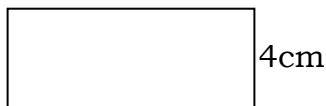
$$\begin{aligned} A &= L \times W \\ A &= 5 \times 2 \\ A &= 10 \text{ square units} \end{aligned}$$



$$\begin{aligned} A &= L \times W \\ A &= 4 \times 3 \\ A &= 12 \text{ square units} \end{aligned}$$



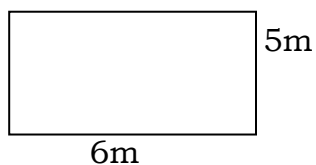
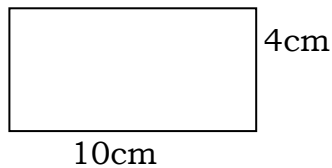
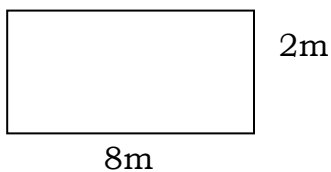
$$\begin{aligned} A &= L \times W \\ A &= 6 \times 3 \\ A &= 18 \text{ square units} \end{aligned}$$



$$\begin{aligned} A &= L \times W \\ A &= 8 \times 4 \\ A &= 24 \text{ square units} \end{aligned}$$

Activity

Find the area by multiplying



Filling in the missing numbers (multiplication)

Examples

1. $2 \times \boxed{2} = 4$
 $= 4 \div 2$

$\boxed{} = 2$

2. $7 \times \boxed{3} = 21$
 $= 21 \div 7$

$\boxed{} = 3$

ACTIVITY

Find the missing numbers

1. $\boxed{} \times 2 = 6$

2. $\boxed{} \times 5 = 10$

3. $2 \times \boxed{} = 12$

4. $\boxed{} \times 3 = 15$

5. $1 \times \boxed{} = 3$

6. $\boxed{} \times 5 = 20$

7. $3 \times \boxed{} = 9$

8. $\boxed{} \times 4 = 12$

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Filling the missing numbers

(Division statements)

Examples

1. $\boxed{16} \div 4 = 4$

$$4 \times 4 = 16$$

2. $20 \div \boxed{4} = 5$

$$20 \div 5 = 4$$

ACTIVITY

Find the missing numbers

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

2. $4 \div \boxed{} = 1$

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

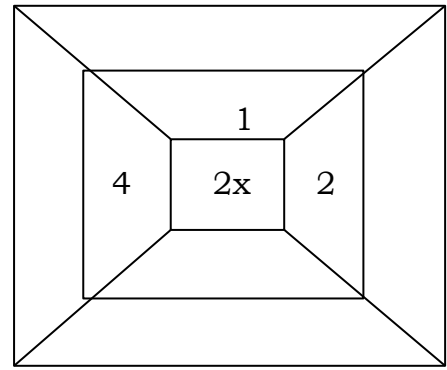
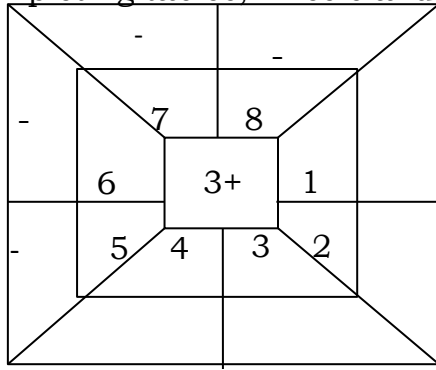
4. $12 \div \boxed{} = 6$

5. $\boxed{} \div 3 = 3$

6. $8 \div \boxed{} = 4$

7. $12 \div 3 = \boxed{}$

Completing tables, wheels and circles



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