



## MBUYA PARENTS, SCHOOL

### PRIMARY TWO LESSON NOTES FOR TERM ONE

**LESSON: I**

**THEME: OUR SCHOOL AND NEIGHBOURHOOD**

**SUBTHEME: Location, symbols and benefits of our school.**

**Content:**

**Counting numbers 1 – 99**

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

### Activity: I

Fill in the missing numbers.

1	2	3	4	5	.....	.....	8	.....	10
11	.....	13	14	....	.....	17	18	.....	20
21	22	.....	.....	25	26	.....	.....	29.	.....
....	32	33	....	.....	.....	37	.....	.....	40
41	.....	.....	44	.....	.....	....	48	.....	50

### Activity: II

Colour the double numbers in the table above.

References: MK Pri. Maths pupil's book 2 page 62 – 63

.Mathematics work Book Book 2 page 1.  
Understanding Mathematics book 2 page 47.

### Lesson: II

**THEME: OUR SCHOOL AND NEIGHBOURHOOD.**

**SUBTHEME: Location, symbols and benefits of our school.**

**Content: Writing Numbers 1 – 50 in words.**

1 <b>one</b>	9 <b>nine</b>	17 <b>seventeen</b>
2 <b>two</b>	10 <b>ten</b>	18 <b>eighteen</b>
3 <b>three</b>	11 <b>eleven</b>	19 <b>nineteen</b>
4 <b>four</b>	12 <b>twelve</b>	20 <b>twenty</b>
5 <b>five</b>	13 <b>thirteen</b>	21 <b>twenty one</b>
6 <b>six</b>	14 <b>fourteen</b>	22 <b>twenty two</b>
7 <b>seven</b>	15 <b>fifteen</b>	23 <b>twenty three</b>
8 <b>eight</b>	16 <b>sixteen</b>	24 <b>twenty four</b>
30 <b>thirty</b>	40 <b>forty</b>	50 <b>fifty</b>

## **Activity: I**

### **1. Write the following numbers in words.**

- a) 16.....
- b) 3.....
- c) 40.....
- d) 13.....
- e) 26.....
  
- f) 22.....
- g) 12.....
- h) 39.....

### **2. Write the following in figures.**

- a) eleven.....
- b) fifteen.....
- c) five.....
- d) thirteen.....
- e) twenty five.....
- f) thirty nine.....
- g) nineteen.....

### 3. Match the figures to their words.

50

13

27

8

19

twenty seven

nineteen

fifty

thirteen

eight

References: MK mathematics pupil's book 2 page 62.

### Lesson: III

### THEME: OUR SCHOOL AND NEIGHBOURHOOD

SUBTHEME: Location, symbols and benefits of our school.

Content: Writing Numbers 50 – 100 in words.

50 fifty	51 fifty one	55 fifty five
60 sixty	61 sixty one	66 sixty six
70 seventy	73 seventy	77 seventy

	<b>three</b>	<b>seven</b>
<b>80</b> <b>eighty</b>	<b>78</b> <b>seventy eight</b>	<b>89</b> <b>eighty nine</b>
<b>90</b> <b>ninety</b>	<b>84</b> <b>eighty four</b>	<b>96</b> <b>ninety six</b>
<b>100</b> <b>one hundred</b>	<b>88</b> <b>eighty eight</b>	<b>99</b> <b>ninety nine</b>

### Activity

Write the following numbers in words.

- a) 53.....
- b) 54.....
- c) 62.....
- d) 65.....
- e) 76.....
- f) 70.....
- g) 89.....
- h) 86.....
- i) 90.....
- j) 99.....

Reference: MK Maths pupil's Bk 2 page 26.

## Lesson: IV

### THEME: OUR SCHOOL AND NEIGHBOURHOOD

SUBTHEME: Location, symbols and benefits of our school.

Content: Number Sequences in ascending order.

Ascending order means arranging from  
(the smallest to the biggest).

#### Examples.

7, 6, 5, 4, 3, 2, 1.	=	1, 2, 3, 4, 5, 6, 7.
21, 20, 19, 18, 17, 16.	=	16, 17, 18, 19, 20, 21
30, 29, 28, 27, 26, 25	=	25, 26, 27, 28, 29, 30.
45, 44, 43, 42, 41, 40.	=	40, 41, 42, 43, 44, 45.
89, 88, 87, 86, 85, 84.	=	84, 85, 86, 87, 88, 89.

#### Activity : I

Fill in the missing numbers

6, ... 8, ....., 10, ....., 12, ....., ....., 15  
35, ....., 37, ....., ....., 40, ....., 42, 43, ....., 45.  
63, 64, ....., 66, ....., ....., 69, ....., ....., ....., 73  
89, 90, ....., 92, ....., 94, ....., 96, ....., 98, .....

## Activity: II

Arrange the following numbers in ascending order  
(**Smallest to biggest**)

- a) 42, 45, 40, 44, 43, 41
- b) 19, 16, 20, 17, 18, 15
- c) 66, 72, 69, 70, 67, 71, 68.

References: MK Maths pupil's Bk 2 page 18  
Understanding Maths Bk 2 page 28.

## Lesson V and VI

**THEME: OUR SCHOOL AND NEIGHBOURHOOD**  
**SUB THEME:** Location, symbols and benefits of our school.

**Content:** Number sequences in descending order  
(**Biggest to smallest**)

### Examples.

Arrange these from the biggest to the smallest:

4, 3, 2, 1, 0.

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



20, 19, 18, 17, 16, 15, 14, 13, 12, 11.  
90, 80, 70, 60, 50, 40, 30, 20, 10.

### Activity: I

Fill in the missing numbers.

- a) 99, 98, ....., ....., 95, ....., ....., 92.
- b) 77, ....., ....., 74, ....., 72, ....., 70.
- c) 46, 45... 42, 41, 39.
- d) 18, ....., ....., 15, ....., 13
- e) 55, 54, 53, ....., ....., ....., 49.

### Activity: II

Arrange the following in descending order  
( **from the biggest to smallest**)

- a) 50, 51, 52, 53, 54.
- b) 76, 77, 73, 75, 74.
- c) 91, 93, 90, 94, 92, 95.
- d) 87, 86, 84, 85, 88, 83.

References: Mk Maths teacher's Bk 2 page 17  
Mk Maths pupil's Bk 2 page 28

## Lesson: VII

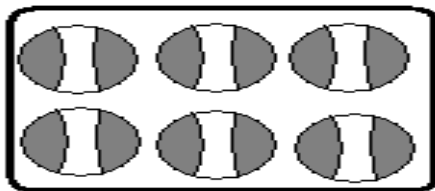
### THEME: OUR SCHOOL AND NEIGHBOURHOOD

SUB THEME: Location, symbols and benefits of our school.

Content: Naming and Drawing sets.

What is a set?

A set is a collection of well defined objects or things or members.



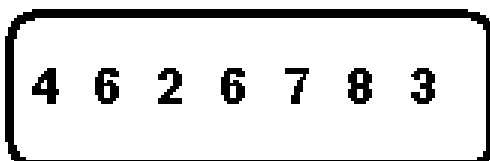
A set of 6 balls



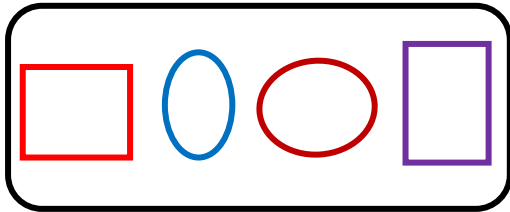
A set of 3 sticks



A set of 5 chairs.



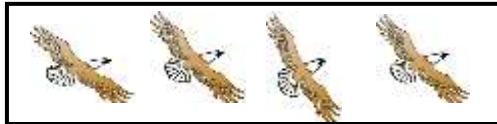
A set of 7 numbers.



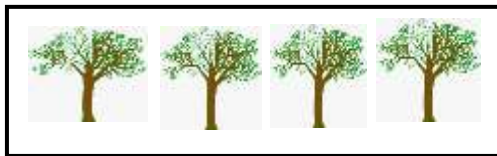
Set A is a set of 4 shapes

**Activity: I**

Count and name the sets given below.



A set of \_\_\_\_\_



A set of \_\_\_\_\_



A set of \_\_\_\_\_



A set of \_\_\_\_\_



A set of \_\_\_\_\_

## **Activity: II**

**Draw the following sets.**

- a) A set of 5 boys.**
- b) A set of 7 flowers.**
- c) A set of 4 chairs.**
- d) A set of 9 circles.**
- e) A set of 8 oranges.**

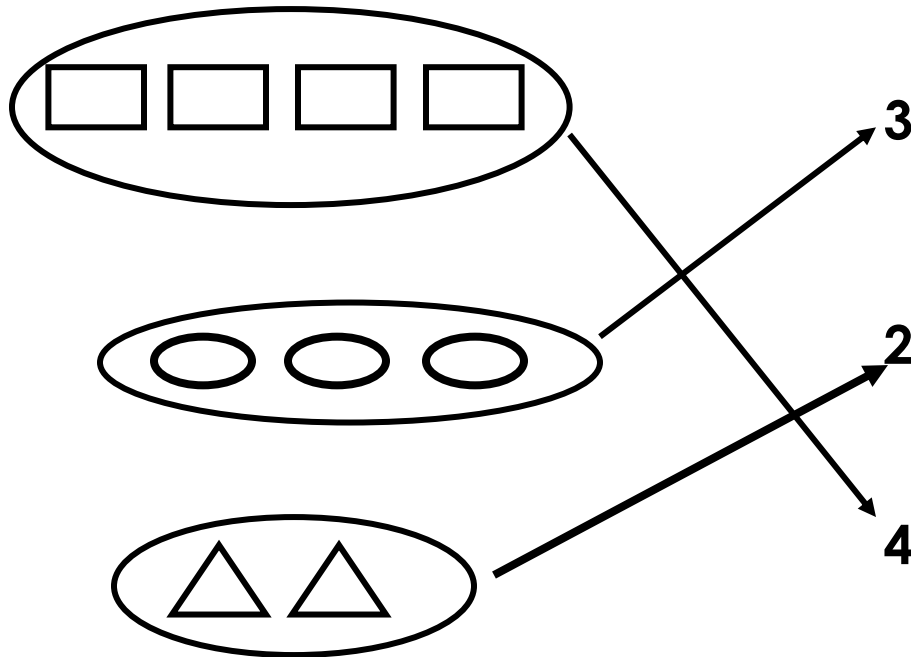
**References: Mk Maths pupil's Bk 2 page 1  
Mk Maths teacher's Bk 2 page 1.**

## **Lesson: VIII**

**THEME: OUR SCHOOL AND NEIGHBOURHOOD.**

**SUBTHEME: location, symbols and benefits of our school.**

**Content: Matching sets to numbers.**



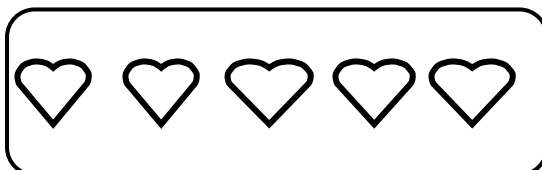
**Activity.**

1. Match the sets and the numbers.

{ 1, 3, 8 }

{ 4, 5 }

{ 8, 2, 7, 9 }



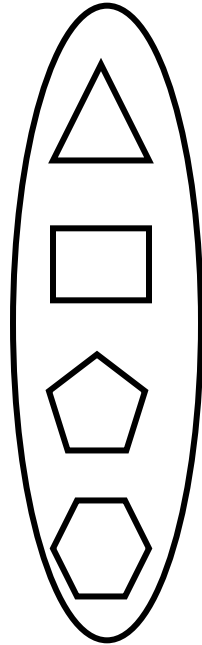
5

3

2

4

b) Match the number of sides.



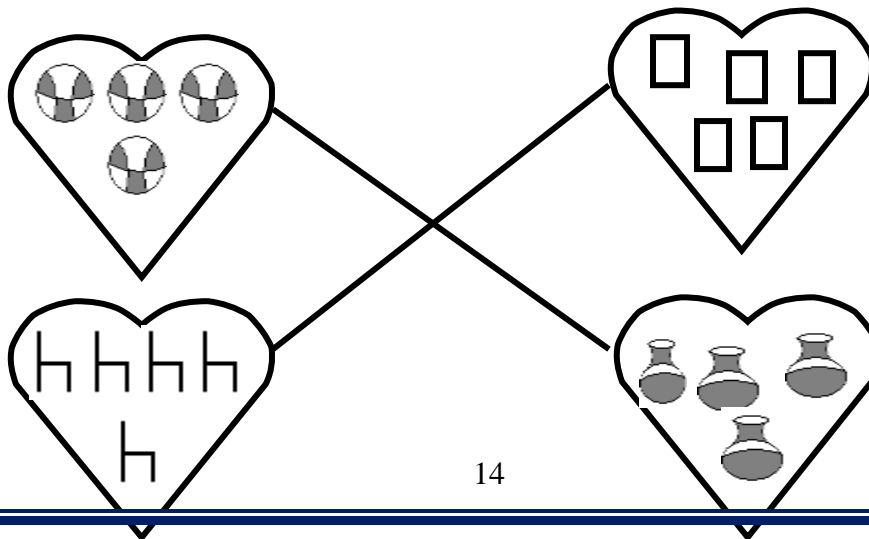
References: Mk primary maths pupil's Bk 2 page 4  
Mk Maths teacher's Bk 2 page 1.

### Lesson: IX

**THEME: OUR SCHOOL AND NEIGHBOURHOOD.**

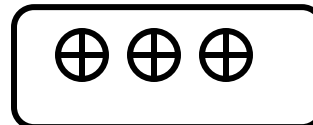
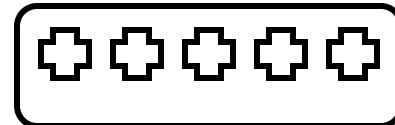
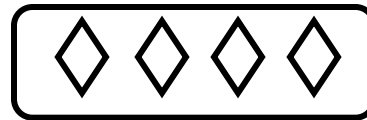
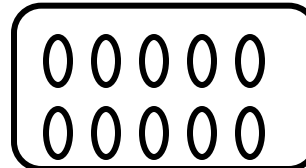
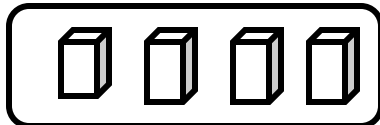
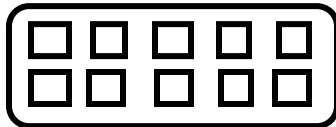
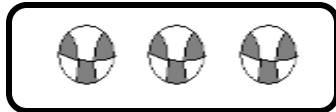
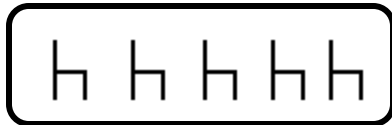
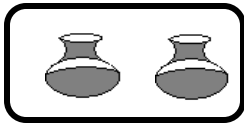
**SUBTHEME: Location, symbols and benefits of our school**

**Content: Matching pictures to pictures.**



## Activity.

Match the following pictures correctly.



References: Mk Maths pupil's book 2 page 3

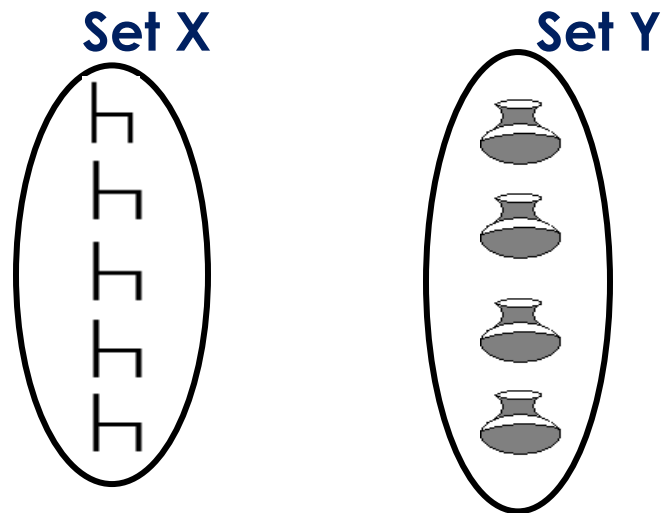
Mk Maths teacher's book 2 pg 4 – 5.

## Lesson: x.

**THEME: OUR SCHOOL AND NEIGHBOURHOOD**

**SUBTHEME: Location, symbols and benefits of our school.**

Content: Comparing sets using more or less.



Set X has 5 members.

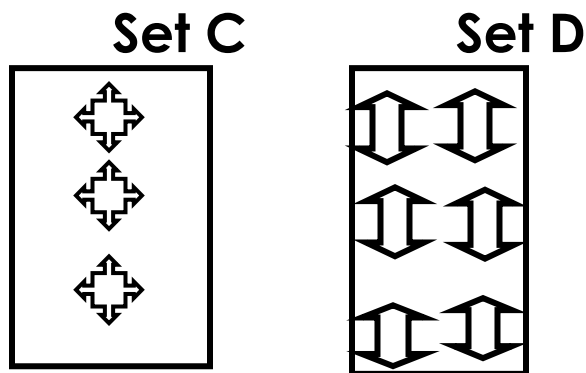
Set Y has 4 members.

Set X has more members than set Y.

Set Y has less members than set X.

### Activity

1. Study and compare the sets.



a) How many members are in set C?



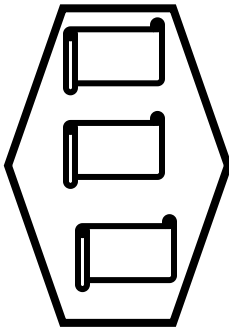
b) How many elements are in set D?

c) Which set has more members?

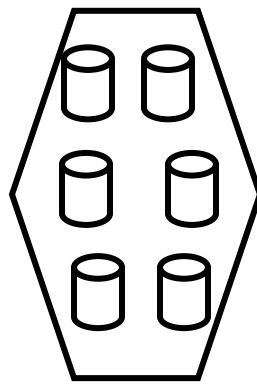
d) Which set has less members?

2. Compare the sets.

**Set E**



**Set F**



Set E has \_\_\_\_\_ members.

Set E has \_\_\_\_\_ member than set F

Set \_\_\_\_\_ has less members than set \_\_\_\_\_.

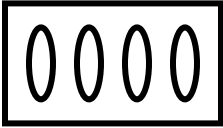
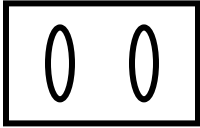
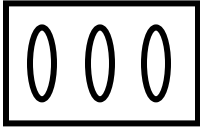
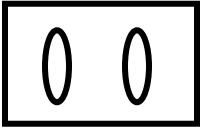
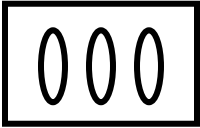
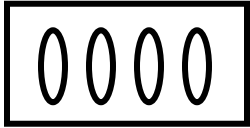
References: Mk Maths pupil's Bk 2 page 6 – 7 and Tr's page 2.

**Lesson: 2**

**THEME: OUR SCHOOL AND NEIGHBOURHOOD.**

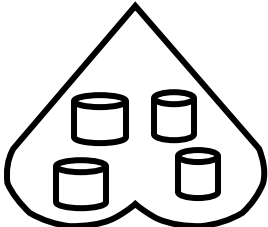
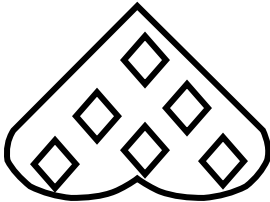
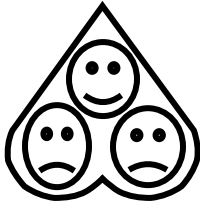
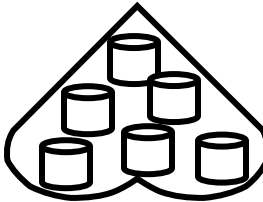
**SUBTHEME: Benefits to neighborhood from the school.**

**Content:** Ordering sets from the (smallest to the biggest) and (biggest to smallest).

Set A	set B	Set C
		
4 members	2 members	3 members
		
1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>

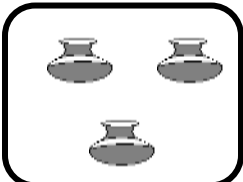
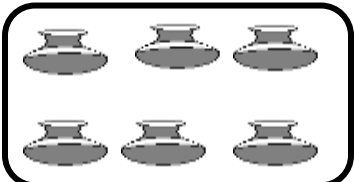

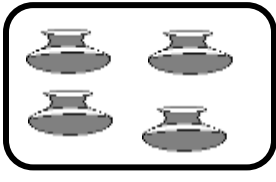
**Activity: 1**

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

			
4 member	6 member	3 members	5 members

**Activity: 2.**

2. Order the following sets from the biggest to the smallest.

			
3 members	6 members	7 members	4 members

a) Which set becomes first?

b) Which set comes last?

c) Set \_\_\_\_\_ comes third.

d) Set \_\_\_\_\_ comes fourth

References: Understanding Maths book 2 page 3 -4.

Uganda primary Maths book 2 page 5.

Mk primary Maths book 2 page 11 - 13.

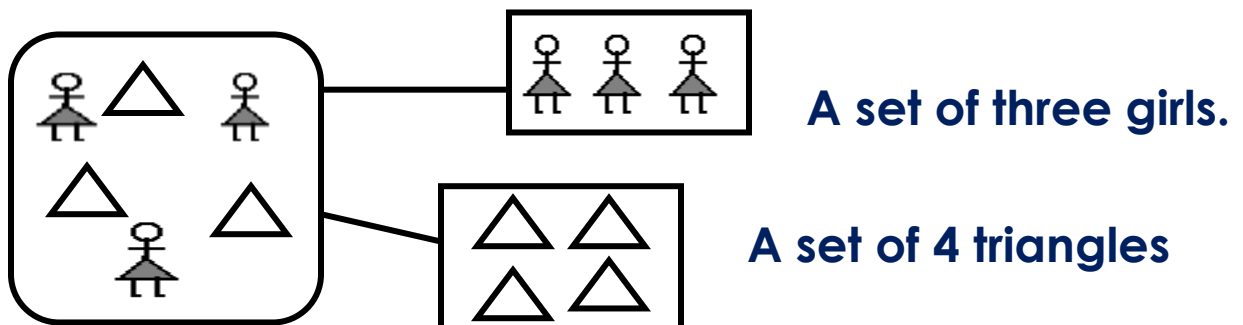
**Lesson :3**

**THEME: OUR SCHOOL AND NEIGHBOURHOOD.**

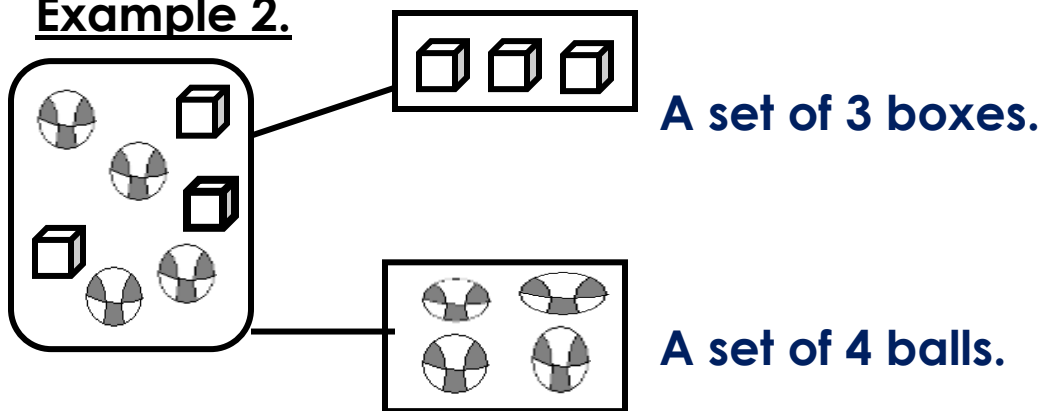
**SUBTHEME: Benefits to the neighbourhood from the school.**

**Content: Forming and naming new sets.**

**Example: 1**



**Example 2.**



**ACTIVITY.**

**Form and name the sets from the groups.**

The activity consists of two groups of objects in rounded rectangles, each with three empty boxes for naming sets.

Group 1: A rounded rectangle containing 3 boxes, 2 balls, and 2 stick figures. It is connected to three empty boxes, each followed by a horizontal line for writing.

Group 2: A rounded rectangle containing 3 vases, 3 cylinders, 3 rectangles, and 3 ovals. It is connected to four empty boxes, each followed by a horizontal line for writing.

**References: Mk primary Maths book 2 page 5**

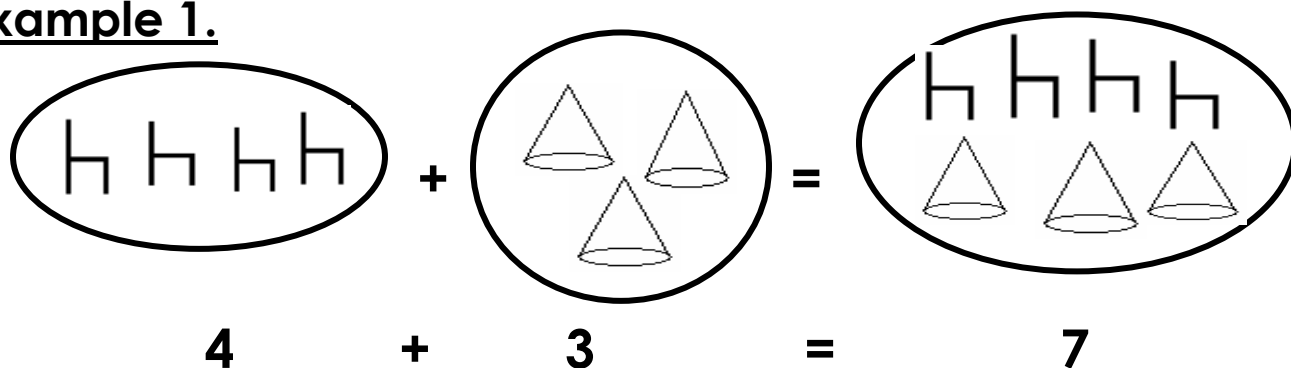
## Lesson: 4

### THEME: OUR SCHOOL AND NEIGHBOURHOOD

SUB THEME: Causes of problems between school and neighbourhood.

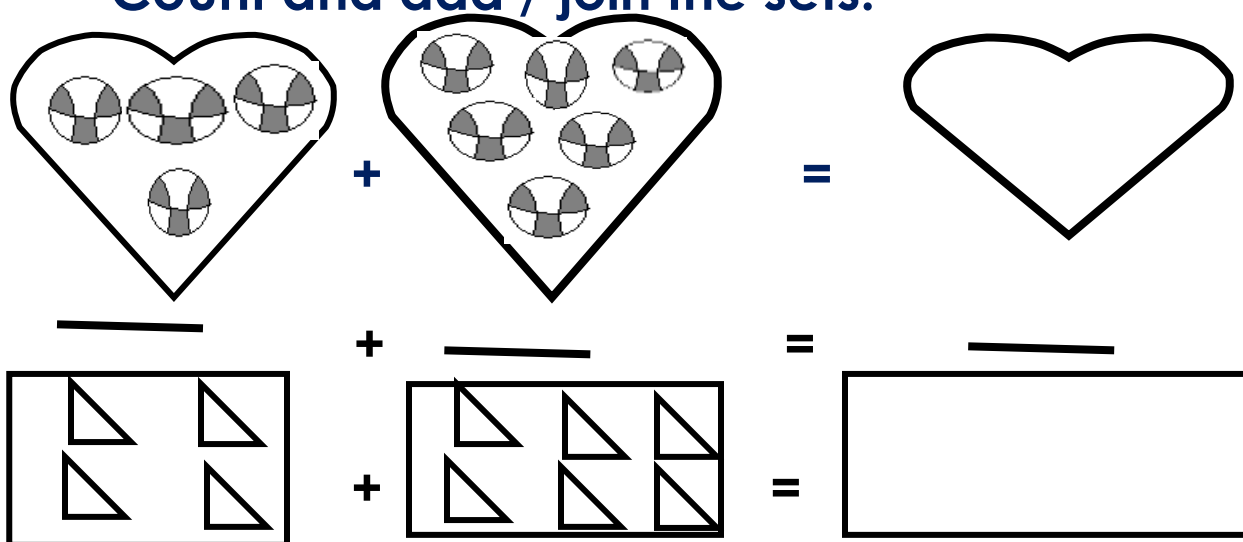
Content: Adding or joining sets.

#### Example 1.



#### Activity:

Count and add / join the sets.



$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

References: Mk primary Maths Book 2 page 8.

## LESSON: 6

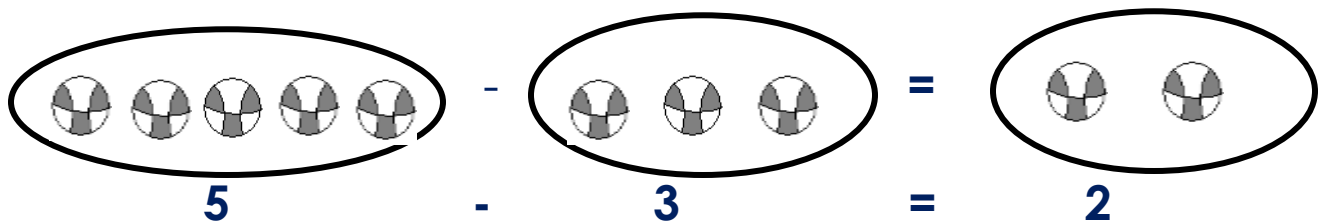
**THEME: OUR SCHOOL AND NEIGHBOURHOOD.**

**SUBTHEME: causes of problems between school and neighbourhood.**

**Content. Subtraction of sets.**

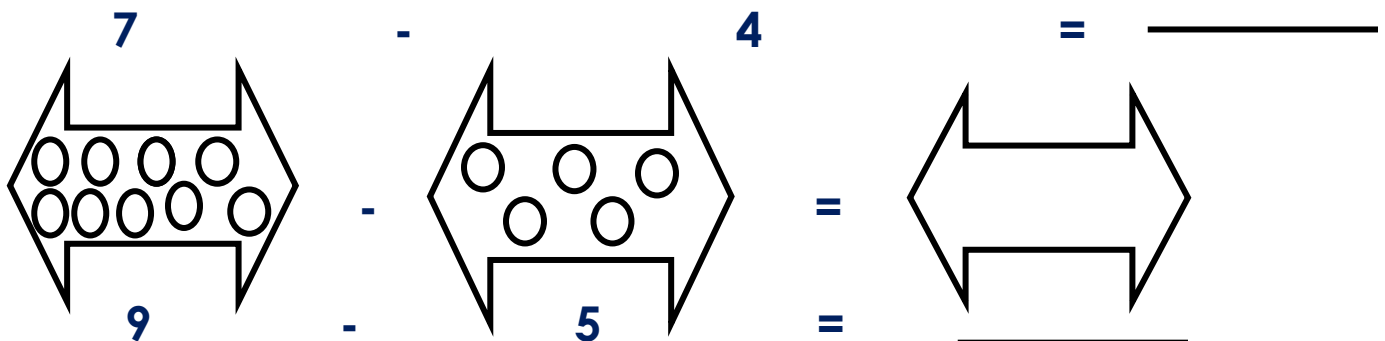
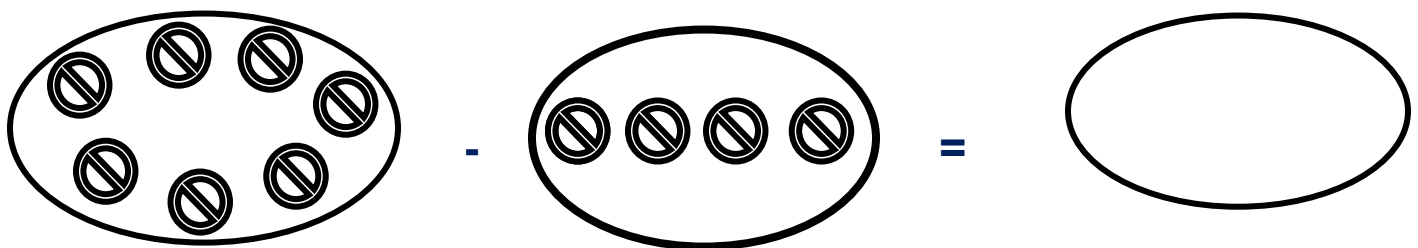
### Example: 1

**Subtract the sets**



### Activity.

**Subtract the following sets.**



References: Understanding Maths Book 2 page 7.  
Mk primary Maths Book 2 page 9 – 10.  
Primary Maths Book 2 page 13.

**Lesson: 6.**

**THEME: OUR SCHOOL AND NEIGHBOURHOOD.**

**SUBTHEME: Causes of problems between school and neighbourhood.**

**Content: Empty set.**

An empty set is a set without members.

An empty set is also called a **Null set.**

The symbol for the empty

$\emptyset$  Or  $\{ \}$

Examples of empty sets.

- a) A set of boys with ten legs each.
- b) A set of houses made of eggs.
- c) A set of girls in P.2 who have babies.
- d) A set of lions studying in Primary Two at Mbuya parents' school.
- e) Set P = {        }

## Activity.

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

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

References: Primary Maths Book 2 page 2.

## Lesson 7.

**THEME: OUR SCHOOL AND NEIGHBOURHOOD.**

**SUBTHEME: Causes of problems between school and neighbourhood.**

**Content: Equal sets.**

**What are equal sets?**

Equal sets are the sets with the same number of members of the same kind.

**The symbol for equal**

**==**

**Examples of equal sets.**

**Set A = { 1, 2, 3, 4 }    Set B = { 1, 2, 3, 4 }**

**Set A has four members and set B has four members which are the same. So,    A = B**



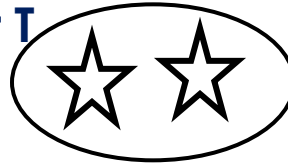
Set P = {m, a, n }      Set K = { n, a, m }

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

Set M

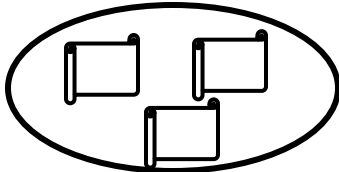


Set T

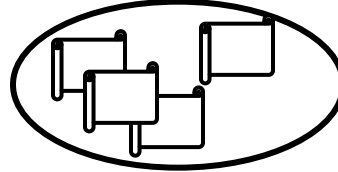


Set M has two stars and set T has two stars. So, sets M and T are equal sets.

W



X

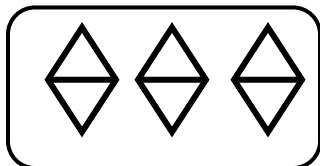


Set W has three flags and set X has three flags. So, sets X and W are equal sets.

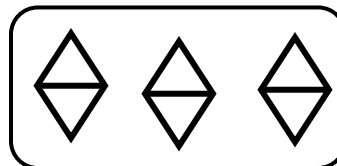
### Activity

Write equal or not equal in the sets below.

A

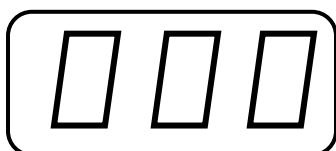


B

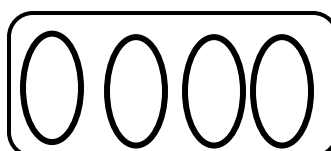


Set A is \_\_\_\_\_ to set B.

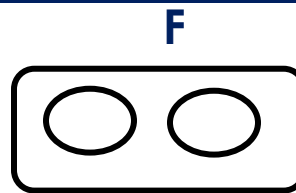
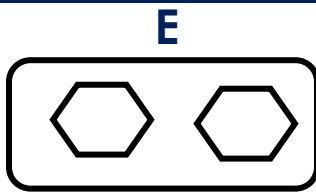
C



D



Set C is \_\_\_\_\_ to set D.



Set E is .....to set F.

Set L = { 8, 9, 6, 7 } and set N = { 4, 5, 2, 1 }

Set L is .....to set N.

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

Set W is .....to set Z.

References. Primary Maths Book 2 page 3

### Lesson: 8

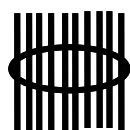
**THEME: OUR HOME AND COMMUNITY.**

**SUBTHEME: Relationship among family members**

**Content: Numeration system and place values.**

**The idea of tens and ones**

#### Example 1



1 ten

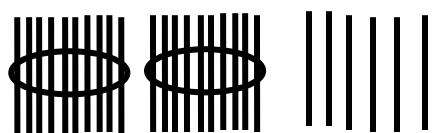


4 ones

T	O
1	4

= 14

### Example 2



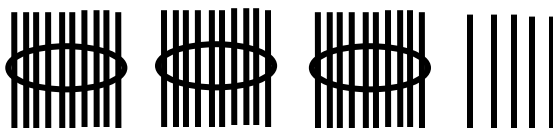
2 tens

6 ones

T	O
2	6

= 26

### Example 3.



3 tens

5 ones

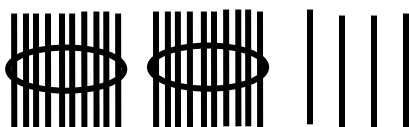
T	O
3	5

= 35.

### Activity.

Fill in the tens and ones

1.



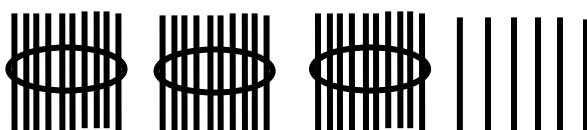
\_\_\_ tens

\_\_\_ ones

T	O

= \_\_\_

2.



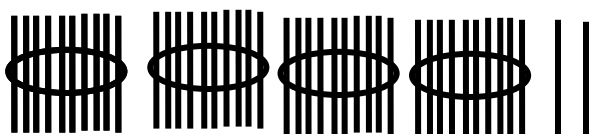
\_\_\_ tens

\_\_\_ ones

T	O

= \_\_\_

3.



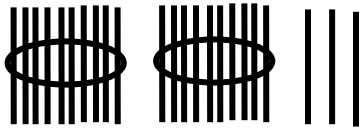
\_\_\_ tens

\_\_\_ ones

T	O

= \_\_\_

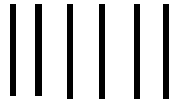
4.



— tens — ones = —

T	O

5.



— tens — ones = —

T	O

References: Understanding Maths book 2 page 8.  
Mk Maths book 2 page 14 – 15.

### Lesson: 9.

**THEME: OUR HOME AND COMMUNITY.**

**SUBTHEME: Relationship among family members.**

**CONTENT: Numeration system and place values.**

**Filling in tens and ones.**

### Examples.

- a) 14 = 1 ten and 4 ones.
- b) 52 = 5 tens and 2 ones.
- c) 2 tens and 4 ones = 24.
- d) 6 tens and 8 ones = 68.
- e) 11 = 1 ten and 1 one.

### Activity.

Fill in the tens and ones.

1. 18 = .....tens and .....ones.

2. 51 = .....tens and .....ones.

3. 82 = .....tens and .....ones.

4. ....tens and .....ones = 67

5. ....tens and .....ones = 9

6. ....tens and .....ones = 22.

7. 8 = .....tens and .....ones.

References. Mk primary Maths book 2 page15.

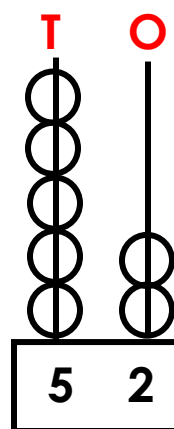
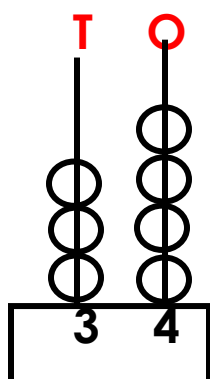
### Lesson: 10.

**THEME: RELATIONSHIP AMONG FAMILY MEMBERS.**

**SUBTHEME: Numeration system and place values.**

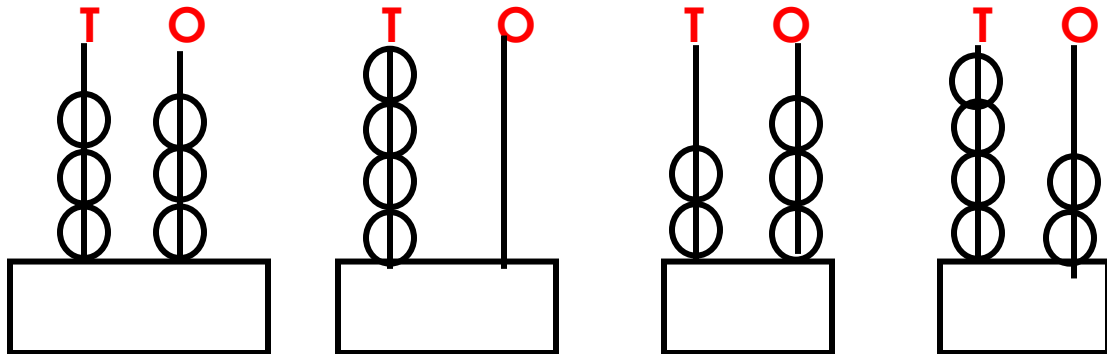
**CONTENT: Tens and ones on the abacus.**

### Examples.



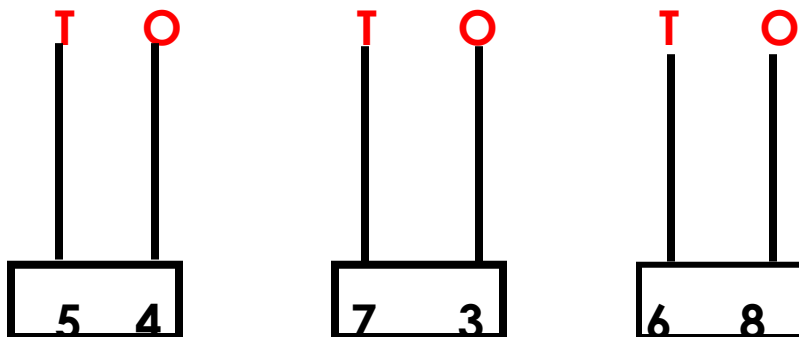
### Activity: 1

Fill in the tens and ones shown on the abacus.



### Activity: 2

Draw the beads to show the tens and ones given.



References: Mk Maths book 2 page 16 – 17.

### Lesson: 1

**THEME: OUR HOME AND COMMUNITY.**

**SUBTHEME: RELATIONSHIP AMONG FAMILY MEMBERS.**

**Content: Numeration system and place values.**

**Number sequence of hundreds.**

**Examples.**

100, 101, 102, 103, 104, 105, 106, \_\_\_\_\_

111, 112, 113, 114, 115, 116, \_\_\_\_\_

190, 191, 192, 193, 194, 195, 196, \_\_\_\_\_

**Activity**

**Fill in the missing numbers.**

101, 102, 103, 104, 105, \_\_\_\_\_, \_\_\_\_\_ 108.

121, 122, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ 127.

151, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 159,  
160.

188, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
,196, 197 \_\_\_\_\_, \_\_\_\_\_.

**References: Understanding Maths book 2 page 22 – 23.  
New Mk Maths book 2 page 22.**

## **Lesson: 2**

**THEME: OUR HOME AND COMMUNITY.**

**SUBTHEME: Relationship among family members.**

**Content: Numeration system and place values**

### **Number sequences in ascending order.**

**Ascending order means from the smallest to the biggest.**

**100, 101, 102, 103, 104, 105.**

**100, 110, 120, 130, 140, 150, 160.**

**193, 194, 195, 196, 197, 198, 199.**

**170, 172, 174, 176, 178, 180, 182..**



## **Activity.**

**a) Arrange the following numbers in ascending order.**

**120, 160, 130, 180, 140, 150, 170**

**145, 150, 110, 160, 135, 140.**

**190, 180, 170, 160, 150, 140.**

**b) Fill in the missing numbers.**

**120, 130, \_\_\_\_\_, \_\_\_\_\_, 160, 170, \_\_\_\_\_, \_\_\_\_\_, 200.**

**190, 191, 192, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 197.**

**155, 157, 159, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 169.**

**References: Mathematics work book 2 page 11.**

**Mk Maths book 2 page 22.**

**Understanding Maths book 2 pg 13 and 23.**

## **Lesson: 3**

**THEME: OUR HOME AND COMMUNITY.**

**SUBTHEME: Relationship among family members.**

**Content: Numeration system and place values.**

**Number sequences in descending order.**

**Descending order means from the biggest to the smallest.**

**190, 180, 170, \_\_\_\_\_.**

**170, 160, 150, 140, 130, \_\_\_\_.**

**150, 140, 130, \_\_\_\_.**

**200, 190, 180, 170, 160, \_\_\_\_\_,**

**Activity.**

**A) Arrange in descending order.**

**140, 170, 150, 160, 180**

**190, 200, 160, 180, 170.**

110, 130, 120, 150, 140.

150, 190, 160, 170, 180.

b) Fill in the missing numbers.

200, ....., ....., ....., 196, 195, ....., 193.

180, 170, ....., ....., ....., ....., ....., .....

190, 180, 170, ....., ....., ....., ....., .....

References: Mathematics work book 2 page 11

Mk Maths book 2 page 22.

Understanding Maths book 2 page 22 – 23.

### Lesson: 3

**THEME: OUR HOME AND COMMUNITY.**

**SUBTHEME: Relationship among family members.**

**Content: Numeration system and place values.**

Writing number words in figures.

Example 1. Write in figures.

One hundred thirty four.

$$100 + 30 + 4 = \underline{134}$$

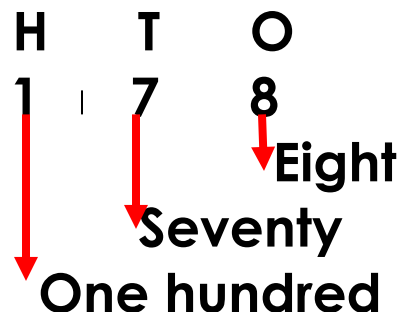
### Example 2.

Write six hundred ninety seven in figures.

$$600 + 90 + 7 = \underline{697}$$

### Example 3.

Write one hundred seventy eight in figures.



One hundred seventy eight

### Activity.

Write the following in figures.

1. Six hundred seventy seven.
2. Seven hundred thirty.
3. Five hundred forty.
4. Nine hundred twelve.
5. Two hundred twenty two.

## **6. Eight hundred sixteen.**

**References: Mk Maths book 2 page 8  
Uganda primary Maths book 2 page 26.  
Mk Maths teacher's guide 2 page 26.  
Active English page 42 – 43.**

### **Lesson: 5**

**THEME: OUR HOME AND COMMUNITY.**

**SUBTHEME: Relationship among family members.**

**Content: Numeration system and place values.**

#### **Writing figures in words**

##### **Example 1.**

**Write 168 in words.**

$$168 = 100 + 68$$

**= One hundred sixty eight.**

## Example: 2

Write 498 in words.

H	T	O
4	9	8
↓	↓	↓
		eight
	ninety	
Four hundred		

498 = Four hundred ninety eight.

## Activity

Write the following in words.

1. 625.

6. 655

2. 843.

7. 199

3. 309

8. 111

4. 920.

9. 815

5. 777.

10. 999

References: Mk Maths book 2 page 22.

Uganda primary Maths book 2 page 8

## **Lesson: 6.**

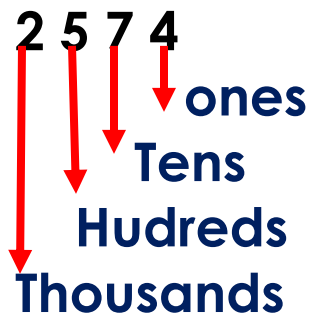
**THEME: OUR HOME AND COMMUNITY.**

**SUBTHEME: RELATIONSHIP AMONG FAMILY MEMBERS.**

**Content: Place values**

### **Example 1.**

**What is the place value of each digit?**



### **Example 2.**

**Find the place value of each digit.**

**H T O**

**6 3 5 = 6 hundreds 3 tens 5 ones.**

## Activity.

1. Fill in the hundreds, tens and ones.

156 = ..... hundreds .....tens .....ones

169 = ..... hundreds ..... tens ..... ones.

170 = ..... hundreds .....tens ..... ones.

166 = .....hundreds .....tens .....ones.

2. Write the place value of the underlined digit.

145 .....

155 .....

167 .....

180 .....

References: Teacher's resource book2 page 40 – 41.

## **Lesson: 7**

### **THEME: OUR HOME AND COMMUNITY.**

**SUBTHEME: relationship among family members.**

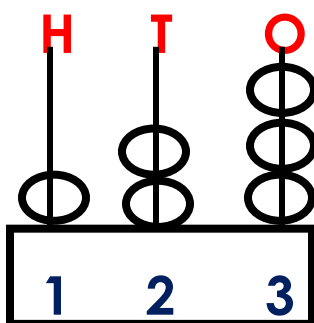
**Content: Showing number words on the abacus.**

### Examples.

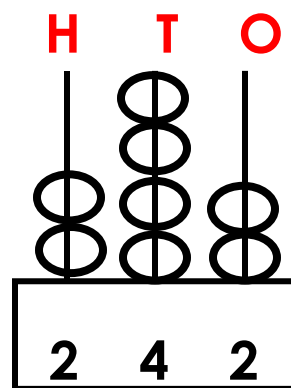


a) Show "Two hundred fifty two" on the abacus.

b) Show Four hundred three on the abacus.



One hundred twenty three



Two hundred forty two

### Activity.

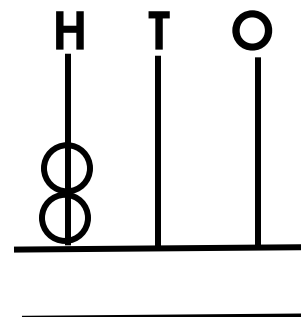
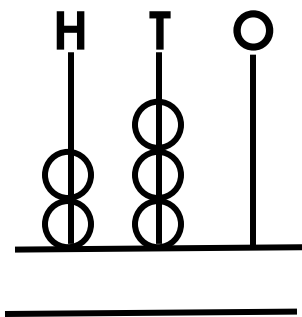
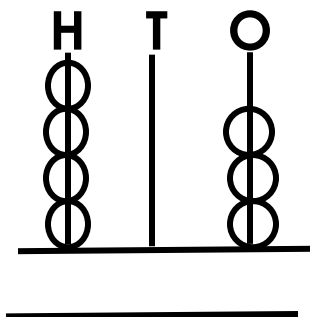
1. Draw the abacus and show the following numbers.

a) Six hundred twenty one.

b) Three hundred seventy four.

c) Nine hundred six.

2. Write the hundreds, tens and ones shown on the abacus



3. Show the given numbers on the abacus.

$$2340 = \begin{array}{cccc} \text{TH} & \text{H} & \text{T} & \text{O} \\ | & | & | & | \\ \hline & & & \\ \hline \end{array}$$

$$105 = \begin{array}{ccc} \text{H} & \text{T} & \text{O} \\ | & | & | \\ \hline & & \\ \hline \end{array}$$

$$326 = \begin{array}{ccc} \text{H} & \text{T} & \text{O} \\ | & | & | \\ \hline & & \\ \hline \end{array}$$

$$314 = \begin{array}{ccc} \text{H} & \text{T} & \text{O} \\ | & | & | \\ \hline & & \\ \hline \end{array}$$

References: New Mk Maths book 2 page 31.

Uganda primary Maths book 2 page 8 - 9.

## Lesson 8.

**THEME: OUR HOME AND COMMUNITY.**

**SUB THEME: Roles of different people in the community.**

**Content: Addition of numbers up to two digits vertically**

**Examples.**

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

$$\begin{array}{r} \text{T} \quad \text{O} \\ 5 \quad 4 \\ + 3 \quad 3 \\ \hline 8 \quad 7 \end{array}$$

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

### Activity.

Add the following numbers correctly.

$$\begin{array}{r} 3 \quad 7 \\ + \quad 2 \\ \hline \end{array}$$

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

$$\begin{array}{r} 6 \quad 0 \\ + 1 \quad 9 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \quad 2 \\ + 1 \quad 6 \\ \hline \end{array}$$

References: New Mk Maths book 2 page 34.  
Uganda primary Maths book 2.

### Lesson 9.

#### **THEME: OUR HOME AND COMMUNITY.**

**SUBTHEME: Roles of different people in the community.**

**Content: Adding of numbers up to two digits horizontally.**

**Examples:**

$$12 + 15 = 27$$

$$24 + 13 = 37$$

$$48 + 20 = 68.$$

### Activity.

Add the following numbers correctly.

$$20 + 4 =$$

$$18 + 61 =$$

$$15 + 51 =$$

$$16 + 10 =$$

$$12 + 21 =$$

$$44 + 55 =$$

References: Mk Maths book 2 page 16 - 18.

Uganda primary Maths book 2 pg 12 - 13.

### **Lesson: 10.**

**THEME: OUR HOME AND COMMUNITY.**

**SUBTHEME: Cultural practices and values in the community.**

**Content: Word problems involving addition of tens and ones.**

#### **Examples.**

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

Jane has	12	eggs.
Ruth has	+ 17	eggs.
	<hr/>	
	29	eggs

### **Activity**

1. Kairu has 23 sweets. Barigye has 14 sweets. How many sweets do they have altogether?
2. Namata has 26 mangoes and Naiga has 30 mangoes. How many mangoes do they have altogether?
3. Okello has 40 goats on his farm. Akurut has 27 goats on his farm. How many goats do they have altogether?

References: Mk Maths book 2 page 35.  
Uganda primary Maths book 2 page 9 – 10.  
Mathematics work book 2 page 17.

**Lesson: 1.**

**THEME: OUR HOME AND COMMUNITY.**

**SUBTHEME: cultural practices and values in the community.**

**Content: Addition of two digit numbers with grouping.**

## Examples.

$$\begin{array}{r} 39 \\ + 28 \\ \hline 67 \end{array}$$

$$\begin{array}{r} 17 \\ + 18 \\ \hline 35 \end{array}$$

$$\begin{array}{r} 33 \\ + 37 \\ \hline 70 \end{array}$$

## Activity

Add the following numbers with grouping.

a)

$\begin{array}{r} 26 \\ + 38 \\ \hline \end{array}$	$\begin{array}{r} 27 \\ + 25 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ + 29 \\ \hline \end{array}$	$\begin{array}{r} 26 \\ + 36 \\ \hline \end{array}$	$\begin{array}{r} 32 \\ + 39 \\ \hline \end{array}$
-----------------------------------------------------	-----------------------------------------------------	-----------------------------------------------------	-----------------------------------------------------	-----------------------------------------------------

b)  $18 + 29 =$        $56 + 35 =$        $42 + 49 =$

c)  $26 + 65 =$        $78 + 14 =$        $24 + 39 =$







References: Mk Maths book 2 page 108 – 109.

**THEME: Our home and community.**

**SUBTHEME: Cultural practices and values in the community.**

**Content: Writing numbers in expanded form.**

**Examples.**

Number	Tens	Ones	Expanded form
17			10 + 7
43			40 + 3
33			30 + 3

**2. Write 98 in expanded form.**

**98 = 9 tens + 8 ones.**

**= 90 + 8**

**3. Which number has been expanded?**

**70 + 5**

**70  
+ 5  
—**

**75 has been expanded.**

**Activity:**

**1. Write the following in expanded form.**

- a) 96.
- b) 45.
- c) 56.
- d) 67
- e) 79.

**2. Which number has been expanded?**

- a)  $60 + 2$
- b)  $30 + 8$
- c)  $20 + 7$
- d)  $50 + 9$
- e)  $10 + 9$

**References.**

**Mk Maths book 2 page 36 – 37.**

**Understanding Maths book 2 page 20.**

### **Lesson : 4.**

**THEME: OUR HOME AND COMMUNITY.**

**SUBTHEME: Cultural practices and values in the community.**

**Content: Addition of three digit numbers.**

**Examples.**



	H	T	O
	1	2	1
+	1	3	3
<hr/>			
	2	5	4
<hr/>			

	H	T	O
	2	4	1
+	1	1	2
<hr/>			
	3	5	3
<hr/>			

	H	T	O
	3	9	1
+	4	0	8
<hr/>			
	7	9	9
<hr/>			

### Activity

Add the following numbers correctly.

	2	4	5
+	4	3	0
<hr/>			
<hr/>			

	7	0	0
+	1	9	4
<hr/>			
<hr/>			

	6	3	9
+	2	4	0
<hr/>			
<hr/>			

References:

Understanding Maths book 2 page 21.

Uganda primary Maths book 2 page 9.

### Lesson :5

**THEME: OUR HOME AND COMMUNITY.**

**SUBTHEME: Cultural practices and values in the community.**

**Content: Statements of words involving addition of three digits.**

Examples.

1. There were 130 pupils in a school. 150 more pupils joined the school. How many pupils are in the school now?

The school had	130 pupils.
More pupils joined	<u>+150 pupils.</u>
Total number now	<u>280 pupils.</u>

2. A farmer had 255 cows on his farm. He bought more 200 cows. How many cows are on his farm now?

Number he had	255 cows.
Number he added	<u>+ 200 cows.</u>
Total number now	<u>455 cows.</u>

### Activity

1. There are 350 men and 148 women on a train. How many people are on the train altogether?
2. There are 206 goats and 183 sheep on Muwenge's farm. Find the total number of animals on this farm.
3. A shopkeeper sold 250 potatoes in the morning and 140 in the afternoon. How many potatoes did he sell the whole day?
4. Victorious P.2 classes have 345 boys and 654 girls. How many pupils are in P.2 classes?

**REFERENCES:**

Work book standard 2 page 17.  
Mk Maths book 2 page 39.

**Lesson: 6**

**THEME: THE HUMAN BODY AND HEALTH.**

**SUBTHEME: Parts of the body and their functions.**

**CONTENT: Measuring height, width and breadth using non-standard units/ measures.**

**Things we use to measure using non-standard units.**

- a) Hand span.
- b) Strides.
- c) Sticks.
- d) Arms
- e) Foot
- f) Strings.
- g) Palms.
- h) Arm's length.

**Activity**

**Measure the following using non-standard units practically.**

- a) Length of a book.
- b) Height of the table.
- c) Height of the chair.

- d) Width of the table.
- e) Sides of the classroom.
- f) Height of the door.

## REFERENCES:

Mk Maths book 2 page 135.

Curriculum teacher's guide 2 page 111.

## Lesson: 7.

**THEME: HUMAN BODY AND HEALTH.**

**SUBTHEME:** The way different parts of the body work together to carry out different activities.

**CONTENT:** Comparing heights using the following words.

### Words used to compare

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

### Examples.



Tree A is tall.

Tree B is taller than tree A.

Tree C is the tallest of the 3 trees.



Pencil Y is short.

Pencil X is sorter than pencil Y.

Pencil W is the shortest of the three pencils.

### Activity

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



R



P



Q

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

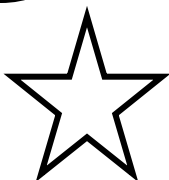
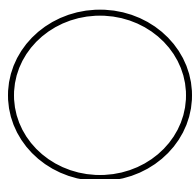
References: Mk Maths book 2 page 136

## Lesson: 8

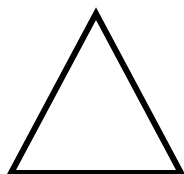
**THEME: THE HUMAN BODY AND HEALTH.**

**SUBTHEME: The way different parts of the body work together to carry out different activities.**

**Content: Recognizing shapes.**



Circle  
star



triangle  
kite



square  
rectangle



### Activity.

**Draw the following shapes.**

kite	oval	rectangle	triangle	circle	square

References: Mk Maths book 2 page 70 – 71.

Uganda primary Maths book 2 page 50.

## Lesson: 9 and 10

### THEME: HUMAN BODY AND HEALTH.

SUBTHEME: Sanitation.

Content: Subtraction of two and three digit numbers.

### Examples.

$$\begin{array}{r} 367 \\ - 224 \\ \hline 143 \end{array}$$

$$\begin{array}{r} 273 \\ - 151 \\ \hline 122 \end{array}$$

$$\begin{array}{r} 299 \\ - 175 \\ \hline 124 \end{array}$$

$$\begin{array}{r} 148 \\ - 34 \\ \hline 114 \end{array}$$

### Activity:

Subtract the following numbers:

$$\begin{array}{r} 385 \\ - 263 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 255 \\ - 142 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 184 \\ - 54 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 269 \\ - 24 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 183 \\ - 52 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 175 \\ - 30 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 263 \\ - 143 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 337 \\ - 232 \\ \hline \\ \hline \end{array}$$

Reference:

Mk Maths book 2 page 59.

## LESSON: 1, 2 and 3.

**THEME: OUR HUMAN BODY AND HEALTH.**

**SUBTRACTION: SANITATION.**

Content: word problems involving subtraction.

### Examples.

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

Mangoes he had	50 mangoes.
Mangoes he gave out	<u>+ 20 mangoes.</u>
<u>Mangoes remained</u>	<u>30 mangoes.</u>

2. The head teacher had 256 books and gave 123 to P.2 and the rest to P.3. How many books were given to P.3?

Books he had	256 books.
P.2 books	<u>- 123 books</u>
<u>P.3 books</u>	<u>133 books</u>

### Activity: I

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

### Activity : II



1. Kato had 800 bags of coffee. He sold 700 bags. How many bags remained?
2. There were 450 pupils in P.2 classes. If all of them passed, How many pupils failed?
3. Amooti had 598 chicken on his farm. 198 chicken died. How many chicken remained?

References: Mk Maths book 2 page 61.

Uganda primary Maths book 2 page 17.

Thematic teacher's guide book 2 page 113.

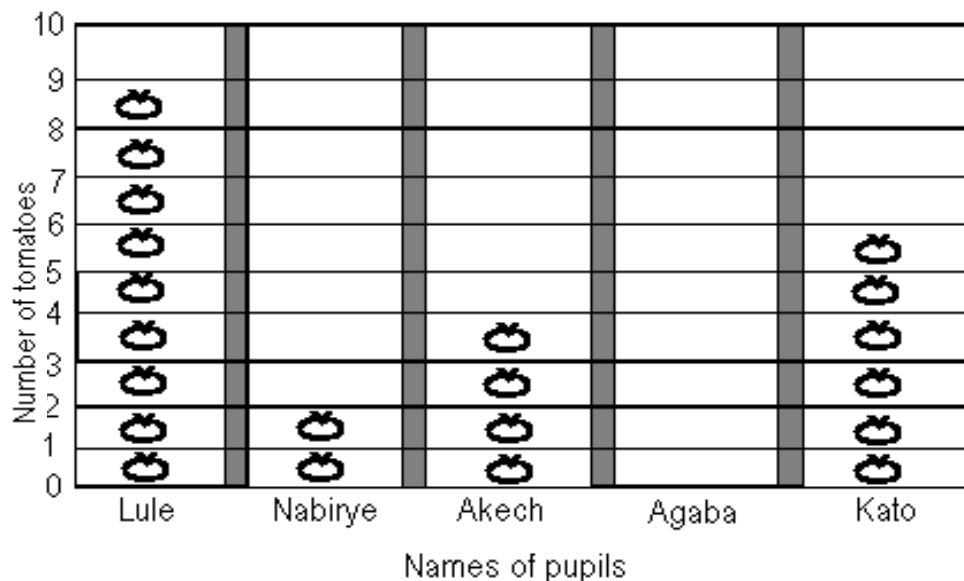
### Lesson: 4 and 5.

**THEME: FOOD AND NUTRITION.**

**SUBTHEME: Classification of food.**

**CONTENT: Collecting data on people's food preference.**

The graph below shows how 5 pupils in P.2 collected tomatoes.



- Akech collected .....tomatoes.
- .....collected two tomatoes.
- How many tomatoes did Kato collect?
- Who did not collect any tomato?
- How many tomatoes did Lule collect?
- Who collected 8 tomatoes?

References:

Mk Maths book 2 page 66.

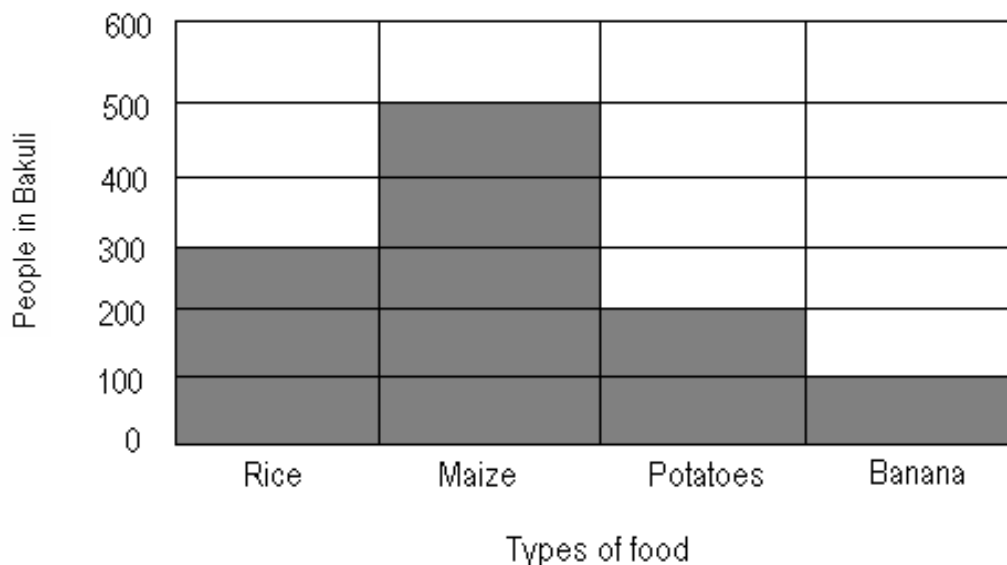
### Lesson :6 and 7.

**THEME: FOOD AND NUTRITION.**

**SUBTHEME: Classification of foods.**

**Content: Collecting data on people's food preference.**

The graph below shows the number of people who collected different foods in Bakuli village.



**1.How many people collected maize?**

**2.How many people collected rice and potatoes altogether?**

3What was the least food collected?

4How many people collected potatoes?

5.....people collected banana.

6How many more people collected maize than rice?

References:

Mk Maths book 2 page 66 – 67.

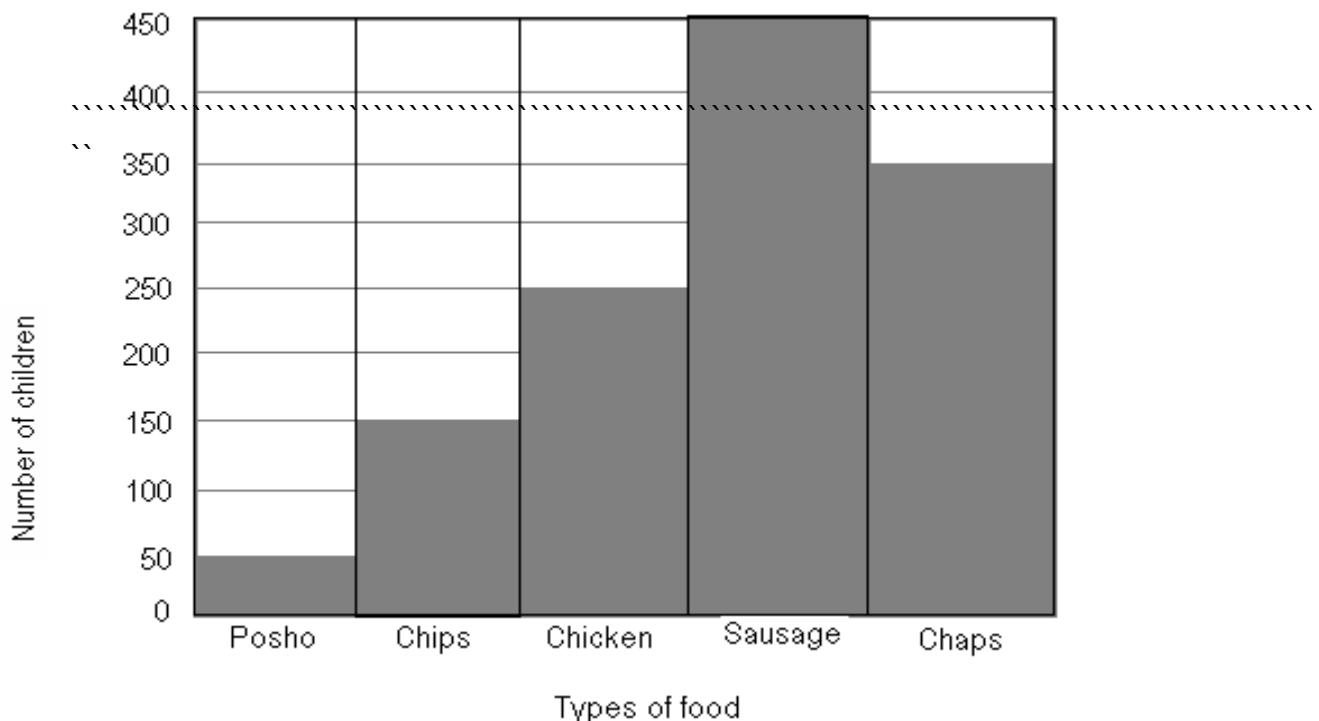
## lesson 8

**THEME: FOOD AND NUTRITION.**

**SUBTHEME: Classification of foods.**

**Content: Collecting data of people's food preferences.**

The graph below shows how P.2 children at Victorious like different kinds of food.



1. Name the different types of food shown on the graph.
2. Which food was liked by most children?
3. ....children like posho.
4. Name the type of food liked by 350 children.
5. What is the graph about?

References:

Uganda primary Maths book 2 page 71.

### **LESSON : 9 AND 10**

**THEME: FOOD AND NUTRITION.**

**SUBTHEME: CLASSIFICATION OF FOODS.**

**CONTENT:**

**MEASURING WEIGHT USING NON-STANDARD UNITS.**

**Using heavier than and lighter than.**



**Chair**



**bottle.**

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



**Bicycle**



**tomatoes**

1. The bicycle is heavier than the tomatoes.

2. The tomatoes are lighter than the bicycle.

**Activity.**

Use heavier or lighter to fill in the following.

1. The house is .....than the hat.
2. The bird is .....than the lion.
3. The flower is .....than the bus.
4. The bench is .....than the pencil.
5. The teacher is .....than the book.

References.

Mk Maths book 2 page 143.

**LESSON : 1**

**THEME: FOOD AND NUTRITION.**

**SUBTHEME: Classification of foods.**

**Content: Multiplication of 2 by two digit numbers.**

**Review**

$$1 \times 2 = 2$$

$$2 \times 2 = 2 + 2 = 4$$

$$3 \times 2 = 2 + 2 + 2 = 6$$

**Examples.**

### Multiplying horizontally.

$$10 \times 2 = 20 \quad 11 \times 2 = 22 \quad 24 \times 2 = 48$$

$$62 \times 2 = 124 \quad 23 \times 2 = 46 \quad 44 \times 2 = 88$$

### Multiplying vertically.

$$\begin{array}{r} \text{T} \quad \text{O} \\ 1 \quad 3 \\ \times \quad 2 \\ \hline 2 \quad 6 \end{array}$$

$$3 \times 2 = 6$$

$$1 \times 2 = 2$$

$$\begin{array}{r} \text{T} \quad \text{O} \\ 3 \quad 4 \\ \times \quad 2 \\ \hline 6 \quad 8 \end{array}$$

$$2 \times 4 = 8$$

$$2 \times 3 = 6$$

### Activity

1. Multiply the following numbers.

$$12 \times 2 = \quad 24 \times 2 = \quad 41 \times 2 =$$

$$44 \times 2 = \quad 33 \times 2 =$$

2. Multiply the following vertically.

$$\begin{array}{r} \text{T} \quad \text{O} \\ 5 \quad 2 \\ \times \quad 2 \\ \hline \end{array}$$

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

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

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

References.

Mk Maths book 2 page 43.

Understanding Maths book 2 page 46.

Lesson: 2

## THEME: FOOD AND NUTRITION.

SUBTHEME: Classification of foods.

Content: Multiplying 3 by two digit numbers.

### Review.

$$1 \times 3 = 3$$

$$2 \times 3 = 3 + 3 = 6$$

$$3 \times 3 = 3 + 3 + 3 = 9$$

### Examples.

$$12 \times 3 = 36 \quad 23 \times 3 = 69 \quad 10 \times 3 = 30.$$

$$\begin{array}{r} \text{T} \quad \text{O} \\ 3 \quad 3 \\ \times \quad 3 \\ \hline 9 \quad 9 \end{array}$$

$$\begin{array}{r} \text{T} \quad \text{O} \\ 2 \quad 0 \\ \times \quad 3 \\ \hline 6 \quad 0 \end{array}$$

$$\begin{array}{r} \text{T} \quad \text{O} \\ 5 \quad 1 \\ \times \quad 3 \\ \hline 15 \quad 3 \end{array}$$

### Activity

Multiply the following numbers by 3.

$$13 \times 3 = \quad 34 \times 3 = \quad 62 \times 3 = \quad 19 \times 3 =$$

T O      T O      T O      T O

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

Reference: Mk Maths book 2 page 45 – 46.

### Lesson : 3

**THEME: FOOD AND NUTRITION.**

**SUBTHEME: Classification of foods.**

**Content: Multiplication by 4.**

$$\begin{array}{ll} 1 \times 4 = 4 & 2 \times 4 = 8 \\ 10 \times 4 = 40 & 25 \times 4 = 100. \end{array}$$

T O		T O		T O
1 2	$4 \times 2 = 8$	3 0	$4 \times 0 = 0$	8 6
$\times 4$	$4 \times 1 = 4$	$\times 4$	$4 \times 3 = 12$	$\times 4$
$\hline 4 \quad 8$		$\hline 12 \quad 0$		$\hline 34 \quad 4$

### Activity.

Multiply the following numbers.

$$\begin{array}{ll} 3 \times 4 = & 7 \times 4 = \\ 9 \times 4 = & \end{array}$$

$$\begin{array}{ll} 25 \times 4 = & 27 \times 4 = \end{array}$$



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

$$\begin{array}{r}
 \text{T} \quad \text{O} \\
 7 \quad 1 \\
 \hline
 \text{X} \quad 4
 \end{array}$$

$$\begin{array}{r}
 \text{T} \quad \text{O} \\
 4 \quad 4 \\
 \hline
 \text{X} \quad 4
 \end{array}$$

References: Maths work book 2 page 29 – 31.

Mk Maths book 2 page 49 – 51.

Uganda primary Maths book 2 page 25.

### Lesson: 4

**THEME: FOOD AND NUTRITION.**

**SUBTHEME: Classification of foods.**

**Content : Multiplication by 5.**

Examples.

$$1 \times 5 = 5$$

$$4 \times 5 = 5 + 5 + 5 + 5 = 20$$

$$12 \times 5 = 60$$

$$15 \times 5 = 75$$

$$\begin{array}{r}
 \text{T} \quad \text{O} \\
 1 \quad 5 \\
 \times \quad 5 \\
 \hline
 7 \quad 5
 \end{array}$$

$$\begin{array}{r}
 \text{T} \quad \text{O} \\
 2 \quad 0 \\
 \times \quad 5 \\
 \hline
 10 \quad 0
 \end{array}$$

$$\begin{array}{r}
 \text{T} \quad \text{O} \\
 4 \quad 1 \\
 \times \quad 5 \\
 \hline
 20 \quad 0
 \end{array}$$

### Activity.

Multiply the following numbers by 5.

$$4 \times 5 =$$

$$7 \times 5 =$$

$$14 \times 5 =$$

$$11 \times 5 =$$

$$8 \times 5 =$$

$$2 \times 5 =$$

$$20 \times 5 =$$

$$\begin{array}{r} \text{T} \quad \text{O} \\ 1 \quad 1 \\ \times \quad 5 \\ \hline \end{array}$$

$$\begin{array}{r} \text{T} \quad \text{O} \\ 3 \quad 0 \\ \times \quad 5 \\ \hline \end{array}$$

$$\begin{array}{r} \text{T} \quad \text{O} \\ 5 \quad 1 \\ \times \quad 5 \\ \hline \end{array}$$

$$\begin{array}{r} \text{T} \quad \text{O} \\ 2 \quad 5 \\ \times \quad 5 \\ \hline \end{array}$$

References:

Mk Maths book 2 page 53 – 55.

Uganda primary Maths book 2 page 26.

### Lesson : 5 and 6

**THEME: FOOD AND NUTRITION.**

**SUBTHEME: Classification of foods.**

**CONTENT: Word statements involving multiplication of 2 and 3.**

## Examples.

1. One fly has 2 wings. How many wings have 3 flies?

$$3 \text{ flies} \times 2 \text{ wings} = \underline{6 \text{ wings.}}$$

2. One stool has 3 legs. How many legs have 42 stools?

$$\begin{array}{rcl} 1 \text{ stool} & = & 3 \text{ legs.} \\ 42 \text{ stools} & = & 4 \quad 2 \quad 3 \times 2 = 6 \\ & & \underline{X \quad 3} \quad 3 \times 4 = 12 \\ & & 12 \quad 6 \text{ legs} \end{array}$$

## Activity.

- 1.If each basket has 3 oranges, how many oranges are in 8 baskets?
- 2.How many legs have 12 stools if one stool has 3 legs?
- 3.If one girl has 3 pencils, how many pencils have 9 girls?
- 4.How many sides od 2 triangles have?
- 5.How many legs have 50 boys if one boy has 2 legs?

## References:

Mk Maths book 2 page 43 – 48.

Understanding Maths book 2 page 50 – 51.

**Lesson : 7 and 8**

**THEME: FOOD AND NUTRITION.**

**SUBTHEME: Effects of poor feeding.**

**Content: Word problems involving multiplication of 4 and 5.**

**1. A car has four wheels. How many wheels have 10 cars?**

1 car = 4 wheels

10 cars = 10

$$\begin{array}{r} \times 4 \\ \hline 40 \text{ wheels} \end{array}$$

**2. There are five fingers on one hand. How many fingers are on 6 hands?**

1 hand = 5 fingers.

6 hands = 6 x 5

= 30 fingers.

### **Activity.**

- 1. A bed has 4 legs. How many legs have 12 beds?**
- 2. There are 5 fingers on each hand. How many fingers are on 10 hands?**
- 3. Musa has 22 boxes. Each box has 4 bottles. How many bottles has Musa?**
- 4. If there are 5 boys in each class, how many boys are in 14 classes?**
- 5. A family has 4 members. If each member has 5 goats, how many goats are there altogether?**

### **References:**

**Mk Maths book 2 page 51 – 55.**

**Uganda primary Maths book 2 page 13 – 14.**