**P.2 MATHEMATICS LESSON NOTES FOR 2020**

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| **Date** | **Time** | **No. of pupils** |
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**THEME** : Our school and neigbourhood

**SUB-THEME** : Location of our school

**COMPETENCES :**

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

**Introduction** - Counting from 1 – 10

* Rhyming from 1 – 10

**CONTENT**  : **Counting numbers from 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

**Evaluation**: **Fill in the missing numbers**

1. 1, 2 \_\_\_\_\_\_, 4, 5, \_\_\_\_\_, 7 , 8, 9, 10
2. 10, 11, 12, \_\_\_\_, 14, 15, \_\_\_\_, 17, 18, 19, 20
3. 32, 33, 34, \_\_\_\_\_, 36, 37, \_\_\_\_ 39, 40
4. 59, 60, \_\_\_\_, 62, 63, \_\_\_\_, 65, 66, \_\_\_\_, 68, 69
5. 10, 20, 30 ,\_\_\_\_\_, 50, 60 \_\_\_\_\_80, 90
6. 90, 80, 70, \_\_\_\_, 50, 40, \_\_\_\_, 20, 10
7. 90, 91, 92, \_\_\_\_\_, 94, 95, \_\_\_\_\_, 97, 98, 99
8. 81, 82, 83, \_\_\_\_\_, 85, 86, \_\_\_\_\_, 88, 89
9. 30, 31, \_\_\_\_\_, 33, 34, \_\_\_\_ 36, 37, 38, 39
10. 2, 4, \_\_\_\_, 8, 10, 14, 16, \_\_\_\_\_, 20

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**THEME** : Our school and neigbourhood

**SUB-THEME** : Location of our school

**COMPETENCES :**

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

**Introduction** - Through reviewing the previous lesson

**CONTENT**  : **Writing number names**

1= one

2 = two

3 = three

4 = four

5 = five

6 = six

7 = seven

8 = eight

9 = nine

10 = ten

11 – eleven

12 = twelve

13 = thirteen

14 = fourteen

15 = fifteen

16 = sixteen

17 = seventeen

18 = eighteen

19 = nineteen

20 = twenty

30 = thirty

40 = forty

50 = fifty

60 = sixty

70 = seventy

80 = eighty

90 = ninety

**Evaluation**: **Write the following in words**

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

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**THEME** : Our school and neigbourhood

**SUB-THEME** : School symbols

**COMPETENCES :**

* Identifying the numbers
* Naming the numbers
* Forming the new numbers

**Introduction** - Through reviewing the previous lesson

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

Example 1

1. 984 =

98, 84, 9, 8, 4

1. 64 3 =

43, 64, 6, 4, 3

1. 109 =

10 , 9, 1, 0

**Evaluation: Make the new numbers from the following**

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

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**THEME** : Our school and neigbourhood

**SUB-THEME** : School symbols

**COMPETENCES :**

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

**Introduction** - Through reciting a multiplication table of 2

**CONTENT**  : **Descending and ascending order**

**Arrange in ascending order**

1. 4, 2, 3, 9, 6, 8

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

1. 10, 20, 60, 90, 80, 50, 70

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

**Arrange in descending order**

1. 5 10, 8, 6, 9

= 10, 9, 8, 6, 5

1. 100, 900, 600, 400, 500

= 900, 600, 500, 400, 100

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

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

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

1. 90, 10, 20, 80, 40, 30, 70, 60, 50
2. 11, 21, 41, 31, 71, 61, 51

**Circle the bigger number**

1. 46, 96, 09, 04
2. 20, 11, 02, 22

**Circle the smallest number**

1. 90, 70, 20
2. 1 8 10
3. 89 98 09

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**THEME** : Our school and neigbourhood

**SUB-THEME** : School symbols

**COMPETENCES :**

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

**Introduction** - Reviewing the previous lessons

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

**Examples of sets**

1. A set of 4 cups



1. A set of 4 books

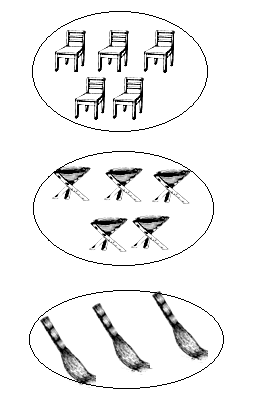
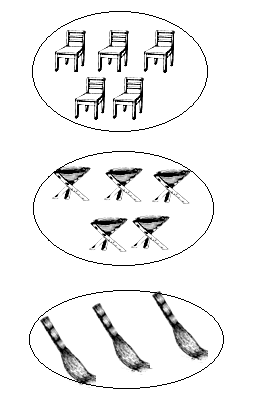
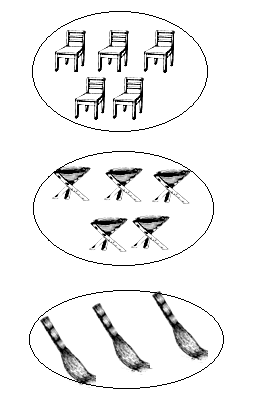
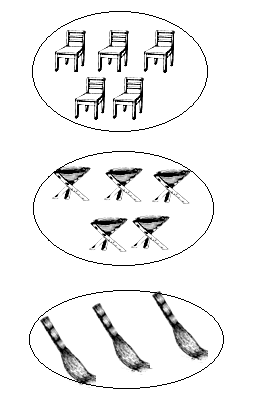
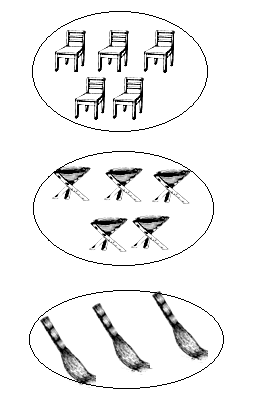
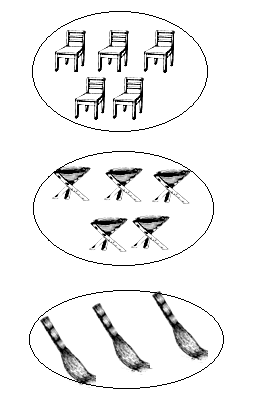
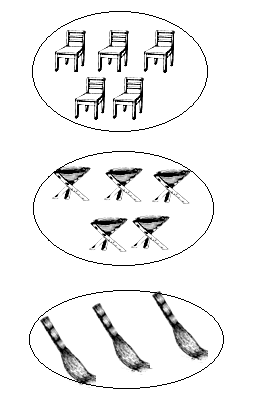


1. A set of 3 tress



**Evaluation**: What is a set?

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





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**THEME** : Our school and neigbourhood

**SUB-THEME** : School symbols

**COMPETENCES :**

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

**Introduction** - Through reviewing the previous lesson

**CONTENT**  : An empty set

An empty set is a set with no members

A symbol of an empty set

**Examples of empty sets**

A set of girls with two heads each.

A set of snakes with legs

A set of cows with wheeled legs.

**Evaluation**:

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

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**THEME** : Our school and neigbourhood

**SUB-THEME** : School symbols

**COMPETENCES :**

* Defining equal sets
* Naming equal sets
* Drawing equal sets

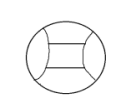
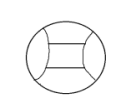
**Introduction** -

**Content : Equal Sets**

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

**Examples of equal sets**

 A B



Set A is equal to set B

**Q R**

A E

B C D C A B

E D

Set Q is equal to set R.

**Evaluation**: What are equal sets?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Complete to make equal set

**x y**

1 \_\_\_

2 4 5 2 \_\_\_ 5

3 3

Set X is equal to set Y

**M N**

a f

b e f \_\_\_ b \_\_\_\_

c e

Use **equal or not equal**

**A B C**

**1 a 3**

**2 b 1**

**3 c 2**

1. Set A is \_\_\_\_\_\_\_\_\_\_ to set B
2. Set A is \_\_\_\_\_\_\_\_\_\_ to set c
3. Set B is \_\_\_\_\_\_\_\_\_\_\_ to set A
4. Set B is \_\_\_\_\_\_\_\_\_\_\_ to set c
5. Set c is \_\_\_\_\_\_\_\_\_\_ to set A
6. Set C is \_\_\_\_\_\_\_\_\_ to set B

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**THEME** : Our school and neigbourhood

**SUB-THEME** : School symbols

**COMPETENCES :**

* Defining matching sets
* Identifying and matching sets
* Drawing matching sets

**Introduction** -

**Content : Matching Sets**

**Examples**

1.  **A B**

A 4

B 3

C 2

D 1

**Evaluation**: Subtract correctly

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

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**THEME** : Our environment

**SUB-THEME** : Common animals

**COMPETENCES :**

* Arranges digits vertically
* Re-groups accurately and subtracts

**INTRODUCTION** : Review of the previous lesson

**CONTENT**  : More subtraction with re-grouping

**S.W**

1. 3 7 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0

− 1 8 0 0

**1 6**

**S.W**

2. 5 6 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0

− 2 9 0 0 0 0

**1 6**

**Evaluation**: Subtract correctly

1. 3 6 3. 42 – 16 = \_\_\_\_\_\_\_\_\_\_\_

− 1 7

**\_**  4. 56 – 19 = \_\_\_\_\_\_\_\_\_\_\_\_

2. 5 3 5. 34 – 8 = \_\_\_\_\_\_\_\_\_\_\_\_

− 2 8

**\_** 6. 56 – 26 = \_\_\_\_\_\_\_\_\_\_\_

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**THEME** : Our environment

**SUB-THEME** : Common animals

**COMPETENCES :**

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

**INTRODUCTION** : Subtraction of word problems

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

How many books did she remain with?

**S.W**

1. 3 2 0 0 0 0 0 0 0 0 0 0 0 0

− 1 6 0 0

**1 6 books**

2. Lubwama had 44 sweets. He gave 8 sweets to Kayiwa. How many sweets did

he remain with?

**S.W**

4 4 0 0 0 0 0 0 0 0 0 0 0 0 0 0

− 8 0 0 0

**1 6**

**Evaluation**: Read and work out

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

remain with?

1. There were 55 eggs in a basket. A dog broke 27 eggs. How many eggs were left in the basket?
2. 60 pencils take away 28 pencils equals \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ pencils.
3. Angok had 73 biscuits. He ate 15 biscuits. How many biscuits did she remain with?
4. Fifteen minus six equals \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**THEME** : Our environment

**SUB-THEME** : Common animals

**COMPETENCES :**

* Makes the division sign
* Identifies the division sign and divides

**INTRODUCTION** : Mental work

2 x 2 = 3 x 4 = 56 – 9 =

**CONTENT**  : Division by 2

**S.W**

1. 2 ÷ 2 = 1

**S.W**

1. 6 ÷ 2 = 3

**S.W**

1. 4 ÷ 2 = 2

**Evaluation :** Divide

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

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

9. Share 6 mangoes to 2 boys.

10. Share 8 eggs to 2 girls.

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| **Date** | **Time** | **No. of pupils** |
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**THEME** : Our environment

**SUB-THEME** : Common animals

**COMPETENCES :**

* Divides accurately

**INTRODUCTION** : Review of the previous lesson

**CONTENT**  : Division by 3

**S.W**

1. 6 ÷ 3 = 2

**S.W**

1. 12 ÷ 3 = 4

**Evaluation :** Divide the following

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

5. 15 ÷ 3 = 6. 24 ÷ 3 = 7. 30÷ 3 =

8. Share 12 books to 4 children.

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| **Date** | **Time** | **No. of pupils** |
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**THEME** : Our environment

**SUB-THEME** : Common animals

**COMPETENCES :**

* Groups and counts accurately
* Divides correctly

**INTRODUCTION** : Review of the previous lesson

**CONTENT**  : Division by 4

**S.W**

1. 4 ÷ 4 = 1

**S.W**

1. 8 ÷ 4 = 2

**Evaluation :** Divide the following

1. 28 ÷ 4 = 2. 12 ÷ 4 = 3. 16 ÷ 4 = 4. 8 ÷ 4 =

5. 24 ÷ 4 = 6. 40 ÷ 4 =

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

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**THEME** : Our environment

**SUB-THEME** : Common animals

**COMPETENCES :**

* Groups and counts
* Divides

**INTRODUCTION** : Review of the previous lesson

**CONTENT**  :

**S.W**

1. 20 ÷ 5 = 4

**S.W**

1. 10 ÷ 5 = 2

**Evaluation :** Divide the following

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

5. 35 ÷ 5 = 6. 12 ÷ 6 = 7. 9 ÷ 9 =

8. Share 15 guns to 5 soldiers.

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**THEME** : Our environment

**SUB-THEME** : Common plants

**COMPETENCES :**

* Groups and counts
* Multiplies correctly

**INTRODUCTION** : Review of the previous lesson

**CONTENT**  : Long division

**S.W**

1. 2

2 4 2 x 2 = 4

**−** 4 4 – 4 = 0 0 0 0 0

**0**

**S.W**

8 ÷ 4 = 2

1. 2

4 8 2 x 4 = 8

**−** 8 8 – 8 = 0 0 0 0 0 0 0 0 0

**0**

**S.W**

3÷ 1 = 3

3. 3

1 3 3 x 1 = 3

**−** 3 3 – 3 = 0 0 0 0

**0**

**Evaluation :** Work out:

1. 2 6

2. 3 9

3. 5 10

4. 2 8

5. 3 6

6. 2 6

7. 2 10

8. 2 4

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| **Date** | **Time** | **No. of pupils** |
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**THEME** : Our environment

**SUB-THEME** : Common plants

**COMPETENCES :**

* Reads word problems
* Shares accurately
* Writes unites

**INTRODUCTION** : Mental work

2 6 4 8

**CONTENT**  : Division word problems

1. Share 10 shirts to 2 men

**S.W**

10 ÷ 2 = 5 shirts

Each gets 5 shirts

1. Share 4 books to 2 girls.

**S.W**

4 ÷ 2 = 2 books

Each gets 5 shirts

**Evaluation :** Read and workout

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

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**THEME** : Things we make

**SUB-THEME** : Materials used and their sources

**COMPETENCES :**

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

**INTRODUCTION** : Story telling

**CONTENT**  : Use more or less to compare.

Which container holds more or less water?

**A C**

**B**

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

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**Evaluation :** Fill in more or less.

Compare using

1. A cup carries \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ milk than a kettle.
2. A kettle carries \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ milk than a cup.
3. A kettle carries \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ milk than a bucket.
4. A bucket carries \_\_\_\_\_\_\_\_\_\_\_\_\_\_ milk than a kettle.
5. A bucket carries \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ milk that a cup.
6. A cup carries \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ milk than a bucket.

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**THEME** : Things we make

**SUB-THEME** : Materials used and their sources

**COMPETENCES :**

* Compares correctly
* Counts properly
* Measures accurately

**INTRODUCTION** : Revise the previous lesson

**CONTENT**  : Comparing

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

**1 1 1 1 1**

½ ½ ½ ½ ½ ½ ½ ½ ½ ½

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

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

½ ½ ½ ½

4 cups

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

½ ½ ½ ½ ½ ½

6 cups

**Evaluation :**

1. How many ½ litre cups fill a 1 litre bottle?
2. How many ½ litre cups fill a 4 litre bucket?
3. How many ½ litre cups fill a 6 litre tin?

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**THEME** : Things we make

**SUB-THEME** : Materials used and their resources

**COMPETENCES :**

* Defines a fraction
* Names fractions
* Identifies fractions

**INTRODUCTION** : Story telling

**CONTENT**  : Fractions

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

***Examples of Fractions.***

 a half

 a third

 a quarter

 a fifth

**Evaluation : (*oral practice)***

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

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**THEME** : Things we make

**SUB-THEME** : Materials and their sources

**COMPETENCES :**

* Names the fractions given
* Identifies the fractions

**INTRODUCTION** : Review of the previous lesson

**CONTENT**  : Naming fractions

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

***Examples***

 a half

 a third

 a quarter

 a fifth

 a ninth

**Evaluation :**

1. Name these fractions

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Write these fractions in words

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**THEME** : Things we make

**SUB-THEME** : Materials and their sources

**COMPETENCES :**

* Draws the fractions
* Shades some parts of a whole

**INTRODUCTION** : Review of the previous lesson

**CONTENT**  : Shading fractions

A fraction is a part of a whole practical work.

***shading fractions***

1. 
2. 

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

1. 
2. 
3. 
4. 
5. 
6. Name the shaded fraction

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**THEME** : Things we make

**SUB-THEME** : Materials used and their sources

**COMPETENCES :**

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

**INTRODUCTION** : Review of the previous lesson

**CONTENT**  : Naming the shaded and unshaded fraction

1. Shaded 

Unshaded 

1. Write the shaded fraction

**Evaluation:**

1. Write the unshaded fraction

**Evaluation**

1. Write the shaded fraction.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Write the unshaded fraction.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
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| **Date** | **Time** | **No. of pupils** |
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**THEME** : Things we make

**SUB-THEME** : Materials used and their sources

**COMPETENCES :**

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

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

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

 is bigger than 

 is smaller than 

**Try these**

**Evaluation:** Compare using bigger or smaller

Pupils in 6 groups will portion manila card into different fraction i.e group A , group B  , group C  , group D  , group E  , group F  .

1.  is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ than  .
2.  is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ than  .
3.  is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ than  .
4.  is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ than  .
5.  is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ than  .
6.  is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ than  .

|  |  |  |
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| **Date** | **Time** | **No. of pupils** |
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**THEME** : Things we make

**SUB-THEME** : Materials used and their sources

**COMPETENCES :**

* Compares using bigger or smaller

**INTRODUCTION** : Review of the previous lesson

**CONTENT**  : Write bigger or smaller

**Examples**

1.  is bigger than  .
2.  is smaller than  .
3.  is bigger than  .

**Evaluation**

1.  is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ than  .
2.  is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ than  .
3.  is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ than  .
4.  is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ than  .
5.  is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ than  .
6.  is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ than  .
7.  is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ than  .
8.  is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ than  .

|  |  |  |
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| **Date** | **Time** | **No. of pupils** |
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**THEME** : Things we make

**SUB-THEME** : Materials used and their sources

**COMPETENCES :** Identifies fractions

* Arranges fractions in ascending and descending order

Ascending   

Descending   

Arrange these in ascending order

Smallest to biggest

, , , \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

, , , \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Arrange these in descending order

Biggest to smallest

,, , \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

, , \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
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| **Date** | **Time** | **No. of pupils** |
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**THEME** : Things we make

**SUB-THEME** : Materials used and their sources

**COMPETENCES :**

* Adds fractions practically
* Counts the parts correctly

**INTRODUCTION** : Mental work

**CONTENT**  : Addition of fractions (Practical lesson)

1. =

 +  =  .



 +   =  .

 +  +  +  +  = 

**Evaluation**

Oral exercise to the class.

|  |  |  |
| --- | --- | --- |
| **Date** | **Time** | **No. of pupils** |
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**THEME** : Things we make

**SUB-THEME** : Materials used and their sources

**COMPETENCES :**

* Identifies numerators and denominators
* Adds only the numerators

**INTRODUCTION** : Review of the previous lesson

**CONTENT**  : Adding fractions

**S.W**

1.  +  =  0 + 0 0

= 

**S.W**

1.  +  +  =  0 0 0+ 0 0 + 0

= 

**Evaluation**

Add the fractions

1.  +  +  =
2.  +  =
3.  +  =
4.  +  =
5.  +  +  =
6.  +  +  =
7.  +  =
8.  +  =

|  |  |  |
| --- | --- | --- |
| **Date** | **Time** | **No. of pupils** |
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**THEME** : Things we make

**SUB-THEME** : Materials used and their sources

**COMPETENCES :**

* Identifies numerators and denominators
* Works out accurately

**INTRODUCTION** : Mental work

52 – 19 = 28 = 14 =

**CONTENT**  : Subtraction of fractions

**S.W**

1.  -  =  / 0 0 0 0 0 0

= 

**S.W**

1.  -  =  0 0 0 0 0

= 

**Evaluation**

Subtraction

1.  -  =
2.  -  =
3.  -  =
4.  -  =
5.  -  =
6.  -  =
7.  -  =
8.  -  =

|  |  |  |
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| **Date** | **Time** | **No. of pupils** |
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**THEME** : Transport in our community

**SUB-THEME** : Means of transport

**COMPETENCES :** Find the missing number by working out

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

**CONTENT**  : Addition of algebra

3 + 2 = 5

000 00000

3 + 5 = 8

00000 00000000

2 + 7 = 9

0000000 000000000

3 + 4 = 8

000 0000000

**Evaluation**

Fill in the missing numbers

+ 2 = 6

+ 3 = 8

1 + = 7

3 + = 6

4 + = 6

5 + = 6

+ 6 = 6

|  |  |  |
| --- | --- | --- |
| **Date** | **Time** | **No. of pupils** |
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**THEME** : Transport in our community

**SUB-THEME** : Means of transport

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

- Identifies the subtraction sign

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

4 - 2 = 2

0000 00

8 - 3 = 5

00000000 00000

12 - 8 = 4

000000000000 0000

**Evaluation**

Fill in the missing numbers

8 - = 2

10 - = 4

12 - = 4

9 - = 5

15 - = 10

11 - = 7

16 - = 12

7 - = 5

|  |  |  |
| --- | --- | --- |
| **Date** | **Time** | **No. of pupils** |
|  |  |  |

**THEME** : Transport in our Community

**SUB-THEME** : Means of transport

**COMPETENCES :**

* Adds correctly to find the missing numbers

**INTRODUCTION** : Review of the previous lesson

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

1. 5 - 3 = 2

000 + 00

1. 10 - 4 = 6

0000 + 000000

1. 7 - 2 = 5

00 + 00000

**Evaluation**

Fill in the missing numbers

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

|  |  |  |
| --- | --- | --- |
| **Date** | **Time** | **No. of pupils** |
|  |  |  |

**THEME** : Transport in our Community

**SUB-THEME** : Means of transport

**COMPETENCES :**

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

**INTRODUCTION** : Review of the previous lesson

**CONTENT**  : Multiplication of algebra

1. 2 x 2 = 4

00 00

1. 4 x 3 = 12

000 000 000 000

1. 4 x 2 = 8

0000 0000

**Evaluation**

Fill in the missing numbers

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

|  |  |  |
| --- | --- | --- |
| **Date** | **Time** | **No. of pupils** |
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**THEME** : Transport in our Community

**SUB-THEME** : Means of transport

**COMPETENCES :**

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

**INTRODUCTION** : Review of the previous lesson

**CONTENT**  : Division of Algebra whose 1st digit is missing

1. 8 ÷ 2 = 4

0000 0000

1. 12 ÷ 2 = 6

000000 000000

1. 32 ÷ 4 = 8

00000000 00000000 00000000 00000000

**Evaluation**

Find the missing number

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

|  |  |  |
| --- | --- | --- |
| **Date** | **Time** | **No. of pupils** |
|  |  |  |

**THEME** : Transport in our Community

**SUB-THEME** : Means of transport

**COMPETENCES :**

* Groups accordingly
* Identifies digits correctly

**INTRODUCTION** : Review of the previous lesson

**CONTENT**  : Division of Algebra whose 2nd digit is missing

1. 4 ÷ 2 = 2

00 00

1. 6 ÷ 2 = 3

000 000

1. 9 ÷ = 3

000 000 000

**Evaluation**

Find the missing number

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

|  |  |  |
| --- | --- | --- |
| **Date** | **Time** | **No. of pupils** |
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**THEME** : Accident and safety

**SUB-THEME** : Road safety

**COMPETENCES :**

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

**INTRODUCTION** : Story telling

**CONTENT**  :

* Picture graph
* Interpreting information on a picture graph

Study the graph below and answer the questions

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |
| Rianah | Miracle | Joram | Ian |

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

3 + 6 + 3 + 1 = 13 sweets

**Evaluation**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
| Musa | Annet | Carol | John | Tim |

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

|  |  |  |
| --- | --- | --- |
| **Date** | **Time** | **No. of pupils** |
|  |  |  |

**THEME** : Accident and safety

**SUB-THEME** : Road safety

**COMPETENCES :**

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

**INTRODUCTION** : Counting in 10s, 100s

**CONTENT**  : ***Picture graph***

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |
| MON. | TUE. | WED. | THUR. | FRI. | SAT. |

1. How many trees did Angok plant on Saturday?
2. On which days did he plant the same number of trees?
3. On which day did he plant one tree?
4. How many trees did he plant altogether?
5. Who planted the trees?
6. On which day did Angok plant the highest number of trees?
7. Write these abbreviations in full
   1. Wed. \_\_\_\_\_\_\_\_\_\_
   2. Tue. \_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| **Date** | **Time** | **No. of pupils** |
|  |  |  |

**THEME** : Accident and safety

**SUB-THEME** : Common accidents in our community

**COMPETENCES :**

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

**INTRODUCTION** : Counting in 5s.

**CONTENT**  :

Bar graph

4 children collected boxes as follows

10

9

8

7

6

5

4

3

2

1

0

**Ian Ethel Lumolo Chol**

**Questions**

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

**Evaluation**

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

|  |  |  |
| --- | --- | --- |
| **Date** | **Time** | **No. of pupils** |
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**THEME** : Accident and safety

**SUB-THEME** : First Aid

**COMPETENCES :**

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

**INTRODUCTION** : Mental work

2 x 1 = 4 x 2 =

3 x 0 = 6 – 3 =

**CONTENT**  : Commutative property of multiplication

1. 6 x 1 = 1 x 6
2. 7 x 2 = 2 x 7
3. 8 x 4 = 4 x 8
4. 0 x 9 = 9 x 0
5. 2 x 5 = 5 x 2

**Evaluation**

Write the commutative property of the following.

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

Add:

2 9

+ 2 4

\_\_\_\_\_\_\_\_\_\_