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

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

**SUB-THEME** : Common animals

**COMPETENCES :**

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

**CONTENT**  : Writing in words

Writing numbers with 0 in the middle in words.

**N.B:** We do not read the 0.

1. 1 0 2

Ones

Tens

Hundreds

One hundred two

2. 3 0 8

Ones

Tens

Hundreds

Three hundred eight

3. 5 0 9

Ones

Tens

Hundreds

Five hundred nine

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

1. 203 2. 306 3. 605 4. 403 5. 509

6. 701 7. 104 8. 607 9. 805 10. 302

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

**SUB-THEME** : Common animals

**COMPETENCES :**

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

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

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

1. 1 1 0

Ones

Tens

Hundreds

One hundred ten

2. 3 6 0

Ones

Tens

Hundreds

One hundred sixty

**Evaluation**: Write these numbers in words

1. 210 2. 430 3. 390 4. 540 5. 650

6. 870 7. 480 8. 990 9. 760 10. 120

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

**SUB-THEME** : Common animals

**COMPETENCES :**

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

**INTRODUCTION :** Mental work

2 + 0 = 2 x 0 = 2 ÷1 = 2 + 1 =

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

1. 1 3 9

Ones

Tens

Hundreds

One hundred thirty nine

2. 8 4 2

Ones

Tens

Hundreds

Eight hundred forty two

**Evaluation**: Write these numbers in words

1. 839 2. 567 3. 214 4. 311 5. 967

6. 728 7. 673 8. 555 9. 315 10. 999

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**THEME** : Our environment

**SUB-THEME** : Common animals

**COMPETENCES :**

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

**INTRODUCTION** : Review of the previous lesson

**CONTENT**  : Reading and writing number words in figures.

1. Four hundred / one

Four hundred = 400

One = 1

**401**

2. One hundred / sixteen

One hundred = 100

Sixteen = 16

**= 116**

3. Nine hundred / twenty

Nine hundred = 900

twenty = 20

**= 926**

**Evaluation**: Write the following in figures

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

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**THEME** : Our environment

**SUB-THEME** : Common animals

**COMPETENCES :**

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

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

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

1. 16 + 7 = 23 **S.W**

T O 000000 + 0000000

1 6 0 + 0

+ 7

**2 3**

2. 26 + 4 = 30 **S.W**

T O 000000 + 0000

2 6 0 + 00

+ 4

**3 0**

3. 15 + 8 = 23 **S.W**

T O 00000 + 00000000

1 5 0 + 0

+ 8

**2 3**

**Evaluation**: Add these

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

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

**SUB-THEME** : Common animals

**COMPETENCES :**

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

**INTRODUCTION** : Review of the previous lesson

**CONTENT**  : Addition of two digit numbers to two digit numbers vertically

with re-grouping.

1. 12 + 18 = 30 **S.W**

T O 00 + 00000000 = 10

1 2 0 + 0+ 0

+ 1 8

**3 0**

2. 38 + 46 = 84 **S.W**

T O 00000000 + 000000 = 14

3 8 0 + 000 + 0000

+ 4 6

**8 4**

3. 54 + 17 = **S.W**

T O 0000 + 0000000 = 11

5 4 0 + 00000 + 0

+ 1 7

**7 1**

**Evaluation**: Add these numbers

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

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**THEME** : Our environment

**SUB-THEME** : Common animals

**COMPETENCES :**

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

**INTRODUCTION** : Review of the previous lesson

**CONTENT**  : Addition of word problems

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

have altogether?

**S.W**

2 8 00000000 + 00000 = 13

+ 5 0 + 00

**3 3 apples**

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

T O **S.W**

3 5 00000 + 0000000 = 12

+ 1 7 0 + 000 + 0

**5 2 Fish**

**Evaluation**: Read and work out

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

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**THEME** : Our environment

**SUB-THEME** : Common animals

**COMPETENCES :**

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

**INTRODUCTION** : Mental work

**CONTENT**  : Subtraction of 2 digit numbers with re-grouping

1. 23 – 7 = 16

T O **S.W**

2 13 0 0 0 0 0 0 0 0 0 0 0 0 0

− 7 0

**1 6**

2. 52 – 7 = 16

T O **S.W**

2 13 0 0 0 0 0 0 0 0 0 0 0 0 0

− 7 0

**1 6**

3. 70 – 9 = 61

T O **S.W**

7 0 0 0 0 0 0 0 0 0 0 0

− 9 0 0 0 0 0 0

**6 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**  : Division by 5

**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. 40 ÷ 5 = 7. 45 ÷ 5 =

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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**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**.

****

**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 a half one litre cups.

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

½ ½ ½ ½

4 half litre cups

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

½ ½ ½ ½ ½ ½

6 half litre cups

**Evaluation :**

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

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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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**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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**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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**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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**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. =

 +  =  .



 +   =  .

 +  +  +  +  =  = 1

**Evaluation**

Oral exercise to the class.

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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** |
|  |  |  |

**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.  -  =

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

**THEME** : Things we make

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

**COMPETENCES :**

* Identifies numerators and denominators
* Works out accurately

**INTRODUCTION** : reviews the previous work

**CONTENT**  : solving word problems in fractions

**Example**

1. Jane ate  of the cake. Joy ate  of the cake. What fraction did they eat altogether?

 +  =  = 

2. Mum had  of the orange. She gave away  of the orange. What fraction did she remain with?

+ = = 

Evaluation

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

**THEME** : Transport in our community

**SUB-THEME** : Means of transport

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

**INTRODUCTION** : Counting in 2, 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** |
|  |  |  |

**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** |
|  |  |  |

**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** |
|  |  |  |

**THEME** : Transport in our Community

**SUB-THEME** : Means of transport

**COMPETENCES :**

* Groups accordingly
* Identifies digits correctly

**INTRODUCTION** : Review of the previous lesson

**CONTENT**  : Word application of algebra

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

1. 6 x 3 = 18

0000 0000 0000 0000 0000 0000

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

1. 12 ÷ 4 = 3

000 000 000

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

**THEME** : Accident and safety

**SUB-THEME** : Road safety

**COMPETENCES :**

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

**INTRODUCTION** : Story telling

**CONTENT**  :

* Picture graph
* Interpreting information on a picture graph

Study the graph below and answer the questions

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

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

3 + 6 + 3 + 1 = 13 sweets

**Evaluation**

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

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

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

**THEME** : Accident and safety

**SUB-THEME** : Road safety

**COMPETENCES :**

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

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

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

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |
| 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** |
|  |  |  |

**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

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