**Lesson notes for primary two 2016**

**Term I mathematics topical breakdown for P.2**

1. Sets
2. Naming sets
3. Drawing sets
4. Matching sets
5. Comparing sets
6. Ordering sets
7. Subsets
8. Intersection set
9. Empty sets
10. Joining (addition sets
11. Subtraction of sets
12. Numeration system and place values
13. Drawing tens and ones
14. Filling in tens and oens
15. Showing tens and ones on the abacus
16. Drawing hundreds , tens and ones
17. Filling in hundreds , tens and ones
18. Finding place values of the given number
19. Expanded form
20. Operation of number s
21. Addition of tens and ones
22. Addition of hundreds, tens and ones
23. Word statements
24. Addition of numberline
25. Multiplication
26. Multiplication as repeated addition
27. Multiplying two digit numbers by one digit number
28. Word statements in multiplication
29. Subtraction
30. Subtraction of tens and ones
31. Subtraction of hundreds, tens and ones
32. Word statements
33. Subtraction using a number line
34. Number sequence
35. Counting in ones
36. Counting in twos
37. Counting in threes
38. Counting in fours
39. Counting in fives
40. Counting tens

7. Graphs

i) picto graph

ii) bar graphs

Geometry

Shapes

1. Naming shapes
2. Drawing shapes
3. Matching shapes
4. Colouring shapes

Theme 1: Our school and neighbourhood

Content: sets

What is a set? A set is a collection of things or objects.

Naming sets Drawing sets

A set of trees A set of triangles



A set of balls A set of cups

This is an empty set A set of 3 chairs



Drawing of sets

A set of four flowers



\_\_\_\_\_\_\_\_\_\_\_\_\_\_set



A set of six rulers

Matching sets

3+2 4

2+2 5

3+3 6

Make small sets from the big set

 A set of cups



 A set of trees

A set of balls

A set of triangles

A set of chairs



A set of squares

Comparing sets

A B C





1. Set A has two members
2. Set B has three members
3. Set C has four members
4. Set A has less members than set B
5. Set B has more members than set A
6. Set C has more members than set B
7. Set A and B have five members altogether
8. Set B and C have seven members altogether

Ordering sets

We order sets according to number of members in any given set.

Sets can be ordered in the following ways;

1. Ascending order

We start with a set with fewer members so that with more members. (use ordinal nos.)

6th sixth

5th fifth

4th fourth

3rd third

2nd second

1st first

Example

Arrange the given sets in ascending order

X Y Z

Set Y comes first (1st)

Set Z comes second (2nd)

Set X comes third (3rd)

Descending order

We start with a set with more members to that with fewer members

Arrange these sets in descending order (from biggest to the smallest)

R S T V

Set T comes first (1st )

Set R comes second (2nd)

Set S comes third (3rd)

Set V comes fourth (4th )

Subsets

What is a subset?

This is a small set got from a big set

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

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

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

Form a big set from the small sets



Ringing or grouping sets

Ring sets of twos.

How many groups have you formed?

How many members are in each sub set?

How many members are there altogether?

NB: a teacher can ring in threes, fours, fives etc.

The intersection set

This is the set where we write the common members

Example of intersection areas (common parts)

A B X Y

Intersection set

Ո = it is the symbol for intersection set

A B A = {0, 1, 2, 3, 4, 5}

0 1 2 2 4 6 B = { 2, 4, 6, 8}

3 4 5 8

List down the common members

A Ո B = {2, 4}

How many members are in the intersection set or common parts? Two members

Representing the information on the venn diagram

M N

M

N

Empty sets

An empty set is a set with out or with no members

The symbols of an empty set are

0r { }

More examples of empty sets

A set of boy with four legs

A cow with three eyes

A girl with two heads

Another name for empty set is null set.

Joining or adding sets

+ =

6 + 3 = 9 ref. bk 2 pg 8

Subtraction of sets

- =

7 - 3 = 4 Ref Mk bk 2 pg 9-10

Topical revision of sets

Numeration system and place values

Review of primary one work i.e. counting orally from zero to fifty

Write number names from 0-50

(NB: mind the spellings)

Review of counting from 50 – 100 (in tens)

Write number names from 50 – 100

Counting from 100-200

Write in hundreds from 100 – 900

NB: these can be 3-4 lessons)

Tens and ones

The teacher should draw ten sticks to show one bundle of tens e.g

IIIIIIIIII = ~~IIIIIIIII~~  = 1 bundle of tens

I I I I = 24

2tens 4 ones = 24

3 tens 5 ones = 35

Draw tens and ones

a) 1 tens 5 ones = b) 2 tens 0 ones =

c) 0 tens and 6 ones = d) 3 tens and 4 ones =

e) 0 tens 8 ones f) 5 tens and 5 ones

h) 6 tens and 3 ones

Fill in the missing numbers

T O =

1 4 1 tens 4 ones

T O

5 6 \_\_\_\_tens \_\_\_\_\_\_\_ones

T O

7 8 \_\_\_\_tens \_\_\_\_\_\_ones

T O

8 0 \_\_\_\_tens \_\_\_\_\_\_ones

Fill in the missing numbers

\_\_\_\_\_\_tens \_\_\_\_\_\_ones = 18 \_\_\_\_\_tens \_\_\_\_\_ones = 7

\_\_\_\_\_\_tens \_\_\_\_\_\_ones = 24 \_\_\_\_\_tens \_\_\_\_\_ones = 30

\_\_\_\_\_= 0 tens 6 ones \_\_\_\_\_= 1 tens 9 ones

Find the number of the abacus

T O T O

32= T O 40= T O

Show each of the numbers on the abacus

H T O H T O

2 0 9 2 3 6

H T O H T O

2 5 1 2 2 4

Write place value for each digit

1. 1 3 4 2. 7 1 6

Ones ones

Tens tens

Hundreds hundreds

3. 46

4. 702

5. 23

6. 812

7. 93

8. 06

Write the place values of the circled numbers

1. 1 9 3 = tens

2. 7 8 = ones

3. 4 0 6 = \_\_\_\_\_\_

4. 2 1 6 = \_\_\_\_\_

5. 4 3 = \_\_\_\_\_\_\_\_\_

Show the given number on the abacus

H T O H T O H T O

3 0 2 = 321 =240

Expanded form

Expand these numbers

18 = \_\_\_\_\_\_\_\_+\_\_\_\_\_\_\_\_\_\_

24= \_\_\_\_\_\_+\_\_\_\_\_\_\_\_\_

106=\_\_\_\_\_\_\_+\_\_\_\_\_\_\_

400=\_\_\_\_\_+\_\_\_\_\_\_\_

580=\_\_\_\_\_\_+\_\_\_\_\_\_

What number has been expanded?

13 = 10 + 3 700 + 0 + 0 = \_\_\_\_\_\_\_\_\_

30 = 30 + 0 10 + 8 = \_\_\_\_\_

400 + 0 + 6 = \_\_\_\_\_\_ \_\_\_\_\_\_= 500 + 50 + 5

Operation of numbers

Addition

24 + 10 = \_\_\_\_

2 4 1 0 2 3 5

+ 1 0 + 4 + 2 3

2 0 7 5 0 0 4 8 3

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

Word statements

Dora has 24 pens. Daddy gave her more 10 pens. How many pens does she have altogether?

T O

2 4

+ 1 0

3 4 pens

NB: The teacher should emphasize the key words in the statements

Ref: Mk bk 2 page 35

Adding using a numberline

3+2 = 5

0 1 2 3 4 5 6 7 8 9 10

4+4= 8

0 1 2 3 4 5 6 7 8 9 10

NB: Teachers should discourage learners from jumping.

Multiplication

Multiplication as repeated addition

2 + 2 + 2 = 6

3 x 2 = 6

3 twos = 6

= 6

NB: Continue with 3,4,5 etc

Multiply tow digit numbers by one digit number.

Multiply by ( 2, 3, 4, 5)

2 3 4 1 2 0 1 3 0

X 2 x 3 x 5 x 3

Word statements about multiplication.

One hen has two legs. How many legs have four hens.

4 x2 = \_\_\_\_\_legs NB: Teacher should give more examples.

\_\_\_\_\_

5

\_\_\_ 3 2x 2 \_\_\_\_

0

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 3 | 0 | 2 | 3 | 4 |
| X |  | 6 |  |  |

Subtraction

Ten balls – six balls =

10 balls – 6 balls = \_\_\_\_ balls

22 eggs – 11 eggs = \_\_\_\_\_eggs

Subtraction of two and three digit numbers but without regrouping.

NB: Use the knowledge of place values to re-arrange the figures

3 6 - 0 4 5 5 – 40

3 6 5 5

- 0 4 - 4 0

8 2 4 3 9 6 7 5 2

- 2 1 - 3 0 4 - 7 0 2

Word statements

* Sixteen takeaway nine equals = \_\_\_\_\_\_\_\_\_\_
* Subtract eight from ten equal \_\_\_\_\_\_\_
* What is the difference between 343 and 140
* A class has 44 children, ten of them are absent. How many are present?

**NB:** the teacher should give more examples.

The teacher should emphasis the key words

Subtract using a numberline

9-6=3

0 1 2 3 4 5 6 7 8 9 10

7 – 5 = 2

0 1 2 3 4 5 6 7 8 9 10

NB: |Encourage the learner to circle the answer.

Number sequence

Count in ones and fill in the missing numbers eg

0,1,2,3,\_\_\_\_, \_\_\_\_\_,6,7,\_\_\_\_\_,9,\_\_\_\_

56, 57, \_\_\_\_\_, \_\_\_\_, 60

101, 102, 103, \_\_\_\_\_, \_\_\_\_\_, 106

NB:

* Teacher guide the learners to fill in the missing numbers n twos, threes, fives and tens
* Filling in the missing numbers should be done both in ascending and descending order
* Teach about the numbers; before, after, between

Graphs

Picto graphs / picture graphs

This is information represented in form of pictures

Example

**Four girls picked eggs on Saturday**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |
| Ann | Nora | Dora | Sara |

**Questions**

1. How many eggs did Dorah pick?
2. Who picked the least number of eggs?
3. Name the children with the similar number of eggs?
4. How many eggs were picked by the four girls altogether?

The teacher should give more examples

**Bar graph**

This is a graph having bars that pupils should study and interprete in order to answer the questions

Ref: fountain primary mathematics book 2 pg 56-59

MK bk 2 page 69

**GEOMETRY**

Shapes : Examples of shapes and their sizes

|  |  |  |
| --- | --- | --- |
|  |  |  |
| Triangle | Square | Circles |
|  |  |  |
| Rectangle | Oval | Cylinder |
|  |  |  |
| Semi circle | Kite | Pentagon |
|  |  |  |
| Cone |  |  |

NB: the teacher should give varying exercises about shapes;

* Matching
* Drawing
* Shading
* Counting
* Naming
* Comparing

Ref: MK bk 2 pg 72

**P.2 MTC TERM II 2015**

**Topical breakdown**

1. Capacity

* Defining and identifying liquids
* Comparing capacity
* Addition of litres
* Subtraction of litre
* Word statements

1. Operation of number

* Addition of two digit numbers with regrouping
* Word statement in addition of two digit numbers with regrouping
* Division (short and long without getting a remainder)
* Word statements about division

1. Fraction

* Definition
* Drawing and naming fraction
* Shading fractions
* Reading and writing fractions
* Comparing fractions
* Addition of fractions
* Subtraction of fractions

1. Algebra

* Finding missing numbers by adding
* Finding missing numbers by subtraction
* Word statements about finding missing numbers in addition and subtraction

1. Measurements

* Lengths
* Definition
* Things used to measure length
* Examples of things or objects whose lengths can measured and units to measure length
* Comparing length of different objects
* Addition of length
* Subtraction of lengths
* Picture interpretation

1. Weight (mass)

* Definition
* Things whose weight can be measured
* Things used to measure weight and units comparing weight of different objects
* Subtraction of weight

**Capacity**

Capacity is the amount of liquid a container can hold.

Examples of liquids

**Examples of liquids.**

* Water - Paraffin
* Soda - Cooking oil etc
* Milk
* petrol

**Some of the common containers we use to measure liquids.**

* Kettle - glass
* Bottle - pot
* Bucket - drum
* Basin - jerrycan

**Comparing containers we use to hold liquids.**

mug bucket pot jerrycan

A mug holds less water than a bucket.

A pot holds more water than a mug.

A jerrycan holds more water than a pot.

A pot holds less water than a jerrycan.

* The standard unit for capacity is litres (L)
* We can also use ½ litre to measure capacity.
* Less liquids like medicine , safi etc are measured in mililitres (ml)

**Practical activity**

* Children will use 1 litre and ½ litre containers to fill the bigger container.

1. How many ½ litre containers can fill a 1 litre container?
2. Find how many ½ litres fill a 2 litre container
3. Find how many ½ litres fill a 5 litre container?

**Addition of litres**

- ½l + ½l = 1 litre

½l + ½l = 1 litre

- 2 litres + 3 litres = 5 litres

5 litres + 4 litres = \_\_\_ litres

9 litres + 5 litres + 4 litres = \_\_\_\_ litres

2 litres 1 2 litres 2 4 litres

+ 7 litres + 1 0 litres + 1 3 litres

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

**Subtraction of litres.**

9 litres – 4 litres = \_\_\_ litres

10 litres – 3 litres = \_\_\_\_ litres

7 litres 3 6 litres

* 2 litres - 2 0 litres

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

**Word statements**

**Addition of 2 digit numbers with regrouping**

1 6 1 6 2 8

+ 5 + 8 + 7

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

5 9 7 9 4 2 1 6 2 5

+1 4 + 1 3 + 2 9 + 1 4 +1 5

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

**Word statements in addition of 2 digit numbers with regrouping**

* There are 13 boys and 17 girls in P.2 class.

How many children are there altogether?

* Joan had 26 sweets. Her mother gave her 9 more sweets. How many sweets did she have altogether?

**Division:**

The signs used are ÷ or

**Examples:**

4 ÷ 2 16 ÷ 4 25 ÷ 5 =

6 ÷ 3 20 ÷ 5 18 ÷ 2 =

10 ÷ 2 24 ÷ 4 21 ÷ 3 =

**Long division**

**Examples:**

2 12 4 20 4 16 3 30

5 15 5 25 2 22 3 15

**Word statements**

Examples

1. Share 4 mangoes equally between 2 girls

How many mangoes does each get?

2. Divide 12 by 2

3. 4 boys shared 24 pencils equally.

How many pencils did each get?

4. Divide 24 by 3

**Fractions**

A fraction is a part of a whole.

- cutting, folding and naming fractions (practical work)

**Examples:**

¼ ¼ 1/3

½ ½ ¼ ¼ 1/3  1/3

a whole a half a quarter a third

**Naming fractions.**

**Identifying the fraction of the shaded part**

**Examples:**

(a) (b) (c)

2 3 2 4 9 6

**Shading the given fraction**

**Examples:**

**Shade these fractions**

3 1 5

8 4 8

**Comparing fractions.**

- Using bigger than or smaller than (practical work)

- Using greater than, less than or equal to

(>) (<) =

**Examples:**

1 1

2 1 4

3

Which part is bigger?

Which part is smaller?

**Use greater than, less than or equal to ( >, < or =\_)**

½ is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ¼

¼ is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 1/3

1/3 is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 1/3

**Fraction of the unshaded part**

What fraction is unshaded? (not shaded)

**Examples:**

(a) (b) (c)

**Addition of fractions with the same denominations**

**Examples:**

(a) 1 + 1 = 1 + 1 = 2 = 1

2 2 2 2

(b) 1 + 2 = 1 + 2 = 3

4 4 4 4

(c) 2 + 3 + 1 = 2 + 3 + 1 = 6

9 9 9 9 9

**Subtraction of fractions.**

**Examples:**

(a) 3 - 2 = 3 - 2 = 1

4 4 4 4

(b) 5 - 3 =

9 9

(c) 7 - 5 =

10 10

**ALGEBRA:**

**Find the missing numbers**

**Examples:**

+ 4 = 7

+ 6 = 10

8 + = 12

5 + = 15

**Word problems:**

**Examples**

1. \_\_\_\_\_\_\_\_\_\_\_ plus four equals seven.

2. \_\_\_\_\_\_\_\_\_\_\_ plus zero equal nine.

3. Ten plus \_\_\_\_\_\_\_\_\_\_\_ equals twelve.

**Revision:**

**Finding missing numbers in subtraction**

**Examples:**

1. 9 - 3 =

2. 5 - 0 =

3. 10 - = 4

4. 8 - = 6

5. 15 - = 10

**Find the missing numbers.**

**Examples:**

1. - 3 = 6

2. - 7 = 10

3. - 5 = 12

4. - 0 = 15

**Word problems**

**Examples:**

1. Eight takeaway three equals \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Ten takeaway three equals \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Seven takeaway \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ equals fifteen.

4. Sixteen takeaway \_\_\_\_\_\_\_\_\_\_\_\_\_\_ equals twelve.

5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ takeaway three equals seven.

**Topical revision exercise:**

**Length**

Length is how long or short an object is. Or

Length is the distance between two points.

**Things we use to measure length**

* meter ruler - handspan
* short ruler - arm’s length
* string - fathom
* stick - feet
* stride
* Measuring different objects at school practically – using strings, sticks, strides, arm’s length etc.

**Comparing length of different objects**

**A**

**B**

String A is longer than string B

String B is shorter than string A

**X**

**Y**

Tree x is taller than tree Y.

Tree Y is shorter than tree X.

The units for length are metres (m) and centimeters (cm)

**Addition of length.**

7m + 2m =

9m + 4m + 2m =

6 cm 3 2cm 4 4m 4 3m

+ 2 cm + 1 4cm + 2 3m + 6m

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

**Picture interpretation:**



7 metres

**House**  **girl**

6 metres 5 metres



**tree**

1. What is the distance from the house to the tree?
2. What is the distance from the tree to the girl?
3. What is the distance from the house to the girl?
4. What is the longest distance?
5. What is the shortest distance?
6. What is the total distance around the pictures?

**Subtraction of length.**

9m - 6m = \_\_\_m 8cm – 3cm = \_\_\_\_cm

14m – 5m = \_\_\_m 12cm – 6cm = \_\_\_\_cm

1 6m 2 6m 4 9m

- 4m - 1 3m - 3 4m

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

6 3cm 7 4cm

- 2 0cm - 1 4cm

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

**Weight( mass)**

How heavy or light some one or something is.

Weighing different objects practically

For example; stones, books, bags etc.

* Weighing children in class using the weighing scale.

**NB:** show learners the different kinds of weighing scales.

**Comparing the weight of different objects**

Using heavier than or lighter than.

1.

A stone A pencil

1. Which object is heavier?
2. Which object is lighter?

2. Paul

Ali

(a) Who is lighter?

(b) Who is heavier?

1. Which box is heavier?
2. Which box is lighter?

Introducing standard units in weight.

Kilograms (kg)

Grams (g)

3. **A**

**B**

**Addition of weight**

5kg + 3kg = \_\_\_\_kg 12kg + 2kg + 3kg =

13kg + 4 kg = 10kg + 7kg =

1 2g 3 6kg 4 5kg

+ 1 4g + 1 2kg + 2 3kg

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

**Subtraction of weight**

10kg = 3kg = \_\_\_\_kg

14kg – 5kg = \_\_\_\_kg

1 9kg 2 3kg 9 4kg

- 6kg - 1 3kg - 5 0kg

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

5 4g 7 4g 6 6kg

- 2 0g - 5 4g - 3 3kg

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

**PRIMARY TWO NUMBERS TERM III 2015**

Topical breakdown

1. Measures (time)

* Naming days of the week
* Naming months of the year
* Identifying the days per month
* Identifying the calendar
* Telling time in hours
* Telling time by a half past
* Telling time by a quarter past

1. Money

* Definition
* Identifying money
* Adding money (changing money
* Multiplying money
* Word statements
* Subtraction of money (finding change)
* Shopping (price list)

1. Algebra

-finding missing numbers

Multiplying algebra with first gaps

Multiplying algebra with the second gaps

Dividing in algebra by

The first gaps

The second gaps

Revise

Days of the week

Sunday , Monday, Tuesday, Wednesday, Thursday , Friday and Saturday

MK pg 133 and teachers own questions

Months of the year and their days

January 31

February 28-29

March 31

April 30

May 31

June 30

July 31

August 31

September 30

October 31

November 30

December 31

Children will answer questions by the teacher MK bk 2

Example

1. How many days make a week?
2. What is the last day of the week?
3. How many months make a year?

Calendar

Children should learn how to read the calendar

Example

Use the calendar to answer the questions

**October 2008**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Mon** | **Tue** | **Wed** | **Thur** | **Fri** | **Sat** | **Sun** |
|  |  | 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 |  |  |

a) Which month of the year is shown on the calendar?

b) On what day did the month begin?

c) How many days are there in the month?

d) What was the day on 31st October, 2008?

Drawing and showing the time

* A clock face has two hands the hour hand (short hand) it tells us the hour.
* The long hand is the minute hand, it tells us the minutes
* The clock face has 12 hours

1 hours = 60 minutes

1 days = 24 hours

½ day = 12 hours

½ hour = 30 minutes

Telling time by the hour example

It is 8 o’clock It is 3 o’clock It is 6 o’clock



It is12 o’clock it is 1 o’clock it is 10 o’clock

Telling time using a half past

When the minute hand goes half way the clock face, time is half past the hour.

Example

**Tell time**

It is a half past 4 It is a half past 11



It is a half past 7 It is a half past 5

Teach showing time

The hour hand also moves half way

**Time in quarter past**

The children with the help of the teacher will count the small markings between each two figures showing minutes

When they count up to 15 minutes then it is a quarter past.

**Show the time**

A quarter past 12 a quarter past 6



A quarter past 1 a quarter past 11

The hour hand also moves slightly past the hour.

**Money**

* Money is what we use to buy things we need. It is in form of coins and paper notes.
* Different countries have different currencies and the Uganda currency is called shillings (discuss)
* Ugandan currency is the following denominations.

**Coins note / paper money**

Shs. 50 shs. 1000

Shs. 100 shs, 2000

Shs. 200 shs. 5000

Shs. 500 shs. 10,000

Shs. 1000 shs. 20,000

**Children will look at the real money to see the features**

Currency features/ things we find on money

Shs, 50 kob’s horns/ coat of arms

Shs. 100 cow/coat of arms

Shs. 200 fish/coat of arms

Shs. 500 head of crested crane / coat of arms

**Changing money**

1. Two noins of sh. equal to 1 coin of shs. 100

Shs. 50 + shs. 50 = shs. 100

1. Two coins of sh. 100 equal to sh. 200

Shs, 100 + shs. 100 = shs. 200

1. Two coins of shs. 500 equal to shs. 1000

Shs. 500 + shs. 500 = shs. 1000

1. Shs. 200 e) shs. 400

+ shs. 500 + shs. 300

**Shopping**

Buying and selling

Finding total expenditure basing on a price list

Example

Book pencil apple



Shs. 200 shs. 100 shs. 500

1. How much money will Joan pay if she buys an apple?
2. How much money will you pay if you buy a pencil and a book?
3. John bought a book, a pencil and an apple, how much money did he pay?

**Finding change**

Change is the money you get back after paying more than the cost of the items you have bought.

Price list

Item price

Soap shs. 300

Sweet shs. 50

Sugar shs. 1000

Bread shs. 600

1. If I have shs, 500 and buy a piece of soap. How much money will I remain with?
2. How much money will you have left if you have shs. 1000 and buy bread?
3. Daddy had shs. 2000 and he bought sugar. How much money remained?

**Multiplying our money**

Example

Shs. 200 shs. 200 shs. 400 shs. 250 shs. 500

X 2 x 3 x 3 x 3 x 2

**Word problems**

1. One pencil costs 300 shillings. What is the cost of 3 pencils?
2. A ball costs shs. 500, what is the cost of 2 balls?
3. What is the cost of 3 books if one book costs 150 shillings?
4. My mummy bought an apple at shs. 200, what is the cost of 4 apples?
5. 1 bought a brush at 250 shillings, what will be the cost of 3 brushes?

Subtraction of money

Shs. 700 shs. 2200 Ref: MK bk 2 pg 128

* Shs. 200 - shs. 1200
* Word statements involving subtraction

**Algebra**

Algebra involving multiplication

Reciting tables

Another method of solving the equations

NB: to get the answer/missing number, you need to divide the bigger number with the smaller number

5 x 2 = 10 3 x 4 = 12

= 10 ÷ 2 = = 12÷ 4

= 5 = 3

5 x 3 = 15 4 x 4 = 16 6 x 3 = 18

= 15÷3 = 16÷4 = 18÷3

=5 = 4 = 6

When you are looking for the first gap, you divide the answer by the given number

Algebra involving division

6 ÷ =2 12 ÷ 3 = 4

= 6÷2

= 3

÷ 4 = 3

= 3 x 4

= 12

NB: When the box is in the middle, you continue to divide the bigger number with the smaller number to get the answer.

6 ÷ 3 = 2

=6÷2

= 3

To get the answer you need to multiply both numbers

÷ 4 = 3

= 4x3

= 12