# New Idea Nursery Mathematics BOOK 2

Akinjide Okanlawon

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# This book belongs to

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# Preface

The New Idea Nursery Mathematics series is a well thought out activity based book used to introduce pupils to mathematics using everyday objects as examples.

The objective of the book is to make the teaching of mathematics interesting thereby igniting an interest in the subject in pupils.

The author, knowing that the foundation of mathematics as taught to pupils will serve as a basis of their interest in mathematics, wants to make sure that the pupil has a solid foundation in basic mathematical concepts thereby making them like the subject.

We hope that in the use of this three(3) series textbook pupils, teachers and parents get value for their money while educating a generation of pupils that will move Nigeria and the world forward.

**Akinjide Okanlawon**

*B.Eng. (Mech), ABU, Zaria*

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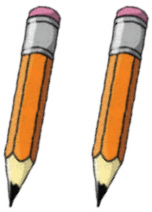
## BOOK ONE REVIEW:
### Counting numbers 1 - 20

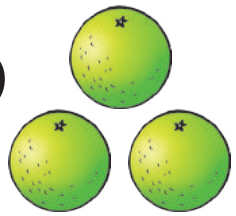
| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 |

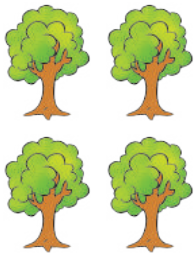
| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |

# BOOK ONE REVIEW
## Counting objects 1 - 20

1

2 

3 

4 

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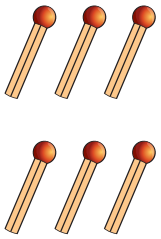
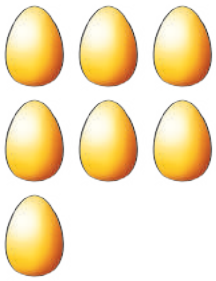
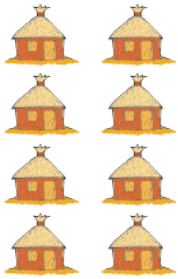
6 

7 

8 

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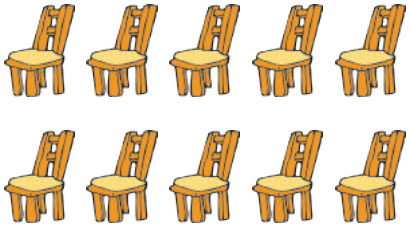
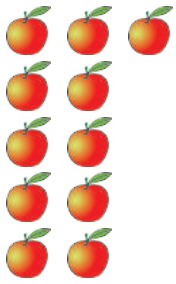
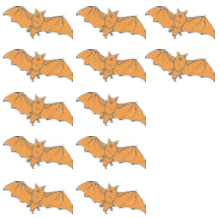
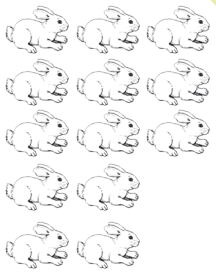
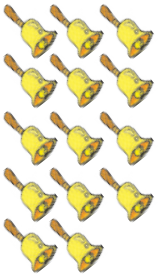
10 

# Book one review
## Counting objects 1 - 20

11 

12 

13 

14 

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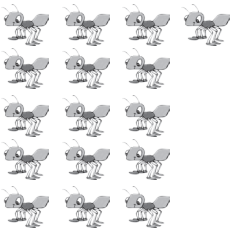
16 

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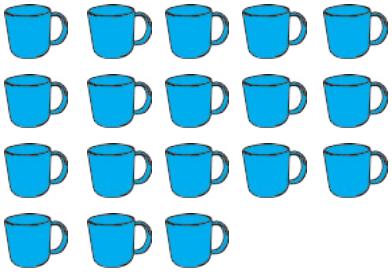
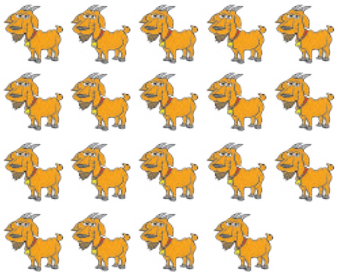
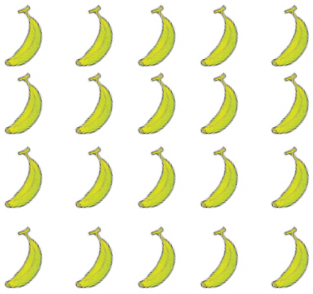
18 

19 

20 

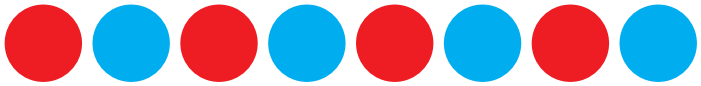
## Count 1 - 20 by colour
## Count and write the number of dots in the box

**Example**

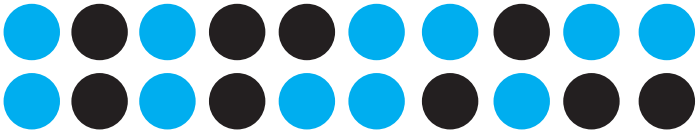
How many red dots are here?

2

1 How many blue dots are here?

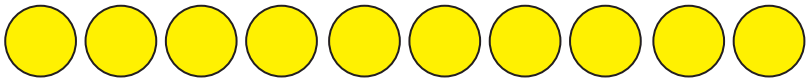


2 How many black dots are here?



3 How many green dots are here?

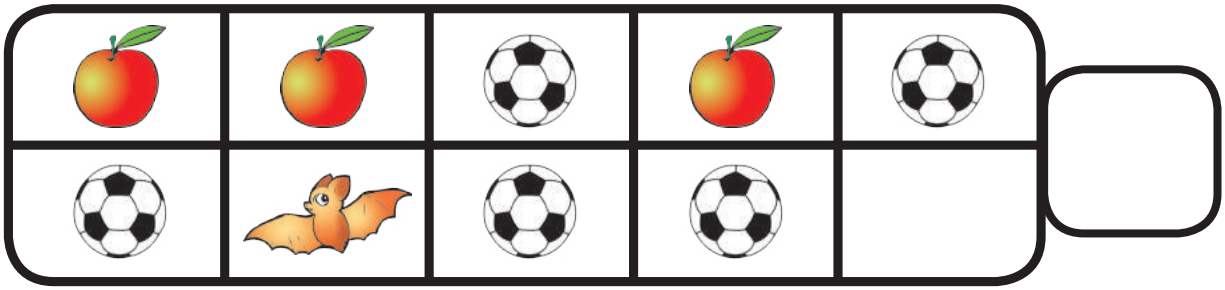
4 How many yellow dots are here?



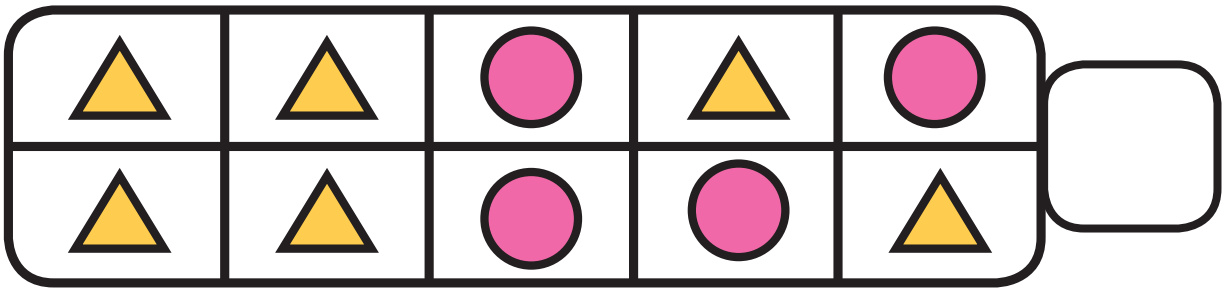
5 How many red dots are here?

## Identifying colours and counting objects in a frame

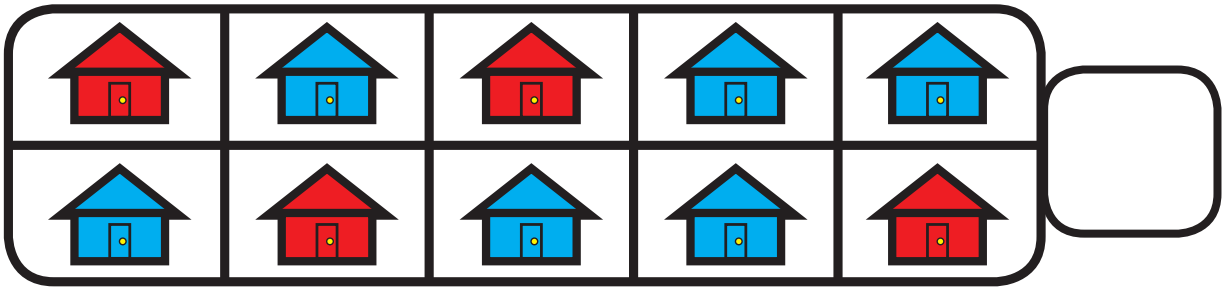
**1** How many appples are here?



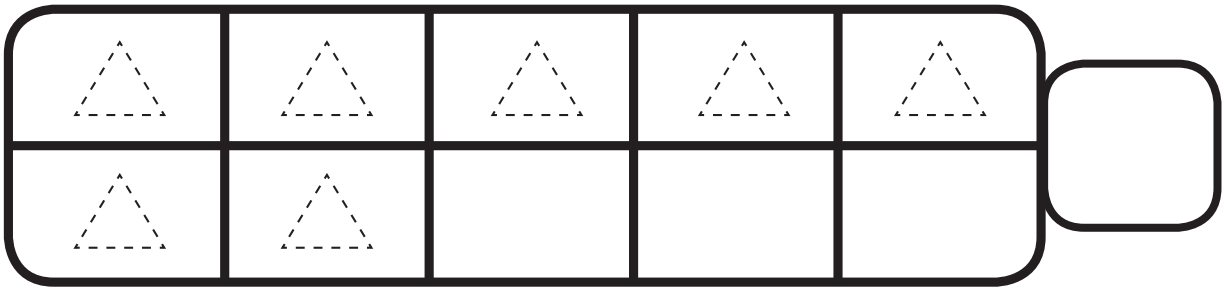
**2** How many triangles are here?



**3** How many red houses are here?



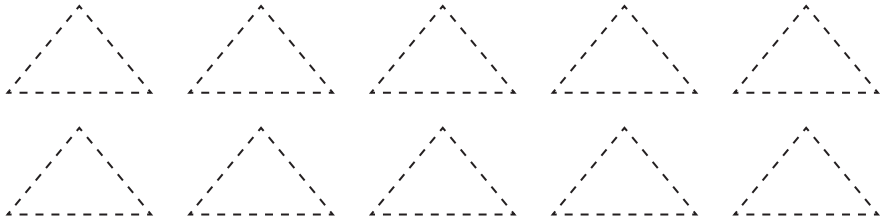
**4** Trace the triangles in the frames, colour and count them.



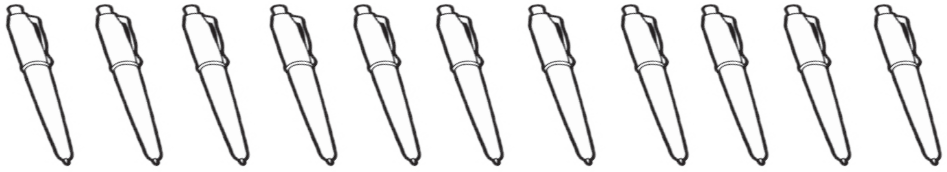
## Represent numbers up to 20

**1** Tick 5 balls

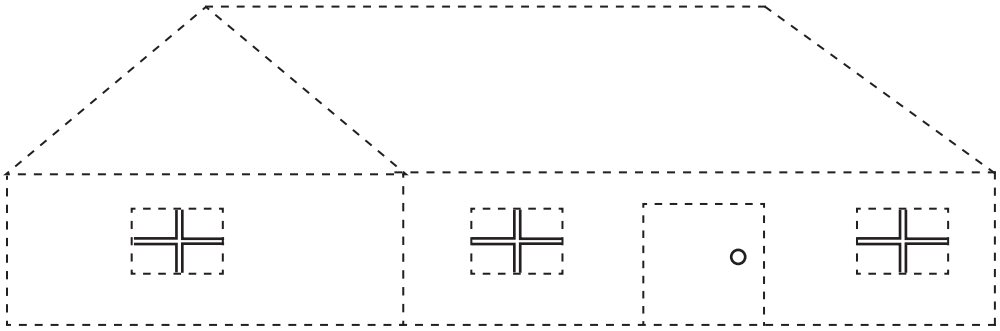
**2** Trace 8 triangles



**3** Colour 8 pens

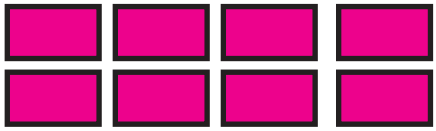


**4** Trace the house and colour only the windows.



## Match the objects with the corresponding number

20



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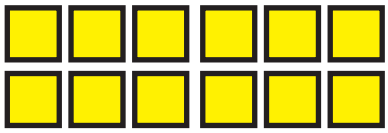

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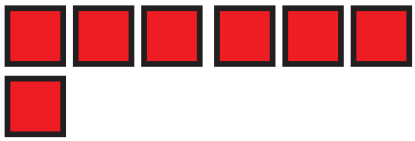

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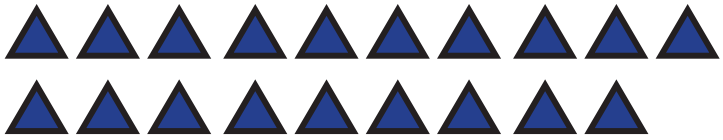

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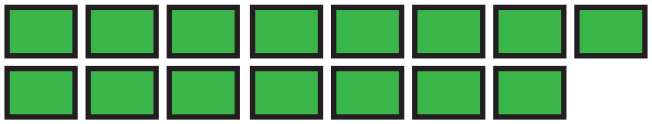

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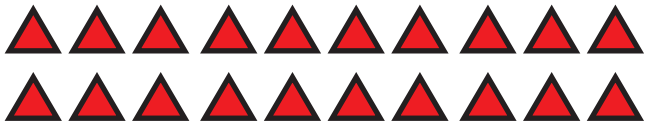


19

# LESSON: TALLY MARKS 1 - 20

tally marks is equal to **5**

**1** How many tally marks make 20?

= 20

**2** How many tally marks make 15?

= 15

**3** Joy has Musa has

The tally marks altogether make = ☐

**Write the correct number of tally marks in the boxes**

**4** = ☐

**5** = ☐

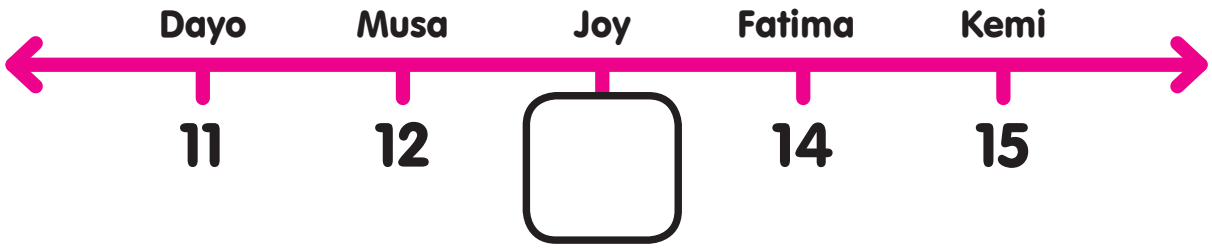
**6** = ☐

**TEACHER'S GUIDE:**
The teacher should use sticks to demonstrate how tally marks work.

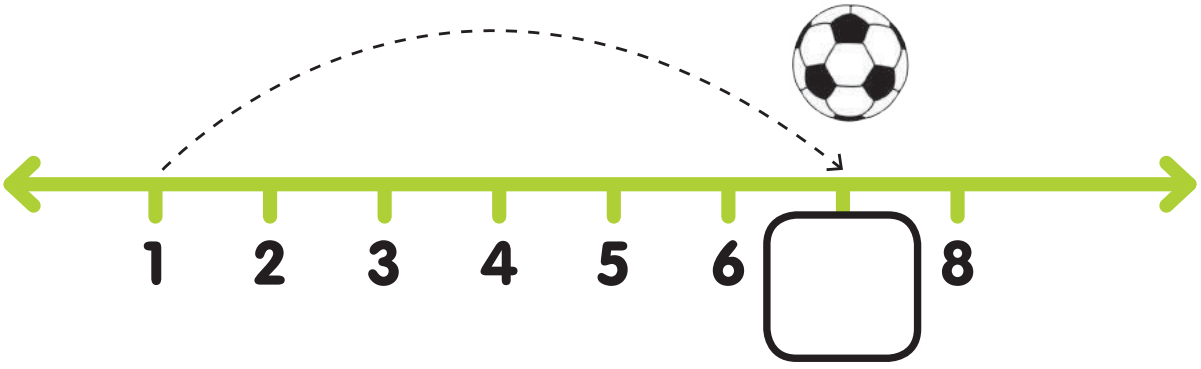
# LESSON: NUMBER LINES 1 - 20

## Activity: Trace and write

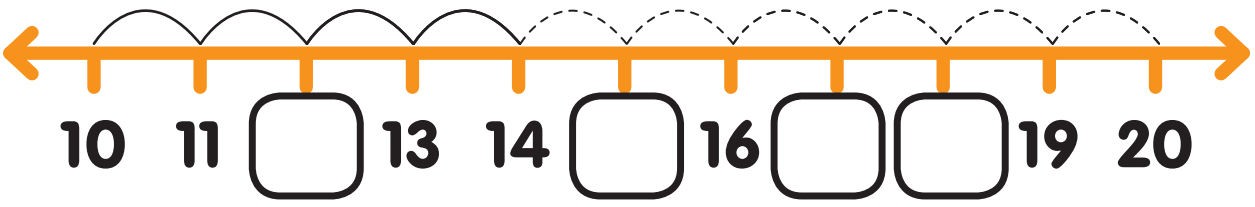
1. What number is Joy on the number line? Write the number.




2. Help Audu get his ball (trace the dotted line).
3. Colour the ball yellow.
4. Write the missing number.

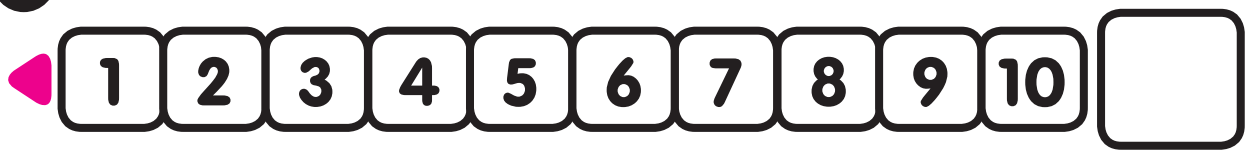



5. Write the missing numbers in the space provided.
6. Trace from number 14 to 20

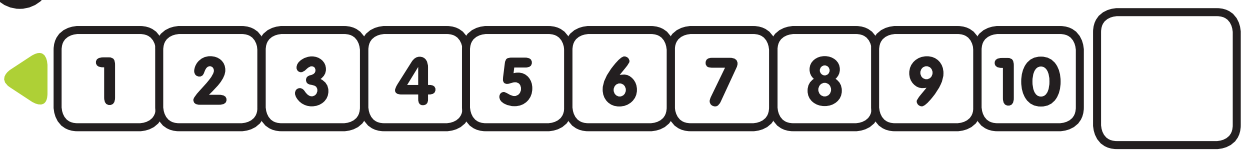


## Numbers before, after and between 1 and 20

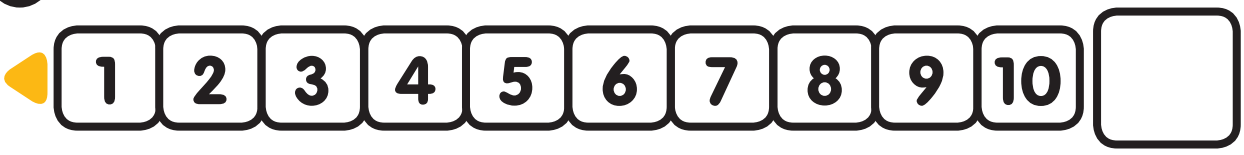
1. What number comes before 5?




2. What number comes after 7?




3. What number is between 8 and 10?



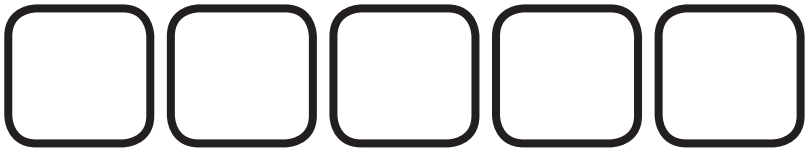

4. What number comes just after 16?

5. What number comes right before 12?

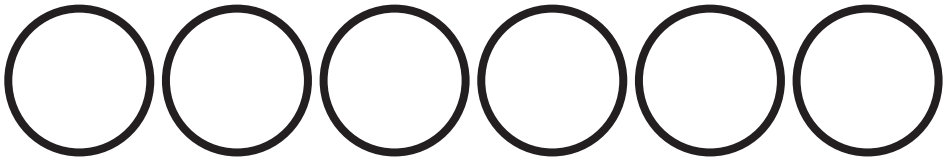
5. What number comes just before 20?

## Counting forward with numbers between 1 and 20

1. Count forward from 3.

3 

2. Count forward from 8 to 15.

8 

3. Count forward from 10.

10

4. Count forward from 15.

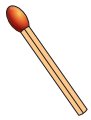
15

5. Count forward from 12.

12
18

## Counting backward with numbers between 1 and 20

**1** Count backward from 5 and write the number.



| 5 | | | | |
|---|---|---|---|---|

**2** Count backward from 16 and write the numbers.

| 16 | | | | 12 | | |
|---|---|---|---|---|---|---|

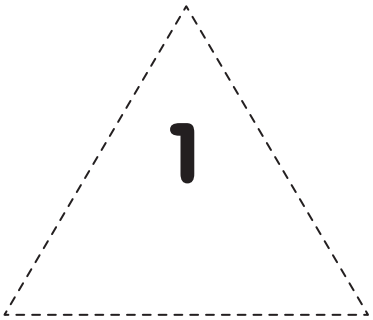
**3** Count backward from Ali to Ama and write the numbers.

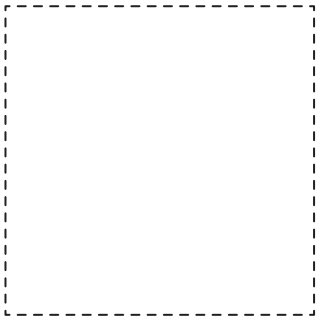
| 20 | | | | | |
|---|---|---|---|---|---|
| 14 | | 12 | | | |

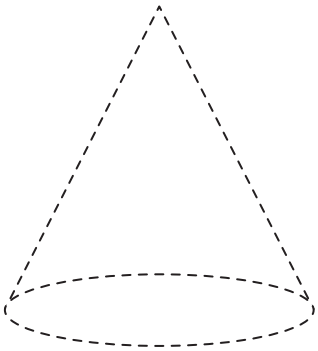
**4** Count backward from 8.

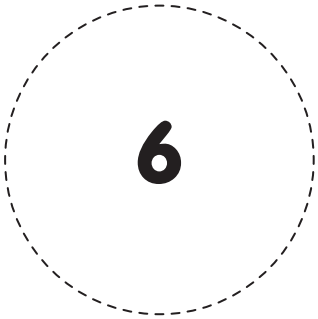
| 8 | | | | | | | 1 |
|---|---|---|---|---|---|---|---|

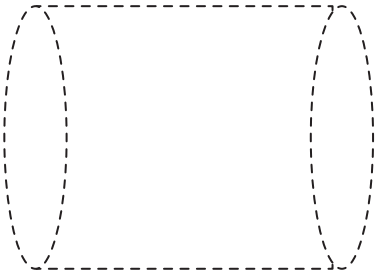
## SEQUENCE 1 - 20
## Trace, write the missing numbers and colour

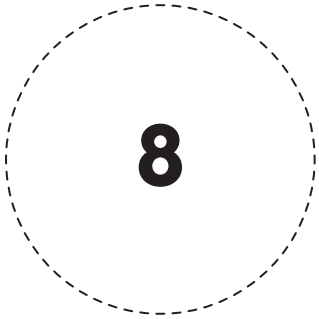


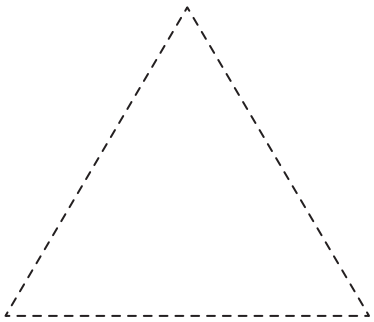


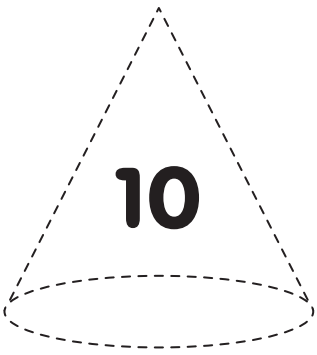


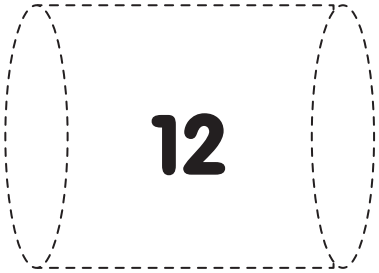


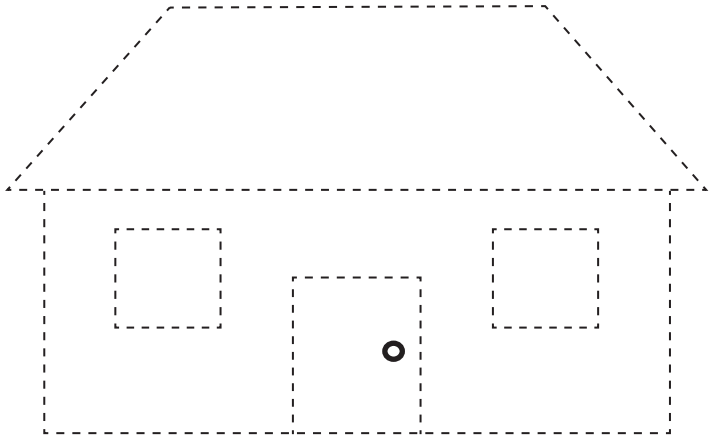


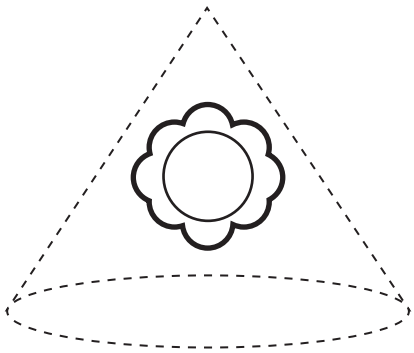



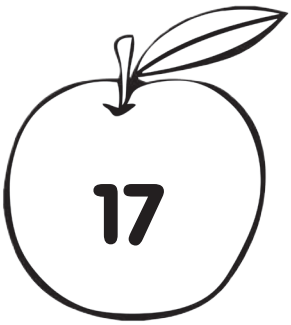


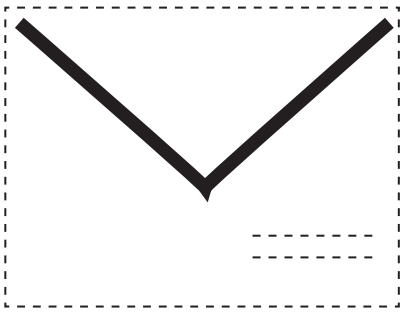


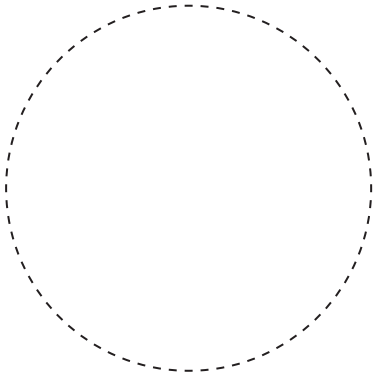
## Sequence
## Trace, write the missing number and colour the objects









## Counting in blocks 1 - 20
## Fill in the missing numbers on the other blocks

| | | | |
|---|---|---|---|
| 1 | | | |
| 2 | 3 | 4 | |
| 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 |

| | | | |
|---|---|---|---|
| 1 | | | |
| 2 | 3 | 4 | |
| | 6 | | 8 |
| 9 | | 11 | 12 |
| 13 | | | |
| | 18 | | 20 |

| | | | |
|---|---|---|---|
| 1 | | | |
| 2 | 3 | 4 | |
| 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 |

| | | | |
|---|---|---|---|
| 1 | | | |
| 2 | | | |
| | 6 | | 8 |
| 9 | | 11 | |
| 13 | | | 16 |
| | 18 | | 20 |

## Count in tens and units

**Example**

1 tens + 5 units = 15

## Now count and write the following in tens and units

1.

   ☐ tens + ☐ units = 13

2.

   ☐ tens + ☐ units = 17

3.

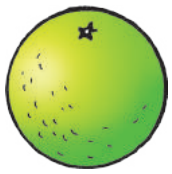
   ☐ tens + ☐ units = 20

## LESSON: COUNTING NUMBERS 1 - 30

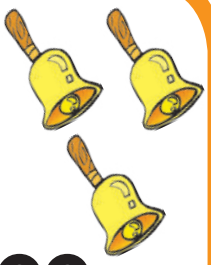
| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 |

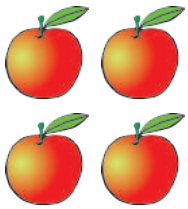
# LESSON: NUMBERS AND WORDS (1 - 30)

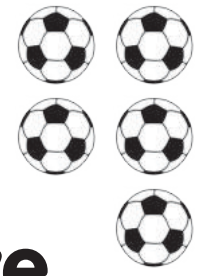
**Topic: Identifying numbers 1 - 30 in words**

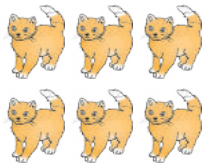
1 
One

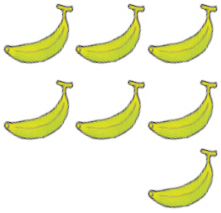
2
Two

3 
Three

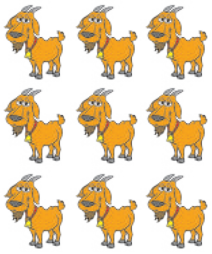
4 
Four

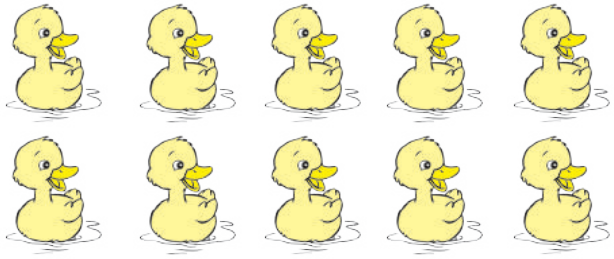
5 
Five

6 
Six

7 
Seven

8
Eight

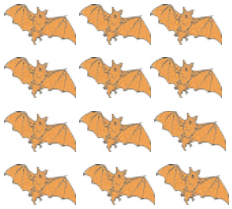
9 
Nine

10 
Ten

11

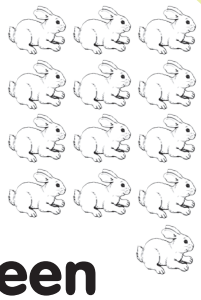
Eleven

12



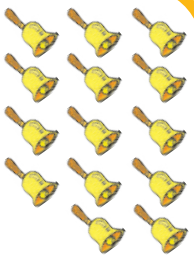
Twelve

13



Thirteen

14

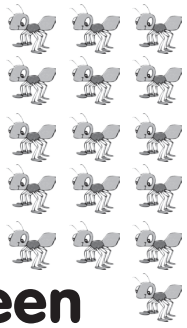


Fourteen

15

Fifteen

16



Sixteen

17

Seventeen

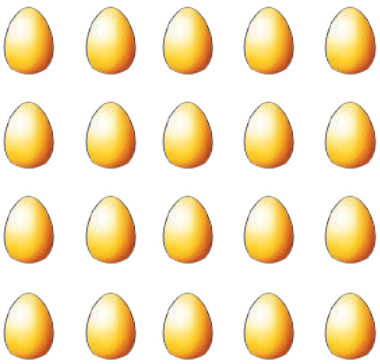
18

Eighteen

19

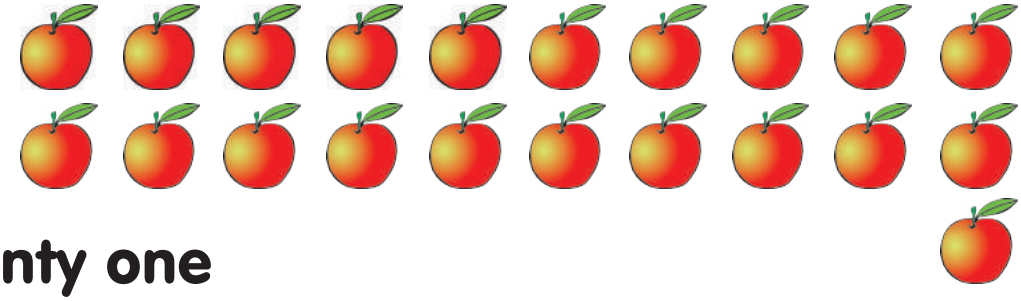
Nineteen

20



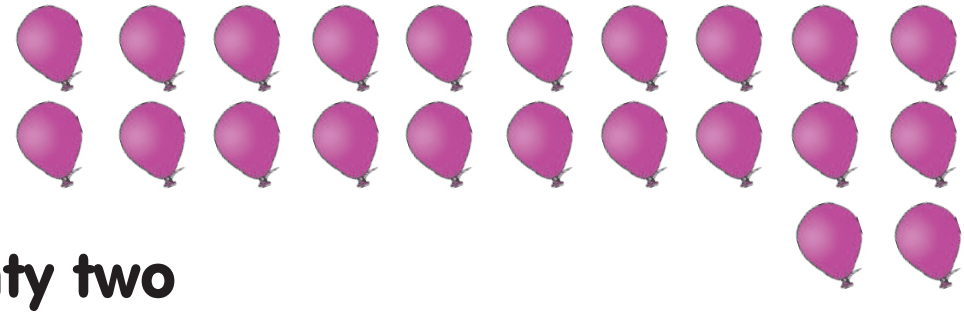
Twenty

21



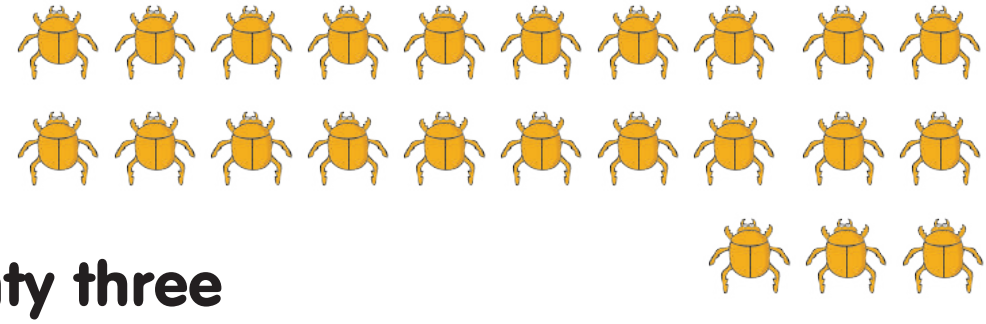
Twenty one

22



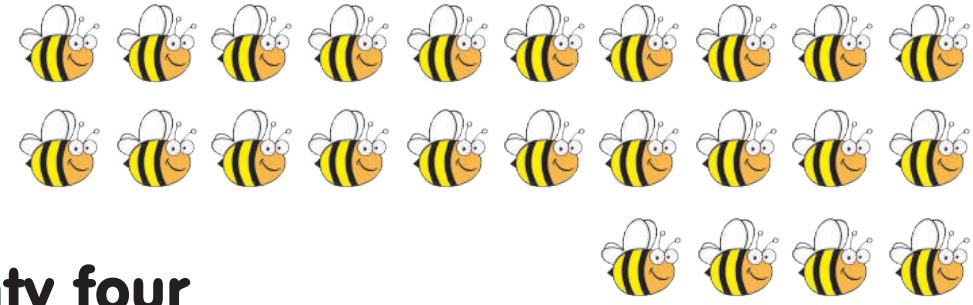
Twenty two

23



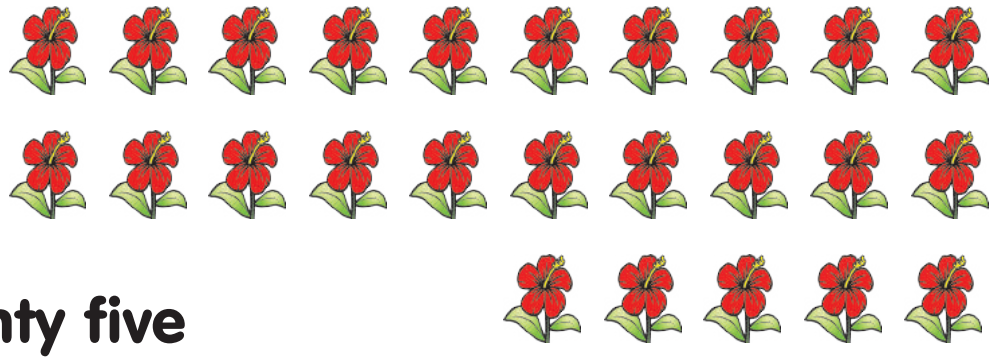
Twenty three

24



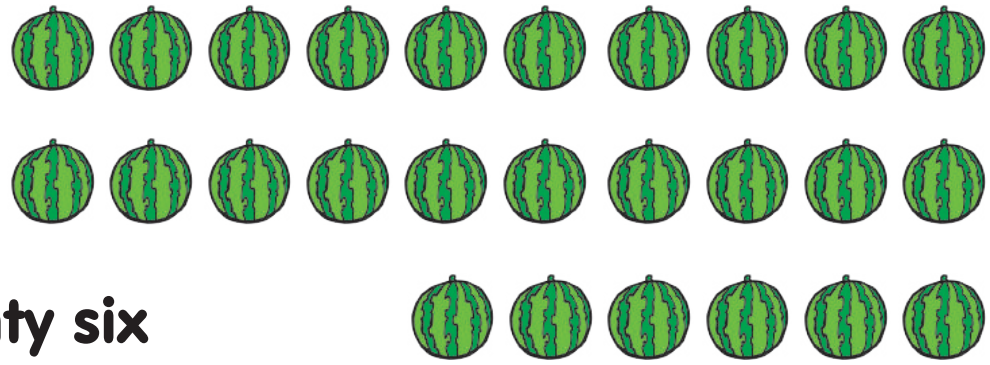
Twenty four

25



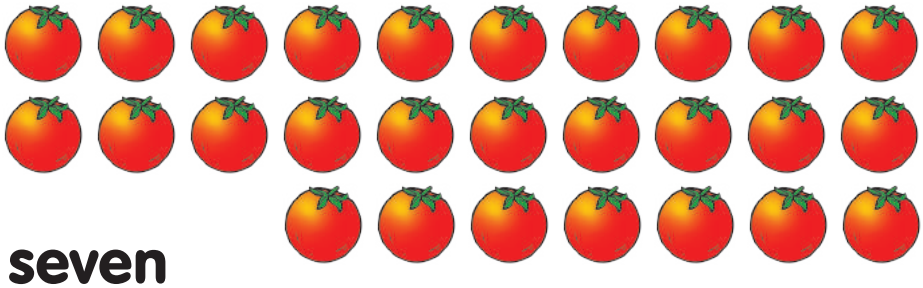
Twenty five

26



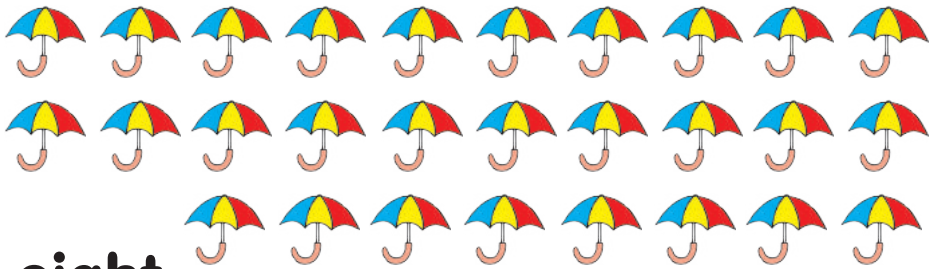
Twenty six

27



Twenty seven

28



Twenty eight

# 29

Twenty nine

# 30

Thirty

| | |
|---|---|
| 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 |

| | |
|---|---|
| 21 | twenty one |
| 22 | twenty two |
| 23 | twenty three |
| 24 | twenty four |
| 25 | twenty five |
| 26 | twenty six |
| 27 | twenty seven |
| 28 | twenty eight |
| 29 | twenty nine |
| 30 | thirty |

| | | | | | |
|---|---|---|---|---|---|
| one | six | eleven | sixteen | twenty one | twenty six |
| two | seven | twelve | seventeen | twenty two | twenty seven |
| three | eight | thirteen | eighteen | twenty three | twenty eight |
| four | nine | fourteen | nineteen | twenty four | twenty nine |
| five | ten | fifteen | twenty | twenty five | thirty |

## Activity: Circle the correct corresponding figure

**Nine**

20 10 40 30 9

**Five**

20 5 40 30 12

**Twelve**

11 30 16 12 18

**Sixteen**

16 20 6 30 15

**Thirty**

20 10 40 30 80

**Ten**

20 10 40 30 12

**Twenty**

84 41 20 30 10

**Fifteen**

12 20 6 30 15

## Activity: Circle the correct corresponding figure

1. What is the figure for the word **Twenty seven**

10 22 14 29 27 15

2. What is the figure for the word **Twenty two**

12 1 3 22 14 20

3. What is the figure for the word **Eighteen**

9 10 11 17 18 16

4. What is the figure for the word **Twenty nine**

1 29 20 8 14 5

5. What is the figure for the word **Eleven**

15 20 19 12 8 11

6. What is the figure for the word **Thirteen**

4 13 30 18 21 15

## Activity: Write the following figures in words

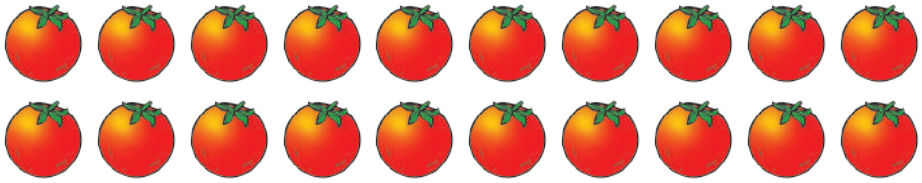
Example

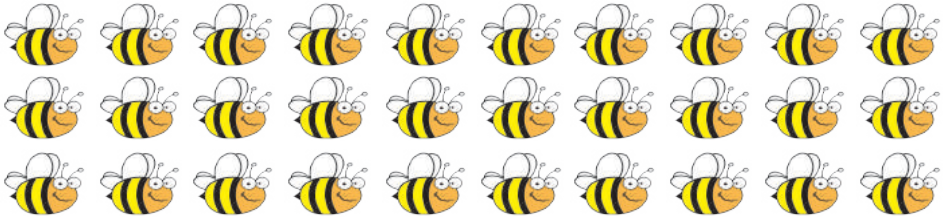
| | | | |
|---|---|---|---|
| 1 | one | 5 | five |
| 4 | | 25 | |
| 5 | | 26 | |
| 6 | | 20 | |
| 7 | | 16 | |
| 8 | | 23 | |
| 9 | | 24 | |
| 10 | | 29 | |
| 3 | | 30 | |

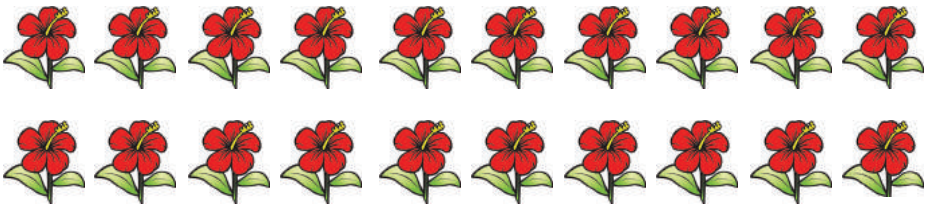
# LESSON: COUNTING IN GROUPS OF 10 (1 - 30)

## Activity: Count and write the number in the boxes

1

2 

3 

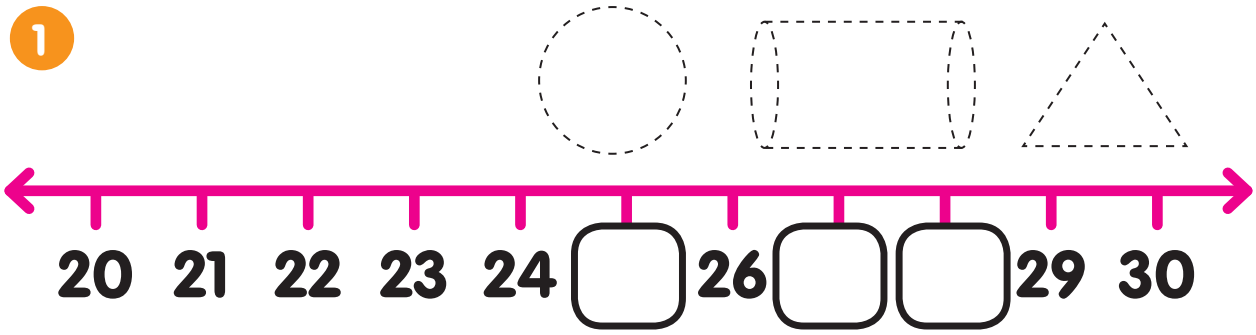
4 

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 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 |

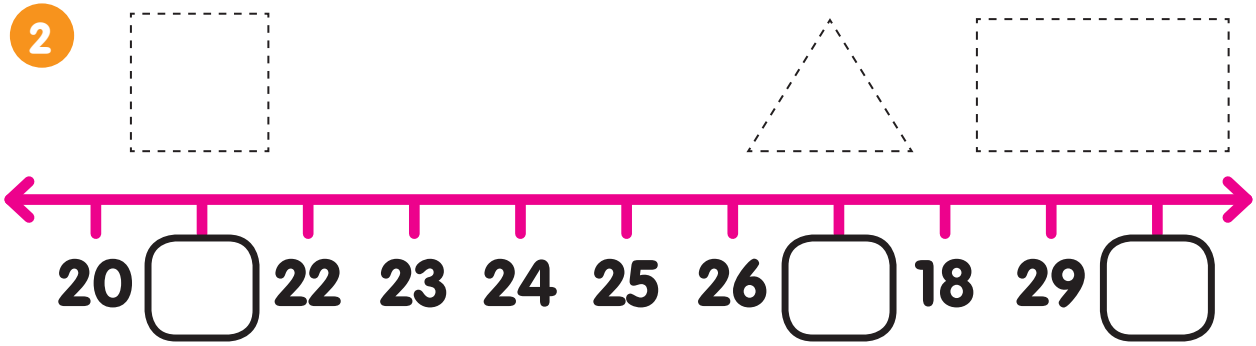
# LESSON: NUMBER LINES 1 - 30

**Activity: Write the missing numbers on the number line, trace the objects above and colour them**

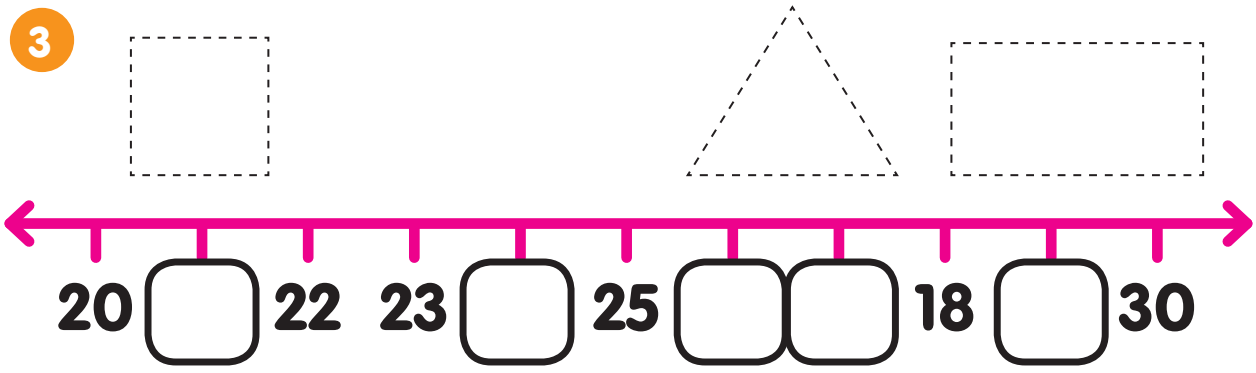
1




2




3



**Activity: Fill in the missing numbers on the block and Colour each block different colours**

1

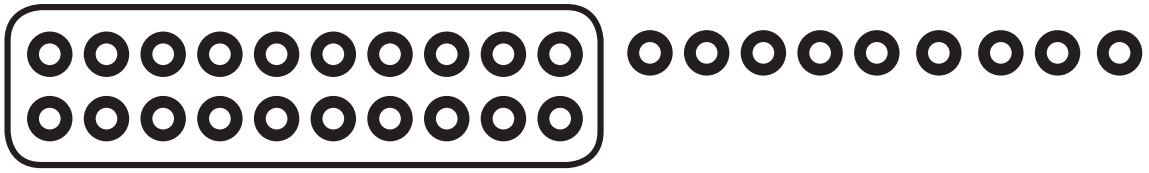
| | | | | | | |
|---|---|---|---|---|---|---|
| 1 | | | | | | |
| 2 | 3 | 4 | | | | |
| 5 | 6 | 7 | 8 | | | |
| 9 | 10 | 11 | 12 | | | |
| 13 | 14 | 15 | 16 | 17 | | |
| 18 | 19 | 20 | 21 | 22 | 23 | |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

2

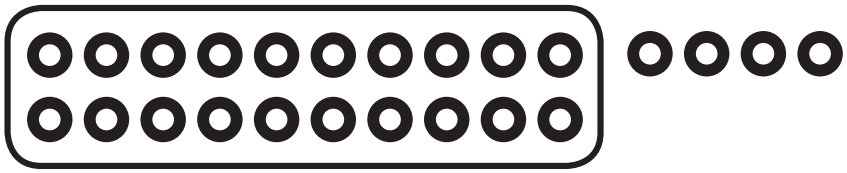
| | | | | | | |
|---|---|---|---|---|---|---|
| 1 | | | | | | |
| 2 | | 4 | | | | |
| 5 | 6 | | 8 | | | |
| 9 | | 11 | 12 | | | |
| 13 | 14 | | 16 | | | |
| 18 | | 20 | 21 | | 23 | |
| 24 | | 26 | 27 | | | 30 |

**Topic: Count in tens and units up to 30**

**Activity: Count in tens and units and write the answer**

1. 

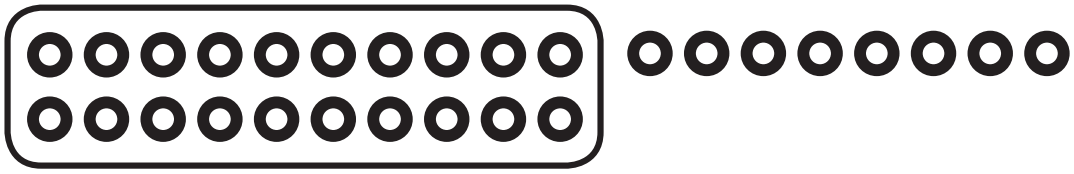
   ☐ tens + ☐ units = 29

2. 

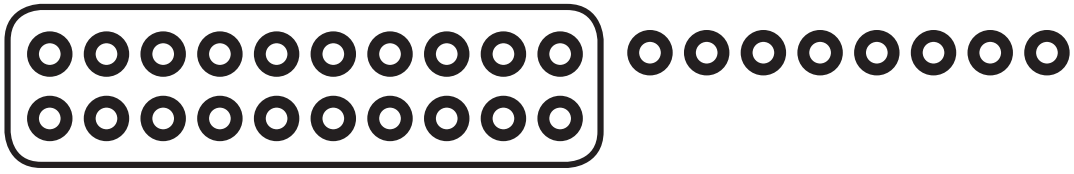
   ☐ tens + ☐ units = 24

3.

   ☐ tens + ☐ units = 18

4. 

   ☐ tens + ☐ units = 28

5. 

   ☐ tens + ☐ units = 28

## Activity: Write tens and units up to 30

1. Write 1 tens.

2. Write 2 tens.

3. Write 3 tens.

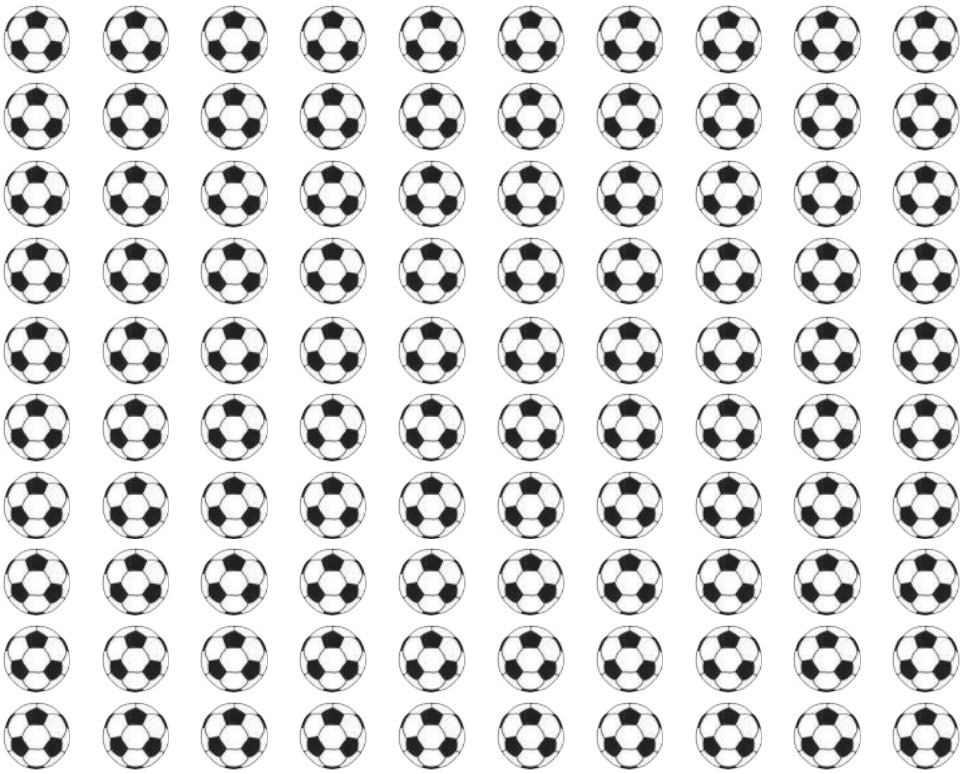
4. Write 5 units.

## LESSON: COUNTING 1 - 100

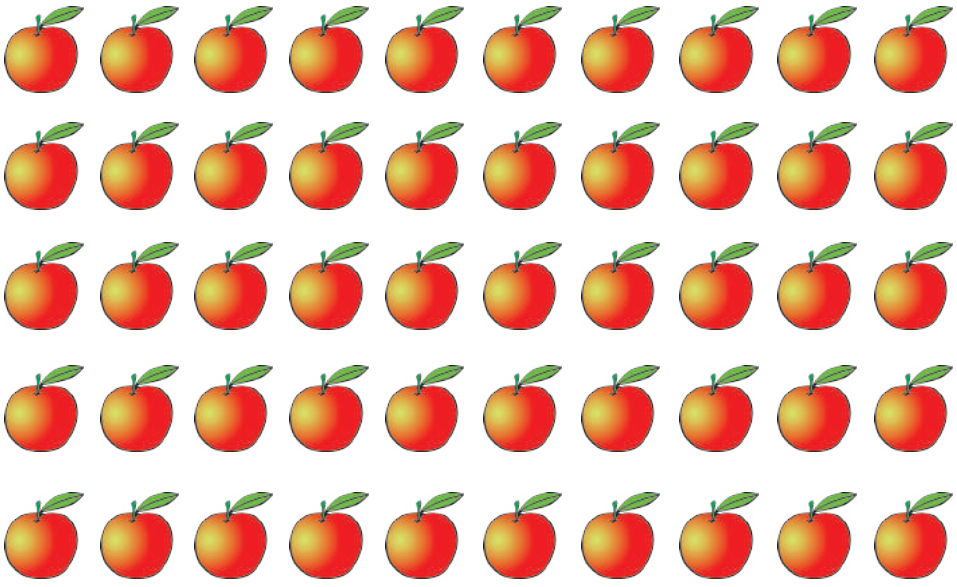
| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 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: Count and write the number in the box

**1** How many balls do we have here?

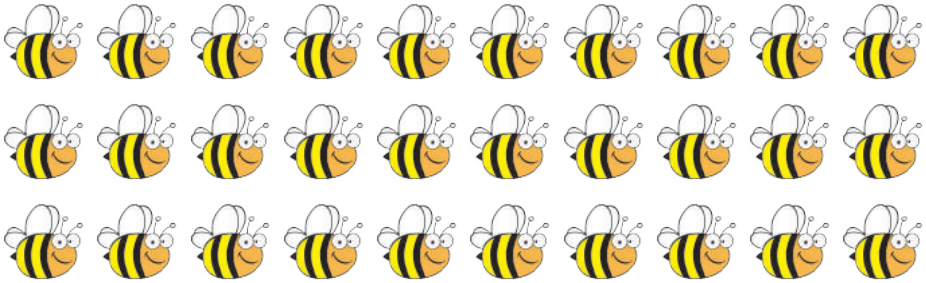


**2** How many apples do we have here?

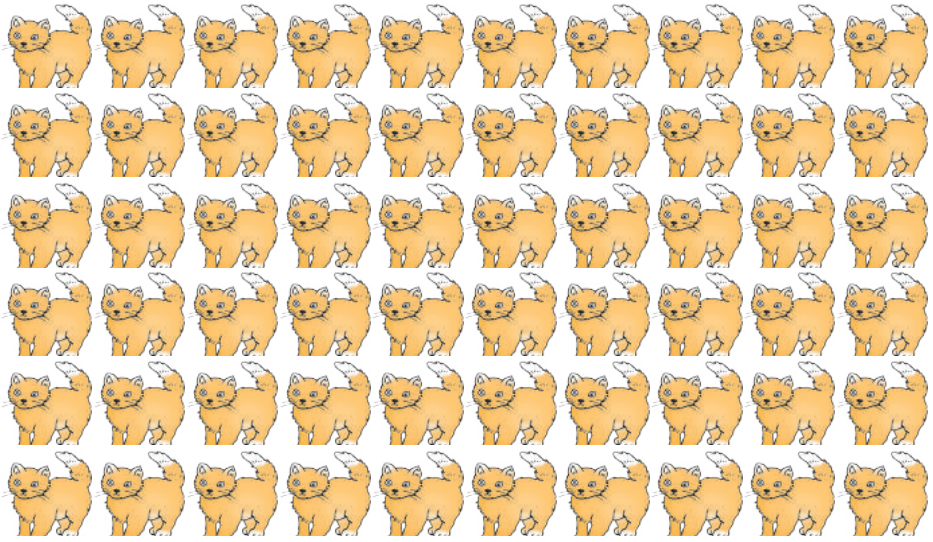


## Activity: Count and write the number in the box

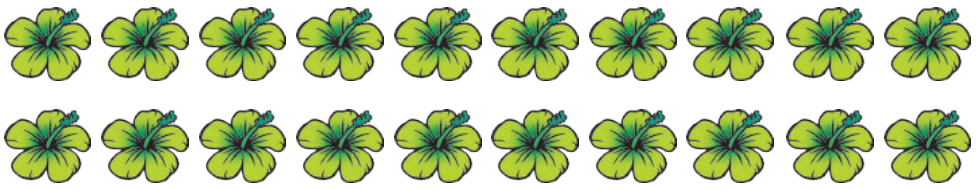
**3** How many bees do we have here?



**4** How many cats do we have here?



**5** How many flowers do we have here?



**6** How many bats do we have here?

**Activity: Fill in the missing numbers in the chart (1 - 100)**

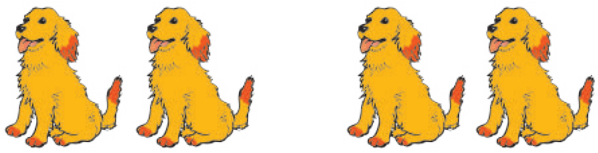
| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1 | | 3 | 4 | 5 | 6 | 7 | | 9 | 10 |
| 11 | 12 | 13 | 14 | | 16 | 17 | 18 | 19 | |
| 21 | | 23 | 24 | 25 | 26 | 27 | | 29 | 30 |
| | 32 | 33 | 34 | | 36 | 37 | 38 | | 40 |
| 41 | 42 | | 44 | 45 | 46 | 47 | | 49 | |
| 51 | 52 | 53 | | 55 | | 57 | | 59 | |
| 61 | | 63 | 64 | 65 | 66 | 67 | 68 | 69 | |
| | 72 | 73 | | 75 | 76 | 77 | 78 | | |
| 81 | 82 | 83 | 84 | 85 | | | | 89 | |
| 91 | 92 | | | | 96 | 97 | | | 100 |

# LESSON: SKIP COUNTING BY TWOs

## Activity: Count and write the correct number

**Example**

How many dogs are there?



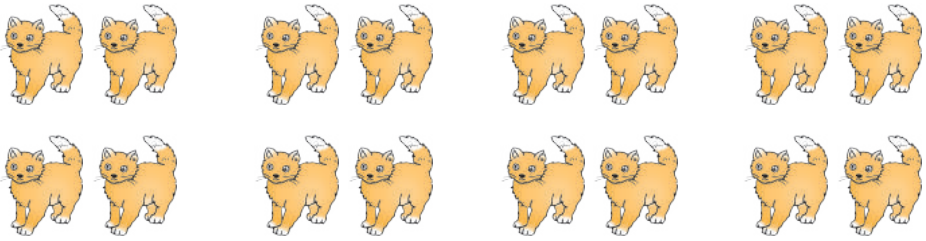
4

1. How many cups are there?

2. How many apples are there?

3. How many books are there?

4. How many cats are there?



## Skip counting by twos in frames

### Fill in the missing numbers

| | | | | | |
|---|---|---|---|---|---|
| 1 | | | 4 | | |
| 7 | | | 10 | | |
| 13 | | | 16 | | |
| 19 | | | 22 | | |

### Fill in the missing numbers

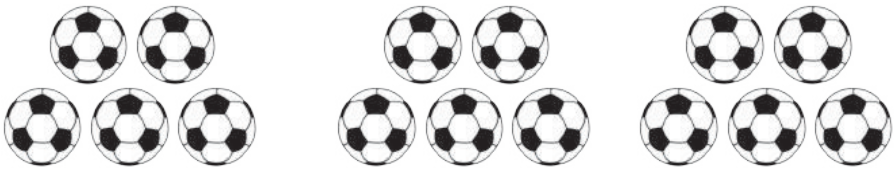
| | | | | | |
|---|---|---|---|---|---|
| 7 | | | 10 | | |
| 13 | | | 16 | | |
| 19 | | | 22 | | |
| 25 | | | 28 | | |

# LESSON: SKIP COUNTING BY FIVES

## Activity: Count and write the number

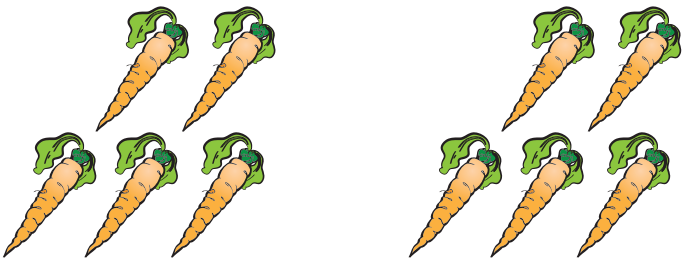
**Example**

How many balls are there?



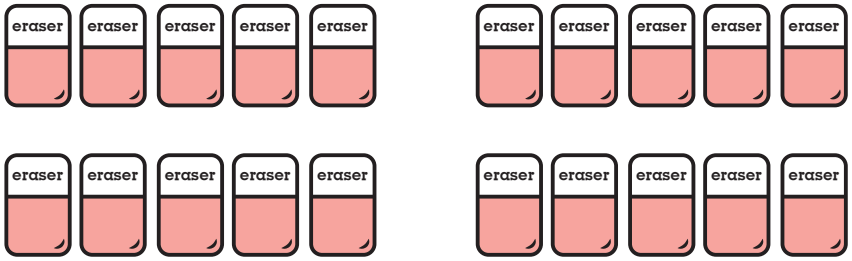
15

**1** How many carrots are there?



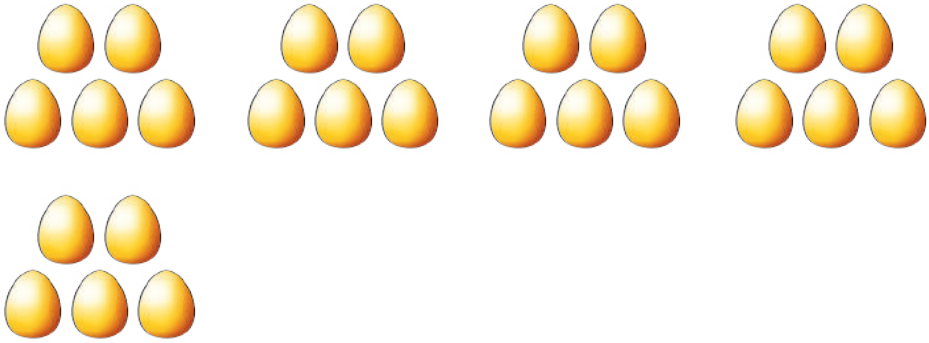
**2** How many pencils are there?

**3** How many erasers are there?



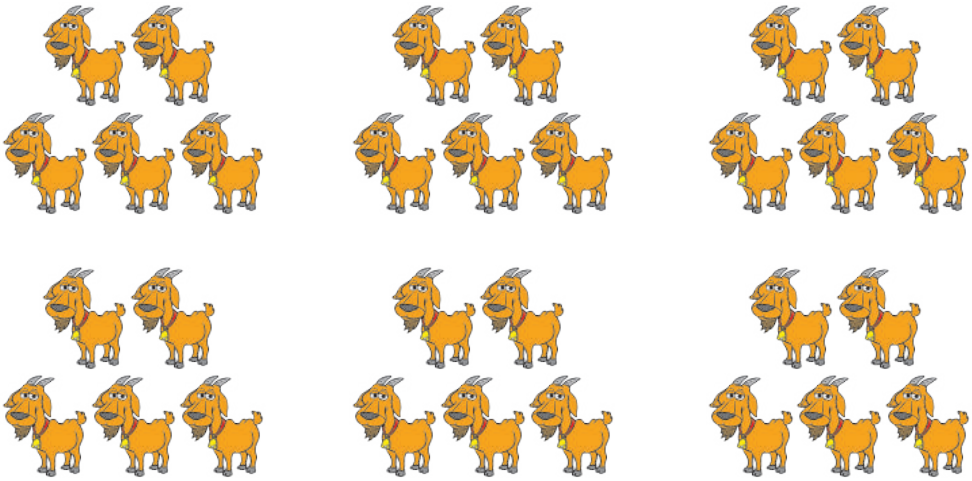
## Activity: Count and write the number

**4** How many eggs are there?



**5** How many cups are there?

**6** How many goats are there?

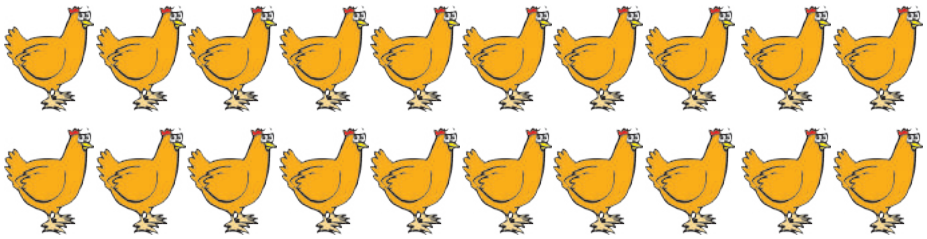


# LESSON: SKIP COUNTING BY TENS

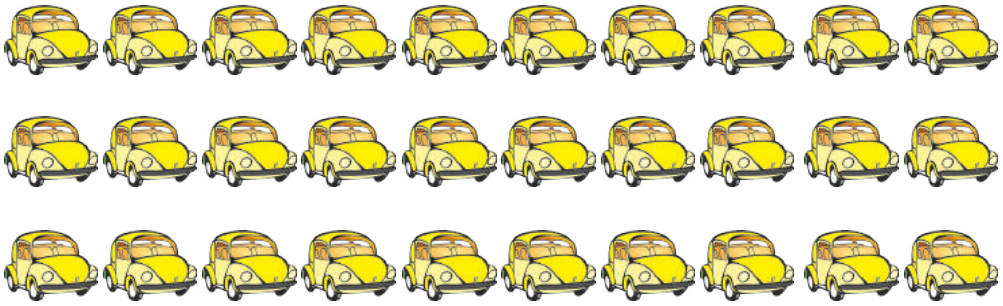
## Activity: Count and write the correct number

**1** How many shoes are there?

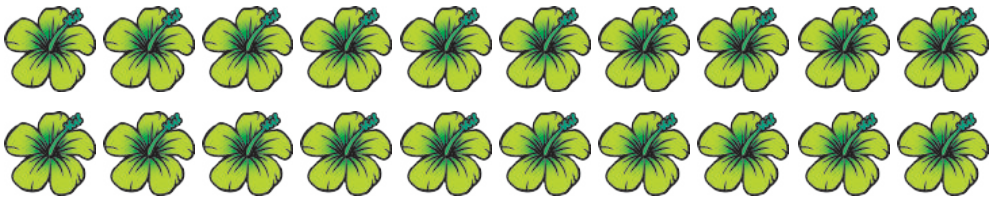
**2** How many chickens are there?



**3** How many cars are there?



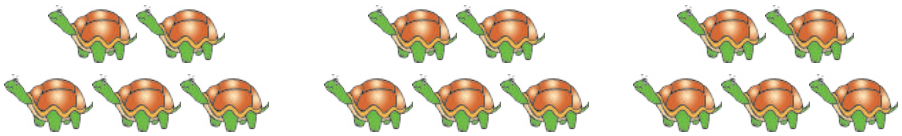
**4** How many flowers are there?



## Activity: Skip in twos, fives and tens. Count and write

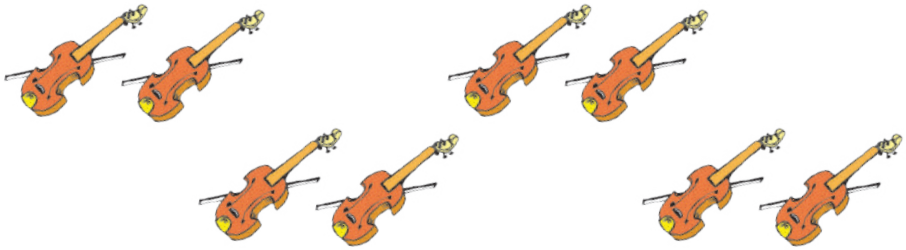
**1** How many flamingos are there?

**2** How many tortoises are there?

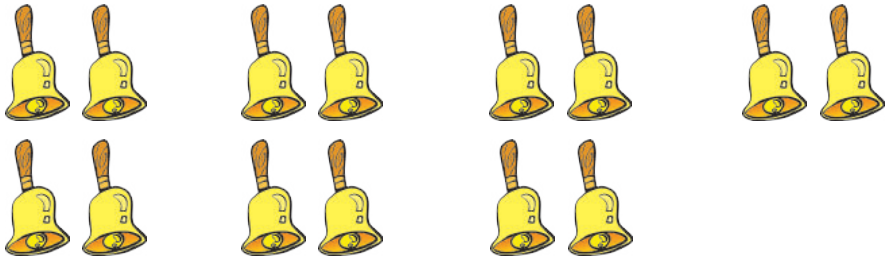


**3** How many bags are there?

**4** How many violins are there?

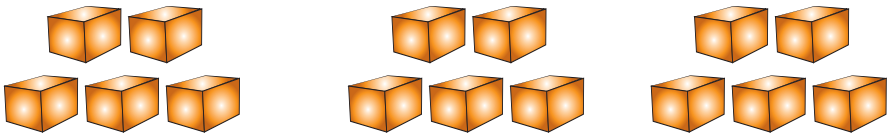


**5** How many bells are there?

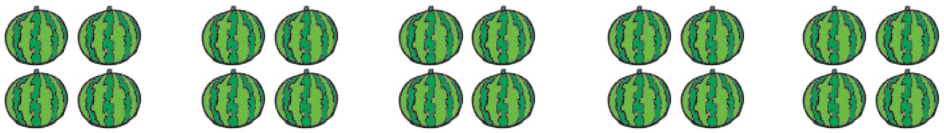


## Activity: Count and write

1. How many boxes are there?



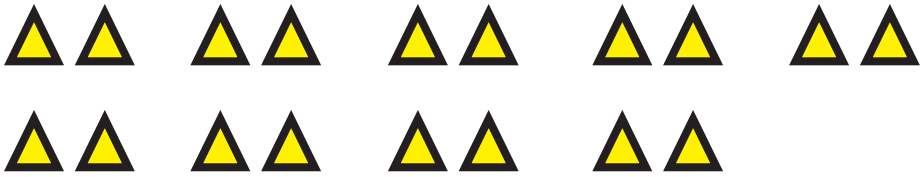
2. How many watermelons are there?



3. How many candles are there?

4. How many trees are there?

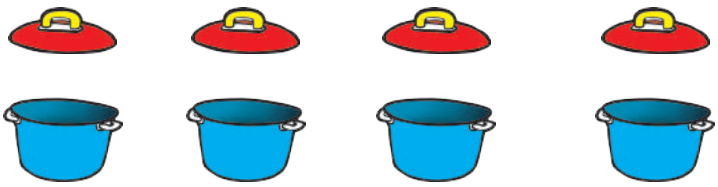
5. How many triangles are there?



# LESSON: COMPARISON

## Topic: Are there enough? Tick the right answer

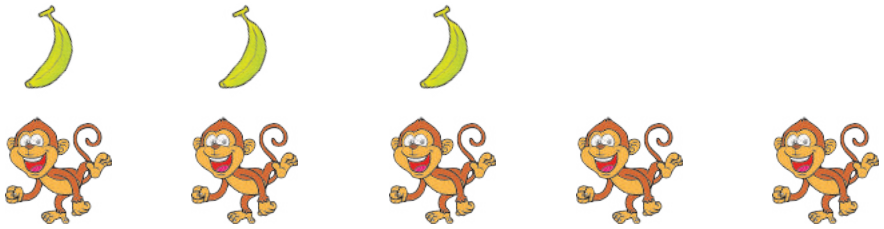
**1** 4 pot covers and 4 pots. Are there enough pot covers?



☐ Yes

☐ No

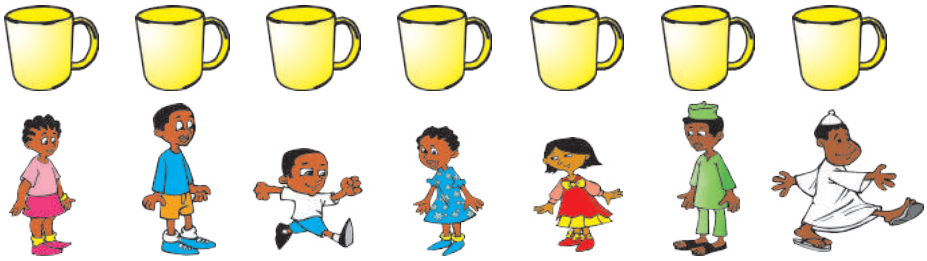
**2** 3 bananas and 5 monkeys. Are there enough bananas for the monkeys?



☐ Yes

☐ No

**3** 7 cups and 7 children. Are there enough cups for the children?



☐ Yes

☐ No

**4** 6 pencils and 10 books. Are there enough pencils for the books?

☐ Yes

☐ No

## Topic: Fewer/less or more

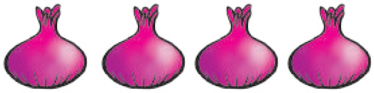
## Activity: Compare by matching and tick

**1** Which group has more?

☐ 5 pencils

☐ 2 books

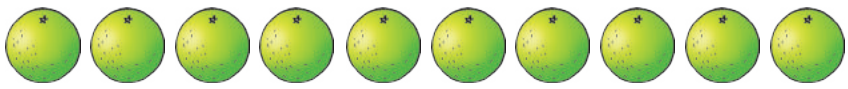
**2** Which group has more?



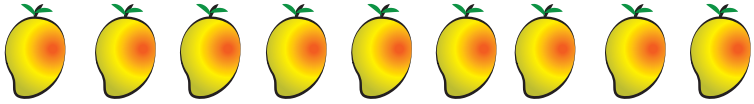
☐ 4 onions

☐ 8 tomatoes

**3** Which group has less?



☐ 10 oranges



☐ 9 mangoes

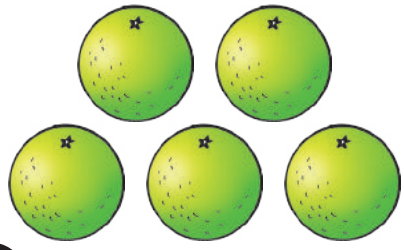
**4** Which group has less?

☐ 2 spoons

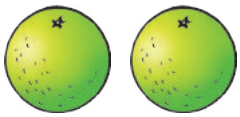
☐ 3 ribbons

## Activity: Compare by counting and tick the correct box

**1** Which group has more?



☐ 5 oranges



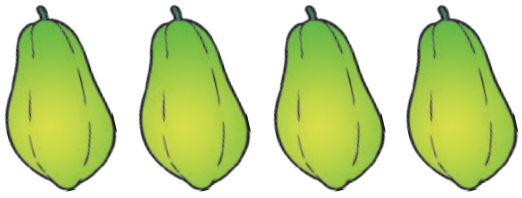
☐ 2 oranges

**2** Which group has more?

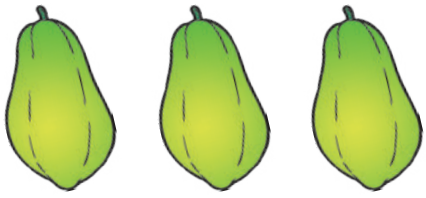
☐ 4 houses

☐ 10 houses

**3** Which group has more?



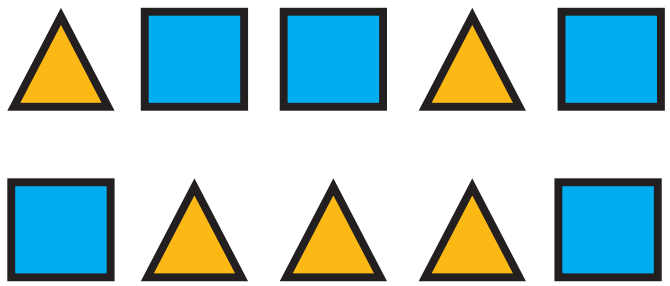
☐ 4 pawpaws



☐ 3 pawpaws

## Compare in a mixed group and tick

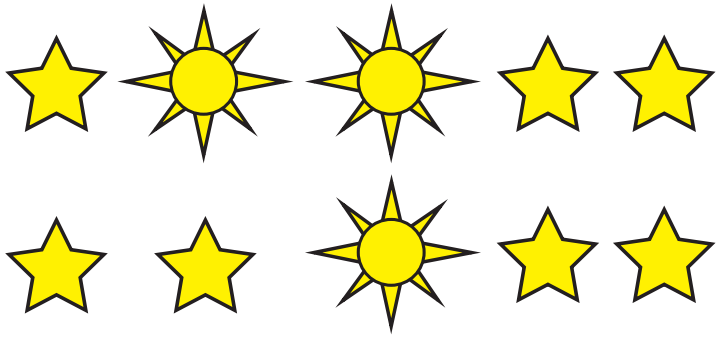
**1** Which is more, triangles or squares?



☐ Triangles

☐ Squares

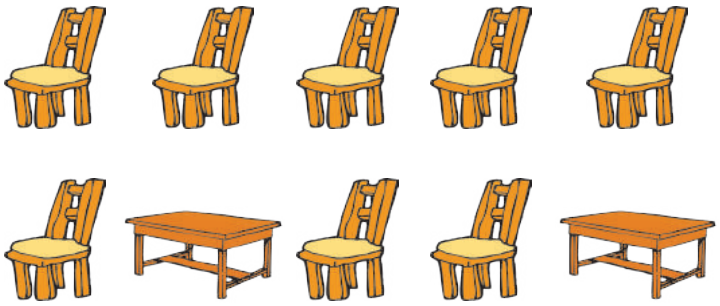
**2** Which is more, sun or stars?



☐ Stars

☐ Suns

**3** Which is more, chairs or tables?

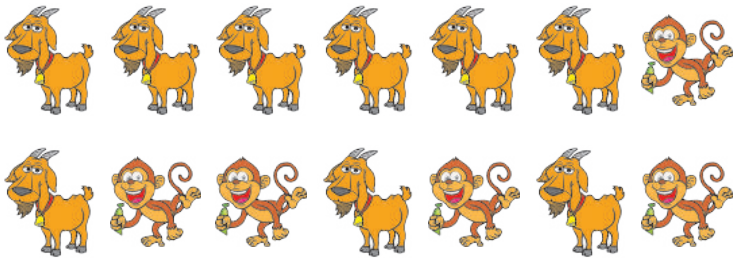


☐ Tables

☐ Chairs

## Compare in a mixed group and tick

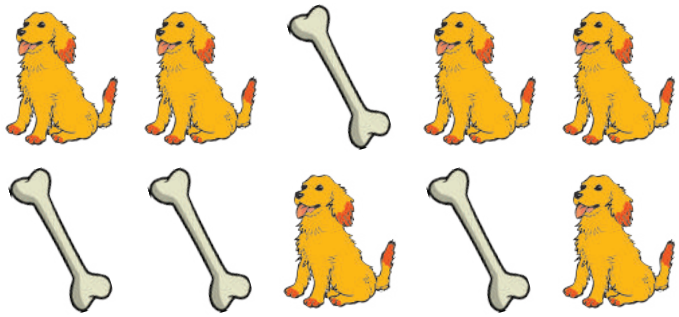
**4** Which is less, goats or monkeys?



☐ Goats

☐ Monkeys

**5** Which is less, dogs or bones?



☐ Dogs

☐ Bones

**6** Which is less, bags or cars?

☐ Tables

☐ Chairs

## Topic: Smaller or larger

### Activity: Compare 2 numbers up to 10 and circle correctly

**Example**

Which number is smaller?

(4) 7

1. Which number is smaller?

10 2

2. Which number is larger?

5 2

3. Which number is smaller?

1 3

4. Which number is smaller?

9 8

5. Which number is larger?

6 4

### Activity: Compare 3 numbers up to 10

6. Which number is the largest?

2 4 5

7. Which number is the largest?

1 2 3

8. Which number is the largest?

5 7 6

9. Which number is the smallest?

2 6 4

10. Which number is the smallest?

3 2 7

11. Which number is the smallest?

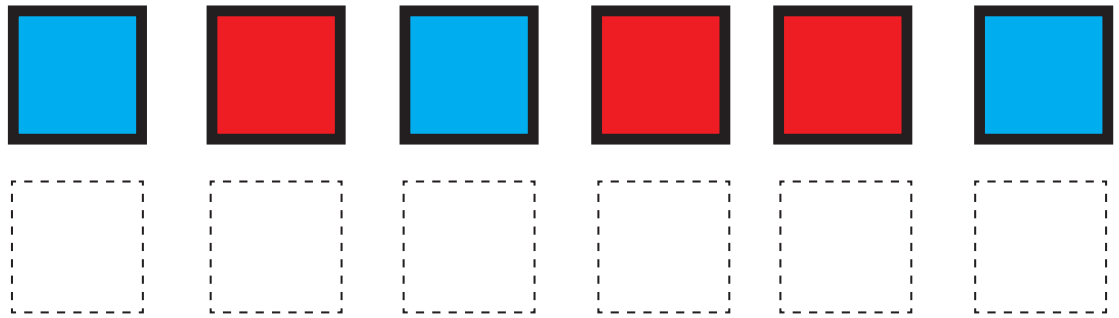
9 8 10

# LESSON: PATTERNS

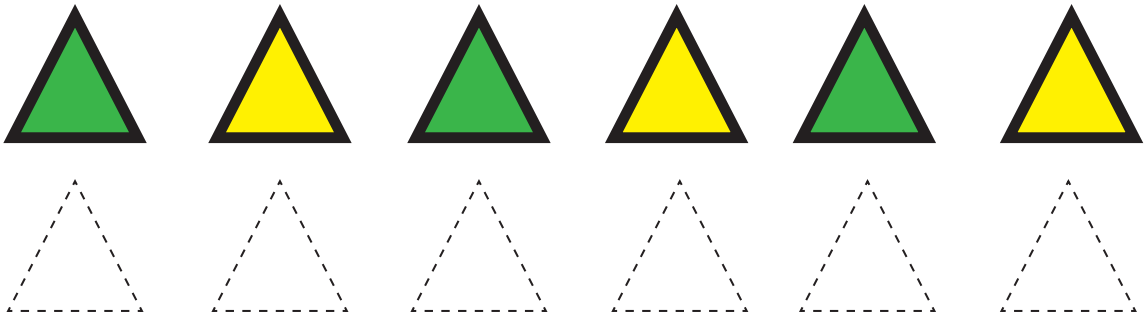
## Topic: Colour Patterns

## Activity: Trace and colour the shapes

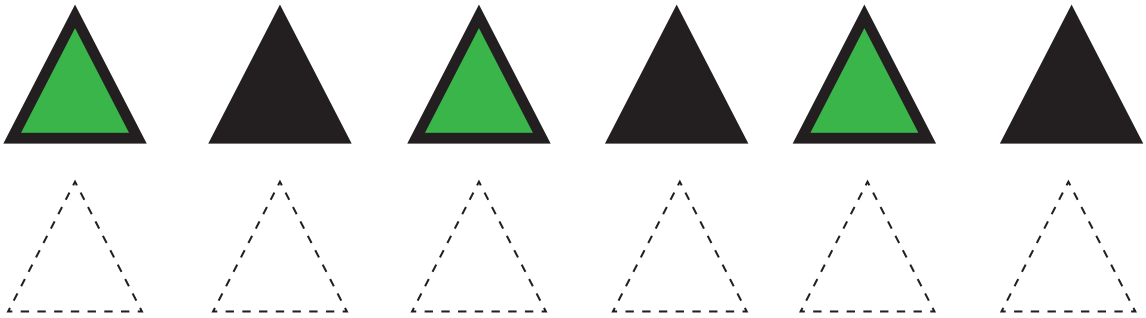
1



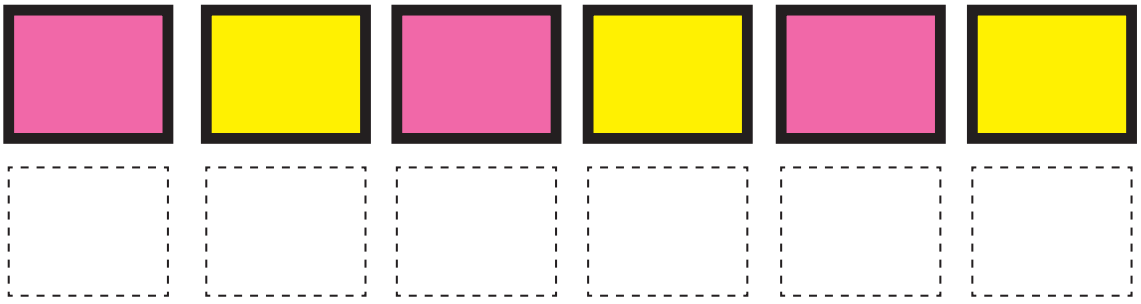
2



3



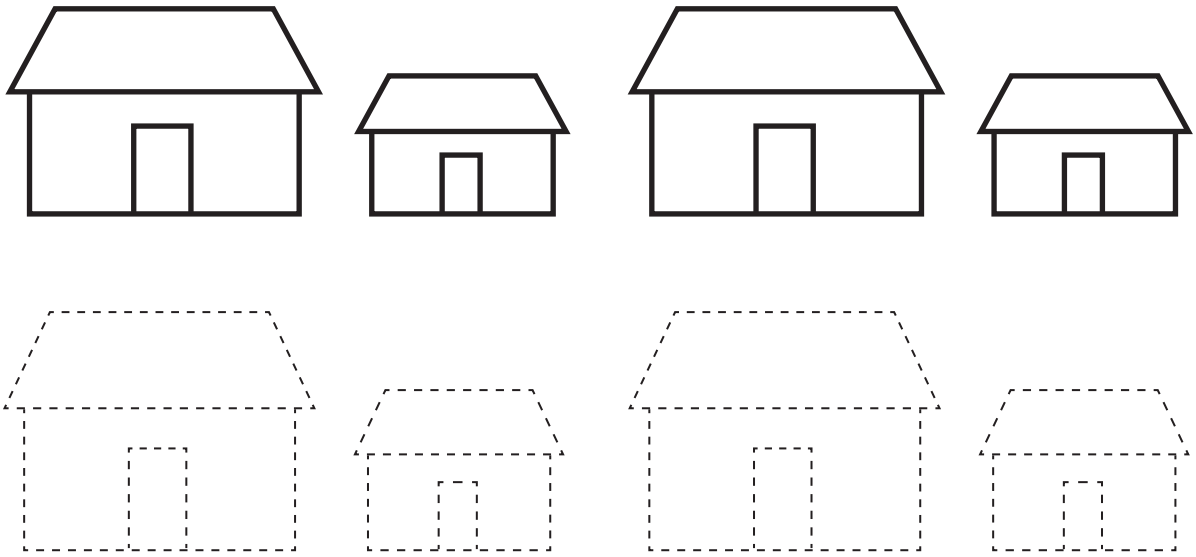
4



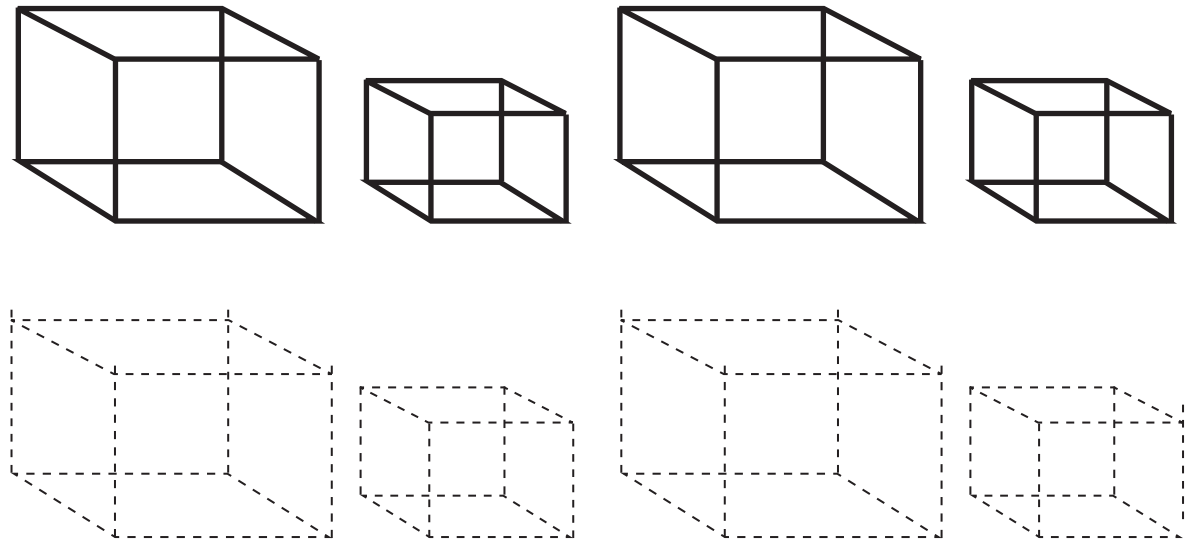
## Topic: Size patterns

## Activity: Trace the patterns and colour

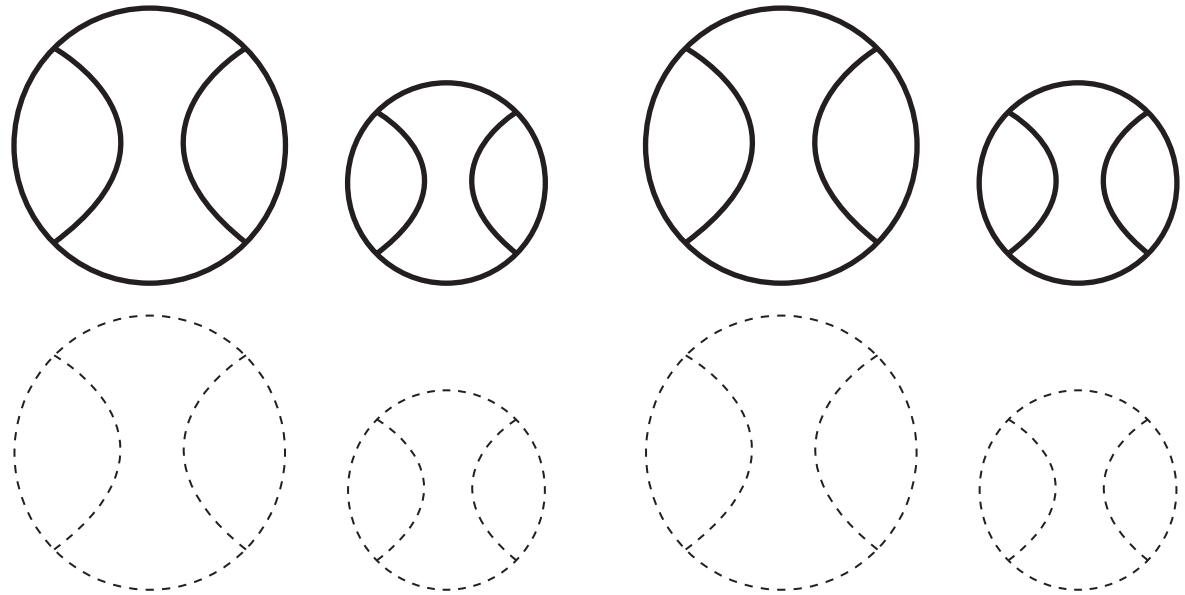
**1** **Trace the pattern of the house and colour.**



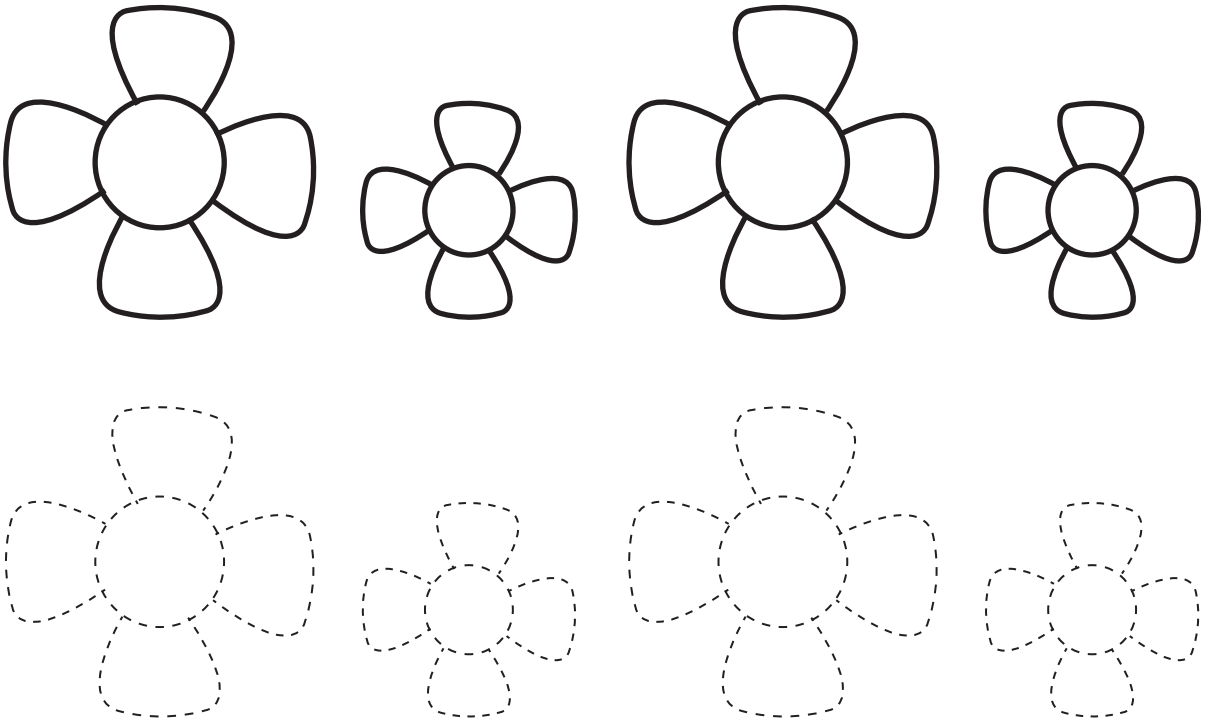
**2** **Trace the pattern of the box and colour.**



**3** **Trace the pattern of the ball and colour.**



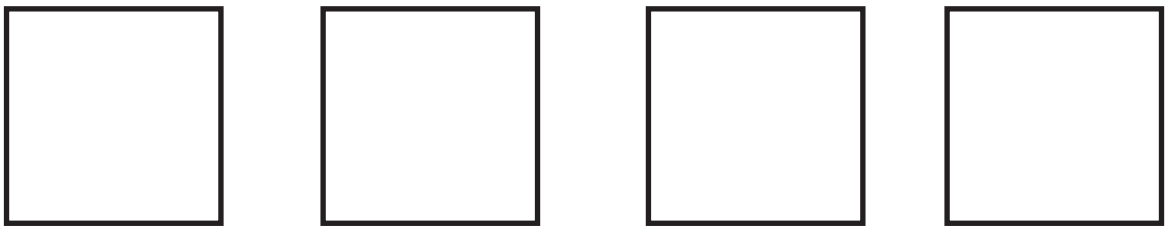
**4** **Trace the pattern of the flower and colour.**



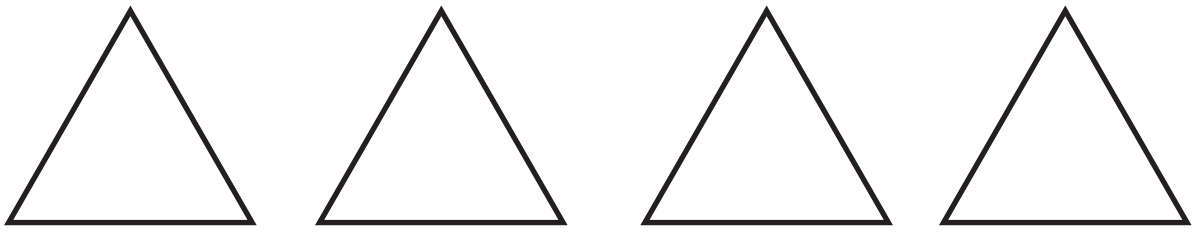
## Topic: Shape patterns

## Activity: Draw the patterns and colour

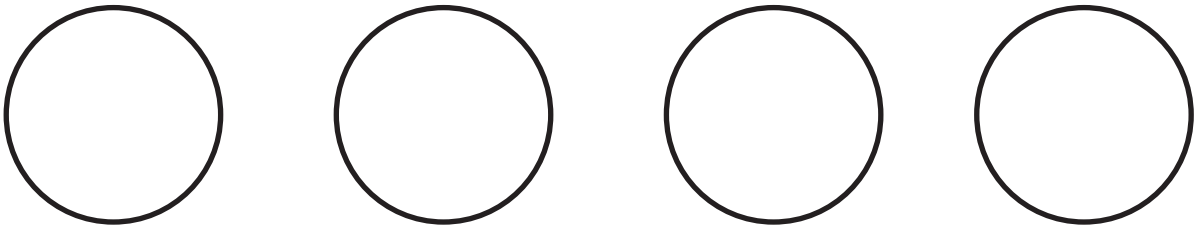
**1** Draw the square patterns and colour them green.



**2** Draw the Triangular patterns and colour them blue.



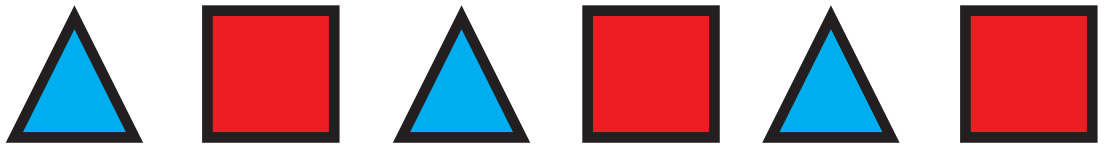
3 Draw the circular patterns and colour them yellow.



4 Draw the rectangular patterns and colour them red.

## Activity: Find the next shape in the patterns below

**Example**



1.

2.

3.

4.

5.

## Activity: Fill in the missing shapes in the following patterns

1. _____ _____

2. _____ _____

3. _____ _____

4. _____ _____

5. _____ _____ _____

## Topic: Growing Patterns

## Activity: Copy the following patterns

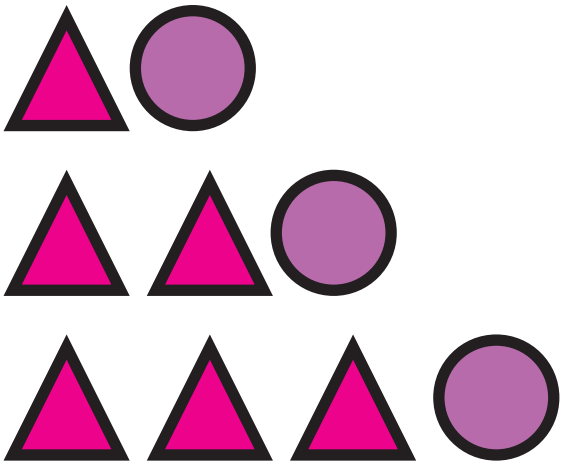
1.

2.

3.

## Activity: Find the next row in the growing patterns

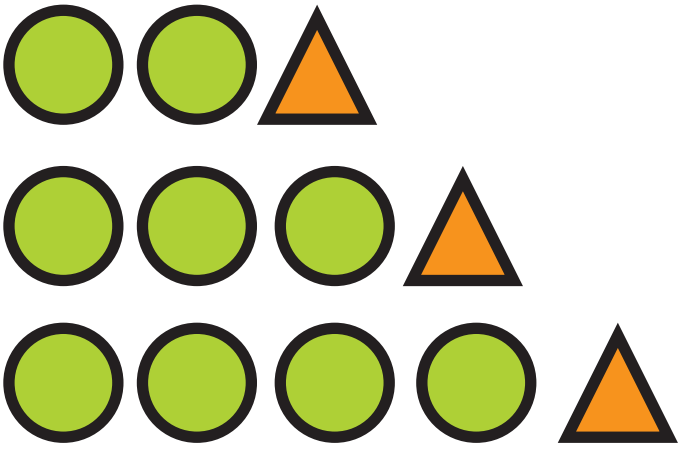
1



-------- -------- -------- -------- --------

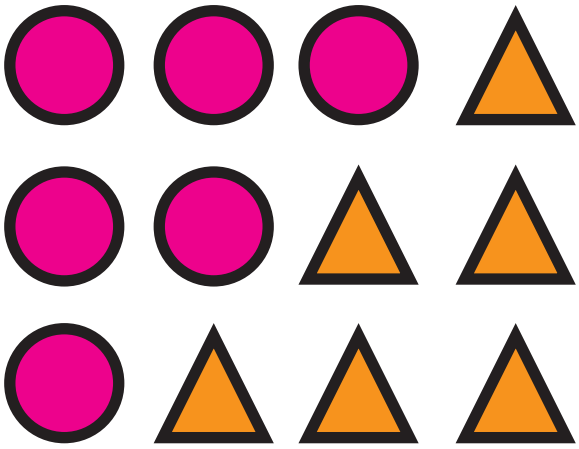
2

-------- --------

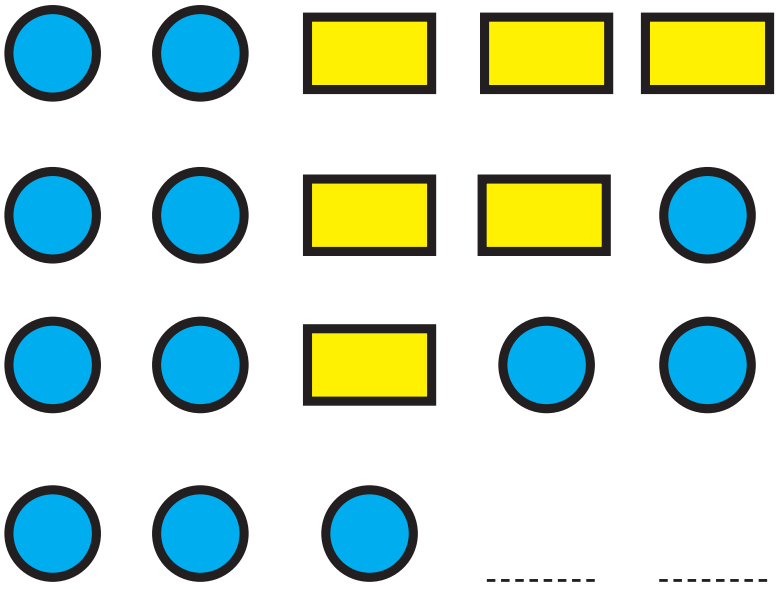


## Activity: Find the next row in the growing patterns

1



2



# LESSON: IDENTIFICATION OF MATH TERMS

## Topic 1: Identifying the fundamental Mathematical terms

### Addition

Add
Plus
The sum of
The total
How much
How many
Count
Tally

### Subtraction

Subtract
Minus
Deduct
Take away
Find the difference
What's left?
What is the difference?
How much remains?

### Multiplication

Multiply Times
By
Product
Double
Triple

### Division

Divide
Share
Distribute
Disperse
Group
Split
Separate
Cut up

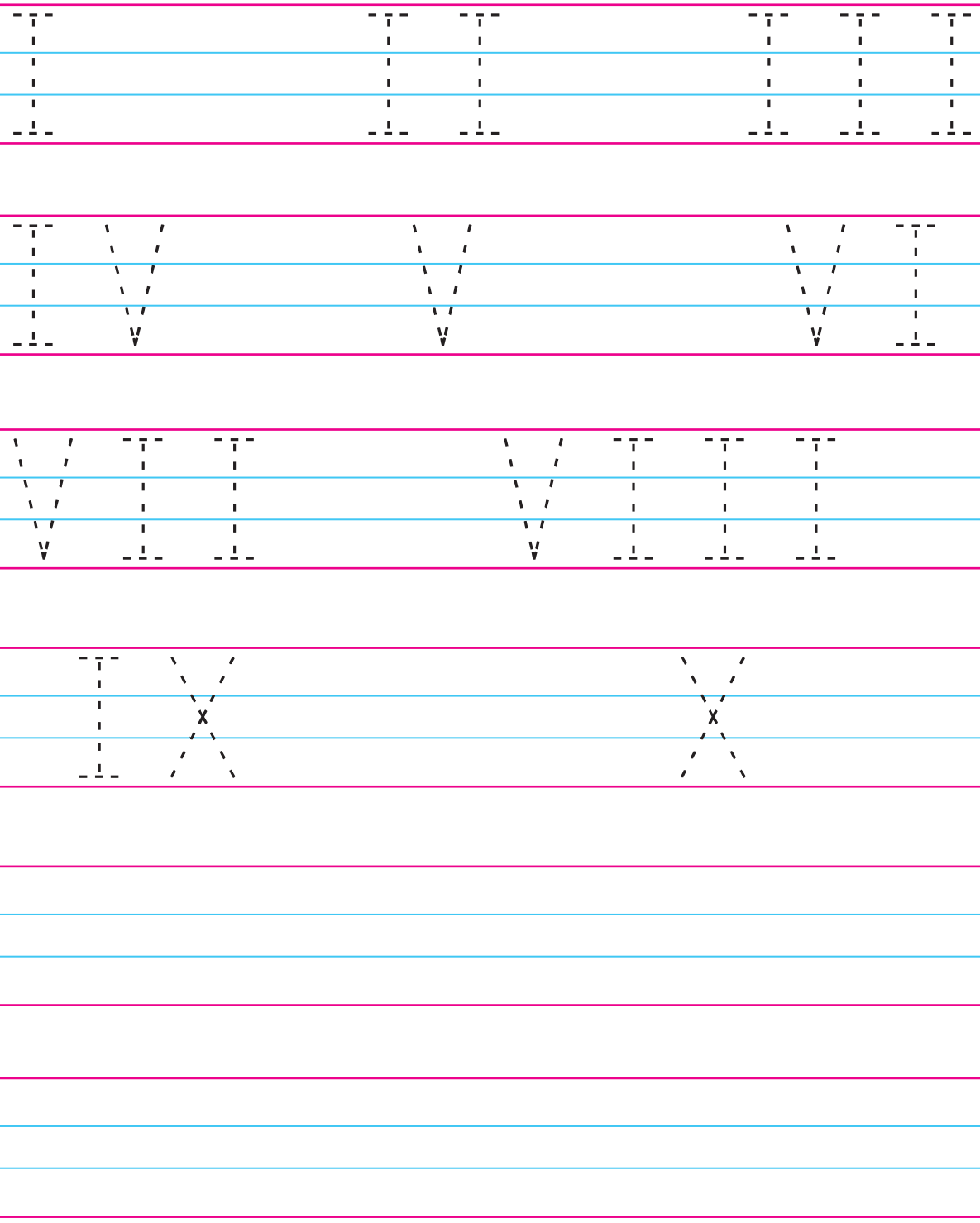
# LESSON: ROMAN NUMERALS

## Topic 1: Identifying roman numerals 1 - 10

| | | |
|---|---|---|
| 1 | I | one |
| 2 | II | two |
| 3 | III | three |
| 4 | IV | four |
| 5 | V | five |

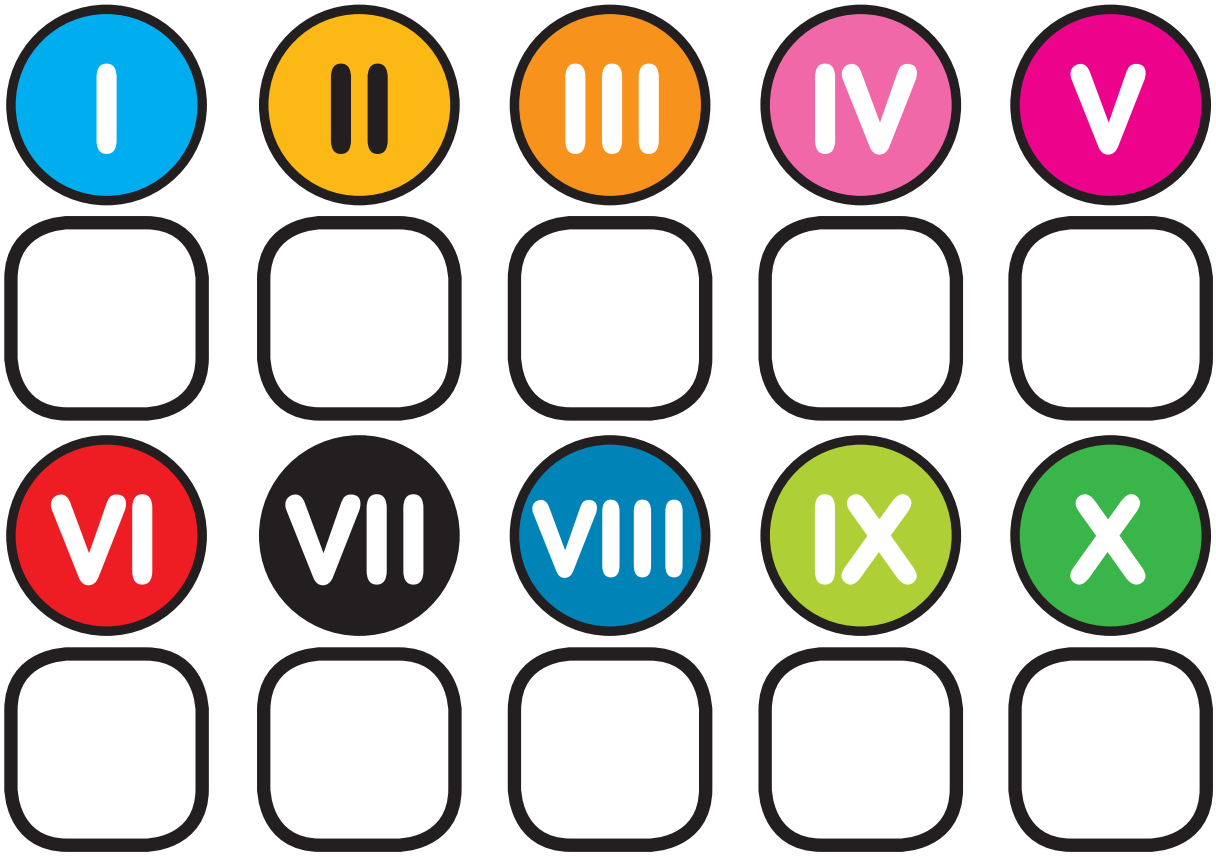
| | | |
|---|---|---|
| 6 | VI | one |
| 7 | VII | two |
| 8 | VIII | three |
| 9 | IX | four |
| 10 | X | five |

## Activity: Trace the roman numerals

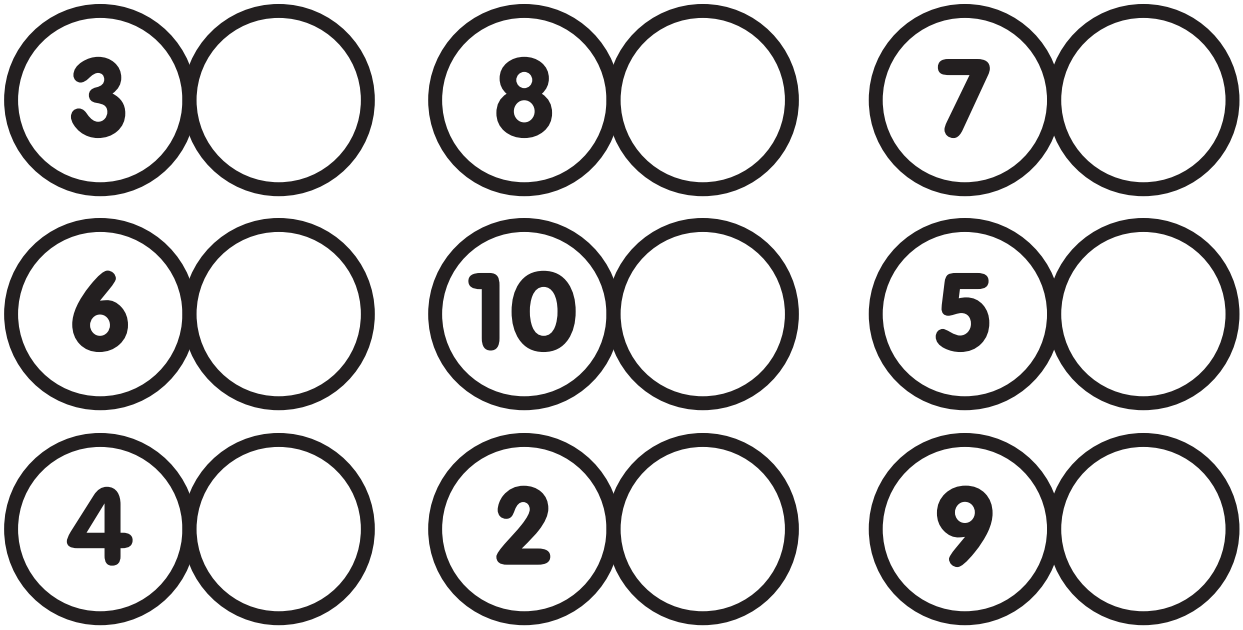


**TEACHER'S GUIDE:**
**The pupils should write the roman numerals in the spaces below.**

## Activity: Write the correct figures in the spaces




## Activity: Write the correct numerals in the circles



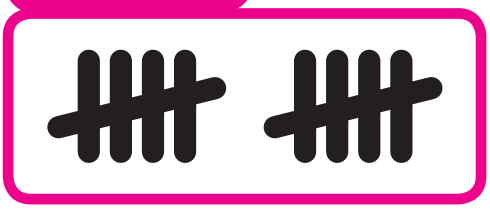
# LESSON: TALLY MARKS IN TENS AND UNITS

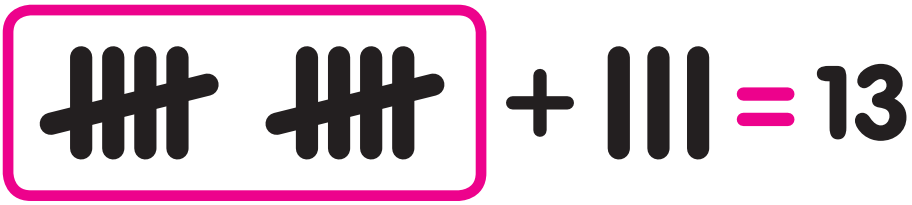
tally marks is equal to **5**

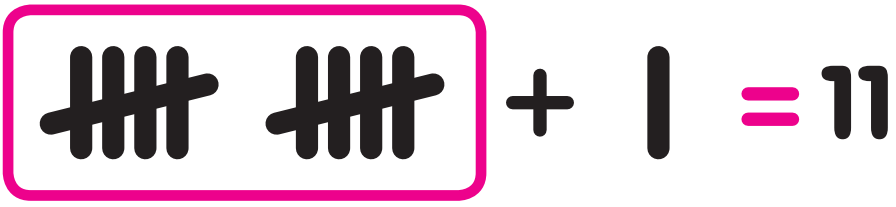
**TABLE OF TALLY MARKS 1 - 10**

| | | | | |
|---|---|---|---|---|
| | | | | |
| one | two | three | four | five |
| | | | | |
| six | seven | eight | nine | ten |

**Therefore:**

 = 1 ten





## Activity: Draw the correct number of tens and units

1. = 19

2. = 12

3. = 11

4. = 15

5. = 1 ten

**Activity: Draw the correct number of units to make up the number given**

| | Tens | Units | |
|---|---|---|---|
| 1 | | | = 13 |
| 2 | | | = 14 |
| 3 | | | = 18 |
| 4 | | | = 12 |
| 5 | | | = 17 |

Another way of writing tens and units is this way

**Example**

| T | U | | |
|---|---|---|---|
| 2 | 0 | = | 20 |

| T | U | | |
|---|---|---|---|
| 3 | 1 | = | 31 |

**Activity: Write the following numbers using T and U**

1. T U
   4 2 = ☐

2. T U
   1 1 = ☐

3. T U
   1 2 = ☐

4. T U
   2 5 = ☐

5. T U
   1 8 = ☐

6. T U
   3 2 = ☐

7. T U
   1 7 = ☐

8. T U
   5 3 = ☐

# LESSON: MONEY

## Topic: Identifying the Naira (₦) and Kobo (K)

## COINS

1 Kobo

5 Kobo

10 Kobo

25 Kobo

50 Kobo

2 Naira

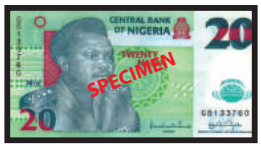
1 Naira

## NOTES

1 Naira

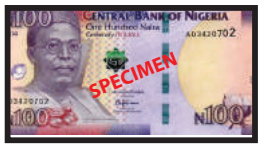
5 Naira

10 Naira




20 Naira

50 Naira




100 Naira

200 Naira

500 Naira

1000 Naira

## Activity: Identify the different coins and notes

What coin is this?

What coin is this?

What coin is this?

What note is this?

What note is this?

What note is this?

What note is this?

What note is this?

What note is this?

**TEACHER'S GUIDE:**
**Bring different notes and coins to the class and ask the pupils to identify them**

## Topic: Money value hierarchy

### COINS

2 Naira

1 Naira

50 Kobo

25 Kobo

10 Kobo

5 Kobo

1 Kobo

### NOTES

1000 Naira

500 Naira

200 Naira

100 Naira

50 Naira

20 Naira

10 Naira

5 Naira

1 Naira

**TEACHER'S GUIDE:**
The pupils need to understand the hierachy of money knowing which is more and which is less. e.g. The ones at the top can buy more.

## Activity: Tick the correct answer

**1** Which money has the highest value? Tick

20 Naira

100 Naira

2 Naira

10 Naira

**2** Which money has the lowest value? Tick

2 Naira

25 Kobo

5 Kobo

1 Naira

**3** Which money has the highest value? Tick

500 Naira

200 Naira

100 Naira

50 Naira

**3** Write numbers 1 - 8 from the lowest to the highest value

☐

☐

☐

☐

☐

☐

☐

☐

## Topic: Adding money

### Example

1 Kobo + 1 Kobo = 2 Kobo

50 Kobo + 25 Kobo = 75 Kobo

50 Kobo + 50 Kobo = 1 Naira

2 Naira + 1 Naira = 3 Naira

Kobo will be written as 'K' while Naira will be written as ₦

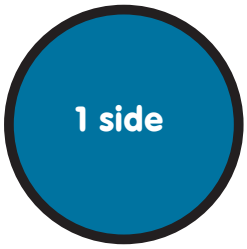
## Activity: Add the following and write the correct answer

1. 5 K + 50 K = ☐
2. 10 K + 20 K = ☐
3. 1 N + 49 N = ☐
4. 50 K + 50 K = ☐
5. 18 K + 32 K = ☐
6. 100 N + 50 N = ☐
7. 25 K + 30 K = ☐
8. 20 N + 20 N = ☐
9. 18 K + 72 K = ☐
10. 10 K + 10 K = ☐

**TEACHER'S GUIDE:**
The pupils should understand that when Kobo reaches 100 it becomes Naira.

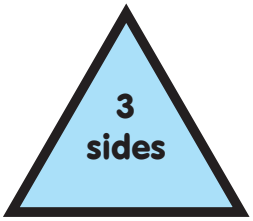
# LESSON: SHAPES

## Topic: Identifying plane shapes




CIRCLE

SEMI-CIRCLE

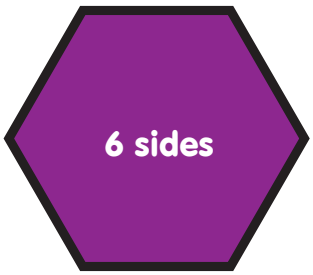



TRIANGLE

SQUARE

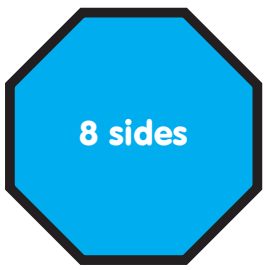
RECTANGLE

PENTAGON

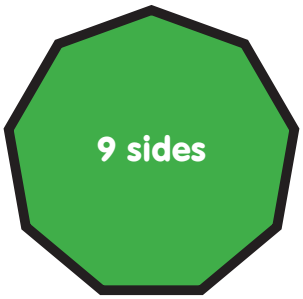



HEXAGON

HEPTAGON

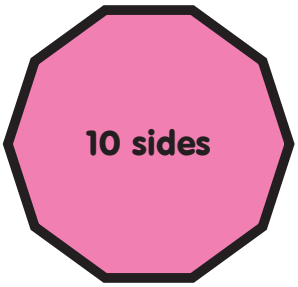



OCTAGON




NONAGON

STAR

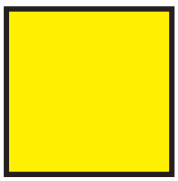



DECAGON

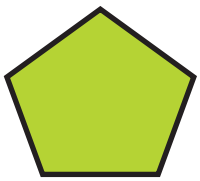
CRESCENT

## Activity: Identify the following shapes and count and write the number of sides

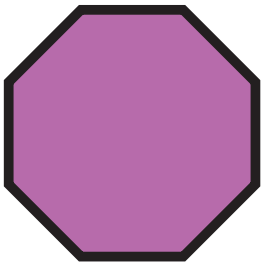
**Example 1**

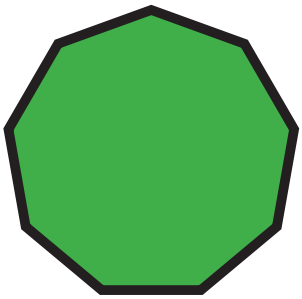


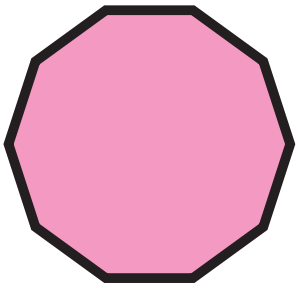
Square 4 sides

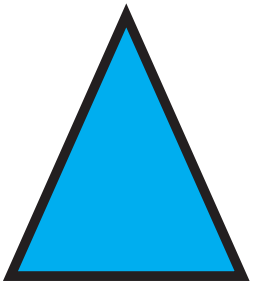


Pentagon 5 sides

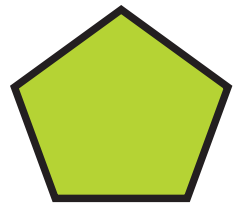


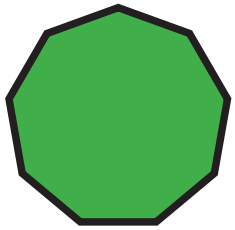


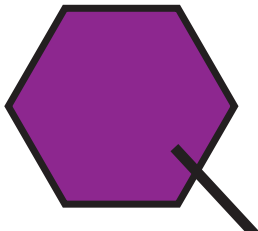


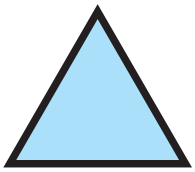


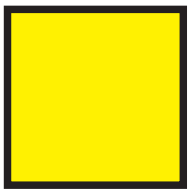
## Activity: Match the shapes with their correct names

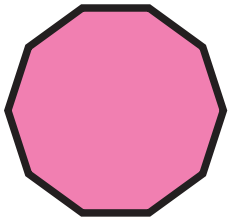












TRIANGLE

SQUARE

DECAGON

PENTAGON

NONAGON

HEXAGON

# LESSON: COUNTING 101 - 200

## Activity: Count and write numbers 101 - 150

| | | | | |
|---|---|---|---|---|
| 101 | 102 | 103 | 104 | 105 |
| | | | | |
| 106 | 107 | 108 | 109 | 110 |
| | | | | |
| 111 | 112 | 113 | 114 | 115 |
| | | | | |
| 116 | 117 | 118 | 119 | 120 |
| | | | | |
| 121 | 122 | 123 | 124 | 125 |
| | | | | |
| 126 | 127 | 128 | 129 | 130 |
| | | | | |
| 131 | 132 | 133 | 134 | 135 |
| | | | | |
| 136 | 137 | 138 | 139 | 140 |
| | | | | |
| 141 | 142 | 143 | 144 | 145 |
| | | | | |
| 146 | 147 | 148 | 149 | 150 |
| | | | | |

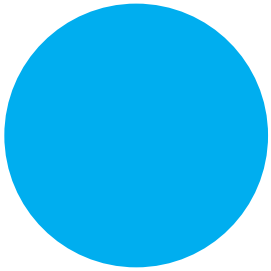
## Activity: Count and write numbers 151 - 200

| | | | | |
|---|---|---|---|---|
| 151 | 152 | 153 | 154 | 155 |
| | | | | |
| 156 | 157 | 158 | 159 | 160 |
| | | | | |
| 161 | 162 | 163 | 164 | 165 |
| | | | | |
| 166 | 167 | 168 | 169 | 170 |
| | | | | |
| 171 | 172 | 173 | 174 | 175 |
| | | | | |
| 176 | 177 | 178 | 179 | 180 |
| | | | | |
| 181 | 182 | 183 | 184 | 185 |
| | | | | |
| 186 | 187 | 188 | 189 | 190 |
| | | | | |
| 191 | 192 | 193 | 194 | 195 |
| | | | | |
| 196 | 197 | 198 | 199 | 200 |
| | | | | |

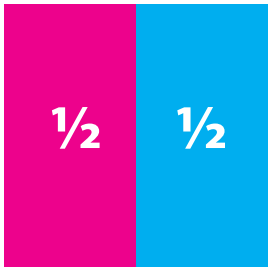
# LESSON: SIMPLE FRACTIONS

## Topic: Learning simple fractions

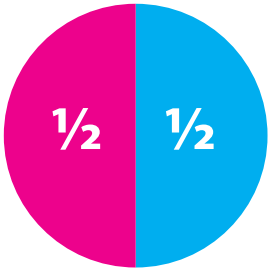
Whole square



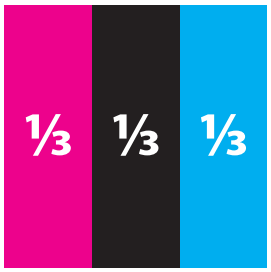
Whole circle



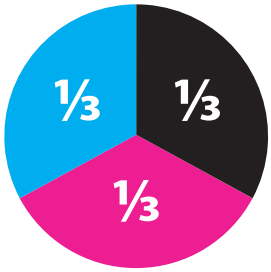

2 equal parts (HALF)



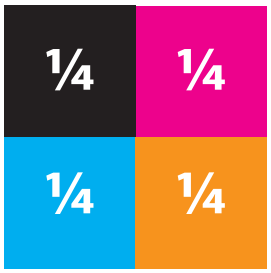

2 equal parts (HALF)



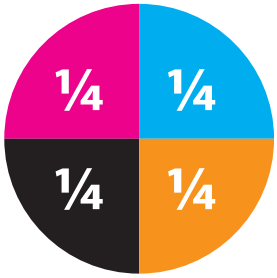

3 equal parts (A THIRD)




3 equal parts (A THIRD)



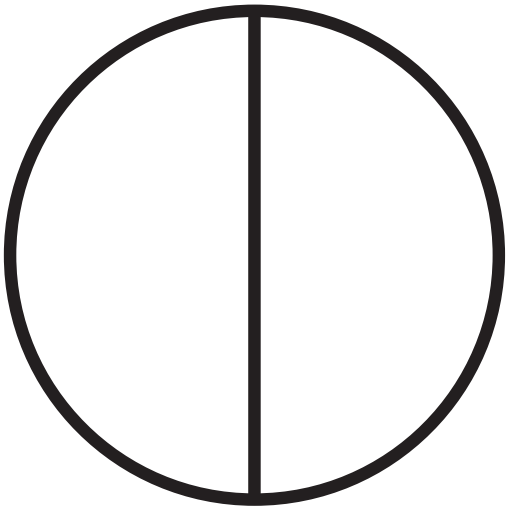

4 equal parts (A QUARTER)



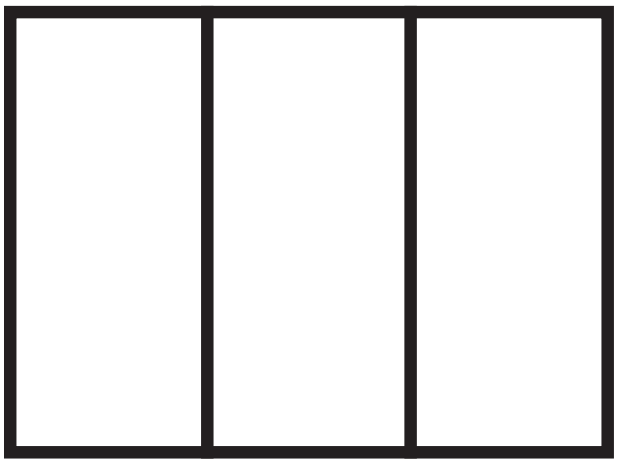

4 equal parts (A QUARTER)

## Activity: Colour the objects accordingly

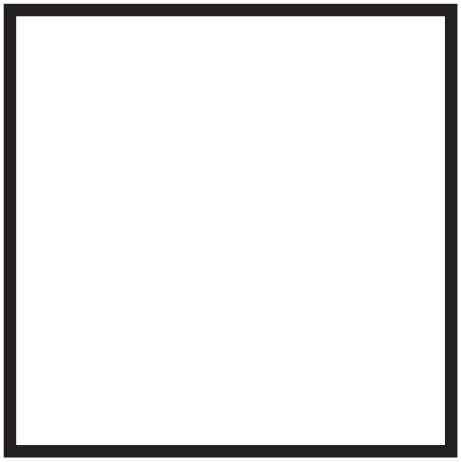
1. colour ½ (half)



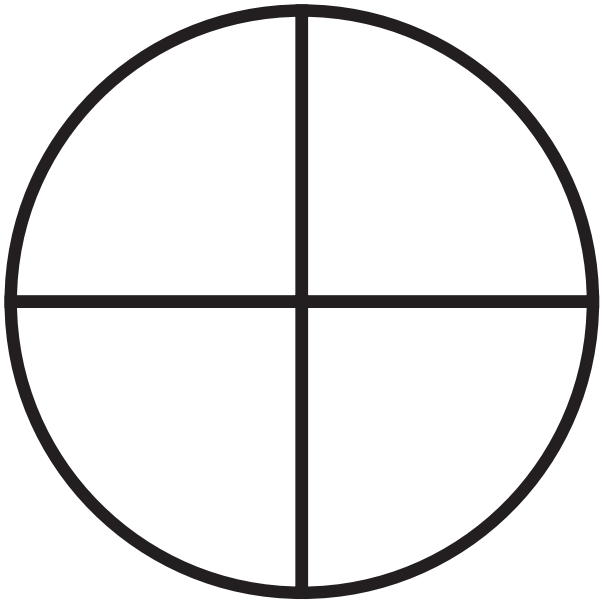
2. colour ⅓ (one third)



3. colour 1 (one whole)



4. colour ¼ (one quarter)



## Activity: Find the fractions and tick

**1** Which of these fractions is a quarter? Tick

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

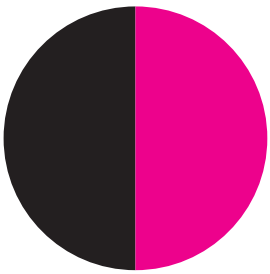
**2** Which of these fractions is one third? Tick

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

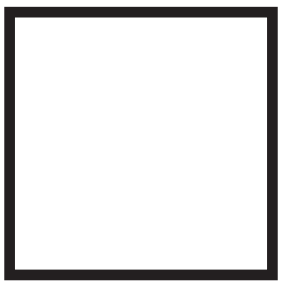
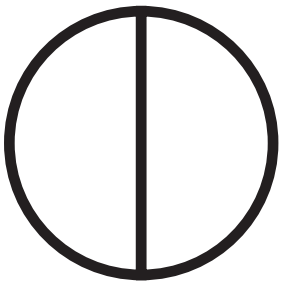
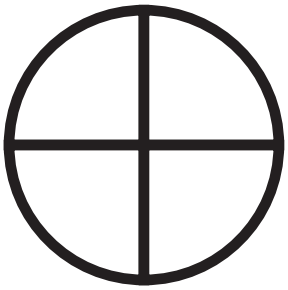
**3** Which of these fractions is half? Tick

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

**4** Which of these shapes is in 1 thirds? Tick

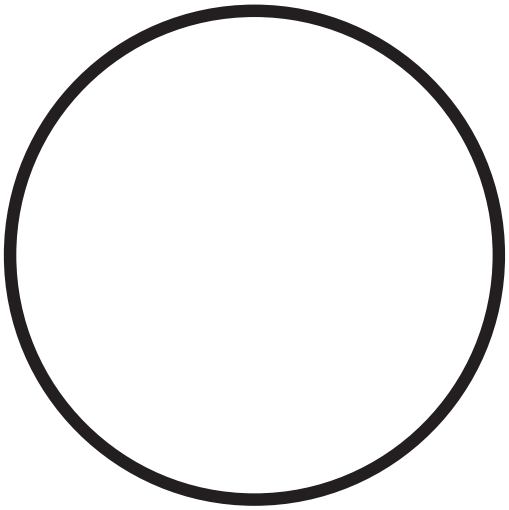


**5** Which of these shapes is in 4 quarters? Tick

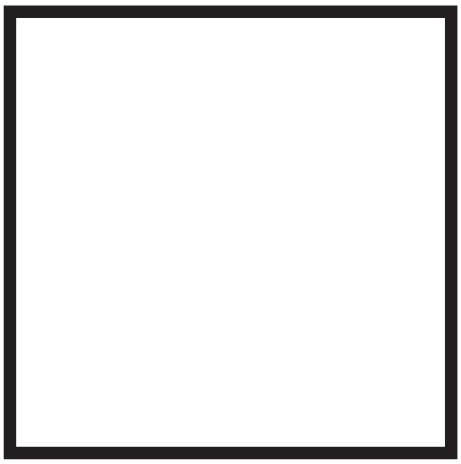
## Activity: Colour the objects accordingly

1. colour ½ (half)

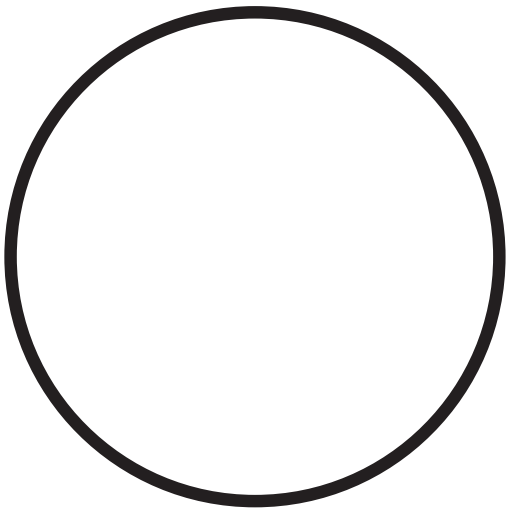


2. colour ⅓ (one third)

3. colour 1 (one whole)



4. colour ¼ (one quarter)



# LESSON: SIMPLE DIVISION

## Topic: Learning how to divide

Division means **sharing.**

The mathematical sign for division is ÷

### Example 1

How do you share 2 icecreams between Jide and Ama?

You give Jide 1 icecream and Ama 1 icecream.
How many icecreams did each person get? 1 right? Yes.
This means 2 icecreams divided by 2 people (2 ÷ 2) = 1

### Example 2

How do you share 6 sweets between Abu, Joy and Jane?

You give Abu, Joy and Jane 2 sweets each.
How many sweets did each person get? 2 right? Yes.
This means 6 sweets divided by 3 people (6 ÷ 3) = 2

**Example 3**

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

$10 \div 2 = \boxed{2}$

$9 \div 3 = \boxed{3}$

**Activity: Divide the following and write**

1. $2 \div 1 = \square$
2. $4 \div 2 = \square$
3. $8 \div 4 = \square$
4. $4 \div 1 = \square$
5. $6 \div 2 = \square$
6. $6 \div 3 = \square$
7. $4 \div 4 = \square$
8. $8 \div 4 = \square$
9. $10 \div 5 = \square$
10. $10 \div 2 = \square$

# LESSON: INTRODUCTION TO SIMPLE ADDITION

## Topic: Learning how to add numbers

Addition means adding something to something else.

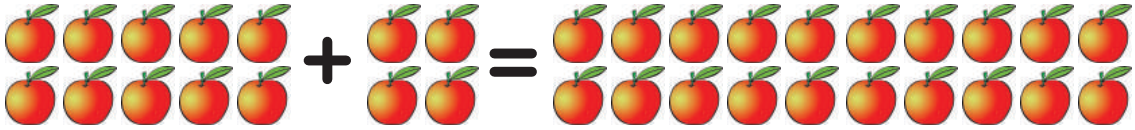
The mathematical sign for additon is +

### Example

What happens when you add 2 oranges to 2 oranges?

We get 4 oranges

Similarly, adding 6 apples and 4 apples gives you 12 apples.



Hence;

2 + 1 = 3  5 + 7 = 12  10 + 1 = 11

## Activity: Add the following numbers and write

1. 2 + 1 = ☐
2. 4 + 2 = ☐
3. 6 + 10 = ☐
4. 16 + 10 = ☐
5. 13 + 3 = ☐
6. 20 + 20 = ☐



TEACHER'S GUIDE:
The teacher should make use of counters to explain the process of addition.

# LESSON: INTRODUCTION TO MULTIPLICATION

## Topic: Learning how to multiply

Multiplication is the process of multiplying.
The mathematical sign for multiplication is ×

The basic idea of multiplication is repeated addition.

**Example**

$5 \times 3 = 5 + 5 + 5 = 15$

$4 \times 2 = 4 + 4 = 8$

In the first example, 5 is added 3 times to itself to get 15
In the second example, 4 is added 2 times to itself to get 8

## Activity: Multiply the following numbers and write

1. $2 \times 2 =$ ☐
2. $3 \times 6 =$ ☐
4. $6 \times 2 =$ ☐
5. $4 \times 3 =$ ☐

**TEACHER'S GUIDE:**
The teacher should explain that multiplication also works vice versa. eg. 5 x 3 = 15, 3 x 5 = 15 using the analogy in the example above.

## Activity: Multiply the following numbers and write

1. $1 \times 2 = \square$
2. $5 \times 1 = \square$
3. $5 \times 3 = \square$
4. $3 \times 3 = \square$
5. $2 \times 3 = \square$
6. $3 \times 2 = \square$
7. $4 \times 4 = \square$
8. $5 \times 2 = \square$
9. $6 \times 6 = \square$
10. $1 \times 1 = \square$

# LESSON: INTRODUCTION TO SUBTRACTION

## Topic: Learning how to subtract

Subtraction is the process of taking one number away from another.

The mathematical sign for subtraction is −

### Example

Lets start with 5 apples

then subtract 2

Now count how many apples are left? 3 apples are left.
This can be written as:

$$5 - 2 = 3$$

## Activity: Subtract the following numbers and write

1. $2 - 1 =$ ☐
2. $3 - 2 =$ ☐
4. $4 - 2 =$ ☐
5. $5 - 4 =$ ☐

## Activity: Subtract the following numbers and write

1. 5 - 2 = ☐
2. 5 - 1 = ☐
3. 6 - 3 = ☐
4. 3 - 3 = ☐
5. 9 - 5 = ☐
6. 10 - 2 = ☐
7. 8 - 6 = ☐
8. 7 - 2 = ☐
9. 11 - 9 = ☐
10. 15 - 10 = ☐