

LESSON NOTES FOR PRIMARY ONE 2018
TERM I MATHEMATICS TOPICAL BREAKDOWN FOR P.1

1. Numeration system

- i) Counting objects and numbers 1-20
- ii) Counting and writing numbers 1-20
- iii) Matching pictures to numbers
- iv) Counting numbers from 21-50
- v) Filling in the missing numbers
- vi) Numbers which come after
- vii) Numbers which come between
- viii) Numbers which come before
- ix) Comparing pairs of numbers up to 50 using smaller (less),/ greater(bigger)
- x) Arranging the numbers from the smallest to the biggest
- xi) Arranging the numbers from big to small
- xii) Numbers words from 0 – 20, 21 – 35, 36-50

2. Sets

- i) Definition
- ii) Naming sets
- iii) Drawing sets
- iv) Empty sets
- v) Matching sets
- vi) Comparing sets
- vii) Forming small sets from big set
- viii) Forming a big set from small sets
- ix) Joining sets

3. Operation on numbers

- i) Addition of numbers less than 20 (horizontally and vertically)
- ii) Word problems involving addition of numbers
- iii) Adding using a numberline
- iv) Subtraction of numbers less than 20 (horizontally and vertically)
- v) Word statements involving subtraction

4. Place values

- i) Tens and ones (drawing and counting)
- ii) Counting in tens
- iii) Counting tens and ones
- iv) Filling in the missing tens and ones

- v) Drawing sticks to show tens and ones
- vi) Presenting numbers on the abacus
- vii) Expanding numbers
- viii) Adding tens and ones
- ix) Word statements in addition of tens and ones
- x) Subtraction of tens and ones
- xi) Word statements in subtraction of tens and ones

LESSON NOTES FOR PRIMARY ONE TERM ONE 2018

Theme: our school

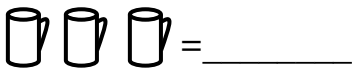
Topic : Numeration system

Counting objects and numbers from 1-20

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

Activity

Count and write the number



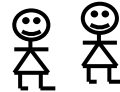
= _____



= _____



= _____



= _____

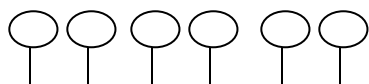
Counting and writing numbers 1-20

1, 2, 3, 4, __, __, 6, __, 8, __, 10, __, __, 13, __, __, 16, 17, __, 19,
__

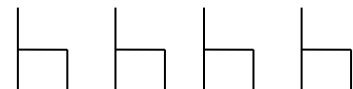
Matching pictures to numbers



3



4



5

6

Fill in the missing numbers

a) 2, 3, __, __, 6

b) 9, 8, __, 6, __, 4

Counting numbers from 21-50

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

Activity:

- Reciting rhymes about numbers
- Counting orally from 0 – 50
- Copying numbers from charts/ chalk board 0 - 50

Fill in the missing numbers

a) 21, 22, ____, ____, 25, ____, ____, 28

b) 30, 31, ____, 33, ____, ____, 36

c) 41, 42, ____, ____, 45, ____, ____

Which number comes right after?

2, ____

6, ____

9, ____

12, ____

16, ____

19, ____

22, ____

34, ____

49, ____

____ numbers comes right after 11?

____ number comes after 16?

Which number comes just after 13? ____

What number come just after 40? ____

Which number comes between?

a) 3, ____, 5

b) 4, ____, 6

b) 7, ____, ____, 10

c) 9, ____, ____, 13

c) 22, ____, 24

f) 39, ____, 41

g) which number comes between 7 and 9?

h) What number is between 14 and 16?

What number comes right before?

____, 3 _____, 7 _____, 9 _____11
 _____, 14 _____, 19 _____,22 _____,24 _____,32

- a) _____ comes just before 10
 b) _____ comes just before 20
 c) What number comes just before 12? _____
 d) What number comes right before 29? _____

Circle the smaller (less) number

- a) 4 and 2 b) 7 and 5 c) 1 and 9 d) 10 and 20

Under line the smaller (less) number

- a) 12 and 22 b) 14 and 41 c) 6 and 9 d) 13 and 31
 a) 2, 7, 9 b) 7, 6, 5 c) 1, 2, 3 d) 10, 20, 30

Circle the greater (bigger) number

- a) 4, 3, 1 b) 15, 5, 50 c) 7, 5, 9, 10
 d) 8, 2, 12, 16 d) 40, 30, 10, 20 e) 21, 11, 31

Underline the greatest (biggest) number

- a) 1, 2, 3 b) 11, 6, 5 c) 7, 2, 6
 d) 10, 11, 9, 4 e) 22, 12, 32 d) 40, 30, 20, 10
 f) 50, 10, 20, 30

Arrange the numbers from the smallest to the biggest

- a) 7, 1, 2 _____
 b) 12, 18, 15 _____
 c) 5, 9, 3, 1 _____
 d) 50, 10, 20, 40, 30 _____

Arrange the numbers from the biggest to the smallest.

- a) 1, 2, 3, 4, _____

b) 5, 3, 6, _____

c) 10, 8, 9, _____

d) 6, 7, 8, 9

Number words from 0 – 20

0	zero
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

Number words from 21 – 35

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
31	thirty one

32 thirty two
 33 thirty three
 34 thirty four
 35 thirty five

Write the missing number words

22 = _____

30 = _____

24 = _____

32 thirty two

26 = _____

33 = _____

27 = _____

21 = _____

Write in figures

36 thirty six

43 _____

37 _____

44 _____

38 _____

45 forty five

39 _____

46 _____

40 forty

47 _____

41 forty one

47 _____

42 _____

48 forty eight

49 _____

50 fifty

Sets

What is a set?

A set is a group of objects

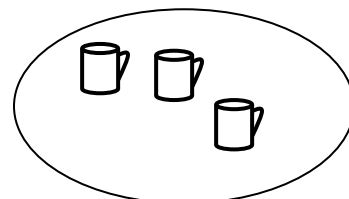
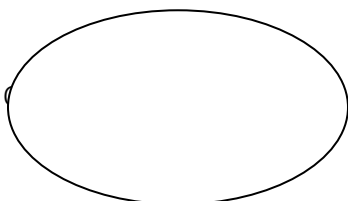
Or A set is a collection of objects

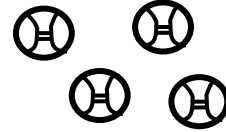
Objects found in a set are called

Members or elements

Note: The introduction of sets must be done practically. (Organize the materials to be used in time)

Name these sets





Draw these sets

- a) A set of three flowers
- b) A set of six boys
- c) A set of ten oranges
- d) A set of four chairs
- e) A set of seven triangles

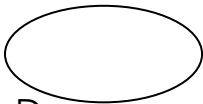
Empty sets: what is an empty set?

An empty set is a set without members

Or

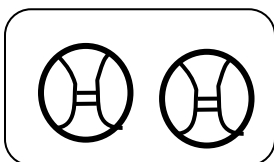
An empty set is a set with no members

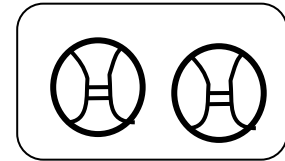
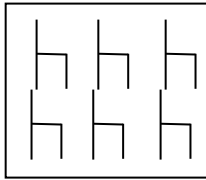
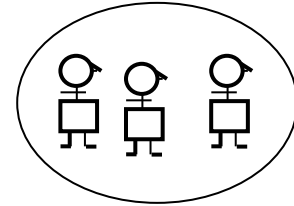
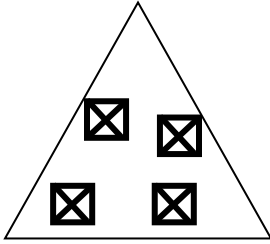
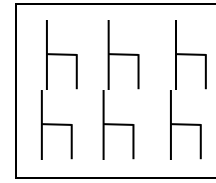
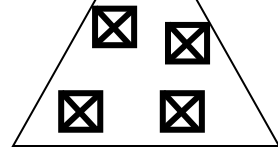
Name this set



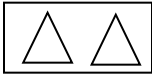
Draw an empty set

Matching sets with the same members



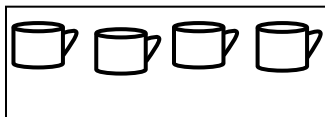


Matching sets with the same number of members.

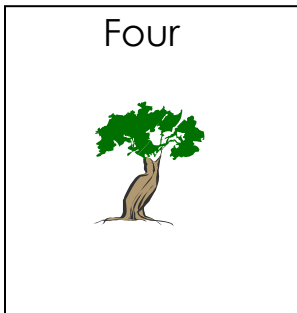


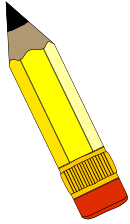
1, 2, 3

a, b, c



Match correctly



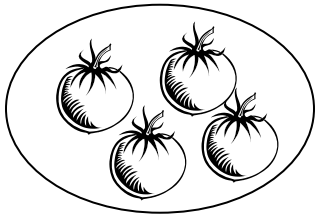


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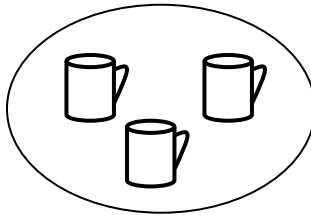


Comparing members in the given sets

A



B

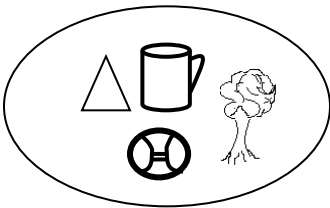


- set A has _____ members
- set B has _____ elements
- how many members are in both sets?

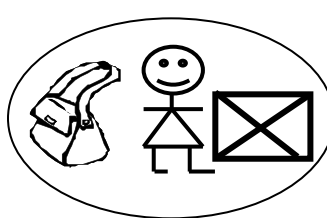
NB Teacher to give more similar numbers)

Comparing sets using more or less

Set X



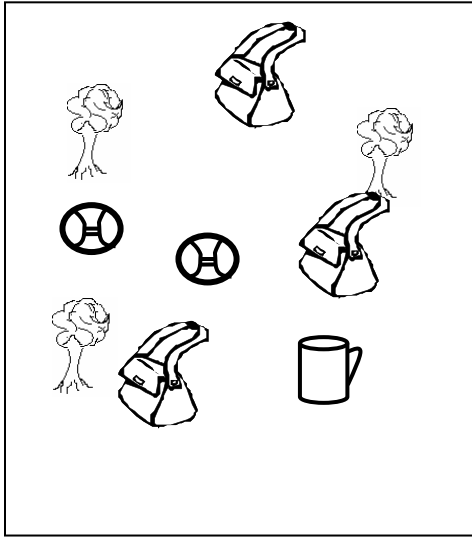
Set Y



- set Y has _____ members
- Set X has _____ members
- Which set has more members?
- Which set has less members?
- How many members are in set Y?

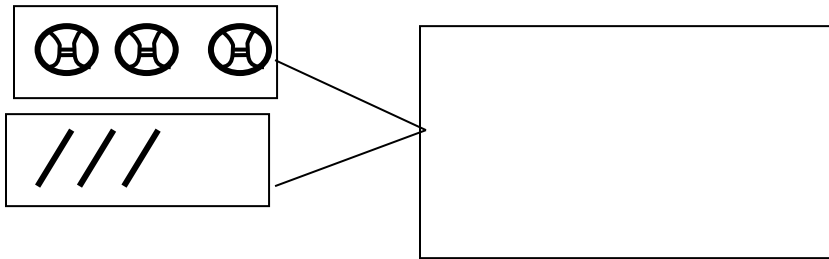
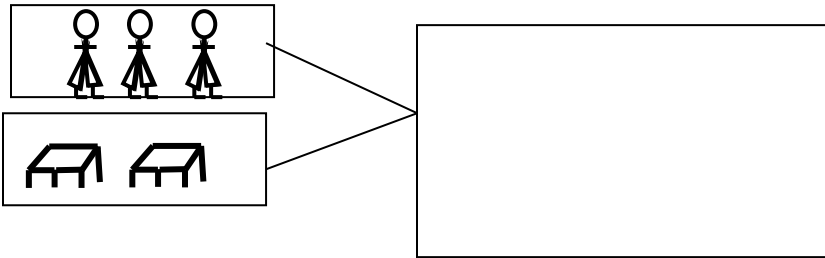
f) How many members are both sets?

Forming new sets



<input type="text"/>	_____
<input type="text"/>	_____
<input type="text"/>	_____
<input type="text"/>	_____

Forming big sets from small sets



Joining sets



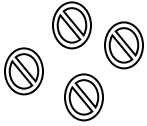
and



make

2016

/// plus // equals

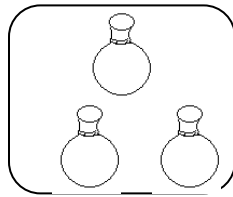
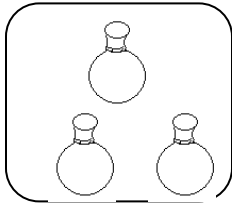


4

+

0

=



+

=

TOPIC : OPERATION ON WHOLE NUMBERS

Addition of numbers less than 20 (horizontally)

$3+5 =$

$2+4+ 0= \underline{\hspace{2cm}}$

$9 + 2 =$

$3 + 7 + 5 = \underline{\hspace{3cm}}$

$5 + 0 =$

$8 + 4 + 6 =$

$3 + 6 =$

$7 + 3 + 5 =$

$11 + 4 =$

$13 \text{ cups} + 5 \text{ cups} =$

$10 \text{ books} + 10 \text{ books} =$

Addition of numbers less than 20 (vertically)

$\begin{array}{r} 5 \\ + 9 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ + 5 \\ \hline \end{array}$
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$\begin{array}{r} 3 \\ 2 \\ + 1 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ 5 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ 5 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ 2 \\ + 0 \\ \hline \end{array}$
--	--	--	--

$\begin{array}{r} 10 \\ + 2 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 16 \\ + 4 \\ \hline \end{array}$
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Word statements in addition of numbers

a) Four plus three equals _____

b) Ten plus four equals _____

c) Sarah ate 3 apples

Mary ate 7 apples

How many apples did they eat altogether?

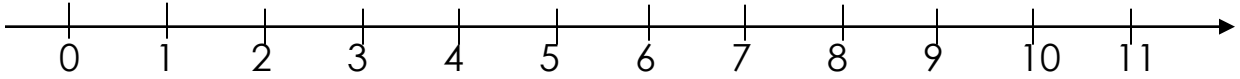
d) Juma has 10 books

Ali has 5 books

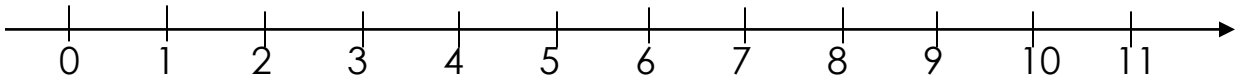
How many books do they have altogether ?

Adding numbers using a numberline

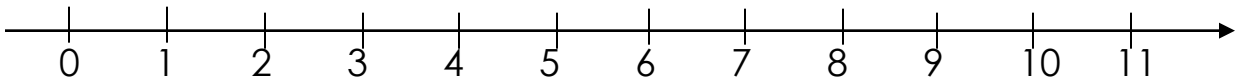
a) $4 + 2 =$



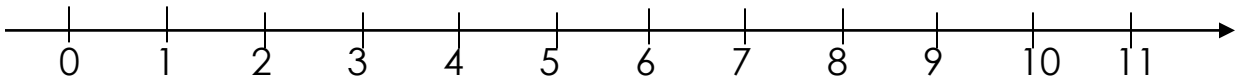
b) $5 + 0 =$



c) $4 + 3 =$



e) $6 + 2 =$

**Subtraction of numbers less than 20 (horizontally)**

a) $6 - 4 =$

b) $9 - 0 =$

c) $9 - 3 =$

d) $14 - 2 =$

e) $10 - 4 =$

f) $12 - 6 =$

g) $7 - 7 =$

h) $16 - 4 =$

Subtraction of numbers less than 20 (vertically)

$$\begin{array}{r} 9 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ - 7 \\ \hline \end{array}$$

8

1 0

1 5

- 5

- 3

- 5

Word statements involving subtraction

- a) Nine take away three equals _____
- b) Ten minus two equals _____
- c) Twelve minus three equals _____
- d) Daddy had 10 books
He gave away 6 books
How many books remained?
- e) Mary had 16 eggs. 9 eggs got broken
How many eggs remained?

PLAVE VALUES

Drawing and counting tens and ones

I = 1 ones

IIIIII = 7 ones

II = 2 ones

IIIIIIII = 8 ones

III = 3 ones

IIIIIIIIII = 9 ones

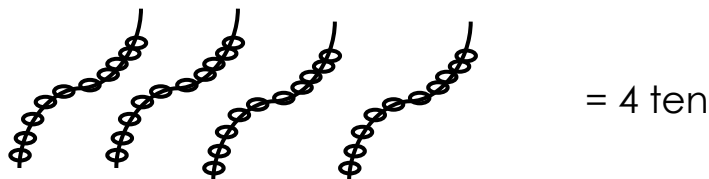
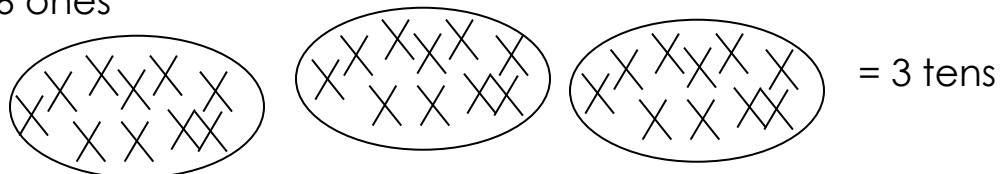
IIII = 4 ones

IIIIIIII = 1 ten

IIIIII = 5 ones

IIIIIIIIIIII = 2 tens

IIIIIIII = 6 ones



Counting in tens

1-, 20, 30, 40, 50, 60, 70, 80, 90, 100

1 ten = 10

6 tens = _____

2 tens = 20

7 tens = _____

3 tens = 30

8 tens = _____

4 tens = 40

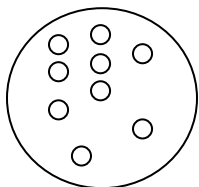
9 tens = _____

5 tens = _____

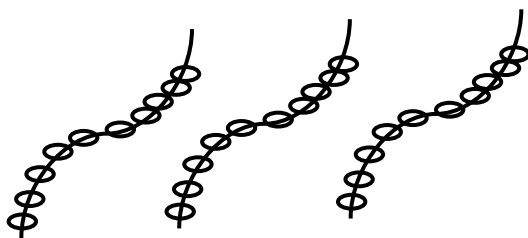
10 tens = _____

Counting tens and ones (how many tens and ones?)

||||| I II = _____ tens _____ ones



○ ○ ○ ○ ○ = _____ tens _____ ones



= _____ tens _____ ones

||||| ||||| ||| I II = _____ tens _____ ones

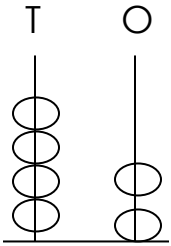
Fill in the missing tens and ones

- a) 42 = _____ tens _____ ones
- b) 26 = _____ tens _____ ones
- c) 80 = _____ tens _____ ones
- d) 7 = _____ tens _____ ones
- e) _____ tens _____ ones = 34
- f) _____ tens _____ ones = 9
- g) 3 tens 7 ones = _____
- h) 2 tens 3 ones = _____

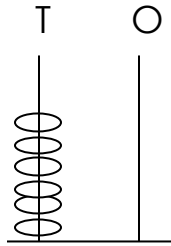
Draw to show tens and ones.

- a) 4 = _____
- b) 7 = _____
- c) 12 = _____
- d) 16 = _____
- e) 24 = _____
- f) 30 = _____

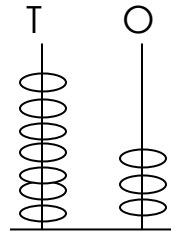
Which number are shown on the abacus?



____ =

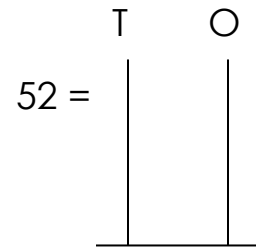
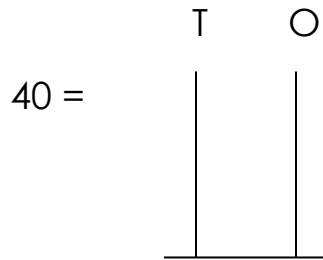
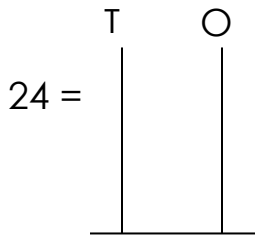


____ =



____ =

Show the number on the abacus



Expanding numbers

13 = ____ + ____

24 = ____ + ____

18 = ____ + ____

39 = ____ + ____

10 = ____ + ____

46 = ____ + ____

23 = ____ + ____

What number has been expanded?

____ = 10 + 4

10 + 1 = ____

____ = 10 + 7

20 + 0 = ____

____ = 20 + 3

40 + 9 = ____

$$\underline{\quad} = 20 + 5$$

$$\underline{\quad} = 30 + 1$$

$$\underline{\quad} = 40 + 3$$

$$50 + 0 = \underline{\quad}$$

$$30 + 6 = \underline{\quad}$$

Addition of tens and ones

T	O	
1	2	
+	3	

T	O	
2	2	
+	2	

T	O	
4	3	
+	5	

T	O	
3	4	
+	2	0

T	O	
4	7	
+	3	0

T	O	
5	4	
+	2	4

Word statements in addition of tens and ones

1. Mary has 12 eggs. Sarah has 10 eggs. How many eggs do they have altogether?
2. Dan has 23 balls. Peter has 20 balls. They both have _____ balls.
3. There are 13 boys and 14 girls in a class. How many pupils are there altogether?

Subtraction of tens and ones

T	O	
2	4	
-	4	

T	O	
1	6	
-	5	

T	O	
3	2	
-	2	

T	O	
5	4	
-	2	4

$$\begin{array}{r} \text{T} \quad \text{O} \\ 3 \quad 2 \\ - 1 \quad 2 \\ \hline \end{array} \qquad \begin{array}{r} \text{T} \quad \text{O} \\ 4 \quad 3 \\ - 2 \quad 0 \\ \hline \end{array}$$

Word statements in subtraction of tens and ones

1. Nakato has 24 sweets. She ate 12 of them. How many sweets remained?
2. Subtract 10 from 22
3. Mummy has 34 eggs. 20 eggs were bad. How many eggs were good?
4. Sarah put 32 glasses on the tray. 11 glasses got broken. How many glasses were left?

P.1 NUMBER LESSON NOTES TERM II - 2018

Topical break down term II 2018

1. Geometry
 - i) Basic shapes
 - j) Naming shapes
 - k) Shapes of different objects
 - l) Naming different things with a shape of a square eg circle
2. Length
 - i) What is length?
 - ii) Parts of the body used to measure length
 - iii) Other things used to measure length
 - iv) Comparing length using long, tall or short
 - v) Adding distance in metres (vertically and horizontally)
 - vi) Word statements involving addition of metres
 - vii) Subtraction of metres (horizontally and vertically)
 - viii) Word statements in involving subtraction of metres
 - ix) Picture interpretation about distance
3. Numeration system
 - i) Ordinal numbers
 - ii) Numbers 50 – 100
 - iii) Writing numbers and number names 50 (fifty – 100)
 - iv) Matching numbers to their number names
 - v) Missing addends
 - vi) Grouping objects in twos
 - vii) Multiplying numbers by two (horizontally and vertically)
 - viii) Word statements involving multiplication of numbers by 2
 - ix) Dividing by 2
 - x) Word statement involving division of numbers by 2
4. Fractions
 - i) What is a fraction
 - ii) Making and shading wholes
 - iii) Making and shading halves
 - iv) Making and shading quarters
 - v) Making and shading other fractions
 - vi) Addition of fractions
 - vii) Subtraction of fractions

viii)

5. Measures

- i) Telling times on the clock face
- ii) Showing the given time on the clock face
- iii) Addition of time in full hours (horizontally and vertically)
- iv) Subtraction of time in full hours (horizontally and vertically)
- v) Days of the week
- vi) Months of the year

6. Graph

- i) Picture graph
- ii) Block graph

7. Subtraction of numbers using a number line

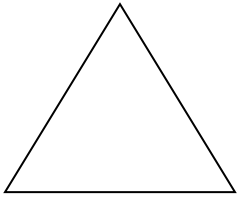
8. Revision of the covered work

LESSON NOTES FOR PRIMARY ONE TERM II 2018

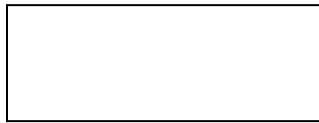
Topic: Geometry

Basic shapes

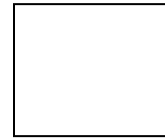
Triangle



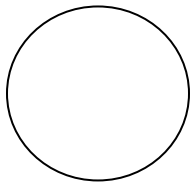
rectangle



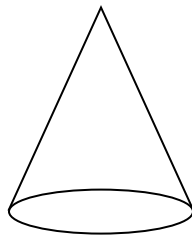
square



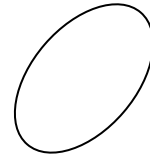
Circle



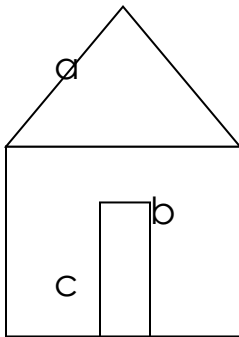
cone



oval



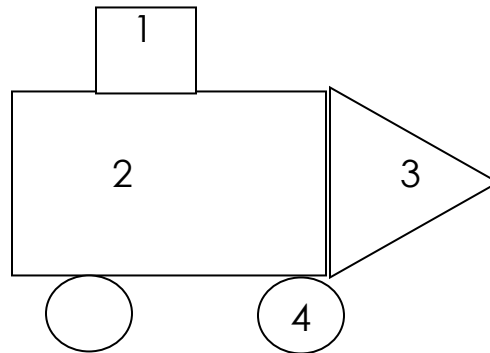
Name the shapes



a) _____

b) _____

c) _____



1. _____
2. _____
3. _____
4. _____

Shapes of different objects

Name different objects with a shape of a triangle

- a) A sacket of milk
- b) A roof top of a hut
- c) A samosa

Name different objects with a shape of a rectangle

- a) A door
- b) A chalkboard

Name different things with a shape of a square

- a) Top of the chair
- b) Wire mesh

Name different things with a shape of a circle

- a) A ball
- b) A water melon
- c) A clock face
- d) An orange

TOPIC : LENGTH

Definition

Length is the distance between two points

Parts of the body used to measure length

Hands

Fingers

Hand span

Feet

Arms

Other things we use to measure length

Ropes

Strings

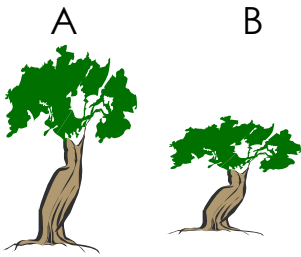
Sticks

Bananfibres

Threads

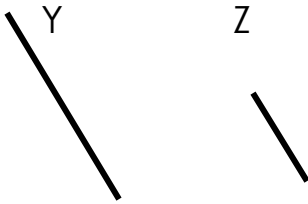
Comparing length of different objects

Use long , tall or short



Tree A is _____

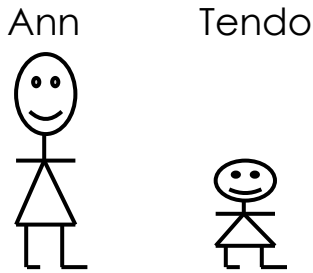
Tree B is _____



Stick y is _____

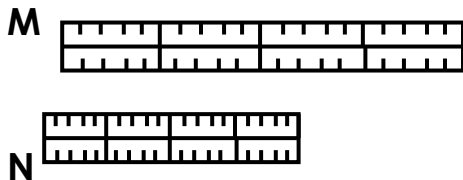
Stick Z is _____

Compare using longer, taller or shorter



Ann is _____ than Tendo

Tendo is _____ than Ann.



Ruler M is _____ than ruler N

Ruler N is _____ than ruler M

Adding metres (horizontally)

a) 2 metres + 3 metres = _____metres

b) 7 metres + 4 metres= _____metres

c) 13 metres + 6 metres = _____metres

d) 9 metres + 1 meter = _____metres

Adding metres vertically

6 metres	8 metres	4 5 m	1 0m
+ 3 metres	+ 4 metres	+ 2 3m	+ 2 4 m
_____	_____	_____	_____

Word statements involving addition of metres

- a) Joy moved 3 metres. Sarah moved 4 metres.
They both moved _____metres
- b) Bursar had 12 metres of a black cloth and 4 metres of a yellow cloth. How many metres of cloth had the bursar?
- c) Tom walked 10 metres and ran 5 metres. How many metres did he move altogether?

Subtraction of metres

- a) 7 metres – 4 metres = _____metres
- b) 9 metres – 2 meters = _____metres
- c) 20 m – 10 m = _____m
- d) 13 m – 7 m = _____m
- e)
$$\begin{array}{r} 6 \text{ metres} \\ - 4 \text{ metres} \\ \hline \end{array}$$

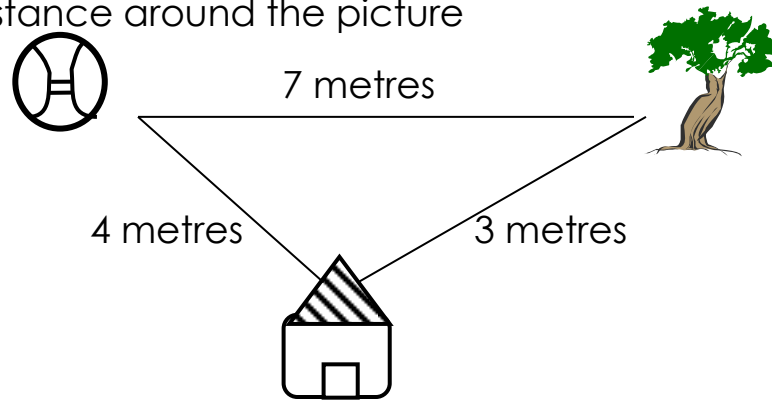
$$\begin{array}{r} 1 \quad 9 \text{ metres} \\ - \quad 1 \quad 6 \text{ metres} \\ \hline \end{array}$$
- h)
$$\begin{array}{r} 3 \quad 2\text{m} \\ - \quad 2\text{m} \\ \hline \end{array}$$

$$\begin{array}{r} 4 \quad 0\text{m} \\ - \quad 2 \quad 0\text{m} \\ \hline \end{array}$$

Word statements for subtraction of metres

- a) Tom had 6 metres of a red cloth. He sold 2 metres to his mother. How many metres did he remain with?
- b) ten metres minus six metres equals _____metres
- c) Joan had a sugarcane of 12 metres . She ate a piece of 5 metres. How many metres of a sugarcane did she remain with?

Find the distance around the picture



- What is the distance from the ball to the tree?
- How far is it from the hut to the ball?
- What is the shortest distance?
- What is the longest distance?
- What is the distance between the tree and the hut?
- Find the total distance around the pictures

TOPIC: ORDINAL NUMBERS

Ordinal numbers are numbers which tell us places of position and dates correctly

Number	Word
1 st	First
2 nd	Second
3 rd	Third
4 th	Forth
5 th	Fifth
6 th	Sixth
7 th	Seventh
8 th	Eighth
9 th	Ninth
10 th	Tenth
11 th	Eleventh
12 th	Twelfth
13 th	Thirteenth
14 th	Fourteenth
15 th	Fifteenth
16 th	Sixteenth
17 th	Seventeenth
18 th	Eighteenth
19 th	Nineteenth
20 th	Twentieth

Activity

- Fill in the missing numbers

1st , 2nd _____, 4th , 5th , _____, _____, 8th

- Write in numbers

Ninth _____

Fifteenth _____

Second _____

TOPIC: NUMERATION SYSTEM

Numbers 50 – 100

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

Writing numbers and their number names

50	fifty	63	sixty three
51	fifty one	64	_____
52	fifty two	65	_____
53	_____	66	_____
54	_____	67	_____
55	_____	68	sixty eight
56	fifty six	69	sixty nine
57	_____	70	seventy
58	_____	71	_____
59	_____	72	_____
60	sixty	80	eighty
61	sixty one	90	ninety
62	_____	100	one hundred

Activity

Match numbers to their number names

76	ninety one
50	one hundred
91	seventy six
100	fifty

Missing addends

Find the missing numbers

Example 1

$2+3 = \square$

$5+3 = \square$

$4+5 = \square$

$10 + 7 = \square$

Teacher will give examples in groups and individually then give an activity

Example 2

$\square + 3 = 5$

$\square + 2 = 8$

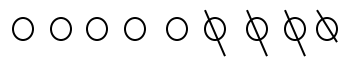
Note: Draw balls for the bigger number and cross balls for the smaller number

Teacher will help pupils with more examples then give an activity

Example 3

$4 + \square = 9$

$5 + \square = 7$



Note: Draw balls for the bigger number and cross for the small number, the remaining balls are the answer.

Grouping in twos

Grouping objects in twos



1 two =



2 twos =



3 twos =

Multiplying numbers by 2 (horizontally)

$$1 \times 2 = \square \quad \text{⊙⊙}$$

$$2 \times 2 = \square \quad \text{⊙⊙} \quad \text{⊙⊙}$$

$$3 \times 2 = \square \quad \text{⊙⊙} \quad \text{⊙⊙} \quad \text{⊙⊙}$$

$$4 \times 2 = \square \quad \text{⊙⊙} \quad \text{⊙⊙} \quad \text{⊙⊙} \quad \text{⊙⊙}$$

And more of this work up to 12

Multiplying numbers by 2 (vertically)

$$\begin{array}{r} 1 \text{ ⊙⊙} \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \text{ ⊙⊙} \\ \quad \text{⊙⊙} \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \text{ ⊙⊙} \\ \quad \text{⊙⊙} \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \text{ ⊙⊙} \\ \quad \text{⊙⊙} \\ \times 2 \\ \hline \end{array}$$

And more of this work to be given to pupils

Word problems with multiplication of numbers by 2

a) Juma has 2 eyes. How many eyes have 4 boys?

$$4 \times 2 = 8$$

⊙⊙ ⊙⊙ ⊙⊙ ⊙⊙

One girl has 2 ears. How many ears do 3 girls have?

$$3 \times 2 = 6$$

⊙⊙ ⊙⊙ ⊙⊙

A hen has 2 legs. How many legs do 6 hens have?

$$6 \times 2 = 12$$

⊙⊙ ⊙⊙ ⊙⊙
⊙⊙ ⊙⊙ ⊙⊙


Put 2 eggs on each plate. How many eggs are on 5 plates?

$$5 \times 2 = 10$$

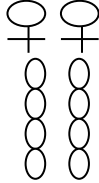
⊙⊙ ⊙⊙ ⊙⊙ ⊙⊙ ⊙⊙

Dividing numbers by 2

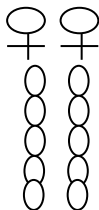
a) $2 \div 2 = 1$



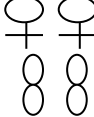
b) $8 \div 2 = 4$



c) $10 \div 2 = 5$



d) $4 \div 2 =$ _____



e) $2 \overline{) 8}$

f) $2 \overline{) 14}$

g) $2 \overline{) 6}$

Teacher will give more numbers

Word problem involving division of numbers by 2

Share 6 mangoes between 2 girls. How many does each get?

$$6 \div 2 = 3 \text{ mangoes}$$

b) ten divided by 2 equals

$$10 \div 2 = 5$$

c) Share 16 sweets equally between 2 boys

d) Daddy had 8 bananas. He shared them between 2 children. How many bananas did each child get?

$$8 \div 2 = 4$$

Teacher will give more examples, then an activity

ACCIDENTS AND SAFETY

FRACTIONS

What is a fraction?

A fraction is part of a whole

New words

Whole

Half

Shade

Fraction

Quarter



A whole apple

A whole orange



A whole banana



One of the two equal parts cut is called a half.

Teacher will help pupils cut different fractions from different whole and name them. (practically)

Note: The parts cut must be of the same size.

Name the shaded fraction (work will be prepared and pasted in pupils' books)

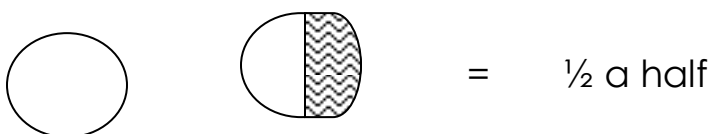
Making and shading wholes

A whole triangle

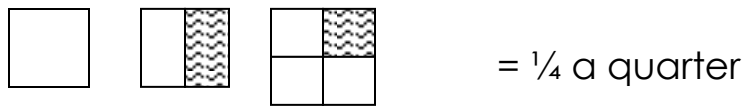
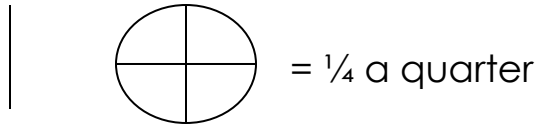
A whole circle

A whole pawpaw

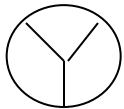
Making and shading halves



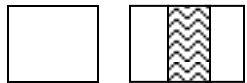
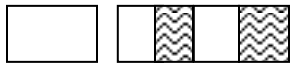
Making and shading quarters

= $\frac{1}{4}$ a quarter= $\frac{1}{4}$ a quarter= $\frac{1}{4}$ a quarter

Making and shading other fractions

 $\frac{1}{3}$

a third

= $\frac{1}{3}$ a third= $\frac{3}{6}$ = $\frac{2}{4}$

Addition of fractions

$$\frac{2}{5} + \frac{1}{5} = \frac{3}{5} \quad \text{Note: Add numbers on top only and choose one number from those down.}$$

$$\frac{4}{8} + \frac{2}{8} = \frac{4+2}{8} = \frac{6}{8}$$

More work will be given to pupils following the above examples

Subtraction of fractions

$$\frac{3}{4} - \frac{2}{4} = \frac{3-2}{4} = \frac{1}{4} \quad \text{note: Subtract numbers up, then choose one number from down}$$

$$\frac{7}{8} - \frac{5}{8} = \underline{\quad\quad}$$

$$\frac{4}{10} - \frac{2}{10} =$$

$$\frac{2}{3} - \frac{1}{3} =$$

$$\frac{5}{7} - \frac{1}{7} =$$

Teacher will give more work following the above examples

TOPIC: MEASURES

TIME

Telling time on a clock face

A clock face has 2 or more hands on it

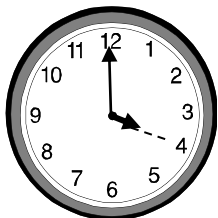
A short hand is the hour hand

A long hand is the minute hand

They both move around the clock but one moves faster than the other

When the long hand move and point straight in 12, the time will be that number the short one is pointing to.

Example

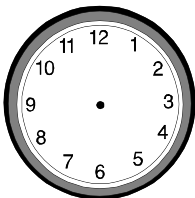


It is 4 o'clock

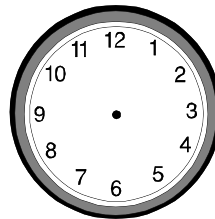
More work on telling time

Work will be done and pasted in their books

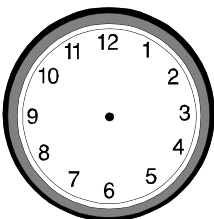
Showing time on a clock face.



It is 9 o'clock



It is 2 o'clock



More work to be done on papers and pasted in their books

Adding time in full hours

$$5 \text{ hours} + 3 \text{ hours} = \underline{\hspace{2cm}} \text{ hours}$$

$$8 \text{ hours} + 2 \text{ hours} = \underline{\hspace{2cm}} \text{ hours}$$

$$2 \text{ hours} + 4 \text{ hours} = \underline{\hspace{2cm}} \text{ hours}$$

$$\begin{array}{r} 3 \text{ hours} \\ + 4 \text{ hours} \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 6 \text{ hours} \\ + 7 \text{ hours} \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 7 \text{ hours} \\ + 5 \text{ hours} \\ \hline \\ \hline \end{array}$$

Subtraction of time in full hours

$$9 \text{ hours} - 4 \text{ hours} = \underline{\hspace{2cm}} \text{ hours}$$

$$8 \text{ hours} - 3 \text{ hours} = \underline{\hspace{2cm}} \text{ hours}$$

$$12 \text{ hours} - 8 \text{ hours} = \underline{\hspace{2cm}} \text{ hours}$$

$$\begin{array}{r} 9 \text{ hours} \\ - 6 \text{ hours} \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 10 \text{ hours} \\ - 8 \text{ hours} \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 12 \text{ hours} \\ - 4 \text{ hours} \\ \hline \\ \hline \end{array}$$

Days of the week

We have seven days in a week.

All days of the week have names beginning with capital letter

Sunday is the first day of the week.

Monday is the second day of the week

Tuesday is the third day of the week

Wednesday is the fourth day of the week

Thursday is the fifth day of the week

Friday is the sixth day of the week

Saturday is the seventh day of the week

Fill in the missing days of the week

- a) Sunday, Monday, _____, _____, _____, Friday
 b) Thursday, Wednesday, _____, _____, _____
 c) When do Christians go for prayers?
 d) Moslems pray on _____
 e) The seventh day Adventists pray on _____
 f) On _____ Christians go for prayers.

Note: 60 minutes = 1 hour
 24 hours = one day
 7 days = 1 week
 2 weeks = fortnight
 4 weeks = 1 month
 12 months = one year

Months of the year

There are twelve months of the year

January	1 st
February	2 nd
March	3 rd
April	4 th
May	5 th
June	6 th
July	7 th
August	8 th
September	9 th
October	10 th
November	11 th
December	12 th

Activity

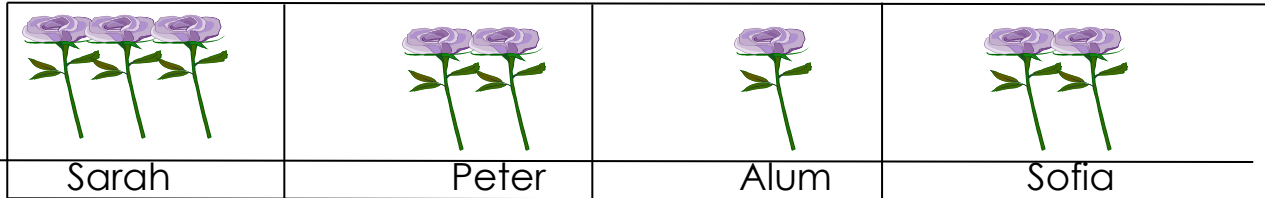
- a) How many months make a year?
 b) Fill in the missing letters
 Jan____ary Feb__u__ry J____ne A______ust
 c) Fill in the missing months of the year

January , February, _____, _____ May
 August , September, _____, _____,
 December

GRAPHS

Graph 1

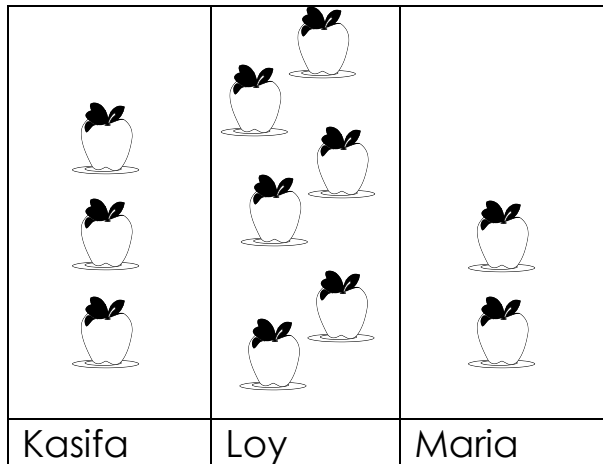
Teacher will help pupils get the ideas of graph from real objects



1. Who has more flowers
2. Who has fewer flowers?
3. How many flowers has Alum?
4. Who has three flowers?
5. How many flowers do they have altogether?

Graph 2

A graph of apples






Questions

1. How many apples does Loy have?
2. Who has three apples?
3. How many apples do they have altogether?
4. Who has most apples?

5. Who has the least number of apples?

Graph 3

A farmer planted trees on different days

Monday	
Tuesday	
Wednesday	

Questions

1. How many trees were planted on Tuesday?
2. On which day did he plant the least number of trees?
3. How many trees did he plant on Monday?
4. How many trees did he plant altogether?

Study the graph and answer the questions that follow

Five children have boxes

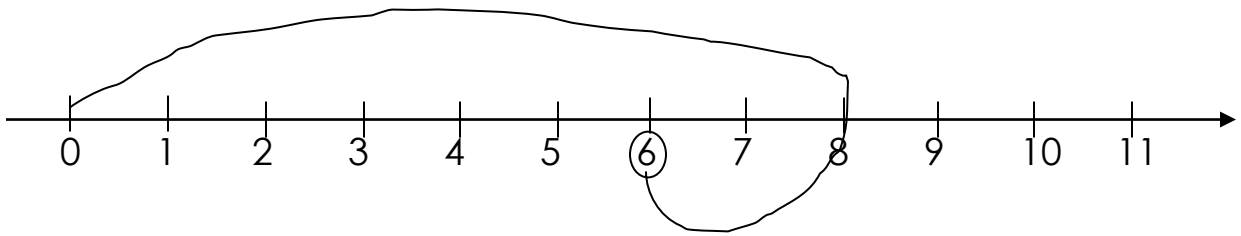
Tom	Tonny	Tina	Tasha	Trinity

Questions

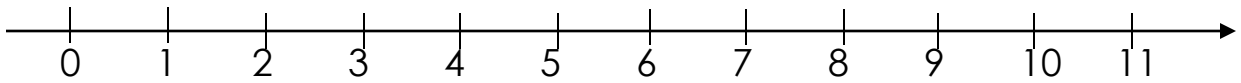
- a) How many boxes does Tonny have?
- b) Who have the same number of boxes?
- c) How many boxes has Trinity?
- d) How many boxes do they have altogether?

Use a number line to get the answer

a) $8 - 2 =$ _____



b) $9 - 7 =$ _____



More work will be given.

Revision of the covered work.

Topical breakdown for term III 2018

MEASUREMENTS

1. Weight(mass)
 - i) What is weight?
 - ii) Things we use to weigh
 - iii) Comparing weight
 - iv) Addition of weight – vertically and horizontally
 - v) Word statements involving addition
 - vi) Subtraction of weights – vertically and horizontally
 - vii) Word statements involving subtraction
2. Capacity
 - i) What is capacity
 - ii) Examples of liquids
 - iii) Objects/containers we use to measure liquids
 - iv) Comparing capacity
 - v) Measuring using non standard units
 - vi) The standard unit for capacity
 - vii) Addition in litres
 - viii) Word statements (addition)
 - ix) Subtraction in litres
 - x) Work statements (subtraction)
 - xi) Mixed exercises of addition and subtraction
3. Addition with re-grouping
 - i) Add two digit numbers with re-grouping
 - ii) Word statements (addition)
4. Money
 - i) What is money?
 - ii) History of money
 - iii) Uganda currency
 - iv) Features on money
 - v) Comparing money
 - vi) Addition of money
 - vii) Word statements
 - viii) Subtraction of money
 - ix) Word statements
5. Shopping
6. Mathematical statements on addition
 - i) Subtraction

- ii) Multiplication
- iii) Division
- iv) Number families
- v) Multiplication by 3
- vi) Division by 3
- vii) Multiplication by 3
- viii) Division by 3

LESSON NOTES FOR PRIMARY ONE TERM III 2018

Topic: Measures

Weight (mass)

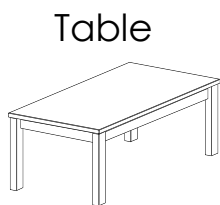
1. What is weight?
 - a) Weight is how heavy or light something is
 - b) We can tell how heavy or light something is after weighing it
2. We can weigh some objects using non standard tools eg. Tins, baskets, pots etc
3. We measure mass (weight) in kilograms (kg) and grams (g)
4. Examples of things we weigh

<ul style="list-style-type: none"> - Sugar - Peas - Salt - Meat - Millet 	<ul style="list-style-type: none"> - Maize flour - Bread - Beans - Rice - Cassava flour
---	--

Comparing weight using **heavy** or **light**

- a) A stone is _____
- b) A paper is _____
- c) A table is _____
- d) A feather is _____
- e) A brick is _____
- f) A pen is _____

Comparing weight using heavier than or lighter than



- a) A table is _____ a cup.
- b) A cup is _____ a table.

Subtraction of mass in kilograms

$$10\text{kg} - 4\text{kg} = \underline{\quad}\text{kg}$$

$$7\text{kg} - 2\text{kg} = \underline{\quad}\text{kg}$$

$$\begin{array}{r} 8\text{kg} \\ - 4\text{kg} \\ \hline \end{array}$$

$$\begin{array}{r} 9\text{kg} \\ - 3\text{kg} \\ \hline \end{array}$$

$$\text{b) } 12\text{kg} - 9\text{kg} = \underline{\quad}\text{kg}$$

$$\text{d) } 14\text{kg} - 7\text{kg} = \underline{\quad}\text{kg}$$

$$\begin{array}{r} 14\text{kg} \\ - 4\text{kg} \\ \hline \end{array}$$

$$\begin{array}{r} 11\text{kg} \\ - 10\text{kg} \\ \hline \end{array}$$

Word statements

- Subtract $9\text{kg} - 5\text{kg}$
- Daddy bought 14kg of meat. We ate 6kg . How many kilograms remained?
- There were 34kg of rice in the basket. Mummy cooked 20kg . How many kilograms remained?

Capacity

What is capacity?

Capacity is the amount of liquid a container can hold.

Examples of liquids

- Water
- Milk
- Juice
- Paraffin
- Tea
- Petrol
- Diesel
- Glue
- Cooking oil

Container used to measure liquids

- a) Bottles
- b) Jugs
- c) Jerrycans
- d) Basins
- e) Cups
- f) Glasses
- g) Tins
- h) Gourd
- i) Bucket

Comparing capacity using less or more



- a) Which object carries more water?
- b) Which object carries less water?



- b) Which container holds less water?

Reference MK 1 page 102

Measuring using standard units

We measure liquids in litres (l) other measure are milliliters (ml) i.e medicine, water, soda, juice

Practical measuring of water in different quantities

- a) A plastic mug holds $\frac{1}{2}$ of water
- b) A small plastic bottle holds $\frac{1}{2}$ litre of water
- c) A bottle of beer contains $\frac{1}{2}$ litres of beer

Activity

- a) How many mugs of water can fill five litre bottles?
- b) How many mugs of water can fill a one litre bottle?

Reference MK nk 2 page 150

Adding in litres (vertically and horizontally)

- a) 1 litre + 2 litres = 3 litres
- b) 4 litres + 3 litres _____ litres
- c) 5 litres + 2 litres = _____ litres

2 5 litres	3 3 litres
+ 2 3 litres	+ 5 0 litres
_____	_____

Ref: MK bk 2 page 151

Word problems involving addition of litres

- a) Juma had 2 litres of milk. He added 4 litres of water in milk. How many litres did he get altogether?

- b) Tom had 8 litres of water. He bought more 2 litres of water. How many litres did he buy altogether?

- c) Grace has 7 litres of soda. Akello has 5 litres of soda. How many litres do they have altogether?

Subtracting litres horizontally and vertically

- a) 10 litres - 1 litre = _____ litres
- b) 15 litres - 7 litres = _____ litres
- c) 12 litres - 3 litres = _____ litres

$$\begin{array}{r} \text{d) } 8 \text{ litres} \\ - 3 \text{ litres} \\ \hline \end{array}$$

$$\begin{array}{r} \text{e) } 5 \text{ litres} \\ - 2 \text{ litres} \\ \hline \end{array}$$

$$\begin{array}{r} \text{f) } 4 \quad 8 \text{ litres} \\ - 2 \quad 6 \text{ litres} \\ \hline \end{array}$$

$$\begin{array}{r} \text{g) } 3 \quad 7 \text{ litres} \\ - 2 \quad 0 \text{ litres} \\ \hline \end{array}$$

Word problems involving subtraction of litres

a) Mummy had 8 litres of milk. She sold 2 litres. How many litres did she remain with?

b) Sarah had 16 litres of oil. She used 7 litres to fry pancakes. How many litres remained?

Mixed exercises on addition and subtraction of litres

a) 6 litres + 4 litres = _____ litres

b) 5 litres + 2 litres = _____ litres

c) 10 litres - 5 litres = _____ litres

$$\begin{array}{r} \text{d) } 1 \text{ 0 litres} \\ - 2 \text{ litres} \\ \hline \end{array}$$

$$\begin{array}{r} \text{e) } 1 \text{ 4 litres} \\ - 1 \text{ 0 litres} \\ \hline \end{array}$$

$$\begin{array}{r} \text{f) } 2 \text{ 4 litres} \\ + 1 \text{ 1 litres} \\ \hline \end{array}$$

Addition with regrouping (carrying)

$$\begin{array}{r}
 \text{T} \quad \text{O} \\
 1 \quad 8 \\
 + \quad 3 \\
 \hline
 \mathbf{2} \quad \mathbf{1} \\
 \hline
 11
 \end{array}$$

$$\begin{array}{r}
 \text{T} \quad \text{O} \\
 1 \quad 9 \\
 + \quad 4 \\
 \hline
 \mathbf{2} \quad \mathbf{3} \\
 \hline
 13
 \end{array}$$

$$\begin{array}{r}
 \text{T} \quad \text{O} \\
 6 \quad 9 \\
 + \quad 6 \\
 \hline
 \mathbf{7} \quad \mathbf{5} \\
 \hline
 15
 \end{array}$$

Exercise

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

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

$$\begin{array}{r}
 \text{T} \quad \text{O} \\
 8 \quad 9 \\
 + \quad 9 \\
 \hline
 \hline
 \hline
 \end{array}$$

Adding two digit numbers to two digit numbers with regroupingExercise

$$\begin{array}{r}
 \text{T} \quad \text{O} \\
 4 \quad 5 \\
 + \quad 4 \quad 5 \\
 \hline
 6 \quad 0 \\
 \hline
 10
 \end{array}$$

$$\begin{array}{r}
 \text{T} \quad \text{O} \\
 6 \quad 9 \\
 + \quad 6 \\
 \hline
 \hline
 14
 \end{array}$$

Exercise

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

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

$$\begin{array}{r}
 \text{T} \quad \text{O} \\
 2 \quad 9 \\
 + \quad 3 \quad 7 \\
 \hline
 \hline
 \hline
 \end{array}$$

TOPIC: **MONEY**

Money: This is what we use to buy what we want.

Discuss the use of money

History of money

Long ago, people used to exchange goods for goods and services for services (barter trade). Later, they introduced cowrie shells.

When the Indians came, they introduced rupees. The rupees also got expired and now we have the present currency called shillings.

Currency used by different countries

Uganda	–	shillings
Kenya	–	shillings
England	–	pounds
America	-	Dollars
Rwanda	-	Farang
Nigeria	-	Naira

There are two forms of money used in Uganda

These are

1. Coins
2. Notes (paper money)

Coins

50 shillings coin

100 shillings coin

200 shillings coin

500 shillings coin

1000 shillings coin

Notes:

1000 shillings note

2000 shillings note

5000 shillings note

10,000 shillings note

20,000 shillings note

50,000 shillings note

Features on money

- a) A coin of 50 shillings has a head of a cob and the coat of arms
 a coin of 100 shillings – a cow and a coat of arms
 a coin of 200 shillings – a fish
 a coin of 500 shillings – a head of a crested crane
 a coin of 1000 shillings – a crested crane

Changing money/ comparing different money denominations

$$\text{Shs. } 100 = \text{shs } 50 + \text{shs. } 50$$

$$\text{Shs. } 200 = \text{shs. } \underline{\quad\quad} + \text{shs } \underline{\quad\quad} + \text{shs. } \underline{\quad\quad} + \text{shs. } \underline{\quad\quad}$$

a) $\text{Shs. } 300 = \text{shs. } \underline{\quad\quad\quad} + \text{shs. } \underline{\quad\quad\quad} + \text{shs. } \underline{\quad\quad\quad}$

b) How many coins of 100 make shs. 200?

c) How many coins of 100 make shs. 500?

Addition of money vertically and horizontally

a) i) $\text{Shs. } 100 + \text{Shs. } 100 = \text{Shs } 200$

ii) $\text{Shs. } 100 + \text{Shs. } 100 = \underline{\quad\quad\quad}$

iii) $\text{Shs. } 500 + \text{Shs. } 200 = \underline{\quad\quad\quad}$

$$\begin{array}{r}
 \text{b) i) shs. 50} \\
 + \text{ shs } 50 \\
 \hline
 \end{array}
 \qquad
 \begin{array}{r}
 \text{ii) shs. 150} \\
 + \text{ shs. } 50 \\
 \hline
 \end{array}$$

- a) Jane had shs. 200. Peter had shs. 300. How much money do they have altogether?
- b) There are shs. 400 in the tin and shs. 200 in the box. How much money is there altogether?
- c) Tom picked shs. 500 on the way to school. John picked shs. 300. How much money do they have altogether?

Subtraction of money

$$\begin{array}{r}
 \text{shs. 600} \\
 - \text{ shs } 400 \\
 \hline
 \end{array}
 \qquad
 \begin{array}{r}
 \text{ii) shs. 700} \\
 - \text{ shs. } 200 \\
 \hline
 \end{array}
 \qquad
 \begin{array}{r}
 \text{iii) shs. 300} \\
 + \text{ shs } 200 \\
 \hline
 \end{array}$$

Ref : Mk Bk 2 page 127

Oxford Primary MTC Bk 2 page 58

Word problems involving subtraction of money

- a) You have shs. 500. You spent Shs. 200. How much is left?

$$\begin{array}{r}
 \text{shs. 500} \\
 - \text{ shs } 200 \\
 \hline
 \end{array}$$

- b) You have Shs. 200. You have spent shs. 100. How much is left?

$$\begin{array}{r}
 \text{shs. 200} \\
 - \text{ shs } 100 \\
 \hline
 \end{array}$$

c) Eva had shs. 300. She lost shs. 100. How much money did she remain with?

$$\begin{array}{r} \text{shs. } 300 \\ - \text{shs } 100 \\ \hline \end{array}$$

d) Susan had shs. 700. She bought a ruler at shs. 300. How much money did she remain with?

$$\begin{array}{r} \text{shs. } 700 \\ - \text{shs } 300 \\ \hline \end{array}$$

Lesson **SHOPPING**

An apple



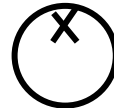
Shs. 500

an egg



shs. 200

an orange



shs. 150

a cup



shs. 300

- What is the cost of an egg?
 - Which item costs shs. 300?
 - A _____ costs shs. 500.
 - What is the cost of an egg and a cup?
- e) Study the price list and answer the questions

<u>Item</u>	<u>Price</u>
Pencil	shs. 50 each
Sweet	shs. 50 each
Book	shs.100 each
Matchbox	shs. 50 each
Ice cream	shs. 500 each

Questions

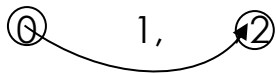
- a) How much is a pencil?
- b) What is the cost of a sweet?
- c) How much is a tin of ice cream?
- d) How much will one pay for two match boxes?
- e) What is the cheapest item?
- f) A _____ is the most expensive item .

TOPIC: NUMBER FAMILIES

Number families of 2, 3, 4, 5, 6, 7, 8, 9, 10

Which two numbers add up to 2

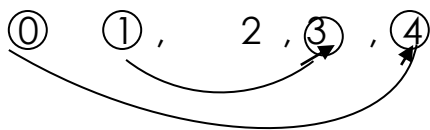
First list all the numbers from 0 up to 2



Choose the first and the last numbers

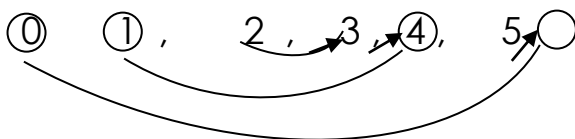
$$\begin{array}{r} 0 \\ 1 \\ 2 \end{array} \quad + \quad \begin{array}{r} 2 \\ 1 \\ 0 \end{array} \quad = \quad \begin{array}{r} 2 \\ 2 \\ 2 \end{array}$$

Which pairs of numbers add up to 4?



$$\begin{array}{r} 0 \\ 1 \\ 2 \\ 4 \\ 3 \end{array} \quad + \quad \begin{array}{r} 4 \\ 3 \\ 2 \\ 0 \\ 1 \end{array} \quad = \quad \begin{array}{r} 4 \\ 4 \\ 4 \\ 4 \\ 4 \end{array}$$

Which pairs of numbers add up to 4?



$$\begin{array}{r} 0 \\ 1 \\ 2 \\ 3 \\ 4 \\ 5 \end{array} \quad + \quad \begin{array}{r} 5 \\ 4 \\ 3 \\ 2 \\ 1 \\ 0 \end{array} \quad = \quad \begin{array}{r} 5 \\ 5 \\ 5 \\ 5 \\ 5 \\ 5 \end{array}$$

Up to 1

TOPIC: **MULTIPLICATION BY 3**

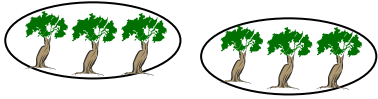
1. **Grouping in threes.**



1 group of three = 3



2 groups of three = _____



3 threes = _____

Up to 12

Multiplying numbers by 3 [horizontally]

Example

$$1 \quad x \quad 3 \quad \square \quad \text{(III)}$$

$$2 \quad x \quad 3 \quad \square \quad \text{(OOO) (OOO)}$$

$$3 \quad x \quad 3 \quad \square \quad \text{(AAA) (AAA) (AAA)}$$

$$4 \quad x \quad 3 \quad \square \quad \text{(OOO) (OOO) (OOO) (OOO)}$$

And more of this work up to 12

Multiplying numbers by 3 [vertically]

$$\begin{array}{r} 1 \\ x \quad 3 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ x \quad 3 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ x \quad 3 \\ \hline \end{array}$$

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

$$\begin{array}{r} 12 \\ \hline \end{array}$$

More of this work to be given to pupils

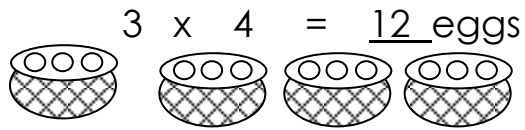
Word problems with multiplication by 3

a) A stool has 3 legs. How many legs. How many legs do 2 stools have?

$$\begin{array}{c} 2 \\ \text{(OOO)} \end{array} \quad x \quad \begin{array}{c} 3 \\ \text{(OOO)} \end{array} = \overset{6}{\quad} \text{ legs.}$$

b) There are ③ eggs in a tray

How many eggs are there in 4 trays?



TOPIC: **DIVISION OF NUMBERS BY 3**

Dividing numbers by 3 [horizontally]

$$6 \div 3 = \underline{\quad}$$

$$9 \div 3 = \underline{\quad}$$

$$12 \div 3 = \underline{4}$$

Dividing numbers by 3 [vertically]

$$\begin{array}{r} 7 \\ 3 \overline{) 21} \\ \underline{21} \\ 0 \end{array}$$

$$\begin{array}{r} 1 \\ 3 \overline{) 3} \\ \underline{3} \\ 0 \end{array}$$

$$\begin{array}{r} 3 \\ 3 \overline{) 9} \\ \underline{9} \\ 0 \end{array}$$

Teacher will give more examples and then an activity

Word problems involving division of numbers by 3

- a) Mummy had ⑥ bananas. She shared them equally among ③ children. How many bananas did each get?

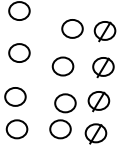
$$\begin{array}{r} 6 \\ 3 \overline{) 6} \\ \underline{6} \\ 0 \end{array}$$

Each child got 2 bananas

- b) Nine divide by three equals _____

c) Share ⑫ pencils equally among ③ boys

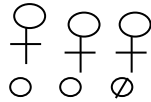
$$12 \div 3 = \underline{\quad}$$



Each child get 4 pencils

d) What do we get when we share ③ apples equally among ③ girls?

$$3 \div 3 = \underline{1} \text{ apple}$$



TOPIC: MATHEMATICAL STATEMENTS

Mathematical statements on addition

Words used in addition

- | | |
|--------------|----------------|
| - Add | - Total |
| - Altogether | - Plus |
| - And | - Put together |
| - Both | - More |
| - Sum | |

- a) Two plus five equals _____
- b) What is the sum of three, two and four?

- c) Jane has four apples. John has three apples
How many apples do they have altogether?

- d) Find the total of five and six oranges

- e) What is six and four?

- f) Tom had six books. Teo had five books.
Both had _____ books altogether.
- g) Daddy had 2 sweets. Mummy gave him more 7 sweets. How many
sweets did daddy have altogether?

Mathematical statements on subtraction

Words used in subtraction

- | | |
|---------------|----------|
| - Subtraction | - Minus |
| - Take away | - Remain |
| - Less | - Remove |

- a) Subtract 4 mangoes from 11 mangoes

b) What is 8 take away zero

c) Twelve minus six equals _____

d) What is four less two? _____

e) A hen had 8 eggs. Five eggs were broken. How many eggs remained? _____

f) Remove 4 pens from 10 pens. How many pens remain?

Mathematical statements on the multiplication

Words used in multiplication

- Multiplication
- groups of
- times

Note: teacher will give examples using words above.

Mathematical statements on division

Words used in division

Share

Divide

Among

Equally

Between

give

Note : Teacher will give examples using words above.