

LESSON NOTES FOR PRIMARY ONE MATHEMATICS TERM II 2010

THEME : WEATHER

SUBTHEME: EFFECTS AND MANAGEMENT OF WEATHER

TOPIC : LENGTH

SUBTOPIC: Comparing length of different objects.

Definition: Length is the distance between two points

Parts of the body used to measure length.

- (a) hands
- (b) fingers
- (c) feet
- (d) hands span

Standard units for measuring length are:-

- (a) Metres
- (b) Kilometers
- (c) Miles.

Other tools for measuring length.

- (a) Metre ruler
- (b) Small/short ruler
- (c) String
- (d) Feet
- (e) Arm's length
- (f) Hand span

LESSON 2

Teach and pupils practically use the learnt tools to measure different objects at school.

1. Use strides to measure the length of the classroom.
2. Use the feet to measure the distance from the classroom to the dining room.
3. Use the handspan to measure the length of your table.
4. Use the strides to measure the length of the dining hall.

Comparing distance

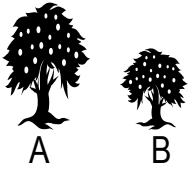
Far, near, long distance, short distance.

Question:

- Is it far from your class to the dining?
- How far is it from the office to the kitchen?

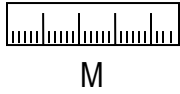
LESSON 3

Comparing length. Tall – taller, long - longer, short - shorter



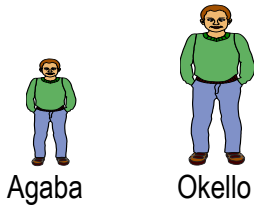
Tree A is tree B

Tree B is tree A



Ruler M is ruler N.

Ruler N is ruler M.



Okello is Agaba.

Agaba is Okello

LESSON 4

Adding metres (horizontally)

2 metres + 2 metres = Metres.

7 metres + 3 metres =metres

13 metres + 6 metres = metres.

Adding metres (vertically)

6 m	8 m	10 metres
+ 2 m	+ 1 m	+ 12metres
=====	=====	=====

LESSON 5

Subtraction of distance

7m – 4m = m

8m – 2m = m

13m – 9m = m

20m – 10m = m

$$\begin{array}{r}
 19 \text{ metres} \\
 - 13 \text{ metres.} \\
 \hline
 \hline
 \end{array}$$

LESSON 6

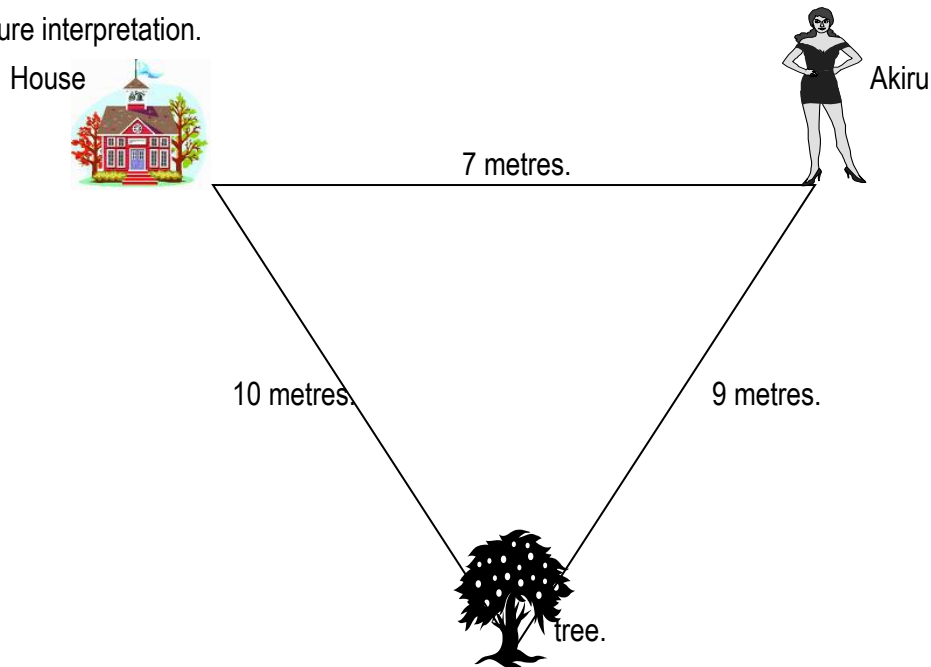
Word problems in addition of metres

1. Aunt Joy bought 3 metres of green cloth, 2 metres of red cloth and 1 metre of a blue cloth. How many metres of cloth did she buy?
2. Bursar had 12 metres of black cloth and 4 metres of yellow cloth. How many metres did the Bursar have?

Word problems in subtraction of metres.

LESSON 7

Picture interpretation.

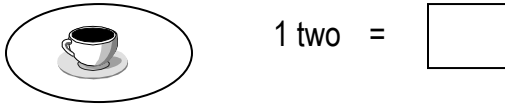


1. What is the distance from the house to the tree?
2. What is the distance from the tree to Akiru?
3. What is the distance from the house to Akiru?
4. What is the longest distance?
5. What is the total distance around?
6. How far is it from house to the tree?
7. How far is it from Akiru to the house then to the tree?

LESSON 8

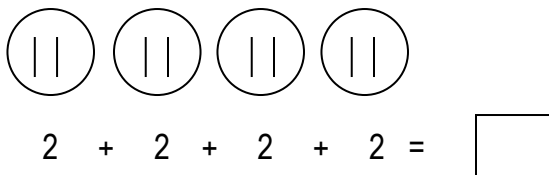
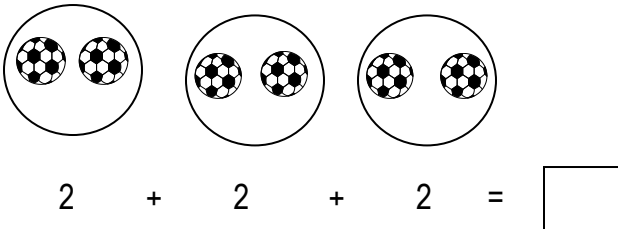
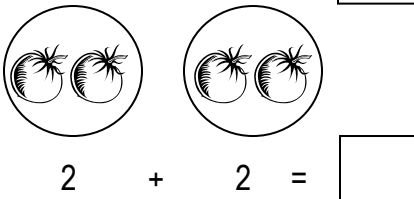
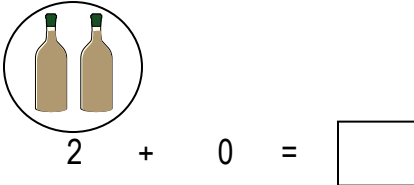
Topic: Grouping objects in 2s, 3s

Subtopic: Grouping in 2s



LESSON 9

Adding in 2s.



LESSON 10

Multiplying numbers by 2 (horizontally)

$1 \times 2 = \boxed{2} \bigcirc$

$2 \times 2 = \boxed{} \bigcirc \bigcirc$

$3 \times 2 = \boxed{} \bigcirc \bigcirc \bigcirc$

$4 \times 2 = \boxed{} \bigcirc \bigcirc \bigcirc \bigcirc$

LESSON 11

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

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

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

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

LESSON 12

Teacher will guide pupils build a multiplication table for 2.

$2 \times 0 = \boxed{}$ or

$1 \times 2 =$

$2 \times 1 = \boxed{}$

$2 \times 2 =$

$2 \times 2 = \boxed{}$

$3 \times 2 =$

$2 \times 3 = \boxed{}$

$4 \times 2 =$

$2 \times 4 = \boxed{}$

$5 \times 2 =$

$2 \times 5 = \boxed{}$

$6 \times 2 =$

$2 \times 6 = \boxed{}$

LESSON 13

Word problems with multiplication of numbers by 2.

1. Juma has 2 eyes.
How many eyes do 5 boys have?
2. How many wheels do 3 bicycles have?
3. 1 girl has 2 ears. How many ears do 7 girls have?

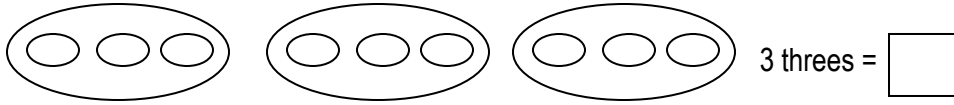
LESSON 14

TOPIC: Grouping objects in 2s and 3s.

SUB TOPIC: Grouping in 3s

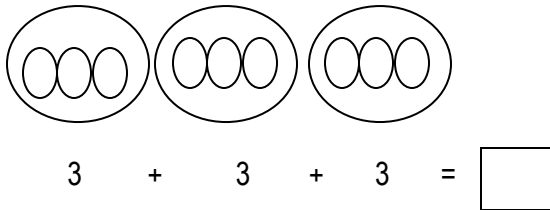
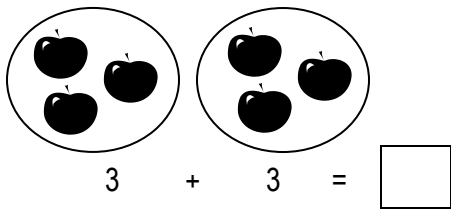
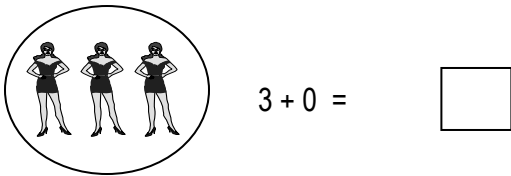


$1 \text{ three} = \boxed{}$



LESSON 15

Adding threes



LESSON 16

Multiplying numbers by 3 horizontally.

$1 \times 3 = \square \qquad 4 \times 3 = \square$

$2 \times 3 = \square \qquad 5 \times 3 = \square$

$3 \times 3 = \square$

LESSON 17

Multiplying numbers by 3 vertically

$$\begin{array}{r} 2 \\ \times 3 \\ \hline \hline \end{array} \qquad \begin{array}{r} 0 \\ \times 3 \\ \hline \hline \end{array} \qquad \begin{array}{r} 10 \\ \times 5 \\ \hline \hline \end{array} \qquad \begin{array}{r} 5 \\ \times 3 \\ \hline \hline \end{array} \qquad \begin{array}{r} 6 \\ \times 3 \\ \hline \hline \end{array}$$

LESSON 18

Teacher will guide pupils to build multiplication.

$0 \times 3 = \square$

$4 \times 3 = \square$

$1 \times 3 = \square$

$5 \times 3 = \square$

$2 \times 3 = \square$

$6 \times 3 = \square$

$3 \times 3 = \square$

LESSON 19

Word problems with multiplication numbers by 3.

1. A stool has 3 legs. How many legs do 5 stools have?



2. There are 3 cakes on each plate. How many cakes are there on 4 plates?
3. A girl has 4 pencils. How many pencils will 2 girls have?
4. Draw three groups of three balls.
5. Three times three equals _____

LESSON 20

THEME: ACCIDENTS AND SAFETY

SUB THEME: ACCIDENTS AND SAFETY ON THE WAY

Fractions

What is a fraction.

- A fraction is a part of a whole.

New words.

- | | |
|----------------|----------------|
| (i) whole | shade |
| (ii) A half | shade fraction |
| (iii) A third | |
| (iv) A quarter | |

Examples of whole



A whole Apple

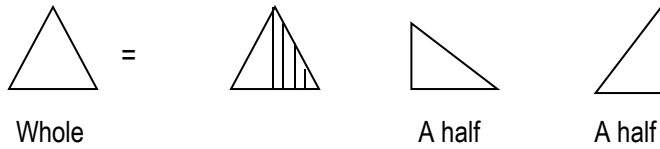
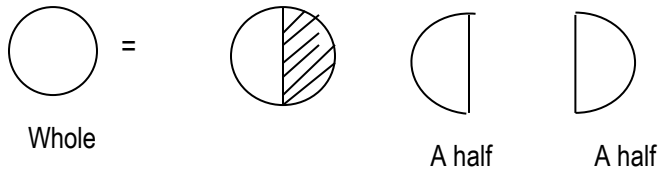


A whole Tomato



A whole banana

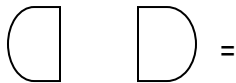
A half. (one of the two equal parts cut from the whole).



Note: the parts cut must be of the same size.
More work will be cut to show halves.

Addition of fractions

(a) Cut real parts and put them together again



a half + a half

LESSON 21

(b) Use of numbers

Add the number on top i.e. $2 + 1 = 3$

Just copy one of the number below the line and the answer will be $\frac{3}{4}$.

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

$$\frac{1}{2} + \frac{1}{2} = \frac{2}{2}$$

Add more

LESSON 22.

Subtracting fractions.

Subtract only the numbers on top $3 - 2 = 1$

Just copy one of the numbers below the line.

$$\frac{3}{4} - \frac{2}{4} = \frac{1}{4} \quad \frac{1}{2} - \frac{1}{2} = \quad \frac{7}{8} - \frac{2}{8} = \quad \frac{2}{4} - \frac{1}{4} \quad \frac{4}{5} - \frac{2}{5} \quad \frac{4}{6} - \frac{1}{6}$$

LESSON 23

Word problems involving fractions of whole numbers.

1. What is $\frac{1}{2}$ of 12 cakes?
2. What is $\frac{1}{2}$ of 10 mangoes?
3. What is $\frac{1}{3}$ of a ball?
4. What is $\frac{1}{4}$ of 8 cups?
5. What is $\frac{1}{2}$ of 4 kilogrammes of sugar?

LESSON 24.

Comparing fraction. "which fraction is bigger?"

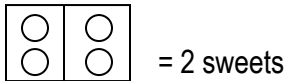
Word problems in addition of fractions.

- (a) Dan ate $\frac{1}{2}$ an orange His daddy ate $\frac{1}{2}$ of an orange.
What fraction did they eat altogether?
$$\frac{1}{2} + \frac{1}{2} = \frac{2}{2}$$
- (b) Mary ate $\frac{1}{3}$ of a sweet. Peter ate $\frac{1}{3}$ of a sweet. What fraction did they eat altogether?
- (c) Mummy ate $\frac{1}{4}$ of the food. Daddy ate $\frac{2}{4}$ of the food. What fraction did they eat altogether?
Add more work.

LESSON 25.

Fractions and whole numbers

- (a) What is $\frac{1}{2}$ of 4 sweets?



You draw a half (fraction)

Then give equally the sweets to the two equal halves.

Count for only one part.

- (b) $\frac{1}{2}$ of 8 =
- (c) $\frac{1}{2}$ of 12 =
- (d) $\frac{1}{3}$ of 6 =
- (e) $\frac{1}{3}$ of 9 =

LESSON 26.

Ordinal numbers:

Ordinal numbers always tell us places of positions and dates correctly.

Number	Word
1 st	first
2 nd	second
3 rd	third
4 th	fourth
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

LESSON 27

TIME:

Activities done at different time of the day at school and at home.

- Waking up
- Praying
- Washing the face
- Resting
- Dressing
- Taking breakfast
- Going to school
- supper time
- playing
- going home
- taking lunch
- helping parents

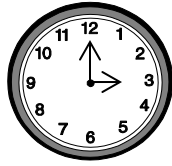
Reference: MK bk1 page 108

LESSON 28

Telling time on the clockface

- A clock face has 2 or more hands in it.
- A short hand is the hour hand.
- A long hand is the minute hand.
- They both move around the clock but one is faster and the other is slow.

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



Because the long hand is pointing to 12, we shall say that. It is 3 O'clock because the short (short hand) is pointing straight to 3.



It is 10 O'clock



It is 12 O'clock

Add more examples on page 109 – 110

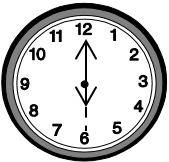
Reference Mk bk1 page 110.

NOTE: 24 hours make a day.

LESSON 29

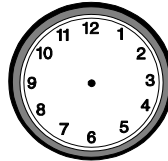
Main events with the clock face.

Practice, when does?



When does he wake up?

He wakes up at 6 O'clock.



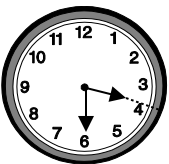
More activities on page 109

Reference MK bk 1 page 109

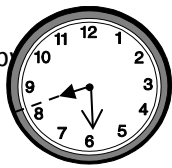
LESSON 30

Telling time using a half past

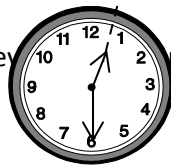
- When the minute hand (long hand) moves from 12 and points to 6, then it has moved half of the journey.



- Because the minute hand has moved from 12 to 6, it has moved half of the journey of a full hour. So the time is half past 3 O'clock.
- Telling time using a half past O'clock.



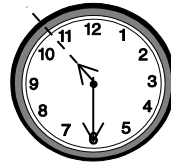
A half past 8 o'clock.



A half past 12 o'clock



A half past 6 o'clock



A half past 10 o'clock

LESSON 31

Addition of full time – vertically and horizontally

5 hours + 3 hours = _____ hours.

2 hours + 3 hours = _____ hours.

7 hours + 2 hours = _____ hours

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

$$\begin{array}{r} 5 \text{ hours} \\ + 4 \text{ hours} \\ \hline \text{hours} \\ \hline \hline \end{array}$$

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

LESSON 32

Subtraction of full hours - vertically and horizontally.

8 hours - 3 hours = _____ hours

9 hours - 6 hours = _____ hours

12 hours - 5 hours = _____ hours

$$\begin{array}{r} 16 \text{ hours} \\ - 8 \text{ hours} \\ \hline \text{hours} \\ \hline \hline \end{array}$$

$$\begin{array}{r} 12 \text{ hours} \\ - 10 \text{ hours} \\ \hline \text{hourhours} \\ \hline \hline \end{array}$$

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

LESSON 33

Days of the week

We have seven days in a week. All days of the week have names beginning with capital letters i.e.

- 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.

LESSON 34

Different activities done on different days.

- (a) On Monday , Tuesday, _____, _____, and Friday, we come to school.
- (b) On _____ Christians go to church.
- (c) Muslims go for prayers on _____.

LESSON 35

Filling in the missing days of the week.

- (a) Sunday, Monday, _____ Wednesday, _____ Friday _____, Sunday.
- (b) Sunday, Saturday, Friday, Thursday, _____, _____, _____
- (c) Wednesday, Thursday, Friday, _____, _____, _____, Tuesday.
- (d) The seventh day Adventists pray on is _____
- (e) Christians pray on _____
- (f) Muslims pray on _____

LESSON 36.

THEME : OUR TRANSPORT

SUB THEME: TYPES AND NAMES OF TRANSPORT

Months of the year

There are twelve months in a year.

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

Identifying the number of days in each month of the year.

LESSON 37

Name of the month

Days in the month

January	31
February	28/29
March	31
April	30
May	31
June	30
July	31
August	31
September	30
October	31
November	30
December	31

Arrange the months in order

- (a) January, February, _____, _____, May, _____
 (b) July, _____, September, _____, November, December.

LESSON 38

Division of numbers

Dividing numbers by 2.

$$\begin{array}{r} 2 \div 2 = 1 \\ \overset{\circ}{\cancel{2}} \quad \overset{\circ}{|} \\ \cancel{2} \quad | \end{array}$$

$$\begin{array}{r} 8 \div 2 = 4 \\ \overset{\circ}{\cancel{8}} \quad \overset{\circ}{|} \\ \cancel{8} \quad | \\ \cancel{8} \quad | \\ \cancel{8} \quad | \end{array}$$

$$10 \div 2 =$$

$$\begin{array}{r} 4 \div 2 = 2 \\ \overset{\circ}{\cancel{4}} \quad \overset{\circ}{|} \\ \cancel{4} \quad | \\ \cancel{4} \quad | \end{array}$$

LESSON 39

$$\begin{array}{r} 4 \\ 2 \sqrt{8} \quad \text{---} \\ \overset{\circ}{\cancel{4}} \quad \overset{\circ}{|} \\ \cancel{4} \quad | \\ \cancel{4} \quad | \\ \cancel{4} \quad | \end{array}$$

$$7 \\ 2 \sqrt{14} \quad \text{---}$$

$$\begin{array}{r} \text{---} \\ 2 \sqrt{18} \quad \text{---} \\ \cancel{2} \quad | \\ \cancel{2} \quad | \\ \cancel{2} \quad | \\ \cancel{2} \quad | \\ \cancel{2} \quad | \\ \cancel{2} \quad | \end{array}$$

LESSON 40 AND 41

Dividing numbers by 3

$$\begin{array}{r} 6 \div 3 = \\ \overset{\circ}{\cancel{6}} \quad \overset{\circ}{\cancel{0}} \quad \overset{\circ}{\cancel{0}} \\ \cancel{6} \quad | \quad | \quad | \end{array}$$

$$\begin{array}{r} 12 \div 3 = \\ \overset{\circ}{\cancel{1}} \quad \overset{\circ}{\cancel{2}} \quad \overset{\circ}{\cancel{0}} \quad \overset{\circ}{\cancel{0}} \quad \overset{\circ}{\cancel{0}} \\ \cancel{1} \quad | \quad | \quad | \quad | \quad | \end{array}$$

$$\begin{array}{r} 3 \sqrt{21} \quad \text{---} \\ \overset{\circ}{\cancel{3}} \quad \overset{\circ}{\cancel{0}} \quad \overset{\circ}{\cancel{0}} \quad \overset{\circ}{\cancel{0}} \\ \cancel{3} \quad | \quad | \quad | \quad | \end{array}$$

LESSON 42.

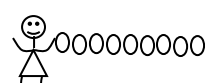
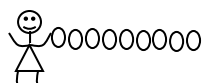
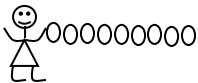
Word problems involving division of numbers.

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



$$6 \div 2 = 3$$

- Share 27 apples among 3 boys. How many apples does each get?

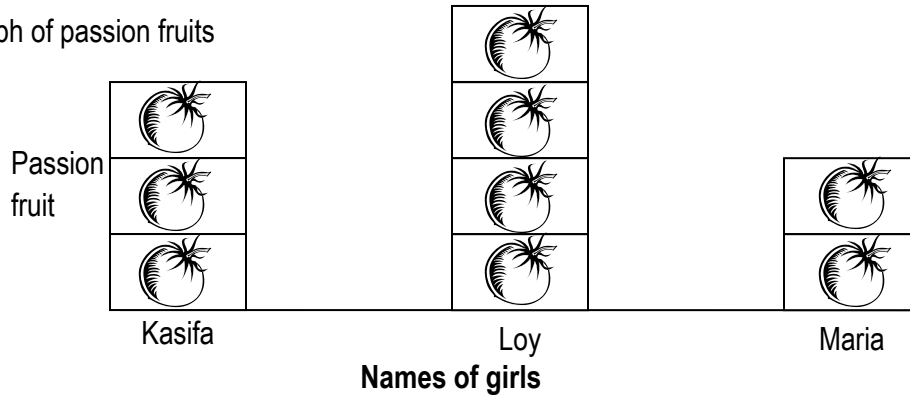


$$27 \div 3 = 9 \text{ apples} \quad \text{Mk bk 1 page 77}$$

LESSON 43

Graphs

A graph of passion fruits

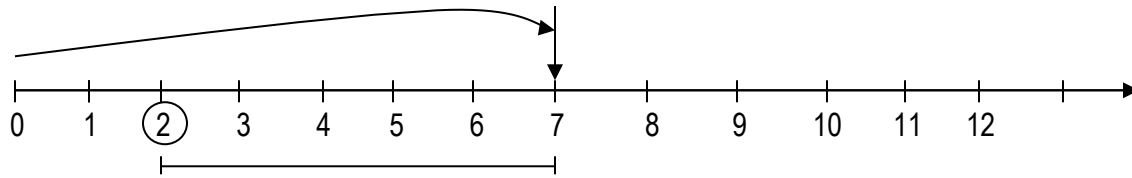


- (a) How many passion fruits does Loy have?
- (b) Who has three passion fruits?
- (c) How many do they have altogether?

LESSON 45

Subtracting using a number line

$$7 - 5 = 2.$$



Work out the following using a number line.

$6 - 3 =$

$9 - 4 =$

$10 - 3 =$

$12 - 8 =$

$8 - 4 =$

$7 - 2 =$

TERM TWO MATHEMATICS TOPICAL BREAK DOWN FOR P.1

1. Length.

- (i) Non- standard units i.e. parts of the body. Primary mathematics Bk. 2 pg. 61 – 62.
- (ii) Comparing length using longer than, shorter than and taller than.
- (iii) Standard units i.e. metres and kilometers. Reference fountain primary Math. Bk. 1 Pg. 109 – 112.
- (iv) Comparing distance using far / near. Primary Math.Bk. 2 Pg. 32.
- (v) Adding metres. Primary mathematics Bk. 2 Pg. 32.
- (vi) Subtraction in metres. Primary Mathematics Bk 2 Pg. 31.
- (vii) Word problems in addition and subtraction of metres. Pri.Mtc. Bk. 2 Pg. 32.
- (viii) Picture interpretation Pri. Mtc. Bk. 2 Pg. 32

2. Grouping in twos, threes Pri. Mtc. Bk. 2 Pg. 18

- (i) Multiplying numbers by two, three (horizontally and vertically)
- (ii) Building multiplication tables for two, three.
- (iii) Word problems with multiplication. Fountain Pri.Mtc. Bk 1 Pg. 58 – 63.

3. Fraction: Ref. fountain Primary Mtc Bk. 1 Pg. 77 – 83

- (i) Cutting fractions – Oxford Primary Mtc Bk. 1 Pg. 56 – 57
- (ii) Naming fractions – Oxford Primary Mtc. Bk.1 Pg. 74 – 75
- (iii) Shading fractions – Fountain Primary Mtc. Bk. 1 Pg. 80

Un shaded fractions

Adding fractions (real objects)

Adding fractions using numbers i.e. $\frac{1}{2} + \frac{1}{2} =$ Fountain Pg. 80.

Comparing fractions

Word problems in fractions i.e. What is $\frac{1}{2}$ of 4?

4. Ordinal numbers

1st – first

20th – twentieth

5. Time Ref: Oxford Primary Math Bk. 2 Pg. 60

- (i) Activities done at different time of the day at school and at home.
- (ii) Time on the clock face. Ref: Oxford Primary Mathematics Bk. 2 Pg. 64
Mk. Bk. 1 Pg, 109, Mk Bk. 2 Pg. 131
- (iii) Telling time using a half past .

- (iv) Addition of time (vertically and horizontally)
- (v) Subtraction of time (vertically and horizontally)

6. Days of the week

- (i) Different activities done in a day.
- (ii) Arranging days of the week in order.
- (iii) Filling in the missing letters.

7. Months of the year. Ref: Mk. Primary Math. BK. 2 Pg. 133

- (i) Writing months. Mk Bk. 2 Pg. 134.
- (ii) Writing months with their days. Mk. Bk. 2 Pg. 134
- (iii) Filling in the missing letters. Mk. Bk. 2 Pg. 134.

8. Dividing numbers by 2 and 3.

Word problems in division.

9. Graph.

10. Weight

- (i) Different things we use to measure weight.
- (ii) Comparing weight using heavier or lighter.
- (iii) Addition of weight in kilograms and grams (vertically and horizontally)
- (iv) Word problems involving addition of weight.
- (v) Word problems involving subtraction of weight.

11. Subtraction using a number line.