

TERM I MATHEMATICS TOPICAL BREAKDOWN FOR P.1

1. NUMERATION SYSTEM

- i) Writing numbers (1 - 20)
- ii) Writing numbers (21 - 50)
- iii) Matching pictures to numbers
- iv) Writing numbers (1 - 50)
- v) Filling in numbers (1 - 50)
- vi) Numbers which come before and after
- vii) Comparing pairs of numbers up to 50 using greater than, less than and smaller than.
- viii) Arranging numbers from small to big and from big to small.
- ix) Number names (0 - 50)

2. SETS

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

3. OPERATION ON NUMBERS

- i) Addition of numbers less than 20 (horizontally and vertically)
- ii) Word problems involving addition
- iii) Adding using a number line
- iv) Subtraction of numbers less than 20 (horizontally and vertically)
- v) Word problems involving subtract.

4. PLACE VAUES

- i) Tens and ones
- ii) Presenting numbers on the abacus
- iii) Expanding numbers
- iv) Which number has been expanded
- v) Adding tens and ones
- vi) Word problems involving addition of tens and ones
- vii) Subtracting tens and ones
- viii) Word problems involving subtraction of tens and ones

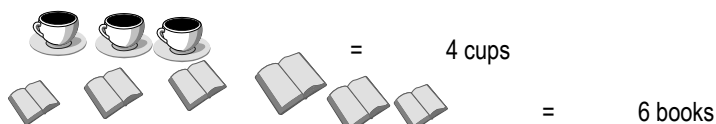
TERM ONE

PRIMARY ONE MATHEMATICS LESSON NOTES

NUMBER SYSTEM

- i) Numbers up to 20
Counting objects e.g 7 books, 4 cups etc
Reading and writing numbers 1 – 20

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



= 8 apples

ii) **Writing numbers 21 to 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

Matching pictures to numbers

5
2
3
4

Subtracting tens and one

a)
$$\begin{array}{r} \text{T} \quad \text{O} \\ 1 \quad 4 \\ - 1 \quad 2 \\ \hline \hline \end{array}$$

b)
$$\begin{array}{r} \text{T} \quad \text{O} \\ 2 \quad 5 \\ - 1 \quad 3 \\ \hline \hline \end{array}$$

c)
$$\begin{array}{r} \text{T} \quad \text{O} \\ 7 \quad 5 \\ - 5 \quad 3 \\ \hline \hline \end{array}$$

d)
$$\begin{array}{r} \text{T} \quad \text{O} \\ 1 \quad 0 \\ - \quad 5 \\ \hline \hline \end{array}$$

Word problems involving subtraction of tens and ones

a) Joan has 14 pencils. 5 of them are new. How many are old?

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

b) A man had 20 balls. A woman took 10 balls from a man. How many balls remained?

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

Expanding numbers

a) $10 = \underline{\quad} + \underline{\quad}$

b) $16 = \underline{\quad} + \underline{\quad}$

c) $24 = \underline{\quad} + \underline{\quad}$

c) $49 = \underline{\quad} + \underline{\quad}$

Which number has been expanded?

Subtracting tens and one

a)
$$\begin{array}{r} \text{T} \quad \text{O} \\ 1 \quad 2 \\ - \quad 5 \\ \hline \hline \end{array}$$

b)
$$\begin{array}{r} \text{T} \quad \text{O} \\ 2 \quad 4 \\ - \quad 3 \\ \hline \hline \end{array}$$

c)
$$\begin{array}{r} \text{T} \quad \text{O} \\ 4 \quad 2 \\ - 2 \quad 3 \\ \hline \hline \end{array}$$

d)
$$\begin{array}{r} \text{T} \quad \text{O} \\ 3 \quad 0 \\ + 2 \quad 0 \\ \hline \hline \end{array}$$

Word problems involving addition of tens and ones


a) Ruth has 12 eggs. Anna has 5 eggs. How many eggs do they have altogether?

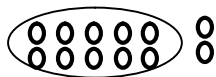
$$\begin{array}{r} \text{T} \quad \text{O} \\ 1 \quad 2 \\ + \quad 5 \\ \hline \end{array}$$

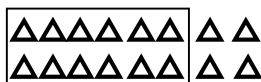
b) Dan has 10 balls. Peter has 3 balls. How many balls do they have altogether?

$$\begin{array}{r} \text{T} \quad \text{O} \\ 1 \quad 0 \\ + \quad 3 \\ \hline \end{array}$$

c) **How many tens and ones**

 = ____ tens ____ ones

 = ____ tens ____ ones

 = ____ tens ____ ones

2. **Fill in the missing tens and ones**

i) 42 = ____ tens ____ ones

ii) 80 = ____ tens ____ ones

iii) ____ = 4 tens 3 ones

iv) 5 tens 2 ones = ____

v) 8 = ____ tens ____ ones

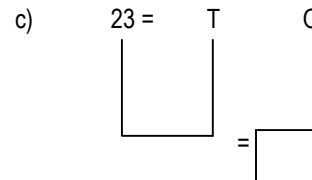
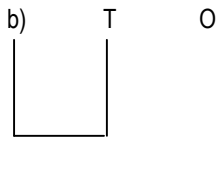
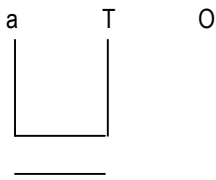
e) **Draw sticks to show tens and ones**

a) 12 = _____

c) 4 = _____

b) 30 = _____

ii) Presenting numbers on the abacus



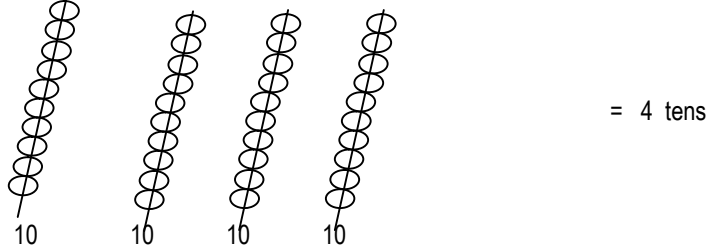
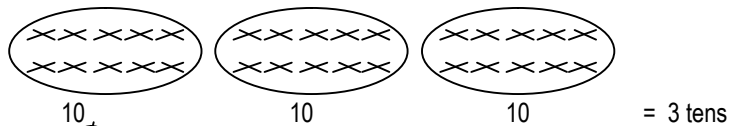
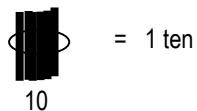
PLACE VALUES

i) Tens and Ones

Ones

- | | | | |
|--|----------|--|----------|
| | = 1 one | | = 6 ones |
| | = 2 ones | | = 7 ones |
| | = 3 ones | | = 8 ones |
| | = 4 ones | | = 9 ones |
| | = 5 ones | | |

Tens



Counting in tens

- 10 20 30 40 50 60 70 80 90

- 1 tens = 10 5 tens = 50 9 tens = 90
- 2 tens = 20 6 tens = 60
- 3 tens = 30 7 tens = 70
- 4 tens = 40 8 tens = 80

Subtraction of numbers less than 20 (horizontally)

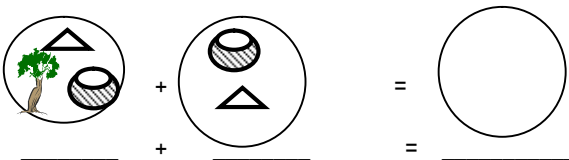
- a) 6 - 4 = _____ b) 9 - 3 = _____ c) 7 - 4 = _____

Subtraction of numbers less than 20 (vertically)

- a)
$$\begin{array}{r} 9 \\ - 2 \\ \hline \end{array}$$
 b)
$$\begin{array}{r} 8 \\ - 3 \\ \hline \end{array}$$
 c)
$$\begin{array}{r} 7 \\ - 0 \\ \hline \end{array}$$

Word problems involving subtraction

- a) 2 pencils – 1 pencil = _____pencils
- b) six minus two equals _____
- c) James had 8 books. He gave 3 books to Jane. He remained with _____books

d) 

OPERATION ON NUMBERS

i) **Addition of numbers less than 20 (horizontally)**

- a) 3 + 5 = _____ b) 2 + 4 + 3 = _____ c) 9 + 2 = _____ d) 0 + 6 = _____ e) 2 + 2 = _____

Addition of numbers less than 20 (vertically)

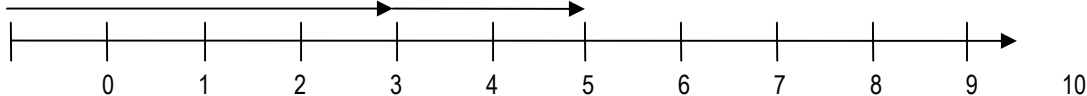
- a)
$$\begin{array}{r} 4 \\ + 3 \\ \hline \end{array}$$
 b)
$$\begin{array}{r} 4 \\ + 0 \\ \hline \end{array}$$
 c)
$$\begin{array}{r} 6 \\ + 2 \\ \hline \end{array}$$
 d)
$$\begin{array}{r} 1 \\ 2 \\ + 3 \\ \hline \end{array}$$

Word problems involving addition

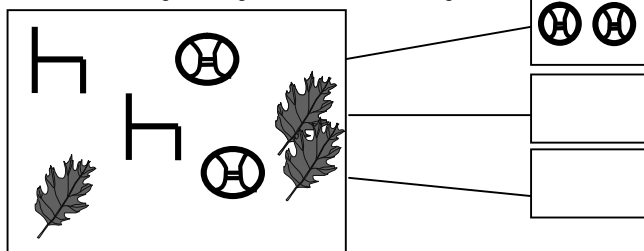
- a) 1 book + 2 books = _____books. b) one plus five equals _____
- c) Mummy ate 3 bananas. Daddy ate 4 bananas. They both ate _____bananas together.

Adding using a number line

- a) 4 + 2 = $\frac{6}{+2}$
- 4



Forming/making small sets from a big set

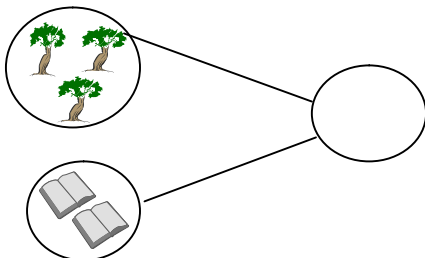


A set of 2 balls

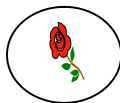
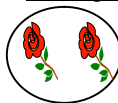
A set of _____

A set of _____

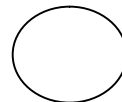
Forming/ making a big set from small sets



Joining sets



make

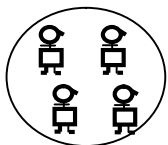
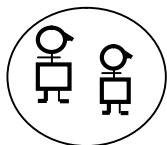


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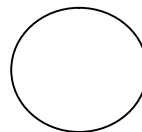
and

1

make

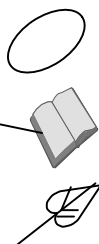


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=

b)

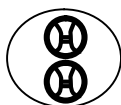


Comparing sets

1.

A

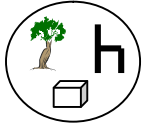
B



a) A set has _____ members

- b) A set has _____ members
 - c) How many members are in both sets?
 - d) They are _____ members altogether?
2. Compare sets use: less or more

Set X



set Y



- a) A set has _____ members
- b) A set has _____ members
- c) Which set has less members? _____
- d) Which set has more members? _____

SETS

i) **What is a set?**

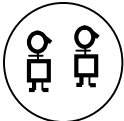
A set is a group of objects

A set is a collection of things

Things found in a set are called members or elements

A set with no members is called an empty set.

ii) **Naming sets**



A set of 2 boys



A set of 3 leaves

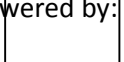
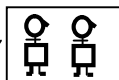


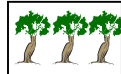
A set of 6 triangles

iii) **Reading and drawing sets**

- a) A set of three flowers
- b) A set of 2 chairs
- c) An empty set

iv) **Matching sets**





Arranging numbers from small to big

a) 5, 4, 2, 3, 1 = _____

b) 6, 1, 2, = _____

b) 12, 18 15, 10 = _____

Arranging numbers beginning with the biggest

a) 7, 8 15, 6 = _____

a) 2, 1, 0, 6 = _____

a) 33, 23 43, 13 = _____

Number names (0 - 50)

0	-	zero	11	-	eleven	22	-	twenty
two			12	-	twelve	23	-	twenty
1	-	one	13	-	thirteen	24	-	twenty
three			14	-	fourteen	25	-	twenty
2	-	two	15	-	fifteen	26	-	twenty
four			16	-	sixteen	27	-	twenty
3	-	three	17	-	seventeen	28	-	twenty
five			18	-	eighteen	29	-	twenty
4	-	four	19	-	nineteen	30	-	thirty up
six								
5	-	five						
seven								
6	-	six						
eight								
7	-	seven						
nine								
8	-	eight						
to fifty								

9 - nine 20 - twenty
10 - ten 21 - twenty one

Comparing pairs of numbers up to 50 using greater than, bigger than and smaller than

Circle the smaller number

- a) 4 and 3 b) 6 and 9 c) 5 and 0 d) 31 and 13

Underline the bigger or greater number

- a) 6 or 10 b) 7 and 3 c) 11 and 15 d) 48 and 29

Which number is the biggest?

- a) 12, 9, 20 b) 9, 13, 2 c) 10, 20, 30 d) 15, 50, 25

Which number is the smallest? (least)

- a) 2, 1, 4
_____ is the smallest

Which number is the smallest? (least)

- b) 14, 48, 2
_____ is the smallest

Which number is the smallest? (least)

- c) 19, 29, 39
_____ is the smallest

Which number is the smallest? (least)

- d) 40, 14, 24
_____ is the smallest

Writing numbers from 1 to 50

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

Filling in numbers 1 to 50

- a) 1, ____, 3, ____, 5, 6, ____, 8, ____, 10
b) 11, ____, 13, ____, 15, ____, 17, ____, 19, 20
c) 22 ____, 24, ____, ____, 27, ____, 29, ____
d) 31, ____, 33, ____, 35, ____, 37, ____, ____, 40
e) 44, ____, 46, ____, ____, 49, 50

Numbers which come after?

- a) _____ comes just after 4
- b) Which number comes after 11?
- c) 46, 47, _____
- d) 37, 38, _____

numbers which come before

- a) _____, 3
- b) _____, 18
- c) _____, 40
- d) Which number comes before 8? _____
- e) _____ comes before 10

MATHEMATICS TOPICAL QUESTIONS FOR P.1 TERM I

TOPIC I NUMERATION SYSTEM

1. Count and write



2. **Fill in the missing numbers**

- a) 4, ____, 6, ____, 8, ____, 10
- b) 10, ____, 8, ____, 6, ____, 4

c) 11, ____, 13, 14, ____, 16

3. Write the number

- a) Six _____
- b) five _____
- c) eleven _____
- d) ten _____
- e) four _____
- f) eight _____

4. Match correctly



10



3



2

5. Write the number after

- a) 6, _____
- b) 20, _____
- c) 18, _____

6. Circle the smaller number

- a) 6 and 2
- b) 10 or 15
- c) 5 and 25

7. Which number comes before 8 _____

8. Arrange numbers beginning with the smallest

- a) 4, 3, 5, 2 _____
- b) 14, 50, 3 _____

9. Write in words

- a) 10 _____ b) 4 _____ c) 1 _____

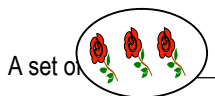
10. Underline the bigger numbers

- 6 and 3 b) 11 and 18

TOPIC 2: SETS

1. a _____ is a collection of things.

2. Name the sets



3. Read and draw sets

a) A set of 3 triangles _____

b) An empty set _____

4. Match the sets



5. Compare the sets: Use "less" or "more"

Set M

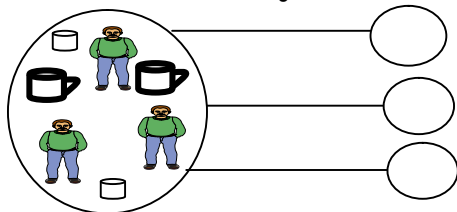
Set N



a) Set M has _____ members

b) Set N has _____ members

6. Form small sets from the big set

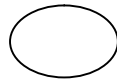
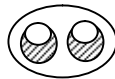


A Set of _____

A Set of _____

A Set of _____

7. Join the sets

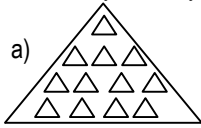


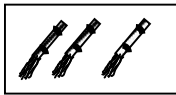
_____ and _____ = _____


b) + =

_____ + _____ = _____

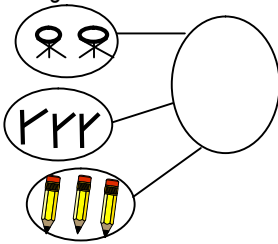
8. How many are they?

a)  = _____ triangles

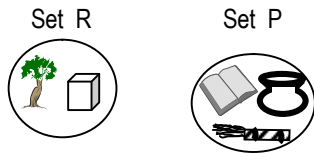
1.  = _____ brooms

c)  = _____ stars

9. Form a big set from small sets



10. Count members in the sets



- a) Set R has _____ members
- b) Set P has _____ members
- c) How many members are there altogether? _____

OPERATION ON NUMBERS

1. Add numbers

a) $3 + 8 = \underline{\quad}$ b) $4 + 0 = \underline{\quad}$ c) $3 + 4 = \underline{\quad}$

d)
$$\begin{array}{r} 4 \\ + 6 \\ \hline \end{array}$$
 e)
$$\begin{array}{r} 2 \\ 3 \\ + 1 \\ \hline \end{array}$$
 f)
$$\begin{array}{r} 7 \\ + 2 \\ \hline \end{array}$$

2. Read and answer correctly

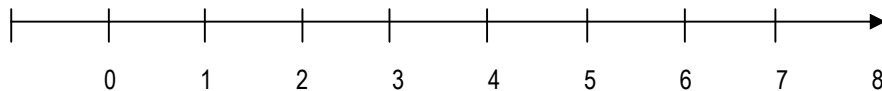
a) 3 plus 4 equals $\underline{\quad}$

b) one add two we get $\underline{\quad}$

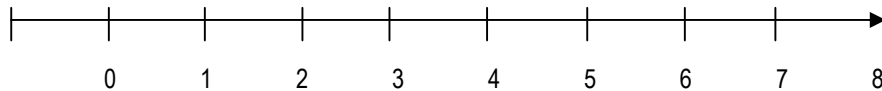
c) Tom has 6 brooms. Peter has 2 brooms
How many brooms do they have altogether?

3. Use a number line to add

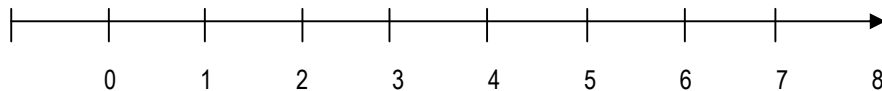
a) $3 + 2 = \underline{\quad}$



b) $5 + 0 = \underline{\quad}$



c) $4 + 3 = \underline{\quad}$



4. Subtract those numbers

a) $4 - 3 = \underline{\quad}$ b) $5 - 5 = \underline{\quad}$ c) $7 - 0 = \underline{\quad}$

d)
$$\begin{array}{r} 8 \\ - 4 \\ \hline \end{array}$$
 e)
$$\begin{array}{r} 6 \\ - 2 \\ \hline \end{array}$$
 f)
$$\begin{array}{r} 6 \\ - 1 \\ \hline \end{array}$$

5. Word problems involving subtraction

a) 4 minus 2 equals $\underline{\quad}$

b) seven take away four we get $\underline{\quad}$

c) 10 balls remove 6 balls equals $\underline{\quad}$

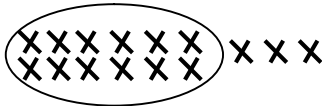
d) Dan had 7 cakes. He ate 5 of them.
How many cakes did he remain with?

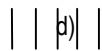
TOPIC 4: PLACE VALUES

1. How many tens and ones

a) _____ = _____ tens _____ ones



b) 40 = _____ tens _____ ones


 _____ = _____ tens _____ ones


 _____ = _____ tens _____ ones

2. Complete the abacus



a)

T	O
	
_____	_____

b)

T	O
2	3

c)

T	O
	
_____	_____

 =

3. Expand the following

a) 43 = _____ + _____

b) 43 = _____ + _____

c) 18 = _____ + _____

d) 39 = _____ + _____

4. Which number has been expanded?

a) 80 - 4 = _____

b) 30 - 0 = _____

c) _____ = 60 + 5

d) _____ = 90 + 6

e) _____ = 20 + 4

5. Add the following numbers

a)

T	O
2	3
+ _____	4

b)

T	O
4	0
+ _____	10

c)

T	O
3	2
+ _____	4

6. Word problems involving addition of tens and ones

a) A boy has 10 eggs. A girl has 3 eggs. How many eggs do they have altogether?

T	O
1	0 eggs
+ _____	3 eggs

eggs	

b) What is 10 plus 10 equal to?

$$\begin{array}{r}
 \text{T} \quad \text{O} \\
 1 \quad 0 \\
 + 1 \quad 0 \\
 \hline
 \hline
 \end{array}$$

7. Fill in the missing tens and ones

a) 34 = ____ tens ____ ones

b) 27 = ____ tens ____ ones

c) ____ tens ____ ones = 9

d) ____ tens ____ ones = 43

8. Draw these tens and ones

a) 2 tens 5 ones = _____

b) 6 ones = _____

c) 1 ten 9 ones = _____

9. Subtract the tens and ones

a) $ \begin{array}{r} \text{T} \quad \text{O} \\ 2 \quad 5 \\ - \quad 3 \\ \hline \hline \end{array} $	b) $ \begin{array}{r} \text{T} \quad \text{O} \\ 4 \quad 0 \\ - 2 \quad 0 \\ \hline \hline \end{array} $	c) $ \begin{array}{r} \text{T} \quad \text{O} \\ 6 \quad 4 \\ - 3 \quad 0 \\ \hline \hline \end{array} $	d) $ \begin{array}{r} \text{T} \quad \text{O} \\ 4 \quad 5 \\ - \quad 2 \\ \hline \hline \end{array} $
--	--	--	--

10. Read and show the working

a) Annet had 42 bags. She gave away 20 bags to Susan. How many bags did she remain with?

$$\begin{array}{r}
 \text{T} \quad \text{O} \\
 4 \quad 2 \text{ bags} \\
 + 2 \quad 0 \text{ bags} \\
 \hline
 \hline
 \text{bags}
 \end{array}$$

b) Twenty minus ten equals _____

c) Namuli had 3 balls. 10 of them got lost. How many balls remained?

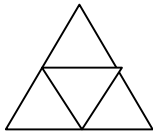
TOPICAL QUESTIONS FOR P.1 MATHS TERM II

TOPIC: I **GEOMETRY**

1. Name these shapes

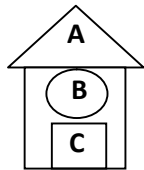


2. How many triangles can you see?



_____ triangles

3. Name the following shapes



A _____

B _____

C _____

TOPIC 2: **LENGTH**

1. _____ is a distance between two points.

2. Compare the length: (Use: taller/shorter)



Suzan



Jane

a) Suzan is _____ than Jane.

b) Jane is _____ than Suzan.





A

B

a) Tree B is _____ than tree A.

b) Tree A is _____ than tree B.

3. Add metres

a) 3 metres + 2 metres = _____ metres

b) 4 metres + 2 metres + 2 metres = _____ metres

c) 6 metres + 3 metres = _____ metres.

$$\begin{array}{r} 4 \text{ metres} \\ + 1 \text{ metre} \\ \hline \end{array}$$

e) $\begin{array}{r} 7 \text{ metres} \\ + 3 \text{ metres} \\ \hline \end{array}$

4. Subtract distance

a) 5 metres – 4 metres = _____ metres

b) 8m – 2m = _____ m.

c) $\begin{array}{r} 4 \text{ metre} \\ - 2 \text{ metres} \\ \hline \end{array}$

d) 7m

e) $\begin{array}{r} + 3 \text{ m} \\ \hline \end{array}$

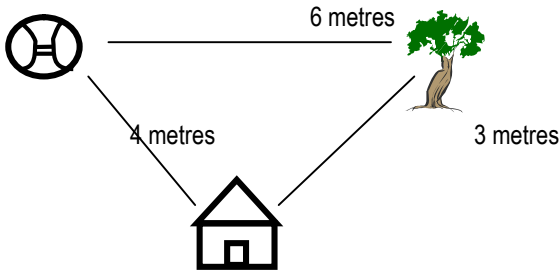
5. Read and show the working

a) Tom has 2 metres. Sarah has 2 metres.

They both have _____ metres.

b) 10 metres minus 6 metres equals _____

6. Find the distance



a) _____ What is the distance from the ball to the tree?

b) _____ How far is it from the hut to the ball?

c) _____ What is the shortest distance?

d) _____ Find the total distance around the picture

TOPIC 3: ORDINAL NUMBERS

1. Fill in the missing ordinals

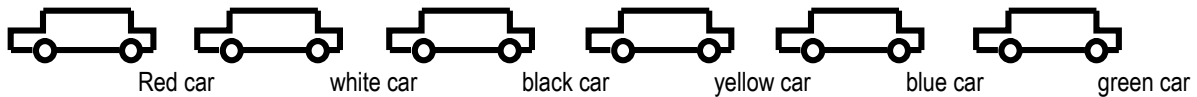
- a) 1st, _____, 3rd, 4th, _____, 6th
- b) 7th, _____, 9th, _____, 11th, 12th

2. Match correctly

- | | |
|--------|-----------------|
| first | 2 nd |
| eight | 5 th |
| fifth | 1 st |
| second | 8 th |

3. Study the pictures and answer the questions

Six cars took part in a race. They finished in the order shown below



- a) The red car was the sixth.
- b) The _____ car was the second
- c) The black car was the _____
- d) Which car was the first? _____

TOPIC 4: NUMBERS 50 - 100

1. Fill in the missing numbers

- a) 50, 51, 52, _____, 54, _____, 56, _____ 58, 59
- b) _____, 61, 62, _____, _____, 65, _____ 67, _____
- c) 90, 80, _____, 60, _____, 40, _____, 20, _____

2. Match numbers to their number names

- | | |
|----|-------------|
| 68 | one hundred |
| 71 | eight four |
| 55 | sixty eight |
| 84 | seventy one |

100

fifty five

3. Write the number names

a) $63 =$ _____

b) $90 =$ _____

c) $80 =$ _____

d) $57 =$ _____

4. Write the numbers in figures

a) forty two = _____

c) seventy = _____

a) sixty nine = _____

c) fifty five = _____

5. Circle the greater/ bigger number

a) 76 and 67

c) 09 and 100

b) 89 and 58

d) 50 and 38

TOPIC 5: MISSING ADDENDS

1. Complete correctly

a) $2 + 3 =$

b) $4 + 6 =$

c) $\quad + 3 =$

d) $\quad + 1 =$

e) $2 + \quad = 6$

f) $5 + \quad = 8$

TOPIC 6 : GROUPING IN TWOS

1. Work out

a) $2 \times 2 =$ _____

c) $\quad \times 2$

d) $\quad \times 2$

b) $5 \times 2 =$ _____

$\quad \times 2$

$\quad \times 2$

e)
$$\begin{array}{r} 1 \quad 0 \\ \times \quad 2 \\ \hline \end{array}$$

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

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

2. Form groups of twos

a)  = _____ twos

b)  = _____ twos



c)  = _____ twos

3. Read and Draw

a) Three groups of 2 balls. _____

b) five twos = _____

c) Two groups of 2 girls = _____

4. Read and work out

a) A dog has 2 ears. How many ears do 5 dogs have? _____

b) Put 2 sweets in each tin. How many sweets will be in 6 tins? _____

c) Four times two equals _____

d) Five groups of two equals _____

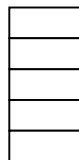
e) What is four multiply by two? _____

TOPIC : **FRACTIONS**

1. Shad the given fractions



= $\frac{1}{2}$




= $\frac{3}{5}$



= $\frac{2}{4}$

2. Work out the shaded fraction,

a)  = _____



= _____



= _____

3. Work out the given fractions

a) $\frac{3}{7} + \frac{1}{7} =$ _____

b) $\frac{2}{5} + \frac{1}{5} =$ _____

c) $\frac{9}{10} - \frac{5}{10} =$ _____

d) $\frac{4}{8} - \frac{0}{8} =$ _____

August	31
September	30
October	31
November	30
December	31

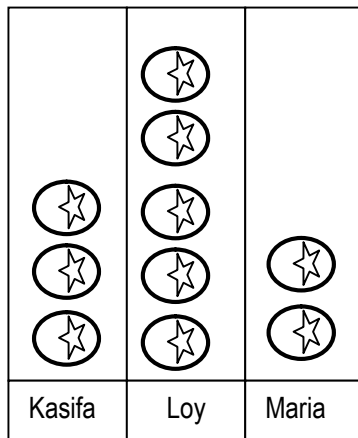
Questions

1. There are _____ months in a year.
2. Which month has 28/29 days? _____
3. How many months have 30 days? _____
4. How many months have 31 days? _____

TOPIC: **GRAPH**

1. Study the graph and answer the questions

A graph of passion fruits



Questions

1. How many passion fruits does Loy have?

2. Who has three passion fruits?

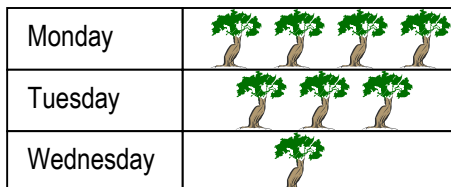
3. How many passion fruits do they have altogether?

4. Who has most passion fruits?

5. Who has the least number of passion fruits

GRAPH II

A farmer planted trees on different days



Questions

- a) How many trees were planted on Tuesday?

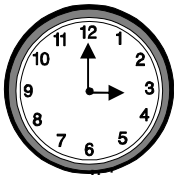
- b) On which day did he plant the least number of trees?

- c) How many trees did he plant on Monday?

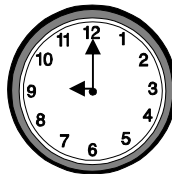
d) How many trees did he plant altogether?

TOPIC: **TIME**

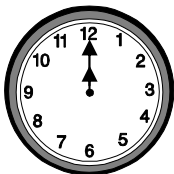
1. What time is it?



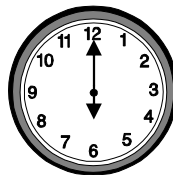
It is _____ O'clock



It is _____ O'clock



It is _____ O'clock



It is _____ O'clock

2. Show the time



It is 5 O'clock



It is 2 O'clock

3. **Add:**

5 hours + 3 hours = _____ hours

a) 5 hours + 3 hours = _____ hours

4 hours + 6 hours + 1 hour = _____ hours

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

$$\begin{array}{r} 6 \text{ hours} \\ + 4 \text{ hours} \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 3 \text{ hours} \\ \hline \end{array}$$

4. Subtract/ Takeaway

9 hours – 4 hours = _____ hours

a) 8 hours – 3 hours = _____ hours

12 hours – 8 hours = _____ hours

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

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

$$\begin{array}{r} 13 \text{ hours} \\ - 12 \text{ hours} \\ \hline \end{array}$$



5. What is the time? _____



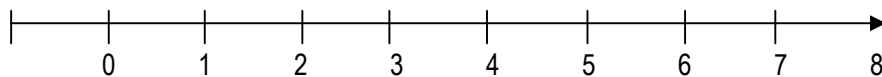
TOPIC: **NUMBER LINE**

1. Use a number line to get the answers

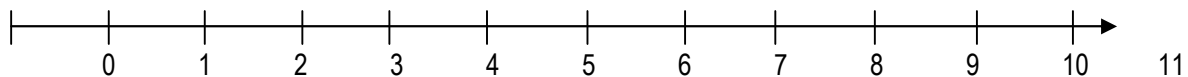
a) $3 + 2 = \underline{\quad}$



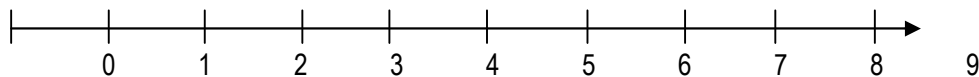
b) $6 - 2 = \underline{\quad}$



c) $6 + 3 = \underline{\quad}$



d) $8 - 4 = \underline{\quad}$



TOPICAL QUESTIONS FOR P.1 MATHEMATICS TERM III

A **Measuring weight**

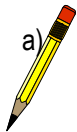
1. Weight is how heavy or _____ something is

(light, lighter)

2. Write down any two things we weigh

a) _____ b) _____

3. Complete weight: Use heavier/ lighter



a)

Pencil



pot

i) A pencil is _____ than a pot.

ii) A pot is _____ than a pencil.

b) **Which is heavier/lighter?**



Stone

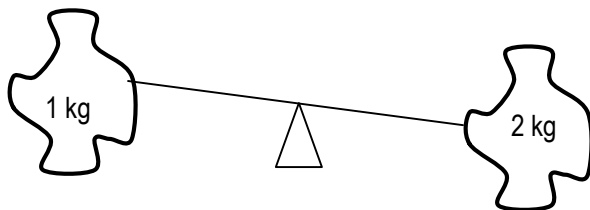


tin

a) A stone is _____

b) A tin is _____

c) **Study the sea – saw**



a) Which is heavier?

b) Which is lighter?

4. **Add the weight**

a) $1 \text{ kg} + 3 \text{ kg} = \underline{\hspace{2cm}} \text{ kg}$

c) 10 kg

d) 3 kg

b) $7 \text{ kg} + 5 \text{ kg} = \underline{\hspace{2cm}} \text{ kg}$

$\underline{\hspace{2cm}}$
 $\underline{\hspace{2cm}}$

$\underline{\hspace{2cm}}$
 $\underline{\hspace{2cm}}$

5. **Read and show the working**

a) Sarah has 5 kg of maize. Jane has 2 kg of maize. How many kgs do they have altogether?

b) 8 kg plus 2 kg equals _____

6. **Subtract weight**

a) $8 \text{ kg} - 3 \text{ kg} = \underline{\hspace{2cm}} \text{ kg}$

c) 9 kg

d) 6 kg

b) $5 \text{ kg} - 2 \text{ kg} = \underline{\hspace{2cm}} \text{ kg}$

$\underline{\hspace{2cm}}$
 $\underline{\hspace{2cm}}$

$\underline{\hspace{2cm}}$
 $\underline{\hspace{2cm}}$

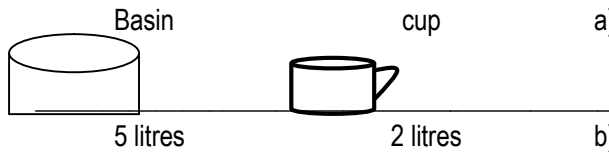
7. **Read and write the correct answer**

a) Jane bought 6 kg of meat. She then cooked 2 kg. How many kilograms remained?

b) 8 kilograms takeaway 7 kilograms equals

B: **CAPACITY**

Compare the following



a) Which container holds more litres?

b) How many litres are there altogether?

c) A _____ holds 2 litres.

2. Add the litres

a) 2 litres + 4 litres = _____ litres.

a) 5 litres + 2 litres + 3 litres = _____ litres.

c) 6 litres

d) 25 litres

+ 3 litres

+ 13 litres

3. **Read and write the correct answer**

a) A boy had 8 litres of milk. He sold 6 litres to his friends. How many litres did he remain with?

b) Juma had 10 litres of paraffin. He gave away 3 litres to Namuli. How many litres remained?

c). 14 litres minus 5 litres we get? _____

4. **Subtract litres**

a) 4 litres - 2 litres = _____ litres

b) 6 litres - 3 litres = _____ litres

c) 9 litres

- 5 litres

d) 48 litres

- 26 litres

3. **Word problems**

a) Mary has 9 litres of milk. Tom has 3 litres of milk.

They both have _____ litres.

b) A girl has 3 litres of paraffin. A boy has 7 litres of paraffin.

How many litres do they have altogether? _____

TOPIC: ADDITION WITH REGROUPING

1. Add correctly

$\begin{array}{r} \text{T} \quad \text{O} \\ 4 \quad 5 \\ +1 \quad 7 \\ \hline \end{array}$	$\begin{array}{r} \text{T} \quad \text{O} \\ 3 \quad 9 \\ + \quad 5 \\ \hline \end{array}$	$\begin{array}{r} \text{T} \quad \text{O} \\ 6 \quad 6 \\ + \quad 3 \\ \hline \end{array}$	$\begin{array}{r} \text{T} \quad \text{O} \\ 7 \quad 7 \\ + \quad 4 \\ \hline \end{array}$	$\begin{array}{r} \text{T} \quad \text{O} \\ 6 \quad 7 \\ + \quad 5 \\ \hline \end{array}$
$\begin{array}{r} \text{T} \quad \text{O} \\ 4 \quad 5 \\ + 4 \quad 5 \\ \hline \end{array}$	$\begin{array}{r} \text{T} \quad \text{O} \\ 1 \quad 8 \\ + 2 \quad 3 \\ \hline \end{array}$	$\begin{array}{r} \text{T} \quad \text{O} \\ 2 \quad 9 \\ +1 \quad 5 \\ \hline \end{array}$	$\begin{array}{r} \text{T} \quad \text{O} \\ 5 \quad 8 \\ +1 \quad 2 \\ \hline \end{array}$	$\begin{array}{r} \text{T} \quad \text{O} \\ 2 \quad 8 \\ 1 \quad 3 \\ \hline \end{array}$

TOPIC: **MONEY**

1. Add correctly

- a) Shs. 50 + shs. 50 = _____
- b) Shs. 100 + shs. 100 = _____
- c) Shs. 200 + shs. 100 = _____
- d) Shs. 500 + shs. 200 = _____

$\begin{array}{r} \text{shs.} \quad 50 \\ + \text{shs} \quad 50 \\ \hline \end{array}$	$\begin{array}{r} \text{shs.} \quad 100 \\ + \text{shs} \quad 50 \\ \hline \end{array}$	$\begin{array}{r} \text{shs.} \quad 300 \\ + \text{shs} \quad 200 \\ \hline \end{array}$	$\begin{array}{r} \text{shs.} \quad 400 \\ + \text{shs} \quad 100 \\ \hline \end{array}$
--	---	--	--

2. **Subtract/take away**

- a) shs. 200 - shs. 100 = _____
- b) shs. 100 - shs. 50 = _____ shs. 600 shs.
- c) shs. 500 - shs. 300 = _____ - shs 400 - shs
- d) shs. 700 - shs. 200 = _____
- e) shs. 400 - shs. 200 = _____ shs. 300

3. **Word problems**

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?

4. **Word problem on subtraction of money.**

a) You have shs. 500. You spend shs. 100. How much is left.

$$\begin{array}{r} \text{shs. } 300 \\ - \text{shs. } 200 \\ \hline \end{array}$$

b) You have shs. 500. You spend shs. 100. How much is left.

$$\begin{array}{r} \text{shs. } 300 \\ - \text{shs. } 200 \\ \hline \end{array}$$

b) You have shs. 200. You spend 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?

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

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

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

5. Study the price list and answer the questions that follow

Item

Price

Pencil

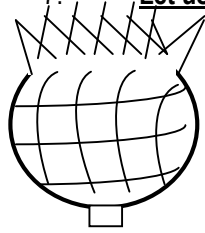
shs. 50 each

Sweet	shs. 50 each
Book	shs. 50 each
Match box	shs. 50 each
Ice cream	shs. 500 each

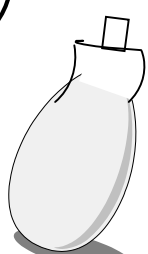
Questions

- 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? _____
6. Daddy bought a pencil at shs. 200 and a book at shs. 100
- i) What was the cost of the pencil? _____
 - ii) What was the cost of the book? _____
 - iii) How much money did Daddy spend altogether? _____

7. **Let us buy things from a market**




A pineapple
Shs. 1000



Paw paw
Shs. 1000



An apple
shs. 500



An orange
shs. 50

Questions

- a) How much money do we pay for a pineapple ?

- b) What is the cost of an apple?

- c) If Tom wants to buy an egg and an orange, how much money will he pay altogether?

- d) What is the cost of two oranges?

TOPIC: **NUMBER FAMILIES**

- 1. Which two numbers add up to 2?

2. What is 7?

3. $\quad + \quad \square = 8$

4. $\quad + \quad = 4$ \square

TOPIC: **MULTIPLICATIN BY 3**

1. Draw groups to find the answer
 $3 \quad \times \quad 3 =$ _____ $4 \times 3 =$ _____

$$\begin{array}{r} 6 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ \times 3 \\ \hline \end{array}$$

2. How many groups of 3 can you form?

○○○ ○○○ ○○○ = _____ groups of threes

 = _____ groups of threes

△△△ △△△ △△△ △△△ = _____ groups of threes

3. **Read and work out?**

a) A stool has 3 legs. How many legs do 4 stools have?

a) Put 3 pencils in each tin. How many pencils are in 6 tins?

4. Three times three equals _____

TOPIC: **DIVISION OF 3**

1. **Divide/share**

a) $6 \div 3 =$ _____ $3 \overline{) 12}$

vii) Word problems on addition of litres

LESSON NOTES FOR MATHEMATICS P.1 TERM III

MEASURING WEIGHT

1. What is weight?

Weight is how heavy or light something is.

2. We can tell how heavy or light something is after weighing it in grams or kilograms.

3. Kilograms can be written as kg, grams can be written as g.

4. Different things we weigh in kilograms or gram

- | | | | | | |
|---|-------|---|------|---|-------|
| - | sugar | - | salt | - | bread |
| - | meat | - | peas | - | beans |
| - | port | - | omo | - | rice |

Comparing weight

(light, lighter, heavy, heavier)

1. The cow is _____ than the dog.
2. The dog is _____ than the cow.
3. A cup is _____ than a jug.
4. A jug is _____ than a cup.
5. Teacher is _____ than John.

And more of this work on page 104

Non – standard units

Comparing weight of pairs of objects using heavier than, lighter than.



Table



cup

A table is _____ than a cup.

A cup is _____ than a table.

Addition of weight

a) 1 kg + 3 kg = _____
_____ kg

d) 1 kg + 3 kg =

b) $2 \text{ kg} + 3 \text{ kg} =$ _____
_____ kg

e) $7 \text{ kg} + 5 \text{ kg} =$ _____

c) $4 \text{ kg} + 5 \text{ kg} =$ _____

f) $2 \text{ g} + 9 \text{ g} =$ _____ g

g) 7 kg
 $+ 2 \text{ kg}$

 8 g
 $+ 4 \text{ g}$

h) 10 kg
 $+ 13 \text{ kg}$

 13 g
 $+ 15 \text{ g}$

i) 21 kg
 $+ 13 \text{ kg}$

Word problems involving addition of weight

1. Aunt bought 3 kgs of sugar. Uncle bought 4 kgs of sugar. How many kilograms of sugar did they buy altogether?

2. Jonah had 7 kg of salt. Dan had 2 kg of salt. How many kgs of salt did they have altogether?

Subtraction

a) $10 \text{ kg} - 3 \text{ kg} =$ _____

b) $7 \text{ kg} - 2 \text{ kg} =$ _____ kg

c) 8 kg
 $- 4 \text{ kg}$

d) 9 kg
 $- 3 \text{ kg}$

e) 14 kg
 $- 4 \text{ kg}$

f) 10 kg
 $- 5 \text{ kg}$

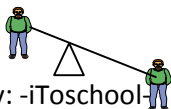
Word problems involving subtraction of weight

- a) Daddy bought 14 kg of sugar
Mummy used 2 kg. How many kilograms remained?

- b) There were 25 kg of rice. The cook gave 10 kg to her friend. How many kilograms did she remain with?

- c) What is 9 kg minus 2 kg equal to? _____

3. **See - Saw**



- a) Who is heavier? _____
- b) Who is lighter? _____

CAPACITY

What is capacity?

Capacity is the amount of something

We can measure the capacity of liquids like,

- Water
- Milk
- Tea
- Juice
- paraffin

Measuring capacity using non – standards units

Objects we use to measure are

- bottles
- jugs
- jerry cans
- glasses
- basins
- cups
- pots

Comparing capacity using “less” or “more”

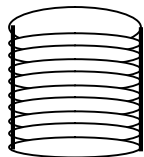


bottle



tin

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



drum



Jerry can

- a) Which container holds more water?

- b) Which container holds less water?

Measuring using non – standard units

- we measure liquids in litres (l) other measures are milli litres (ml) i.e medicine, water, soda, juice

Practical measuring of water in different quantities

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

Activity

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

Ref: MK Bk 2 page 150.

Adding in litres (Vertically and horizontally)

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

- d)

2	5 litres	=	3	3 litres
+ 2	3 litres		+ 5	0 litres
<hr style="width: 100%;"/>			<hr style="width: 100%;"/>	

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

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

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

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

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

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

d)
$$\begin{array}{r} 10 \text{ litres} \\ - 2 \text{ litres} \\ \hline \end{array}$$

e)
$$\begin{array}{r} 14 \text{ litres} \\ - 10 \text{ litres} \\ \hline \end{array}$$

f)
$$\begin{array}{r} 24 \text{ litres} \\ + 11 \text{ litres} \\ \hline \end{array}$$

Addition with regrouping (carrying)

$$\begin{array}{r} \text{T} \quad \text{O} \\ 1 \quad 0 \\ + \quad 3 \\ \hline 5 \quad 1 \\ \hline 11 \end{array}$$

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

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

Exercise

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

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

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

Adding two digit numbers to two digit numbers with regrouping

Exercise

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

Exercise

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

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

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

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

TOPIC: **MONEY**

Money : This is what we use to buy things either from the shop, market etc

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

Uganda has two forms of money

Lesson **SHOPPING**

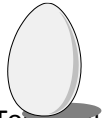
Word problems involving addition of money.

- a) Annet bought a cake at shs. 100 and a sweet at shs. 50. How much money did she spend?

$$\begin{array}{r} \text{Shs. } 100 \\ + \text{ shs. } 50 \\ \hline \end{array}$$

- b) Daddy bought a pencil shs. 200 and a book at shs. 100.
- i) What was the cost of the pencil?
 - ii) What was the cost of the book?
 - iii) How much money did Daddy spend?

- c) Peter went to the market and bought



An egg

A pencil

Shs. 200

Shs. 50

- a) How much money did he pay for a pencil?
- b) How much money does an egg cost?
- c) How much did he spend altogether?

Ref: MK Bk 1 page 97 and MK Bk 2 page 128

Coins

- 50 shilling coin
- 100shilling coin
- 200 shilling coin
- 500 shilling coin

Notes

- 1000 shilling note
- 5000 shillings note
- 10,000 shilling note
- 50,000 shilling note

Features on money

- 50 shilling - a head of a cow and coat of arms
- 100 shilling - a head of a cow and coat of arms
- 200 shillings - a fish
- 500shillings - a head of a crested crane
- 1000 shillings - a man digging maize
- 5000shillings - a ship, water body
- 10,000
- 20,000
- 50,000 shillings- a baboon
-

Changing money/ comparing different money denominations

Shs. 100 = shs 50 + shs. 50

Shs. 200 = shs. _____ + shs _____ + shs. _____ + shs. _____

- a) Shs. 300= shs. _____ + shs. _____ + shs. _____
- 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) Shs. 100 + Shs. 100 = Shs 200
ii) Shs. 100 + Shs. 100 = _____
iii) Shs. 500 + Shs. 200 = _____

- b) i) shs. 50 ii) shs. 150
 + shs 50 + shs. 50
 _____ _____

- 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

shs. 600	ii) shs. 700	iii) shs. 300
- shs 400	- shs. 200	+ shs 200
_____	_____	_____

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?

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

e) Study the price list and answer the questions

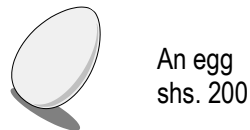
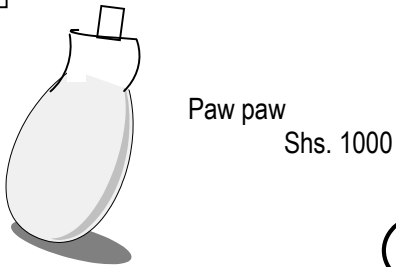
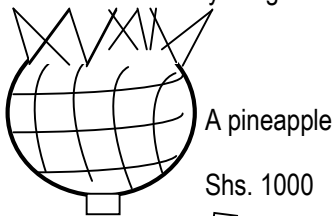
<u>Item</u>	<u>Price</u>
Pencil	shs. 50 each
Sweet	shs. 50 each
Book	shs.100 each
Matchbox	shs. 50 each
Ice cream	shs. 500 each

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?

Mixed exercises on addition and subtraction

Let us buy things from a market



Questions

- a) How much money do we pay for a pineapple?

- b) What is the cost of an apple?

- c) If Tom wants to buy an egg and an orange, how much money will he pay altogether?

d) What is the cost of two oranges?

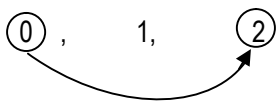
TOPICAL QUESTIONS ON MONEY

TOPIC: NUMBER FAMILIES

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

Which two numbers add up to 2

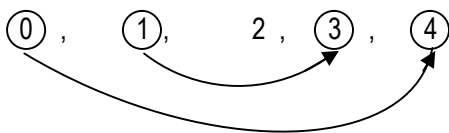
First list all the numbers from 0 up to 2



Choose the first and the last numbers

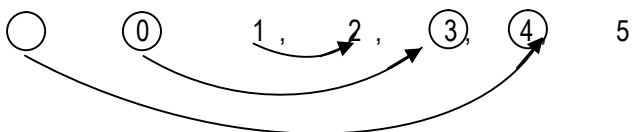
$$\begin{array}{r} 0 + 2 = 2 \\ 1 + 1 = 2 \\ 2 + 0 = 2 \end{array}$$

Which pairs of numbers add up to 4?



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

Which pairs of numbers add up to 4?



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

Up to 1

TOPIC: **MULTIPLICATION BY 3**

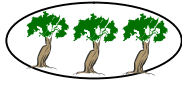
1. **Grouping in threes.**



1 group of three = 3



2 groups of three = _____



3 threes = _____

Up to 12

Multiplying numbers by 3 [horizontally]

Example

1	x	3	<input style="width: 40px; height: 20px;" type="text"/>	
2	x	3	<input style="width: 40px; height: 20px;" type="text"/>	
3	x	3	<input style="width: 40px; height: 20px;" type="text"/>	
4	x	3	<input style="width: 40px; height: 20px;" type="text"/>	

And more of this work up to 12

Multiplying numbers by 3 [vertically]

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

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

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

$$\begin{array}{r} 12 \\ x 3 \\ \hline \end{array}$$

More of this work to be given to pupils

Word problems with multiplication by 3

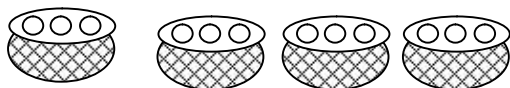
a) A stool has 3 legs. How many legs do 2 stools have?

$$\begin{matrix} 2 \\ \text{○ ○ ○} \end{matrix} \times \begin{matrix} 3 \\ \text{○ ○ ○} \end{matrix} = 6 \text{ _____ legs.}$$

b) There are 3 eggs in a tray

How many eggs are there in 4 trays?

$3 \times 4 = 12 \text{ eggs}$



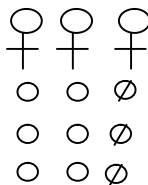
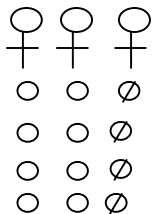
TOPIC: **DIVISION OF NUMBERS BY 3**

Dividing numbers by 3 [horizontally]

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

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

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

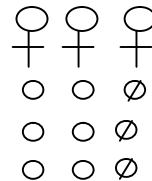
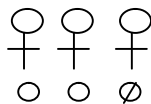
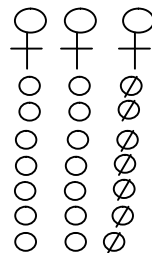


Dividing numbers by 3 [vertically]

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

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

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

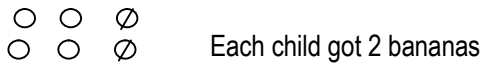


Teacher will give more examples and then an activity

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?

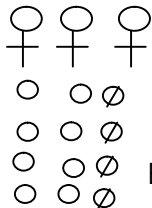
$6 \div 3 = \underline{2}$



b) Nine divide by three equals _____

c) Share 12 pencils equally among 3 boys

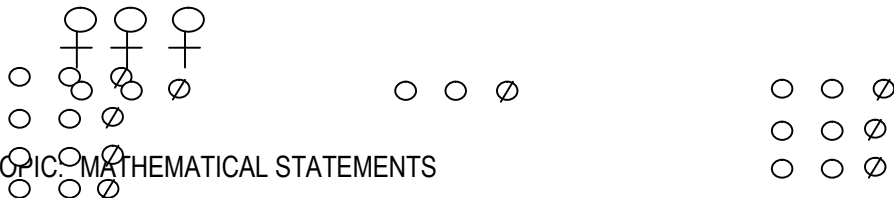
$12 \div 3 = \underline{\hspace{2cm}}$



Each child get 4 pencils

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

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

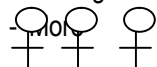


TOPIC: MATHEMATICAL STATEMENTS

Mathematical statements on addition

Words used in addition

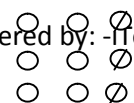
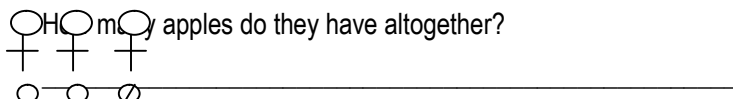
- Add
- Altogether
- And
- Both
- Sum
- Total
- Plus
- Put together



a) Two plus five equals _____

b) What is the sum of three, two and four?

c) Jane has four apples. John has three apples



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
- Take away
- Less
- Minus
- Remain
- 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.

P1 MATHEMATICS TOPICAL BREAK DOWN TERM II 2012

GEOMETRY [SHAPES]

LENGTH

What is length?

- Comparing length using long, short and tall.
- Comparing length using longer, shorter and taller
- Non standard units [using parts of the body]
- [metres, kilometers and miles]
- Adding distance in metres. [vertically and horizontally]
- Word problems involving adding distance [metres]
- Subtracting distance in metres [vertically and horizontally]
- Word problems involving subtraction of metres
- Picture interpretation about distance.

ORDINAL NUMBERS

NUMBERS 50 – 100

- Missing addends with numbers less than 10
- Grouping in twos
- Dividing numbers by 2
- Word problems involving dividing numbers by 2

FRACTIONS

- Making and shading wholes
- Making and shading halves.
- Making and shading quarters
- Making and shading other fractions.
- Adding fractions
- Subtracting fractions

DAYS OF THE WEEK

MONTHS OF THE YEAR

GRAPHS

- Picto-graph
- Block graph

TIME

- Time in full hours [O'clock]
- Adding time in full hours
- Subtracting time in full hours
- Subtraction using a number line
- Time in half hours [a half past]

MATHEMATICS LESSON NOTES FOR P.1

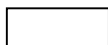
TERM TWO (SIR APOLLO KAGGWA)

TOPIC 1: GEOMETRY

i) Basic Shapes



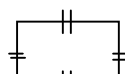
Triangle



Rectangle



Circle



Square



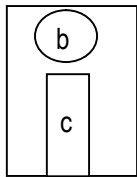
Cone



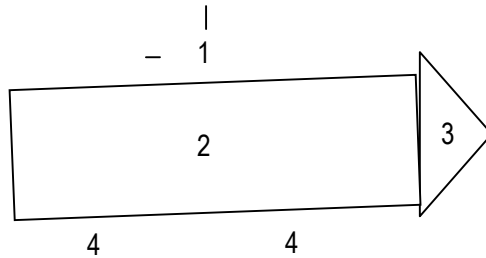
Oval

Name the shapes

a



a _____
b _____
c _____



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

Shapes of different objects

- Name different objects with a shape of a triangle.
 - a) A sack of milk
 - b) A roof top
 - c) A samusa
- Name different objects with a shape of a rectangle
 - a) A door
 - b) A chalk board
- Name different things with a shape of a square
- Name different things with a shape of a circle
 - a) A ball
 - b) A water melon
 - c) A clock face
 - d) An orange

TOPIC 2 : LENGTH

- Comparing length of different objects
Definition
Length is a distance between two points
- Use words: long, short, tall
- Parts of the body used to measure length.
 - a) Hands
 - b) Fingers
 - c) Hand span

d) Feet

- Standard units for measuring distance

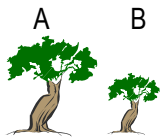
(metres, kilometers, miles)

- Comparing distance

Use the words : far, near, long distance, short distance.

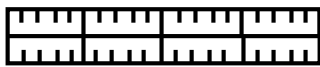
Question: Is it far from class to the dining?

Use the words (tall, taller, long, longer, short, shorter)

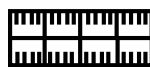


a) Tree A is _____ tree B

b) Tree A is _____ tree A



C



D

i) Ruler C is _____ ruler D.

ii) Ruler D is _____ ruler C.



Okello



Agaba

a) Agaba is _____ Okello

b) Okello is _____ Agaba

Adding metres (horizontally)

a) 2 metres + 3 metres = _____ metres.

a) 7 metres + 4 metres = _____ metres.

a) 13 metres + 6 metres = _____ metres.

$$\begin{array}{r} 6 \text{ metres} \\ + 3 \text{ metres} \\ \hline \end{array}$$

$$\begin{array}{r} 8 \text{ metres} \\ + 4 \text{ metres} \\ \hline \end{array}$$

$$\begin{array}{r} 10 \text{ m} \\ + 24 \text{ m} \\ \hline \end{array}$$

Subtracting distance (horizontally)

a) 7 m - 3 m = _____ m.

a) 8 m - 2m = _____ m.

a) 13 m - 7 m = _____ m.

d) 20 m - 10 m = _____ m.

6 metres	19 metres	9 metres
- 4 metres	- 16 metres	- 2 metres
_____	_____	_____

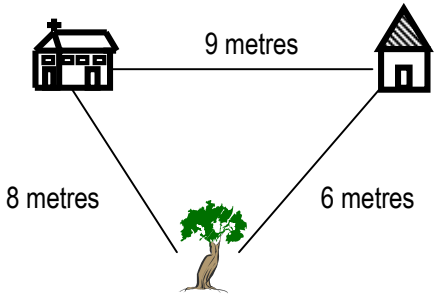
Word problems in addition of metres

- a) Joy moved 3 metres. Sarah moved 4 metres. They both moved _____ metres.
- b) Bursar had 12 metres of black cloth and 4 metres of yellow cloth. How many metres of cloth had the bursar?

Word problems for subtracting distance

- a) Tom had 6 metres of red cloth. He sold 2 metres to his mother. How many metres did he remain with?

- b) 7 metres minus 4 metres equals _____



- a) What is the distance between the church and the tree?

- b) What is the distance from the tree to the hut?

- c) What is the distance from the tree to the church?

- d) What is the longest distance?

- e) What is the shortest distance?

- f) How far is it from the church to the hut?

TOPIC 3: **ORDINAL NUMBERS**

Ordinal numbers always tell us places of positions and dates correctly

Number	<u>word</u>
1 st	first
2 nd	second
3 rd	third
4 th	fourth
5 th	fifth
6 th	six
7 th	seventh
8 th	eighth
9 th	ninth
10 th	tenth
11 th	eleventh
12 th	twelfth/twelveth
13 th	thirteenth
14 th	fourteenth
15 th	fifteenth
16 th	sixteenth
17 th	seventeenth
18 th	eighteenth
19 th	nineteenth
20 th	twentieth

Numbers 50 – 100

- a) Counting different objects 50 - 100
- b) Counting numbers 50 - 100 [orally]
- c) Reading numbers written on the chalkboard or chart with teacher's guidance.
- d) Writing numbers and their number names

50 [fifty] – 100 [one hundred]

50	-	fifty	56	-	fifty six
52	-	fifty two	57	-	fifty seven
53	-	fifty three	58	-	fifty eight
54	-	fifty four	59	-	fifty nine
55	-	fifty five	60	-	sixty - up to 100

Activity

Matching numbers to their number names

76	ninety nine
50	one hundred
99	seventy six
100	fifty

Up to 100

Missing addends

Completing mathematical statements

Example I

$2 + 3 = \square$


$5 + 3 = \square$


$4 + 6 = \square$

$10 + 7 = \square$

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

Example II


$\square + 2 = 4$



$\square + 3 = 8$


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

Teacher will help pupils with more examples, then give work/ activity

Example III


$4 + \square = 9$


$5 + \square = 12$


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

Grouping in two's

Grouping objects in two's


 1 two = \square


 2 twos = \square

 3 twos = \square

Up to 12

Multiplying numbers by 2 [horizontally]

$1 \times 2 = \square$ 

$2 \times 2 = \square$ 



$$3 \quad \times \quad 2 \quad =$$

$$4 \quad \times \quad 2 \quad =$$

And more of this work up to 12

Multiplying numbers by 2 [vertically]

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

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

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

$$\begin{array}{r} 1 \quad 0 \\ \times 2 \\ \hline \end{array}$$

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?

$$\begin{array}{r} 4 \quad \times \quad 2 = 8 \\ \text{⊖} \quad \text{⊖} \quad \text{⊖} \end{array}$$

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

$$\begin{array}{r} 3 \quad \times \quad 2 = 6 \text{ ears} \\ \text{⊖} \quad \text{⊖} \quad \text{⊖} \end{array}$$

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

$$\begin{array}{r} 6 \quad \times \quad 2 = 12 \text{ legs} \\ \text{||} \quad \text{||} \quad \text{||} \end{array}$$

d) Put (2) eggs on each plate. How many eggs are on (3) plates?

$$\begin{array}{r} 3 \quad \times \quad 2 = 6 \text{ eggs} \\ \text{⊖} \quad \text{⊖} \quad \text{⊖} \end{array}$$

Days of the week

We have seven days in a week

All days of the week have names beginning with capital letters.

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.

Filling in missing days of the week

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

Months of the year

There are twelve months of the year

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

Dividing numbers by 2

a) $2 \div 2 = 1$

b) $8 \div 2 = 4$

c) $10 \div 2 = 5$

b) $4 \div 2 = 2$



More examples

$$\begin{array}{r} 4 \\ 2 \overline{) 8} \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ 2 \overline{) 14} \\ \hline \end{array}$$

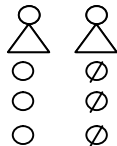
$$\begin{array}{r} 9 \\ 2 \overline{) 18} \\ \hline \end{array}$$

Teacher will give more examples, the activity

Word problem involving division of numbers by 2

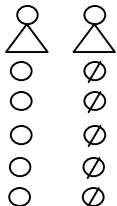
- a) Share 6 mangoes between 2 girls. How many does each get?

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



- b) (Ten) divide by (2) equals _____

$$10 \div 2 = 5$$

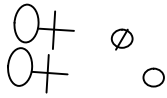


- c) Share (16) sweets equally between (2) boys

$$16 \div 2 = 8$$

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

$$8 \div 2 = \underline{\hspace{2cm}}$$



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

shade

half

fraction

third

quarter

Name the fractions



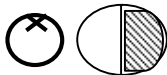
A whole apple



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 wholes 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.]

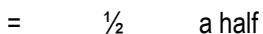
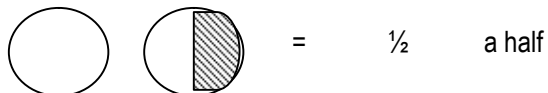
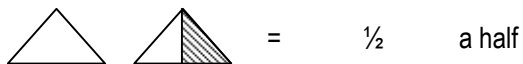
MAKING AND SHADING WHOLE

A whole triangle

A whole circle

A whole pawpaw

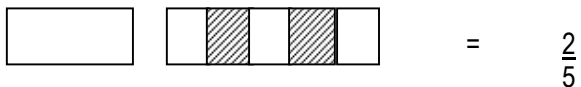
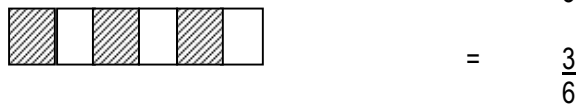
Making and shading halves



Making and shading quarters



Making and shading other fractions



Addition of fractions

$$\overset{\circ}{\underset{\circ}{2}} + \overset{\circ}{\underset{\circ}{1}} = \overset{\circ}{\underset{\circ}{3}} \quad \text{Note: Add numbers on top only and choose one number from those}$$

$$\begin{array}{r} 5 \\ 4 \\ \hline 8 \end{array} + \begin{array}{r} 5 \\ 2 \\ \hline 8 \end{array} = \begin{array}{r} 5 \\ 0000 \quad 00 \\ 4 + 2 \\ \hline 8 \end{array} = \begin{array}{r} 6 \\ \hline 8 \end{array} \text{ down.}$$

More work will be given to pupils following the above example

Subtraction of fractions

Note: Subtract numbers up, then choose one number from down.

$$\begin{array}{r} 000 \\ 3 \end{array} - 2 = \begin{array}{r} 000 \\ 3 \end{array} - \begin{array}{r} 2 \\ \hline 4 \end{array} = \frac{1}{4}$$

$$\frac{7}{8} - \frac{5}{8} = \underline{\hspace{2cm}} \qquad \frac{4}{10} - \frac{2}{10} = \underline{\hspace{2cm}}$$

$$\frac{2}{3} - \frac{0}{3} = \underline{\hspace{2cm}} \qquad \frac{5}{7} - \frac{1}{7} = \underline{\hspace{2cm}}$$

Teacher will give more work following the above examples

Name the month

Days of the month

January
February
March
April
May
June
July
August
September
October
November
December

31
28/29
31
30
31
30
31
31
30
31
30
31

GRAPHS

Graph I

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

Sarah

Peter

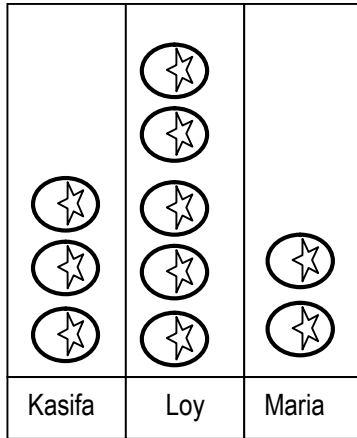
Alum

Sofia

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 II

A graph of passion fruits



A graph of passion fruits

Questions

1. How many passion fruits does Loy have?

2. Who has three passion fruits?

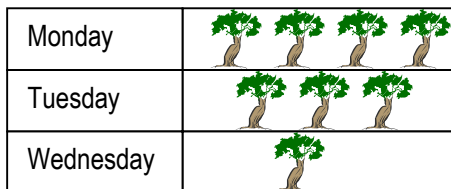
3. How many passion fruits do they have altogether?

4. Who has most passion fruits?

5. Who has the least number of passion fruits

GRAPH II

A farmer planted trees on different days



Questions

- a) How many trees were planted on Tuesday?

- b) On which day did he plant the least number of trees?

- c) How many trees did he plant on Monday?

- d) How many trees did he plant altogether?

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

Example



It is 4 O'clock

More work on time

Tell the time shown on a clock face.

Work will be done on papers and pasted in their books.

Note: 24 hours make a day.

Main events with the clock face

I wake up at 6 O'clock

I go to school at 7 O'clock

We go for break at 10 O'clock

I go to bed at 8 O'clock

Adding time in full hours (horizontally)

5 hours + 3 hours = hours

2 hours + 3 hours = hours

5 hours + 3 hours + 1 hour = hours

8 hours + 2 hours + 4 hours = hours

Adding time in full hours (vertically)

3 hours
+ 4 hours

6 hours
+ 4 hours

7 hours
+ 5 hours

Subtraction of full hours (horizontally)

9 hours - 4 hours = hours

8 hours - 3 hours = hours

12 hours - 8 hours = hours

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

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

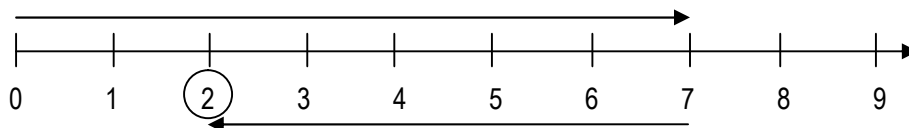
$$\begin{array}{r} 13 \text{ hours} \\ - 12 \text{ hours} \\ \hline \end{array}$$

Subtracting numbers on a number line

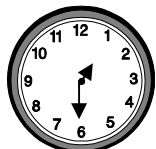
a) $4 - 2 = \boxed{2}$



b) $7 - 5 = \boxed{2}$



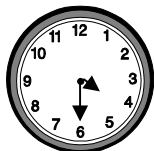
Telling time using a half past O'clock.



It is a half past 1 O'clock.



It is a half pastO'clock.



It is a half past O'clock.