**LESSON NOTES FOR PRIMARY ONE**

**TERM I MATHEMATICS TOPICAL BREAKDOWN FOR P.1**

1. **Numeration system**
2. Counting objects and numbers 1-20
3. Counting and writing numbers 1-20
4. Matching pictures to numbers
5. Counting numbers from 21-50
6. Filling in the missing numbers
7. Numbers which come after
8. Numbers which come between
9. Numbers which come before
10. Comparing pairs of numbers up to 50 using smaller (less),/ greater(bigger)
11. Arranging the numbers from the smallest to the biggest
12. Arranging the numbers from big to small
13. Numbers words from 0 – 20, 21 – 35, 36-50
14. **Sets**
15. Definition
16. Naming sets
17. Drawing sets
18. Empty sets
19. Matching sets
20. Comparing sets
21. Forming small sets from big set
22. Forming a big set from small sets
23. Joining sets
24. **Operation on numbers**
25. Addition of numbers less than 20 (horizontally and vertically)
26. Word problems involving addition of numbers
27. Adding using a numberline
28. Subtraction of numbers less than 20 (horizontally and vertically)
29. Word statements involving subtraction
30. **Place values**
31. Tens and ones (drawing and counting )
32. Counting in tens
33. Counting tens and ones
34. Filling in the missing tens and ones
35. Drawing sticks to show tens and ones
36. Presenting numbers on the abacus
37. Expanding numbers
38. Adding tens and ones
39. Word statements in addition of tens and ones
40. Subtraction of tens and ones
41. Word statements in subtraction of tens and ones

**LESSON NOTES FOR PRIMARY ONE TERM ONE**

Theme: our school

Topic : Numeration system

Counting objects and numbers from 1-20

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

Activity

Count and write the number

=\_\_\_\_\_\_\_\_ = \_\_\_\_\_\_\_\_\_

=\_\_\_\_\_\_\_\_ = \_\_\_\_\_\_\_\_\_

**Counting and writing numbers 1-20**

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

**Matching pictures to numbers**

3

4

5

6

**Fill in the missing numbers**

1. 2, 3, \_\_\_ \_\_\_\_, 6
2. 9, 8, \_\_\_, 6, \_\_\_, 4

**Counting numbers from 21-50**

21, 22, 23, 24, 25,26,27,28,29,30,31,32,33,34,35,36,37,38,39,40,41,42,43,44,45,46,47,48,49,50

**Activity:**

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

**Fill in the missing numbers**

1. 21, 22, \_\_\_, \_\_\_, 25, \_\_\_, \_\_\_, 28
2. 30, 31, \_\_\_, 33, \_\_\_\_, \_\_\_ 36
3. 41, 42, \_\_\_\_, \_\_\_, 45, \_\_\_\_, \_\_\_\_

**Which number comes right after?**

2, \_\_\_\_ 6, \_\_\_\_\_ 9,\_\_\_\_\_

12, \_\_\_ 16, \_\_\_\_ 19, \_\_\_\_\_

22, \_\_\_\_ 34, \_\_\_\_ 49, \_\_\_\_

\_\_\_\_\_ numbers comes right after 11?

\_\_\_\_\_ number comes after 16?

Which number comes just after 13? \_\_\_\_\_

What number come just after 40? \_\_\_\_\_

Which number comes between?

1. 3, \_\_\_, 5 b) 4, \_\_\_\_, 6
2. 7, \_\_\_, \_\_\_\_, 10 c) 9, \_\_\_\_, \_\_\_\_, 13
3. 22, \_\_\_\_, 24 f) 39, \_\_\_, 41

g) which number comes between 7 and 9?

h) What number is between 14 and 16?

**What number comes right before?**

\_\_\_\_\_, 3 \_\_\_\_, 7 \_\_\_\_, 9 \_\_\_\_11

\_\_\_\_, 14 \_\_\_\_ , 19 \_\_\_\_,22 \_\_\_\_,24 \_\_\_\_,32

1. \_\_\_\_\_\_comes just before 10
2. \_\_\_\_\_comes just before 20
3. What number comes just before 12? \_\_\_\_\_\_\_\_
4. What number comes right before 29? \_\_\_\_\_\_

**Circle the smaller (less) number**

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

**Under line the smaller (less) number**

a) 12 and 22 b) 14 and 41 c) 6 and 9 d) 13 and 31

a) 2, 7, 9 b) 7, 6, 5 c) 1, 2, 3 d) 10, 20, 30

**Circle the greater (bigger) number**

a) 4, 3, 1 b) 15, 5, 50 c) 7, 5, 9, 10

d) 8, 2, 12, 16 d) 40, 30, 10, 20 e) 21, 11, 31

**Underline the greatest (biggest) number**

a) 1, 2, 3 b) 11, 6, 5 c) 7, 2, 6

d) 10, 11, 9, 4 e) 22, 12, 32 d) 40, 30, 20, 10

f) 50, 10, 20, 30

**Arrange the numbers from the smallest to the biggest**

a) 7, 1, 2 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

b) 12, 18, 15 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

c) 5, 9, 3, 1 \_\_\_\_\_\_\_\_\_\_\_\_\_

d) 50, 10, 20, 40, 30 \_\_\_\_\_\_\_\_\_\_\_

**Arrange the numbers from the biggest to the smallest**.

1. 1, 2, 3, 4, \_\_\_\_\_\_
2. 5, 3, 6, \_\_\_\_\_\_\_
3. 10, 8, 9, \_\_\_\_\_\_
4. 6, 7, 8, 9

**Number words from 0 – 20**

1. zero
2. one
3. two
4. three
5. four
6. five
7. six
8. seven
9. eight
10. nine
11. ten
12. eleven
13. twelve
14. thirteen
15. fourteen
16. fifteen
17. sixteen
18. seventeen
19. eighteen
20. nineteen
21. twenty

**Number words from 21 – 35**

1. twenty one
2. twenty two
3. twenty three
4. twenty four
5. twenty five
6. twenty six
7. twenty seven
8. twenty eight
9. twenty nine
10. thirty
11. thirty one
12. thirty two
13. thirty three
14. thirty four
15. thirty five

**Write the missing number words**

22 = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 30 = \_\_\_\_\_\_\_\_\_\_\_\_\_\_

24= \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 32 thirty two

26 = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 33 = \_\_\_\_\_\_\_\_\_\_\_\_\_\_

27 = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 21 = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Write in figures**

36 thirty six 43 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

37 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 44 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

38 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 45 forty five

39 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 46 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

40 forty 47 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

41 forty one 47 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

42 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 48 forty eight

49 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 50 fifty

**Sets**

What is a set?

A set is a group of objects

Or A set is a collection of objects

Objects found in a set are called

Members or elements

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

Name these sets

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

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

**Draw these sets**

1. A set of three flowers
2. A set of six boys
3. A set of ten oranges
4. A set of four chairs
5. A set of seven triangles

Empty sets: what is an empty set?

An empty set is a set without members

Or

An empty set is a set with no members

Name this set

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

Draw an empty set

Matching sets with the same members

**Matching sets with the same number of members.**

1, 2, 3

a, b, c

**Match correctly**

Four







4



**Comparing members in the given sets**

A B

C:\Program Files\Microsoft Office\CLIPART\PUB60COR\FD00428_.WMFC:\Program Files\Microsoft Office\CLIPART\PUB60COR\FD00428_.WMFC:\Program Files\Microsoft Office\CLIPART\PUB60COR\FD00428_.WMFC:\Program Files\Microsoft Office\CLIPART\PUB60COR\FD00428_.WMF

1. set A has \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_members
2. set B has \_\_\_\_\_\_\_\_\_\_\_\_\_elements
3. how many members are in both sets?

NB Teacher to give more similar numbers)

**Comparing sets using more or less**

Set X Set Y



1. set Y has \_\_\_\_\_\_\_\_\_\_\_\_\_\_members
2. Set X ha \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_memebrs
3. Which set has more members?
4. Which set has less members?
5. How many members are in set Y?
6. How many members are both sets?

Forming new sets









Forming big sets from small sets

**Joining sets**



and make

plus equals

4 + 0 = \_\_\_\_\_\_\_\_\_\_





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

**TOPIC :** **OPERATION ON WHOLE NUMBERS**

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

3+5 = 2+4+ 0= \_\_\_\_\_

9 + 2 = 3 + 7 + 5 = \_\_\_\_\_\_\_\_\_\_

5 + 0 = 8 + 4 + 6 =

3 + 6 = 7 + 3 + 5 =

11 + 4 = 13 cups + 5 cups =

10 books + 10 books =

**Addition of numbers less than 20 (vertically)**

5 6 7 6

+ 9 + 4 + 7 + 5

3 4 5 6

2 5 5 2

+ 1 + 7 + 5 + 0

1 0 1 2 1 6

+ 2 + 4 + 4

**Word statements in addition of numbers**

1. Four plus three equals \_\_\_\_\_\_\_\_\_\_\_
2. Ten plus four equals \_\_\_\_\_\_\_\_\_\_\_\_
3. Sarah ate 3 apples

Mary ate 7 apples

How many apples did they eat altogether?

1. Juma has 10 books

Ali has 5 books

How many books do they have altogether ?

Adding numbers using a numberline

a)4 + 2 =

0 1 2 3 4 5 6 7 8 9 10 11

b) 5 + 0 =

0 1 2 3 4 5 6 7 8 9 10 11

c) 4 + 3 =

0 1 2 3 4 5 6 7 8 9 10 11

e) 6 + 2 =

0 1 2 3 4 5 6 7 8 9 10 11

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

a) 6 – 4 = b) 9 – 0 =

c) 9 – 3 = d) 14 – 2 =

e) 10 – 4 = f) 12 – 6 =

g) 7 – 7 = h) 16 – 4 =

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

9 7 1 2

- 6 - 2 - 7

8 1 0 1 5

- 5 - 3 - 5

**Word statements involving subtraction**

a) Nine take away three equals \_\_\_\_\_\_\_\_\_\_\_

b) Ten minus two equals \_\_\_\_\_\_\_\_\_\_\_

c) Twelve minus three equals \_\_\_\_\_\_\_\_\_\_\_\_

d) Daddy had 10 books

He gave away 6 books

How many books remained?

e) Mary had 16 eggs. 9 eggs got broken

How many eggs remained?

**PLAVE VALUES**

Drawing and counting tens and ones

I = 1 ones IIIIIII = 7 ones

II = 2 ones IIIIIIII= 8 ones

III = 3 ones IIIIIIIIII = 9 ones

IIII - 4 ones ~~IIIIIIIIII~~ = 1 ten

IIIIII = 5 ones ~~IIIIIIIIIIIIIIIIII~~ = 2 tens

IIIIIII = 6 ones

= 3 tens

= 4 ten

**Counting in tens**

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

1 ten = 10 6 tens = \_\_\_\_\_\_

2 tens = 20 7 tens = \_\_\_\_\_\_

3 tens = 30 8 tens = \_\_\_\_\_

4 tens = 40 9 tens = \_\_\_\_\_

5 tens = \_\_\_\_ 10 tens = \_\_\_\_\_

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

~~IIIIIIIIII~~ I II = \_\_\_\_\_\_\_tens \_\_\_\_\_\_ones

= \_\_\_\_\_\_tens \_\_\_\_\_\_ones

= \_\_\_\_tens \_\_\_\_\_ones

~~IIIIIIIIIII IIIIIIIIIII~~ ~~IIIIIIIIIII~~ I II = \_\_\_\_\_\_\_tens \_\_\_\_\_\_\_ones

**Fill in the missing tens and ones**

1. 42 = \_\_\_\_\_tens \_\_\_\_\_\_ones
2. 26 = \_\_\_\_\_\_tens \_\_\_\_\_\_\_\_ones
3. 80 = \_\_\_\_\_\_tens \_\_\_\_ones
4. 7 = \_\_\_\_\_tens \_\_\_\_\_ones
5. \_\_\_\_\_\_tens \_\_\_\_\_ones = 34
6. \_\_\_\_\_\_tens \_\_\_\_\_\_ones = 9
7. 3 tens 7 ones = \_\_\_\_\_\_\_
8. 2 tens 3 ones = \_\_\_\_\_\_\_

**Draw to show tens and ones**.

1. 4 = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. 7 = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. 12 = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. 16 = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. 24 = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. 30 = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Which number are shown on the abacus?

T O T O T O

\_\_\_ \_\_\_ = \_\_\_\_ \_\_\_\_\_ = \_\_\_\_ \_\_\_\_\_ =

Show the number on the abacus

T O T O T O

24 = 40 = 52 =

**Expanding numbers**

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

18 = \_\_\_\_\_\_\_+ \_\_\_\_\_\_\_\_\_ 39 = \_\_\_\_\_\_+\_\_\_\_\_\_

10 = \_\_\_\_\_\_\_+\_\_\_\_\_\_ 46 = \_\_\_\_\_+\_\_\_\_\_\_\_

23 = \_\_\_\_\_\_+\_\_\_\_\_\_\_\_

**What number has been expanded?**

\_\_\_\_\_\_ = 10 + 4 10 + 1 = \_\_\_\_\_\_\_\_

\_\_\_\_\_ = 10 + 7 20 + 0 = \_\_\_\_\_

\_\_\_\_ = 20 + 3 40 + 9 = \_\_\_\_\_

\_\_\_\_= 20 + 5 50 + 0 = \_\_\_\_\_\_

\_\_\_\_\_= 30 + 1 30 + 6 = \_\_\_\_\_

\_\_\_\_\_=40 + 3

**Addition of tens and ones**

T O T O T O T O

1 2 2 2 4 3 3 4

+ 3 + 2 + 5 + 2 0

T O T O

4 7 5 4

+ 3 0 + 2 4

**Word statements in addition of tens and ones**

1. Mary has 12 eggs. Sarah has 10 eggs. How many eggs do they have altogether?

2. Dan has 23 balls. Peter has 20 balls. They both have \_\_\_\_\_\_\_balls.

3. There are 13 boys and 14 girls in a class. How many pupils are there altogether?

**Subtraction of tens and ones**

T O T O T O T O

2 4 1 6 3 2 5 4

- 4 - 5 - 2 - 2 4

T O T O

3 2 4 3

- 1 2 - 2 0

**Word statements in subtraction of tens and ones**

1. Nakato has 24 sweets. She ate 12 of them. How many sweets remained?

2. Subtract 10 from 22

3. Mummy has 34 eggs. 20 eggs were bad. How many eggs were good?

4. Sarah put 32 glasses on the tray. 11 glasses got broken. How many glasses were left?

**P.1 NUMBER LESSON NOTES TERM II**

Topical break down term II 2016

1. Geometry
2. Basic shapes
3. Naming shapes
4. Shapes of different objects
5. Naming different things with a shape of a square eg circle
6. Length
7. What is length?
8. Parts of the body used to measure length
9. Other things used to measure length
10. Comparing length using long, tall or short
11. Adding distance in metres (vertically and horizontally)
12. Word statements involving addition of metres
13. Subtraction of metres (horizontally and vertically
14. Word statements in involving subtraction of metres
15. Picture interpretation about distance
16. Numeration system
17. Ordinal numbers
18. Numbers 50 – 100
19. Writing numbers and number names 50 (fifty – 100)
20. Matching numbers to their number names
21. Missing addends
22. Grouping objects in twos
23. Multiplying numbers by two (horizontally and vertically)
24. Word statements involving multiplication of numbers by 2
25. Dividing by 2
26. Word statement involving division of numbers by 2
27. Fractions
28. What is a fraction
29. Making and shading wholes
30. Making and shading halves
31. Making and shading quarters
32. Making and shading other fractions
33. Addition of fractions
34. Subtraction of fractions
35. Measures
36. Telling times on the clock face
37. Showing the given time on the clock face
38. Addition of time in full hours (horizontally and vertically)
39. Subtraction of time in full hours (horizontally and vertically)
40. Days of the week
41. Months of the year
42. Graph
43. Picture graph
44. Block graph
45. Subtraction of numbers using a number line
46. Revision of the covered work

**LESSON NOTES FOR PRIMARY ONE TERM II**

Topic: Geometry

Basic shapes

Triangle rectangle square

Circle cone oval

Name the shapes

a 1

a) \_\_\_\_\_\_\_

b b)\_\_\_\_\_ 2 3

c c) \_\_\_\_\_

4

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Shapes of different objects

Name different objects with a shape of a triangle

1. A sacket of milk
2. A roof top of a hut
3. A samosa

Name different objects with a shape of a rectangle

1. A door
2. A chalkboard

Name different things with a shape of a square

1. Top of the chair
2. Wire mesh

Name different things with a shape of a circle

1. A ball
2. A water melon
3. A clock face
4. An orange

**TOPIC : LENGTH**

Definition

Length is the distance between two points

Parts of the body used to measure length

Hands

Fingers

Hand span

Feet

Arms

Other things we use to measure length

Ropes

Strings

Sticks

Bananfibres

Threads

Comparing length of different objects

Use long , tall or short

A B Tree A is \_\_\_\_\_\_\_\_\_\_\_\_\_

 Tree B is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Y Z Stick y is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Stick Z is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Compare using longer, taller or shorter

Ann Tendo Ann is \_\_\_\_\_\_\_\_\_\_\_\_than Tendo

Tendo is \_\_\_\_\_\_\_\_\_\_\_than Ann.

**M** Ruler M is \_\_\_\_\_\_\_\_than ruler N

Ruler N is \_\_\_\_\_\_\_\_\_\_\_than ruler M

**N**

Adding metres (horizontally)

1. 2 metres + 3 metres = \_\_\_\_\_\_\_\_\_\_\_metres
2. 7 metres + 4 metres= \_\_\_\_\_\_\_\_\_\_metres
3. 13 metres + 6 metres = \_\_\_\_\_\_\_\_\_\_\_\_\_metres
4. 9 metres + 1 meter = \_\_\_\_\_\_\_\_\_\_\_\_\_metres

Adding metres vertically

6 metres 8 metres 4 5 m 1 0m

+ 3 metres + 4 metres + 2 3m + 2 4 m

Word statements involving addition of metres

a) Joy moved 3 metres. Sarah moved 4 metres.

They both moved \_\_\_\_\_\_\_\_\_\_\_\_metres

b) Bursar had 12 metres of a black cloth and 4 metres of a yellow cloth. How many metres of cloth had the bursar?

c) Tom walked 10 metres and ran 5 metres. How many metres did he move altogether?

Subtraction of metres

a) 7 metres – 4 metres = \_\_\_\_\_\_\_\_\_\_\_metrers

b) 9 metres – 2 meters = \_\_\_\_\_\_\_\_\_\_\_metres

c) 20 m – 10 m = \_\_\_\_\_\_\_\_\_m

d) 13 m – 7 m = \_\_\_\_\_\_m

e) 6 metres 1 9 metres

- 4 metres - 1 6metres

h) 3 2m 4 0m

- 2m - 2 0m

Word statements for subtraction of metres

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

b) ten metres minus six metres equals \_\_\_\_\_\_\_\_\_\_\_\_metres

c) Joan had a sugarcane of 12 metres . She ate a piece of 5 metres. How many metres of a sugarcane did she remain with?

Find the distance around the picture



7 metres

4 metres 3 metres

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) What is the longest distance?

e) What is the distance between the tree and the hut?

f) Find the total distance around the pictures

**TOPIC: ORDINAL NUMBERS**

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

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

Activity

1. Fill in the missing numbers

1st , 2nd \_\_\_\_\_\_, 4th , 5th , \_\_\_\_\_, \_\_\_\_, 8th

2. Write in numbers

Ninth \_\_\_\_\_\_\_\_\_\_\_\_\_

Fifteenth \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Second \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**TOPIC: NUMERATION SYSTEM**

**Numbers 50 – 100**

50, 51, 52, 53,54,55,56,57,58,59,60,61,62,63,64,65,66,67,68,69,70,71,72,73,74,75,76,77,78,79,80,81,82,83,84,85,86,87,88,89,90,91,92,93,94,95,96,97,98,99,100

Writing numbers and their number names

50 fifty

51 fifty one

52 fifty two

53 \_\_\_\_\_\_\_\_\_\_\_

54 \_\_\_\_\_\_\_\_\_\_\_

55 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

56 fifty six

57 \_\_\_\_\_\_\_\_\_\_\_\_\_\_

58 \_\_\_\_\_\_\_\_\_\_\_\_\_\_

59 \_\_\_\_\_\_\_\_\_\_\_\_

60 sixty

61 sixty one

62 \_\_\_\_\_\_\_\_\_\_\_\_

63 sixty three

64 \_\_\_\_\_\_\_\_\_\_\_\_

65 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

66 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

67 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

68 sixty eight

69 sixty nine

70 seventy

71 \_\_\_\_\_\_\_\_\_\_

72 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

80 eighty

90 ninety

100 one hundred

Activity

Match numbers to their number names

76 ninety one

50 one hundred

91 seventy six

100 fifty

Missing addends

Find the missing numbers

Example 1

2+3 = 5+3 = 4+5 = 10 + 7 =

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

Example 2

2 + 3 = 5 6 + 2 = 8

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

Teacher will help pupils with more examples then give an activity

Example 3

4 + 5 = 9 5 + 2 = 7

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

Grouping in twos

Grouping objects in twos

1 two =

2 twos =

3 twos =

Multiplying numbers by 2 (horizontally)

1 x 2 =

2 x 2 =

3 x 2 =

4 x 2 =

And more of this work up to 12

Multiplying numbers by 2 (vertically)

1 3 6 1 0

X 2 x 2 x 2 x 2

And more of this work to be given to pupils

Word problems with multiplication of numbers by 2

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

4 x 2 = 8

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

3 x 2 = 6

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

6 x 2 = 12

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

5 x 2 = 10

Dividing numbers by 2

a) 2 ÷ 2 = 1 b) 8 ÷ 2 = 4

c) 10 ÷ 2 = 5 d) 4 ÷ 2 = \_\_\_\_\_

e) f) g)

2 8 2 14 2 6

Teacher will give more numbers

Word problem involving division of numbers by 2

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

6 ÷ 2 = 3 mangoes

b) ten divided by 2 equals

10 ÷ 2 = 5

c) Share 16 sweets equally between 2 boys

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

8 ÷ 2 = 4

Teacher will give more examples, then an activity

**ACCIDETNS AND SAFETY**

**FRACTIONS**

What is a fraction?

A fraction is part of a whole

New words

Whole Half Shade Fraction Quarter

****

 A whole apple A whole orange A whole banana

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

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

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

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

Making and shading wholes

A whole triangle

A whole circle

A whole pawpaw

Making and shading halves

= ½ a half

= ½ a half

Making and shading quarters

= ¼ a quarter

= ¼ a quarter

= ¼ a quarter

Making and shading other fractions

1/ 3 a third

= 1 /3 a third

= 3/ 6

= 2/4

Addition of fractions

2 + 1 = 3 Note: Add numbers on top only and choose 5 5 5 one number from those down.

4 + 2 = 4+2 = 6

8 8 8 8

More work will be given to pupils following the above examples

Subtraction of fractions

3 - 2 = 3-2 = 1 note: Subtract numbers up, then

4 4 4 4 choose one number from down

7 - 5 = \_\_\_\_ 4 - 2 =

8 8 10 10

2 - 1 = 5 - 1 =

3 3 7 7

Teacher will give more work following the above examples

**TOPIC: MEASURES**

**TIME**

**Telling time on a clock face**

A clock face has 2 or more hands on it

A short hand is the hour hand

A long hand is the minute hand

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

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

**Example**

It is 4 o’clock

More work on telling time

Work will be done and pasted in their books

Showing time on a clock face.

It I 9 o’clock It is 2 o’clock

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

Adding time in full hours

5 hours + 3 hours = \_\_\_\_\_\_\_\_\_\_\_hours

8 hours + 2 hours = \_\_\_\_\_\_\_\_\_hours

2 hours + 4 hours = \_\_\_\_\_\_\_\_\_\_hours

3 hours 6 hours 7 hours

+ 4 hours + 7 hours + 5 hours

Subtraction of time in full hours

9 hours – 4 hours = \_\_\_\_\_\_\_\_\_\_\_hours

8 hours – 3 hours = \_\_\_\_\_\_\_\_\_\_hours

12 hours – 8 hours = \_\_\_\_\_\_\_\_\_\_hours

9hours 10 hours 12 hours

- 6 hours - 8 hours - 4 hours

Days of the week

We have seven days in a week.

All days of the week have names beginning with capital letter

Sunday is the first day of the week.

Monday is the second day of the week

Tuesday is the third day of the week

Wednesday is the fourth day of the week

Thursday is the fifth day of the week

Friday is the sixth day of the week

Saturday is the seventh day of the week

Fill in the missing days of the week

a) Sunday, Monday, \_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_, Friday

b) Thursday, Wednesday, \_\_\_\_\_\_, \_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_

c) When do Christians go for prayers?

d) Moslems pray on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

e) The seventh day Adventists pray on \_\_\_\_\_\_\_\_\_\_\_\_\_

f) On \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Christians go for prayers.

Note: 60 minutes = 1 hour

24 hours = one day

7 days = 1 week

2 weeks = fortnight

4 weeks = 1 month

12 months = one year

**Months of the year**

There are twelve months of the year

January 1st

February 2nd

March 3rd

April 4th

May 5th

June 6th

July 7th

August 8th

September 9th

October 10th

November 11th

December 12th

Activity

a) How many months make a year?

b) Fill in the missing letters

Jan\_\_\_\_\_ary Feb\_\_\_u\_\_\_ry J\_\_\_\_ne A\_\_\_\_ \_\_\_\_ust

c) Fill in the missing months of the year

January , February, \_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_May

August , September, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, December

**GRAPHS**

**Graph 1**

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



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 2**

A graph of apples

|  |  |  |
| --- | --- | --- |
|  |  |  |
| Kasifa | Loy | Maria |

**Questions**

1. How many apples does Loy have?
2. Who has three apples?
3. How many apples do they have altogether?
4. Who has most apples?
5. Who has the least number of apples?

Graph 3

A farmer planted trees on different days

|  |  |
| --- | --- |
| Monday |  |
| Tuesday |  |
| Wednesday |  |

Questions

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

Study the graph and answer the questions that follow

Five children have boxes

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| **Tom** | **Tonny** | **Tina** | **Tasha** | **Trinity** |

Questions

1. How many boxes does Tonny have?
2. Who have the same number of boxes?
3. How many boxes has Trinity?
4. How many boxes do they have altogether?

Use a number line to get the answer

a) 8 – 2 = \_\_\_\_\_\_\_\_\_\_\_

0 1 2 3 4 5 6 7 8 9 10 11

b) 9 – 7 = \_\_\_\_\_\_\_

0 1 2 3 4 5 6 7 8 9 10 11

More work will be given.

Revision of the covered work.

**Topical breakdown for term III**

**MEASUREMENTS**

1. Weight(mass)
2. What is weight?
3. Things we use to weigh
4. Comparing weight
5. Addition of weight – vertically and horizontally
6. Word statements involving addition
7. Subtraction of weights – vertically and horizontally
8. Word statements involving subtraction
9. Capacity
10. What is capacity
11. Examples of liquids
12. Objects/containers we use to measure liquids
13. Comparing capacity
14. Measuring using non standard units
15. The standard unit for capacity
16. Addition in litres
17. Word statements (addition)
18. Subtraction in litres
19. Work statements (subtraction)
20. Mixed exercises of addition and subtraction
21. Addition with re-grouping
22. Add two digit numbers with re-grouping
23. Word statements (addition)
24. Money
25. What is money?
26. History of money
27. Uganda currency
28. Features on money
29. Comparing money
30. Addition of money
31. Word statements
32. Subtraction of money
33. Word statements
34. Shopping
35. Mathematical statements on addition
36. Subtraction
37. Multiplication
38. Division
39. Number families
40. Multiplication by 3
41. Division by 3
42. Multiplication by 3
43. Division by 3

**LESSON NOTES FOR PRIMARY ONE TERM III**

Topic: Measures

Weight (mass)

1. What is weight?

a) Weight is how heavy or light something is

b) We can tell how heavy or light something is after weighing it

1. We can weigh some objects using non standard tools eg. Tins, baskets, pots etc
2. We measure mass (weight) in kilograms (kg) and grams (g)
3. Examples of things we weigh

* Sugar
* Peas
* Salt
* Meat
* Millet
* Maize flour
* Bread
* Beans
* Rice
* Cassava flour

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

1. A stone is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. A paper is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. A table is \_\_\_\_\_\_\_\_\_\_\_\_\_
4. A feather is \_\_\_\_\_\_\_\_\_\_\_
5. A brick is \_\_\_\_\_\_\_\_\_\_\_\_
6. A pen is \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Comparing weight using heavier than or lighter than

 Table cup

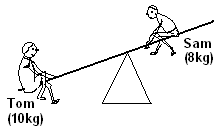
a) A table is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_a cup.

b) A cup is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_a table.



**pencil stone**

a) A pencil is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_a stone

b) A stone is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_a pencil.

Tom

Juma

a) Juma is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Tom

b) Tom is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Juma

Addition of mass in kilograms

a) 1 kg + 3 kg = b) 9kg + 2 kg =

c) 7kg + 2 kg + 4kg d) 8kg + 0kg + 5kg =

e) 9kg f) 8kg g) 1 0 kg 2 1kg

+ 5kg 4kg + 1 3kg + 1 5kg

+ 2kg

**Word statements involving addition of mass**

Aunt bought 3kg of sugar. Uncle bought 5kg of sugar

How many kilograms did they buy altogether?

Joan had 7kg of salt. Dan had 9kg of salt. How many kilograms did they have altogether?

Add 12kg plus 10kg.

Subtraction of mass in kilograms

10kg - 4kg = \_\_\_\_\_kg b) 12kg – 9kg =\_\_\_\_kg

7kg – 2kg = \_\_\_\_kg d) 14kg – 7 kg = \_\_\_\_\_kg

8kg 9kg 14kg 11kg

- 4kg - 3kg - 4kg - 10kg

Word statements

a) Subtract 9kg – 5kg

b) Daddy bought 14kg of meat. We ate 6kg. How many kilograms remained?

c) There were 34kg of rice in the basket. Mummy cooked 20kg. How many kilograms remained?

**Capacity**

What is capacity?

Capacity is the amount of liquid a container can hold.

Examples of liquids

1. Water
2. Milk
3. Juice
4. Paraffin
5. Tea
6. Petrol
7. Diesel
8. Glue
9. Cooking oil

Container used to measure liquids

1. Bottles
2. Jugs
3. Jerrycans
4. Basins
5. Cups
6. Glasses
7. Tins
8. Gourd
9. Bucket

Comparing capacity using less or more

Bottle tin

a) Which object carries more water?

b) Which object carries less water?

Drum jerrcan

a) Which container holds more water?

b) Which container holds less water?

Reference MK 1 page 102

**Measuring using standard units**

We measure liquids in litres (1) other measure are milliliters (ml)i.e medicine , water, soda, juice

Practical measuring of water in different quantities

1. A plastic mug holds ½ of water
2. A small plastic bottle holds ½ litre of water
3. A bottle of beer contains ½ litres of beer

Activity

1. How many mugs of water can fill five litre bottles?
2. How many mugs of water can fill a one litre bottle?

Reference MK nk 2 page 150

Adding in litres (vertically and horizontally)

1. 1 litre + 2 litres = 3 litres
2. 4 litres + 3 litres \_\_\_\_\_litres
3. 5 litres + 2 litres = \_\_\_\_\_litres

2 5 litres 3 3 litres

+ 2 3litres + 5 0 litres

Ref: MK bk 2 page 151

**Word problems involving addition of litres**

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

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

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

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

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

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

**Subtracting litres horizontally and vertically**

a) 10 litres - 1 litre =\_\_\_\_\_\_\_\_\_ litres

b) 15 litres - 7 litres = \_\_\_\_\_\_\_\_litres

c) 12 litres - 3 litres = \_\_\_\_\_\_\_\_\_litres

d) 8 litres e) 5 litres

- 3 litres - 2 litres

f) 4 8 litres g) 3 7 litres

- 2 6 litres -2 0 litres

**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) 1 0litres e) 1 4 litres f) 2 4 litres

- 2 litres -1 0litres + 1 1 litres

**Addition with regrouping (carrying)**

T O T O T O

1 8 1 9 6 9

+ 3 + 4 + 6

**2 1 2 3 7 5**

15

13

11

Exercise

T O T O T O

3 7 5 4 8 9

+ 4 + 8 + 9

Adding two digit numbers to two digit numbers with regrouping

Exercise

T O T O

4 5 6 9

+ 4 5 + 6

6 0

**10**

14

Exercise

T O T O T O

4 6 5 7 2 9

+ 2 8 + 1 4 + 3 7

TOPIC: **MONEY**

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

**Discuss the use of money**

**History of money**

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

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

**Currency used by different countries**

Uganda – shillings

Kenya – shillings

England – pounds

America - Dollars

Rwanda - Farang

Nigeria - Naira

There are two forms of money used in Uganda

These are

1. Coins
2. Notes (paper money)

Coins

50shillings coin

100 shillings coin

200 shillings coin

500 shillings coin

1000 shillings coin

Notes:

1000 shillings note

2000 shillings note

5000 shillings note

10,000 shillings note

20,000 shillings note

50,000 shillings note

**Features on money**

a) A coin of 50 shillings has a head of a cob and the coat of arms

a coin of 100 shillings – a cow and a coat of arms

a coin of 200 shillings – a fish

a coin of 500 shillings – a head of a crested crane

a coin of 1000 shillings – a crested crane

**Changing money/ comparing different money denominations**

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?

shs. 500

- shs 200

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

shs. 200

- shs 100

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

shs. 300

- shs 100

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

shs. 700

- shs 300

Lesson **SHOPPING**

An apple an egg an orange a cup

Shs. 500 shs. 200 shs. 150 shs. 300

1. What is the cost of an egg?
2. Which item costs shs. 300?
3. A \_\_\_\_\_\_\_\_\_\_\_\_\_\_costs shs. 500.
4. What is the cost of an egg and a cup?

e) Study the price list and answer the questions

**Item** **Price**

Pencil shs. 50 each

Sweet shs. 50 each

Book shs.100 each

Matchbox shs. 50 each

Ice cream shs. 500 each

***Questions***

a) How much is a pencil?

b) What is the cost of a sweet?

c) How much is a tin of ice cream?

d) How much will one pay for two match boxes?

e) What is the cheapest item?

f) A \_\_\_\_\_\_\_\_\_\_\_\_\_\_is the most expensive item .

**TOPIC: NUMBER FAMILIES**

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

**Which two numbers add up to 2**

First list all the numbers from 0 up to 2

0 1, 2

Choose the first and the last numbers

O + 2 = 2

1 + 1 = 2

2 + 0 = 2

Which pairs of numbers add up to 4?

0 1 , 2 , 3 , 4

O + 4 = 4

1 + 3 = 4

2 + 2 = 4

4 + 0 = 4

3 + 1 = 4

Which pairs of numbers add up to 4?

0 1 , 2 , 3 , 4 , 5

O + 5 = 5

1 + 4 = 5

2 + 3 = 5

3 + 2 = 5

4 + 1 = 5

5 + 0 = 5

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 =

2 x 3 =

3 x 3 =

4 x 3 =

And more of this work up to 12

**Multiplying numbers by 3 [ vertically ]**

1 3 7 1 2

x 3 x 3 x 3 x 3

**More of this work to be given to pupils**

Word problems with multiplication by 3

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

6

2 x 3 = \_\_\_\_\_\_\_ legs.

b) There are 3 eggs in a tray

How many eggs are there in 4 trays?

3 x 4 = 12 eggs

TOPIC: **DIVISION OF NUMBERS BY 3**

**Dividing numbers by 3 [ horrizontally**]

3

6 ÷ 3 = \_\_\_\_\_\_\_\_ 9 ÷ 3 = \_\_\_\_\_\_\_\_

4

12 ÷ 3 = \_\_\_\_\_\_\_

**Dividing numbers by 3 [vertically ]**

3

1

7

3 21 3 3 3 9

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 ÷ 3 = \_\_\_\_\_\_

2

Each child got 2 bananas

b) Nine divide by three equals \_\_\_\_\_\_\_\_\_\_\_\_\_

c) Share 12 pencils equally among 3 boys

12 ÷ 3 = \_\_\_\_\_\_\_

Each child get 4 pencils

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

1

3 ÷ 3 = \_\_\_\_\_\_\_ apple

**TOPIC: MATHEMATICAL STATEMENTS**

Mathematical statements on addition

Words used in addition

* Add
* Altogether
* And
* Both
* Sum
* Total
* Plus
* Put together
* More

a) Two plus five equals \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

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

c) Jane has four apples. John has three apples

How many apples do they have altogether?

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

d) Find the total of five and six oranges

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

e) What is six and four?

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

f) Tom had six books. Teo had five books.

Both had \_\_\_\_\_\_\_\_\_\_\_books altogether.

g) Daddy had 2 sweets. Mummy gave him more 7 sweets. How many sweets did daddy have altogether?

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

Mathematical statements on subtraction

Words used in subtraction

* Subtraction
* 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.