

GREENHILL ACADEMY

PRIMARY ONE

THEMATIC LESSON NOTES FOR

MATHEMATICS

FIRST TERM

THEME: OUR SCHOOL

TOPIC: NUMERATION SYSTEM

Numbers 1 up to 20

- Counting objects e.g. 1 boy, 6 girls, 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

Question: How many? (Oral)

1 boy	6 girls	11 teachers

Activity: - Filling in exercise no. – 1 -20

(Prepared work on paper)

REF: MK Bk 1 page 49

Numbers 21 – 50

- counting numbers 1 – 20 (oral)
- Counting objects and writing numbers 1 - 20

e.g.  = _____

- Matching pictures to numbers

e.g. 7

4

12

Activity: counting and matching *(Prepared work on paper)*

REF: MK Bk 1 page 11, 12, 14, 15, 16

Numbers 51 – 100

- counting numbers 50 – 100
- filling un numbers in a table

51		53		55		57	58		60
	62		64		66			69	
		73		75		77			80
81	82		84		86		88	89	
	92			95		97			100

- Filling in missing numbers on number lines
- a) 1, 2, ____, 4, ____, 5, ____, 7, ____, 9, ____
- b) 11, ____, ____, 14, ____, 16, ____, 18, ____, 20

REF: MK (New Edition) Bk 1 page 49

MK (Old Edition) Bk 1 page 40

Numbers which come just after

- Numbers from 0 – 100

Question:

a) Which number comes just after?

e.g. 2, ____ . 3 comes just after 2

4, ____ . 5 comes just after 4

Activity: Which number comes just after?

- 1) 7 2) 10 3) 15 4) 24 5) 35 6) 48
- 7) 53 8) 61 9) 79 10) 79 11) 3 12) 80
- 13) 90 14) 99 15) 78 16) 29 17) 34 18) 6

REF: MK) Bk 1 page 13

Numbers which come just before

-Numbers from 1 -100

Question:

b) Which number comes just before? (*oral - with different numbers*)

e.g. ____, **5 - 6** comes just before **5**.

____, **10 - 9** comes just before **10**

Activity: Write the numbers that come before.

1) ____, 5 2) ____, 7 3) ____, 49 4) ____, 10 5) ____, 4

6) ____, 18 7) ____, 70 8) ____, 60 9) ____, 93 10) ____, 88

11) ____, 91 12) ____, 3 13) ____, 9 14) ____, 100 15) ____, 21

REF: MK) Bk 1 page 13

Numbers that are between others

-Numbers from 0 – 100

Question:

c) What number comes between _ and _? (*oral - with different numbers*)

e.g. **5**, ____, **7 - 6** comes between **5** and **7**.

48, ____, **50 - 49** comes between **48** and **50**

Activity: Write numbers that come between the given ones.

1) **1**, ____, **3** 2) **23**, ____, **25** 3) **15**, ____, **17** 4) **4**, ____, **6**

5) **97**, ____, **99** 6) **9**, ____, **11** 7) **14**, ____, **16** 8) **2**, ____, **4**

9) **27**, ____, **29** 10) **8**, ____, **10** 11) **0**, ____, **2** 12) **67**, ____, **69**

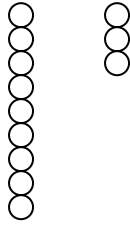
13) **3**, ____, **5** 14) **79**, ____, **81** 15) **11**, ____, **13** 16) **12**, ____, **14**

Comparing pairs of numbers pairs of numbers up to 100

- using 'greater than' and 'less than' (*bigger than/ smaller than*)

- **The greater number has more things and the less number has less or few things.**

E.g. 9 and 3



e.g. **9** and **3** - 9 is **greater than/ bigger than** 3.

- 3 is less **than/ smaller than** 9.

Activity: A: which number is greater?

- 1) 4 and 10 2) 13 and 18 3) 14 and 9 4) 15 and 20
5) 17 and 29 6) 30 and 40 7) 80 and 18 8) 11 and 5

B: Which number is less?

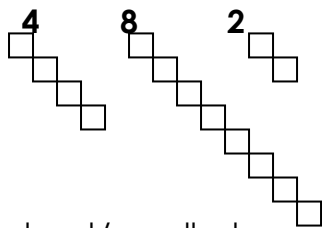
- 1) 10 and 20 2) 2 and 1 3) 5 and 8 4) 37 and 17
5) 18 and 28 6) 70 and 51 7) 3 and 27 8) 45 and 15

REF: MK) Bk 1 page 13

Comparing numbers using least/ smallest

-The **least/smallest** number in a group of numbers is that one with the fewest things or items.

E.g.



2 is the least/ smallest.

Activity: Which number is the least/smallest?

Circle the least /smallest number.

- 1) 3, 5, 4 2) 12, 9, 20 3) 9, 13, 2, 12 4) 90, 18, 6
5) 94, 76, 50, 0 6) 10, 20, 30 7) 6, 1, 8, 3, 8) 11, 10, 4, 9

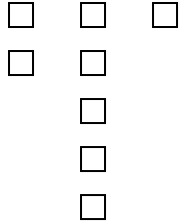
9) 22, 33, 44, 10) 8, 6, 4, 2 11) 1, 3, 5, 7 12) 12, 9, 6, 3

REF: MK) Bk 1 page 13

Comparing numbers using greatest / biggest

The greatest / biggest number in a group of numbers is that one with most (many) things or items.

e.g. 2 5 1 - 5 is the greatest/biggest.



Activity: Which number is the greatest/ biggest?

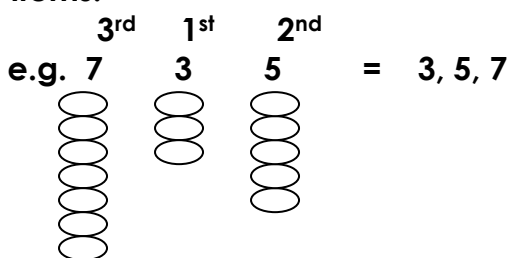
Underline the *greatest/biggest* number.

- a) 8, 3, 10, 9 b) 15, 25, 5 c) 90, 5, 7, 9 d) 90, 78, 12, 13 e) 1, 2, 3,
f) 36, 11, 25, 19 g) 9, 7, 3, 10 h) 16, 0, 4, 70 i) 20, 30, 40, 50

REF: MK) Bk 1 page 13

Arranging numbers beginning with the smallest (least) – (ascending order)

-The *least/smallest* number in a group of numbers is that one with the fewest things or items.



Activity: Arrange the numbers starting with the least/ smallest.

a) 8, 3, 6 b) 6, 1, 2 c) 10, 6, 0, 4 d) 12, 18, 15, 10

e) 19, 26, 20, 17 f) 30, 50, 20, 40 g) 42, 77, 65, 36

h) 28, 18, 48, 58 i) 11, 21, 1, 31 j) 91, 81, 92, 72

Ref: Prepared work on paper.

Arranging numbers beginning with the biggest (greatest) – (descending order)

- The greatest / biggest number in a group of numbers is that one with most (many) things or items.

	1 st	3 rd	2 nd	
e.g.	9	4	5	= 9, 5, 4
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	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>		<input type="checkbox"/>	

Activity: Arrange numbers beginning with the biggest.

a) 18, 15, 16, 14 b) 2, 4, 3, 5 c) 9, 7, 5 d) 7, 8, 15, 6

e) 33, 23, 43, 53 f) 80, 60, 70 g) 14, 74, 11 h) 24, 44, 74, 14

i) 6, 3, 9, 4 j) 2, 1, 0, 6, 9 k) 9, 8, 7, 6 l) 21, 22, 23, 24, 25

Ref: Prepared work on paper.

Number names (0 -100)

The ones (0 -9)

e.g. 0 – zero 4 – four 8 – eight
1 – one 5 – five 9 – nine
2 – two 6 – six
3 – three 7 – seven

Activity: reading, spelling, writing in words or figures

Ref: understanding MTC Bk 1 pg 21 – 23
MK Bk 1 New Edition pg 41 – 42
Macmillan Resources for Thematic Bk 1 pg 61

The teens (10 - 19)

e.g. 10 – ten	14 – fourteen	18 - eighteen
11 - eleven	15 – fifteen	19 - nineteen
12 - twelve	16 - sixteen	
13 - thirteen	17 - seventeen	

Activity: reading, spelling, writing in words or figures, matching

Ref: understanding MTC Bk 1 pg 21 – 23
MK Bk 1 New Edition pg 41 – 42
Macmillan Resources for Thematic Bk 1 pg 61

- The tens (10, 20, 30, 40- 90)

- One hundred (100)

e.g. 10 – ten	60 – sixty	one hundred (a hundred) = 100
20 – twenty	70 - seventy	
30 – thirty	80 – eighty	
40 – forty	90 - ninety	
50 - fifty		

Activity: reading, spelling, writing in words or figures, matching

Ref: understanding MTC Bk 1 pg 21 – 23
MK Bk 1 New Edition pg 41 – 42
Macmillan Resources for Thematic Bk 1 pg 61

Number names (0 -100)

Mixed exercise (the ones, teens and tens)

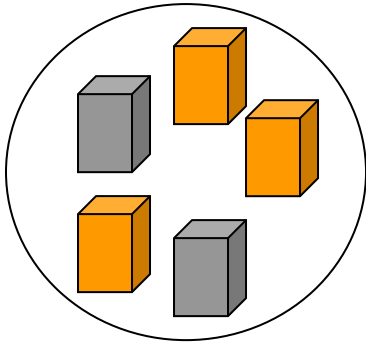
e.g. three , eight , thirteen , sixteen , forty ,twenty- eight, fifty - seven etc....

Activity: spelling, reading and writing the figures or words

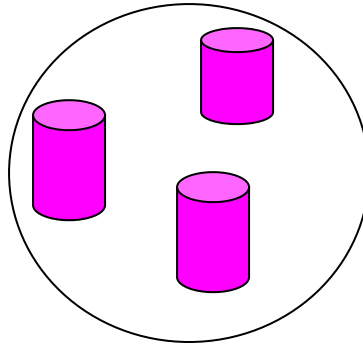
Ref: understanding MTC Bk 1 pg 21 – 23
MK Bk 1 New Edition pg 41 – 42
Macmillan Resources for Thematic Bk 1 pg 61

TOPIC: SETS

- **Meaning:** A set is a collection / group of objects.
- **Sorting**
- **Forming sets e.g.**



A set of five boxes

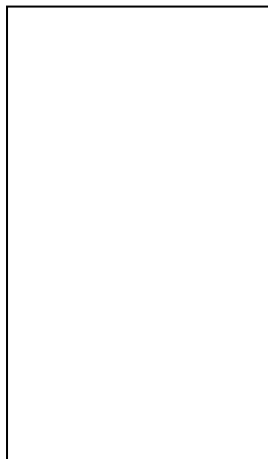


A set of three tins.

- Activity:**
1. Name the sets drawn.
 2. Draw the sets given.

Ref: Macmillan Mtc Bk 1 pg 1, 3, 4
MK Bk 1 pg 14, 15, 16
MK Bk 2 pg 1

Matching sets (things we use in the classroom)

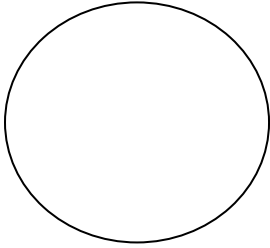


Ref: MK Bk 2
page 3 -4

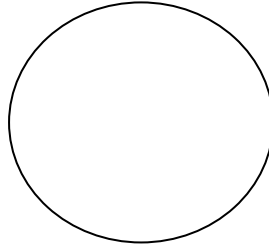
Comparing sets

- counting objects
 - **comparing objects**
- e.g.**

Set A



set B

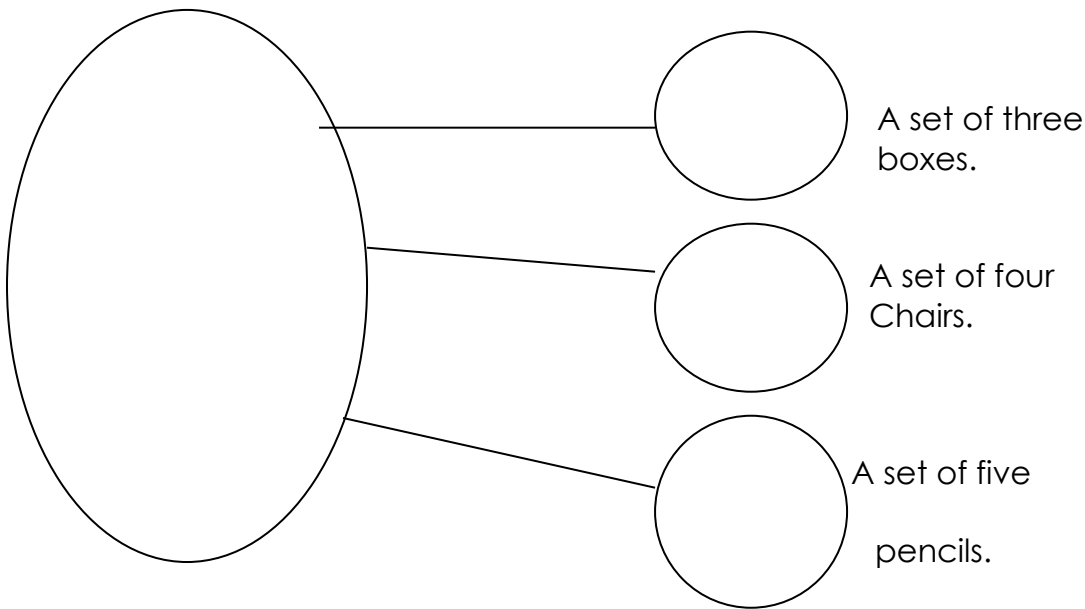


Questions:

1. How many members has set **A**? 3. Which set has more members?
Set **A** has **4** members. Set **B** has more members.
2. How many members has set **B**? 4. Which set has less (fewer) members?
Set **B** has **6** members. Set **A** has less (fewer) members than set B.

Ref: MK Bk 2 page 6, prepared work on paper.

Forming new sets from the big ones



Ref: Pr. MTC for Uganda Bk 1 pg 2 – 3
Oxford Pr. MTC Bk 1 pg. 2-3
MK Bk 2 pg 5

Empty sets

- **Meaning:** An empty set is a set without members.

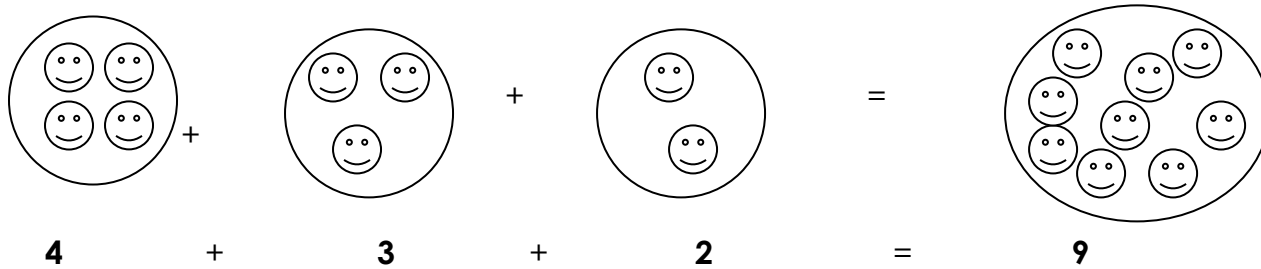
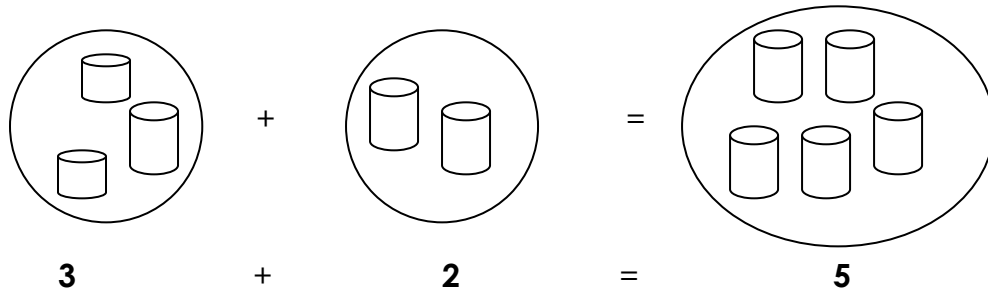
E.g. A set of lions in Greenhill Academy
A set of boys with 4 heads each. Etc....

Activity: Forming empty sets.

Ref: teacher's own collection

Joining sets

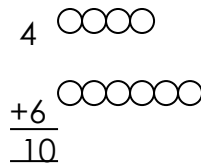
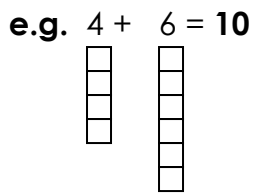
- Drawing, adding and counting. E.g.



Ref: Mk Bk 1 pg 24, 25, 26, 27, 28, 31, 32, 33, 34
 Understanding Mtc Bk 1 30, 31, 32, 33, 34, 35

TOPIC: OPERATIONS OF NUMBER (ADDITION)

- Adding numbers less than 20 both horizontally and vertically.
- adding and counting



Activity: Add correctly.

A 1) $2 + 7 =$ 2) $9 + 6 =$ 3) $13 + 6 =$ 4) $1 + 4 + 5 =$ 5) $3 + 3 + 2 =$

B 1) $\begin{array}{r} 8 \\ +1 \\ \hline \end{array}$ 2) $\begin{array}{r} 3 \\ +5 \\ \hline \end{array}$ 3) $\begin{array}{r} 12 \\ +4 \\ \hline \end{array}$ 4) $\begin{array}{r} 2 \\ 2 \\ \hline \end{array}$ 5) $\begin{array}{r} 1 \\ 4 \\ +2 \\ \hline \end{array}$ 6) $\begin{array}{r} 16 \\ +2 \\ \hline \end{array}$ + 3 $\begin{array}{r} \\ \hline \end{array}$

Ref: Understanding MTC Bk 1 pg 32, 33, 34
 Macmillan MTC Practice Bk 1 pg 25
 MK Bk 1 pg 26, 27, 28, 31, 32, 33, 34
 Primary sch. MTC Bk 1 pg 34 -35

Word problems involving addition

- Reading, interpreting, adding, writing, forming word problems.

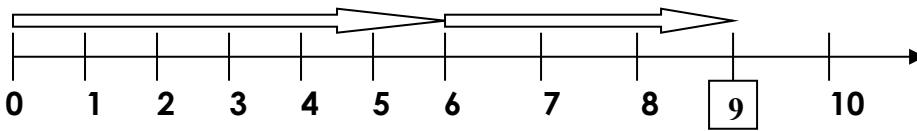
e.g. a) 1 house + 2 houses = _____ houses

- c) Mummy has 5 bananas. Daddy has 3 bananas.
How many bananas do they have altogether?
= 5 + 3 = _____
They have _____ bananas altogether.

Ref: MK Bk 1 pg 29- 30, Bk 2 pg 35.

Adding numbers less than 20 on a number line

- Drawing a number line
 - Adding numbers on a number line
- e.g. $6 + 3 = \underline{\quad 9 \quad}$



Activity: Add these numbers on a number line

- 1) $3 + 6 =$ 2) $2 + 7 =$ 3) $9 + 1 =$ 4) $4 + 5 =$ 5) $5 + 2 =$ 6) $3 + 2 =$

Ref: Teacher's own collection

THEME: OUR HOME

Operations of number (subtraction)

- Subtraction of numbers less than 20 both vertically and horizontally
- Subtracting and counting

e.g.

$6 - 4 =$

○ ○ ○ 6 ○ ○ ○ ○ ○ ○
○ ○ ○ - 4
 2

Ref: MK Bk 1 pg 69 -70 (New edition)
MK Bk 1 pg 32-33 (Old edition)

Word problems involving subtraction

- Reading, interpreting, subtracting, writing, forming word problems.

e.g. a) 2 mats – 1 mat = _____ mat

b) James had 8 shirts. He gave 4 shirts to Peter. How many shirts remained? = 8 – 4 = _____. He remained with _____ shirts.

Ref: MK Bk 1 pg 71 - 72 (New edition)
MK Bk 1 pg 34 (Old edition)

Numeration system
Number patterns and sequence

- Patterns of 2, 5 and 10

e.g. $+2 +2 +2$
a) 2, 4, 6, 8, _____, _____

$+5 +5 +5$
b) 5, 10, 15, 20, _____, _____

$+10 +10 +10 +10$
c) 10, 20, 30, 40, 50, _____, _____

Activity: Completing the number sequences given in the references below. (Patterns of 2, 5 and 10 only)

Ref: MK Bk 1 pg 79 (New edition)
MK Bk 2 pg 121

TOPIC: PLACE VALUES

Tens and Ones


- The ones start from 0 to 9 e.g. | = 1 one || = 2 ones

| | | = 3 ones | | | | = 4 ones

- The ones have only one figure or digit. (e.g. 3, 5, 6, etc...)

- **We don't tie a bundle when the sticks are less than ten.**

- **The tens start from 10 – 99 e.g.**  **1 ten = 10**

 **2 tens = 20**

- **We tie a bundle when the sticks are ten (10)**

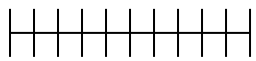
- **The Tens have 2 figures or digits.** (e.g. 10, 32, 40, 71, etc...)

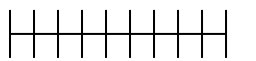
*Ref: MK Bk 1 pg 41 – 46
Oxford Pr. Mtc Bk 1 pg 22 -
23*

**Activity: Drawing and counting the ones
Drawing and counting the tens**

Tens and Ones

- **Drawing tens and Ones e.g.**

 **= 11**
1 ten 1 one = 11

 **= 12**
1 ten 2 ones = 12

etc.....

Activity: Drawing tens and ones

Ref: MK Bk 1 pg 53 (New addition)

Tens and Ones

- **Filling in tens and ones e.g.**

24 = _____ tens _____ ones

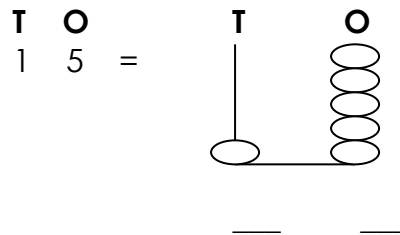
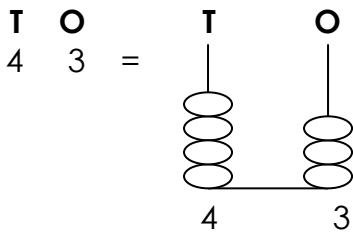
_____ = 5 tens 7 ones

Activity: Filling in Tens and Ones

Ref: MK Bk 1 pg 52, Bk 2 pg 15

Tens and Ones

- **The abacus**
- **Representing numbers on the abacus. E.g.**

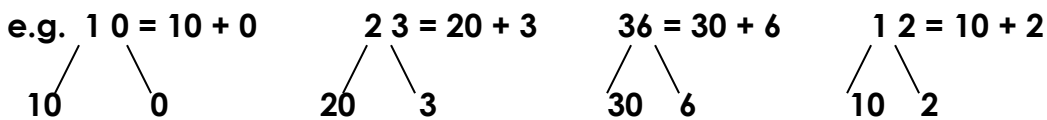


Activity: Drawing and filling the abacus

Ref: MK Bk 1 pg 54 – 55 (New addition)
MK Bk 1 pg 74 – 76

Expanded form

- **Reading and writing numbers in expanded form**



50 = ___ + ___ 87 = ___ + ___ ___ = 40 + 2 ___ = 60 + 6

Activity: Writing numbers in expanded form
What number has been expanded?

Ref: MK Bk 2 pg 36 -37

Addition of Tens and Ones

- **Adding 1 digit number to 2 digits (without re-grouping).**

e.g. a)

T	O	O
1	2	5

 = 17 b)

T	O	O
2	4	3

 = 27



Activity: Re-arranging the sums in Tens and Ones and adding correctly.

Ref: MK Bk 2 pg 34

Pr. Sch. MTC Bk 2 pg 19, 20

Addition of Tens and Ones

- Adding 2 digit numbers to 2 digits (without re-grouping).

e.g. a) $\begin{array}{cc} \text{T} & \text{O} \\ 4 & 2 \\ + 1 & 6 \\ \hline 4 & 8 \end{array} + \begin{array}{cc} \text{T} & \text{O} \\ 1 & 6 \\ \hline 1 & 6 \end{array} = \underline{58}$

b) $\begin{array}{cc} \text{T} & \text{O} \\ 3 & 4 \\ + 3 & 1 \\ \hline 6 & 5 \end{array} + \begin{array}{cc} \text{T} & \text{O} \\ 3 & 1 \\ \hline 3 & 1 \end{array} = \underline{65}$

$$\begin{array}{cc} \text{T} & \text{O} \\ 4 & 2 \\ + 1 & 6 \\ \hline 4 & 8 \end{array}$$

$$\begin{array}{cc} \text{T} & \text{O} \\ 3 & 4 \\ + 3 & 1 \\ \hline 6 & 5 \end{array}$$

Activity: Re – arranging the sums in Tens and Ones and adding correctly.

Ref: MK Bk 1 pg 77 -78(Old edition) pg 56(New edition)
MK Bk 2

Addition of Tens and Ones

- Word problems involving addition of Tens and Ones

e.g. a) Jane has 13 eggs. Ruth has 4 eggs. How many eggs do they have altogether? = 13 + 4 =

$$\begin{array}{cc} \text{T} & \text{O} \\ 1 & 3 \\ + & 4 \\ \hline 1 & 7 \end{array}$$

They have **17** eggs altogether.

b) James has 22 oranges. Ann has 15 oranges. How many oranges do they have altogether? = 22 + 15 = _____

$$\begin{array}{cc} \text{T} & \text{O} \\ 2 & 2 \\ + 1 & 5 \\ \hline 3 & 7 \end{array}$$

They have **37** oranges altogether.

Activity: Re – arranging the sums in Tens and Ones and adding correctly.

Ref: MK Bk 2 pg 35

THEME: OUR COMMUNITY

Subtraction of Tens and Ones

- Subtracting 1 digit number from 2 digits (without re –grouping).

e.g. a)
$$\begin{array}{r} \text{T} \quad \text{O} \quad \text{O} \\ 3 \quad 6 - 4 = \underline{32} \end{array}$$

b)
$$\begin{array}{r} \text{T} \quad \text{O} \quad \text{O} \\ 8 \quad 5 - 3 = \underline{82} \end{array}$$
 Ref: Pr. Sch MTC bk 2 pg 21
" Bk 2 pg 66

$$\begin{array}{r} \text{T} \quad \text{O} \\ 3 \quad 6 \\ - \quad 4 \\ \hline 3 \quad 2 \end{array}$$

$$\begin{array}{r} \text{T} \quad \text{O} \\ 8 \quad 5 \\ - \quad 3 \\ \hline 8 \quad 2 \end{array}$$

Activity: Re – arranging the sums in Tens and Ones and subtracting correctly.

Subtracting of Tens and Ones

- Subtracting 2 digit numbers from 2 digits (without re –grouping).

e.g. a)
$$\begin{array}{r} \text{T} \quad \text{O} \quad \text{T} \quad \text{O} \\ 5 \quad 2 - 1 \quad 2 = \underline{40} \end{array}$$

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

$$\begin{array}{r} \text{T} \quad \text{O} \\ 5 \quad 2 \\ + 1 \quad 2 \\ \hline 4 \quad 0 \end{array}$$

$$\begin{array}{r} \text{T} \quad \text{O} \\ 3 \quad 5 \\ + 3 \quad 3 \\ \hline 0 \quad 2 \end{array}$$

Activity: Re – arranging the sums in Tens and Ones and subtracting correctly.

Ref: MK Bk 1 pg 73(New edition), Oxford Pr. MTC Bk 1 pg 40, 41
MK Bk 2 pg 59, Pr. Sch. MTC Bk 2 pg 22

Subtraction of Tens and Ones

- Word problems involving subtraction of Tens and Ones

e.g. a) Tim has 25 mangoes. 4 of them are raw. How many mangoes are ripe? $25 - 4 = \underline{\quad}$

$$\begin{array}{r} \text{T} \quad \text{O} \\ 2 \quad 5 \\ + \quad 4 \\ \hline 2 \quad 1 \end{array}$$

There are **21** ripe mangoes.

b) Joy had 44 books. She gave 10 books to her teacher. How many books did she remain with? $= 44 - 10 = \underline{\quad}$

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

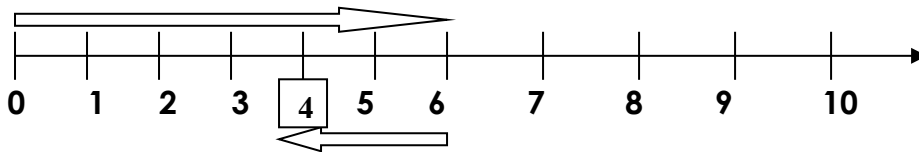
She remained with **34** books.

Activity: Re – arranging the sums in Tens and Ones and adding correctly.

Ref: MK Bk 2 pg 62, bk 1 pg 72

Subtracting numbers less than 20 on a number line

- Drawing a number line
- Subtracting numbers on a number line
e.g. $6 - 2 = \underline{\quad 4}$



Activity: Subtract these numbers on a number line

- 1) $8 - 4 =$ 2) $7 - 2 =$ 3) $9 - 4 =$ 4) $12 - 8 =$ 5) $5 - 2 =$ 6) $10 - 3 =$

Ref: Teacher's own collection

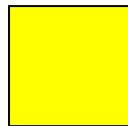
GEOMETRY

Shapes

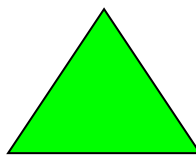
- Drawing and naming the basic shapes. E.g.



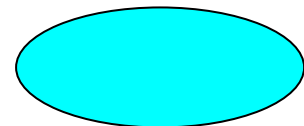
rectangle



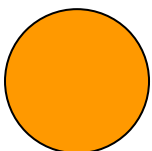
square



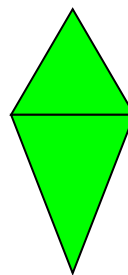
triangle



oval



circle



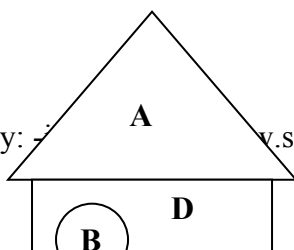
diamond

Ref: MK Bk 1 pg 89 (New edition), Bk 2 pg 70-72

Shapes

- Naming shapes of objects

Activity: Name the shapes of the parts shown

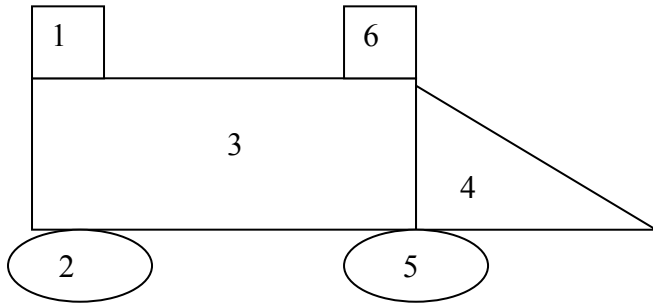


A - _____

B - _____

C - _____

D - _____



1 - _____ 3 - _____ 5 - _____

2 - _____ 4 - _____ 6 - _____

Ref: MK Bk 1 pg 89 (New edition), Bk 2 pg 70-72

Shapes of objects

- Objects with the shape of a triangle. E.g.

Milk packet	Roof tops	samosa

-Objects with the shape of a rectangle and square. E.g.

box	window	door	table -top

- Objects with the shape of a circle. E.g.

ball	water -melon	orange	pancake

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Ref: Trs' own collection, Pr. Sch. Mtc Bk 1 pg 69

TOPIC: MEASURES

Length

- **Meaning: Length is the distance between two points.**
- **Comparing length using 'longer than, shorter than, taller than and higher than'**

Pencil S	Pencil K
Sarah	Ruth
Block A	Block B

Questions: e.g.

Which pencil is longer?
Which pencil is shorter?

Who is taller?
Who is shorter?

Which block is higher?
Which block is shorter?

Activity: Comparing length of given objects using longer than, shorter than, taller than and higher than.

Ref: MK Bk 1 (New edition) pg 99 – 100, Pr. Sch. Mtc Bk 1 pg 73.

Non – Standard Units

- **Using parts of the body to measure length in strides, foot paces, arm's length, hand span, cubit and fathoms.**
- **Measuring length and recording e.g.** The length of my table is _____ hand spans.

Activity: Measuring length using the non – standard units. (Practical lesson)

Ref: MK Bk 2 pg 135

Standard Units

- We measure length in meters
- There are 100 centimeters in 1 meter.
- Measuring, recording and reading distance in meters e.g. around the classroom, chalkboard, table – tops, chairs, legs of tables / chairs, paths etc...
- Short forms: meters – (m) centimeters – (cm)

Activity: practical lesson

Ref: Pr. Sch. Mtc bk 2 pg 56, MK bk 2 pg 137 - 139

Addition in meters

- **Reading, arranging and adding the sums correctly both vertically and horizontally**

Activity: Add correctly

a) 3 meters + 4 meters + 2 meters = ____ meters

b) 1 meter + 7 meters = ____ meters

c) 6 meters + 2 meters = ____ meters

d) 12 meters + 5 meters = ____ meters

e)
$$\begin{array}{r} 4\text{ m} \\ + 7\text{ m} \\ \hline \quad \text{m} \end{array}$$

f)
$$\begin{array}{r} 9\text{ m} \\ + 3\text{ m} \\ \hline \quad \text{m} \end{array}$$

g)
$$\begin{array}{r} 23\text{ m} \\ + 4\text{ m} \\ \hline \quad \text{m} \end{array}$$

h)
$$\begin{array}{r} 82\text{ m} \\ + 14\text{ m} \\ \hline \quad \text{m} \end{array}$$

i)
$$\begin{array}{r} 5\text{ m} \\ + 2\text{ m} \\ \hline \quad \text{m} \end{array}$$

Ref: MK bk 2 pg 140

Subtraction in meters

- - Reading, arranging and subtracting the sums correctly both vertically and horizontally

Activity: Add correctly

e) 8 meters - 4 meters = ____ meters

f) 10 meter - 7 meters = ____ meters

g) 6 meters - 3 meters = ____ meters

h) 12 meters - 5 meters = _____meters

e)
$$\begin{array}{r} 9\text{ m} \\ - 2\text{ m} \\ \hline \quad \text{m} \end{array}$$

f)
$$\begin{array}{r} 5\text{ m} \\ - 2\text{ m} \\ \hline \quad \text{m} \end{array}$$

g)
$$\begin{array}{r} 27\text{ m} \\ - 4\text{ m} \\ \hline \quad \text{m} \end{array}$$

h)
$$\begin{array}{r} 62\text{ m} \\ - 12\text{ m} \\ \hline \quad \text{m} \end{array}$$

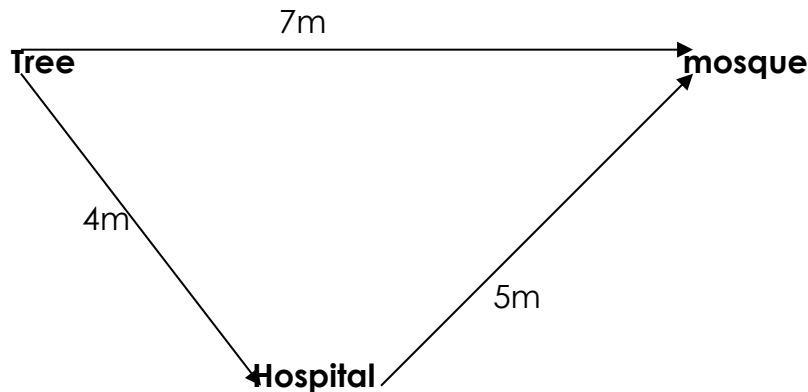
i)
$$\begin{array}{r} 7\text{ m} \\ - 2\text{ m} \\ \hline \quad \text{m} \end{array}$$

Ref: MK Bk 2 pg 32

THEME: HUMAN BODY AND HEALTH

Picture interpretation related to distance.

-Study the picture and answer the questions that follow.



Questions:

- a) How far is it from the tree to the hospital?
- b) How far is it from the tree to the mosque?
- c) What is the distance from the hospital to the mosque?
- d) What is the total distance from the tree to the hospital then to the mosque?

Ref: Pr. Mtc Bk 2 pg 32

TOPIC: OPERATIONS OF NUMBER

- Number families in addition
- The two addends of the given numbers e.g.

What two numbers can be added to get 2?

Working: list all the numbers that less than 2 to 2

(0, 1, 2)

$0 + \underline{2} = 2$ ○ ○

$1 + \underline{1} = 2$ ○ ∅

$2 + \underline{0} = 2$ ∅ ∅

Activity: What two numbers add up to: 4, 5, and 6?

Ref: MK Bk 1 (old edition) pg

What numbers add up to 3?

(Numbers less than or equal to 3)

(0, 1, 2, 3)

$0 + \underline{3} = 3$ ○ ○ ○ $3 + \underline{0} =$ ~~○~~ ~~○~~ ~~○~~

$1 + \underline{2} = 3$ ○ ○ ○

$2 + \underline{1} =$ ○ ○ ○

Family numbers in addition

- Pairs of numbers that add to 7, 8, 9, 10
- E.g. (follow the working in examples given in the previous lesson)

$0 + 7 = 7$

$1 + 6 = 7$

$2 + 5 = 7$

$3 + 4 = 7$

$4 + 3 = 7$

$5 + 2 = 7$

$6 + 1 = 7$

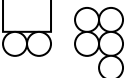
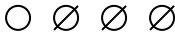

$7 + 0 = 7$

N.B Give the exercise according to the pupil's ability

Ref: MK Bk 1 (Old edition) pg 52)

Missing addends with numbers 1 – 10

Examples: a) $\boxed{2} + 5 = 7$ b) $3 + \boxed{1} = 4$ ○ ~~○~~ ~~○~~ ~~○~~ c) $5 + \boxed{3} = 8$

$\boxed{} = 8 - 5$

$\boxed{} = 3$

You can choose any working you think is easier for your pupils.

Activity: is given in MK Bk 1 pg 111 -114.

N.B Give the activity according to the pupils' ability.

Ref: MK Bk 1 pg111- 114

Macmillan Mtc practice Bk 1 pg 69, 70

END