

MATHEMATICS

LESSON NOTES

FOR

PRIMARY ONE

TERM TWO

2013.

**WEEK 1 AND 2 ; GOING THROUGH HOLIDAY WORK AND COMPLETION OF TERM ONE WORK.**

**TOPIC:      OPERATIONS OF NUMBERS.**

**SUB TOPIC: DIVISION**

**WEEK 3.**

**Lesson 1 and 2**

**Dividing by 2.**

$6 \div 2 = 3$                       or  $6 \div 2 = 6$                       or       $6 \div 2 = 3$

**Exercise**

$12 \div 2 =$                        $4 \div 2 =$                        $16 \div 2 =$

$2 \div 2 =$                        $8 \div 2 =$                        $14 \div 2 =$

$18 \div 2 =$                        $24 \div 2 =$

$6 \div 2 =$                        $28 \div 2 =$

$10 \div 2 =$                        $30 \div 2 =$

$20 \div 2 =$                        $22 \div 2 =$

- Ref: 1)      *Primary school MTC page 46.***  
**2)      *Primary MTC bk 2 page 25 – 28.***  
**3)      *MK primary MTC 2000 bk 2 page 105 – 106***  
**4)      *Pri. Mtc bk 2 pg 60 – 62***

**Lesson 3 and 4**

**Dividing by 2:**

How many twos are in 4, 6, 8, 10, 12, 14, 16, 18, 20, 22, 24?

a)      Example

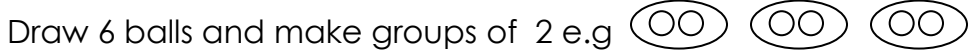
Draw 4 balls



How many twos have you made / grouped?

There are 2 twos in 4.

**b) 6 - (How many twos are in 6?)**



How many twos are in 6?

There are 3 twos in 6.

**Lesson 5 and 6**

**Division by 2 ( word problems)**

1. Share 8 bananas between 2 boys.  
 $8 \div 2 = 4$   
Each boy gets 4 bananas.
2. Share 12 sweets equally among 2 girls.
3. Share 30 sticks equally among 2 girls.
4. Share 21 pens equally among 2 boys.
5. Share 10 shirts equally among 2 men.
6. Mummy had 12 books. She divided them equally among 2 children. How many books did each get?

WEEK 4

**Lesson 1 and 2**

**Sharing equally among 3**

- 1)  $6 \div 3 = 2$                                       ii)  $9 \div 3 = 3$                                       iii)  $12 \div 3 = 4$

**Exercise**

- $3 \div 3 =$                                        $15 \div 3 =$

$9 \div 3 =$	$21 \div 3 =$
$6 \div 3 =$	$24 \div 3 =$
$12 \div 3 =$	$33 \div 3 =$
$18 \div 3 =$	$36 \div 3 =$
$27 \div 3 =$	$30 \div 3 =$

### **Lesson 3 and 4.**

#### **Division by 3**

1. Six divided by three = \_\_\_\_\_
2. Nine divided by three, each gets \_\_\_\_\_
3. Twelve divided by three, each gets \_\_\_\_\_
4. Three divided by three, each gets \_\_\_\_\_
5. Fifteen divided by three, each gets \_\_\_\_\_
6. Twenty one divided by three, each gets \_\_\_\_\_
7. Twenty four divided by three, each gets \_\_\_\_\_
8. Twenty seven divided by three, each gets \_\_\_\_\_
9. Thirty divided by three, each gets \_\_\_\_\_
10. Thirty three divided by three is \_\_\_\_\_ -

**Ref: Mk primary bk 2 page 75 – 81.**

**Primary sch MTC bk 2 page 46 & 51.**

### **Lesson 5 and 6**

#### **Sharing equally among 5**

- |                    |                    |
|--------------------|--------------------|
| 1) $10 \div 5 = 2$ |                    |
| 2) $5 \div 5 = 1$  | 3) $15 \div 5 = 3$ |

#### **Exercise**

$15 \div 5 =$	$30 \div 5 =$
$20 \div 5 =$	$5 \div 5 =$
$10 \div 5 =$	$45 \div 5 =$

$25 \div 5 =$

$50 \div 5 =$

**Ref:**

1. **Primary MTC 2000 Bk 2 page 80.**
2. **Primary sch MTC Bk 2 page 51.**

**Ref:** *Mk primary bk 2 page 75 – 81.*

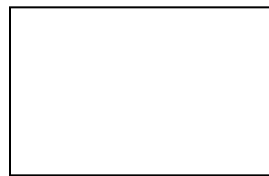
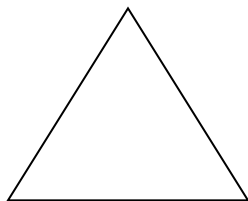
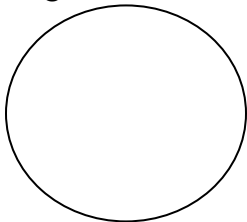
*Primary Sch MTC bk 2 page 46 & 51*

**WEEK 5:**

**TOPIC: FRACTIONS**

**Lesson 1**

Drawing and shading wholes.

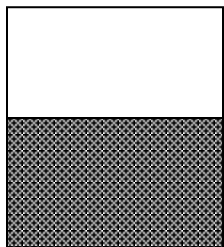
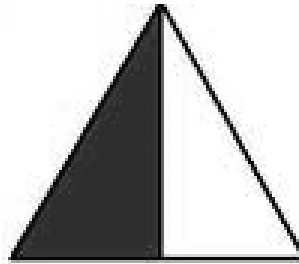
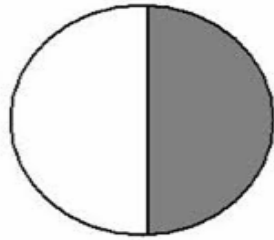


**Ref:**

1. **Mk primary mtc bk 1 page 108 – 113.**
2. **Primary Sch Mtc bk 1 page 76.**

## Lesson 2

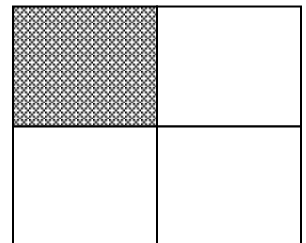
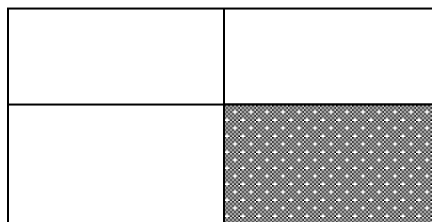
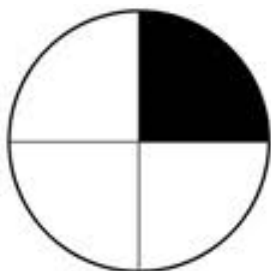
Making and shading halves  $\frac{1}{2}$  ( a half)



- folding papers in halves.
- Cutting different fruits in halves.

## Lesson 3

Making quarters and shading



-folding papers to make quarters.

**Ref: Primary sch mtc bk 2 pg 57.**

**Uganda pr mtc pupils bk 2 pg 22, bk 1 page 61 – 62.**

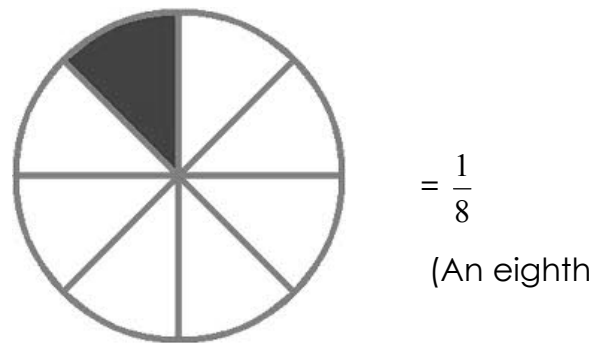
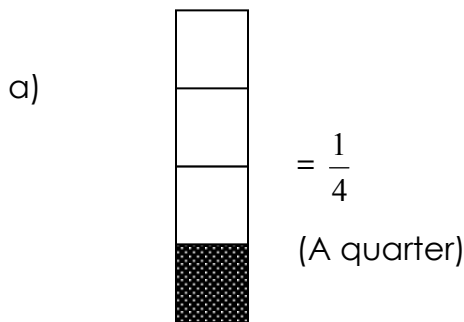
**Pri Mtc for Ug. Pg 61 -62**

**Math Practice bk 1 pg 43, 77**

**Lesson 4**

Making and shading other fractions

$\frac{1}{3}$   $\frac{1}{5}$   $\frac{1}{6}$   $\frac{1}{7}$   $\frac{1}{8}$   $\frac{1}{9}$



-cutting different fruits in the given fractions.

**Ref: Mk Standard bk 2 page 89 – 97.**

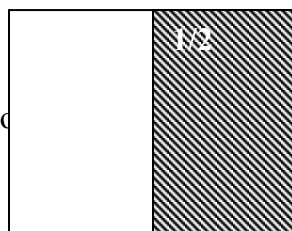
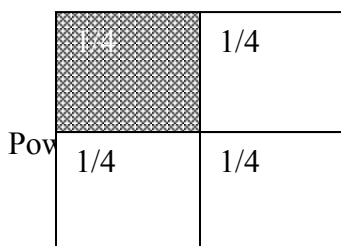
**Primary sch mtc bk 2 page 57.**

**Lesson 5 and 6.**

**Comparing fractions**

-The bigger the denominator, the smaller the fraction.

-The smaller the denominator, the bigger the fraction.



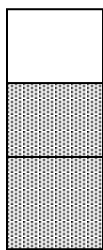
- 1) Which fraction is bigger?
- 2) Which fraction is smaller?

**Ref:** Primary mtc 2000 bk 2 pg 96.

**WEEK 6:**

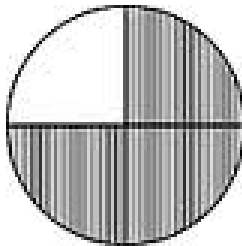
**Lesson 1**

**Naming shaded fractions**



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

(two thirds)



$$= \frac{3}{4}$$

(three quarters)

**Ref:** Mk standard bk 2 pg 93.

**Primary mtc for Uganda bk 1 page 61 – 65.**

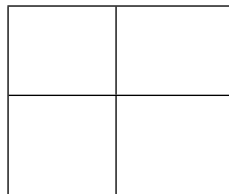
Lesson 2.

**Shading the given fractions.**

**Example:**

a.  $\frac{2}{4}$

b.  $\frac{4}{6}$



**Exercise:**

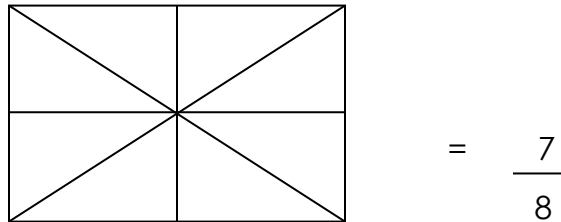
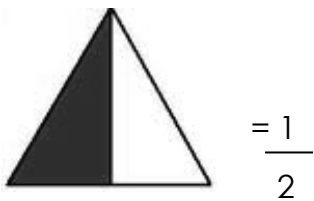
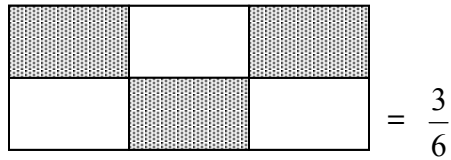
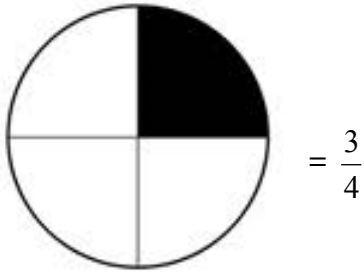
**Shade the following fractions.**

1.  $\frac{1}{3}$
2.  $\frac{3}{4}$
3.  $\frac{5}{6}$
4.  $\frac{2}{4}$
5.  $\frac{1}{4}$
6.  $\frac{3}{8}$

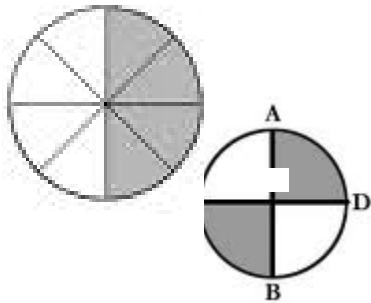


### Lesson 3

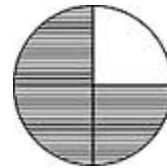
#### Naming the unshaded fractions



#### Addition of fractions Lesson 4 and 5.



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



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



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

#### Exercise

$$\frac{1}{6} + \frac{2}{6} =$$

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

$$\frac{3}{7} + \frac{1}{7} =$$

$$\frac{5}{10} + \frac{1}{10} =$$

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

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

$$\frac{2}{8} + \frac{1}{8} =$$

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

**Ref:** *Primary mtc for Uganda bk 2 pg 22 – 25.*

*Primary sch mtc bk 1 pag 76.*

### **Lesson 6**

#### **Addition of fractions in word problems.**

##### **Examples**

Mummy gave me  $\frac{1}{4}$  of an apple and Daddy gave me  $\frac{2}{4}$ . What fraction did I have altogether?

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

You have  $\frac{3}{4}$  of an apple.

Exercise:

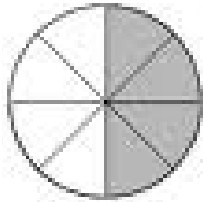
1. Daddy bought  $\frac{1}{5}$  of sugarcane and Tom bought  $\frac{3}{5}$  of sugarcane. What fraction did they buy altogether?
2. Anne ate  $\frac{2}{4}$  of a pineapple and her sister ate  $\frac{1}{4}$  of a pineapple. What fraction did they eat altogether?

Note: Please, add more numbers for your stream.

WEEK 7:

## Lesson one

### Subtraction of fractions Lesson 1.



$$\frac{8}{8} - \frac{4}{8} = \frac{4}{8}$$

#### Exercise

1.  $\frac{2}{4} - \frac{1}{4} =$

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

3.  $\frac{5}{7} - \frac{4}{7} =$

10.  $\frac{3}{5} - \frac{2}{5} =$

11.  $\frac{4}{5} - \frac{1}{5} =$

4.  $\frac{3}{5} - \frac{2}{5} =$

5.  $\frac{2}{6} - \frac{1}{6} =$

6.  $\frac{7}{10} - \frac{4}{10} =$

7.  $\frac{8}{12} - \frac{5}{12} =$

9.  $\frac{6}{9} - \frac{3}{9} =$

#### Lesson 2

### Subtraction of fractions in word problems.

#### **Example:**

I had  $\frac{6}{8}$  of an orange. I gave my sister  $\frac{2}{8}$ . What fraction did I remain with?

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

Exercise:

1. Mary had  $\frac{5}{7}$  of an apple. She ate  $\frac{3}{7}$ . What fraction did she remain with?

2. I had  $\frac{3}{4}$  of a cake. I gave  $\frac{1}{4}$  to my friend. What fraction was left?

NOTE: Please, add more numbers for your stream.

### Lesson 3

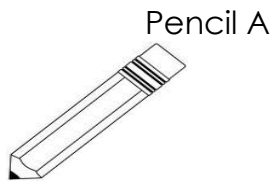
#### MEASURES

1) Length

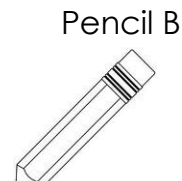
**Definition:** Length is the distance between two points.

**Comparing length using longer than, shorter and taller than**

Similar objects with different heights



Pencil A is longer than pencil B.



Pencil B is shorter than pencil A.

### Lesson 4

#### Non-standard units

Using parts of the body to measure length in strides, foot paces, arm's length, hand span e.t.c (**Practical lesson**)

-Recording and reporting their findings.

**Ref:** Mk. MTC book 2 pages 135.

#### Standard units (metres / cm)

#### **Measuring distance in metres**

-Standard unit – metres

-making 1 metre strings using a metre ruler.

Powered by: -iToschool- | www.schoolporto.com | System developed by: lule 0752697211  
-measuring, recording and reading distance in metres ,round the classroom,  
chalkboard, table tops, chairs, legs of the table, piece of wood, brooms and ropes.

**(Practical lesson)**

**Ref:** *Primary school MTC bk 2 pg 56,      PRI. MTC for Ug. Bk 1 pg 78*  
*Mk Bk 2 pg 137-139                      PRI. MTC Bk 1 pg 61*

**Lesson 5**

**Adding distance in metres**

a) 3 metres + 4 metres = \_\_\_\_\_ metres

b) 1 metre + 5 metres = \_\_\_\_\_ metres.

c) 4 metres  
+ 6 metres  
\_\_\_\_\_

d) 7m  
+ 2m  
\_\_\_\_\_ metres

e) 23 m + 4 m = \_\_\_\_\_ cm

f) 12 cm + 5 cm = \_\_\_\_\_ cm

g) 74 m  
+ 22 m  
\_\_\_\_\_m

h) 48 cm  
+ 21 cm  
\_\_\_\_\_cm

**Ref:** *Mk MTC bk 2 page 140.    PRI. MTC bk 2 pg. 40*

**Lesson 6**

**Subtracting distance**

1.  $3m - 1m = \underline{\hspace{2cm}}m$

2.  $8m - 3m = \underline{\hspace{2cm}}m$

3.  $10m - 6m = \underline{\hspace{2cm}}m$

4. 
$$\begin{array}{r} 9m \\ - 4m \\ \hline \end{array}$$

5. 
$$\begin{array}{r} 8m \\ - 3m \\ \hline \end{array}$$

6. 
$$\begin{array}{r} 14m \\ - 3m \\ \hline \end{array}$$

7. 
$$\begin{array}{r} 24m \\ - 2m \\ \hline \end{array}$$

8. 
$$\begin{array}{r} 38cm \\ - 20cm \\ \hline \end{array}$$

**Ref: Mk Standard bk 2 pg 32.**

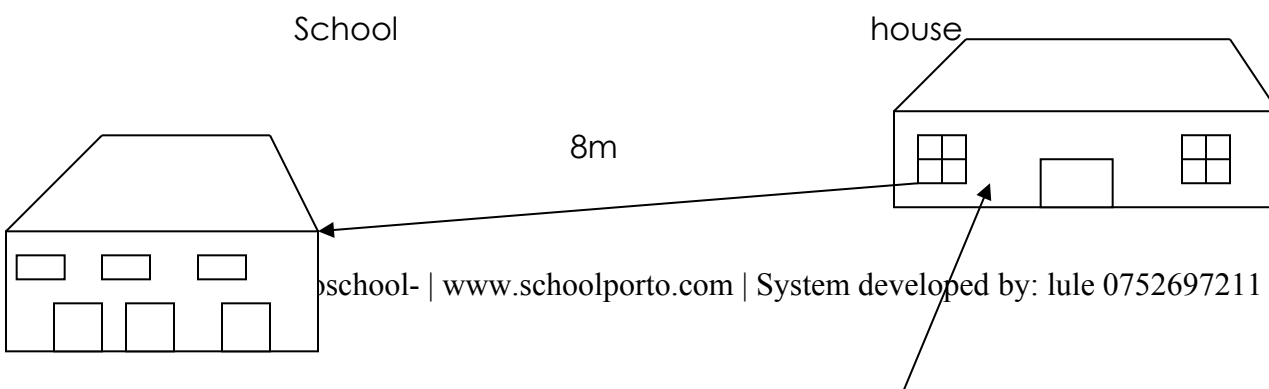
**PRI. MTC bk 2 pg. 40**

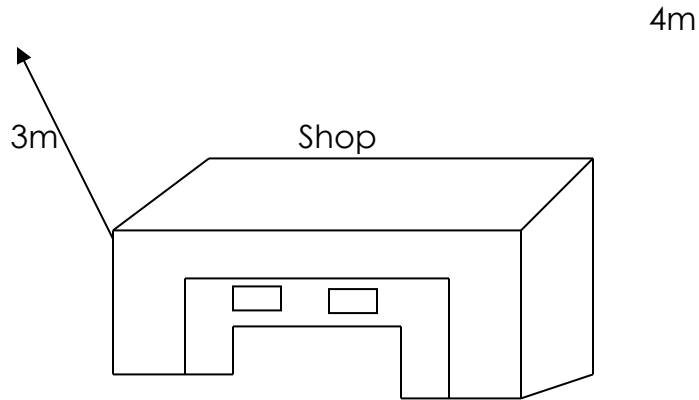
**WEEK 8.**

**Lesson 1**

**Picture interpretation related to distance**

**Study the picture and answer the questions that follow.**





- a) How far is it from the house to the shop?
- b) How far is it from the school to the shop?
- c) What is the distance from the school to the house?
- d) What is the total distance from school to the shop then to the house?

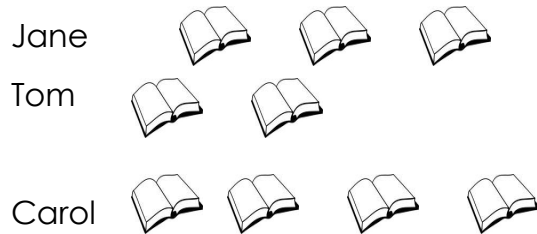
**Primary MTC Bk 2 page 32.**

**Lesson 2**

**TOPIC: GRAPH INTERPRETATION**

**Picture graph**

**Children with books**



**questions**

- 1. Who has more books?
- 2. Who has least number of books?
- 3. How many books has Jane?
- 4. How many books do they have altogether?

**Ref: Mk standard bk 1 pg 13 standard bk 2 65 – 69**

### Lesson 3

#### Representing data on a pictograph.

##### Three children picked flowers.

Jane picked 3 flowers.

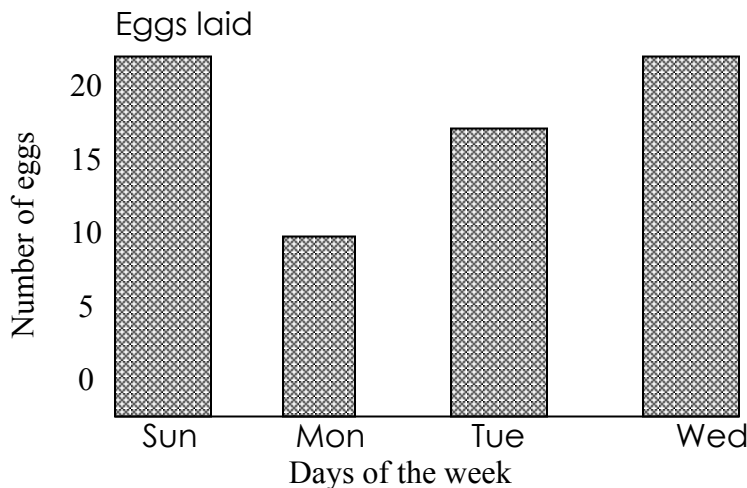
Joy picked 2 flowers.

Dan picked 5 flowers.

Represent the information above on a pictograph.

### Lesson 4

#### Block , bar graph.



1. How many eggs were laid on Monday?
2. On which days did the hens lay the same number of eggs?
3. On what day did the hens lay the least number of eggs?
4. What was the total number of eggs laid on Monday and Wednesday?
5. How many eggs laid on Sunday and Wednesday altogether?

**Ref: Mk standard bk 1 pg 13 standard bk 2 65 – 69**

#### TOPIC : MEASURES(TIME)

##### Lesson 5.

#### DAYS OF THE WEEK

**There are seven days in a week.**

**These are:**



**Sunday**

**Thursday**

**Monday**

**Friday**

**Tuesday**

**Saturday**

**Wednesday**

**QUESTIONS:**

1. What is the first day of the week?
2. How many days are there in a week?
3. What is the last day of the week?
4. Which day comes after Tuesday?
5. Which day comes between Thursday and Saturday?
6. Which day comes before Wednesday?

**Lesson 6**

**Months of the year.**

January

July

February

August

March

September

April

October

May

November

June

December

**Note:**

1 day = 24 hours

1 week = 7 days

1 month = 4 weeks

1 year = 12 months

1 hour = 60 minutes

Half hour = 30 minutes

Which one is longer?

An hour and a day.

A week and a year.

## Questions

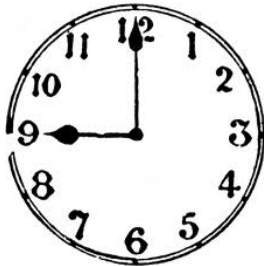
1. What is the first month of the year?
2. What month comes before / after the given months?
3. Which is the last month of the year?

**Reference:** *Mk standard bk 2 pages 133 – 134.*

## **WEEK 9:**

### **Lesson 1**

#### The clock face



- The long hand tells minutes.
- The short hand tells hours.
- Minutes are counted in 5s up to 50 to make 1 hour.

1 hour = 60 minutes

$\frac{1}{2}$  an hour = 30 minutes

**Ref:** *Primary mtc bk 1 pages 64 – 65*

*Sch mtc bk 3 pages 54.*

### **Lesson 2**

#### Telling time in full hours.



It is 7 o'clock.

Exercise will be got from

- i) *Primary mtc bk 2 pg 49 – 52*
- ii) *Mk Standard mtc 2000 bk 2 pg 131 – 134.*
- iii) *Mk Standard bk 1 pg 118 – 122.*

### Lesson 3

Showing time in full hours on a clock face.

- a. It is 3 o'clock.
- b. It is 7 o'clock.
- c. It is 4 o'clock.
- d. It is 10 o'clock
- e. It is 6 o'clock

### Lesson 4

Telling time in half past hours



$\frac{1}{2}$  of 60 minutes is 30 min.

$\frac{1}{2}$  an hour = 30 minutes

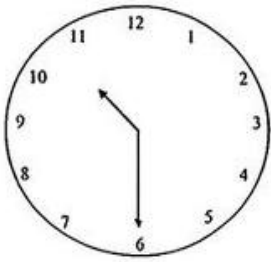
It is a half past 5.

We say  $\frac{1}{2}$  past when the minute hand points to 6.

Exercise from Mk standard 2000 bk 2 page 132.

### Lesson 5

#### Telling and showing time in full and half past hours



It is 6 o'clock.

Exercise from: Primary mtc bk 2 pg 51-52

Primary school mtc bk 1 pg 74-75.

### Lesson 6

#### Addition of time in full hours

##### Example

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

$$3 \text{ hours} + 4 \text{ hours} = \underline{\hspace{2cm}} \text{ hours.}$$

$$\begin{array}{r} 1 \ 2 \text{ hours} \\ + \ 4 \text{ hours} \\ \hline \underline{\hspace{2cm}} \text{ hours} \end{array}$$

##### Exercise

1.  $1 \text{ hour} + 2 \text{ hours} = \underline{\hspace{1cm}} \text{ hours}$

2.  $4 \text{ hours} + 8 \text{ hours} = \underline{\hspace{1cm}} \text{ hours}$

3.  $6 \text{ hours} + 3 \text{ hours} = \underline{\hspace{1cm}} \text{ hours}$

$$\begin{array}{r} 1 \ 0 \text{ hours} \\ + 1 \ 3 \text{ hours} \\ \hline \underline{\hspace{2cm}} \text{ hours} \end{array}$$

$$\begin{array}{r} 1 \ 4 \text{ hours} \\ + \ 2 \text{ hours} \\ \hline \underline{\hspace{2cm}} \text{ hours} \end{array}$$

$$\begin{array}{r} 1 \ 2 \text{ hours} \\ + \ 7 \text{ hours} \\ \hline \underline{\hspace{2cm}} \text{ hours} \end{array}$$

$$\begin{array}{r} 1 \ 0 \text{ hours} \\ + \ 2 \ 0 \text{ hours} \\ \hline \underline{\hspace{2cm}} \text{ hours} \end{array}$$

## WEEK 10

### Lesson 1

#### subtraction in full hours

1. 13 hours – 4 hours = \_\_\_\_\_ hours

2. 10 hours – 3 hours = \_\_\_\_\_ hours

3. 7 hours – 1 hour = \_\_\_\_\_ hours

4. 8 hours – 6 hours = \_\_\_\_\_ hours

5. 4 hours – 4 hours = \_\_\_\_\_ hours

6. 13 hours

- 2 hours

\_\_\_\_\_ hours

7. 8 hours

- 5 hours

\_\_\_\_\_ hours

**Ref: Trs collection**

### Lesson 2

#### subtraction in full hours

7. 13 hours – 4 hours = \_\_\_\_\_ hours

8. 10 hours – 3 hours = \_\_\_\_\_ hours

9. 7 hours – 1 hour = \_\_\_\_\_ hours

10. 8 hours – 6 hours = \_\_\_\_\_ hours

11. 4 hours – 4 hours = \_\_\_\_\_ hours

12. 13 hours

- 2 hours

\_\_\_\_\_ hours

7. 8 hours

- 5 hours

\_\_\_\_\_ hours

**Ref: Trs collection.**

### Lesson 3

#### Finding missing numbers

a) Addition:

$$\boxed{1} + 2 = 3$$

○~~○~~~~○~~

$$4 + \boxed{\phantom{0}} = 9$$

$$2 + \boxed{\phantom{0}} = 7$$

$$\boxed{\phantom{0}} + 0 = 3 \quad \text{e.t.c}$$

**Ref: MK MTC Bk 1 pg 111 -115**

### Lesson 4 and 5

b) Subtraction

$$7 - \boxed{\phantom{0}} = 3$$

$$\boxed{\phantom{0}} - 2 = 3$$

$$4 - \boxed{\phantom{0}} = 1$$

$$\boxed{\phantom{0}} - 1 = 5 \quad \text{e.t.c}$$

**Ref: MK MTC Bk 1 pg 117 -120.**

# MATHEMATICS

# LESSON NOTES

FOR

PRIMARY ONE

TERM TWO

2013.

**THIRD TERM'S WORK.**

## Lesson 38

### TOPIC: MEASURES

#### Weight / mass

Non – standard units

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

Defn: weight – how heavy or light something is



A table is \_\_\_\_\_ than a cup.

A cup is \_\_\_\_\_ than a table.

We use scales to measure.

We can compare weight of things by size or height.

#### **Exercise from:**

**Primary mtc bk 1 pg 75.**

**Understanding mtc bk 1 pg 68.**

**Mk standard bk 1 pg 134 – 135.**

## Lesson 39

### **The beam balance**

- It is used to weigh objects.
- It can be used to compare weight of different objects.



sugar

1) What is lighter?

Sugar is lighter.

2) Which is heavier?

\_\_\_\_\_ (practical)

### **Note**

The object which is lighter goes up while the heavy object goes down.

Exercise from

***Primary school mtc bk 1 page 74.***

### **Lesson 40**

#### **Measuring weight using standard units**

Weight is measured in grams and kilograms.

Grams (g)

Kilograms (kg)

1 kg = 1000grams

$\frac{1}{2}$  kg = 500 grams

weighing scale and stones are used to measure weight.

500 g, 250g, 1000g

Activity (Practical)

Observing the weighing scale and the stones used to measure weight.

**Ref: Primary mtc for Uganda bk 2 pg 50 – 51.**

### **Lesson 41**

**Addition of weight in kg**

1. 4 kg + 3kg = \_\_\_\_\_kg
2. 2 kg + 1kg = \_\_\_\_\_kg
3. 10 kg + 3 kg = \_\_\_\_\_kg
4. 
$$\begin{array}{r} 3\ 2\ \text{kg} \\ +\ 1\ 3\ \text{kg} \\ \hline \end{array}$$
\_\_\_\_\_kg

**Exercise:** Work will be prepared on sheets.

**Lesson 42**

**Subtraction of weight in kg.**

1. 6 kg – 3kg = 3 kg
2. 9 kg - 9 kg = \_\_\_ kg
3. 
$$\begin{array}{r} 5\ 0\ \text{kg} \\ -\ 2\ 0\ \text{kg} \\ \hline \end{array}$$

**Exercise**

1. 8 kg – 3kg = \_\_\_\_\_kg
2. 5 kg – 0 kg = \_\_\_\_\_kg
3. 7 kg – 5 kg = \_\_\_\_\_kg
4. 8 kg - 4 kg = \_\_\_\_\_kg
5. 4kg – 2 kg = \_\_\_\_\_kg
6. 6 kg – 1 kg = \_\_\_\_\_kg
7. 
$$\begin{array}{r} 4\ 3\ \text{kg} \\ -\ 1\ 0\ \text{kg} \\ \hline \end{array}$$
\_\_\_\_\_kg
8. 
$$\begin{array}{r} 6\ 7\ \text{kg} \\ -\ 5\ 2\ \text{kg} \\ \hline \end{array}$$
\_\_\_\_\_kg
9. 
$$\begin{array}{r} 7\ 3\ \text{kg} \\ -\ 5\ 1\ \text{kg} \\ \hline \end{array}$$
\_\_\_\_\_kg
10. 
$$\begin{array}{r} 2\ 8\ \text{kg} \\ -\ 1\ 4\ \text{kg} \\ \hline \end{array}$$
\_\_\_\_\_kg

## **Lesson 43**

### **Addition and subtraction of weight (word problems)**

#### **1. Example**

Mummy bought 10kg of sugar. Daddy bought 7kg of sugar. How many kg of sugar did they buy altogether?

$$\begin{array}{r} 10 \text{ kg} \\ + 7 \text{ kg} \\ \hline 17 \text{ kg} \end{array}$$

**They bought 17 kg of sugar**

#### **Subtraction**

2. Musa had 7kg of meat. The dog ate 2kg of meat. How many kg of meat remained?

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

5kg of meat remained

#### **Exercise**

1. Hannah had 12kg of flour. Tom had 10 kg of flour. How many kg of flour do they have altogether?
  2. There are 4kg of salt in tin A and 3 kg in tin B. How many kg of salt are there in the two tins?
  3. Dan collected 17kg of sand. Moses collected 11kg of sand. How many kg of salt do they have altogether?
- 
1. A boy had 10 kg of cement. 6 kg poured down. How many kg of cement remained?

2. A shopkeeper had 80kg of rice. He sold 10kg of rice. How many kg of rice remained?
3. A woman bought 25 kg of tomatoes. She used 10kg of tomatoes to cook. How many kg of tomatoes remained?

# MATHEMATICS

## LESSON NOTES

### FOR

## PRIMARY ONE

# TERM TWO

2012.

NEWS

LESSON NOTES

FOR

PRIMARY ONE

TERM TWO

2012.

GREENHILL ACADEMY

PRIMARY ONE

THEMATIC SCHEME OF WORK

FOR

SECOND TERM

2012.