

## P.1 NUMBER LESSON NOTES TERM II - 2018

Topical break down term II 2018

### 1. Geometry

- a) Basic shapes
- b) Naming shapes
- c) Shapes of different objects
- d) Naming different things with a shape of a square eg circle

### 2. Length

- i) What is length?
- ii) Parts of the body used to measure length
- iii) Other things used to measure length
- iv) Comparing length using long, tall or short
- v) Adding distance in metres (vertically and horizontally)
- vi) Word statements involving addition of metres
- vii) Subtraction of metres (horizontally and vertically)
- viii) Word statements in involving subtraction of metres
- ix) Picture interpretation about distance

### 3. Numeration system

- i) Ordinal numbers
- ii) Numbers 50 – 100
- iii) Writing numbers and number names 50 (fifty – 100)
- iv) Matching numbers to their number names
- v) Missing addends
- vi) Grouping objects in twos
- vii) Multiplying numbers by two (horizontally and vertically)
- viii) Word statements involving multiplication of numbers by 2
- ix) Dividing by 2
- x) Word statement involving division of numbers by 2

### 4. Fractions

- i) What is a fraction
- ii) Making and shading wholes
- iii) Making and shading halves
- iv) Making and shading quarters
- v) Making and shading other fractions
- vi) Addition of fractions
- vii) Subtraction of fractions

viii)

5. Measures

- i) Telling times on the clock face
- ii) Showing the given time on the clock face
- iii) Addition of time in full hours (horizontally and vertically)
- iv) Subtraction of time in full hours (horizontally and vertically)
- v) Days of the week
- vi) Months of the year

6. Graph

- i) Picture graph
- ii) Block graph

7. Subtraction of numbers using a number line

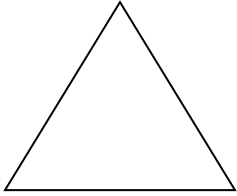
8. Revision of the covered work

## LESSON NOTES FOR PRIMARY ONE TERM II 2018

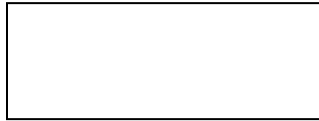
Topic: Geometry

Basic shapes

Triangle



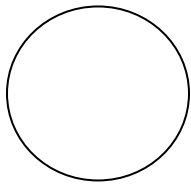
rectangle



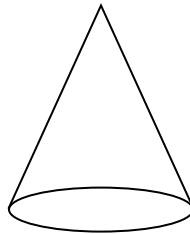
square



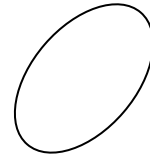
Circle



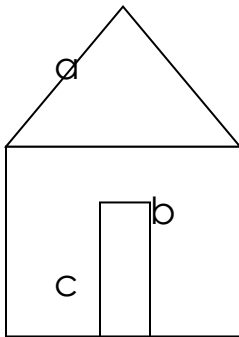
cone



oval



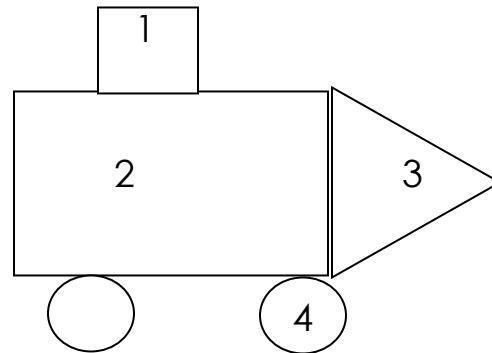
Name the shapes



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

b) \_\_\_\_\_

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



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

Shapes of different objects

Name different objects with a shape of a triangle

- a) A sacket of milk
- b) A roof top of a hut
- c) A samosa

Name different objects with a shape of a rectangle

- a) A door
- b) A chalkboard

Name different things with a shape of a square

- a) Top of the chair
- b) Wire mesh

Name different things with a shape of a circle

- a) A ball
- b) A water melon
- c) A clock face
- d) 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

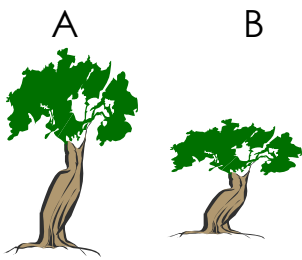
Sticks

Bananfibres

Threads

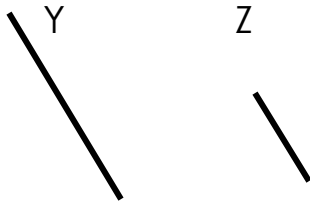
## Comparing length of different objects

Use long , tall or short



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

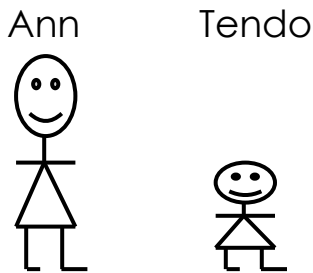
Tree B is \_\_\_\_\_



Stick y is \_\_\_\_\_

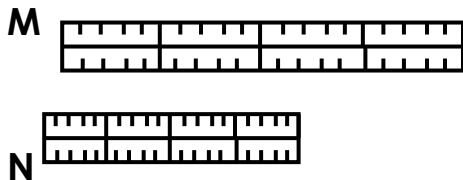
Stick Z is \_\_\_\_\_

Compare using longer, taller or shorter



Ann is \_\_\_\_\_ than Tendo

Tendo is \_\_\_\_\_ than Ann.



Ruler M is \_\_\_\_\_ than ruler N

Ruler N is \_\_\_\_\_ than ruler M

Adding metres (horizontally)

a) 2 metres + 3 metres = \_\_\_\_\_ metres

b) 7 metres + 4 metres = \_\_\_\_\_ metres

c) 13 metres + 6 metres = \_\_\_\_\_ metres

d) 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 = \_\_\_\_\_metres
- b) 9 metres – 2 meters = \_\_\_\_\_metres
- c) 20 m – 10 m = \_\_\_\_\_m
- d) 13 m – 7 m = \_\_\_\_\_m
- e) 
$$\begin{array}{r} 6 \text{ metres} \\ - 4 \text{ metres} \\ \hline \end{array}$$

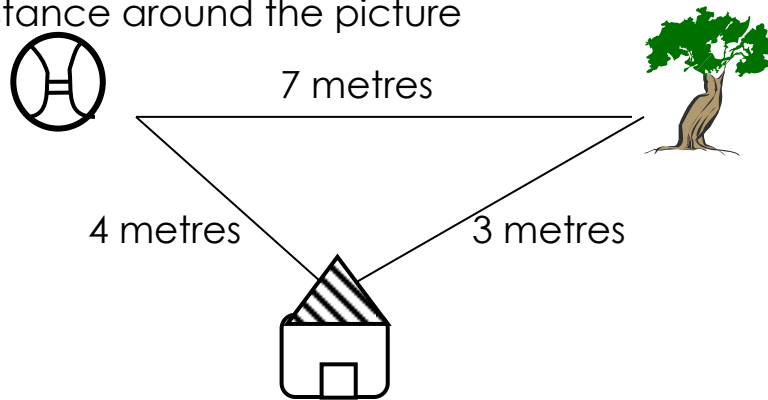
$$\begin{array}{r} 1 \quad 9 \text{ metres} \\ - \quad 1 \quad 6 \text{ metres} \\ \hline \end{array}$$
- h) 
$$\begin{array}{r} 3 \quad 2\text{m} \\ - \quad 2\text{m} \\ \hline \end{array}$$

$$\begin{array}{r} 4 \quad 0\text{m} \\ - \quad 2 \quad 0\text{m} \\ \hline \end{array}$$

## 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



- What is the distance from the ball to the tree?
- How far is it from the hut to the ball?
- What is the shortest distance?
- What is the longest distance?
- What is the distance between the tree and the hut?
- 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        |
|------------------|-------------|
| 1 <sup>st</sup>  | First       |
| 2 <sup>nd</sup>  | Second      |
| 3 <sup>rd</sup>  | Third       |
| 4 <sup>th</sup>  | Forth       |
| 5 <sup>th</sup>  | Fifth       |
| 6 <sup>th</sup>  | Sixth       |
| 7 <sup>th</sup>  | Seventh     |
| 8 <sup>th</sup>  | Eighth      |
| 9 <sup>th</sup>  | Ninth       |
| 10 <sup>th</sup> | Tenth       |
| 11 <sup>th</sup> | Eleventh    |
| 12 <sup>th</sup> | Twelfth     |
| 13 <sup>th</sup> | Thirteenth  |
| 14 <sup>th</sup> | Fourteenth  |
| 15 <sup>th</sup> | Fifteenth   |
| 16 <sup>th</sup> | Sixteenth   |
| 17 <sup>th</sup> | Seventeenth |
| 18 <sup>th</sup> | Eighteenth  |
| 19 <sup>th</sup> | Nineteenth  |
| 20 <sup>th</sup> | Twentieth   |

### Activity

- Fill in the missing numbers

1<sup>st</sup> , 2<sup>nd</sup> \_\_\_\_\_, 4<sup>th</sup> , 5<sup>th</sup> , \_\_\_\_\_, \_\_\_\_\_, 8<sup>th</sup>

- 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       | 71  | _____       |
| 51 | fifty one   | 72  | _____       |
| 52 | fifty two   | 80  | eighty      |
| 53 | _____       | 90  | ninety      |
| 54 | _____       | 100 | one hundred |
| 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     |     |             |

## 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

$2+3 = \square$

$5+3 = \square$

$4+5 = \square$

$10 + 7 = \square$

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

Example 2

$\square + 3 = 5$

$\square + 2 = 8$

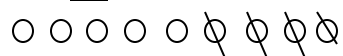
**Note:** Draw balls for the bigger number and cross balls for the smaller number

Teacher will help pupils with more examples then give an activity

Example 3

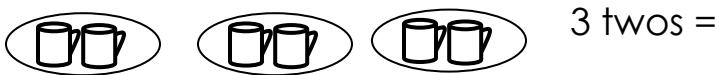
$4 + \square = 9$

$5 + \square = 7$

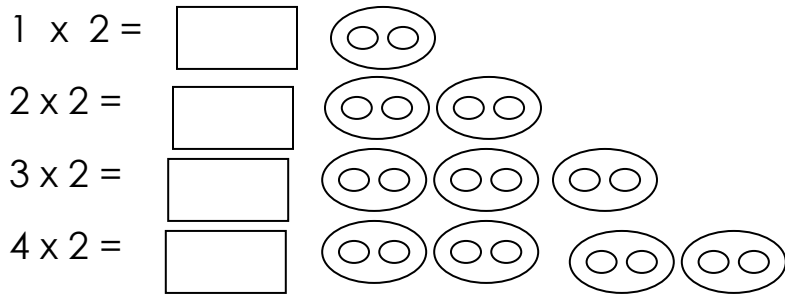
**Note:** Draw balls for the bigger number and cross for the small number, the remaining balls are the answer.

Grouping in twos

Grouping objects in twos

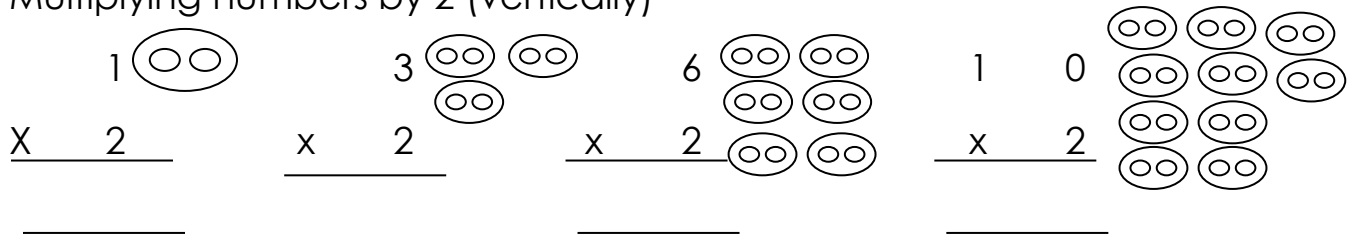


Multiplying numbers by 2 (horizontally)



And more of this work up to 12

Multiplying numbers by 2 (vertically)




And more of this work to be given to pupils

Word problems with multiplication of numbers by 2

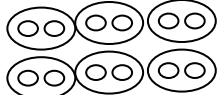
a) Juma has 2 eyes. How many eyes have 4 boys?




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

$$3 \times 2 = 6$$


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


$$6 \times 2 = 12$$


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

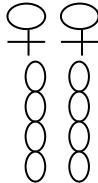
$$5 \times 2 = 10$$


Dividing numbers by 2

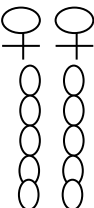
a)  $2 \div 2 = 1$



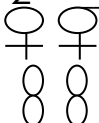
b)  $8 \div 2 = 4$



c)  $10 \div 2 = 5$



d)  $4 \div 2 =$  \_\_\_\_\_



e)  $2 \overline{) 8}$

f)  $2 \overline{) 14}$

g)  $2 \overline{) 6}$

Teacher will give more numbers

Word problem involving division of numbers by 2

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

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

b) ten divided by 2 equals

$$10 \div 2 = 5$$

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?

$$8 \div 2 = 4$$

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

Half

Shade

Fraction

Quarter



A whole apple  
banana

A whole orange



A whole



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)

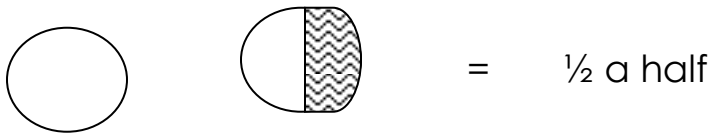
Making and shading wholes

A whole triangle

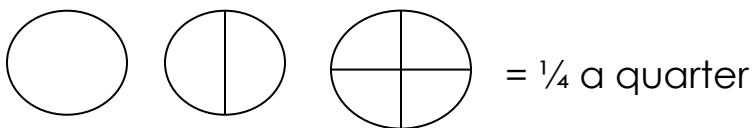
A whole circle

A whole pawpaw

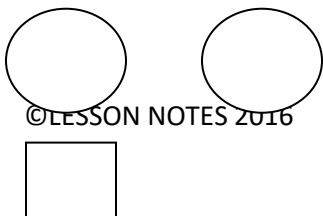
Making and shading halves

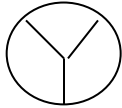


Making and shading quarters



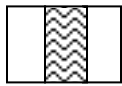
Making and shading other fractions





$$1/3$$

a third



$$= 1/3 \quad \text{a third}$$



$$= 3/6$$



$$= 2/4$$

Addition of fractions

$$\begin{array}{r} \underline{2} \\ \text{choose } 5 \end{array} + \begin{array}{r} \underline{1} \\ 5 \end{array} = \begin{array}{r} \underline{3} \\ 5 \end{array} \quad \text{Note: Add numbers on top only and} \\ \text{one number from those down.}$$

$$\begin{array}{r} \underline{4} \\ 8 \end{array} + \begin{array}{r} \underline{2} \\ 8 \end{array} = \begin{array}{r} \underline{4+2} \\ 8 \end{array} = \begin{array}{r} \underline{6} \\ 8 \end{array}$$

More work will be given to pupils following the above examples

Subtraction of fractions

$$\begin{array}{r} \underline{3} \\ 4 \end{array} - \begin{array}{r} \underline{2} \\ 4 \end{array} = \begin{array}{r} \underline{3-2} \\ 4 \end{array} = \begin{array}{r} \underline{1} \\ 4 \end{array} \quad \text{note: Subtract numbers up, then} \\ \text{choose one number from down}$$

$$\begin{array}{r} \underline{7} \\ 8 \end{array} - \begin{array}{r} \underline{5} \\ 8 \end{array} = \underline{\quad\quad} \quad \begin{array}{r} \underline{4} \\ 10 \end{array} - \begin{array}{r} \underline{2} \\ 10 \end{array} =$$

$$\begin{array}{r} \underline{2} \\ 3 \end{array} - \begin{array}{r} \underline{1} \\ 3 \end{array} = \quad \begin{array}{r} \underline{5} \\ 7 \end{array} - \begin{array}{r} \underline{1} \\ 7 \end{array} =$$

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

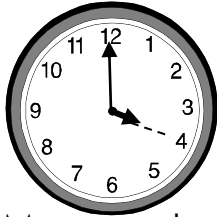
A short hand is the hour hand

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

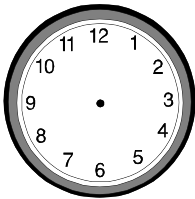


It is 4 o'clock

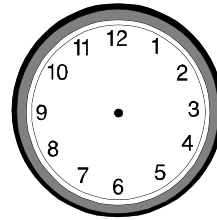
More work on telling time

Work will be done and pasted in their books

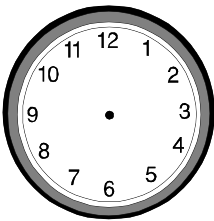
Showing time on a clock face.



It is 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

$$5 \text{ hours} + 3 \text{ hours} = \underline{\hspace{2cm}} \text{ hours}$$

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

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

3 hours

6 hours

7 hours



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

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

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

Subtraction of time in full hours

$$9 \text{ hours} - 4 \text{ hours} = \underline{\hspace{2cm}} \text{ hours}$$

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

$$12 \text{ hours} - 8 \text{ hours} = \underline{\hspace{2cm}} \text{ hours}$$

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

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

$$\begin{array}{r} 12 \text{ hours} \\ - \quad 4 \text{ hours} \\ \hline \\ \hline \end{array}$$

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

### 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

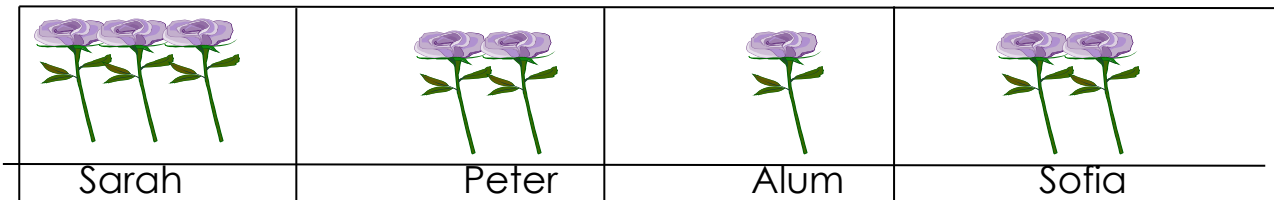
January , February, \_\_\_\_\_, \_\_\_\_\_May

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

## GRAPHS

### Graph 1

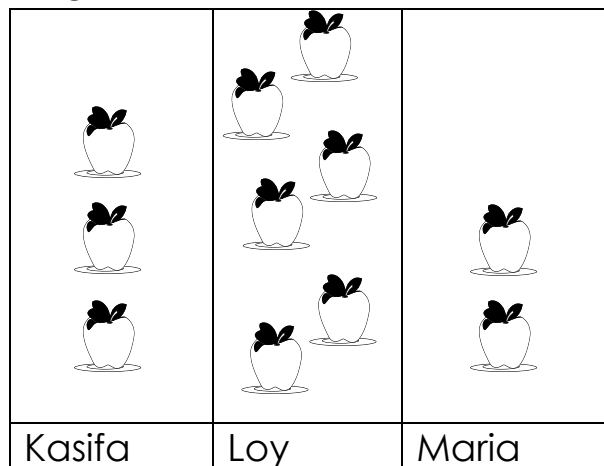
Teacher will help pupils get the ideas of graph from real objects



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






### 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

|            |              |             |              |                |
|------------|--------------|-------------|--------------|----------------|
|            |              |             |              |                |
|            |              |             |              |                |
|            |              |             |              |                |
|            |              |             |              |                |
|            |              |             |              |                |
|            |              |             |              |                |
| <b>Tom</b> | <b>Tonny</b> | <b>Tina</b> | <b>Tasha</b> | <b>Trinity</b> |

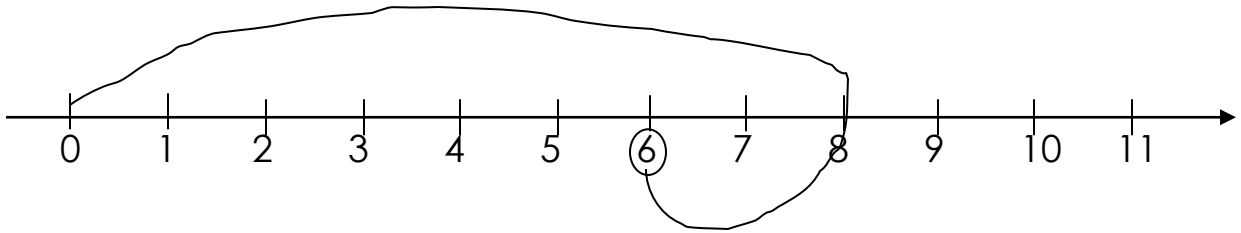
Questions

- a) How many boxes does Tonny have?
- b) Who have the same number of boxes?
- c) How many boxes has Trinity?

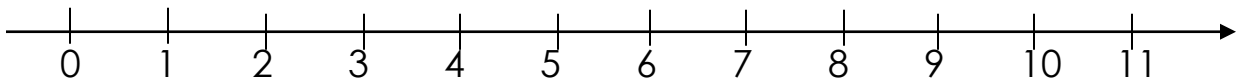
d) How many boxes do they have altogether?

Use a number line to get the answer

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



b)  $9 - 7 = \underline{\hspace{2cm}}$



More work will be given.

Revision of the covered work.

