

MATHEMATICS PUPIL'S

BOOK 2

FOR LEARNERS WITH
PHYSICAL IMPAIRMENT



MINISTRY OF EDUCATION

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Foreword

The focus of education in any country is the provision of quality and inclusive education and training to all its citizens. The Government of Kenya is committed to this goal as one of the Sustainable Development Goals (SDGs), a contributor to other core SDGs and a right for all, irrespective of their physical status, according to the 2010 Constitution of Kenya. Quality education is paramount to any country in the development and building of a just and cohesive society that enjoys inclusive and equitable social development. In an effort to realise national aspirations of education as envisioned in all policy documents, the Government has provided a policy framework to offer direction in modernising and re-branding the country's education and training system including that of learners with special needs. These documents include *Vision 2030*, *the National Education Sector Strategic Plan 2018 – 2022 (NESSP)* and *Sessional Paper No. 1 of 2019*.

It is the focus of the Government to ensure maintenance and improvement of inclusive, equitable and quality education to avoid persistent regional disparities in the learning outcomes, as well as access to education based on gender, diverse needs, location and region. The basis of the ongoing education reform is to make education in Kenya competitive internationally and socio-economically viable. The Government is ensuring that education strives to stimulate innovation and enhance the acquisition of 21st Century skills through the provision and adaptation of content for learners with special needs.

The Ministry of Education, in partnership with Global Partnership for Education and other development partners, has invested heavily in the provision of educational materials, infrastructure, and human resources in order to enhance the quality of education delivered in Kenyan schools. Evidence-based interventions and global best practices have been adopted in teaching numeracy in early grades.

This adapted mathematics pupil's book for learners with special needs and disability is based on the Competency Based Curriculum and is approved by the Kenya Institute of Curriculum Development for use in schools. It will no doubt inform and guide the teaching and learning of mathematics in early grades. The design of the book ensures that all Kenyan learners with special needs and disability can perform arithmetic operations accurately and efficiently.



Prof. George A. O. Magoha, EGH,
Cabinet Secretary,
Ministry of Education

Preface

The goal of the Ministry of Education is to provide quality and inclusive education to all learners irrespective of their socio-economic and physical status. Over time, reforms have been undertaken to improve the education sector with a view to making it globally competitive. The Competency Based Curriculum that has been rolled out emphasises nurturing every learner's potential to ensure they are engaged, empowered and ethical. Its focus is on the provision of quality inclusive education and relevance.

Research initiatives such as National Assessment Monitoring Learning Achievement (NASMLA) and Southern and Eastern Africa Consortium for Monitoring Education Quality (SACMEQ) indicate the need for improved achievement in literacy and numeracy competencies among learners with special needs. Recent developments in the education reform process emphasize the role of literacy and numeracy competencies in supporting learning, especially in the foundational early grades. The increasing focus on the quality of education has resulted in interventions that have shown a positive impact on literacy and numeracy outcomes.

The Ministry of Education has had an increasing focus on the quality of education in lower primary, particularly in the areas of literacy and numeracy. The Early Grade Mathematics component of the Kenya GPE's Primary Education Development (PRIEDE) Project is a scale-up of the Primary Mathematics and Reading (PRIMR), which was supported by USAID and DFID.

The overarching goal of Early Grade Mathematics is to improve early grade mathematics competency among learners. The programme aims at improving teacher capacity for effective delivery of classroom instruction, improving access to appropriate mathematics textbooks, teachers guides, and enhancing instructional support and supervision of teachers by Curriculum Support Officers and head teachers.

This adapted pupil's textbook for learners with special needs and disability is based on the Competence-Based Curriculum and approved by Kenya Institute of Curriculum (KICD) for use in the teaching of Mathematics in Early Grades. This book aims at helping pupils with special needs and disability to learn a variety of mathematical skills and concepts.



Dr/Belio R. Kipsang, CBS
Principal Secretary
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Acknowledgements

This adapted pupil's book for learners with special needs and disabilities has been adapted as a result of the generous financial support from the Global Partners in Education (GPE). The book was initially developed based on the 8-4-4 curriculum after a successful USAID/Kenya and DFID/Kenya funded pilot programme, the Primary Math and Reading Program (PRIMR). The book was reviewed in alignment with the Competency Based Curriculum and is approved by the Kenya Institute of Curriculum Development.

The Principal Secretary, State Department of Early Learning and Basic Education, Ministry of Education, Dr Belio Kipsang, and Dr Julius Jwan, were instrumental in tirelessly directing the technical efforts of the relevant directorates at MoE, the Kenya National Examinations Council (KNEC), Kenya Education Management Institute (KEMI), Kenya Institute of Special Education (KISE) and the Teacher's Service Commission (TSC).

In a special way, we thank the Global Partnerships for Education (GPE) for funding the implementation of the PRIEDE Project, and World Bank for effective supervision. We also express our deepest appreciation to Ruth Charo, the Task Team Leader (World Bank), who provided invaluable guidance and support in the adaptation process of this book.

Special recognition to MoE Director General Elyas Abdi, PRIEDE Project National Coordinator Martha Ekirapa, and KICD Senior Deputy Director Jacqueline Onyango for their outstanding support to the team during the process of the adaptation of this book. Further, we acknowledge the role of the PRIEDE Project Component 1 Lead, Hellen Boruett, PRIEDE staff Juma Munyiri and Mr Joshua Kilundo for effective coordination of the whole process, and the crucial role of the relevant MoE Directorates: the Directorate of Quality Assurance and Standards, the Directorate of Primary Education, the Directorate of Special Needs Education, the Directorate of Field and other Services, CEMASTEAM, KNEC, and KICD, and the TSC for providing all the required technical support

More fundamentally, we wish to also recognise members of the multi-sectoral members of KICD Mathematics Panel and Early Grade Mathematics Technical Team for their invaluable commitment, support, immense individual contribution and sacrifice towards the completion of the adaptation of the content of this book.

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Elyas Abdi, OGW
Director General
Ministry of Education

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TERM I

NUMBERS

NUMBER CONCEPT

Week 1 Lesson 1

Reading numbers

Activity

Read or point or sign the numbers.



Work to do

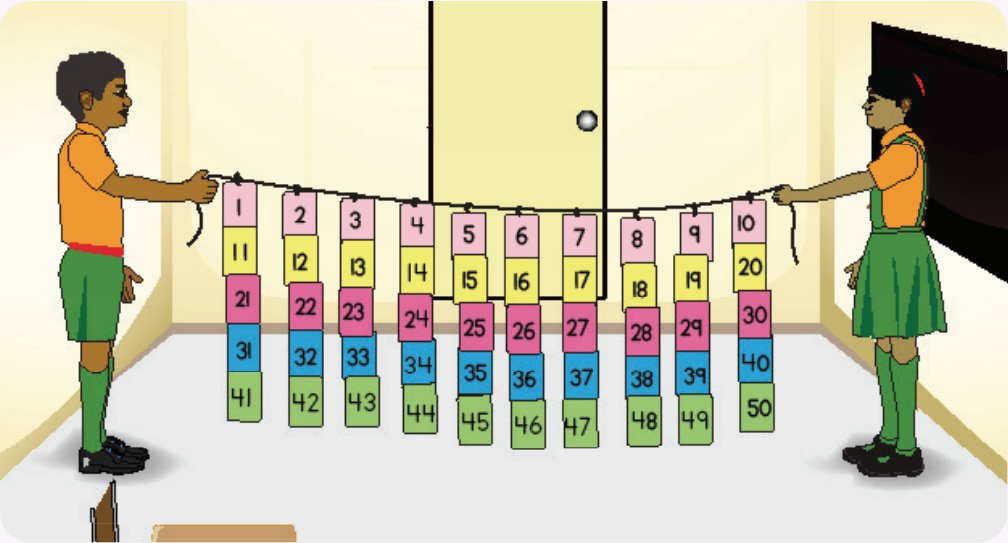
Read or point or sign the numbers.



Reading numbers

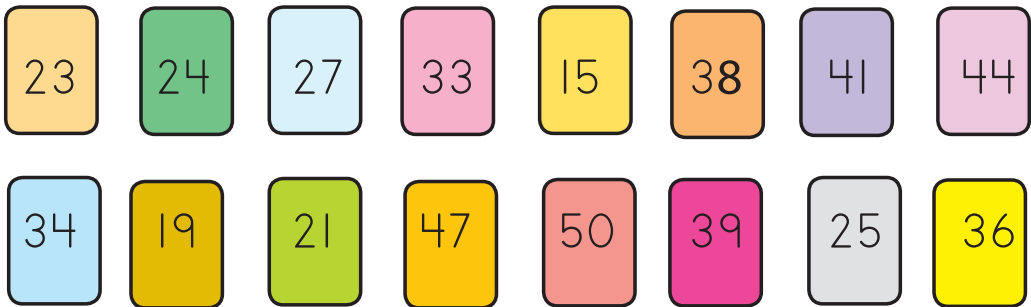
Activity

Read or point or sign the numbers.



Work to do



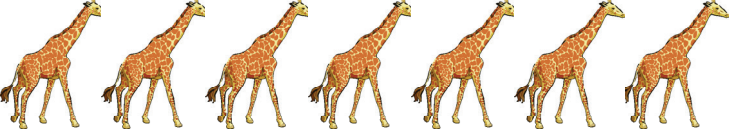




Read or point or sign the numbers.



Numbers and objects


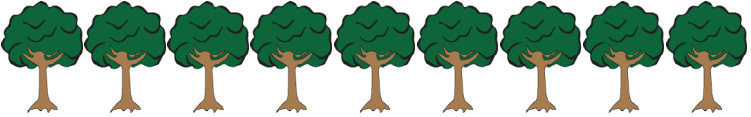
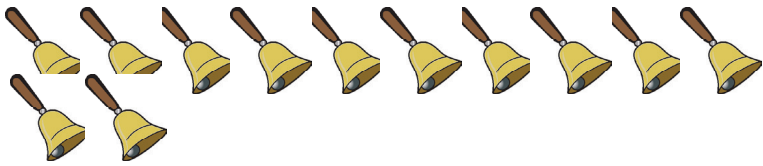
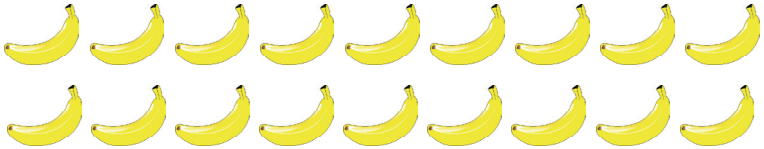
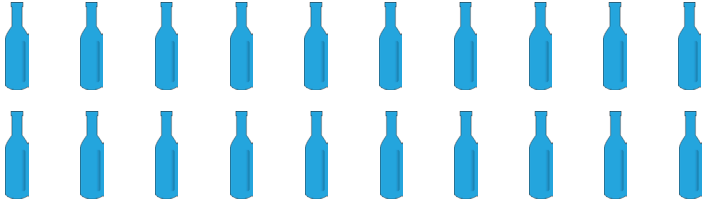
Activity

How many?

| Number | Objects |
|--------|--|
| 1 |  |
| 3 |  |
| 7 |  |
| 10 |  |
| 14 |  |
| 17 |  |
| 20 |  |

Work to do

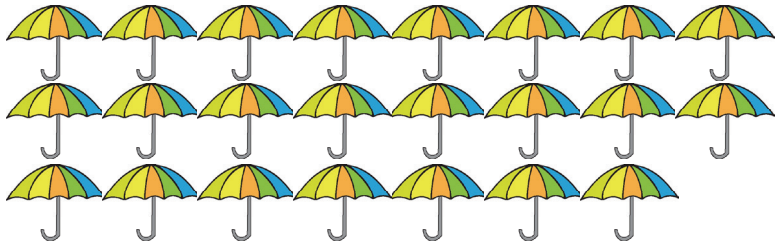

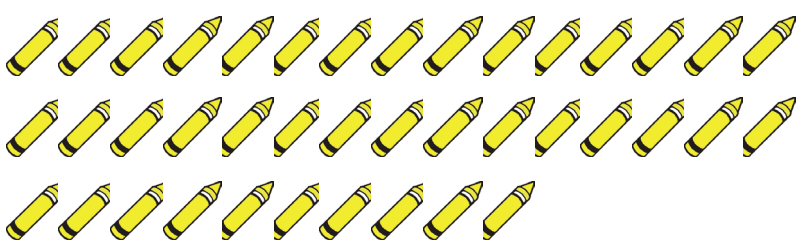

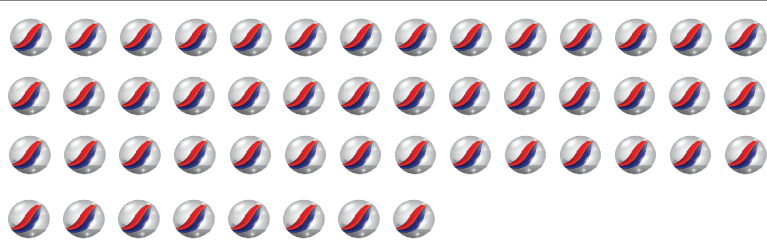
How many?

| | Number | Objects |
|---|--------|--|
| a | 4 |  |
| b | |  |
| c | |  |
| d | |  |
| e | |  |

Numbers using objects



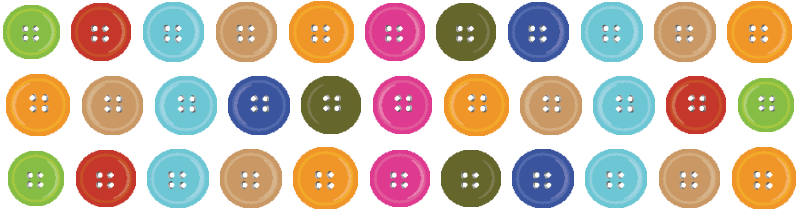
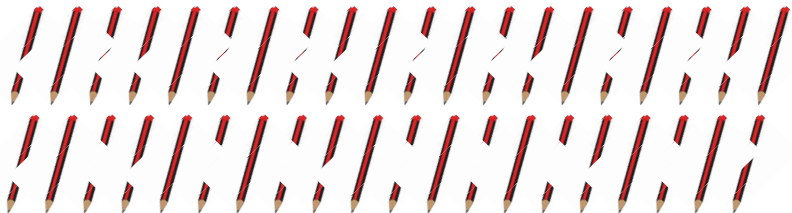
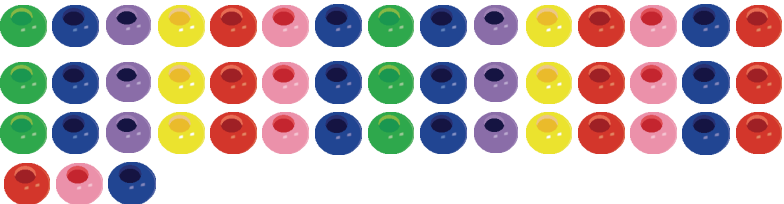
Activity

How many?

| Number | Objects |
|--------|--|
| 23 |  |
| 27 |  |
| 40 |  |
| 49 |  |
| 50 |  |

Work to do

How many?

| | Number | Objects |
|---|--------|--|
| a | 25 |  |
| b | |  |
| c | |  |
| d | |  |
| e | |  |

NUMBERS

WHOLE NUMBERS

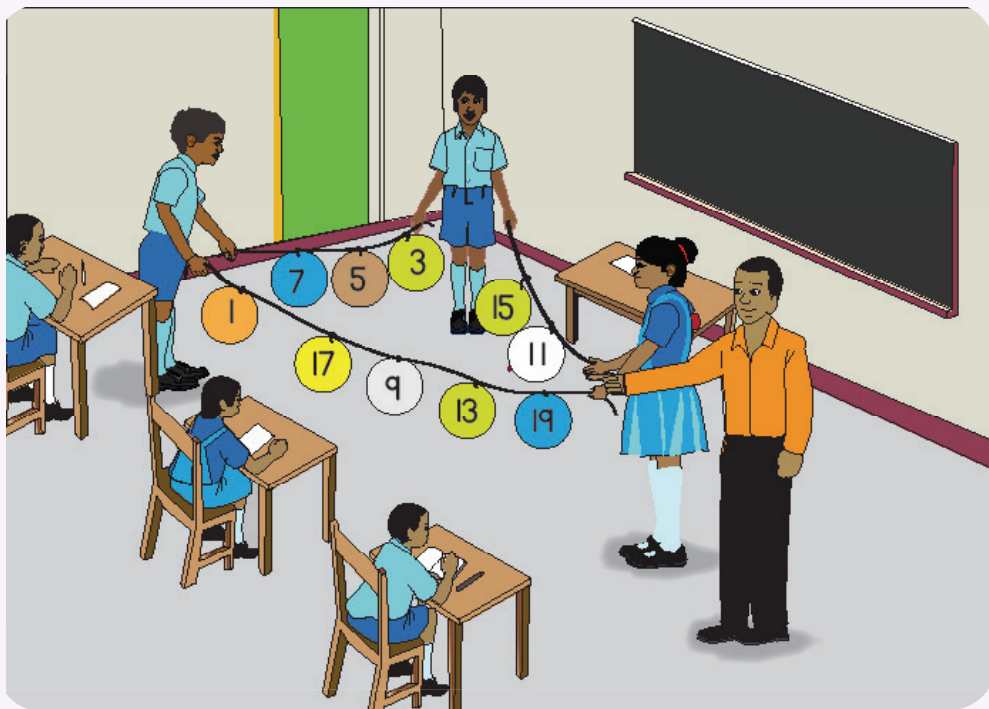
Week 1 Lesson 5

Counting

Activity

Count or point or sign numbers forward by 2 from 1 to 19.

Count or point or sign numbers backward by 2 from 19 to 1.



Work to do

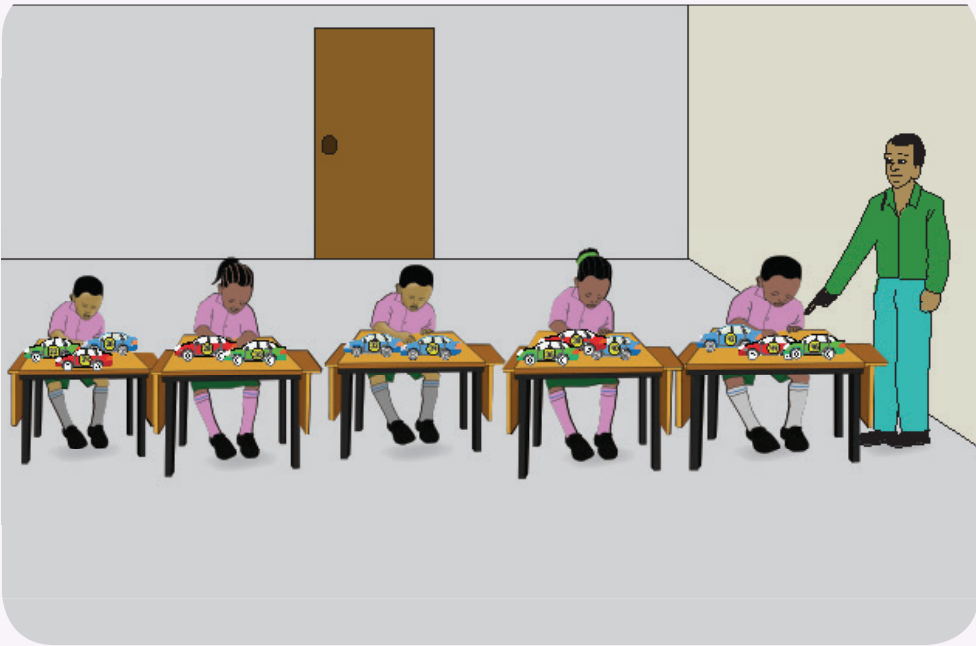
- 1 Count or point or sign numbers forward by 2 from 2 to 20.
- 2 Count or point or sign numbers backward by 2 from 20 to 2.

Counting

Activity

Count or point or sign numbers forward by 2 from 2 to 50.

Count or point or sign numbers backward by 2 from 50 to 2.



Work to do

- 1 Count or point or sign numbers forward by 2 from 1 to 49.
- 2 Count or point or sign numbers backward by 2 from 49 to 1.

Tens and Ones

Activity

45 can be shown using a place value chart

| Tens | Ones |
|------|------|
| 4 | 5 |

45 is 4 tens and 5 ones

Work to do

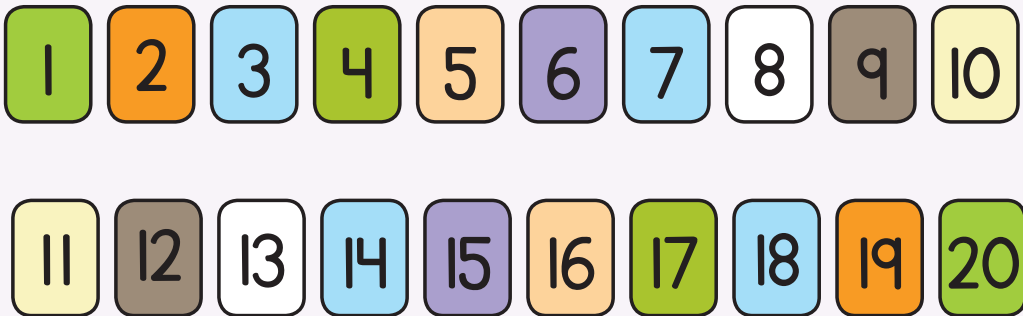
How many **tens** and **ones**?

- 37 is 3 tens and 7 ones
- 54 is _____ tens and _____ ones
- 61 is _____ tens and _____ ones
- 78 is _____ tens and _____ ones

Reading and writing numbers

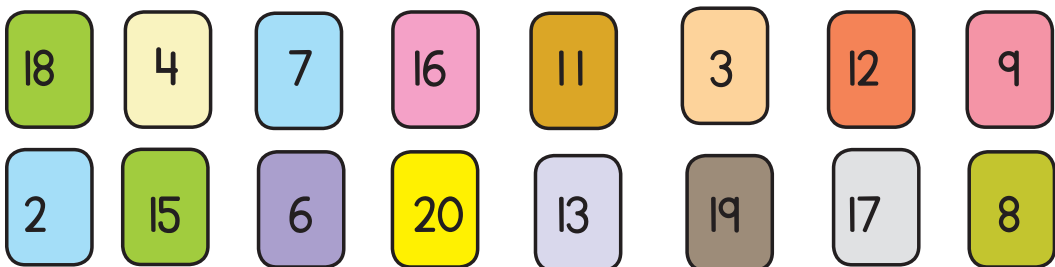
Activity

Read or point or sign numbers and write, or stamp or type or mount the numbers in symbols.



Work to do

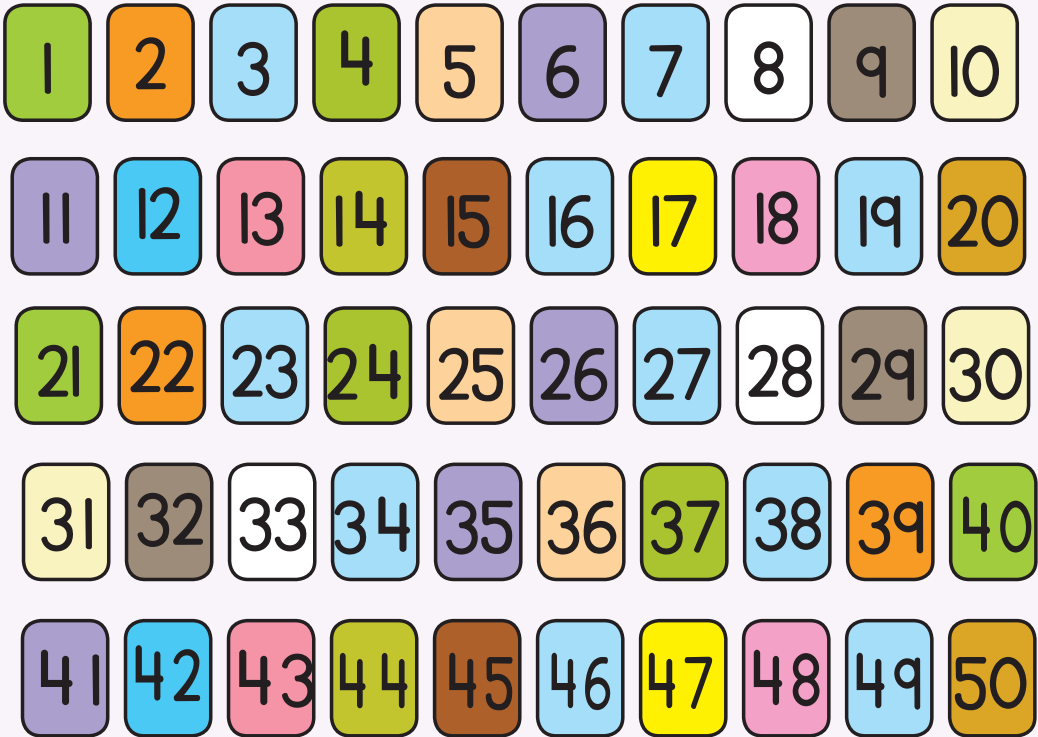
Read or point or sign numbers and write or stamp or type or mount the numbers in symbols.



Reading and writing numbers

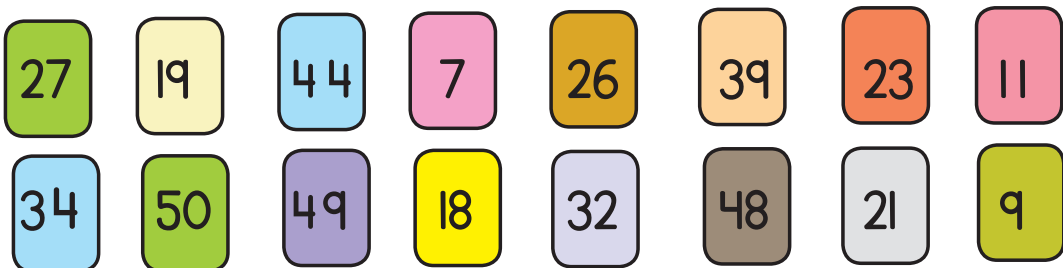
Activity

Read or point or sign and write stamp or type or mount the numbers in symbols.



Work to do

Read or point or sign and write or stamp or type or mount the numbers in symbols.



Numbers in words

Activity

Read or point or sign and write or stamp or type or mount the numbers in words.

| Number | Word |
|--------|-------|
| 3 | three |
| 4 | four |
| 6 | six |
| 8 | eight |
| 10 | ten |

Work to do

Read or point or sign and write or stamp or type or mount the numbers in words.

| Number | Word |
|--------|-------|
| 2 | |
| 5 | |
| 7 | seven |
| 9 | |
| 10 | |

Number patterns

Activity 1

Write or stamp or type or mount the next number.

12, 14, 16, _____

Are the numbers decreasing or increasing?
By how many?

Count or point or sign numbers forward by 2 to get the next number.

12, 14, 16, 18

Activity 2

Write or stamp or type or mount the next number. 19, 17, 15, _____

Are the numbers increasing or decreasing?
By how many?

Count or point or sign numbers backward by 2 to get the next number.

19, 17, 15, 13

Work to do

Write or stamp or type or mount the next number.

1. 7, 9, 11, _____

2. 17, 15, 13, _____

3. 4, 6, 8, _____

4. 10, 12, 14, _____

5. 20, 18, 16, _____

6. 19, 17, 15, _____

Number patterns

Activity 1

Write or stamp or type or mount the missing number.

20, 25, 30, 35, 40, _____

Are the numbers decreasing or increasing?
By how many?

Count or point or sign numbers forward by 5 to get the next number. 20, 25, 30, 35, 40, 45

Activity 2

Write or stamp or type or mount the missing number. 50, 45, 40, 35, 30, _____

Are the numbers increasing or decreasing?
By how many?

Count or point or sign numbers backward by 5 to get the next number 50, 45, 40, 35, 30, 25.

Work to do

Write or type or stamp or mount the next number.

1. 5, 10, 15, 20, 25, _____

2. 15, 20, 25, 30, 35, _____

3. 40, 35, 30, 25, 20, _____

4. 45, 40, 35, 30, 25, _____

5. 10, 15, 20, 25, 30, _____

6. 30, 25, 20, 15, 10, _____

NUMBERS

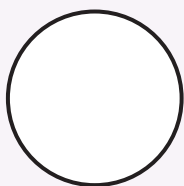
FRACTIONS

Week 3 Lesson 3

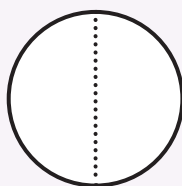
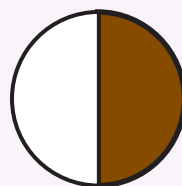
A half as part of a whole

Activity

Fold to make a half



A whole

Two equal
parts1 out of 2 parts
is shaded.
The shaded
part is a **half**
of a **whole**.**Work to do**

Make or mount a half using circular paper cut-outs.

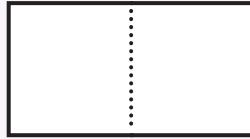
A half as part of a whole

Activity

Fold to make a half



A whole



Two equal parts



1 out of 2 parts
is shaded .
The shaded
part is a **half**
of a **whole**.

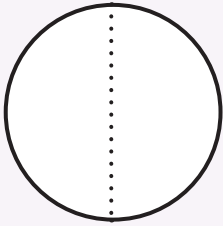
Work to do

Make or mount a half using rectangular paper cut-outs.

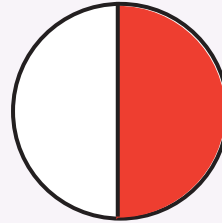
A Half ($\frac{1}{2}$)

Activity

A half as a symbol



Two equal parts



1 out of the 2 parts is shaded .

This is $\frac{1}{2}$



Two equal parts



1 out of the 2 parts is shaded .

This is $\frac{1}{2}$

Work to do

Write or stamp or mount or type $\frac{1}{2}$ where a half is shaded.



A



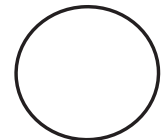
B



C



D



E



F



G



H

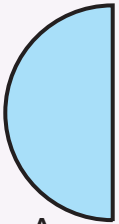


I

Making a whole

Activity

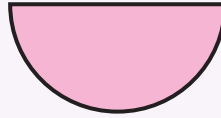
Match by colour to form a **whole**.



A



B



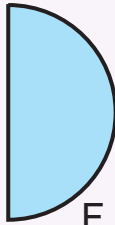
C



D



E



F



G



H

Work to do

Match paper cut-outs by size to form a whole.

NUMBERS

ADDITION

Week 4 Lesson 2

Add

Activity 1

What is $23 + 5$?

Count or point or sign on 5 steps from 23;

24, 25, 26, 27, 28

$$23 + 5 = 28$$

Activity 2

Work out $23 + 5 = \square$

Write or type or stamp or mount as 23

$$\begin{array}{r} 23 \\ + 5 \\ \hline 28 \end{array}$$

Count or point or sign on 5

steps from 23; 24, 25, 26, 27, 28

Work to do

Add

1. $14 + 3 = \square$

2. $34 + 5 = \square$

3. $7 + 21 = \square$

4. $\begin{array}{r} 11 \\ + 8 \\ \hline \end{array}$

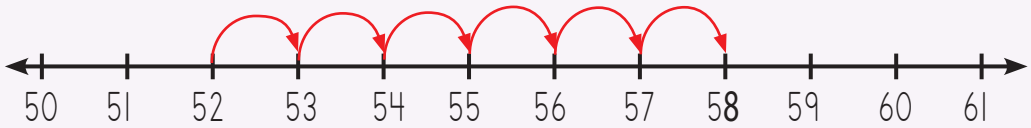
5. $\begin{array}{r} 41 \\ + 2 \\ \hline \end{array}$

Add

Activity

What is $52 + 6$?

Count or point or sign on 6 steps from 52;



$$52 + 6 = 58$$

Work to do

Add

1. $91 + 3 =$

2. $2 + 36 =$

3. $62 + 5 =$

4. $4 + 85 =$

5. $71 + 7 =$

Add

Activity

What is $86 + 3$?

Add 6 ones to 3 ones to get 9 ones. Write or stamp or type or mount 9 in ones place.

Bring 8 down in tens place.

| Tens | Ones |
|------|------|
| 8 | 6 |
| + | 3 |
| 8 | 9 |

$$86 + 3 = 89$$

Work to do

Add

1. $54 + 4 = \square$

2. $63 + 2 = \square$

3. $81 + 7 = \square$

4.
$$\begin{array}{r} 32 \\ + 4 \\ \hline \\ \hline \end{array}$$

5.
$$\begin{array}{r} 43 \\ + 5 \\ \hline \\ \hline \end{array}$$

6.
$$\begin{array}{r} 75 \\ + 3 \\ \hline \\ \hline \end{array}$$

Add

Activity

What is $3 + 2 + 4$?

$$\begin{aligned} 3 + 2 + 4 &= 5 + 4 \\ &= 9 \end{aligned}$$

- Add 3 to 2 to get 5
- Then add 4 to 5 to get 9

Work to do

Add

1. $2 + 1 + 4 = \square$

2. $1 + 5 + 2 = \square$

3. $5 + 2 + 3 = \square$

4. $2 + 2 + 3 = \square$

5. $6 + 1 + 2 = \square$

6. $1 + 3 + 2 = \square$

Add

Activity

What is $23 + 15$?

- Add **3 ones** to **5 ones** to get **8 ones**.
- Add **2 tens** to **1 tens** to get **3 tens**.
- Add **8 ones** to **3 tens** to get **38**.

$$23 + 15 = 38$$

Work to do

Add

1. $13 + 16 = \square$

2. $21 + 28 = \square$

3. $24 + 33 = \square$

4. $27 + 12 = \square$

5. $32 + 16 = \square$

6. $17 + 11 = \square$

Add

Activity

$$\begin{array}{r} \text{Add} \quad 34 \\ + 13 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 34 \\ + 13 \\ \hline 47 \\ \hline \end{array}$$

- Add **ones** as $4 + 3$ to get **7 ones**.
- Write or type or stamp or mount **7** in **ones** place.
- Add **tens** as $3 + 1$ to get **4 tens**.
- Write or type or stamp or mount **4** in **tens** place.

Work to do

Add

$$\begin{array}{r} \text{①.} \quad 26 \\ + 13 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{②.} \quad 32 \\ + 10 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{③.} \quad 22 \\ + 14 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{④.} \quad 15 \\ + 32 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{⑤.} \quad 14 \\ + 15 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{⑥.} \quad 25 \\ + 23 \\ \hline \\ \hline \end{array}$$

Number patterns

Activity

Work out the missing number.

6, 9, 12, _____, 18.

There are 3 steps from 6 to 9.

Then add 3 to a number to get the next number.

$$6 + 3 = 9$$

$$9 + 3 = 12$$

$$12 + 3 = 15$$

$$15 + 3 = 18$$

The missing number is **15**.

6, 9, 12, **15**, 18.

Work to do

Write or stamp or type or mount the missing number.

1. 12, 13, 14, _____, 16, 17.

2. 3, 5, 7, _____.

3. 4, 8, 12, _____.

4. 7, 10, _____, 13, 16 _____.

5. 9, 11, 13, 15, _____, 19.

6. 3, 6, 9, 12, _____.

NUMBERS

SUBTRACTION

Week 5 Lesson 4

Subtract

Activity

What is $7 - 4$?

Count or point or sign 4 steps backwards from 7.

6, 5, 4, 3

$$7 - 4 = 3$$

Work to do

1. $4 - 2 = \square$

2. $8 - 5 = \square$

3. $5 - 1 = \square$

4. $7 - 4 = \square$

5. $9 - 3 = \square$

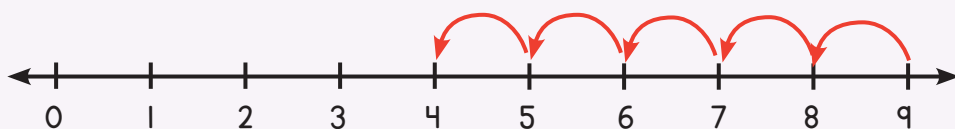
6. $9 - 5 = \square$

Subtract

Activity

$$\begin{array}{r} \text{Subtract } 9 \\ - 5 \\ \hline \\ \hline \end{array}$$

- On the number line start at 9.
- Move 5 steps backward to stop at 4.



$$\begin{array}{r} 9 \\ - 5 \\ \hline 4 \\ \hline \end{array}$$

Work to do

Subtract

$$\begin{array}{r} \text{1. } 7 \\ - 2 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{2. } 5 \\ - 3 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{3. } 9 \\ - 4 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{4. } 8 \\ - 1 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{5. } 9 \\ - 6 \\ \hline \\ \hline \end{array}$$

6. Ben had 5 pencils. He gave Peter 2 pencils. How many pencils was Ben left with?

Subtract

Activity

What is $13 - 8$?

$$13 - 8 = \square$$

$$13 - 8 = 13 - \underline{3} - \underline{5}$$

$$13 - 8 = 10 - 5 = 5$$

$$13 - 8 = 5$$

Steps

- Break apart 8 as 3 and 5.
- Subtract 3 from 13 to get 10.
- Subtract 5 from 10 to get 5.

Work to do

Subtract

1. $12 - 6 = \square$

2. $63 - 8 = \square$

3. $35 - 9 = \square$

4. $51 - 7 = \square$

5. $24 - 5 = \square$

6. $42 - 5 = \square$

Subtract

Activity

Subtract 58

$$\begin{array}{r} - 5 \\ \hline \\ \hline \end{array}$$

Write or type or stamp or mount as ones and tens

| Tens | Ones |
|------|------|
| 5 | 8 |
| - | 5 |
| 5 | 3 |

Steps

- Subtract 5 ones from 8 ones to get 3 ones.
- Write or type or stamp or mount 3 in ones place.
- Bring down 5 in tens place.

Work to do

Subtract

1. 26

$$\begin{array}{r} - 4 \\ \hline \\ \hline \end{array}$$

2. 39

$$\begin{array}{r} - 6 \\ \hline \\ \hline \end{array}$$

3. 45

$$\begin{array}{r} - 2 \\ \hline \\ \hline \end{array}$$

4. 78

$$\begin{array}{r} - 5 \\ \hline \\ \hline \end{array}$$

5. 87

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

6. Fatuma has 18 books. She gives 3 books to her brother. How many books is Fatuma left with?

Add and subtract

Activity

What is $9 - 2$?

Write or type
or stamp or
mount as

$$9 - 2 = \square$$

$$2 + \square = 9$$

$$2 + \boxed{7} = 9$$

$$9 - 2 = \boxed{7}$$

Steps

- Count or point or sign numbers on from 2 up to 9 as 3, 4, 5, 6, 7, 8, 9.
- There are 7 steps.
- The missing number is 7.

Work to do

Write or stamp or type or mount the missing number.

$$1. \quad 6 - 2 = \square$$

$$2 + \square = 6$$

$$2. \quad 8 - 6 = \square$$

$$6 + \square = 8$$

$$3. \quad 7 - 5 = \square$$

$$5 + \square = 7$$

$$4. \quad 5 - 2 = \square$$

$$2 + \square = 5$$

$$5. \quad 9 - 3 = \square$$

$$3 + \square = 9$$

$$6. \quad 7 - 1 = \square$$

$$1 + \square = 7$$

Subtract

Activity

Write or stamp or type or mount the missing number in $\square - 3 = 5$

Write or type or mount as $3 + 5 = \square$

$$3 + 5 = 8$$

- The missing number is 8.
- Write or stamp or type or mount 8 in the box.

$$\boxed{8} - 3 = 5$$

3, 5, 8 is a number family.

Work to do

Write or type or mount or stamp the missing number.

1. $\square - 4 = 3$

2. $\square - 7 = 2$

3. $\square - 1 = 4$

4. $\square - 5 = 1$

5. $\square - 3 = 5$

6. $\square - 2 = 3$

Subtract

Activity

Write or stamp or type or mount the missing number.

in $8 - \square = 6$.

Write or stamp or type or mount $8 - \square =$
 $8 - 6 = 2$.

- The missing number is 2.
- Write or stamp or type or mount 2 in the box $\square - 2 = 6$.

2,6,8 is a number family.

Work to do

Write or stamp or type or mount the missing number.

1. $8 - \square = 4$

2. $5 - \square = 3$

3. $9 - \square = 3$

4. $7 - \square = 4$

- Teacher Ann has 9 rubbers. She gives 4 rubbers to Tom. How many rubbers is she left with?
- Esther made 7 baskets. She sold 5 baskets. How many baskets was she left with?

Number patterns

Activity

Write or stamp or type or mount the missing number in the pattern.

19, 16, 13 _____

There are 3 steps from 19 to 16

Then subtract 3 from a number to get the next number.

$$19 - 3 = 16$$

$$16 - 3 = 13$$

$$13 - 3 = 10$$

The next number is 10

The pattern is 19, 16, 13, 10.

Work to do

Write or stamp or type or mount the next number.

1. 16, 15, 14, _____

2. 9, 7, 5, _____

3. 17, 15, 13, _____

4. 19, 17, 15, _____

5. 18, 16, 14, _____

6. 20, 15, 10, _____

NUMBERS

MULTIPLICATION

Week 7 Lesson 2

Repeated addition

Activity 1

Write or stamp or type or mount as repeated addition.

$$\begin{array}{c}
 \boxed{\text{triangle}} \text{ and } \boxed{\text{triangle}} \text{ is } \boxed{\text{triangle triangle}} \\
 1 + 1 = 2
 \end{array}$$

Activity 2

Write or stamp or type or mount as repeated addition.

$$\begin{array}{c}
 \boxed{\text{triangle triangle}} \text{ and } \boxed{\text{triangle triangle}} \text{ is } \boxed{\text{triangle triangle triangle triangle}} \\
 2 + 2 = 4
 \end{array}$$

Work to do

Write or stamp or type or mount the missing number.

1. $\boxed{\text{triangle triangle triangle}} \text{ and } \boxed{\text{triangle triangle triangle}} \text{ is } \boxed{\text{triangle triangle triangle triangle triangle triangle}}$
 $3 + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

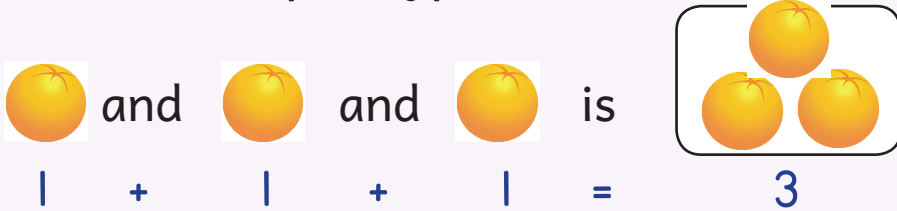
2. $\boxed{\text{circle circle circle circle circle}} \text{ and } \boxed{\text{circle circle circle circle circle}} \text{ is } \boxed{\text{circle circle circle circle circle circle circle circle}}$
 $\underline{\hspace{2cm}} + 5 = \underline{\hspace{2cm}}$

3. $\boxed{\text{orange orange orange orange}} \text{ and } \boxed{\text{orange orange orange orange}} \text{ is } \boxed{\text{orange orange orange orange orange orange orange orange}}$
 $\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

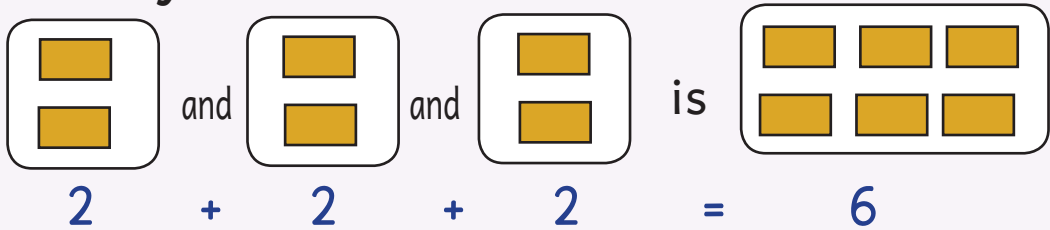
Repeated addition

Activity 1

Write or stamp or type or mount as addition.

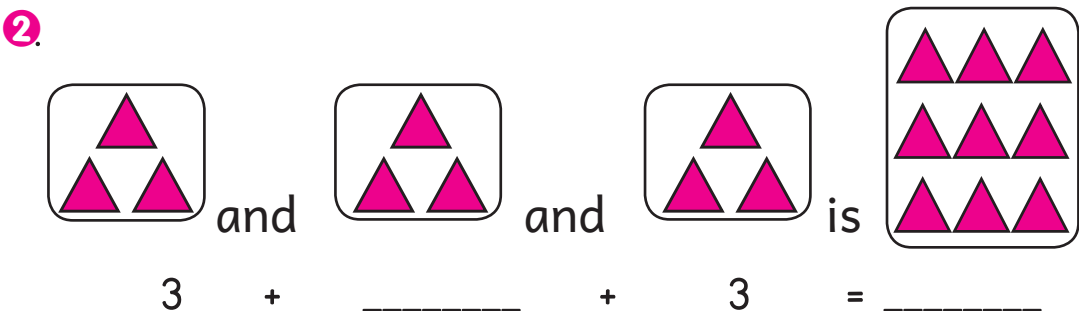
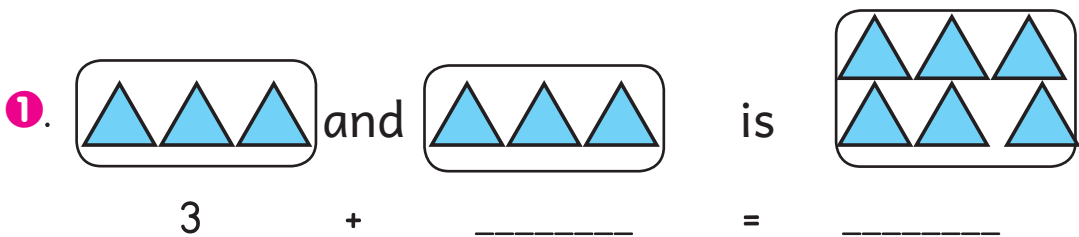


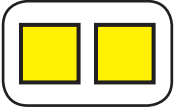
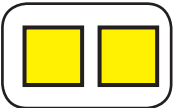
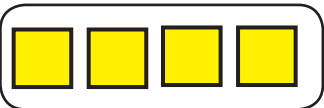
Activity 2

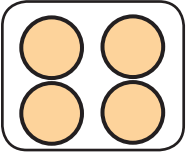
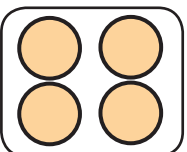
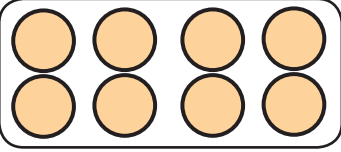


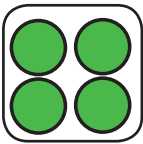
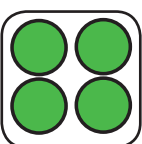
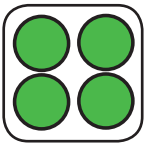
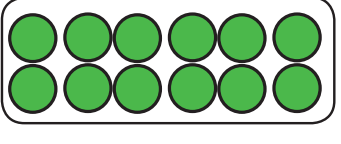
Work to do

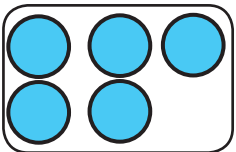
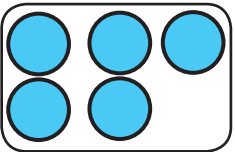
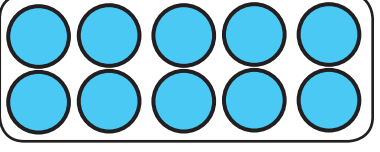
Write or stamp or type or mount the missing number.



3.  and  is 
 2 + _____ = 4

4.  and  is 
 _____ + _____ = _____

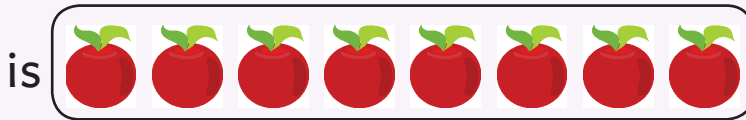
5.  and  and  is 
 4 + _____ + _____ = _____

6.  and  is 
 _____ + _____ = _____

Repeated addition

Activity

Write or stamp or type or mount addition





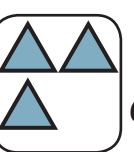

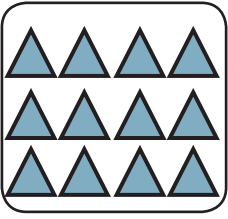
$$2 + 2 + 2 + 2 = 8$$

Work to do

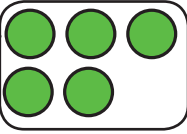
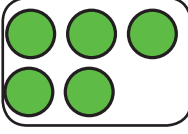
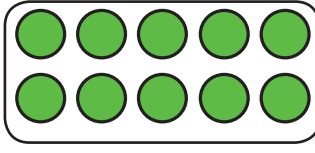
Write or stamp or type or mount the missing number.

1. and and is
 _____ + _____ + _____ = _____

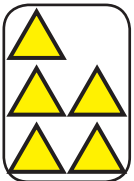
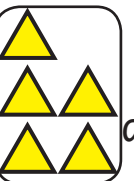
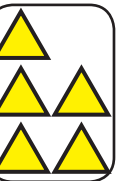
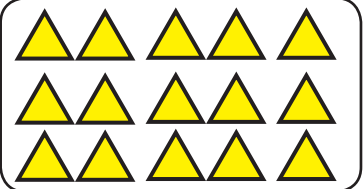
2. and and and is
 4 + _____ + _____ + _____ = _____

3.  and  and  and  is 

_____ + _____ + _____ + 3 = _____

4.  and  is 

_____ + _____ = _____

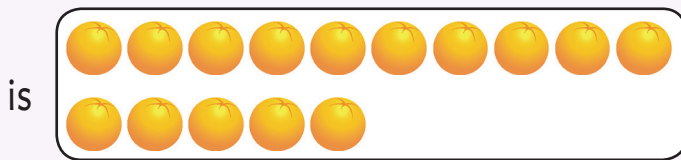
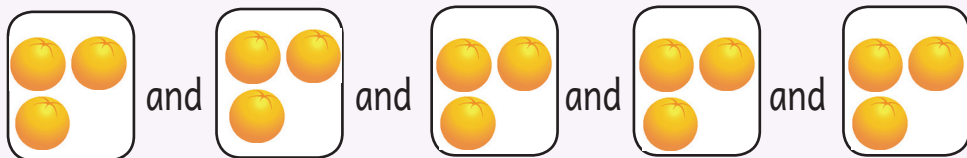
5.  and  and  is 

5 + _____ + _____ = _____

Repeated addition

Activity 1

Write or stamp or type or mount as addition.



$$3 + 3 + 3 + 3 + 3 = 15$$

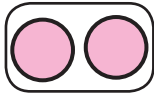
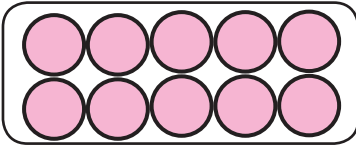
Work to do

Write or stamp or type or mount the missing number.

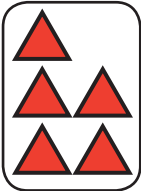
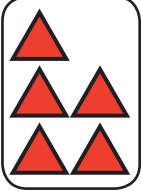
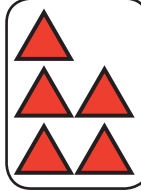
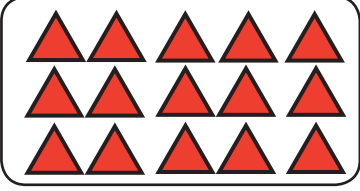
1. is
 ___ + 2 + ___ + ___ = _____

2. is
 4 + ___ + ___ = _____

3.  and  and  and  and

 is 

$$2 + \underline{\quad\quad} + \underline{\quad\quad} + \underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad}$$

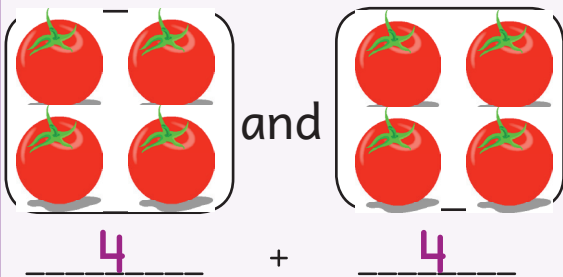
4.  and  and  is 

$$\underline{\quad\quad} + \underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad}$$

Multiplication 'X' Sign

Activity 1

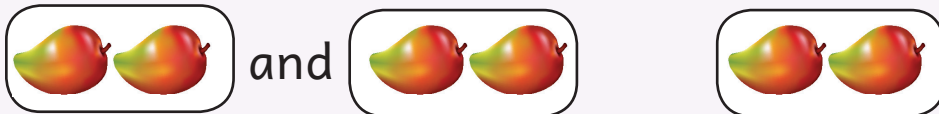
Write or stamp or type or mount using the 'X' sign.



There are 2 groups each with 4 objects.

$4 + 4$ is the same as 2×4 .

Activity 2

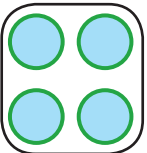
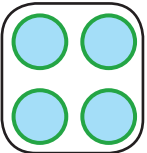
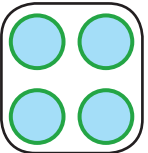


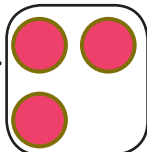
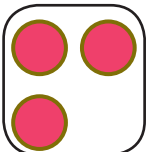
There are 3 groups each with 2 objects.

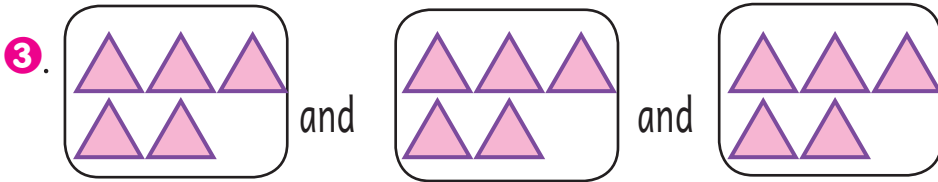
This is the same as 3×2 .

Work to do

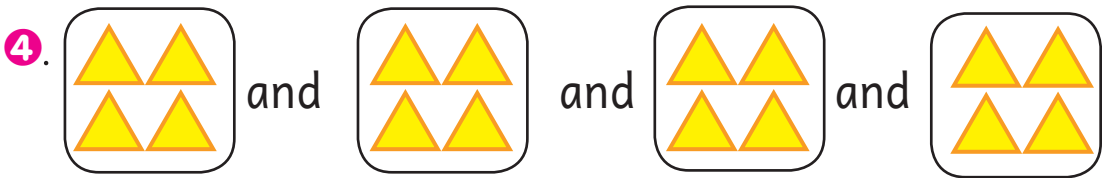
Write or stamp or type or mount the sign 'X' or the missing number.

1.  and  and  is the same as $3 \underline{\quad\quad} 4$.

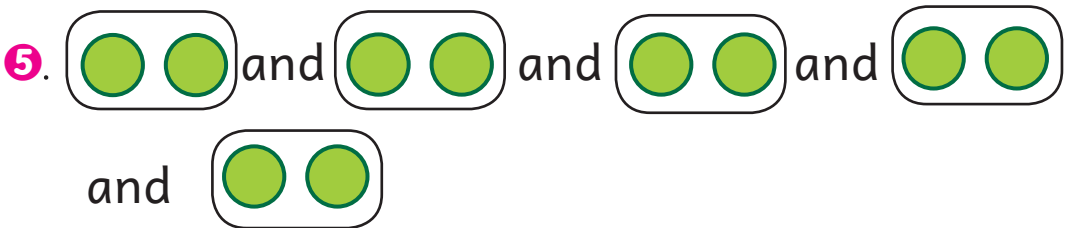
2.  and  is the same as $2 \underline{\quad\quad} 3$.



is the same as 3 .



is the same as × .

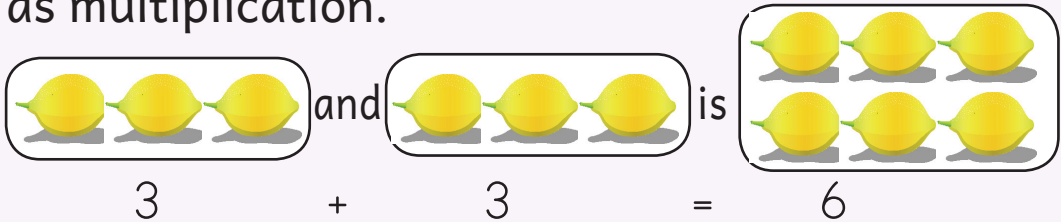


is the same as .

Multiplication

Activity 1

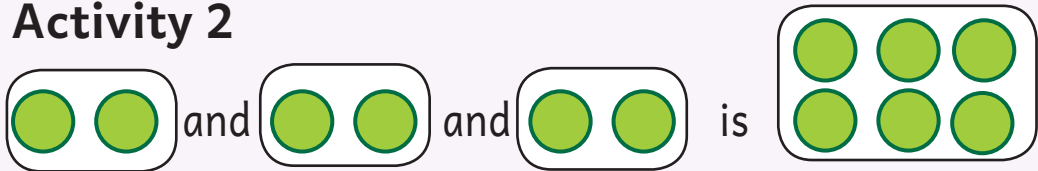
Write or stamp or type or mount as multiplication.



There are 2 groups with 3 objects each.
This is same as 2×3 .

Write or stamp or type or mount $3 + 3$ as $2 \times 3 = 6$.

Activity 2



There are 3 groups with 2 objects each.
This is same as 3×2

$2 + 2 + 2$ is $3 \times 2 = 6$.

Work to do

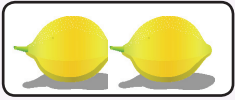
Write or type or mount or stamp as multiplication.

1. $4 + 4 + 4 = 12$
2. $5 + 5 = 10$
3. $2 + 2 + 2 + 2 = 8$
4. $3 + 3 + 3 + 3 = 12$
5. $4 + 4 + 4 + 4 + 4 = 20$

Multiplying by 1

Activity 1

Multiply by 1

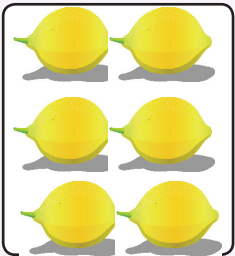


This is 1 group with 2 objects.

This is written as $1 \times 2 = 2$.

Activity 2

Multiply by 1



This is 1 group with 6 objects.

This is written as $1 \times 6 = 6$.

Work to do

Multiply

1. $1 \times 3 = \square$

2. $1 \times 4 = \square$

3. $1 \times 5 = \square$

4. $1 \times 6 = \square$

5. $1 \times 7 = \square$

6. $1 \times 8 = \square$

7. $1 \times 9 = \square$

MEASUREMENT

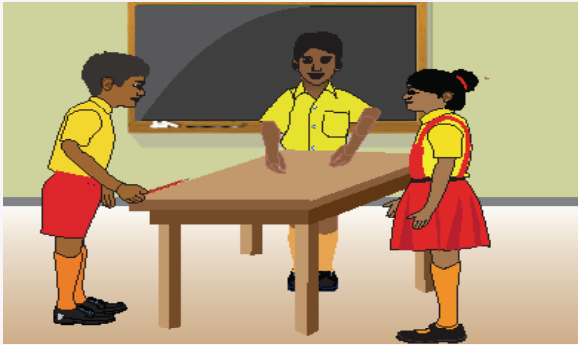
LENGTH

Week 8 Lesson 4

Measuring length

Activity

What is the length of the teacher's table ?



The length of the teacher's table is _____ pencils.

Work to do

| | Measure | Number of pencils |
|---|---|-------------------|
| 1 | Length of the longer side of mathematics textbook | |
| 2 | Shorter side of teacher's table | |
| 3 | Shorter side of the door | |
| 4 | Length of the board | |

Measuring length

Activity

What is the length of the classroom wall ?



The shorter side of the classroom wall is ___ sticks.

Work to do

| | Measure | Number of sticks |
|---|-------------------------------|------------------|
| ① | Length of chalkboard | |
| ② | Longer side of classroom wall | |
| ③ | Length of classroom window | |

MEASUREMENT

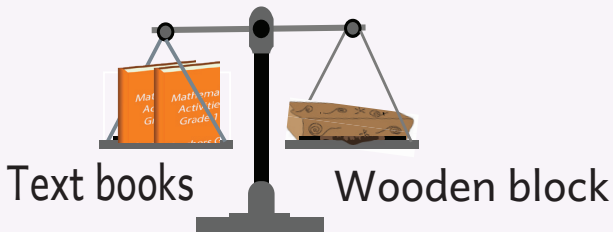
MASS

Week 9 Lesson 1

Measuring mass

Activity

How many textbooks have the same mass as the wooden block?



The mass of the wooden block is ____ text books.

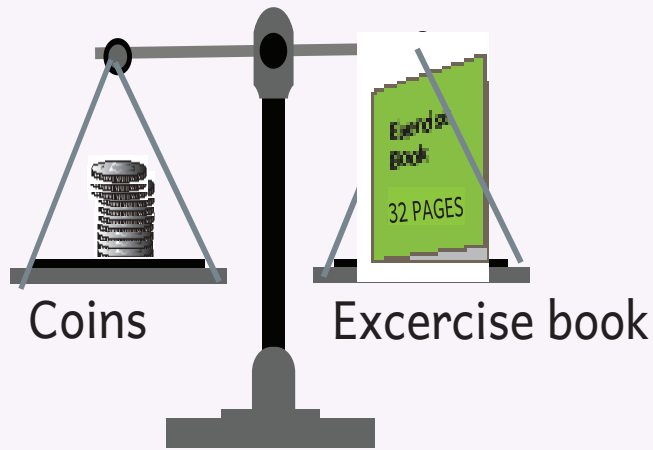
Work to do

| | Measure | Number of text books |
|---|--------------------------|----------------------|
| ① | Mass of a stone | |
| ② | Mass of a school bag | |
| ③ | Mass of a packet of sand | |

Measuring mass

Activity

How many coins have the same mass as the exercise book?



The mass of the exercise book is _____ coins.

Work to do

| | Measure | Number of coins |
|---|------------------------------|-----------------|
| ① | The mass of a potato | |
| ② | The mass of a rubber | |
| ③ | The mass of a pencil | |
| ④ | The mass of a piece of chalk | |

MEASUREMENT

CAPACITY

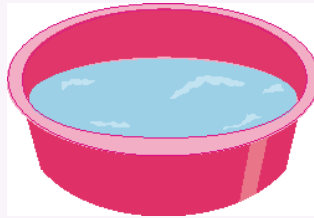
Measuring capacity

Activity

How many cups full of water will fill the basin?



Cup



Basin

_____ cups of water fill the basin.

Work to do

| | How many cups of water will fill? | Number of cups |
|---|-----------------------------------|----------------|
| ① | A jerrycan | |
| ② | A jug | |
| ③ | A bucket | |
| ④ | A sufuria | |

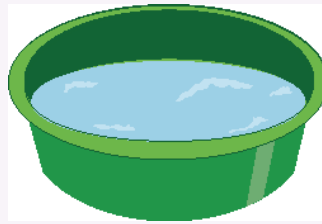
Measuring capacity

Activity

How many bottles full of water will fill the basin?



Bottle



Basin

___ bottles of water fill the basin.

Work to do

| | How many bottles of water will fill? | Number of bottles |
|---|--------------------------------------|-------------------|
| ① | A bucket | |
| ② | A jug | |
| ③ | A sufuria | |
| ④ | A jerrycan | |

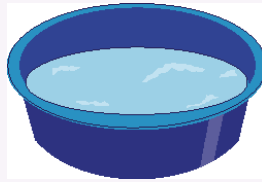
Measuring capacity

Activity

How many tins of water will fill the basin?



Tin



Basin

_____ tins fill the basin.

Work to do

| | How many tins of water will fill? | Number of tins |
|---|-----------------------------------|----------------|
| ① | A jug | |
| ② | A bucket | |
| ③ | A jerrycan | |
| ④ | A sufuria | |

MEASUREMENT

TIME

Months of the year

Activity

There are 12 months in one year.

These are

| | |
|-----|-----------|
| 1. | January |
| 2. | February |
| 3. | March |
| 4. | April |
| 5. | May |
| 6. | June |
| 7. | July |
| 8. | August |
| 9. | September |
| 10. | October |
| 11. | November |
| 12. | December |

Work to do

Read or point or sign and write or stamp or type or mount the months of the year in order.

Months of the year

Activity

What activity takes place in the month of

| Month | Activity |
|----------|----------------|
| January? | Opening School |
| June? | Madaraka day |
| April? | Drama festival |
| August? | Music festival |

Work to do

Fill or stamp or type an activity for each month.

| Month | Activity | | Month | Activity |
|----------|----------|--|-----------|----------|
| January | | | July | |
| February | | | August | |
| March | | | September | |
| April | | | October | |
| May | | | November | |
| June | | | December | |

Days in a month

Activity

How many days are in each month?

2018

| January | | | | | | |
|---------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

| February | | | | | | |
|----------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | | | |

| March | | | | | | |
|-------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

| April | | | | | | |
|-------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | | | | | |

| May | | | | | | |
|-----|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

| June | | | | | | |
|------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa |
| | | | | 1 | 2 | |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

| July | | | | | | |
|------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

| August | | | | | | |
|--------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

| September | | | | | | |
|-----------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | | | | | | |

| October | | | | | | |
|---------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

| November | | | | | | |
|----------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | |

| December | | | | | | |
|----------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

Work to do

1. Which months have 28 days?
2. Which months have 30 days?
3. Which months have 31 days?

Measuring time

Activity

How much time?

Count or point or sign the number of claps as you sing.

National Anthem

Oh God of all creation
 Bless this our land and nation
 Justice be our shield and defender
 May we dwell in unity
 Peace and liberty
 Plenty be found within our borders.

It takes ___ claps to sing the first stanza of the national anthem.

The number of claps is the time taken to sing.

Work to do

Sing or hum or mime or sign the first stanza of the national anthem.

| Count how many? | Number |
|-----------------|--------|
| ①. Claps | |
| ②. Taps | |
| ③. Thumb clicks | |

MEASUREMENT

MONEY

Coins and notes

Activity 1 How much?



10 shillings coin

Activity 2 How much?



50 shillings note.

Work to do

How much?

1



___ shillings.

2



___ shillings

3



___ shilling.

4



___ shillings.

5



___ shillings note.

Coins and notes

Activity 1
How much?



40 shillings coin.

Activity 2
How much?



100 shillings note.

Work to do

How much?

1



___ shillings.

2



___ shillings.

3



___ shillings.

4



___ shillings.

5



___ shillings.

6



___ shilling.

Counting money

Activity 1
How much money?



7 shillings.

Activity 2
How much money?



26 shillings.

Work to do

How much?

1



_____ shillings.

2



_____ shillings.

3



_____ shillings.

4



_____ shillings.

5



_____ shillings.

Counting money

Activity 1

How much money?



60 shillings.

Activity 2

How much money?



71 shillings.

Work to do

How much?

1 _____ shillings.

2 _____ shillings.

3 _____ shillings.

4 _____ shillings.

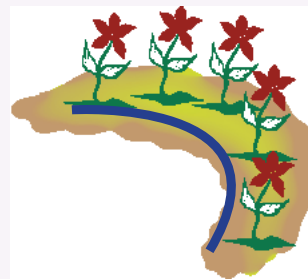
GEOMETRY

LINES

Straight and curved lines

Activity

Identify straight and curved lines.



Work to do

1. Name or point or sign places with curved lines.

2. Name or point or sign places with straight lines.

GEOMETRY

SHAPES

Week 11 Lesson 5

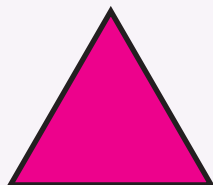
Triangles, Circles and Rectangles

Activity

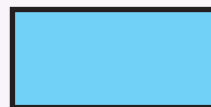
Which shape?



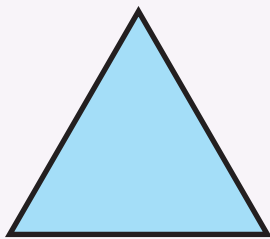
A



B



C



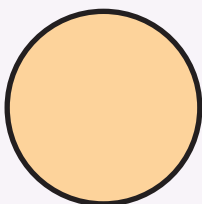
D



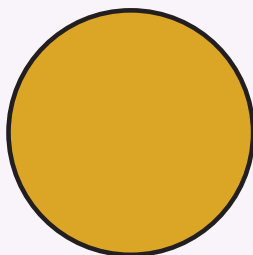
E



F



H



I



G



J

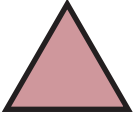
Triangles are A, B, and D.

Circles are E, G, H and I.

Rectangles are C, F and J.

Work to do

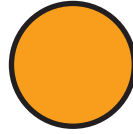
Which shape?



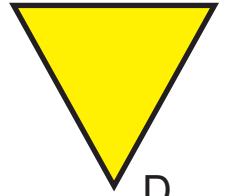
A



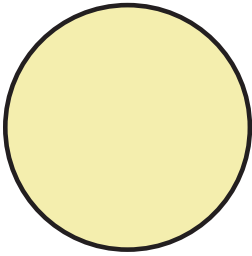
B



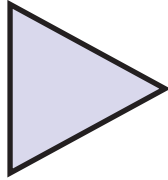
C



D



E



F



G



H



I

1. Triangles are? _____ .

2. Circles are? _____ .

3. Rectangles are? _____ .

I CAN DO 1

1. Read or point or sign the numbers.

16

23

48

35

7

44

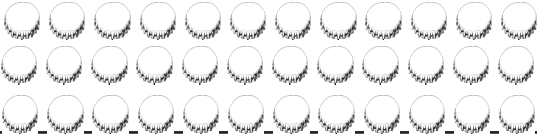
29

34

2

50

2. How many?


| Number | Objects |
|--------|--|
| _____ |  |

3. Count or tap or point or sign forward by 2 from 3 to 47.

4. Count or tap or point or sign backward by 2 from 48 to 2.

5. 23 is _____ tens and _____ ones.

6. Fill in or type or stamp or mount.

| Number | Objects |
|--------|---|
| 6 | _____ |
| _____ |  |

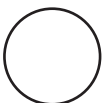
7. Fill in type or stamp or mount the missing number.

3, 8, 13, 18, _____

8. Fill in type or stamp or mount the missing number.

19, 17, 15, 13, _____

9. Which is a half?



A



B



C



D

10. $15 + 4 = \square$

11. $82 + 7 = \square$

12. $22 + 27 = \square$

13. $3 + 4 + 2 = \square$

14. Write or stamp or type or mount the missing number 5, 8, 11, _____, _____

15. $13 - 8 = \square$

16. $33 - 5 = \square$

17.
$$\begin{array}{r} 68 \\ - 3 \\ \hline \end{array}$$

18. $\square - 6 = 3$

19. $19 - \square = 12$

20. Tom has 3 books. Jane has 5 books. How many books do they have altogether?

21. Write or stamp or type or mount as addition.

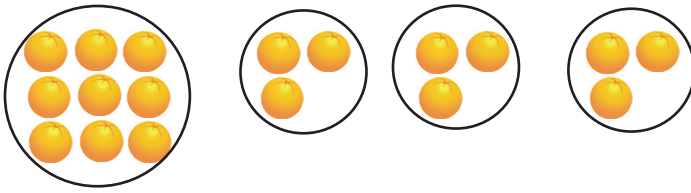
$\triangle\triangle$ and $\triangle\triangle$ and $\triangle\triangle$ is $\begin{array}{c} \triangle\triangle \\ \triangle\triangle \\ \triangle\triangle \end{array}$
----- + ----- + ----- = -----

22. $\begin{array}{c} \circ\circ \\ \circ\circ \end{array}$ and $\begin{array}{c} \circ\circ \\ \circ\circ \end{array}$ is $\begin{array}{c} \circ\circ\circ\circ \\ \circ\circ\circ\circ \end{array}$
----- + ----- = -----

23. $\begin{array}{c} \circ\circ \\ \circ \end{array}$ and $\begin{array}{c} \circ\circ \\ \circ \end{array}$ and $\begin{array}{c} \circ\circ \\ \circ \end{array}$ is $\begin{array}{c} \circ\circ\circ\circ\circ \\ \circ\circ\circ\circ \end{array}$
----- + ----- + ----- = -----

24. $\circ\circ$ and $\circ\circ$ and $\circ\circ$ and $\circ\circ$ is $\begin{array}{c} \circ\circ\circ\circ \\ \circ\circ\circ\circ \end{array}$
----- + ----- + ----- + ----- = -----

25 Share 9 oranges among 3 pupils.



Each pupil gets _____ oranges.

26. $\square \div 2 = 4$

27. $18 \div 3 = \square$

28. $12 \div \square = 3$

29. $24 \div \square = 8$

30. $21 \div 3 = \square$

31. $15 \div \square = 3$

32. Which is **shorter**, **longer** or **same as**?

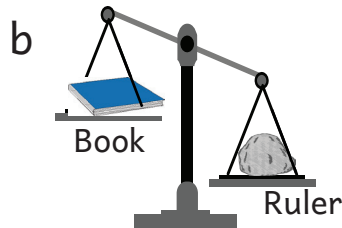
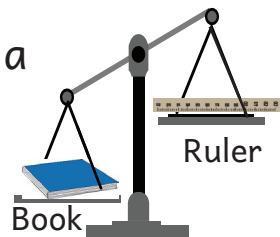


A is _____ B

D is _____ C

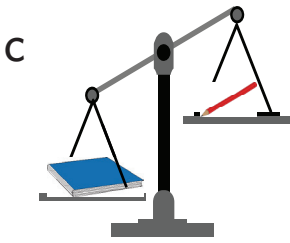
B is _____ C

33. Write or stamp or type or mount **heavier than** or **lighter than** or **same as**.

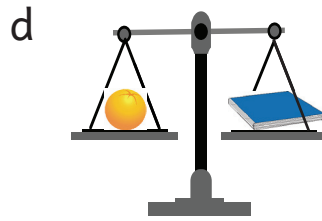


The book is _____ the ruler.

The book is _____ the stone.



The book is _____
the pencil.



The book is _____ the
orange.

34. Which holds more?



Basin



Tin

35. Which holds less?



Kettle

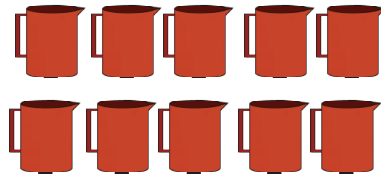


Cup

36. Which holds **more than** , **less than** or **same as**?



Jerican fills _____.



Sufuria is _____.



37. Write or stamp or mount or type the time.



38. Write or stamp or mount or type the time 6 o'clock in the digital face.

| | | |
|--|---|--|
| | : | |
|--|---|--|

39. Look at the calendar. Write or type or stamp or mount the day of the week.

| MAY 2018 | | | | | | |
|----------|--------|---------|-----------|----------|--------|----------|
| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

May 8 _____

May 12 _____

May 23 _____

May 31 _____

May 29 _____

40. Write or stamp or mount or type need or want.

| Item | Need or want |
|-------|--------------|
| Dress | |
| Food | |
| Toy | |
| Ball | |

41. How many?



_____ five shillings coins.



_____ ten shillings coins.



_____ 50 shillings note _____ 40 shillings coin
and _____ ten shilling coin.

42. Which is a straight line?

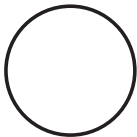


A



B

43. Which is a triangle?



A



B



C



TERM 2

NUMBERS

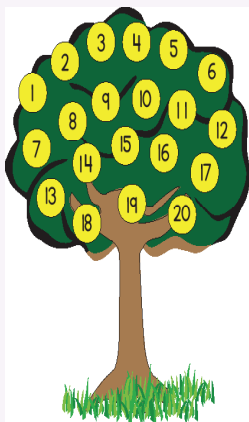
NUMBER CONCEPT

Week 1 Lesson 1

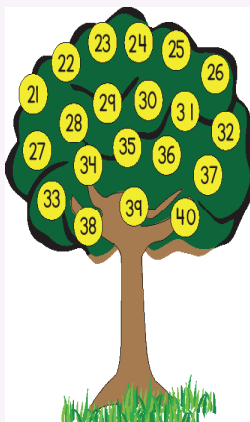
Reading numbers

Activity

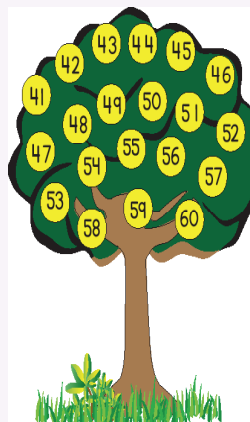
Read or point or sign the numbers.



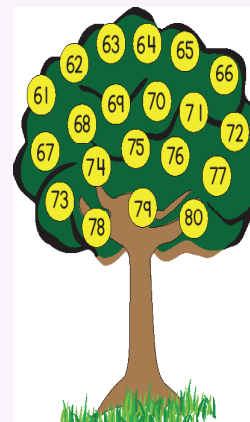
A



B



C



D

Work to do

Which tree has ?

35

53

67

18

15

50

76

33

10

49

77

5

69

46

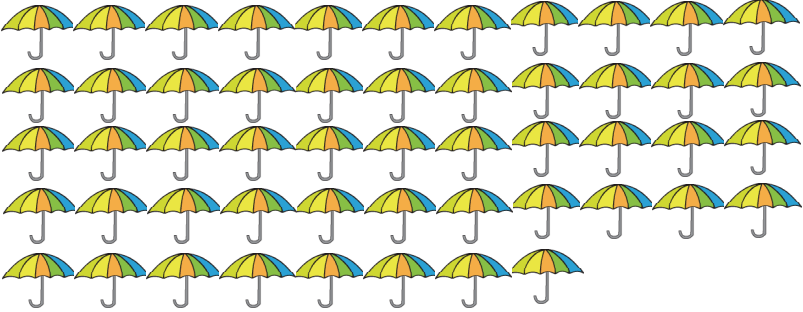

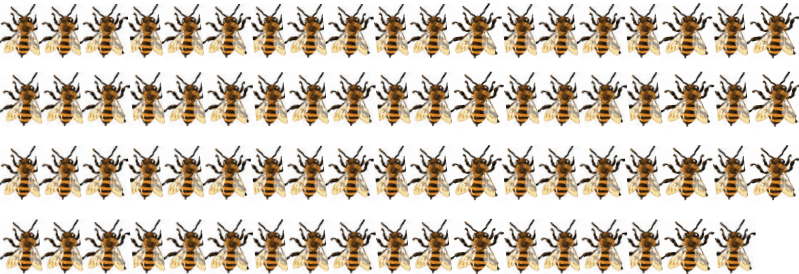
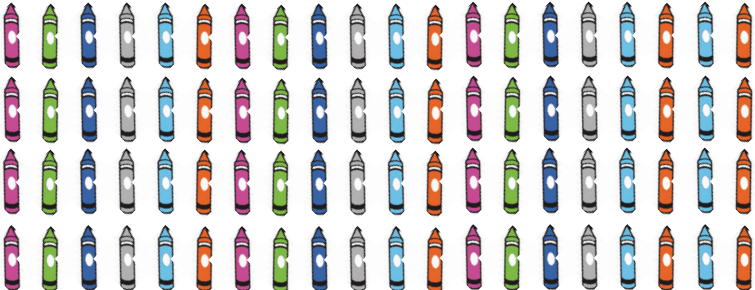
25

2

Numbers and objects



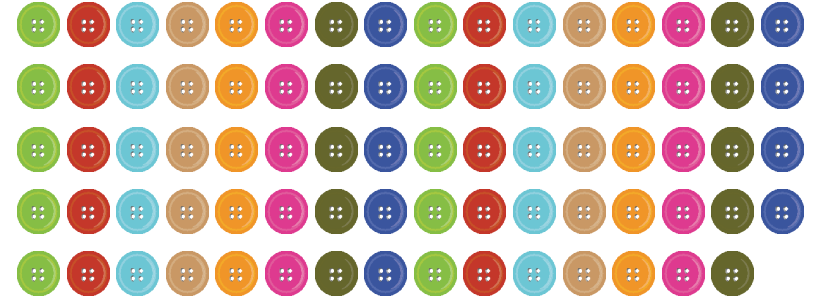
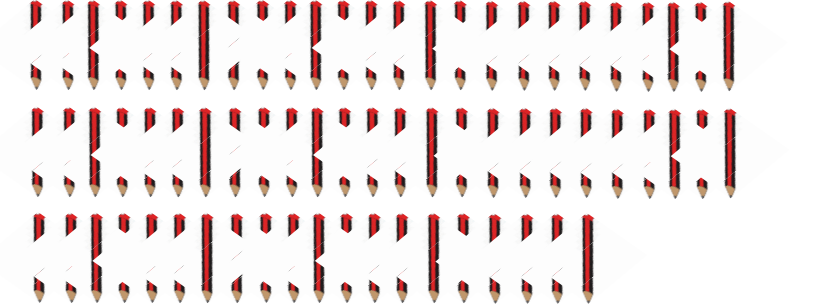
Activity

How many?

| Number | Objects |
|--------|--|
| 52 |  |
| 61 |  |
| 75 |  |
| 80 |  |

Work to do

How many?

| | Number | Objects |
|---|--------|--|
| a | 57 |  |
| b | |  |
| c | |  |
| d | |  |

NUMBERS

WHOLE NUMBERS

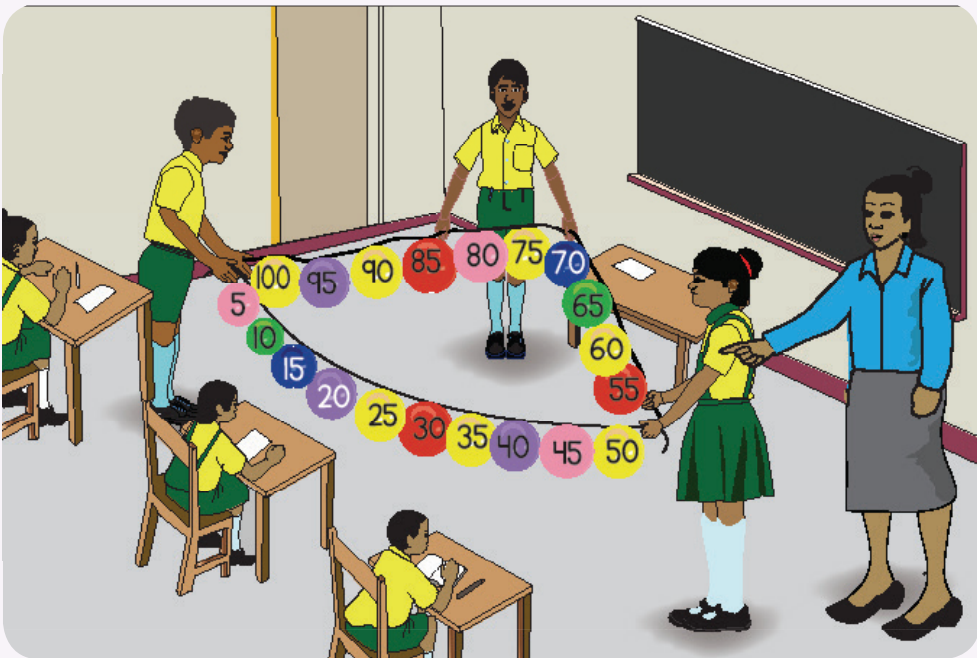
Week 1 Lesson 3

Counting

Activity

Count or point or sign numbers forward by 5 from 5 to 100.

Count or point or sign numbers backward by 5 from 100 to 5.



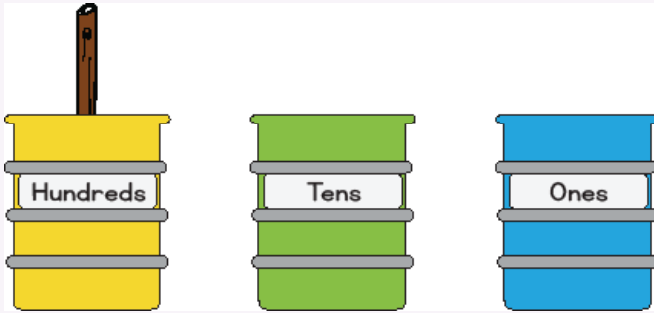
Work to do

1. Count or point or sign numbers forward by 5 from 10 to 100.
2. Count or point or sign numbers backward by 5 from 100 to 10.

Hundreds, Tens and Ones

Activity

100 can be shown using number tins.



1 hundreds

0 tens

0 ones

100 is **1** hundreds **0** tens and **0** ones.

Work to do

How many **hundreds**, **tens** and **ones**?

1. 23 is **0** hundreds **2** tens and **3** ones
2. 36 is ___ hundreds ___ tens and ___ ones
3. 77 is ___ hundreds ___ tens and ___ ones
4. 100 is ___ hundreds ___ tens and ___ ones

Reading and writing numbers

Activity

Read or point or sign and write or stamp or type or mount the numbers in symbols.

| | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| 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 |

Work to do

Read or point or sign and write or stamp or type or mount the numbers in symbols.

| | | | | | | | |
|----|----|----|----|----|----|----|----|
| 73 | 46 | 74 | 29 | 65 | 55 | 38 | 14 |
| 62 | 60 | 53 | 80 | 77 | 52 | 43 | 6 |

Reading and writing numbers

Activity

Read or point or sign and write or stamp or type the numbers in words.

| Number | Word |
|--------|----------|
| 9 | nine |
| 10 | ten |
| 11 | eleven |
| 12 | twelve |
| 13 | thirteen |
| 14 | fourteen |
| 15 | fifteen |

Work to do

Read or point or sign and write or stamp or type or mount the numbers in words.

1. 9 _____

2. 11 _____

3. 12 _____

4. 13 _____

5. 14 _____

6. 15 _____

Number patterns

Activity 1

Write or type or stamp or mount the missing number.

27, 29, 31, 33, _____, 37

Are the numbers decreasing or increasing?

By how many?

Count or point or sign numbers forward by 2

to get the next number 27, 29, 31, 33, 35, 37

Activity 2

Write or stamp or type or mount the missing number. 46, 44, 42, 40, _____, 36

Are the numbers increasing or decreasing?

By how many?

Count or point or sign numbers backward by 2 to get the next number.

46, 44, 42, 40, 38, 36

Work to do

Write or type or stamp or mount the missing number.

1. 24, 26, 28, 30, _____, 34

2. 42, 40, 38, 36, _____, 32

3. 20, 18, 16, 14, _____, 10

4. 17, 15, 13, 11, _____, 7

5. 39, 41, 43, 45, _____, 49

Number patterns

Activity 1

Write or stamp or type or mount the missing number. 60, 65, 70, 75, _____, 85

Are the numbers decreasing or increasing?

By how many?

Count or point or sign numbers forward by 5 to get the next number.

60, 65, 70, 75, 80, 85

Activity 2

Write or stamp or type or mount the missing number. 90, 85, 80, 75, _____, 65.

Are the numbers increasing or decreasing?

By how many?

Count or point or sign numbers backward by 5 to get the next number.

90, 85, 80, 75, 70, 65.

Work to do

Write or stamp or type or mount the missing number.

1. 45, 50, 55, 60, _____, 70
2. 85, 80, 75, 70, _____, 60
3. 100, 95, 90, 85, _____, 75
4. 70, 75, 80, 85, _____, 95
5. 55, 50, 45, 40, _____, 30
6. 30, 35, 40, 45, _____, 55

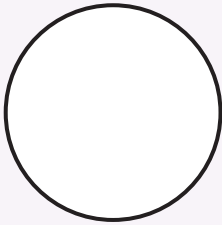
NUMBERS

FRACTIONS

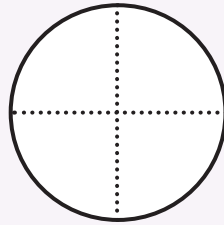
A quarter

Activity

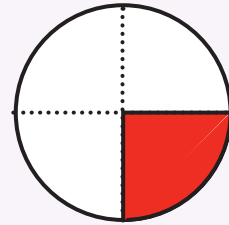
Fold to make a quarter



A whole



Four equal parts



1 out of 4 parts is shaded.

The shaded part is a **quarter** of a **whole**.

Work to do

Make or mount a quarter using circular paper cut-out.

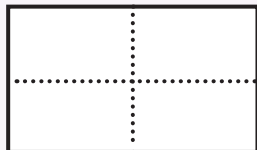
A quarter

Activity

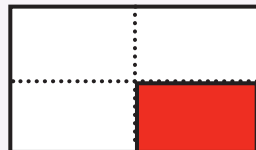
Fold to make a quarter



A whole



Four equal parts



1 out of 4 parts is shaded.
The shaded part is a **quarter** of a **whole**

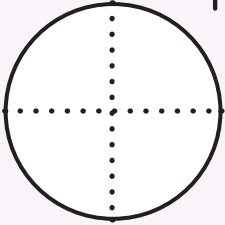
Work to do

Make or mount a quarter using rectangular paper cut-out.

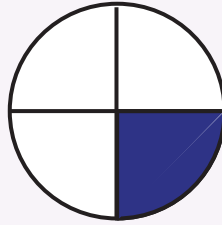
A Quarter ($\frac{1}{4}$)

Activity

A quarter as $\frac{1}{4}$

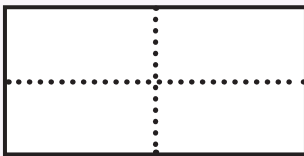


Four equal parts

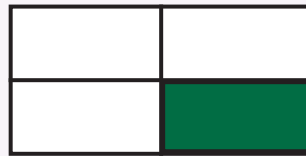


1 out of 4 parts is shaded

This is $\frac{1}{4}$



Four equal parts

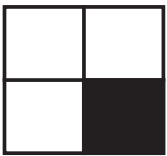


1 out of 4 parts is shaded

This is $\frac{1}{4}$

Work to do

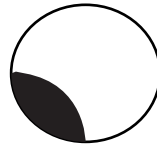
Write or stamp or type or mount $\frac{1}{4}$ where a quarter is shaded.



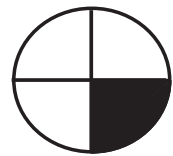
A



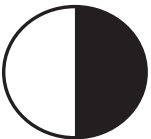
B



C



D



E



F



G

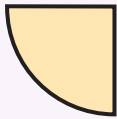
Making a whole

Activity

Match by colour to make a whole.



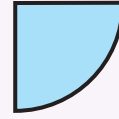
A



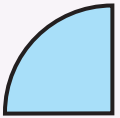
B



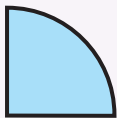
C



D



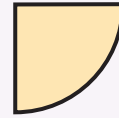
E



F



G



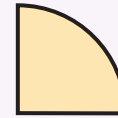
H



I



J



K



L

Work to do

Match paper cut-outs by size to make a whole.

NUMBERS

ADDITION

Add

Activity

What is $14 + 8$?

$$\begin{aligned} 14 + 8 &= 14 + 6 + 2 \\ &= 20 + 2 \\ &= 22 \end{aligned}$$

$$14 + 8 = 22$$

Steps

- Break apart 8 as $6 + 2$.
- Add 6 to 14 to get 20.
- Add 2 to 20 to get 22.

Work to do

Add

1. $19 + 5 = \square$

2. $15 + 8 = \square$

3. $27 + 6 = \square$

4. $38 + 9 = \square$

5. $13 + 9 = \square$

6. $37 + 5 = \square$

Add

Activity

$$\begin{array}{r} \text{Add } 28 \\ + 9 \\ \hline \\ \hline \end{array}$$

Steps

- Write or stamp or type or mount as **ones** and **tens**.

| Tens | Ones |
|----------|----------|
| ① 2 | 8 |
| + | 9 |
| 3 | 7 |

- Add **8 ones** to **9 ones** to get **17 ones**.
- Regroup **17 ones** as **1 ten** and **7 ones**.
- Write or stamp or type or mount **7** in the **ones** place.
- Take the **1 ten** to the **tens** place.
- Add the **tens** as **1 + 2 = 3 tens**.
- Write or stamp or type or mount **3** in the **tens** place.

Work to do

Add

$$\begin{array}{r} \text{①. } 28 \\ + 8 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{②. } 22 \\ + 9 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{③. } 37 \\ + 6 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{④. } 15 \\ + 5 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{⑤. } 34 \\ + 7 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{⑥. } 33 \\ + 9 \\ \hline \\ \hline \end{array}$$

Add

Activity

What is $68 + 5$?

$$68+5 = 68 + 2 + 3$$

$$= 70 + 3$$

$$= 73$$

$$68+5 = 73$$

Steps

- Break apart 5 as $2 + 3$.
- Add 2 to 68 to get 70.
- Add 3 to 70 to get 73.

Work to do

Add

1. $46 + 6 =$

2. $68 + 5 =$

3. $74 + 7 =$

4. $55 + 8 =$

5. $82 + 9 =$

6. $39 + 3 =$

Add

Activity 1

There are 46 trees in a farm. Linda planted 9 more trees. How many trees are there altogether?

Steps

- Write or stamp or type or mount as

| Tens | Ones |
|------|------|
| ① 4 | 6 |
| + | 9 |
| 5 | 5 |

- Add 6 ones to 9 ones to get 15 ones.
- Regroup 15 ones as 1 ten and 5 ones.
- Write or stamp or type or mount 5 in the ones place.
- Take the 1 ten to the tens place.
- Add tens as $1 + 4 = 5$ tens.
- Write or stamp or type or mount 5 in the tens place.

Work to do

Add

$$\begin{array}{r} 1. \quad 42 \\ + \quad 8 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 86 \\ + \quad 9 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 59 \\ + \quad 7 \\ \hline \\ \hline \end{array}$$

- Amina has 18 books. Jane has 7 books. How many books do they have altogether?
- Jesse has 8 fish. He bought 33 more fish. How many fish does he have altogether?

Add

Activity

What is $7 + 5 + 3$?

$$7 + 5 + 3 = \square$$

$$7 + 3 = 10$$

$$10 + 5 = 15$$

$$7 + 5 + 3 = 15.$$

Steps

- Add 3 to 7 to get 10.
- Add 5 to 10 to get 15.

Work to do

Add

1. $4 + 6 + 5 = \square$

2. $3 + 8 + 4 = \square$

3. $9 + 4 + 1 = \square$

4. $7 + 5 + 2 = \square$

5. $6 + 8 + 2 = \square$

6. $3 + 9 + 7 = \square$

Add

Activity

What is $64 + 23$?

$$64 + 23 = \square$$

$$64 + 23 = 87$$

Steps

- Add **4 ones** to **3 ones** to get **7 ones**.
- Add **6 tens** to **2 tens** to get **8 tens**
- Write **7** as **ones** and **8** as **tens**

Work to do

Add

1. $35 + 23 = \square$

3. $16 + 43 = \square$

2. $65 + 31 = \square$

4. $75 + 12 = \square$

5. Musa had 76 camels. He bought 22 more camels. How many camels does he have altogether?
6. Grade two had 34 pupils in term one. In term two, 12 more pupils joined the class. How many pupils are there altogether?

Add

Activity

What is $18 + 27$?

$$18 + 27 = \square$$

$$18 + 27 = 45$$

Steps

- Add **8 ones** to **7 ones** to get **15 ones**.
- Regroup **15 ones** as **1 ten** and **5 ones**.
- Add **tens** as $1 + 1 + 2 = 4$ **tens**.
- Write or stamp or type or mount **5 as ones** and **4 as tens**.

Work to do

Add

1. $17 + 23 = \square$

3. $18 + 34 = \square$

2. $22 + 19 = \square$

4. $16 + 18 = \square$

5. A tailor had 28 shirts. He made 22 more shirts. How many shirts does he have altogether?
6. Grade two pupils planted 25 trees. Grade three pupils planted 18 trees. How many trees did they plant altogether?

Add

Activity

$$\begin{array}{r} \text{Add} \quad 31 \\ + \quad 19 \\ \hline \\ \hline \end{array}$$

Write or stamp or type or mount as **Ones** and **Tens**.

| Tens | Ones |
|------|------|
| 1 3 | 1 |
| + 1 | 9 |
| 5 | 0 |

Steps

- Add **1 ones** to **9 ones** to get **10 ones**.
- Regroup **10 ones** as **1 ten** and **0 ones**.
- Write or stamp or type or mount **0** in the **ones** place.
- Take the **1 ten** to the **tens** place.
- Add **tens** as $1 + 3 + 1 = 5$ **tens**.
- Write or stamp or type or mount **5** in the **tens** place.

Work to do

Add

$$\begin{array}{r} \text{1.} \quad 13 \\ + 19 \\ \hline \\ \hline \end{array} \quad \begin{array}{r} \text{2.} \quad 24 \\ + 17 \\ \hline \\ \hline \end{array} \quad \begin{array}{r} \text{3.} \quad 36 \\ + 14 \\ \hline \\ \hline \end{array} \quad \begin{array}{r} \text{4.} \quad 28 \\ + 15 \\ \hline \\ \hline \end{array}$$

- 5** Mary has 25 bananas. She buys 19 more bananas. How many bananas does she have altogether?
- 6** Mwau had 18 chicken. He bought 23 more chicken. How many chicken does he have altogether?

Number patterns

Activity

Write or type or mount or stamp the missing number in the pattern.

17, 19, 21, 23, ____, 27

There are 2 steps from 17 to 19.

Add 2 to a number to get the next number.

$$17 + 2 = 19$$

$$19 + 2 = 21$$

$$21 + 2 = 23$$

$$23 + 2 = 25$$

The missing number is **25**.

The pattern is 17, 19, 21, 23, **25**, 27.

Work to do

Write or type or mount or stamp the missing number

1. 35, 37, 39, 41, ____, 45.
2. 25, 28, 31, 34, ____.
3. 15, 20, 25, ____, ____, 40.
4. John planted 30 trees on Monday. He planted 35 trees on Tuesday and 40 trees on Wednesday. Using the pattern, how many trees did he plant on Thursday?
5. Jane sold 15 pencils in April. She sold 17 pencils in May and 19 pencils in June. Using the pattern, how many pencils did she sell in July?

NUMBERS

SUBTRACTION

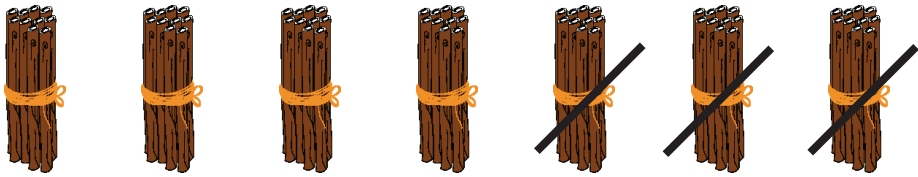
Week 5 Lesson 2

Subtract

Activity

What is $70 - 30$?

70 is 7 tens and 30 is 3 tens.



7 tens take away 3 tens is 4 tens.

4 tens is 40.

$$70 - 30 = 40.$$

Work to do

1. $30 - 10 = \square$

3. $70 - 40 = \square$

2. $50 - 20 = \square$

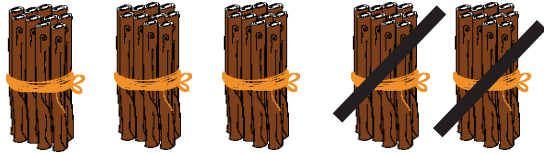
4. $90 - 50 = \square$

5. A father had 40 cows. He gave his daughter 10 cows. How many cows was he left with?
6. Alice had 80 packets of milk. She gave her friends 30 packets. How many packets of milk was she left with?

Subtract

Activity

$$\begin{array}{r} \text{Work out } 50 \\ - 20 \\ \hline \\ \hline \\ \\ 50 \\ - 20 \\ \hline 30 \\ \hline \end{array}$$



5 tens take away 2 tens is 3 tens.
3 tens is 30.

Work to do

| | | | | | | | |
|-----------|---|-----------|---|-----------|---|-----------|---|
| 1. | $\begin{array}{r} 50 \\ - 30 \\ \hline \\ \hline \end{array}$ | 2. | $\begin{array}{r} 40 \\ - 10 \\ \hline \\ \hline \end{array}$ | 3. | $\begin{array}{r} 60 \\ - 20 \\ \hline \\ \hline \end{array}$ | 4. | $\begin{array}{r} 90 \\ - 40 \\ \hline \\ \hline \end{array}$ |
|-----------|---|-----------|---|-----------|---|-----------|---|

- 5.** Salim had 50 fish. He sold 40 fish. How many fish was he left with?
- 6.** Nduku made 30 chapatis. She sold 20 chapatis. How many chapatis remained?

Add and Subtract

Activity

Use addition and subtraction

$$7 + 8 = 15$$

With addition, we write or stamp or type
or mount

$$7 + 8 = 15 \quad \text{and} \quad 8 + 7 = 15$$

With subtraction, we write or stamp
or type or mount

$$15 - 8 = 7 \quad \text{and} \quad 15 - 7 = 8.$$

The numbers 7, 8, 15 make a number family .

Work to do

1. $9 + 5 = 14$
 $14 - \square = 9$

$5 + 9 = \square$
 $14 - 9 = \square$

2. $6 + 8 = \square$
 $14 - 6 = \square$

$8 + 6 = \square$
 $14 - 8 = \square$

3. $8 + 5 = 13$
 $13 - 5 = \square$

$5 + 8 = \square$
 $13 - 8 = \square$

4. $12 + 3 = \square$
 $15 - 3 = \square$

$3 + 12 = \square$
 $15 - 12 = \square$

Subtract

Activity

Write or type or mount or stamp the missing number

$$13 - \square = 5$$

- To get the missing number, subtract the smaller number from the bigger number as

$$13 - 5 = 8$$

- The missing number is **8**.

5, 8, 13 is a number family

$$13 - \boxed{8} = 5$$

Work to do

Write or type or mount or stamp the missing number.

1. $77 - \square = 71$

2. $68 - \square = 63$

3. $29 - \square = 25$

4. $57 - \square = 54$

5. $89 - \square = 81$

6. $95 - \square = 93$

Subtract

Activity

Write or type or mount or stamp the missing number

$$\square - 4 = 6$$

- To get the missing number, add the two given numbers as $4 + 6 = 10$.

$$10 - 4 = 6$$

- The missing number is **10**

Work to do

Write or type or mount or stamp the missing number.

1. $\square - 6 = 21$

2. $\square - 7 = 32$

3. $\square - 3 = 44$

4. $\square - 5 = 42$

5. $\square - 2 = 95$

6. $\square - 4 = 81$

Subtract

Activity

Write or type or mount or stamp the missing number

$$59 - \square = 34$$

- To get the missing number, subtract the smaller number from the bigger number as

$$59 - 34 = 25.$$

$$59 - \boxed{25} = 34$$

- The missing number is **25**.

Work to do

Write or type or mount or stamp the missing number.

1. $34 - \square = 23$

2. $66 - \square = 32$

3. $87 - \square = 45$

4. $28 - \square = 16$

5. $25 - \square = 14$

6. $98 - \square = 64$

Number Patterns

Activity

Write or type or mount or stamp the missing number in the pattern.

39, 37, 35 _____

There are 2 steps from 39 to 27.

Subtract 2 from a number to get the next number,

$$39 - 2 = 37$$

$$37 - 2 = 35$$

$$35 - 2 = 33$$

The missing number is **33**

The pattern is 39, 37, 35, **33**

Work to do

Write or type or mount or stamp the missing number.

1. 28, 26, 24, 22, _____.
2. 49, 48, 47, _____, 45.
3. 30, 25, 20, _____, 10.
4. 50, 40, 30, _____.
5. 40, 38, 36, _____, _____, 30.

NUMBERS

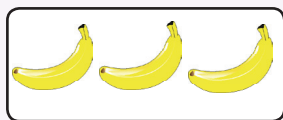
MULTIPLICATION

Week 6 Lesson 4

Multiply

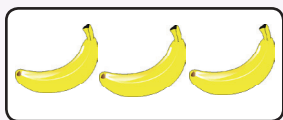
Activity

Multiply by 2



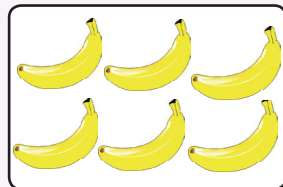
3

and



3

is



6

There are 2 groups each with 3 objects, giving 6 objects.

Write $3 + 3 = 6$ as $2 \times 3 = 6$.

Work to do

Multiply

1. $2 \times 1 = \square$

2. $2 \times 2 = \square$

3. $2 \times 3 = \square$

4. $2 \times 4 = \square$

5. $2 \times 5 = \square$

6. $2 \times 6 = \square$

7. $2 \times 7 = \square$

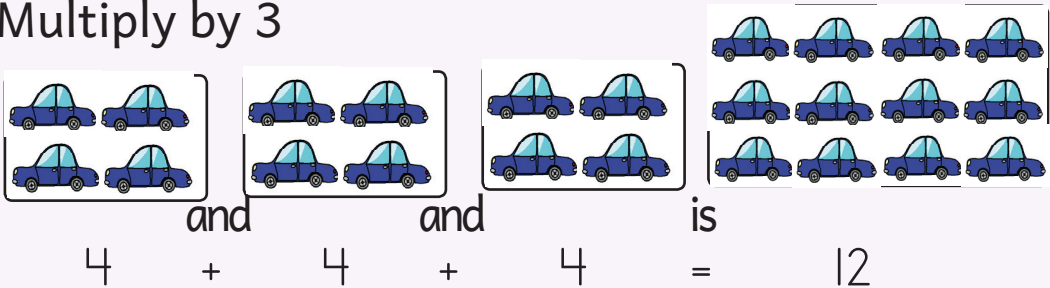
8. $2 \times 8 = \square$

9. $2 \times 9 = \square$

Multiply

Activity

Multiply by 3



There are **3** groups with **4** objects each, giving **12** objects

Write or stamp or type or mount.

$$4 + 4 + 4 = 12 \text{ as } 3 \times 4 = 12.$$

Work to do

Multiply

1. $3 \times 1 = \square$

2. $3 \times 2 = \square$

3. $3 \times 4 = \square$

4. $3 \times 5 = \square$

5. $3 \times 6 = \square$

6. $3 \times 7 = \square$

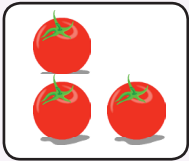
7. $3 \times 8 = \square$

8. $3 \times 9 = \square$

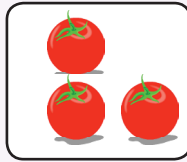
Multiply

Activity

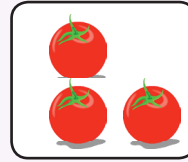
Multiply by 4



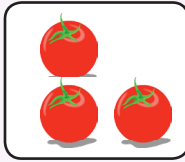
and



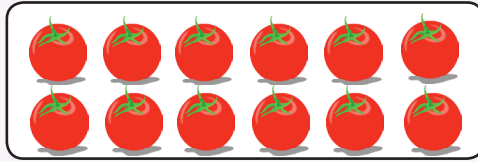
and



and



is



$$3 + 3 + 3 + 3 = 12$$

$$4 \times 3 = 12$$

Work to do

Multiply

1. $4 \times 1 =$
2. $4 \times 2 =$
3. $4 \times 3 =$
4. $4 \times 4 =$
5. $4 \times 6 =$
6. $4 \times 7 =$
7. $4 \times 8 =$
8. $4 \times 9 =$

NUMBERS

DIVISION

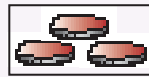
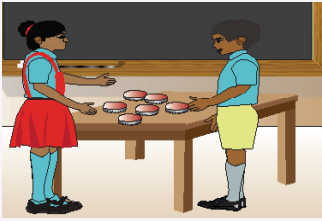
Week 7 Lesson 2

Equal sharing

Activity

Share equally 6 bottle tops between 2 pupils.

Pick one at a time



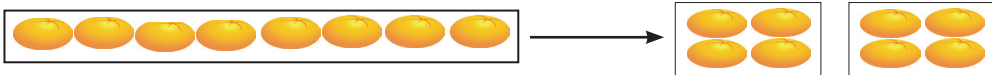
Bottle tops

Each pupil gets bottle tops

Work to do

How many each?

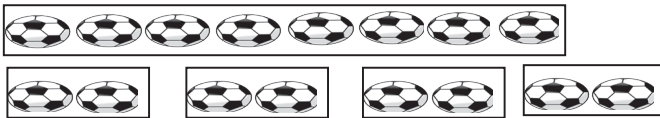
- 1 Share 8 oranges equally between 2 pupils.

Each pupil gets oranges

- 2 Share 6 seeds equally between 2 pupils.

Each pupil gets seeds

- 3 Share 8 balls equally among 4 pupils

Each pupil gets balls.

- 4 Share 15 pebbles equally between 5 pupils

Each pupil gets Pebbles.

Equal grouping

Activity 1

How many groups?

Pick 3 items at a time.



There are 4 groups.

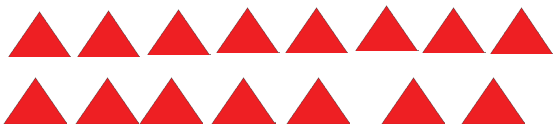
Work to do

How many groups?

1 Pick 2 at a time.



2 Pick 3 at a time.



3 Pick 5 at a time.



4 Pick 4 at a time.



Division '÷' sign

Activity 1



Share equally.



This is $10 \div 2$

Activity 2



Put into 3 equal groups.



This is $6 \div 3$

Work to do

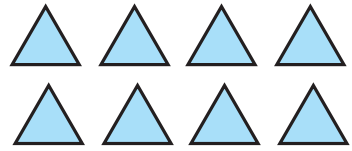
1 □ Share equally to 3 pupils

This is $6 \div 3$



2 Put or mount or stamp
into 2 equal groups.

This is 8 _____ 2

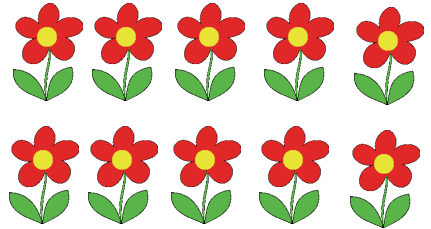


3 Share equally to 2 pupils.

4 _____ 2



4 Put or mount or stamp
type into 5 equal groups.



5 Share equally among 3 pupils

_____ ÷ 3.



Division

Activity 1



Share
equally



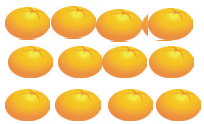
each
gets



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

Work to do

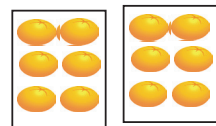
1 Write or stamp or type or mount.



Share
equally



each
gets



$$\boxed{} \div \boxed{} = \boxed{}$$

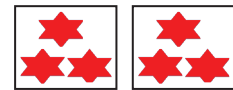
2



Share
equally

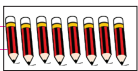


each
gets

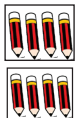


$$\boxed{} \div \boxed{} = \boxed{}$$

3



Put or stamp or mount into 2 equal groups, each group has?



$$\boxed{} \div \boxed{} = \boxed{}$$

4



Put or stamp or mount into 5 equal groups, each group has?



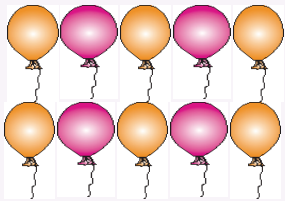
$$\boxed{} \div \boxed{} = \boxed{}$$

Divide

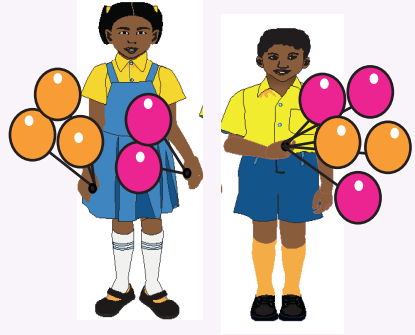
Activity 1

Divide by 2

$10 \div 2 = \square$



share equally



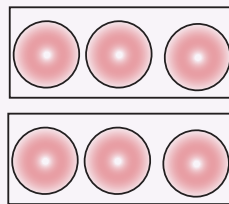
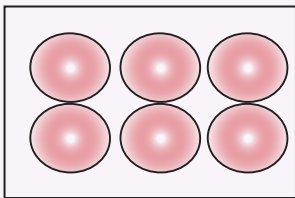
10 shared equally between 2 is 5

$10 \div 2 = \boxed{5}$

Activity 2

Divide by 3

$6 \div 3 = \square$

6 put into groups of 3 is $\boxed{2}$

$6 \div 3 = 2$

Work to do

Divide

1 \square $6 \div 2 = \square$

2 \square $9 \div 3 = \square$

3 \square $8 \div 2 = \square$

4 \square $10 \div 2 = \square$

MEASUREMENT

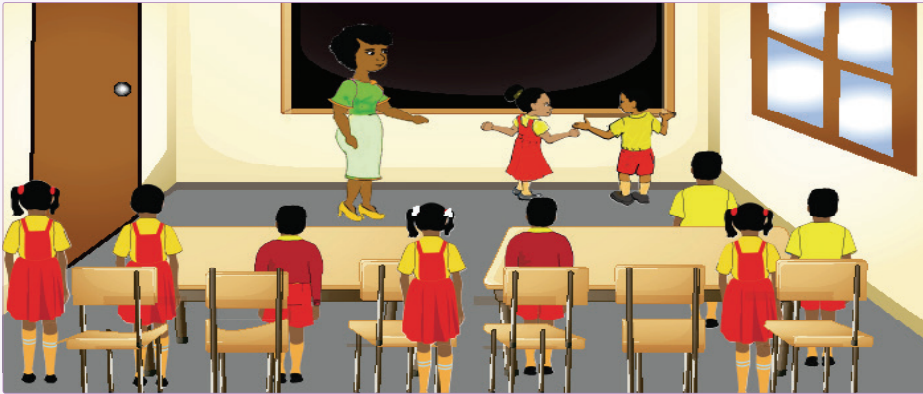
LENGTH

Week 8 Lesson 2

Measuring length

Activity

Measure the length of the chalkboard.



The length of the chalkboard is _____ sticks.

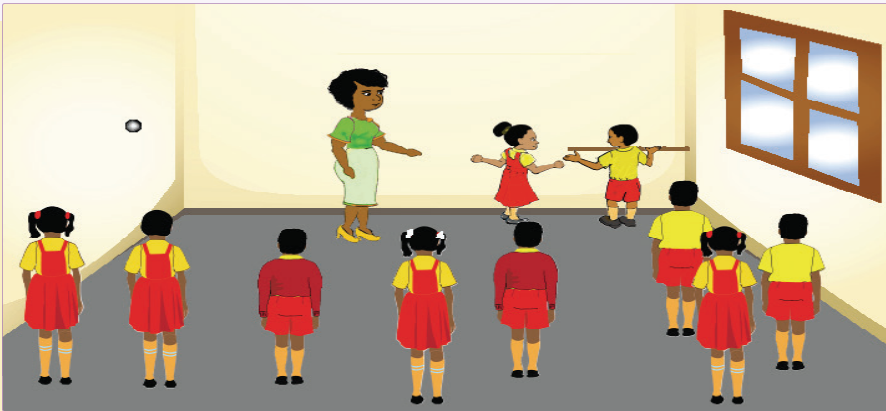
Work to do

| What is the length of the? | Number of sticks | | |
|---|------------------|-------|-----|
| | Blue | White | Red |
| ① <input type="checkbox"/> Longer side of classroom wall | | | |
| ② <input type="checkbox"/> Shorter side of classroom wall | | | |

Measuring length

Activity

Measure the classroom wall using a 1 metre stick.



The classroom wall is ____ 1 metre sticks.

The classroom wall is ____ metres.

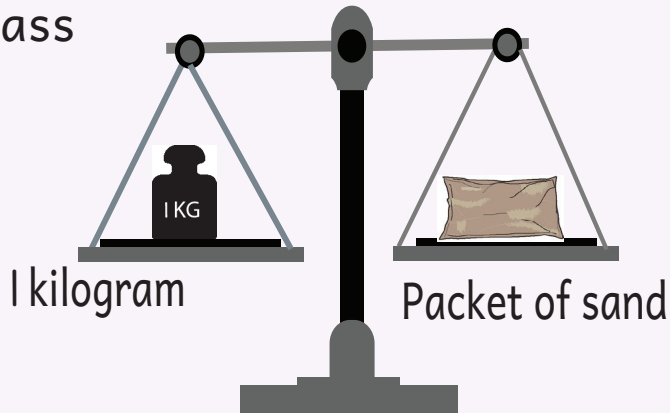
Work to do

| Measure | Number of 1 metre sticks | Length in metres |
|---|--------------------------|------------------|
| 1 <input type="checkbox"/> The Longer side of the classroom wall | | |
| 2 <input type="checkbox"/> The shorter side of the classroom wall | | |
| 3 <input type="checkbox"/> The teacher's table | | |

Measuring mass

Activity

Measure mass



The mass of the sand is 1 kilogram.

We write or type or mount or stamp
kilogram as **kg**.

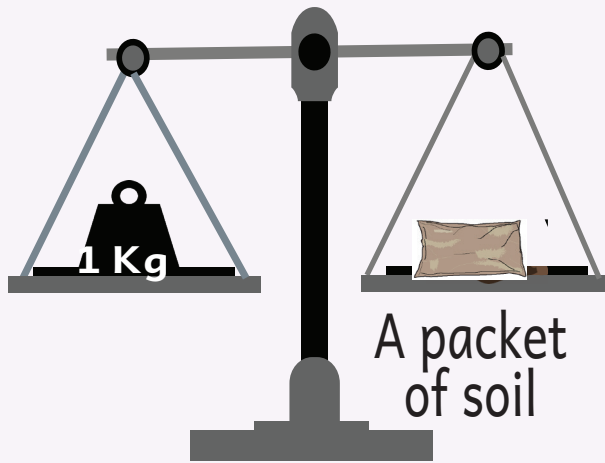
Work to do

Write or type or mount or stamp
things measured in kilograms.

1 kilogram mass

Activity

Use a beam balance to make a 1 kg mass of soil.



Work to do

Use a beam balance to make 1 kg mass of

- 1 Seeds
- 2 Stones
- 3 Sand

MEASUREMENT

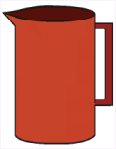
CAPACITY

Week 9 Lesson 1

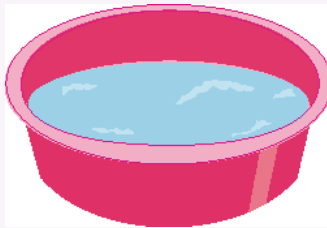
Measuring capacity

Activity

How many jugs full of water will fill the basin?



Jug



Basin

_____ jugs full of water fill the basin.

Work to do

| How many jugs full of water will fill ? | Number of jugs |
|---|----------------|
| ① <input type="checkbox"/> A bucket | |
| ② <input type="checkbox"/> A jerrycan | |
| ③ <input type="checkbox"/> A sufuria | |

Measuring capacity

Activity 1

How many jugs full of water will fill the bucket?



Jug



Bucket

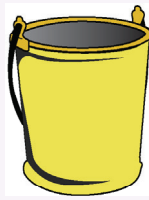
___ jugs of water fill a bucket

Activity 2

How many tins full of water will fill the bucket?



1 litre tin



Bucket

___ tins full of water will fill the bucket.

Work to do

How many?



1 litre tin

fill the



Bucket



Bowl

fill the



Bucket

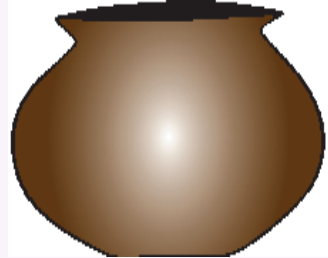
Measuring capacity

Activity

How many litres does the pot hold?



1 - litre tin

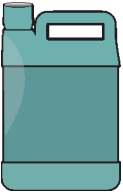
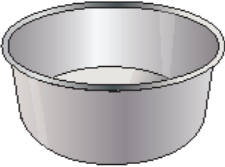



Pot

The pot is filled by _____ 1 litre tins.

The pot is _____ litres.

Work to do

| How many will fill? | Number of 1 litre tins | Capacity in litres |
|---|------------------------|--------------------|
|  | | |
|  | | |
|  | | |

MEASUREMENT

TIME

Week 9 Lesson 4

Measuring time

Activity

How much time?

Count or point or sign the number of nods or taps or stumps.

Wimbo wa taifa

Ee Mungu nguvu yetu
Ilete baraka kwetu
Haki iwe ngao na mlinzi
Natukae na undugu
Amani na uhuru
Raha tupate na ustawi.

It takes ___ nods or taps or stumps to sing the first stanza of the National Anthem

Work to do

Sing or sign or hum or mime or tap the first stanza of the National Anthem.

| Count how many | Number |
|---|--------|
| 1 <input type="checkbox"/> Foot thumps | |
| 2 <input type="checkbox"/> Nods | |
| 3 <input type="checkbox"/> Thumb clicks | |

Measuring time

Activity

Count or point or sign the number of nods or taps or stumps.

National Anthem

Oh God of all creation
Bless this our land and nation
Justice be our shield and defender
May we dwell in unity
Peace and liberty
Plenty be found within our borders.

It takes ___ nods or taps or stumps to sing the first stanza of the National Anthem.

Work to do

Sing or sign or hum or mime or tap a familiar song and count or sign or point the number of nods or taps or stumps.

A clock face

Activity

What is in the picture?



This is a clock face. It has two hands.
The long hand is called **minute hand**.
The short hand is called **hour hand**.
The clock face has the numbers **1 to 12**.

Work to do

Draw or stamp or mount a Clock face.

Show or point the **hour hand** and **minute hand**.

Reading and telling time

Activity 1

Read or point or sign the time.



The time is 6 o'clock

Activity 2




Read or point or sign the time.



The time is 3 o'clock

Work to do

Read or point or sign the time

| Clock | Time |
|--|------|
| <p>1</p>  | |
| <p>2</p>  | |
| <p>3</p>  | |

MEASUREMENT

MONEY

Week 10 Lesson 3

Buying and selling

Activity

Buy and sell

Price list

1. Packet of milk..... 40/-
2. Bread 60/-
3. Exercise book15/-
4. Pencil 10/-
5. Bar soap 20/-
6. Rubber.....5/-

CLASSROOM SHOP



Work to do

How much?

| Item | Price |
|-----------------|-------|
| ① Milk | |
| ② Exercise book | |
| ③ Bread | |
| ④ Pencil | |

Change

Activity 1

How many?



5 shillings coin



5 one shilling coins



10 shillings coin = 2 five shillings coins

Activity 2

How many?



10 shillings coin = 10 one shilling coins



Work to do

How many?

1



_____ five shillings coins.

2



_____ twenty shillings coins.

3



_____ ten shillings coins.

4



_____ five shillings coins.

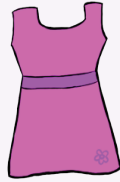
Needs and wants

Activity

Tell or sign or point a need or a want.



Radio



Dress



House



Ball



Food



Car

Work to do

Write or stamp or mount or type need or want.

| Item | Need or want |
|---------|--------------|
| ① Radio | |
| ② Ball | |
| ③ Food | |
| ④ Car | |
| ⑤ House | |
| ⑥ Dress | |

Spending and saving

Activity

How much saving?

Susan



Sh. 55

Job



Sh. 60

Susan bought milk at Sh. 55. Job bought the same type of milk at Sh. 60.

Susan spent sh. 5 less than Job.

Susan saved **Sh. 5**.

Work to do

- 1 Hellen bought a school bag at Sh. 70. Joash bought the same type of bag at Sh.90. How much money did Hellen save?
- 2 Juma and Amina live in the same homestead. Amina paid sh. 30 to school. Juma paid Sh. 20 to the same school. How much money did Juma save?

GEOMETRY

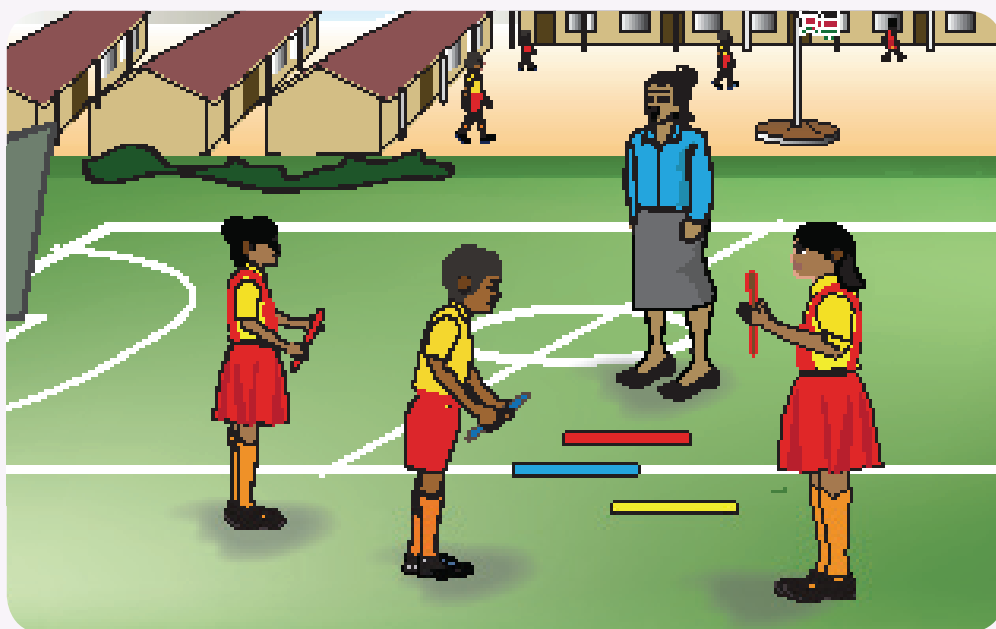
LINES

Week 11 Lesson 2

Making straight lines

Activity

Make or mount straight lines.

**Work to do**

Use plasticine or clay to make or mount straight lines.

Drawing straight lines

Activity

Draw or stamp or mount straight lines.



These are straight lines.

Work to do

Draw or stamp or mount straight lines.

GEOMETRY

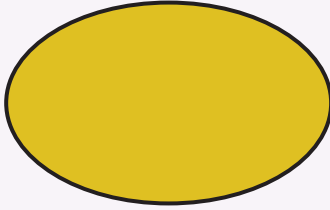
SHAPES

Week 11 Lesson 4

Ovals

Activity

Tell or sign or point the shape.



This is an **Oval** shape.

Work to do

Which is oval?



A



B



C



D



E



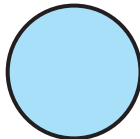
F



G



H



I



J



K

Oval shapes are _____

_____ .

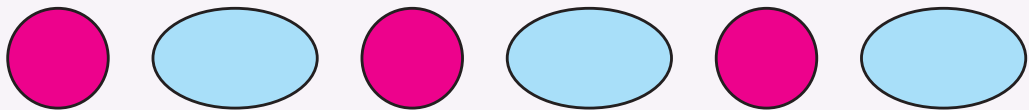
Making patterns

Activity

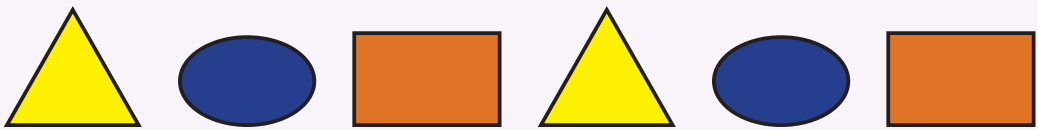
Make or mount patterns.



The pattern is Rectangle/Circle/Rectangle/Circle..



The pattern is Circle/Oval/Circle/Oval



The pattern is Triangle/Oval/Rectangle....

Work to do

Make or mount patterns using paper cut-outs of triangles, circles, rectangles and ovals.

I CAN DO I

1. Read or sign or point the numbers



2. How many?

| Number | Objects |
|--------|---------|
| _____ | |

3. Count or sign or point numbers forward by 5 from 41 to 99.

4. Count or sign or point numbers backward by 5 from 100 to 5.

5. 100 is _____ hundreds _____ tens and _____ ones.

6. Fill in or mount or stamp or type

| Number | Objects |
|--------|---------|
| 11 | _____ |
| _____ | |

7. Fill in or mount or stamp or type the missing number. 64, 69, 74, 79, _____

8. Fill or mount or stamp or type in the missing number. 83, 81, 79, 77, _____

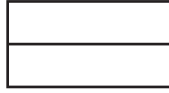
9. Which is a quarter?



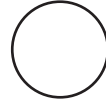
A



B



C



D

10. $17 + 14 = \square$ 11. $16 + 19 = \square$

12.
$$\begin{array}{r} 28 \\ + 29 \\ \hline \\ \hline \end{array}$$

13. $28 + 7 = \square$

14. Daniel planted 19 lemon trees last week. He planted 24 lemon trees this week. How many lemon trees has Daniel planted altogether?

15. 13, 17, 21, 25, _____, _____ .

16. $70 - 50 = \square$

17. Complete the number family.

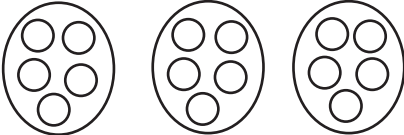
$4 + 8 = \square$ $8 + 4 = \square$


$12 - 4 = \square$ $12 - 8 = \square$

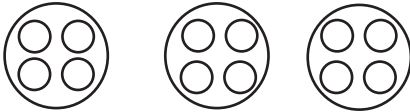
18. $\square - 5 = 8$

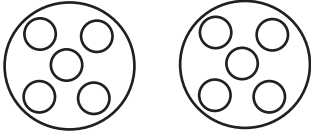
19. $19 - \square = 12$

20. Fill in or stamp or mount or type the missing number in the pattern 70, 68, 66, ____, ____

21.  = $3 \times 5 = \text{-----}$

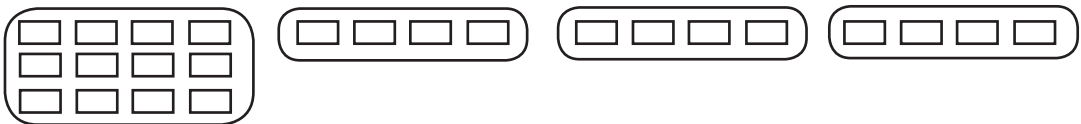
22.  = $3 \times 3 = \text{-----}$

23.  = $3 \times 4 = \text{-----}$

24.  = $2 \times 5 = \text{-----}$

25.  = $4 \times 2 = \text{-----}$

26. Share 12 books among 3 pupils.



Each pupil gets _____ books.

$\square \div 2 = 4$

$18 \div 3 = \square$

$12 \div \square = 3$

$24 \div \square = 8$

$21 \div 3 = \square$

$\square \div 5 = 3$

27. Which is **shorter**, **longer** or **same as**?

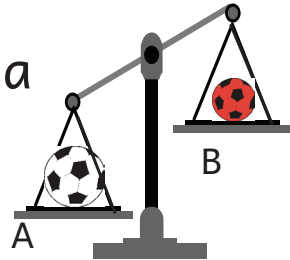


A is _____ B

D is _____ A

B is _____ C

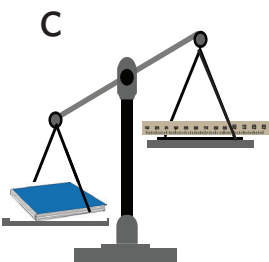
28. Write or stamp or mount or type **heavier** or **lighter** or **same as**.



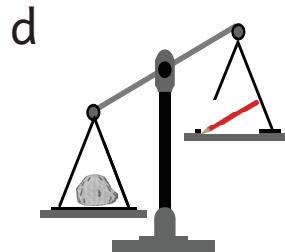
Ball A is _____
ball B



The cup is _____
the stone.



The ruler is _____ the
book.



The pencil is _____ the
stone.

29. Look at the calendar. Write or stamp or mount or type the day of the week.

| SEPTEMBER 2018 | | | | | | |
|----------------|--------|---------|-----------|----------|--------|----------|
| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | | | | | | |

- a) September 9 _____
- b) September 14 _____
- c) September 20 _____
- d) September 24 _____
- e) September 29 _____

30. Write or stamp or mount or type need or want.

| No | Item | Need or want |
|----|---------|--------------|
| 1. | Water | |
| 2. | Food | |
| 3. | Phone | |
| 4. | Bicycle | |

31. How many?

a



_____ one shilling coins.

b



_____ five shillings coins.

c



_____ 50 shillings notes, _____ 20 shillings coin
and _____ 5 shillings coins.

32. Draw or stamp or mount straight line.

33. Complete the pattern.





TERM 3

NUMBERS

NUMBER CONCEPT

Week 1 Lesson 1

Reading numbers

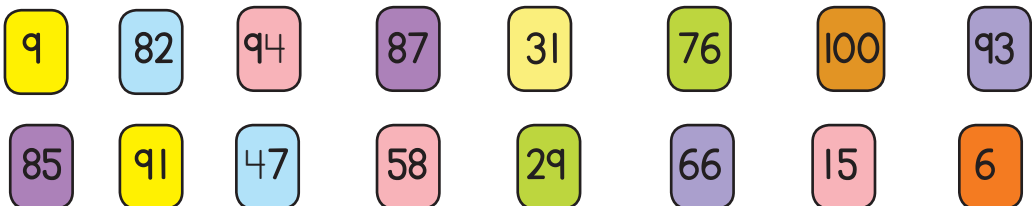
Activity

Read or sign or point the numbers.

| | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|-----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| 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 |

Work to do

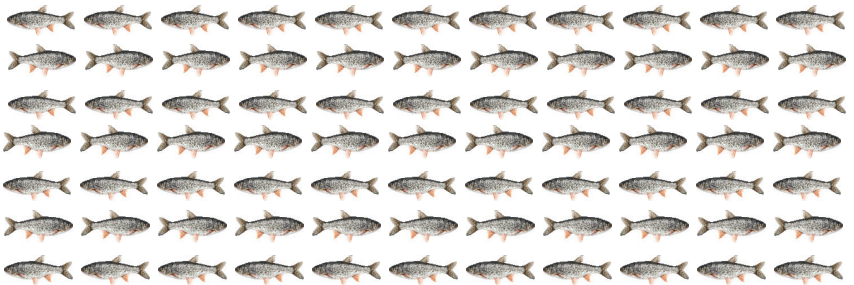
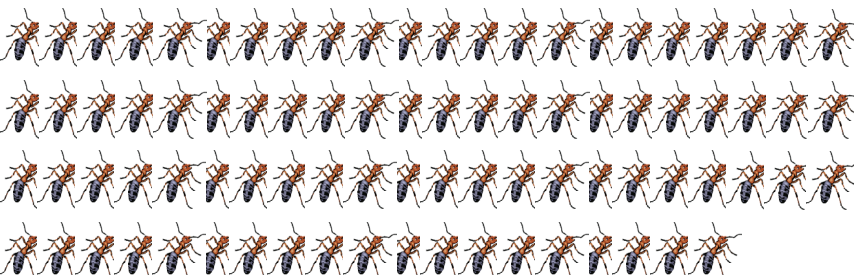
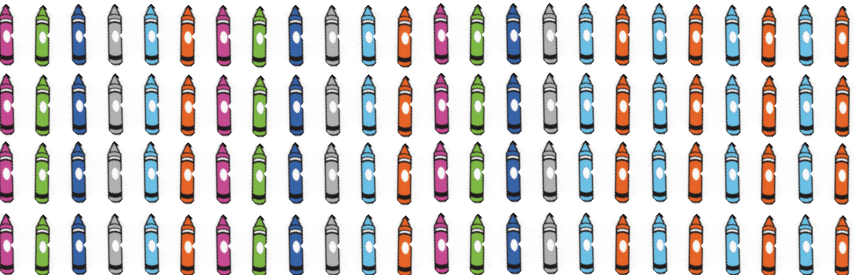
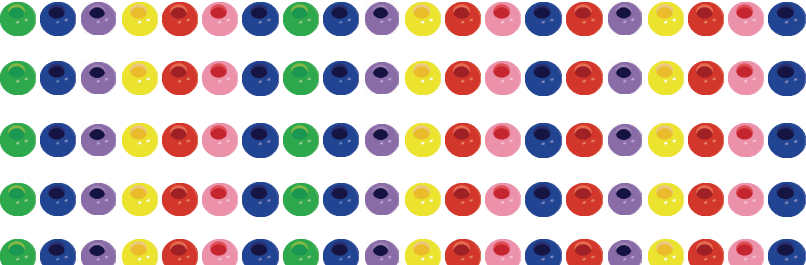
Read or sign or point the numbers.



Numbers using objects

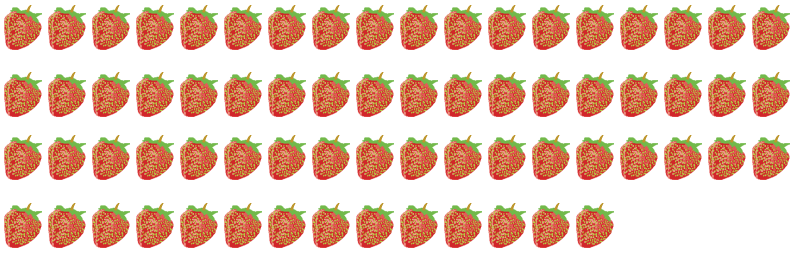
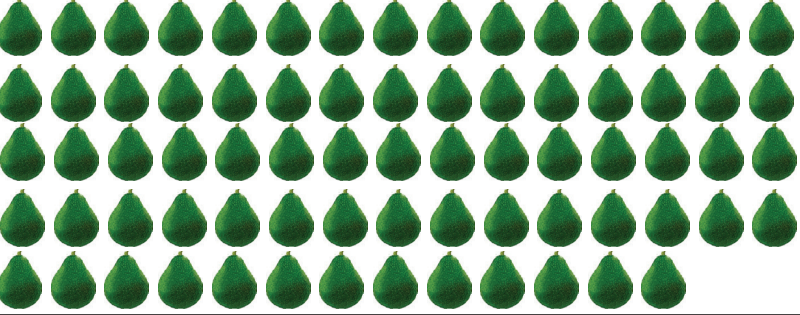
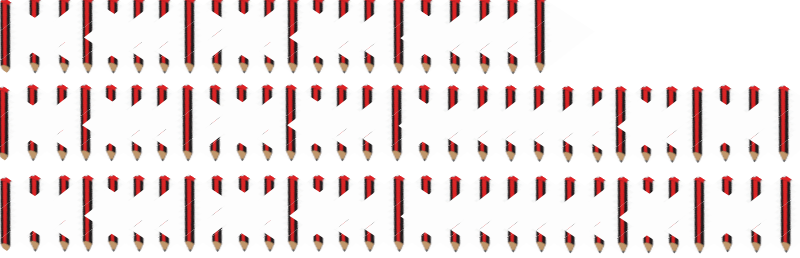
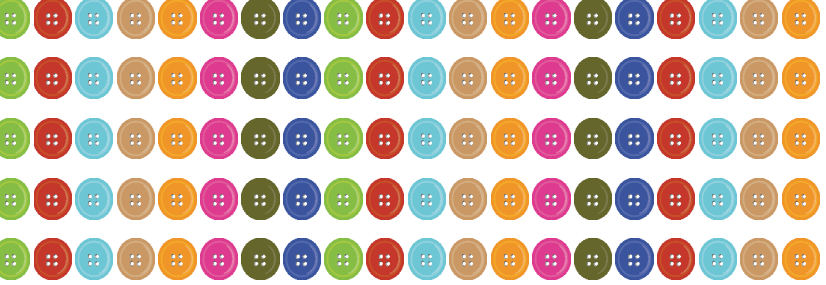
Activity

How many?

| Number | Objects |
|--------|--|
| 77 |  |
| 85 |  |
| 96 |  |
| 100 |  |

Work to do

How many?

| | Number | Objects |
|---|--------|--|
| a | 68 |  |
| b | |  |
| c | |  |
| d | |  |

NUMBERS

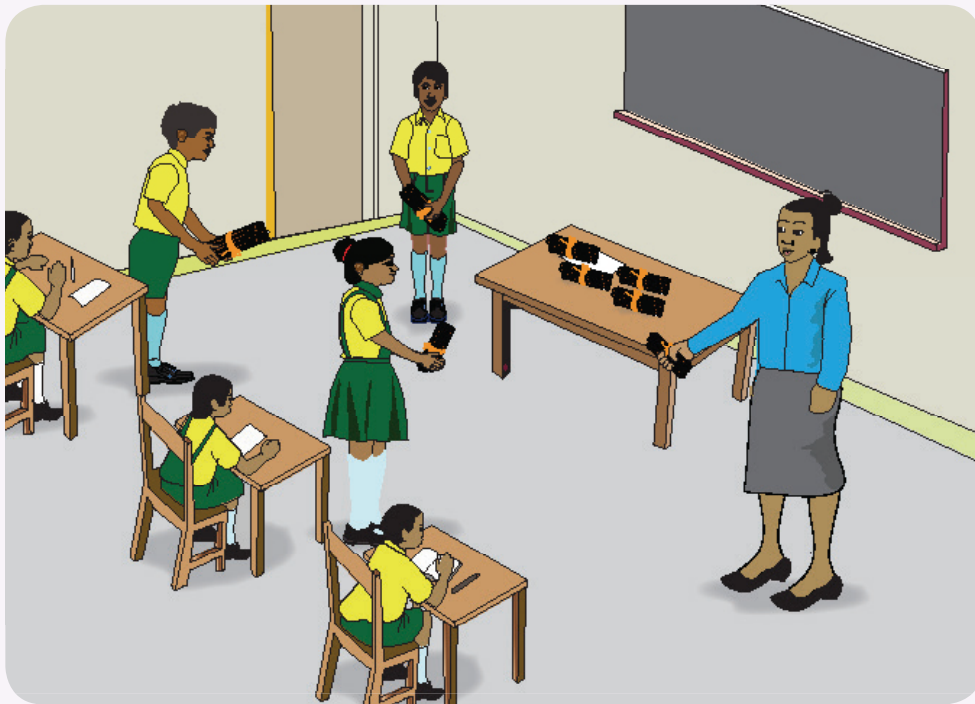
WHOLE NUMBERS

Week 1 Lesson 3

Counting numbers

Activity

Count or point or sign numbers forward by 10 from 10 to 100. Count or point or sign numbers backward by 10 from 100 to 10.

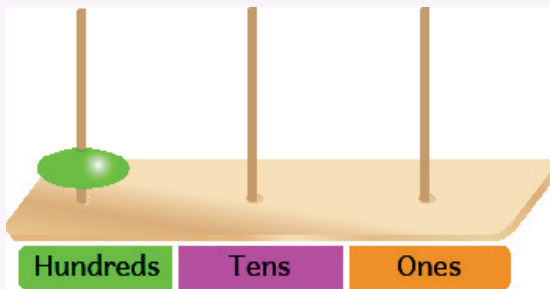
**Work to do**

1. Count or point or sign numbers forward by 10 from 11 to 91.
2. Count or point or sign numbers backward by 10 from 91 to 11.

Hundreds, Tens and Ones

Activity

100 can be shown using abacus.



1 hundreds

0 tens

0 ones

Work to do

How many **hundreds**, **tens** and **ones**?

1. 58 is 0 hundreds 5 tens 8 ones.
2. 81 is hundreds tens ones.
3. 97 is hundreds tens ones.
4. 100 is hundreds tens ones.

Reading and writing numbers

Activity

Read or sign or point and write or stamp or type or mount the numbers in symbols.

| | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|-----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| 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 |

Work to do

Read or point or sign and write or stamp or mount or type the numbers in symbols.

| | | | | | | | |
|----|----|----|----|----|----|-----|----|
| 90 | 67 | 31 | 54 | 88 | 47 | 100 | 51 |
| 91 | 42 | 85 | 24 | 19 | 76 | 50 | 43 |

Reading and writing numbers

Activity

Read or point or sign and write or stamp or mount or type the numbers in words.

| Number | Word |
|--------|-----------|
| 16 | sixteen |
| 17 | seventeen |
| 18 | eighteen |
| 19 | nineteen |
| 20 | twenty |

Work to do

Write or stamp or mount or type the numbers in symbols or words.

1. _____ sixteen

2. 17 _____

3. 18 _____

4. 19 _____

5. _____ twenty

6. 15 _____

Number patterns

Activity 1

Write or stamp or type or mount the missing number. 77, 79, 81, 83, _____, 87

Are the numbers decreasing or increasing?

By how many?

Count or sign or point numbers forward by 2 to get the next number.

77, 79, 81, 83, 85, 87

Activity 2

Write or stamp or type or mount the missing number 92, 90, 88, 86, _____, 82

Are the numbers increasing or decreasing?

By how many?

Count or sign or point backward by 2 to get the next number.

92, 90, 88, 86, 84, 82

Work to do

Write or stamp or type or mount the missing number.

1. 50, 52, 54, 56, _____, 60

2. 69, 71, 73, 75, _____, 79

3. 100, 98, 96, 94, _____, 90

4. 89, 87, 85, 83, _____, 79

5. 59, 61, 63, 65, _____, 69

6. 48, 46, 44, 42, _____, 38

Number patterns

Activity 1

Write or type or stamp or mount the missing number. 20, 30, 40, 50, ____, 70,

Are the numbers decreasing or increasing?
By how many?

Count or or sign or point numbers forward by 10 to get the next number.

20, 30, 40, 50, 60, 70,

Activity 2

Write or type or stamp or mount the missing number. 80, 70, 60, 50, ____, 30

Are the numbers increasing or decreasing?
By how many?

Count or sign or point numbers backward by 10 to get the next number.

80, 70, 60, 50, 40, 30

Work to do

Write or type or stamp or mount the missing number.

1. 40, 50, 60, 70, ____, 90
2. 100, 90, 80, 70, ____, 50
3. 15, 25, 35, 45, ____, 65
4. 95, 85, 75, 65, ____, 45
5. 10, 20, 30, 40, ____, 60
6. 70, 60, 50, 40, ____, 20

NUMBERS

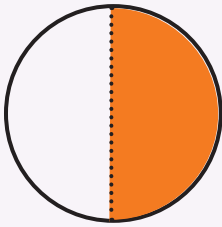
FRACTIONS

A half and a quarter

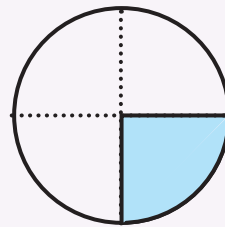
Activity

Which is bigger?

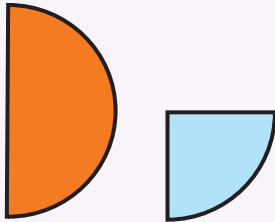
Which is smaller?



A half of
a whole



A quarter of
a whole



A **half** is bigger than a **quarter**.

A **quarter** is smaller than a **half**.

Work to do

Using circular paper cut-outs, fold a half and a quarter.

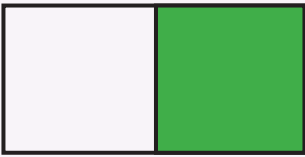
1. Which is bigger?
2. Which is smaller?

A half and a quarter

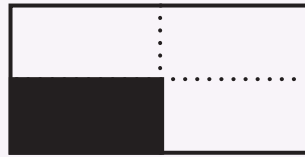
Activity

Which is bigger?

Which is smaller?



A half of a
whole



A quarter
of a whole



A **half** is bigger than a **quarter**.

A **quarter** is smaller than a **half**.

Work to do

Using rectangular paper cut-outs, fold a half and a quarter.

1. Which is bigger?
2. Which is smaller?

Making a half

Activity

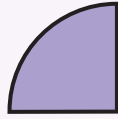
Match by colour to make a half.



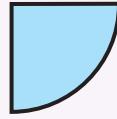
A



B



C



D



E



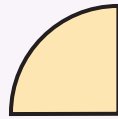
F



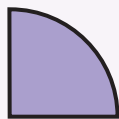
G



H



I



J



K



L

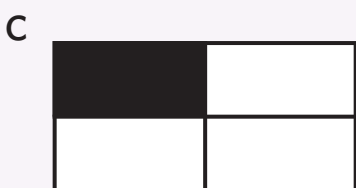
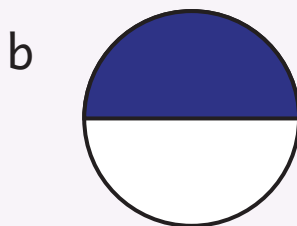
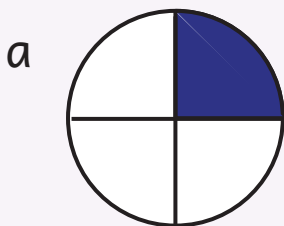
Work to do

Match paper cut-outs by size to make a half.

A $\frac{1}{2}$ and a $\frac{1}{4}$

Activity

Write or type or stamp or mount a $\frac{1}{2}$ or a $\frac{1}{4}$



a is a $\frac{1}{4}$

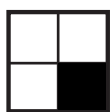
b is a $\frac{1}{2}$

c is a $\frac{1}{4}$

d is a $\frac{1}{2}$

Work to do

Write or type or stamp or mount $\frac{1}{2}$ or $\frac{1}{4}$



NUMBERS

ADDITION

Week 3 Lesson 3

Add

Activity

$$\begin{array}{r} \text{Add} \quad 56 \\ + 43 \\ \hline \end{array}$$

Write or type
or stamp or
mount as **tens**
and **ones**

| Tens | Ones |
|------|------|
| 5 | 6 |
| + 4 | 3 |
| 9 | 9 |

Steps

- Add **6 ones** to **3 ones** to get **9 ones**.
- Write or type or stamp or mount **9** in **ones** place.
- Add **5 tens** to **4 tens** to get **9 tens**.
- Write or type or stamp or mount **9** in **tens** place.

Work to do

Add

$$\begin{array}{r} \text{1.} \quad 47 \\ + 32 \\ \hline \end{array} \quad \begin{array}{r} \text{2.} \quad 53 \\ + 25 \\ \hline \end{array} \quad \begin{array}{r} \text{3.} \quad 62 \\ + 16 \\ \hline \end{array} \quad \begin{array}{r} \text{4.} \quad 71 \\ + 23 \\ \hline \end{array}$$

- 5.** A box has 26 buttons. A tailor put 53 more buttons in the box. How many buttons are in the box altogether?

Add

Activity

What is $38 + 25$?

$$38 + 25 = \square$$

Steps

- Add **8 ones** to **5 ones** to get **13 ones**.
- Regroup **13 ones** as **1 tens** and **3 ones**.
- Write or type or stamp or mount **3** as **ones** .
- Add the **tens** as $1 + 3 + 2 = 6$ **tens**.
- Write or type or stamp or mount **6** as **tens**.

$$38 + 25 = \boxed{63}$$

Work to do

Add

1. $26 + 39 = \square$ 2. $53 + 37 = \square$

3. $45 + 18 = \square$ 4. $76 + 19 = \square$

5. Chalo planted 72 flowers on Monday. On Tuesday he planted 28 more flowers. How many flowers did he plant altogether?
6. In Grade two, there are 56 girls and 37 boys. How many pupils are there in Grade two altogether?

Add

Activity

$$\begin{array}{r} \text{Add} \quad 69 \\ + 24 \\ \hline \\ \hline \end{array}$$

Write or stamp or type or mount as
Ones and Tens

| Tens | Ones |
|------|------|
| ① 6 | 9 |
| + 2 | 4 |
| 9 | 3 |

Steps

- Add **9 ones** to **4 ones** to get **13 ones**.
- Regroup **13 ones** as **1 ten** and **3 ones**. Write or stamp or type or mount **3 ones** in the **ones** place.
- Add tens as $1 + 6 + 2 = 9$ **tens**.
- Write or stamp or type or mount **9** in the **tens** place.

Work to do

Add

$$\begin{array}{r} \text{①.} \quad 73 \\ + 19 \\ \hline \\ \hline \end{array} \quad \begin{array}{r} \text{②.} \quad 37 \\ + 56 \\ \hline \\ \hline \end{array} \quad \begin{array}{r} \text{③.} \quad 45 \\ + 38 \\ \hline \\ \hline \end{array} \quad \begin{array}{r} \text{④.} \quad 63 \\ + 27 \\ \hline \\ \hline \end{array}$$

- Christine had 53 bags of maize. She bought 37 more bags of maize. How many bags of maize does she have altogether?
- In a school, there are 37 tables. The school is given 24 more tables. How many tables are in the school altogether?

Number patterns

Activity

Write or stamp or type or mount the missing number in the pattern.

44, 54, 64, 74, _____ .

There are 10 steps from 44 to 54 .

Add 10 to a number to get the next number.

$$44 + 10 = 54$$

$$54 + 10 = 64$$

$$64 + 10 = 74$$

$$74 + 10 = 84$$

The missing number is **84** .

The pattern is

44, 54, 64, 74, **84** .

Work to do

Write or stamp or type or mount the missing number.

1. 35, 40, 45, ____, 55
2. 52, 56, 60, ____,
3. 87, 90, 93, 96 ____,
4. 73, 75, 77, 79, ____, 83
5. Agnes bought 15 tomatoes on Monday. She bought 20 tomatoes on Tuesday. She bought 25 tomatoes on Wednesday. Using the pattern, how many tomatoes will she buy on Thursday?
6. Richard read 6 pages of a story book on Sunday. He read 9 pages on Monday. On Tuesday he read 12 pages. Using the pattern, how many pages will he read on Wednesday?

NUMBERS

SUBTRACTION

Subtract

Activity

What is $37 - 14$?

$$37 - 14 = \square$$

$$37 - 14 = \boxed{23}$$

Steps

- Subtract 4 **ones** from 7 **ones** to get 3 **ones**.
- Write or stamp or type or mount 3 as **ones**.
- Subtract 1 **ten** from 3 **tens** to get 2 **tens**.
- Write or stamp or type or mount 2 as **tens**.

Work to do

Subtract

1. $27 - 16 = \square$

2. $39 - 14 = \square$

3. $45 - 13 = \square$

4. $35 - 23 = \square$

5. $94 - 50 = \square$

6. $56 - 32 = \square$

Subtract

Activity

$$\begin{array}{r} \text{Subtract } 57 \\ - 26 \\ \hline \\ \hline \end{array}$$

Write or stamp or type or mount as **Ones** and **Tens**

| Tens | Ones |
|----------|----------|
| 5 | 7 |
| - 2 | 6 |
| 3 | 1 |

Steps

- **7 ones** - **6 ones** = **1 ones**.
- Write or stamp or type or mount **1** in **ones** place.
- Subtract the **tens** as **5 - 2** to get **3 tens**.
- Write or stamp or type or mount **3** on **tens** place.

Work to do

Subtract

$$\begin{array}{r} \text{1. } 49 \\ - 27 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{2. } 39 \\ - 21 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{3. } 77 \\ - 23 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{4. } 69 \\ - 61 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{5. } 86 \\ - 43 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{6. } 98 \\ - 36 \\ \hline \\ \hline \end{array}$$

Add and Subtract

Activity

Use addition and subtraction

$$25 + 34 = 59 \text{ and } 34 + 25 = 59$$

With subtraction, we write or stamp or type or mount.

$$59 - 25 = 34 \text{ and } 59 - 34 = 25$$

The numbers 25, 34 and 59 make a number family.

Work to do

Write or stamp or type or mount the missing numbers.

$$\begin{aligned} 1. \quad 32 + 13 &= 45 \\ 45 - \square &= 13 \end{aligned}$$

$$\begin{aligned} 13 + 32 &= \square \\ 45 - 13 &= \square \end{aligned}$$

$$\begin{aligned} 2. \quad 21 + 18 &= \square \\ \square - 21 &= \square \end{aligned}$$

$$\begin{aligned} 18 + 21 &= \square \\ 39 - 18 &= \square \end{aligned}$$

$$\begin{aligned} 3. \quad 46 + 33 &= \square \\ 79 - \square &= 46 \end{aligned}$$

$$\begin{aligned} 33 + 46 &= \square \\ 79 - \square &= 33 \end{aligned}$$

$$\begin{aligned} 4. \quad 57 + 42 &= 99 \\ \square - 57 &= 42 \end{aligned}$$

$$\begin{aligned} 42 + 57 &= \square \\ 99 - \square &= 57 \end{aligned}$$

Subtract

Activity

Write or stamp or type or mount the missing number.

$$\square - 35 = 42$$

Steps

- To get the missing number, add **35** and **42** to get **77**.
- The missing number is **77**

$$\boxed{77} - 35 = 42$$

Work to do

Write or stamp or type or mount the missing numbers.

1. $\square - 16 = 52$

2. $\square - 22 = 33$

3. $\square - 15 = 61$

4. $\square - 23 = 63$

5. $\square - 14 = 74$

6. $\square - 11 = 12$

Number Patterns

Activity

Write or stamp or type or mount the missing number.

79, 76, 73, ____

There are 3 steps from 79 to 76.

Subtract 3 from a number to get the next

number as $79 - 3 = 76$

$$76 - 3 = 73$$

$$73 - 3 = 70$$

The next number is 70.

The pattern is 79, 76, 73, 70.

Work to do

Write or stamp or type or mount the next number

1. 59, 57, 55, 53 ____ .

2. 60, 55, 50, 45 ____, ____ .

3. 90, 80, 70, 60, ____, ____ .

4. In April, 89 people went to hospital. In May, 86 people went to hospital. In June, 83 people went to hospital. Using the pattern, how many people went to hospital in July?

NUMBERS

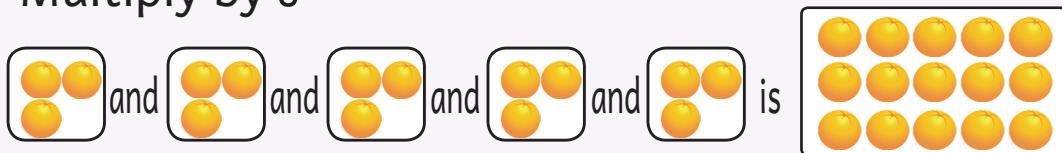
MULTIPLICATION

Week 5 Lesson 2

Multiply

Activity

Multiply by 5



There are 5 groups.

Each group has 3 objects.

There are 15 objects altogether.

Write or stamp or type or mount

$$3 + 3 + 3 + 3 + 3 = 15 \text{ as } 5 \times 3 = 15$$

Work to do

Multiply

1. $5 \times 1 = \square$

2. $5 \times 2 = \square$

3. $5 \times 3 = \square$

4. $5 \times 4 = \square$

5. $5 \times 5 = \square$

6. $5 \times 6 = \square$

7. $5 \times 7 = \square$

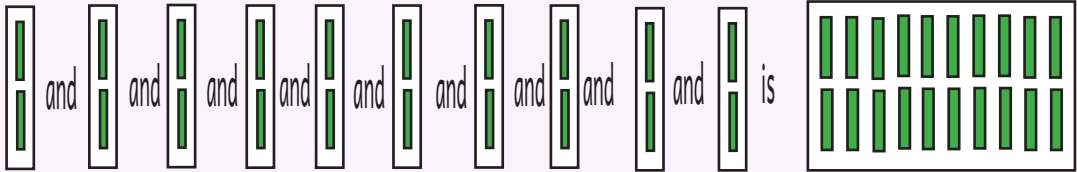
8. $5 \times 8 = \square$

9. $5 \times 9 = \square$

Multiply

Activity

Multiply by 10



There are 10 groups.

Each group has 2 objects.

There are 20 objects altogether.

Write or stamp or type or mount $2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 = 20$

as $10 \times 2 = 20$

Work to do

Multiply

1. $10 \times 1 = \square$

2. $10 \times 2 = \square$

3. $10 \times 3 = \square$

4. $10 \times 4 = \square$

5. $10 \times 5 = \square$

6. $10 \times 6 = \square$

7. $10 \times 7 = \square$

8. $10 \times 8 = \square$

9. $10 \times 9 = \square$

NUMBERS

DIVISION

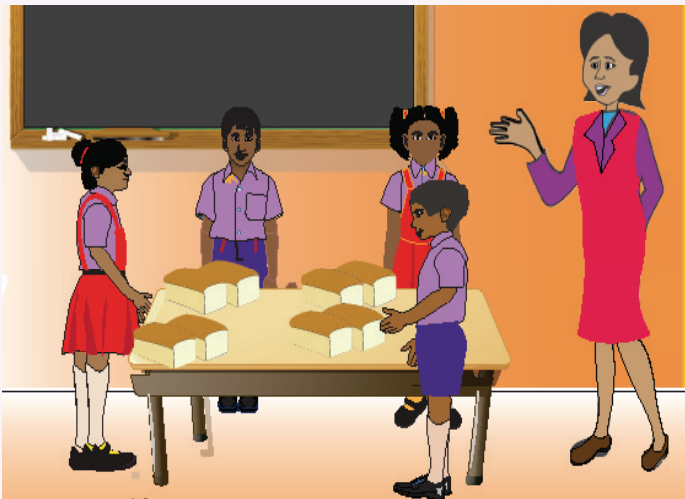
Week 5 Lesson 4

Divide

Activity 1

Divide

$$8 \div 4 = \square$$



$$8 \div 4 = 2$$

Work to do

Divide

$$1 \quad 4 \div \square$$

$$2 \quad 9 \square =$$

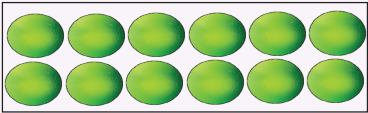
$$3 \quad 8 \div \square$$

$$4 \quad 10 \square =$$

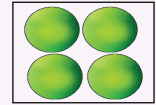
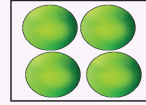
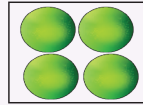
Divide

Activity 1

Teacher Tito shared 12 oranges equally among 3 pupils. How many oranges did each pupil get?



Share
equally



Each pupil gets 4 oranges.

$$12 \div 3 = 4$$

Work to do

① $18 \div 3 = \square$

② $8 \div 4 = \square$

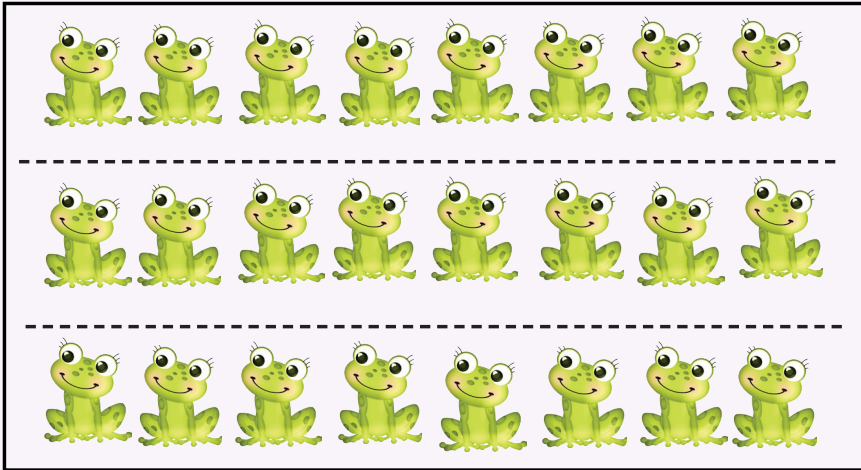
- ③ Ruth shared 15 bananas equally among 3 children. How many bananas did each child get?
- ④ A pupil put 12 exercise books in equal groups of 4. How many groups are there?

Divide

Activity 1

Divide

$$24 \div 3 = \square$$



$$24 \div 3 = 8$$

Work to do

$$1 \quad 21 \div 3 = \square$$

$$2 \quad 24 \div 2 = \square$$

$$3 \quad 15 \div 5 = \square$$

$$4 \quad 20 \div 4 = \square$$

- 5 Mwangi shared 15 exercise books equally among 3 pupils. How many did each pupil get?
- 6 Sifuna has 25 marbles. He wants to share equally among 5 friends. How many does each get?

MEASUREMENT

LENGTH

Week 6 Lesson 2

Measuring length

Activity

Make a 1 metre stick using a metre rule.



Measure the length of the chalkboard using a 1 metre stick.

The length of the chalkboard is ___ 1 metre sticks.

The length of the chalkboard is ___ metres.

Work to do

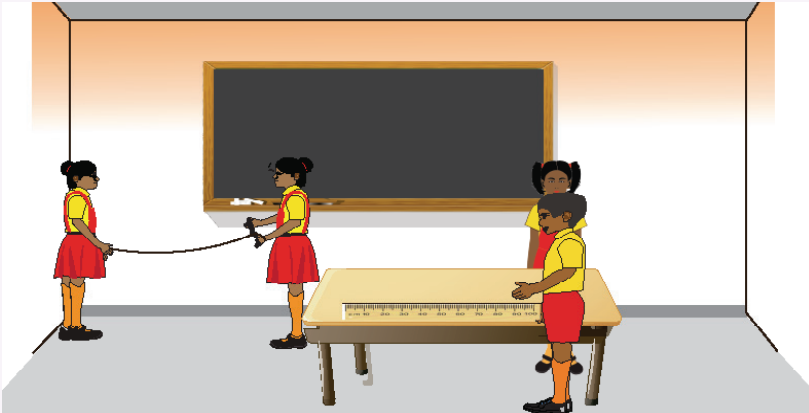
Use your 1 metre stick to measure.

| Use a 1 metre stick to measure. | Number of 1 metre sticks. | Metres |
|---|---------------------------|--------|
| ① <input type="checkbox"/> Length of classroom window | | |
| ② <input type="checkbox"/> Length of the longer side of the classroom | | |

Measuring length

Activity

Make a 1 metre string using a metre rule.



Measure the length of the longer side of the classroom.

The length of the longer side of the classroom is ___ 1 metre strings.

The length of the longer side of the classroom is ___ metres.

Work to do

| Use a 1 metre string to measure. | Number of 1 metre strings. | Metres |
|--|----------------------------|--------|
| 1 <input type="checkbox"/> Length of the teacher's table | | |
| 2 <input type="checkbox"/> Length of the shorter side of the classroom | | |

MEASUREMENT

MASS

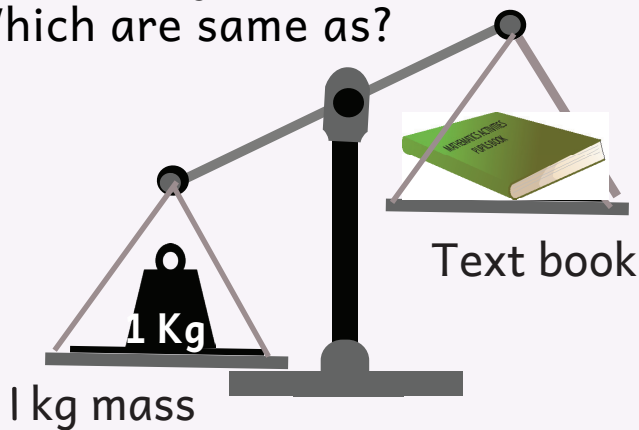
Measuring mass

Activity

Which is heavier?

Which is lighter?

Which are same as?



The text book is lighter than the 1 kg mass.

1 kg mass is heavier than the text book.

___ text books are same as 1 kg mass .

Work to do

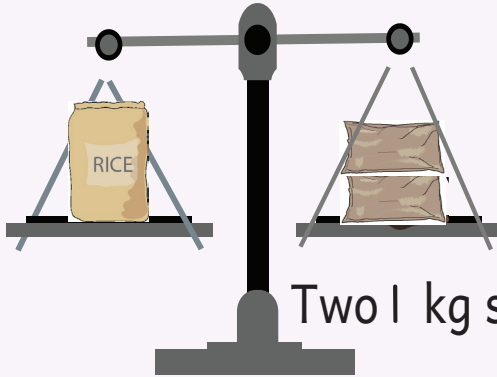
Write or stamp or type or mount **heavier than**, **lighter than** or **same as**.

1. A shoe is _____ 1 kg mass.
2. 1 kg mass is _____ a school bag.
3. A text book is _____ 1 kg mass.
4. 1 kg mass is _____ a box of chalk.

Measuring mass

Activity

Use 1 kg sand bag to measure



Two 1 kg sandbags

The mass of rice is equal to two 1 kg mass of sandbags.

The mass of rice is 2 kgs.

Work to do

| Use 1 kg sandbag to measure. | Mass in kg |
|---|------------|
| 1 <input type="checkbox"/> Potatoes | |
| 2 <input type="checkbox"/> A box of chalk | |
| 3 <input type="checkbox"/> Bean seeds | |

MEASUREMENT

CAPACITY

Week 7 Lesson 1

Measuring capacity

Activity

How many litres can the pot hold?



Pot



1 - litre tin

_____ 1 litre tins of water fill the pot.

The pot holds _____ litres.

Work to do

| Use a 1 litre tin to fill | Number of 1 litre tins | Number of litres |
|---------------------------|------------------------|------------------|
| | | |
| | | |

Measuring capacity

Activity

How many litres can the jerrycan hold?



Jerrycan






1 Litre tin

___ 1 litre tins fill a jerrycan.

The jerrycan is ___ litres.

Work to do

| Use a 1 litre tin to fill | Number of 1 litre tins | Number of litres |
|---|------------------------|------------------|
|  | | |
|  | | |
|  | | |

MEASUREMENT

TIME

Week 7 Lesson 3

Reading and telling time

Activity

What is the time?

11 : 00

6 : 00

The time is 11 O'clock. The time is 6 O'clock.

Work to do

What is the time?

1

3 : 00

_____ O'clock.

2

8 : 00

_____ O'clock.

3

12 : 00

_____ O'clock.

4

10 : 00

_____ O'clock.

5

2 : 00

_____ O'clock.

6

1 : 00

_____ O'clock.

Reading and telling time

Activity




What is the time?



The time is 10 o'clock.

Work to do

Write or stamp or type or mount the time.

| Clock | Time |
|---|------|
| <p>1 <input type="checkbox"/></p>  | |
| <p>2 <input type="checkbox"/></p>  | |
| <p>3 <input type="checkbox"/></p>  | |

MEASUREMENT

MONEY

Week 7 Lesson 5

Goods and services

Activity

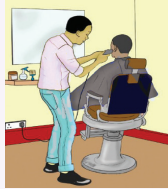
Write or stamp or type or mount good or service.



Shoe making



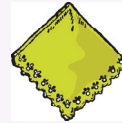
Cup



Hair cutting



Exercise book



Handkerchief



Hair plaiting

Service are shoe making, hair cutting and hair plaiting.

Goods are cup, exercise book and handkerchief.

Work to do

Write or stamp or type or mount good or service.

1. Tailoring
2. Pencil
3. Rubber
4. Cooking
5. Transport
6. Bread

Change

Activity 1

How many?



is



50 shillings note is two 20 shillings coins and one 10 shillings coin.

Activity 2



is



100 shillings note is one 50 shillings note, two 20 shillings coins and one 10 shillings coin.

Work to do

How many?

1



is ___ 50 shillings notes.

2



is ___ 50 shillings note ___ 10 shillings coins.

3



is ___ 10 shilling coins ___ 5 shillings coins.

4



is ___ 20 shilling coins.

GEOMETRY

LINES

Curved lines

Activity

Make or mount curved lines.



Work to do

Use plasticine or clay to make curved lines or mount curved lines.

Drawing curved lines

Activity

Draw or stamp or mount curved lines.



Work to do

1. Write or stamp or type or mount letters of the alphabet in a curved formation.
2. Write or stamp or type or mount numbers in a curved formation.

GEOMETRY

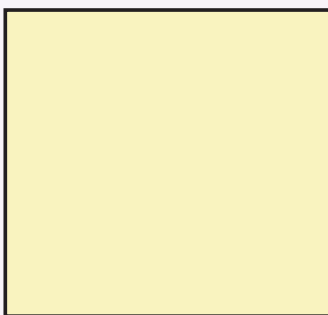
SHAPES

Week 8 Lesson 4

Squares

Activity

Name or point or sign the shape.

This is a **square**.

Work to do

Which are squares?



A



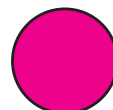
B



C



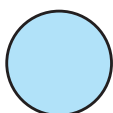
D



E



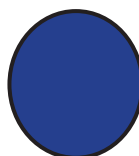
F



G



H



I



J



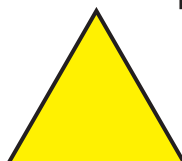
K



L



M



N



O

Squares are _____, _____, _____, _____, _____.

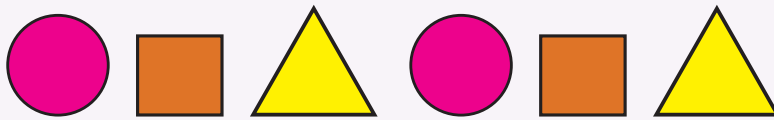
Making patterns

Activity

Make or mount patterns.



The pattern is Rectangle/Oval/ Rectangle



The pattern is Circle/Square/Triangle.....



The pattern is Triangle/Circle/Square/Oval.....

Work to do

Make or mount patterns using paper cut-outs of squares, triangles, circles, rectangles and ovals.

I CAN DO 3

1. Read or sign or point the numbers



2. How many?

| Number | Objects |
|--------|---------|
| _____ | |

3. Count or point or sign numbers forward by 10 from 11 to 99

4. Count or point or sign backward by 10 from 100 to 10

5. 84 is _____ hundreds _____ tens _____ ones

6. Fill in or type or stamp or mount

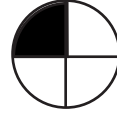
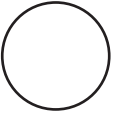
| Number | Objects |
|--------|---------|
| _____ | |
| 18 | _____ |

7. Fill in or mount or type the missing number

34, 44, 54, 64, _____

8. Fill in or type or stamp or mount the missing number
97, 95, 93, 91, _____

9. Which shape is shaded $\frac{1}{2}$ or $\frac{1}{4}$?



Addition

10. $38 + 27 = \square$

11.

$$\begin{array}{r} 55 \\ + 39 \\ \hline \\ \hline \end{array}$$

12. Kigen has 35 beads. His sister gives him 42 beads.
How many beads does Kigen have altogether?

13. Wafula has 35 goats. Nekesa has 25 goats.
How many goats do they have altogether?

14. Write or stamp or type or mount the missing numbers. 47, 57, 67, _____, _____, 97.

15. $52 - 31 = \square$

16.
$$\begin{array}{r} 95 \\ - 32 \\ \hline \\ \hline \end{array}$$

17. Complete the number family.

$9 + 6 = \square$ $6 + 9 = \square$

$15 - 9 = \square$ $15 - 6 = \square$

18. Fill or type or stamp or mount in the missing number.

$\square - 15 = 27$

19. 8, 12, 16, 20, _____, _____.

20. There are 44 people in birthday party.
If 21 people leave the party. How many people are left?

Multiplication

21. $2 \times 3 = \square$

22. $1 \times 4 = \square$

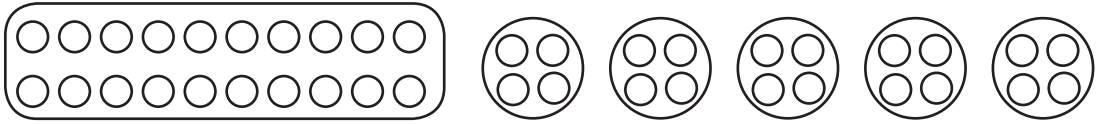
23. $4 \times 3 = \square$

24. $3 \times 5 = \square$

25. $2 \times 4 = \square$

26. $5 \times 2 = \square$

27 Share 20 books equally among 5 pupils



28. Divide

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

$$14 \div 7 = \square$$

$$10 \div \square = 2$$

$$18 \div 3 = \square$$

$$12 \div 4 = \square$$

$$12 \div 2 = \square$$

29. Which is **shorter**, **longer** or **same as**?

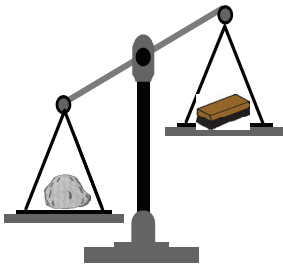


A is _____ D

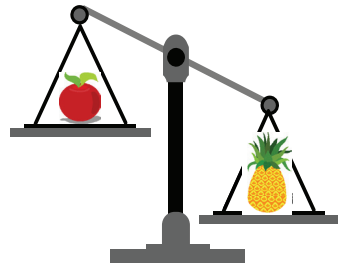
B is _____ C

D is _____ B

30. Write or stamp or type or mount **heavier than** or **lighter than** or **same as**

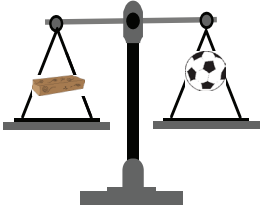


The stone is _____
the duster

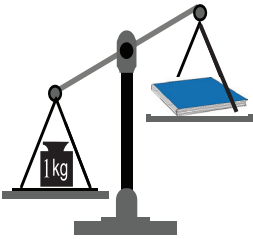


The apple is _____
the pineapple

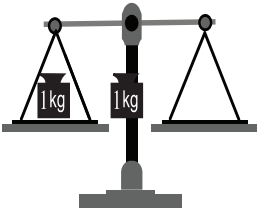
31. Which is **heavier than**, **lighter than** or **same as** ?



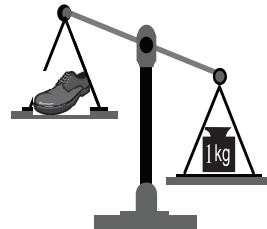
The block of wood is _____ as the ball



The 1 kg mass is _____ the book.



The 1 kg mass is _____
the 1 kg mass.



The shoe is _____
the 1 kg mass.

32. Which holds more?



33. Which holds less?



34. Write or type or stamp or mount **more than** , **less than** or **same as**



fills



fills



Bucket A holds _____ as bucket B

35. What is the time?



36. Write or stamp or mount or type the time 12 o'clock in the digital face. :

37. Look at the calendar. Write or stamp or mount or type the day of the week.

| OCTOBER 2018 | | | | | | |
|--------------|--------|---------|-----------|----------|--------|----------|
| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

- a) October 5 _____
 b) October 11 _____
 c) October 14 _____
 d) October 20 _____
 e) October 31 _____

38. Write or stamp or type or mount **good** or **service**.

| Item | Good or service |
|-----------|-----------------|
| Tailor | |
| Bread | |
| Transport | |
| Rubber | |

39. How many?



_____ five
shillings coins.



_____ ten
shilling coins.



_____ 20 shillings notes. _____ 10 shillings coin
and _____ 5 shillings coins.

40. Draw or stamp or mount a curved line.

41. Complete the pattern.

