South Sudan

GRADE 1

Community Girl School

Mathematics

Grade 1

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FOREWORD

I am delighted to write the foreword for this book. The Ministry of General Education and Instruction (MoGE&I) has developed the Community Girls School (CGS) textbooks based on the National Curriculum of South Sudan.

The textbook was written to help learners develop the background knowledge and understanding in the subject. It is intended largely to serve as a source of knowledge and understanding of the subject concerned, but not to be considered as a summary of what learners ought to study.

The National Curriculum is a competency based and learner-centered that aims to meet the educational needs and aspirations of the people of South Sudan. Its aims are manifold: (a) Good citizenship (b) successful lifelong learners, (c) creative, active and productive individuals; and (d) Environmentally responsible members of our society.

This textbook was designed by subject panelists to promote the learners'attainment of the following competencies; critical and creative thinking, communication, cooperation, culture and identity.

No one can write a book of this kind without support from colleagues, friends and family. Therefore, I am pleased to register my thanks to Dr Kuyok Abol Kuyok, the Undersecretary of the Ministry, who emphasized the importance of Alternative Education System (AES) and approved the development of its textbooks.

I also want to record my thanks to Ustaz Omot Okony Olok, the Director General for Curriculum Development Centre (CDC) and Ustaz Shadrack Chol Stephen, the Director General for Alternative Education Systems (AES) who worked tirelessly with thesubject panelists to develop the textbooks.

Lastly, but not least, my greatest thanks and appreciation must go to the Global Partnership for Education (GPE) and UNICEF-South Sudan for without their support and partnership this textbook would not have seen light.

Hon. Awut Deng Acuil, MP
Minister,
Ministry of General Education and Instruction
Republic of South Sudan, Juba

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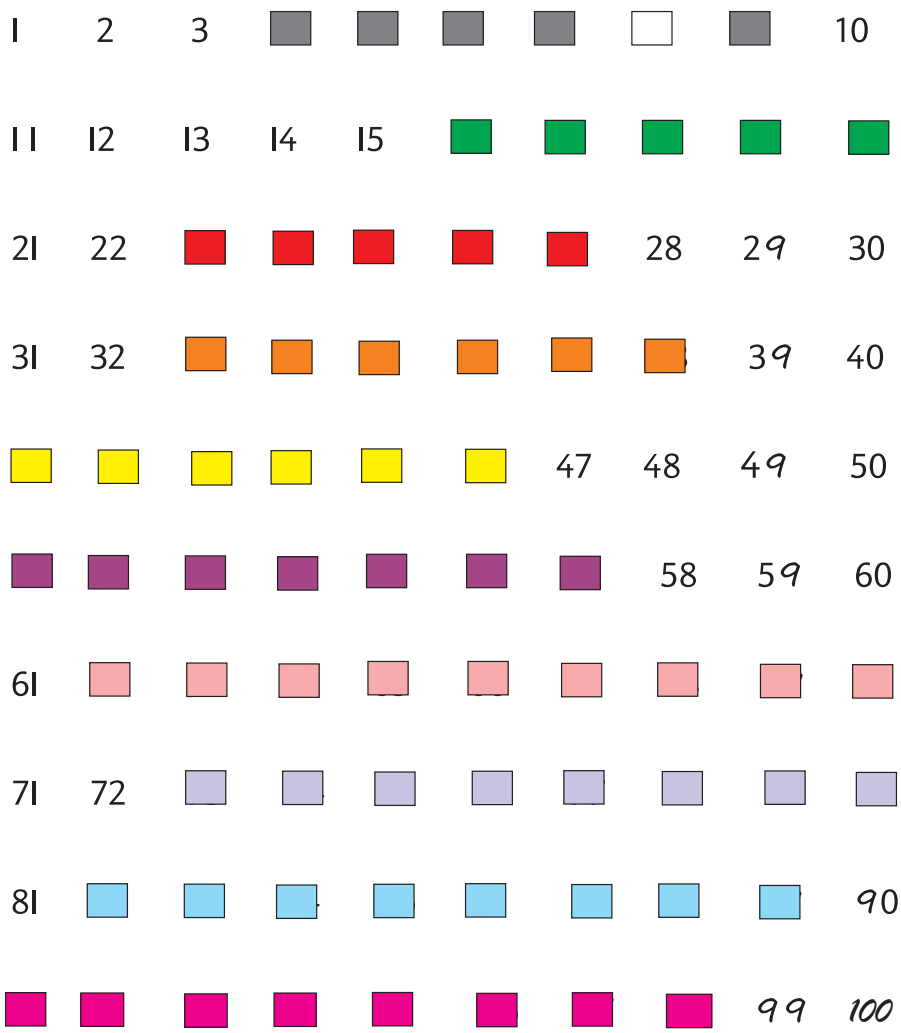
1.1: Count numbers (1- 100)

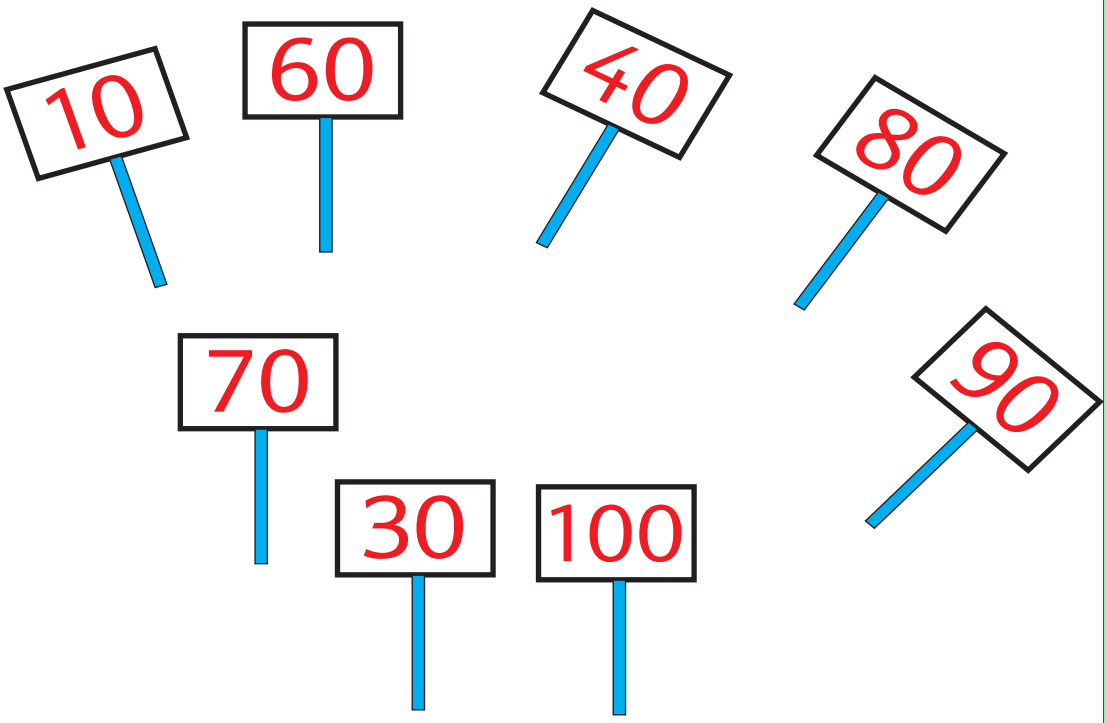
Activity 1: Whole class count loudly and filling themissing numbers from 1-100



Activity 2: **In pairs learners say the missing number**

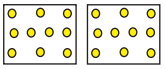
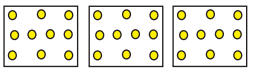
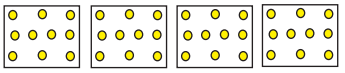
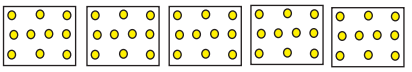
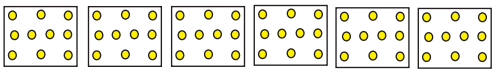
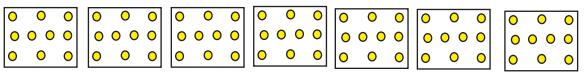
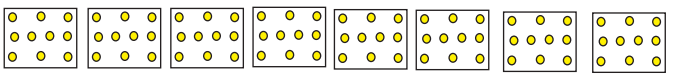
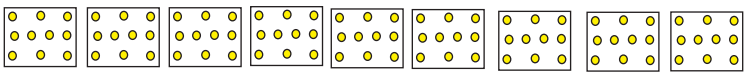
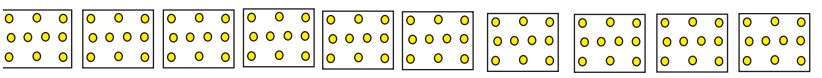
1	2		4		6		8		10
		13		15		17		19	
	22		24		26		28		30
31			34		36		38		
		43		45				49	
51		53			56		58		60
	62		64			67		69	
71			74		76		78		
81		83		85		87		89	
91		83			96		98		100

Activity 3: In group, Let the learners read numbers on the flash cards



233

Activity 4: **Individually Learners count the tenth and the numbers alongside**

	10 Ten
	20 Twenty
	30 Thirty
	40 Forty
	50 Fifty
	60 Sixty
	70 Seventy
	80 Eighty
	90 Ninety
	100 Hundred

Activity 5: **individually Learner identify and say the smaller number and the bigger number**

1.	78	50	2.	53	96
3.	23	16	4.	58	61
5.	99	42	6.	76	79
7.	15	33	8.	12	11
9.	56	68	10.	17	39

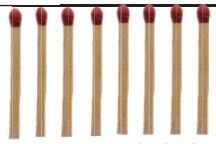
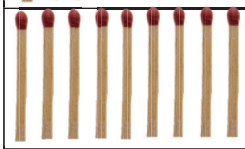
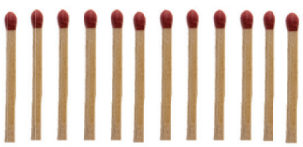
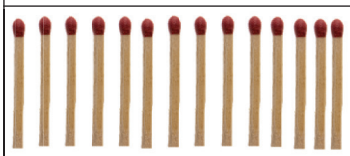
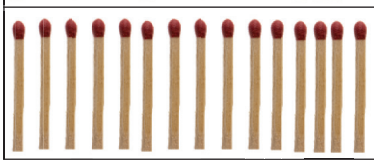
Which is the bigger number?

Why do you say it is the bigger number?

30	50	14	39
22	33	51	56
65	96	63	21
42	58	49	59

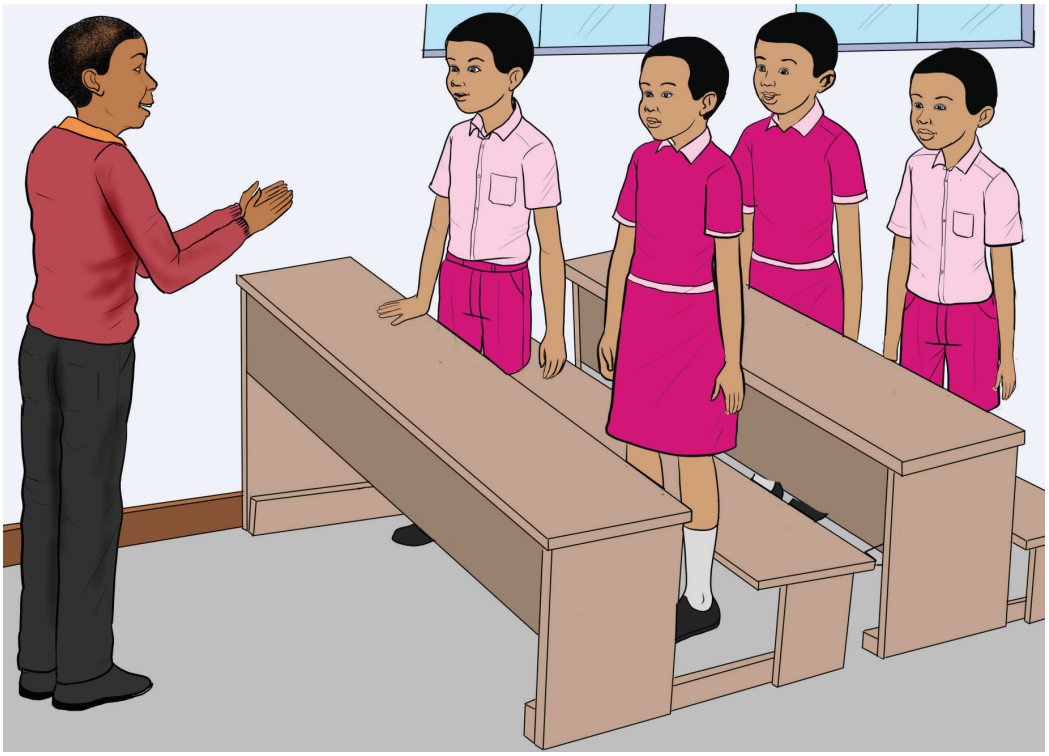
Activity 6: **Individually write numbers in words from 1-99**

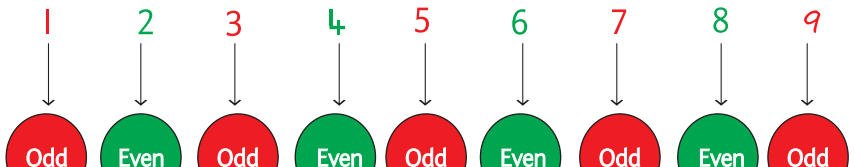
Object	Numeral	Words
	1	One
	2	Two
	3	Three
	4	Four
	5	Five

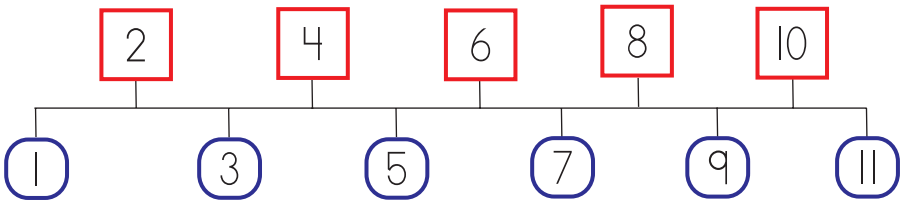
Object	Numeral	Words
	6	Six
	7	Seven
	8	Eight
	9	Nine
	10	Ten
	11	Eleven
	12	Twelve
	13	Thirteen
	14	Fourteen
	15	Fifteen

1.2 :Odd and Even Numbers

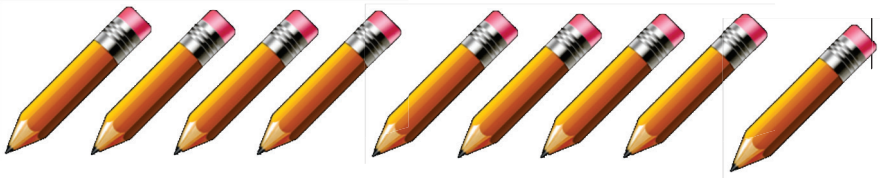
Activity 1: Let us clap "even and odd







Activity 2: In pairs , tell your partner why you think the number is odd or even

a)	
b)	
c)	
d)	
e)	
f)	

1.3 Place Value

Activity 1: Definition of place value

The Whole class is divided in to two group while standing , the learners at the right side are in the place value one while the learner are the light side are in place value tense

Activity 2: Say in Pairs

Objects	Objects	Tens	Ones	Number
		1	1	11 Eleven
		1	2	12 Twelve
		1	3	13 Thirteen
		1	4	14 Fourteen

Objects	Objects	Tens	Ones	Number
		2	0	20 Twenty

Activity 3: In Pairs

i. In pairs learners say how many tens and how many ones.

21	2 tens and 1 one	twenty-one
23	2 tens and 3 ones	twenty-three
37	3 tens and 7 ones	thirty-seven
25	2 tens and 5 ones	twenty-five

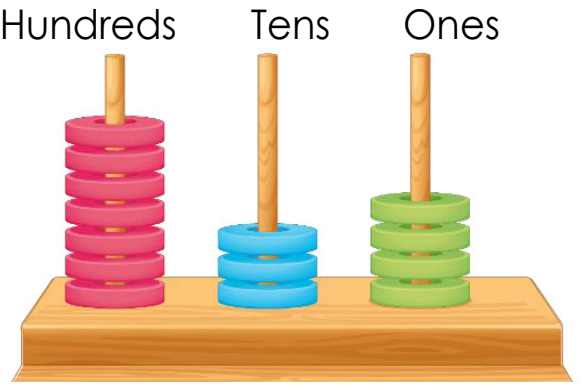
60 50

75

92 48

67 38 73

We can use the abacus to represent 734.



7 Hundreds 3 Tens 4 Ones

7 is the hundred place digit
So, the place value of 7 = 7 hundred or 700
3 is the tens place digit
So, the place value of 3 = 3 tens or 30
4 is the ones place digit
So, the place value of 4 = 4 ones or 4

We can also use bottle tops to represent the place value of the same number. In groups, collect bottle tops. Arrange them to show the place value of 734.

ii **Give the place value of the number in bold. Work in pairs.**

a) 3**2**1=Tens
b) 63**2**
c) **4**23
d) 2**1**6
e) 57**2**
f) 7**3**6
g) **9**14

Activity 3: Work in pairs.

What is the place value of each digit?

1. **92** =_____tens _____ones
2. **908** =_____hundreds _____ tens _____ ones
3. **80** =_____hundreds _____ tens _____ ones
4. **115** =_____hundreds _____ tens _____ ones
5. **3** =_____hundreds _____ tens _____ ones
6. **500** =_____hundreds _____ tens _____ ones

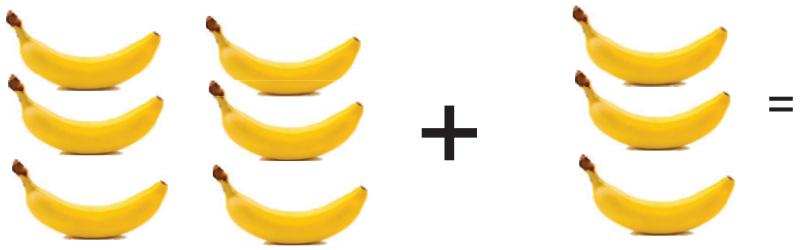
Activity 4

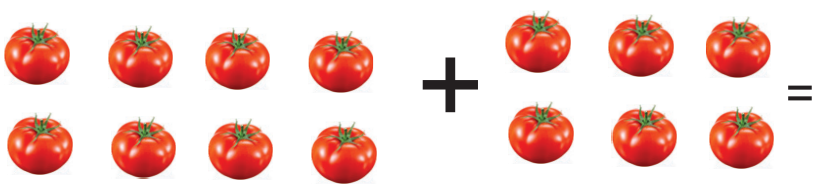
In groups, determine the place value of digit 5 in these numbers.

a) **205**_____
b) **571**_____
c) **795**_____
d) **1245**_____
e) **965**_____
f) **592**_____
g) **856**_____
h) **625**_____
i) **517**_____
j) **215**_____

1.4: Addition And Subtraction

Activity 1:





Activity2: **Add two digit number to one digit number**

Individually learner add one digit number to two digit number,

Example:

1. 15+5= 20

2. 25+3 =28

3.
$$\begin{array}{r} 12 \\ +5 \\ \hline 17 \end{array}$$

Exercises

Individually work out the below exercises

i. (a) 10+ 3= (b) 16+ 8= (c) 22 + 2= (d) 23 + 6=
(e) 47+9=

ii. (a) 17 + 2= (b) 19 + 0= (c) 90 + 7=
(d) 7 7+ 1= (e) 8 8+ 1 =

Activity 3: **Individually**

Individually learner Add two digit numbers to two digit number

Example

1. 20+25= 45
2. 14+22= 36
3. 11+23=34
4. 23+13=36

Exercises

Individually work out the below exercises

iii. (a) 10+ 13= (b) 16+ 13= (c) 22 + 22=
(d) 23 + 36= (e) 47+11=

iv. (a) 17 + 1 0 = (b) 19 +2 1= (c) 70 +2 7= (d) 7 7 +0 1=
(e) 8 8 + 1 2=

B. Individually fill in the below boxes

1.

	Tens	Ones
	3	7
+	1	☐
	4	9

2.

	Tens	Ones
	0	1
	+ 2	☐
	2	8

Tens	Ones
1	☐
+ 4	2
5	7

Subtraction / Take away

Activity 1: **Individually subtract one digit number from one digit number**

6 - 2 =4 oooooø	5 - 3 =2 ooøøø

5 - 2= ooooo	3 - 3= ooo
3 - 1 = ooo	6 - 3= ooo ooo
8 - 4 = oooooooo	10 - 5= ooooooooo

Activity 2: **Individually learnersubtract one digit number from two digit number**

7 -4 —	6 -6 —	13 -10 —	13 - 3 —
11 - 1 —	27 -16 —	7 -3 —	15 - 1 —
23 -20 —	11 -11 —	8 - 1 —	18 - 0 —

Activity 3: Individually

Subtract one digit number from two digit number

Examples:

(i). (a) 76-5 = 71 (b) 25-3 = 2 (c) 39-8= 31 (d) 80-0=80

(ii) (a)

$$\begin{array}{r} 17 \\ -\ 2 \\ \hline 15 \end{array}$$

(b)

$$\begin{array}{r} 16 \\ -\ 0 \\ \hline 16 \end{array}$$

(c)

$$\begin{array}{r} 97 \\ -\ 7 \\ \hline 90 \end{array}$$

(d)

$$\begin{array}{r} 77 \\ -\ 6 \\ \hline 71 \end{array}$$

(e)

$$\begin{array}{r} 88 \\ -\ 7 \\ \hline 81 \end{array}$$

Exercises

Individually learner workout below exercises

i. (a) 14- 3= (b) 19- 8= (c) 22 - 2= (d) 29 - 6=

(e) 47-7=

ii. (a)

$$\begin{array}{r} 17 \\ -\ 6 \\ \hline \quad \end{array}$$

(b)

$$\begin{array}{r} 19 \\ -\ 0 \\ \hline \quad \end{array}$$

(c)

$$\begin{array}{r} 99 \\ -\ 7 \\ \hline \quad \end{array}$$

(d)

$$\begin{array}{r} 77 \\ -\ 5 \\ \hline \quad \end{array}$$

(e)

$$\begin{array}{r} 88 \\ -\ 4 \\ \hline \quad \end{array}$$

Activity 4: Individually

Individually learners subtract two digit numbers from two digit numbers

Example

i. (a) 35- 25= 10 (b) 22-12= 10 (c) 23-11=12

(d) 45- 13=22

ii. (a) 17 − 12 = 05 (b) 19 − 10 = 09 (c) 89 − 27 = 62 (d) 77 − 24 = 53 (e) 88 − 16 = 72

Exercises

A. Individually work out the below exercises

i. (a) 18- 13= (b) 16- 13= (c) 25- 22= (d) 63 - 33= (e) 47-11=

ii (a) 37 − 12 = _____ (b) 29 − 10 = _____ (c) 97 − 27 = _____ (d) 77 − 21 = _____

(e) 88 − 05 = _____

B. Individually fill in the below boxes

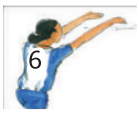
1. Tens	Ones	2. Tens	Ones	3. Tens	ones
3	7	1	84		☐
- 1	☐	-1	☐	-3	2
21		0	8	17	

2.Subtract with carrying

1. 27-18= 2. 25- 17= 3. 225-217= 4. 576- 328=

1.5 : Ordinal Numbers

Activity 1: In groups learner say and write ordinal number from one to ten.

1st	first	
2nd	second	
3rd	third	
4th	fourth	
5th	fifth	
6th	sixth	
7th	seventh	
8th	eighth	
9th	ninth	
10th	tenth	

1.6: Arranging numbers in Assending and desending order

Activity 1: Ascending order Individually leaner arrange the figur1s in ascending (means from smaller to bigger numbers) order)

i. Ascending order

Numbers	Smallest	Biggest	Ascending order
7, 13, 15, 4, 8	4	15	4, 7 8, 13, 15
11, 14, 6, 18, 5			
9, 7, 10, 16, 12			
3, 11, 1, 19, 6			
2, 10, 18, 5, 1			

Activity 2:

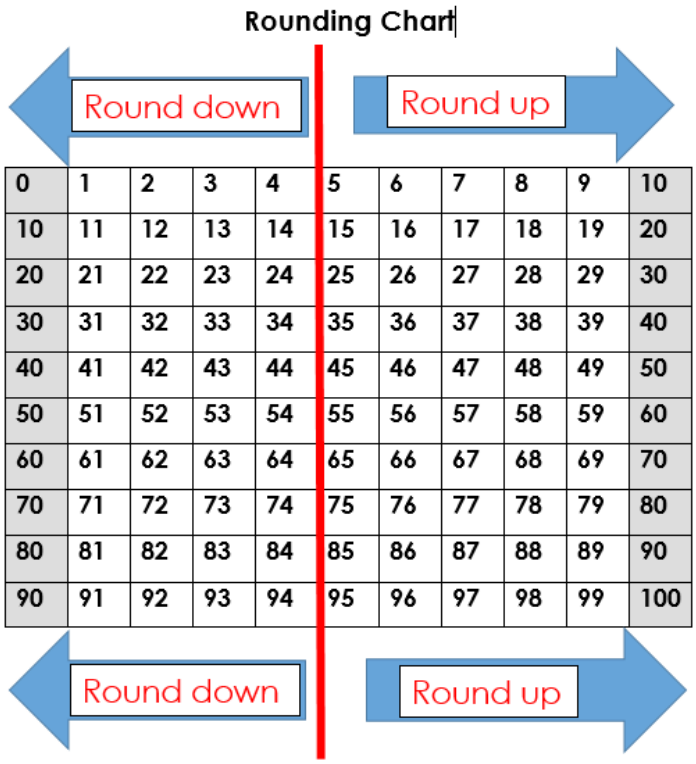
ii. Descending order.

Numbers	Smallest	Biggest	Descending order
1, 18, 3, 12, 16	1	18	18, 16, 12, 3, 1
4, 6, 19, 10, 15			
14, 11, 18, 7, 19			
8, 13, 5, 12, 17			
7, 12, 4, 11, 16			

1.7 Round down and Round Up

Activity 1

In pairs, study the following chart. What can you note from the table?



0	1	2	3	4	5	6	7	8	9	10
10	11	12	13	14	15	16	17	18	19	20
20	21	22	23	24	25	26	27	28	29	30
30	31	32	33	34	35	36	37	38	39	40
40	41	42	43	44	45	46	47	48	49	50
50	51	52	53	54	55	56	57	58	59	60
60	61	62	63	64	65	66	67	68	69	70
70	71	72	73	74	75	76	77	78	79	80
80	81	82	83	84	85	86	87	88	89	90
90	91	92	93	94	95	96	97	98	99	100

Example

1. Round off 324 to the nearest tens

Check whether the ones digit is greater or less than 5. In this case it is less than 5. It will not affect the tens digit. Make the ones digit equal to zero.

The answer is 320.Round off 236 to the nearest tens

Again check whether the ones digit is greater or less than 5. It is greater than 5 therefore it will affect the tens digit. Add one to the tens digit to get 1+3=4

The answer IS 240.

Activity 2: Round 0ff to the nearest tens

a) 314 b) 327 c) 476 d) 512 e) 638

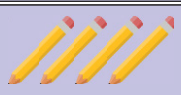
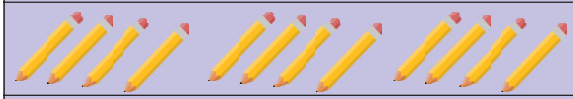
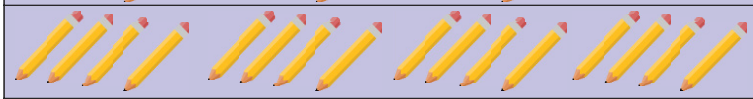
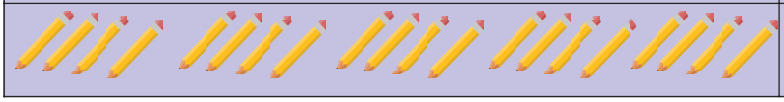
Activity 3: Round off to the nearest one hundred

a) 365 b) 413 c) 271 d) 738 g) 619

Activity 4: Addition with carrying forward

1. 26+27= 2. 38+23= 3. 319+ 19= 4. 328+207=

1.8 Multiplication and Division

	3 x 1=
	3 x 2=
	3 x 3=
	3 x4=
	3 x5=
	4 x 1=
	4 x 2=
	4 x 3=
	4 x 4=
	4 x 5=

Activity 2: **Reciting multiplication (table 6-10)**

In group learners recite multiplication table from 6-10

	6	7	8	9	10
6	36	42	48	54	60
7	42	49	56	63	70
8	48	56	64	72	80
9	54	63	72	81	90
10	60	70	80	90	100

Count these sticks.

/// /// /// ///

3 3 3 3

3 +3 +3+ 3 = 12

How many groups of 3 are there?

There are 4 groups of 3 sticks in each group. This can be written as 4 X 3 = 12

Count and write the numbers.

1 + 1 + 1 =

3 × 1= 3

///// ///// /////

5 + 5 + 5 =

3 × 5 =

/// /// /// ///

3 + 3 + 3 + 3 =

4 × 3 =

///// ///// ///// /////

5 + 5 + 5 + 5 =

4 × 5 =

/// /// /// /// ///

3 + 3 + 3 + 3 + 3 =

5 × 3=

///// ///// ///// ///// /////

5 + 5 + 5 + 5 + 5 =

5 × 5=

// // // // //

2 + 2 + 2 + 2 + 2 =

5 × 2=

Write repeated addition sentences as multiplication

Example

2 + 2 + 2 + 2

Can also be written as 4 X 2= 8

Arranged in groups of 3, 4, and 5 in a certain number of time.

Activity 3: Work in pairs.

Copy and fill in the missing numbers and 'X'.

1) 5 + 5 + 5 ___ X 5 =

2) 3 + 3 + 3 + 3 + 3 ____ ___ 3 =

3) 4+ 4+ 4 3 X ___ =

4) 2+ 2+2
___ X 2 =

5) 1 +1 +1 +1+1
5 __ ___= ___

6) 5 +5
2 X ___ =___

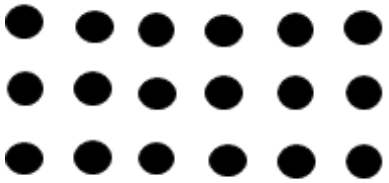
7) 4+ 4
___ X ___= 8

8) 2 +2+2+2+2
___ X 2 = ___

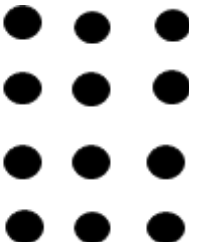
9) 4 +4 +4 +4 +4
___ ___ ___=20

Example

3 X6=18



4X3=12



Activity 4: Individually.

Copy and fill the multiplication table in your exercise book.

X	1	2	3	4	5	6	7	8	9	10
1										
2										
3			9							
4										
5					25					
6										
7										
8										80
9					45					
10										100

Activity 5: Complete in groups.

Multiply

1 × 5 =	1 × 6 =	1 × 7 =
2 × 5 =	2 × 6 =	2 × 7 =
3 × 5 =	3 × 6 =	3 × 7 =
4 × 5 =	4 × 6 =	4 × 7 =
5 × 5 =	5 × 6 =	5 × 7 =
6 × 5 =	6 × 6 =	6 × 7 =
7 × 5 =	7 × 6 =	7 × 7 =
8 × 5 =	8 × 6 =	8 × 7 =
9 × 5 =	9 × 6 =	9 × 7 =
10 × 5 =	10 × 6 =	10 × 7 =

1 x 8 =	1 × 9 =	1 ×10 =
2 × 8 =	2 × 9 =	2 × 10 =
3 × 8 =	3 × 9 =	3 × 10 =
4 × 8 =	4 × 9 =	4 × 10 =
5 × 8 =	5 × 9 =	5 × 10 =
6 × 8 =	6 × 9 =	6 × 10 =
7 × 8 =	7× 9 =	7 × 10 =
8 × 8 =	8 × 9 =	8 × 10=
9 × 8 =	9 × 9 =	9 ×10 =
10 × 8 =	10 × 9 =	10 ×10 =

How did you work it out? Explain your answer to your partner.

Activity 6

Word problems. Work in pairs.

1. **How did you work it out? Explain your answer to your partner how you worked it out.**

2. A seller had arranged 5 groups of 5 mangoes in each group. How many mangoes had the seller altogether?

3. In a class learners sit in 3's on a desk. How many learners would sit on 4 desks?

4. A farmer planted 4 rows of cabbage on his small garden. If he planted 5 cabbages on each row, how many cabbage did he plant altogether?

5. A floor is covered with 4 marts in a row and 4 marts in a column. How many mats had covered the floor?

6.A dog handler had 5 dogs. Each dog has 4 legs. How many legs do they have altogether?

7. A car has 4 wheels. How many wheels do 5 cars have?

8. A man eats 3 meals in a day. How many meals does the man eat in a week?

9. A box contains 10 pens. How many pens are there in 10 boxes?

10. A book costs 10 pounds. How many pounds will 6 books cost?

11.A bird has 2 legs. How many legs do 9 birds have?

12. Dorothy is 10 years old. Dorothy's father is 3 times her age. How old is Dorothy's father?

13. The pupils will go on holidays for 4 weeks. How many days will the pupils be on holiday?

Division

Division is sharing.

Activity 1: Solve in groups.

1. Share 4 loaves of bread between 2 people. How many loaves of bread does each person get?

2.Share 8 pencils among 8 learners. How many pencils would each learner get?

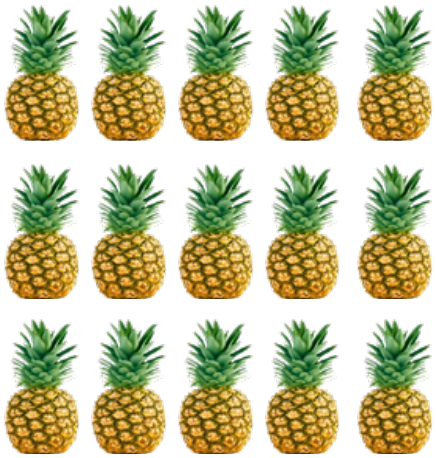
3. Share 16 books among 8 groups. How many books would each group get?

4. Abdi shared 25 rulers equally among 5 classes. How many rulers did each class get?

5. Amunja share 20 pencils equally among his 4 friends how many pencils did each get?

Use '÷'sign in writing division sentences.

Fifteen pineapples shared among three people. Each person will get five pineapples.



This can also be written as 15÷3

Activity 2: Work in pairs.

Write the division sentences in your book.

Share fifteen books among five people.

Share twelve oranges among six people equally.

Amos shared eighteen brooms among three classes equally.

Muasya had twenty five trees to be planted. Five learners were to plant them equally.

Kendi divided her twenty four apples equally among her four friends.

Activity 3: Work in groups.

1. Collect 10 books from pupils in your class. Share the

books equally among 5 pupils. How many books will each pupil gate?

We can therefore say that 10÷5=2

2. Collect 12 small sticks. Share the sticks equally among 4 pupils in the class. How many stick will each pupil get?

12 sticks

Pupil 1 pupil 2 pupil 3 pupil 4

We can therefore say that 12 ÷4=3

Activity 4

Divide: work in groups.

1. 4 ÷2 =
2. 8÷4 =
3. 10÷2 =
4. 10 ÷5 =
5. 15 ÷3 =
6. 15÷5 =
7. 20 ÷2 =
8. 20÷4 =
9. 20 ÷5 =
10. 20÷10 =
11. 25 ÷5 =
12. 30÷2 =
13. 30÷5 =
14. 30÷6 =
15. 30÷10 =
16. 40÷4 =
17. 45÷5 =
18. 50÷10 =

Activity 5: Solve in groups.

1. The teacher will provide bananas for the class. For example if a group has 6 learners and the teacher gives 24 bananas to the learners, how many will each learner get after dividing equally?

2. Go out and collect as many sticks as you can. If a group has 10 learners and they are given 100 sticks, how many

does each get after dividing equally?

3. Collect pencils. A group has 5 learners and they are given 50 pencils, how many pencils will each learner have after dividing equally?

4. Collect books. A group has 5 learners and they are given 40 exercise books. How many will each learner get after sharing equally?

5. Collect blackboard chalk. A group has 8 learners and the teacher gives them 72 chalks. How many will each learner have after equal sharing?

Activity 6: Solve in groups.

Divide:

6 ÷3= 9 ÷3 = 8 ÷ 4 = 12 ÷ 4 =

24 ÷6= 21 ÷3= 12 ÷3= 18 ÷3=

8 ÷2= 10÷5=

Divide:

$2\overline{)4}$ = $2\overline{)6}$ = $2\overline{)14}$ = $5\overline{)25}$ =

$4\overline{)16}$ = $4\overline{)20}$ = $5\overline{)20}$ = $3\overline{)24}$ =

$3\overline{)9}$ = $2\overline{)8}$ = $2\overline{)10}$ = $5\overline{)15}$ =

Activity 7

Read and calculate. Work in groups.

1. Share 12 pens equally among 6 learners equally. How many pens does each learner get?

2. Janet shared 25 mangoes equally among her five friends. How many mangoes did each friend get?

3.Jacob had shared 12 books equally among 3 learners. How many books did each pupil get?

4. Abdi shared 15 brooms equally among 3 classes. How many brooms did each class get?

Activity 8: Work in groups.

Game involving division.

Divide

15 ÷ 3 =

18÷3 =

16 ÷4 =

15÷5 = Answer

15 divide by 3 is 5

18 divide by 6 is 3

16 divide by 4 is 4

15 divide by 5 is 3

Copy the table and fill the answers for the following division sentences.

10÷5_____

14÷2_____

25÷5_____

24÷3_____

20÷5_____

20÷4 _____

Choose from (5, 4, 4, 5, 8, 7, 2) to fill the spaces above.

Activity 9

Words problems. Work in groups.

1. A mother shared 20 oranges equally among her 4 children. How many did each get?

2. The headmaster shared 80 pencils among 8 classes. How many pencils did each class get?

3. A teacher shared 20 pounds among 5 pupils, how many pounds did each pupil get?

3. Carol bought 4 notebooks for 80 Sudanese pounds. What was the cost of each notebook? Share 24 oranges equally among 6 children. How many does each get?

3. Divide 20 mangoes among 4 children. How many does each get?

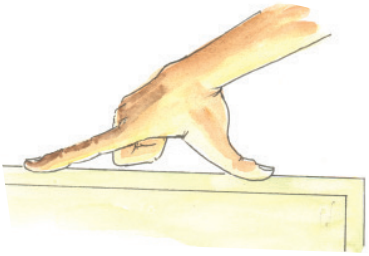
4. David went to a day care near his house. He had 50 sweets and the day care has 10 children. How many sweets did each child get?

5. Our teacher has 100 pencils which are to be shared among 20 pupils. How many pencils will each pupil get?

2.1: LENGTH

Activity 1: Individually, find out which object is longer?

Activity 2: In group



1. Measure the length of your desk.

2. Count the number of steps it will take you to walk round the play field.

3. Count the length of the teacher's table using your arm.

4. Use your feet to count the length of one wall of your classroom

Activity 3: **In pairs use sticks of equal length to messure the lengths and widths of the following objects.**

.

Measure	Use sticks of equal lengths
Classroom: Length width	 _____sticks _____sticks
Cupboard Length width	 _____sticks _____sticks
Desk length	_____sticks
Distance from the flag post to the nearest class	_____sticks
Window Length width	 _____sticks _____sticks

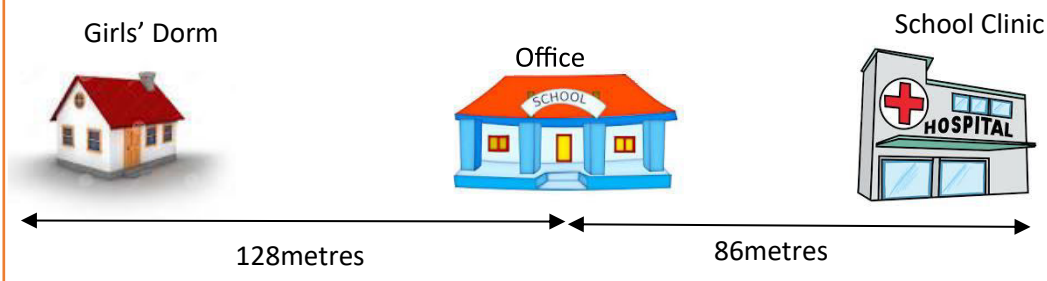
In groups, use sticks or strings of different lengths, 1m sticks and 1m ruler to measure the lengths of objects in the table below. Copy and complete the table in your exercise books.

Measure		Use sticks of different lengths	Use 1m stick, or 1m ruler
classroom	Length		
	Width		

Activity 4: Work in group

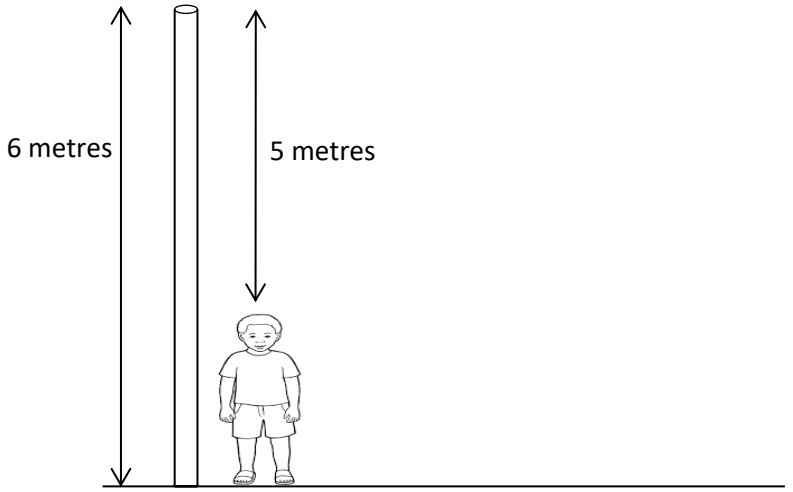
 The heights of any four classmates.	 The distance from the door to your chair.

Study the picture below and answer the questions that follow.



1. Jane walked from the girls' dorm to the school clinic and back to the headmaster's office. How many meters did she cover.
2. The school nurse walked from the headmaster's office to the girls' dorm and then walked back to the clinic. How many meters did she walk in total?

3. John is standing next to a flag post. What is John's height?



4. John walked round the school farm once. What length did he walk in total?

Activity 5

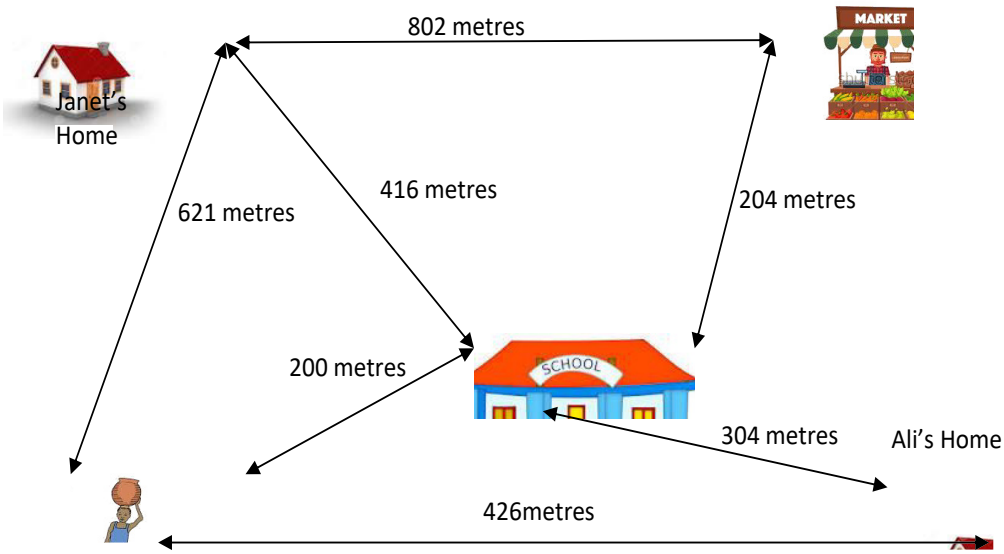
Work out the following in groups.

1. 426 m +5 1m =
2. 202 m+ 31 m =
3. 41 m + 621 m =

4. 589 m+ 24 m=
5. 762 m+ 34 m=
6. 17 m +1 07 m =

Work out the following in groups.

Look at the picture below and answer the questions that follow
.



1. Janet walked from her home to Ali's home. How many metres did he walk?

2. If Ali walks from school to the river then home, how many metres does he cover?

3. Janet walks to school and back home every day. What distance does she cover?

2.2: *Mass and Capacity*

Activity 1: In group workout the followings:

1. How many glasses will fill the bucket?

2. How many full cups do you get from a full jug?

3. How many small buckets will fill the big bucket?

Which one do you think you will need more to fill the big bucket?
The glasses or the jug?
Why do you think this is so?

1. How many cups fill a big bottle?
2. How many cups fill a small bottle?
3. How many cups fill a jug?

Share your finding with the class and compare with others findings.

Activity 2: In groups

Which one can hold more? Why do you say so?

1.

2.

3.

4.

5.

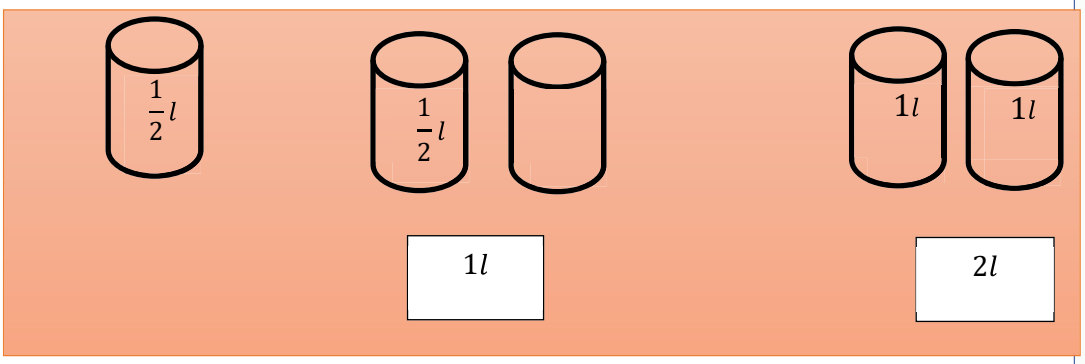
6.

Activity 3: In Group

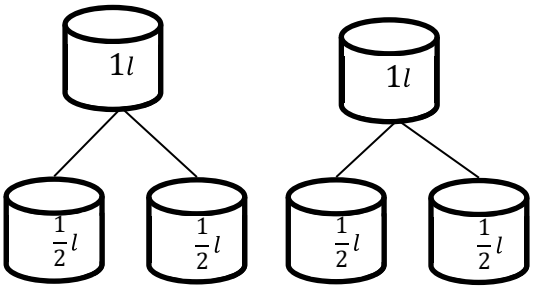
1. In groups, use a bottle to fill water into a bucket. How many full water bottles do you need to fill the bucket?
2. In groups, using a cup or a calabash, fill water into a bucket. How many full cups or calabashes do you need to fill the bucket?

In pairs, talk about the picture on the left.

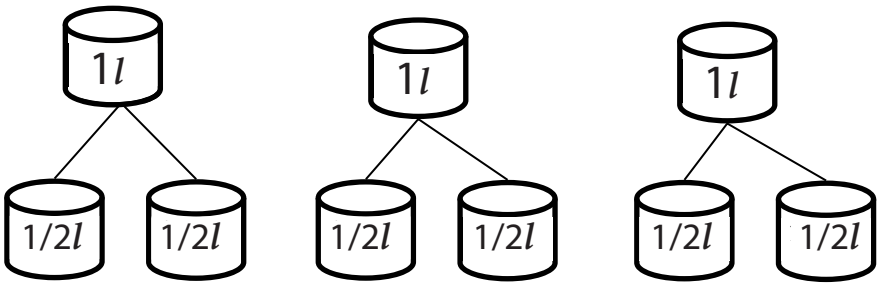
Activity 4: **individually**



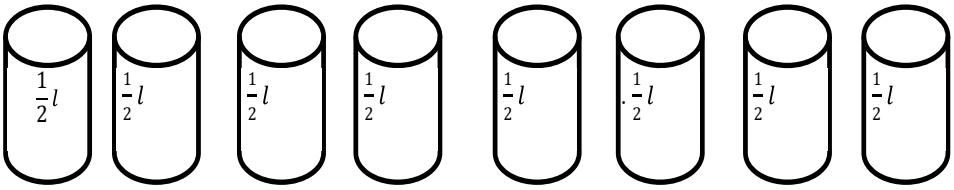
1. How many half litres are there in 2 litres?



2. How many half litres are in 3 litres?



3. How many litres does 8 half litres make?



4. Copy and complete the table below.

Litres	Half litres
1	2 half litres
3	6 half litres
1	0 half litres
1	4 half litres
6	
2	0 half litres

Activity 5

In pairs, find out how many small containers can fill big containers.

Small containers	**Big containers**	**How many smaller containers were used to fill the big containers**
1litre container 5	litre container	
2 litre bottle	10 litre container	
3 litre bottle	15 litre container	
5 litre bottle	25 litre container	

10 litre container	30 litre container	
6 litre container	24 litre container	

Work out in groups.

1. 80 half litres + 20 half litres =
2. 100 half litres + 23 half litres=
3. 32 half litres - 3 hlaf litres =
4. 4 half litres - 21 half litres =
5. 92 hlf litres + 22 half litrs =
6. 2 halflitrs - 3 half litres =
7. 16 litres + 34 litres =
8. 30 litres + 41 litres =
9. 51 litres + 20 litres =
10. 50 litres - 27 litres =
11. 100 litres - 33 litres=

12. Mr. Bongo bought 7 litres of milk. He used 2 litres in the morning and 1 litre at lunch time. How many litres was he left with?
13. Janet used a 3 litre bucket to draw water from a well. Her pot was filled with three buckets of water. How many litres is Janet's pot?
14. Lily carried two litres of water to school on Monday morning. On Tuesday she carried 3 litres. If she divided the water into half litre bottles, how many half-litre bottles did she have?

Mass(Weight)

Activity 1: In groups:

Can you lift these things?

Why do you think you can lift some and not others?

Do you think it is heavy or light?
Why do you think so?

Activity 2: In groups

Mass

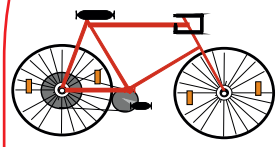
Who do you hink is heavier in the picture below?
The girl in blue dress or the one in green dress.
Why do you say so?

In pairs, say who is heavier between the two of you.
Why do you say so?

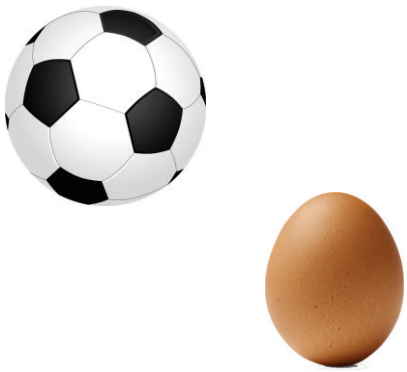
Activity 3 : In groups

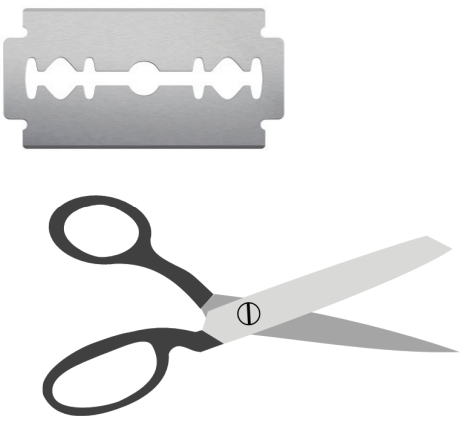
which one of te following object can you lift?

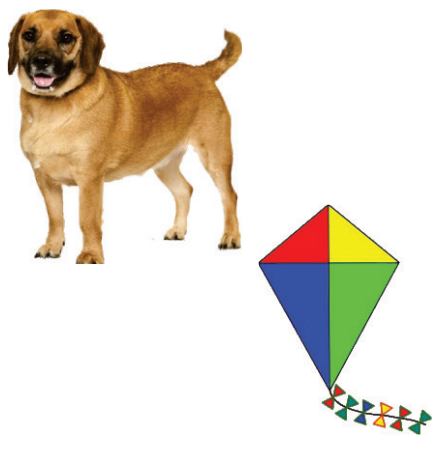
Why do you think you are not able to lift some of them?



Which one would you say is heavier?







Activity 4: Work in groups

1. Collect some common objects like books, blackboard duster, chalk box, packet of sugar, packet of milk and a pencil bag.
2. Estimate the weight of these objects.
3. Find the weight of any of these objects using any of the scales.
4. Record your results.

Object	My estimate	Actual measurement
duster		
sharpener		
book		
Chalk box		

Example

Use a I kg container of soil to show heavier, lighter or same.

I kg soil

A cup of milk

I kg of soil is heavier than a cup.

Use I kg container of soil to show heavier, lighter or same.
Record your observations in your exercise books.

1.

I kg soil

Small stone

2.

1kg soil

Text book

3.

1 kg of soil

A carton of books

4.

A tin of soil

I kg of soil

9.

4. Which is heavier, 2 kg maize or 4 kg of beans?
5. Which is lighter, 3 kg of cotton or 2 kg maize floor?
6. Which is heavier, **1** kg piece of wood or **1** kg of feathers?

Activity 5

In groups, look at the picture and say what is happening.

2.3 Currency:

Activity 1: In Group

What is happening in these pictures?

1

2

3

In groups

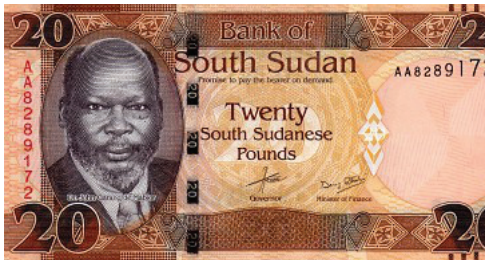
Tell what is happening in the pictures

What do you think Kenyi and Taban are saying?

Currency

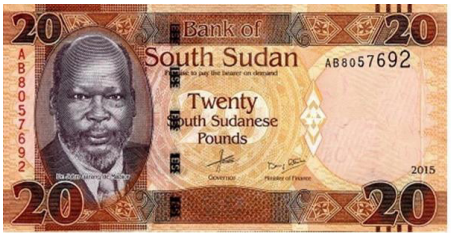
In groups

How much?



Activity 2: knowing different types of currency/Money(South Sudanese Pound(SSP)

Front



Back

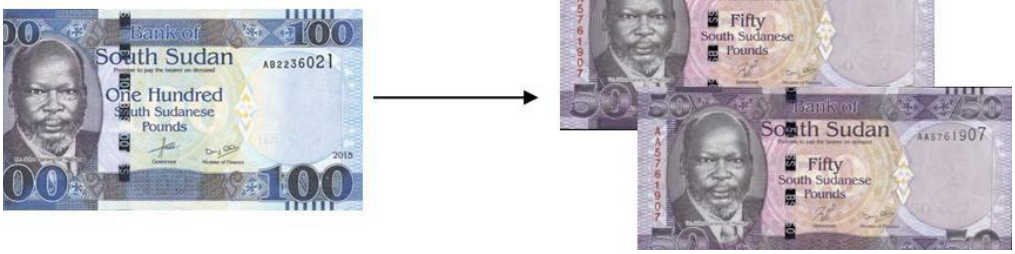
Front

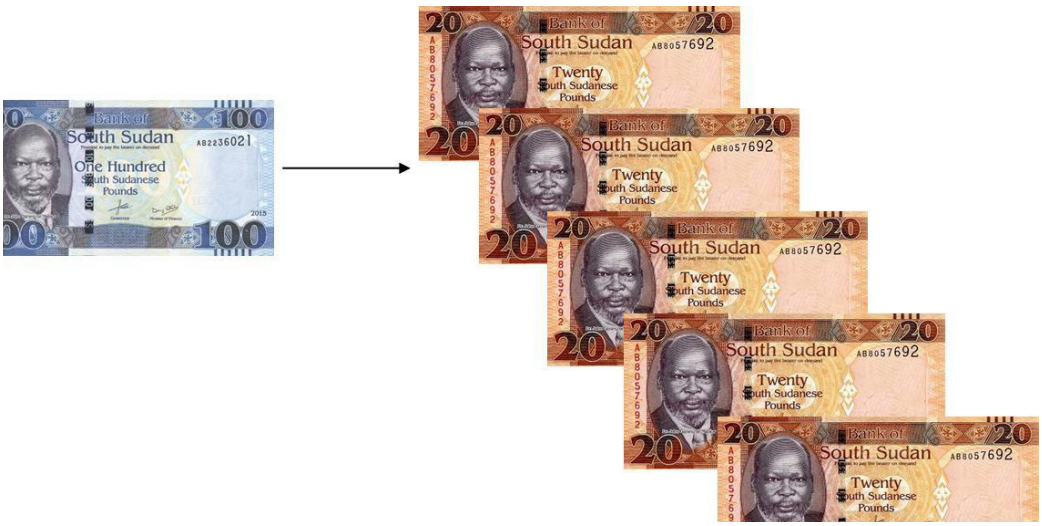
Back

Front

Back

Work in groups.
What do you see?





2.4 Time of Events and Time

Activity 1:

i.Individually learners will tell the time of events (before, after and later)

2.5: Days of the week and Month

Activity 1: In groups 

Sunday

Monday

Tuesday

Wednesday

Thursday

Friday

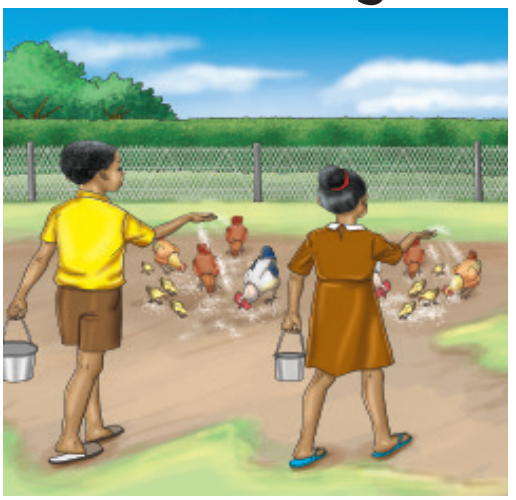
Saturday

Activity 2: In groups

Say what is happening in the pictures

Monday

Saturday



Sunday

Tuesday

Month of the year

Activity 1: In pairs

Say months of the year

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

Make the cards.

June

May

July

Octobe

February

September

November

April

March

December

August

January

Time

Activity 1: **Telling time**

What is the time according to the following picture

Why do say so?

1

2

3

4

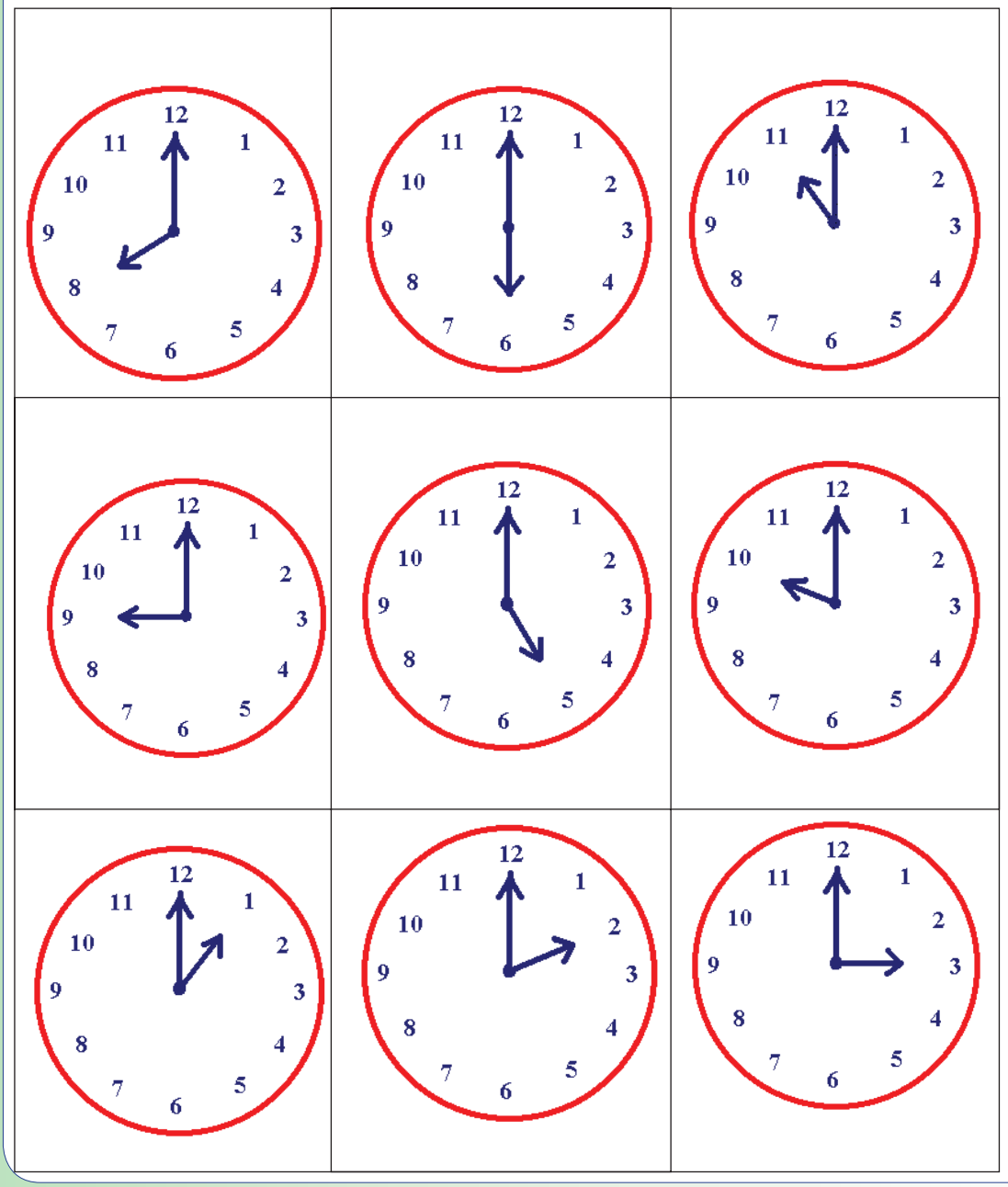
5

6

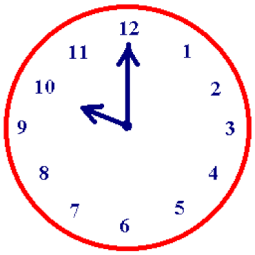
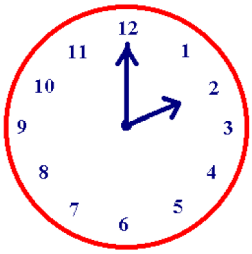
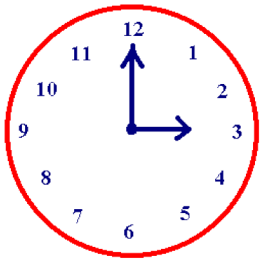
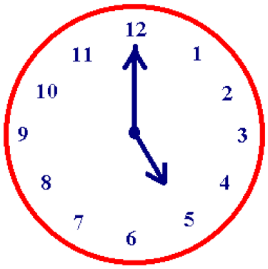
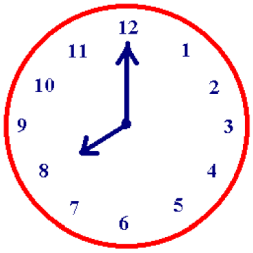
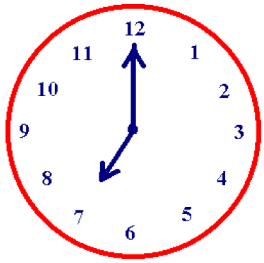
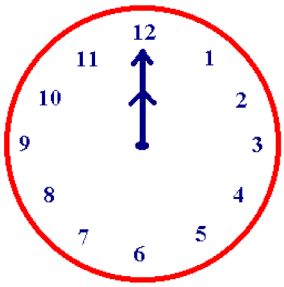
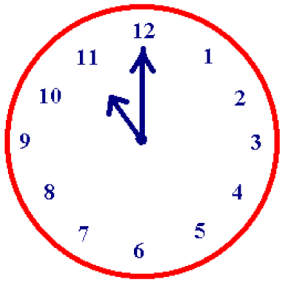
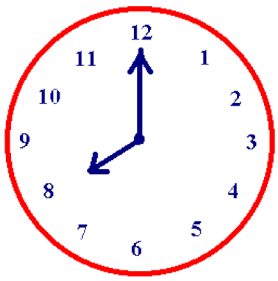
Activity 2: **Reading Clock face. (in Pairs tell how the clock face is reading: in hour, quarter past hour,half past quarter to hour)**

i) Look at the clocks below.

Each group to present to the class what they normally do at these times.



ii) **What is the time according to the following clock face**

1. 	2. 	3. 
4. 	5. 	6. 
7. 	8. 	9. 

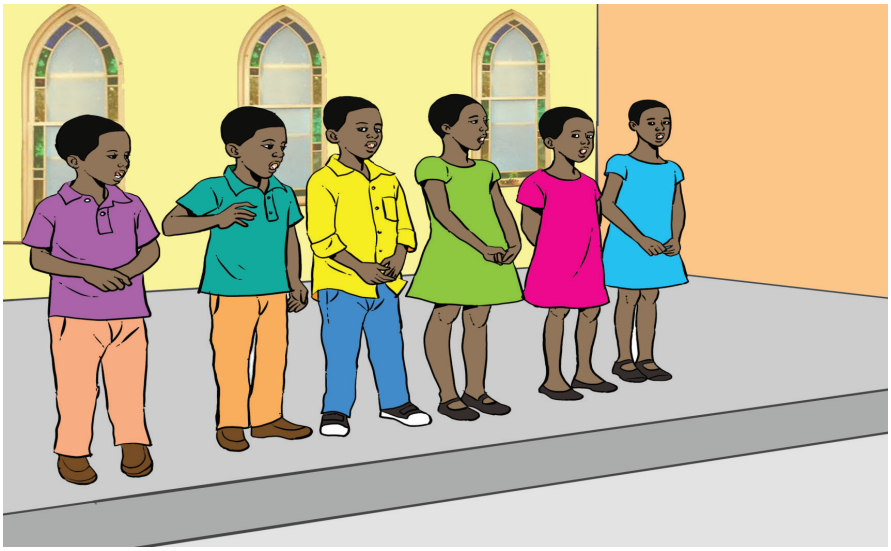
UNIT 3

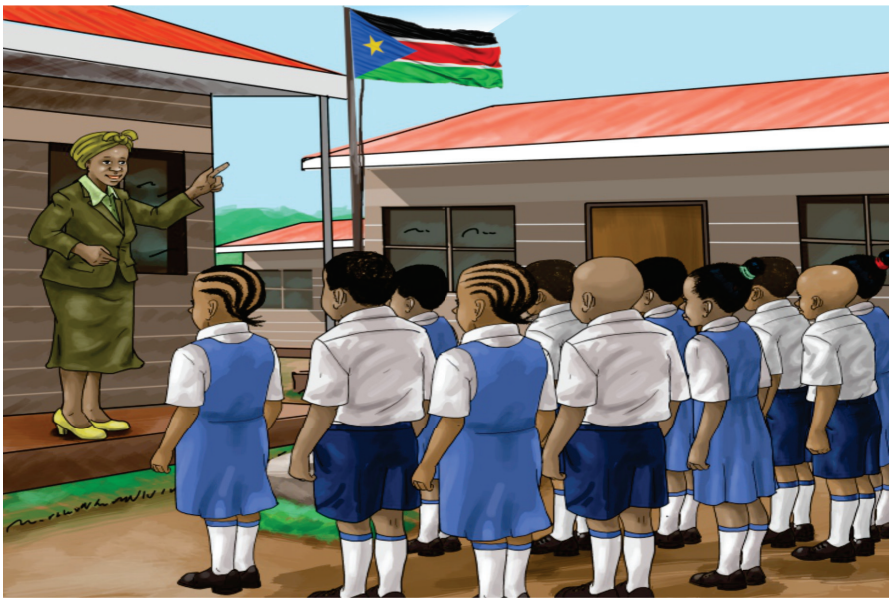
GEOMETRY

3.1: Straight lines

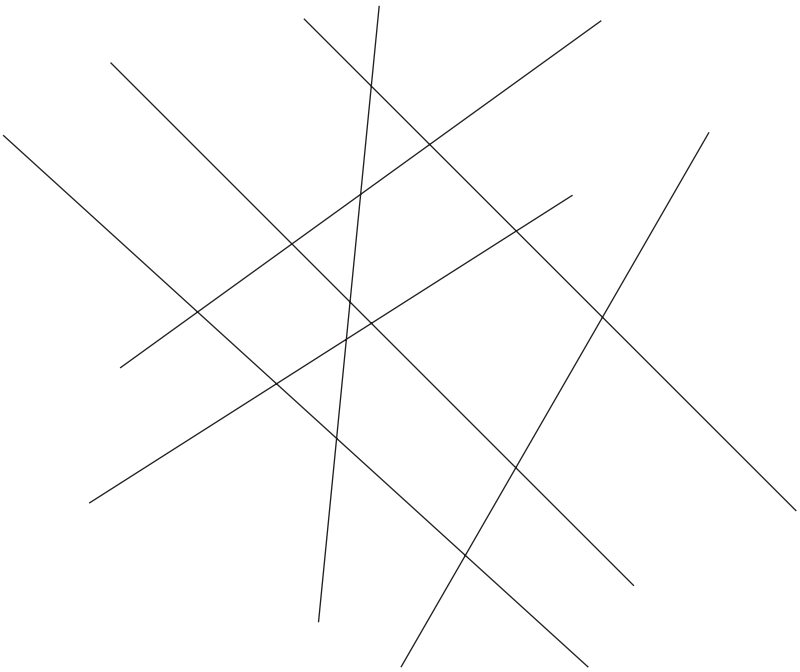
Activity 1: Identify straight lines

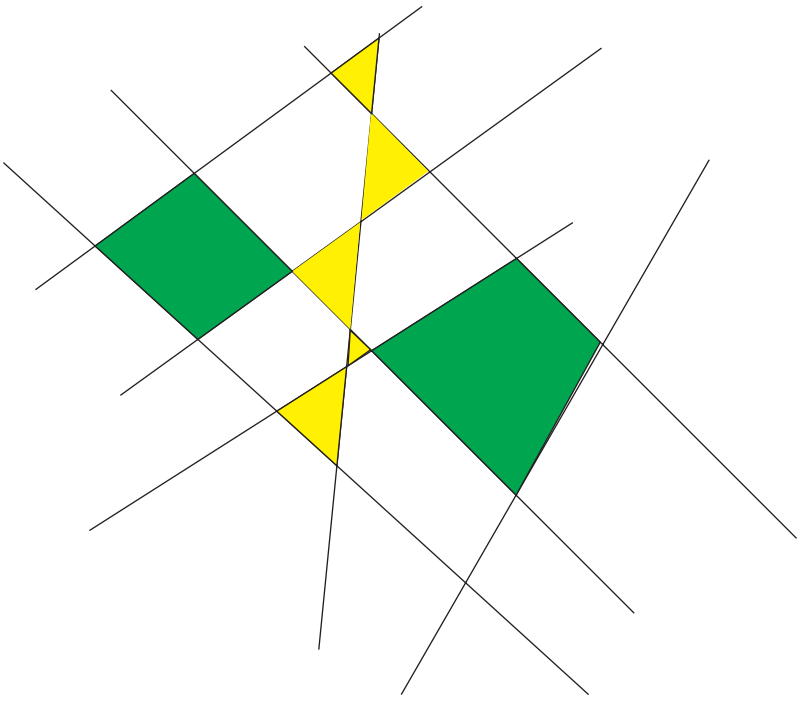
In pairs learners identify objects with straight lines in the classroom





Activity 2: Drawing and coloring shapes with straight lines



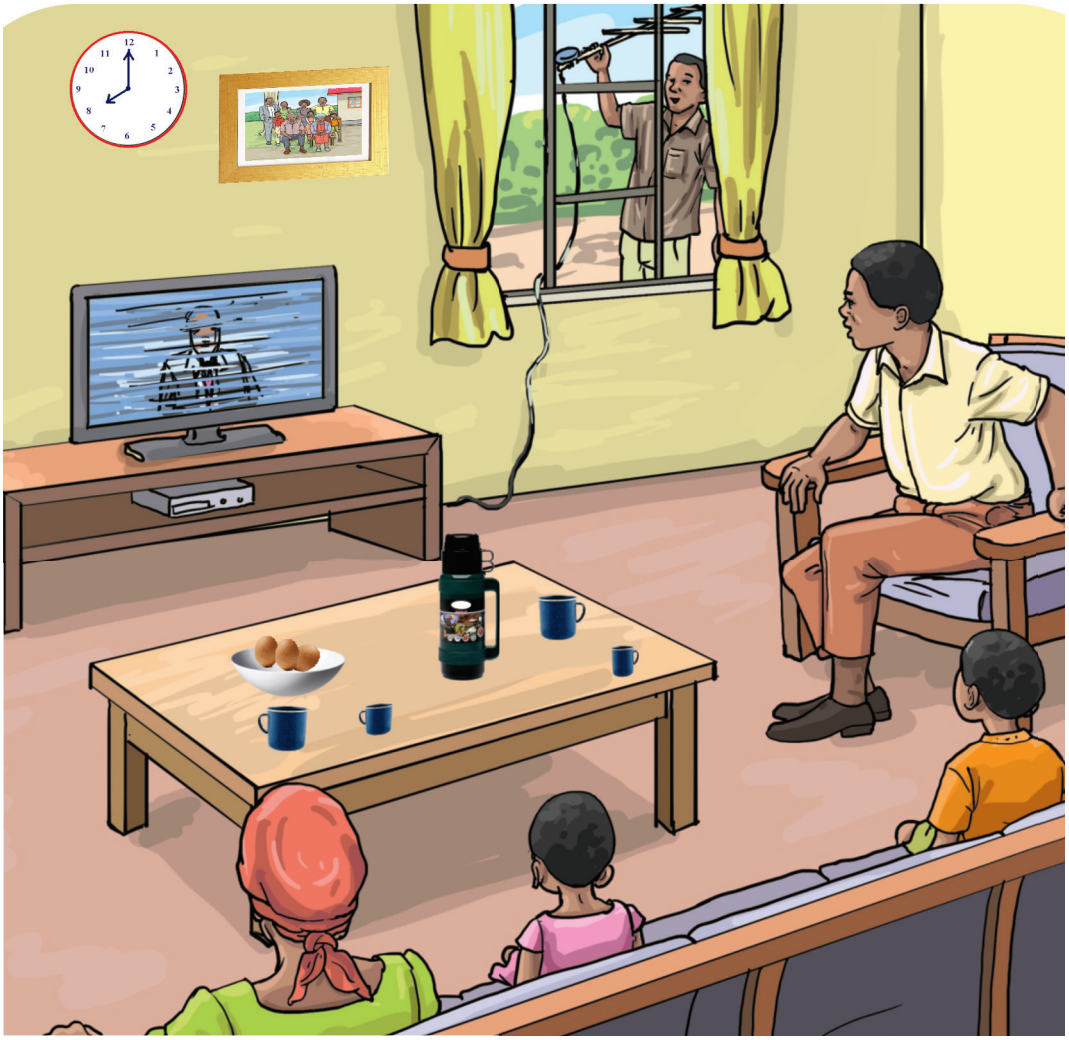


3.2: Sizes and Shapes

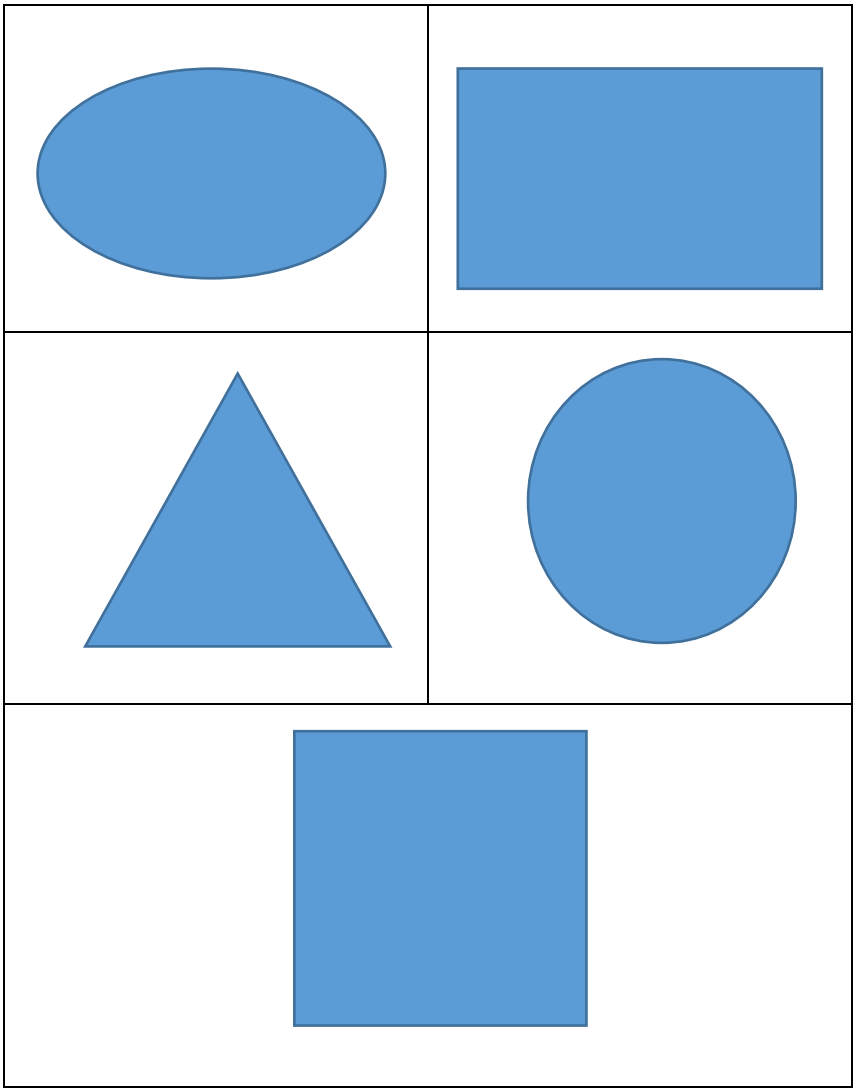
Activity1: Identifying different shapes

i) How many different shapes can you see in the picture

Shapes



ii) **Draw and name these shapes.**



iii) **Look around the classroom and point out different shapes.**

Activity 2: Drawing pyramid Shape

In pairs learners draw a pyramid shape in their exercises book(triangle, square base)