

Grade

**I**

**Let's Do**  
Mathematical Activities

# Workbook

**Answers**



## Pre-number activities

### Sorting by colour

The learner should colour the objects as instructed.

1. All books should be blue.
2. All plates should be yellow.
3. All cups should be green.
4. All cars should be red.

### Sorting by size

- |    |          |          |
|----|----------|----------|
| 1. | A. big   | B. small |
| 2. | A. big   | B. small |
| 3. | A. small | B. big   |
| 4. | A. big   | B. small |
| 5. | A. big   | B. small |
| 6. | A. big   | B. small |

### Sorting by use

Which objects have the same use

- |             |             |
|-------------|-------------|
| (a) A and G | (b) B and H |
| (c) C and L | (d) D and K |
| (e) E and I | (f) F and M |
| (g) J and N |             |

## Sorting by shape

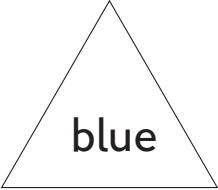



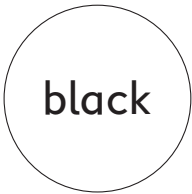
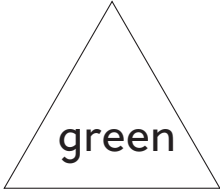

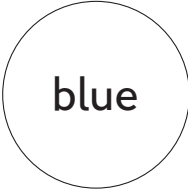


1. Learner to colour all triangles blue.
2. Learner to colour all circles green.
3. Learner to colour all ovals red.
4. Learner to colour all rectangles black.

## Sorting as smooth or rough

- A. Rough                      B. Smooth  
C. Rough                      D. Smooth  
E. Rough

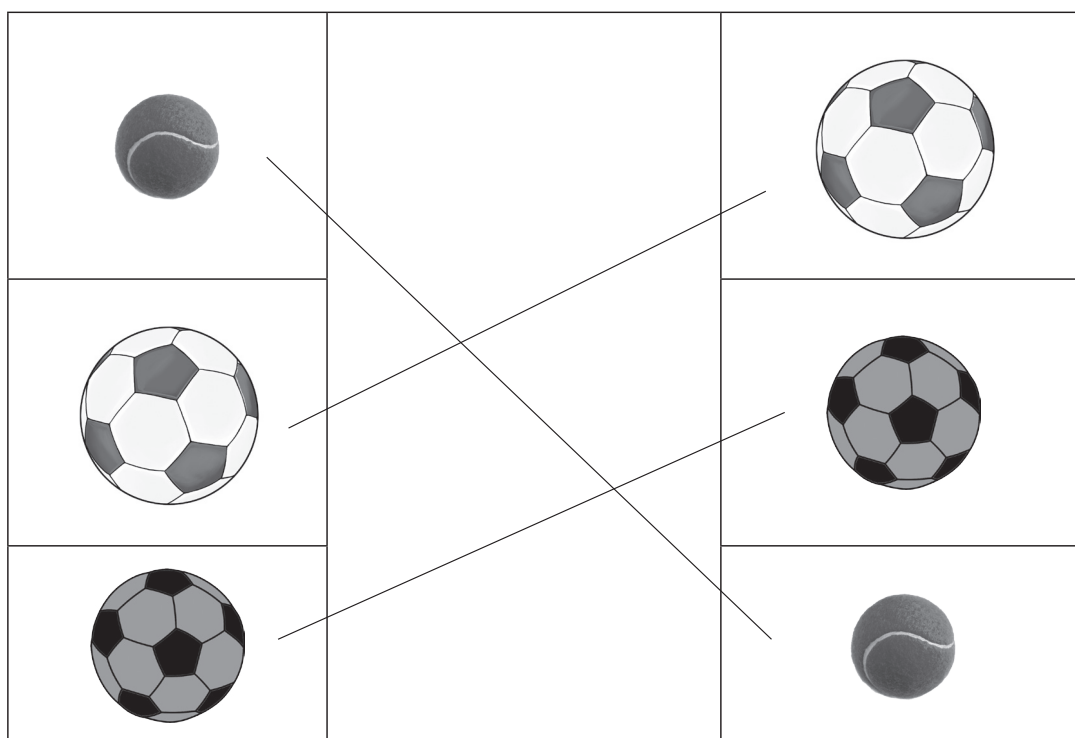
## Matching by colour

The learner to colour the shapes as instructed.

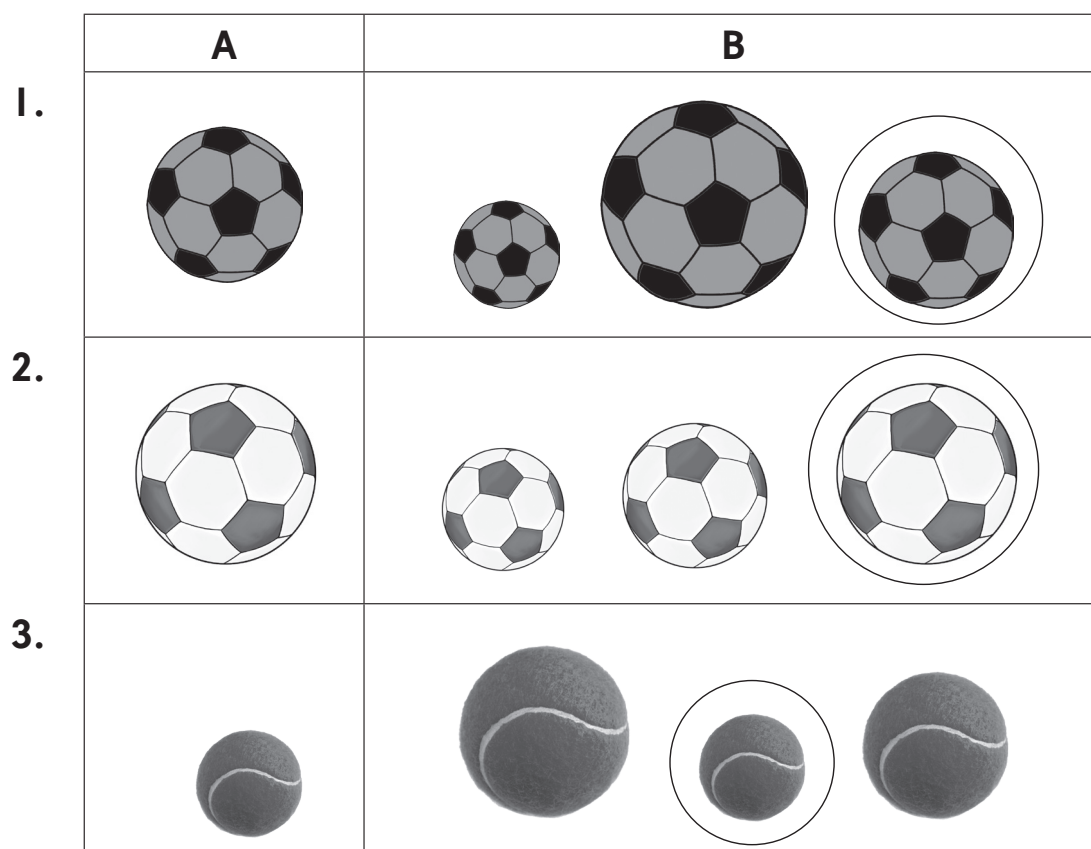
 blue		 yellow
 green		 red
 black		 green
 yellow		 blue
 red		 black

# Matching by size













A



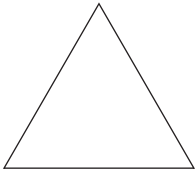
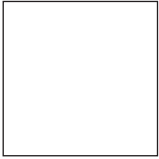

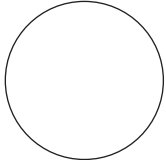
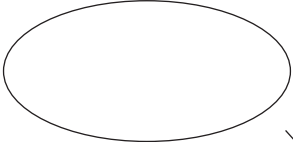
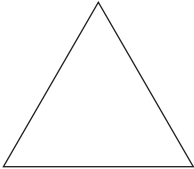
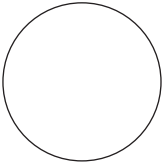

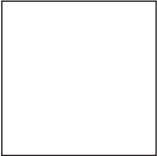
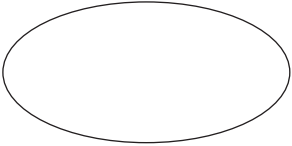
B








Matching by the same use

# Matching by shape

## Matching as smooth or rough

		smooth
		rough
		smooth
		rough
		rough

## Ordering from the smallest to the biggest

1. D, B, E, A, C
2. A, C, E, D, B
3. C, B, A, D, E
4. D, B, E, A, C
5. D, C, B, A, E



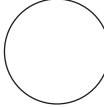
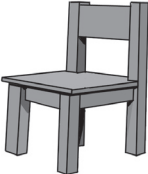

## Ordering from the biggest to the smallest

1. D, A, B, E, C
2. E, A, C, B, D
3. A, E, B, C, D
4. E, A, B, C, D
5. D, A, E, B, C



## Making the patterns

- A**
1. Learner to colour the cars green and red to make a pattern.
  2. Learner to colour the flowers yellow and red to make a pattern.

- B**
1. 
  2. 
  3. 
  4. 
  5. 

- C** Learner to draw boys and girls to make a pattern.

## Stretch zone

A and E have the same use.

B and D have the same shape.

C is smooth and K is rough.

F and H have the same use.

G and J have the same use.

I and L have the same size.

## Whole number

### Counting 1 to 10 forward

- A** Listen to whether the learner says the number correctly.
- B** Questions 1 to 5 listen to whether the learner says the numbers correctly.

### Counting 1 to 20 forward

- A** The learner to say the numbers correctly.

- B** Questions 1 to 3 the learner to say the number correctly.  
Question 4 to 10 learners to count numbers correctly.
4. 14, 15, 16, 17, 18, 19, 20
  5. 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17
  6. 11, 12, 13, 14, 15, 16, 17, 18, 19, 20
  7. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
  8. 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15
  9. 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17
  10. 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20

## Counting by 2

- A** The learner is to say the numbers correctly.
- B** The learner is to say the numbers correctly.  
For questions 3 to 5 the learner to count the number correctly
3. 10, 12, 14, 16, 18, 20
  4. 4, 6, 8, 10, 12, 14, 16
  5. 8, 10, 12, 14, 16, 18, 20

## Counting numbers 1 to 50

- A** Learners to say the numbers in the number chart correctly.
- B**
1. Learner to say the numbers correctly.
  2. Learner to say the number correctly.
  3. 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20
  4. 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
  5. 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50





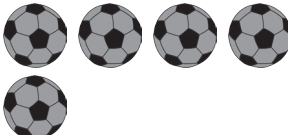
## Counting numbers backwards

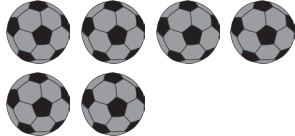
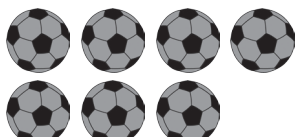
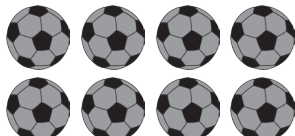
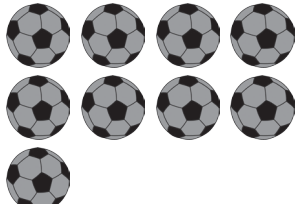
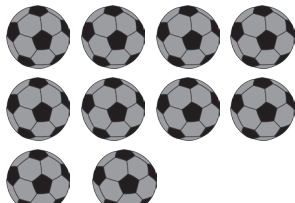
- A** Learners should say the numbers in the chart correctly.

**B** Learners should count the numbers backwards correctly.

## Showing number 1 to 10 using objects.

**A**

Number	Balls
1	
2	
3	
4	
5	

Number	Balls
6	
7	
8	
9	
10	

- B**
1. 8 balls
  2. 7 flowers
  3. 4 cups
  4. 5 fingers
  5. 10 pineapples

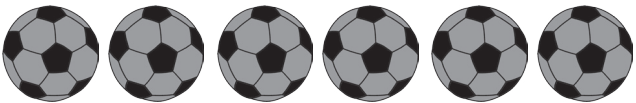




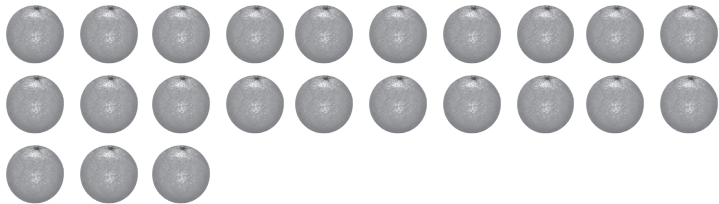
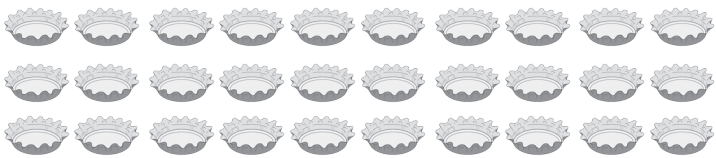
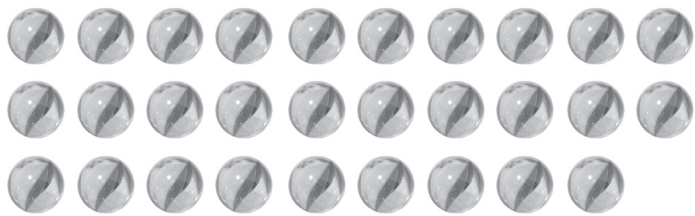
## Showing numbers 1 to 30 using objects

**A**

1. (a) 5 (b) 12 (c) 17 (d) 10  
(e) 9

2. (a) 27                      (b) 18                      (c) 17                      (d) 13  
(e) 15

**B**

1.		5    10 <b>6</b>
2.		13 <b>12</b> 4
3.		23 <b>20</b> 30
4.		<b>10</b> 11    15
5.		<b>15</b> 16    21
6.		13    19 <b>23</b>
7.		29 <b>30</b> 28
8.		25 <b>29</b> 27

## Reading and writing numbers 1 to 10

**A**

Learners to read the numbers correctly.

**B**

1. 1, 2, 3, 4, 5, 6, 7

2. 6, 7, 8, 9, 10

3. 5, 6, 7, 8, 9

4. 2, 3, 4, 5, 6, 7, 8

5. 3, 4, 5, 6, 7, 8, 9, 10

## Reading and writing numbers 1 to 50

**A**

Learners to read the numbers in the chart correctly.

**B**

1. 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27

2. 26, 27, 28, 29, 30

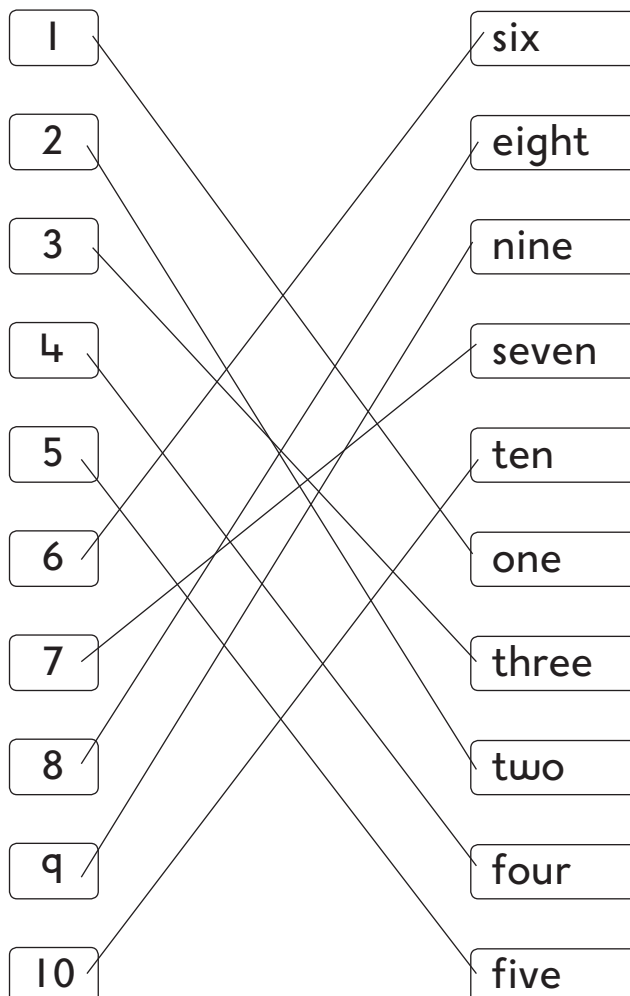
3. 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50

4. 22, 23, 24, 25, 26, 27, 28

5. 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

## Writing numbers in words.

**A**



**B**

Number	Number in words
1	One
2	Two
3	Three
4	Four
5	Five
6	Six
7	Seven
8	Eight
9	Nine
10	Ten

## Number patterns

**A**

1. 9      2. 16      3. 9      4. 18  
5. 15      6. 3

**B**

1. 

16	15	14	13	12	11
----	----	----	----	----	----

2. 

18	16	14	12	10	8
----	----	----	----	----	---

3. 

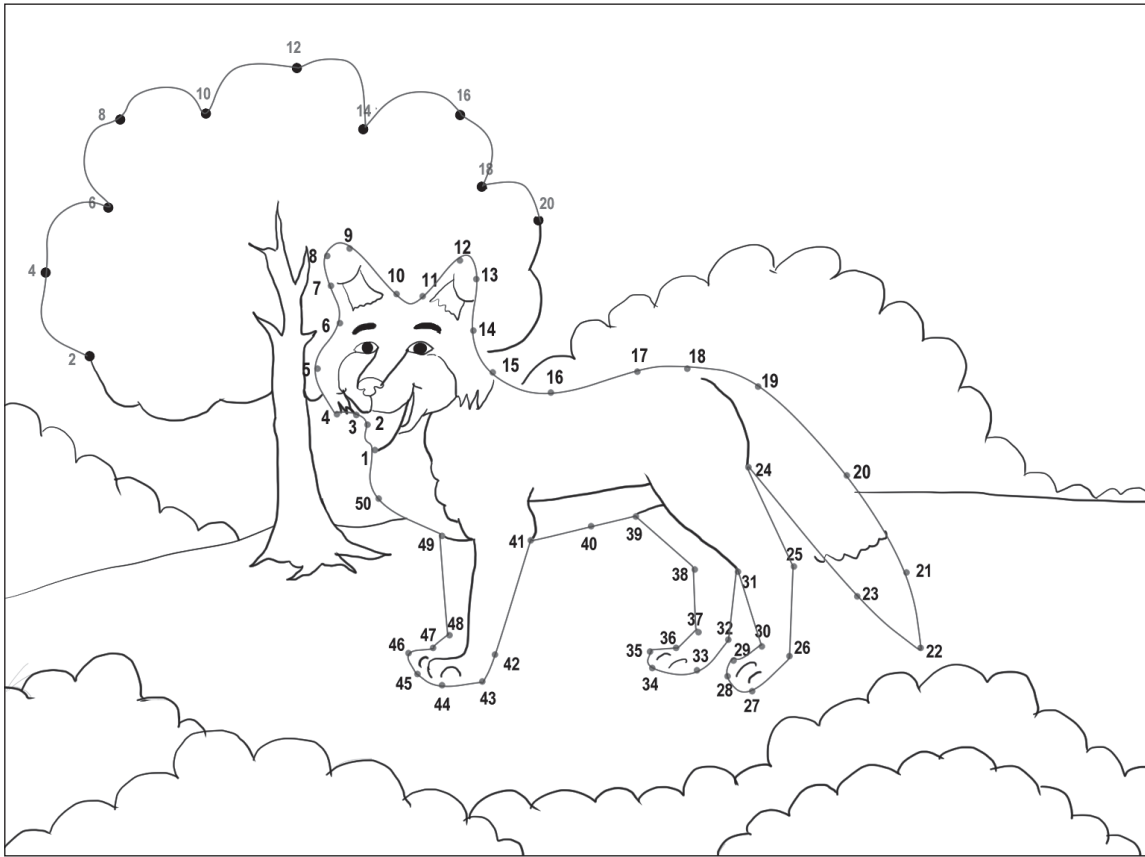
5	7	9	11	13
---	---	---	----	----

4. 

5	6	7	8	9	10
---	---	---	---	---	----

## Stretch zone

1.



2. 1, 2, 3, 4, 5, 6

3. (a) eight      (b) four      (c) ten      (d) seven  
(e) three

## Addition

### Putting together

1. 4 and 1 make 5

2. 6 and 2 make 8

3. 1 and 3 make 4

4. 4 and 4 make 8

### Writing addition sentences

A 1.  $4 + 2 = 6$

2.  $3 + 5 = 8$

3.  $2 + 6 = 8$

4.  $4 + 4 = 8$

5.  $7 + 3 = 10$

6.  $6 + 2 = 8$

**B**

1. 5

2. 9

3. 7

4. 8

5. 7

6. 9

### Adding two numbers using counters

1. 7

2. 6

3. 8

4. 9

5. 3

6. 10

7. 9

8. 8

### Adding two numbers by counting on.

**A**

1. 5

2. 7

3. 6

4. 7

5. 9

6. 8

7. 6

8. 10

**B**

1. 7

2. 10

3. 25

4. 8

### Adding three numbers using counters

1. 6

2. 9

3. 10

4. 6

5. 8

6. 10

7. 10

8. 9

### Adding three numbers by counting on

1. 7

2. 8

3. 10

4. 10

5. 10

6. 6

### Adding by counting on

**A**

1. 19

2. 27

3. 39

4. 35

5. 49

6. 48

7. 46

8. 26

9. 39

10. 15

**B**

1. 5

2. 10

3. 19

4. 39

5. 17

### Addition patterns

**A**

1. 19

2. 18

3. 29

4. 16

5. 15



**B**

1. 10

2. 16, 18

3. 14

4. 7, 9

5. 11

6. 9

**C**

Make two additional patterns

1. Check the additional patterns the learner has made.

2. Check the additional patterns the learner has made.

3. Check the additional patterns the learner has made.

4. Check the additional patterns the learner has made.

## Stretch zone

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

# Subtraction

## Take away

1. 3      2. 6      3. 2      4. 3  
5. 1

## Subtraction using ( - )

1. 2      2. 2      3. 4      4. 1  
5. 3      6. 6

## Subtracting by counting backwards

- A** 1. 4      2. 7      3. 2  
**B** 1. 6      2. 2      3. 4      4. 1  
5. 5      6. 5

## Subtracting by counting backwards numbers 1–20

- A** 1. 4      2. 7      3. 6      4. 9  
5. 8  
**B** 1. 8      2. 6      3. 9      4. 6  
5. 7      6. 15

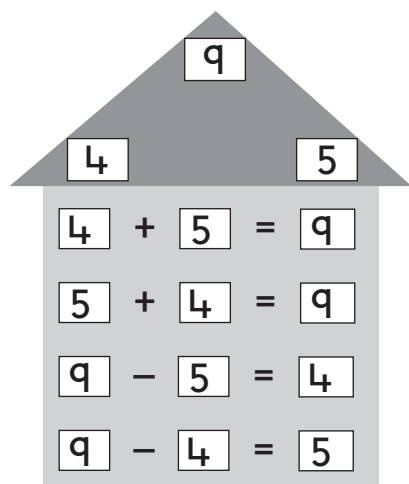
## Subtracting using counters

- A** 1. 1      2. 2      3. 4      4. 3  
5. 5      6. 6  
**B** 1. 3      2. 11      3. 8      4. 4  
5. 13      6. 4

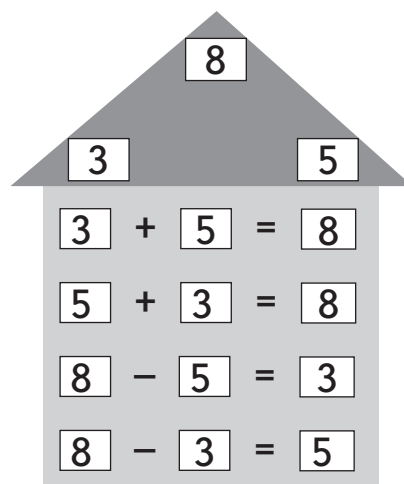
# Addition and subtraction

A

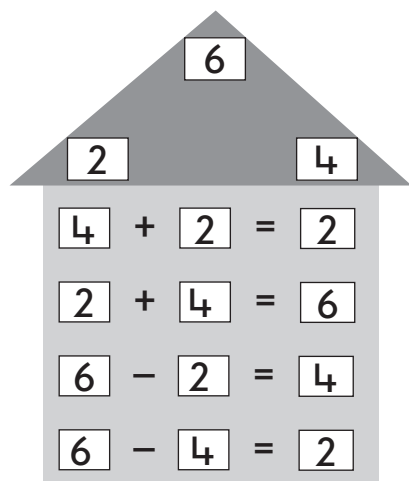
1.



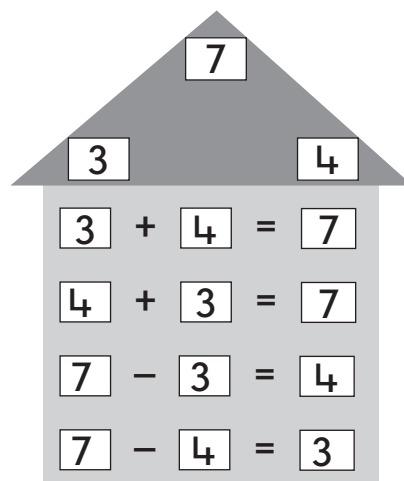
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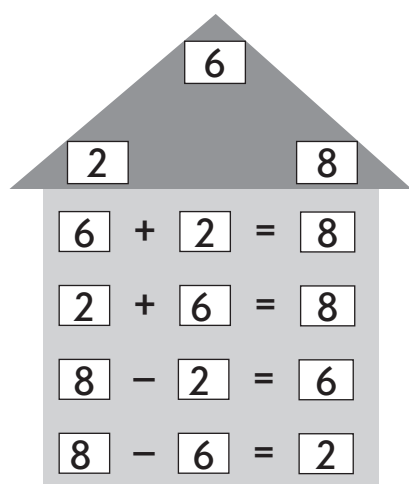
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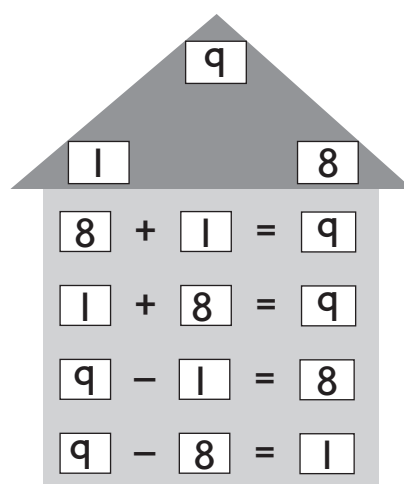
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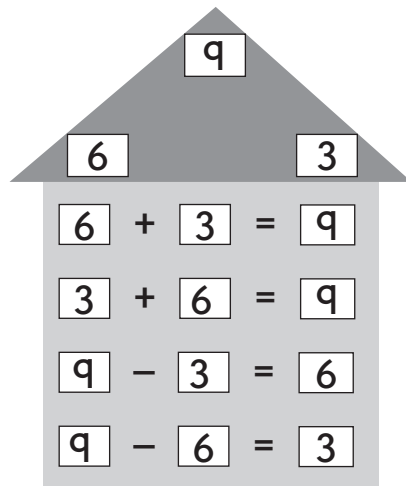
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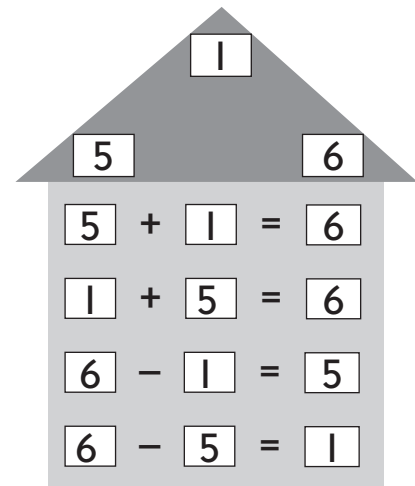
6.



7.

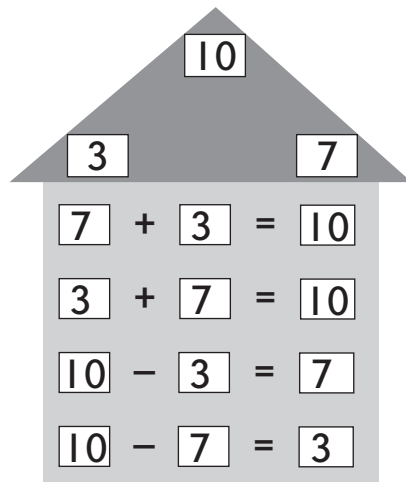


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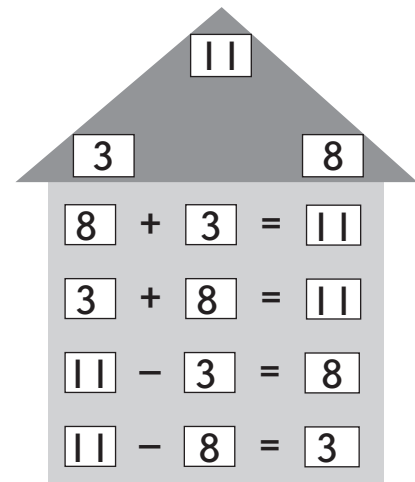


B

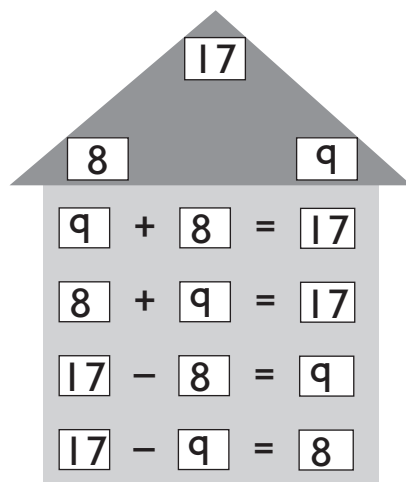
1.



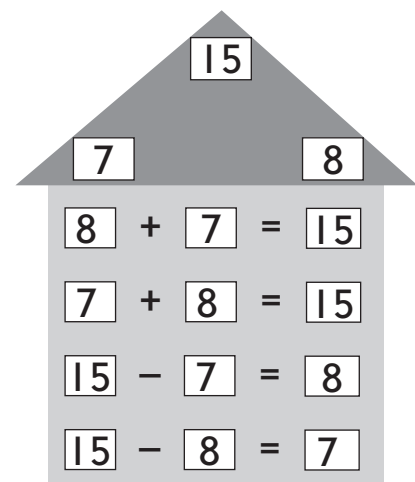
2.



3.



4.



## Subtraction patterns

**A**

1. 9

2. 3

3. 12

4. 13

**B**

1. 2

2. 3

3. 11

4. 6,4

5. 13, 11, 7

6. 45, 43

**C**

1. Check the subtraction sentence the learner has written.

2. Check the subtraction sentence the learner has written.

## Stretch zone

1. 16

2. 40

3.

10				9	-	2	=	7	
+				-				-	
5				8	-	6	=	2	
=				=		+		=	
15	-			1	=	14			5
							=		
		1							
		+							
		4							
		=							
10				17	+	3	=	20	
-				-					
10	+	5	=	15					
=				=					
0				2					

# 2

## Measurements

### Length

#### Longer than

- A** 1. Check if the learner has coloured the longer items.
- B**
1. The stick is longer than the pencil.
  2. The rope is longer than the stick.
  3. The spade is longer than the axe.
  4. The string is longer than the straw.
  5. The ruler is longer than the pencil.
  6. The sugarcane is longer than the stick.

#### Shorter than

- A**
- |           |        |          |
|-----------|--------|----------|
| 1. Spoon  | 2. Car | 3. Pen   |
| 4. Hammer | 5. Axe | 6. Ruler |
- B**
1. The pencil is shorter than the rope.
  2. The rubber is shorter than the pen.
  3. The spoon is shorter than the spade.
  4. The pencil is shorter than the ruler.
  5. The key is shorter than the broom.
  6. The scissors is longer than the hammer.
- C**
- |           |            |            |
|-----------|------------|------------|
| 1. Longer | 2. Longer  | 3. Shorter |
| 4. Longer | 5. Shorter |            |

## Same length

1. The rake and the spade have the same length.
2. The spoon and the fork have the same length.
3. The axe and the jembe have the same length.
4. The rubber and the sharpener have the same length.

## Stretch zone

1. Check the learner's answer.
2. Check the learner's answer.

## Mass

**A**

- |           |             |
|-----------|-------------|
| 1. B      | 2. textbook |
| 3. laptop | 4. jug      |
| 5. lorry  | 6. stone    |

**B**

1. The book is heavier than the bottle.
2. The spoon is heavier than the fork.
3. The pineapple is heavier than the orange.
4. The pawpaw is heavier than the orange.
5. The book is heavier than the pencil.
6. The stone is heavier than the balloon.

## Lighter than

**A**

- |               |               |
|---------------|---------------|
| 1. feather    | 2. banana     |
| 3. bottle top | 4. pencil     |
| 5. sharpener  | 6. watermelon |

**B**

1. The banana is lighter than the pineapple.
2. The plate is lighter than the sufuria.

3. The pencil is lighter than the book.
4. The spoon is lighter than the cup.

### Same mass

1. plate
2. knife
3. mango

### Measuring mass

- A** 1. 5      2. 8      3. 3      4. 6
- B** 1. Four      2. Three  
3. Teacher John is heavier than Teacher Ruth
- C** 1. 3      2. 2      3. 4      4. 2      5. 3, 4
- D** 1. 5 tins      2. 4 tins      3. 2 tins      4. 9 tins

### Stretch zone

1. Rat
2. John

## Capacity

### Holds more

1. The tin holds more water than the glass.
2. The sufuria holds more water than the bowl.
3. The jerrycan holds more water than the cup.
4. The bottle holds more water than the glass.
5. The cup holds more water than the bottle top.

### Holds less

- A** 1. The glass holds less water than the jug



2. The bottle holds less water than the pot.
3. The jerrycan holds less water than the tank.
4. The jug holds less water than the bucket.
5. The bucket holds less water than the tank.

**B**

- |         |         |         |
|---------|---------|---------|
| 1. Less | 2. Less | 3. Less |
| 4. More | 5. More | 6. More |

## Hold the same

- |            |            |
|------------|------------|
| 1. A and C | 2. A and C |
| 3. A and B | 4. B and C |
| 5. Band C  | 6. A and C |

## Measuring capacity

- |      |      |      |      |
|------|------|------|------|
| 1. 3 | 2. 4 | 3. 8 | 4. 3 |
| 5. 4 |      |      |      |

## Stretch zone

1. Check the creativity of learners in using collected containers.
2. Depends on the size of the jug and the cups used.
3. Depend on each learner.

# Time

## Days of the week

**A**

- |              |             |
|--------------|-------------|
| 1. 7         | 2. Saturday |
| 3. Wednesday | 4. Friday   |

**B**

- |                   |              |
|-------------------|--------------|
| 1. Wednesday      | 2. Saturday  |
| 3. Friday, Sunday | 4. Wednesday |
| 5. Sunday         |              |

## Things we do during the week

- A** 1. Questions 1 to 7 answers depend on each learner.
- B** 1. Monday and Friday (but schools have different routines).  
2. Monday and Friday (but schools have different routines).  
3. Saturday  
4. Accept relevant answers from learners.  
5. Accept relevant answers from learners.  
6. Accept relevant answers from learners.

## Months of the year

- A** 1. May 2. September, December  
3. May 4. October, November  
5. August
- B** 1. 12 2. March  
3. December 4. April  
5. November 6. July
- C** 1. (a) Monday (b) Tuesday  
(c) Wednesday (d) Thursday  
(e) Friday (f) Saturday  
(g) Sunday  
2. (a) Check the learner answers for all the months to be coloured blue.  
(b) Check the learner's answers, all the days of the week are to be coloured red.

## Stretch zone

2. Reciting the poem correctly.  
3. Accept the correct answer.

# Money






## Kenyan coins and notes

- |       |       |       |       |
|-------|-------|-------|-------|
| 1. 1  | 2. 5  | 3. 10 | 4. 20 |
| 5. 40 | 6. 50 |       |       |

## Counting coins

- A**
- |      |      |       |      |
|------|------|-------|------|
| 1. 5 | 2. 4 | 3. 10 | 4. 3 |
| 5. 8 | 6. 6 |       |      |

**B**

		3
		9
		6
		5
		10

## Buying goods

A

1. sh 12

3. sh 20

5. sh 30

7. sh 15

9. sh 17

2. sh 10

4. sh 20

6. sh 20

8. sh 25

## Stretch zone

1. 9 – one shilling coins

2. 13 – five-shilling coins

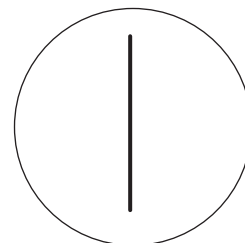
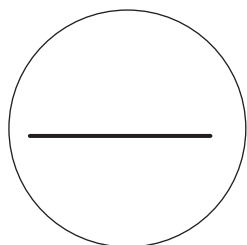
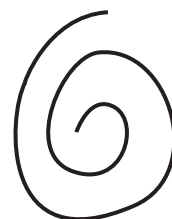
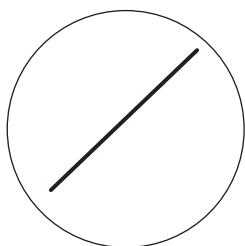
3. 5 – ten-shilling coins

4. 8 – twenty-shilling coins

5. 4 – forty-shilling coins

## Lines

1.



2. A, E, F, H, I, K, L, M, N, T, V, W, Y, Z

I, 4, 7

3. Check whether learners correctly write things with straight lines.

4. Check whether learners correctly write things with straight lines.

## Drawing straight lines

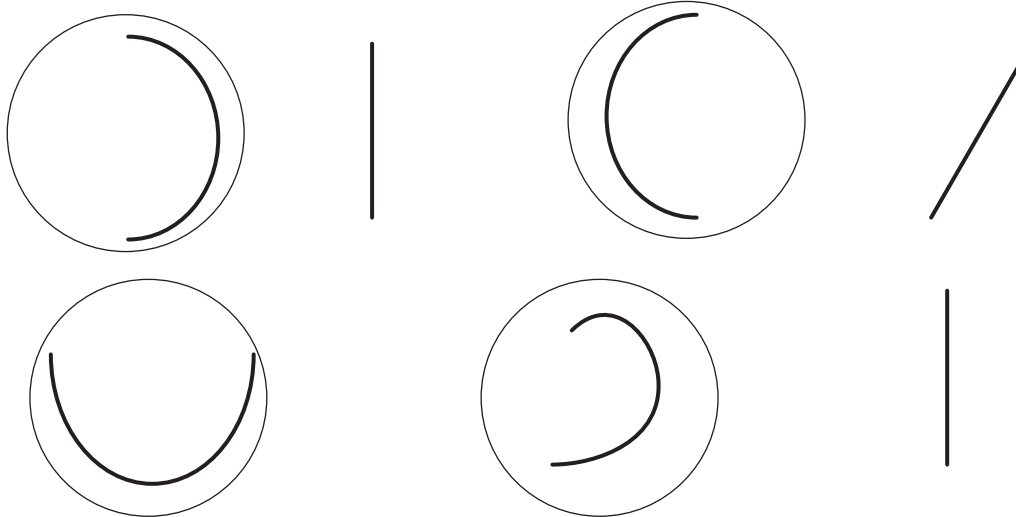
1.



2. Check whether learners correctly draw straight lines.

## Curved lines

1.



2. C, O, S, 3, 6, 8

3. Check whether the learner has written things that have curved lines.

4. Check whether the learner has written things that have curved lines.

## Drawing curved lines

1.



2. Check whether learners correctly draw curved lines.

## Stretch zone

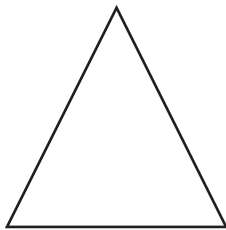
1. (a) Learner to colour all the shapes that have straight lines in red  
(b) learner to colour all shapes that have curved lines in blue
2. (a) straight lines are 8  
(b) curved lines are 2

# Shapes

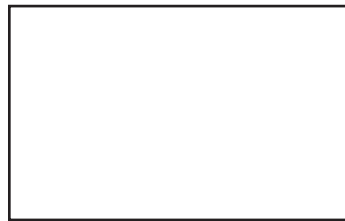
## Rectangles, triangles and circles

- A**
1. Learner to colour all the 4 rectangles red
  2. Learner to colour all the 2 circles blue
  3. Learner to colour all the 3 triangles green
- B**
1. 4, rectangles
  2. 2, circles
  3. 3, triangles
- C**
1. The learner is to colour all the rectangles red.
  2. The learner is to colour all the triangles yellow.
- D**      (a) 3      (b) 4

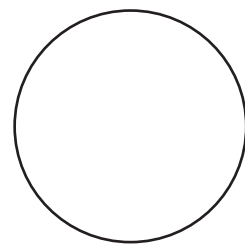
**E**



triangle



rectangle

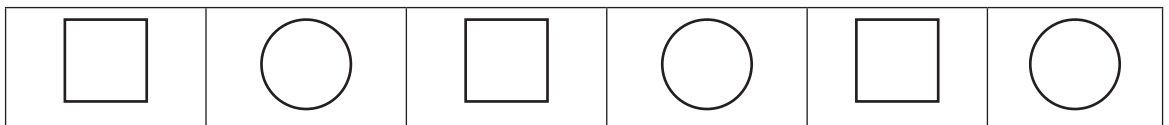


circle

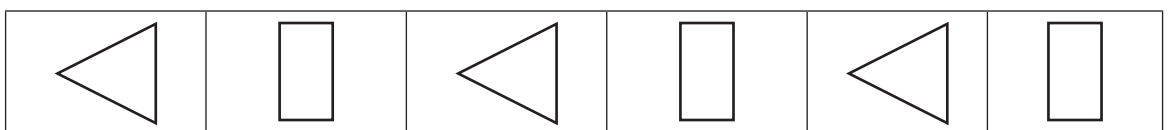
## Making patterns

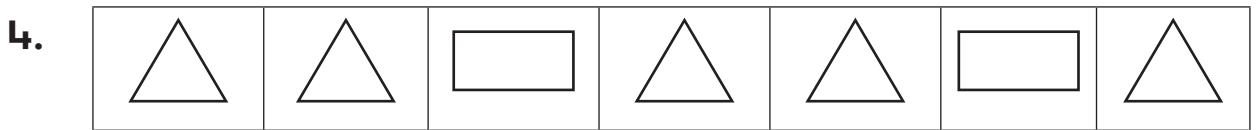
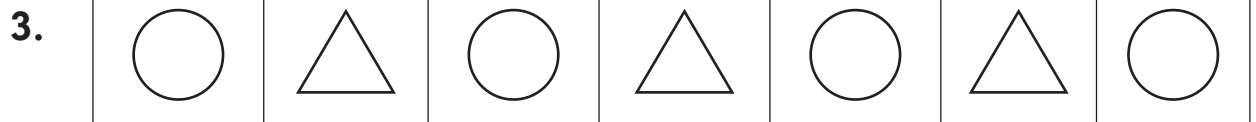
**A**

1.



2.





**B**

1. The Learner to use triangles and rectangles to draw a pattern
2. The Learner to use triangles and circles to draw a pattern
3. The Learner to use circles and rectangles to draw a pattern

## Stretch zone

1.
  - (a) The learner to write things that have the shape of a triangle at home and school.
  - (b) The learner to write things that have the shape of rectangles at home and school.
  - (c) The learner to write things that have the shape of a circle at home and school.
2.
  - (a) Rectangles      12
  - (b) Triangles      4
  - (c) Circles      7