

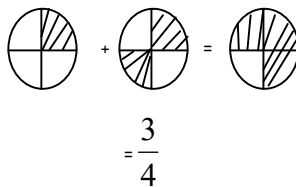
P.4 MATHEMATICS SCHEME TERM II

WK	PD	THEME	TOPIC	SUB TOPIC	COMPETENCES		CONTENT	METHOD	LIFE SKILLS	ACTIVITIES	REF	T/LAIDS
					Subject	Language						
1	1	Numeracy	Fractions	Types of fractions	<p>The learner;</p> <p>Describes a fraction</p> <p>States and describes different types of fractions on diagrams .</p> <p>Identifies types of fractions</p>	<p>The learner;</p> <p>Reads, pronounces, spells and describes key words used in the sentences</p> <ul style="list-style-type: none"> - proper -improper -numerator -denominator 	<p><u>Fraction</u></p> <p>A fraction is a part of a whole.</p> <p>N.B: In a fraction $\frac{2}{3}$. The bottom number (3) is a denominator and the top number 2) is a numerator. e.g.</p> <div style="text-align: center;"> </div> <p><u>Types of fractions</u></p> <p>Proper fraction. The numerator is less than the denominator. e.g.</p> <div style="text-align: center;"> </div> <p>$\frac{1}{3} =$ </p> <p>Improper fraction The numerator is more than the denominator. e.g.</p> <div style="text-align: center;"> </div> <p>Mixed numbers Have a whole and a fraction e.g. $1\frac{1}{2}$, $2\frac{1}{4}$, $3\frac{1}{3}$</p> <div style="text-align: center;"> </div>	<ul style="list-style-type: none"> • Demonstration • Observation • Guided discovery • Question and answer 	<ul style="list-style-type: none"> • Describing the new words • Identifying fractions • Cut objects to form fractions 	<ul style="list-style-type: none"> • Effective communication 	<ul style="list-style-type: none"> • Real objects like oranges, papers, knives, pair of scissors • Chart showing types of fraction 	<ul style="list-style-type: none"> • Fountain book 4 page 64 – 65 • MK book 4 page 90 – 91

1	2	Numeracy	Fractions	Conversion in fractions	<p>The learner; Identifies each type of a fraction</p>	<p>The leaner; Reads, spells, pronounces and describes new words as -whole -numerator -denominator -improper</p>	<p><u>Converting mixed numbers to improper fractions</u></p> <p>Example</p> <p>Change $3\frac{2}{5}$ to improper fraction</p> $W = \text{Whole} = \frac{(W \times D) + N}{D}$ $D = \text{Denominator}$ $N = \text{Numerators} = \frac{(3 \times 5) + 2}{5}$ $= \frac{15 + 2}{5}$ $= \frac{17}{5}$ <p>Activity</p> <p>Change the following mixed numbers to improper fractions</p> <p>a) $2\frac{1}{3}$</p> <p>b) $5\frac{2}{3}$</p>	<ul style="list-style-type: none"> Observation Guided discovery Inquiry 	<ul style="list-style-type: none"> Converting mixed numbers to improper fractions Identifying fractions 	<ul style="list-style-type: none"> Problem solving , Responsibility , Effective communication Concern and appreciation 	<ul style="list-style-type: none"> Chart showing conversion of fractions Counter and Chalk board illustration Understanding maths page 60, Mk book 4 91-92, Fountain book 4 pg. 65-66 and St. Bernard bk 4 pg 78-79
1	3	Numeracy	Fractions	Converting improper fraction to mixed numbers	<p>Converts from one type of a fraction to another</p>		<p><u>Converting improper fractions to mixed number</u></p> <p>Example</p> <p>Express $\frac{5}{2}$ as a mixed number</p> $\frac{5}{2} \text{ (//) (//) / } \quad \frac{5}{2} = 2\frac{1}{2} \quad 5 \div 2 = 2 \text{ rem } 1$	<ul style="list-style-type: none"> Observation Guided discovery Inquiry 	<ul style="list-style-type: none"> Converting improper fractions to mixed numbers 	<ul style="list-style-type: none"> Problem solving , Responsibility , appreciation Effective communication Concern and 	<ul style="list-style-type: none"> Chart showing conversion of fractions Counter and Chalk board illustration Understanding maths page 60, Mk book 4 91-92, Fountain book 4 pg. 65-66 and St. Bernard bk 4 pg 78-79
1	4	Numeracy	Fractions	Finding Equivalent fraction	<p>The learner; Describes an equivalent fractions</p> <p>Identifies counting or natural numbers</p> <p>Works out problems on equivalent fractions</p>	<p>The learner; Reads, spells, pronounced and describes new words</p> <p>-equivalent -counting</p>	<p><u>Finding equivalent fraction</u></p> <p>Note</p> <ul style="list-style-type: none"> - Equivalent fractions have the same value. - Equivalent fractions are got by multiplying a numerator and denominator by the same counting number (1, 2, 3, 4,) <p>Examples</p> <p>Find the equivalent fraction for $\frac{2}{3}$.</p> $\frac{2}{3} = \frac{2 \times 2}{3 \times 2} = \frac{2 \times 3}{3 \times 3} = \frac{2 \times 4}{3 \times 4} = \frac{2 \times 5}{3 \times 5}$ $\frac{2}{3} = \frac{4}{6} = \frac{6}{9} = \frac{8}{12} = \frac{10}{15}$	<ul style="list-style-type: none"> Observation Guided discovery Question and answer 	<ul style="list-style-type: none"> Describing equivalent fractions Listing equivalent fractions 	<ul style="list-style-type: none"> Critical thinking Effective communication Appreciation Concern 	<ul style="list-style-type: none"> Chalkboard illustration St. Bernard pg. 64-65, Mk book 4 pg 83-83 Fountain book 5 pg 63-64 Understanding maths book 4 pg 60 - 61

1	5	Numeracy	Fractions	Finding the missing number	<p>The learner; States that equivalent fractions</p> <p>Identifies the missing number from the list</p>	<p>The learner; Reads, spells, pronounces key words -equivalent</p>	<p><u>Finding missing numbers</u></p> <p>Examples</p> <p>Find the missing number</p> $\frac{1}{2} = \frac{\square}{6}$ $\frac{1}{2} = \frac{1 \times 2}{2 \times 2} = \frac{1 \times 3}{2 \times 3} = \frac{1 \times 4}{2 \times 4} = \frac{1 \times 5}{2 \times 5}$ $\frac{1}{2} = \frac{2}{4} = \frac{3}{6} = \frac{4}{8} = \frac{5}{10}$ <p>Therefore $\frac{1}{2} = \frac{\boxed{3}}{6}$</p> <p>Activity</p> <p>Find the missing numbers</p> $\frac{1}{2} = \frac{\square}{6}$	<p>Observation Guided discovery Question and answer</p> <p>• • •</p>	<p>Finding the missing numbers</p> <p>•</p>	<p>Critical thinking Effective communication Appreciation Concern</p> <p>• • • •</p>	<p>Chalkboard illustration</p> <p>•</p>	<p>St. Bernard pg. 64-65, Mtk book 4 pg 83-83 Fountain book 5 pg 63-64 Understanding maths book 4 pg 60-61</p> <p>• • •</p>
2	1	Numeracy	Fractions	Reducing fractions to their lowest terms	<p>The learner; Works out problems on reducing fractions</p>	<p>The learner; Reads, spells and pronounces words like -reduce -fractions -lowest -term properly</p>	<p><u>Reducing fractions</u></p> <p>Note: Reducing fractions is finding the equivalent fraction by dividing the numerator and the denominator by the same number (2, 3, 4, 5, 6, 7, 8, 9, etc)</p> <p>Example</p> <p>Reduce $\frac{5}{10}$ to its lowest term</p> $\frac{5}{10} = \frac{5 \div 5}{10 \div 5} \qquad \frac{5 \div 5 = 1}{10 \div 5 = 2}$ $\frac{5}{10} = \frac{1}{2}$ <p>Example II</p> <p>Reduce $\frac{4}{8}$ to its lowest term</p> $\frac{4}{8} = \frac{4 \div 2}{8 \div 2} = \frac{2}{4} = \frac{2 \div 2}{4 \div 2} = \frac{1}{2}$	<p>Guided discovery Question and answer Group discussion</p> <p>• • •</p>	<p>Reducing fractions to their lowest term</p> <p>•</p>	<p>Critical thinking Cooperation Responsibility</p> <p>• • •</p>	<p>Chalkboard illustration Counters</p> <p>• •</p>	<p>Mk book 4 page 83, Fountain book 4 pg 63 St. Bernard book 4 page 69 Understanding mtc book 4 pg 65</p> <p>• • •</p>

2	2	Numeracy	Fractions	Arranging fractions in order	<p>The learner; Lists the equivalent fraction</p> <p>Identifies the greatest and least values</p> <p>Arranges fractions in order</p>	<p>The learner; Reads, spells, pronounces and describes new words</p> <p>-ascending -descending -least greatest</p>	<p><u>Arranging fractions in order</u></p> <p>Example</p> <p>Arrange $\frac{1}{8}$, $\frac{1}{4}$ and $\frac{1}{5}$. In order starting with the smallest.</p> $\frac{1}{8} = \frac{2}{16} = \frac{3}{24} = \frac{4}{32} = \frac{5}{40} = \frac{6}{48} = \frac{7}{56}$ $\frac{1}{4} = \frac{2}{8} = \frac{3}{24} = \frac{4}{16} = \frac{5}{20} = \frac{6}{24} = \frac{7}{28} = \frac{8}{32} = \frac{9}{36} = \frac{10}{40}$ $\frac{1}{5} = \frac{2}{10} = \frac{3}{15} = \frac{4}{20} = \frac{5}{25} = \frac{6}{30} = \frac{7}{35} = \frac{8}{40}$ <p>Smallest = $\frac{1}{8}$, $\frac{1}{5}$ and $\frac{1}{4}$.</p> <p>Use a number line also for those with the same denominator</p>	<p>Guided discovery Question and answer Group discussion</p> <p>• • •</p>	<p>Reducing fractions to their lowest term</p> <p>•</p>	<p>Critical thinking Cooperation Responsibility</p> <p>• • •</p>	<p>Chalkboard illustration Counters</p> <p>• •</p>	<p>Mk book 4 page 83, Fountain book 4 pg 63 St. Bernard book 4 page 69 Understanding mtc book 4 pg 65</p> <p>• • •</p>
	3	Numeracy	Fractions	Comparing fractions using symbols (>, < or =)	<p>The learner; States the equivalent fractions</p> <p>Identifies the greatest and least values</p> <p>Works out problems involving comparing fractions</p>	<p>The learner; Reads, spells and pronounces key words</p> <p>-greater than less than equal to</p>	<p><u>Comparing fractions using symbols (>, < or =)</u></p> <p>> is greater than</p> <p>< is less than</p> <p>= is equal to</p> <p>Examples</p> <p>Compare $\frac{1}{2}$ and $\frac{1}{3}$ using >, < or =</p> $\frac{1}{2} = \frac{2}{4} = \frac{3}{6} = \frac{4}{8} = \frac{5}{10} = \frac{6}{12} = \frac{7}{14} = \frac{8}{16}$	<p>Demonstration Observation Guided discovery Question and answer</p> <p>• • • •</p>	<p>Listing equivalent fraction Comparing fractions using symbols</p> <p>• •</p>	<p>Creative thinking Critical thinking Appreciation Responsibility</p> <p>• • • •</p>	<p>Chalkboard illustration A drawn chart showing</p> <p>• •</p>	<p>Teacher's collection</p> <p>•</p>

						$\frac{1}{3} = \frac{2}{6} = \frac{3}{9} = \frac{4}{12} = \frac{5}{15} = \frac{6}{18} = \frac{7}{21} = \frac{8}{24}$ $\frac{1}{2} > \frac{1}{3}$ Activity Use > , < or = to complete $\frac{1}{4} \text{ ————— } \frac{2}{8}$ $\frac{1}{5} \text{ ————— } \frac{1}{9}$					
2	4	Numeracy	Fractions	Addition of fraction with the same denominators	<p>The learner; Adds the fractions with the same denominator</p> <p>The learner; Reads, spells words like -add -denominator</p>	<p><u>Addition of fractions</u></p> <p>Examples I</p> <div>$1. \text{ Add: } \frac{1}{4} + \frac{2}{4}$$\frac{1}{4} + \frac{2}{4} = \frac{1+2}{4}$$= \frac{3}{4}$</div> <div></div> <p>Example II</p> $2. \text{ Add: } 1\frac{1}{3} + 4\frac{1}{3}$ $\left(1 + 4 \right) + \left(\frac{1}{3} + \frac{1}{3} \right)$ $5 + \frac{1+1}{3}$	<div><div>Demonstration</div><div>Observation</div><div>Guided discovery</div><div>Question and answer</div></div> <div><div>•</div><div>•</div><div>•</div><div>•</div></div>	<div><div>Listing equivalent fraction</div><div>Comparing fractions using symbols</div></div> <div><div>•</div><div>•</div></div>	<div><div>Creative thinking</div><div>Critical thinking</div><div>Appreciation</div><div>Responsibility</div></div> <div><div>•</div><div>•</div><div>•</div><div>•</div></div>	<div><div>Chalkboard illustration</div><div>A drawn chart showing</div></div> <div><div>•</div><div>•</div></div>	<div><div>Teacher's collection</div></div> <div><div>•</div></div>

						$5 + \frac{2}{3}$ $5\frac{2}{3}$ <p>Activity</p> <p>Add :</p> $2\frac{1}{3} + \frac{1}{3}$ $\frac{4}{12} + \frac{7}{12}$					
2	5	Numeracy	Fractions	Subtraction of fractions with the same denominators	<p>The learner; Subtracts fractions with the same denominators</p> <p>Solves problems involving subtraction of fractions</p>	<p>The learner; Reads, spells and pronounces words like -subtract -fractions properly</p> <p><u>Subtraction of fractions</u></p> <p>Example I</p> <p>Subtract : $\frac{7}{12} - \frac{1}{12}$</p> $\frac{7}{12} - \frac{1}{12} = \frac{7-1}{12}$ $\frac{6}{12}$ <p>Example II</p> <p>Peter had $2\frac{1}{5}$ pieces of wire and gave out $1\frac{4}{5}$ to a friend. What fraction remained?</p> $2\frac{1}{5} - 1\frac{4}{5}$	<ul style="list-style-type: none"> • Observation • Guided discussion • Question and answer 	<ul style="list-style-type: none"> • Subtracting fractions with the same denominators 	<ul style="list-style-type: none"> • Problem solving • Responsibility 	<ul style="list-style-type: none"> • Chalk board illustration • A drawn chart showing 	<ul style="list-style-type: none"> • Teacher's collection

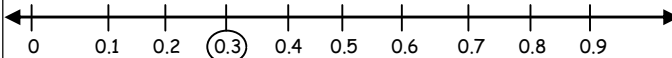
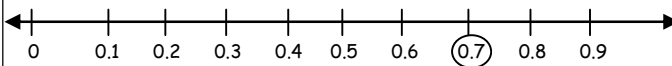
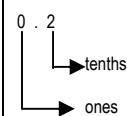
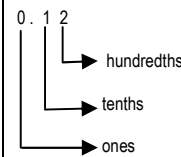
						$\frac{11}{5} - \frac{9}{5} = \frac{11-9}{5}$ $= \frac{2}{5}$ $\frac{2}{5} \text{ remained}$ <p>Activity</p> <p>Subtract : $4\frac{4}{6} + 2\frac{1}{6}$</p> <p>Workout : $\frac{5}{9} - \frac{2}{9}$</p>					
3	1	Numeracy	Fractions	Addition of fractions with the different denominators	<p>The learner; Identifies the equivalent fractions</p> <p>Adds fractions with different denominators</p>	<p>The learner; Reads, spells and pronounces the words like -addition -fractions equivalent properly</p> <p><u>Addition of fractions with different denominators</u></p> <p>Examples</p> <p>Add: $\frac{1}{2} + \frac{2}{3}$</p> $\frac{1}{2} = \frac{2}{4} = \left(\frac{3}{6}\right) = \frac{4}{8} = \frac{5}{10} = \frac{6}{12} + \frac{7}{14} \dots\dots\dots$ $\frac{2}{3} = \frac{4}{6}$ $\frac{3}{6} + \frac{4}{6} = \frac{3+4}{6}$ $\frac{7}{6}$ $1\frac{1}{6}$	<ul style="list-style-type: none"> • Observation • Guided discussion • Question and answer 	<ul style="list-style-type: none"> • Identifying the equivalent fractions • Adding of fractions with the different denominator 	<ul style="list-style-type: none"> • Problem solving • Responsibility 	<ul style="list-style-type: none"> • Chalk board illustration 	<ul style="list-style-type: none"> • Mk. Book 4 pg 89 • St. Bernard book 4 pg. 83 • Fountain book 4 pg 71 • Teacher's collection

						<p>Example II</p> $\frac{1}{4} + \frac{1}{3}$ $\frac{1}{4} = \frac{2}{8} = \left(\frac{3}{12}\right) = \frac{4}{16}$ $\frac{1}{3} = \frac{2}{6} = \frac{3}{9} = \left(\frac{4}{12}\right) = \frac{5}{15}$ $\frac{3}{12} + \frac{4}{12} = \frac{7}{12}$					
3	2	Numeracy	Fractions	Subtraction of fractions with the different denominators	<p>The learner; Identifies the equivalent fractions</p> <p>Subtracts fractions with different denominators</p>	<p>The learner; Reads, spells and pronounces the words like -fraction -subtraction -equivalent property</p> <p><u>Subtraction of fractions with different denominators</u></p> <p>Examples</p> <p>Subtract: $\frac{3}{4} - \frac{2}{3}$</p> $\frac{3}{4} = \frac{6}{8} = \left(\frac{9}{12}\right) = \frac{12}{16} = \frac{15}{20} = \frac{18}{24} \dots\dots\dots$ $\frac{2}{3} = \frac{4}{6} = \frac{6}{9} = \left(\frac{8}{12}\right) = \frac{10}{15} = \frac{12}{18} \dots\dots\dots$ $\frac{9}{12} - \frac{8}{12} = \frac{9-8}{12}$	<ul style="list-style-type: none"> • Group discussion • Guided discovery • Question and answer 	<ul style="list-style-type: none"> • Identifying the equivalent fractions • Subtracting fractions with the different denominator 	<ul style="list-style-type: none"> • Problem solving • Creative thinking • Responsibility • Care and concern 	<ul style="list-style-type: none"> • Chalk board illustration 	<ul style="list-style-type: none"> • Teacher's collection

							$= \frac{1}{12}$ <p>Activity</p> <p>Workout the following</p> <div> $\frac{4}{9} - \frac{1}{3}$ $\frac{7}{8} - \frac{1}{3}$ </div>						
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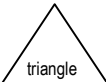
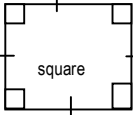

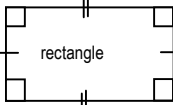
3	3	Numeracy	Fractions	Conversion of fractions in decimals	<p>The learner; Describes a decimal and decimal places</p> <p>Work out problems on conversion of fractions in decimals</p>	<p>The learner; Reads, spells, pronounces and describes new words -decimals -decimal place</p>	<p><u>Expressing fractions as decimals</u></p> <p><u>Note:</u></p> <p>A decimal is a number with one or more digits to the right of a decimal point.</p> <p>Decimal places are the number of digit to the right of a decimal point. e.g.</p> $\frac{1}{10} = \text{one decimal place (0.1)}$ $\frac{1}{100} = \text{two decimal places (0.01)}$ <p>Examples</p> <p>Express $\frac{3}{10}$ as a decimal</p> $\frac{3}{10} = 0.3$ <p>Example II</p> <p>Express $\frac{7}{100} = 0.07$</p>	<ul style="list-style-type: none"> • Group discussion • Guided discovery • Question and answer 	<ul style="list-style-type: none"> • Identifying the equivalent fractions • Subtracting fractions with the different denominator 	<ul style="list-style-type: none"> • Problem solving • Creative thinking • Responsibility • Care and concern 	<ul style="list-style-type: none"> • Chalk board illustration 	<ul style="list-style-type: none"> • Teacher's collection
				Conversion in decimals	<p>The learner; Works out problems on fraction in decimals</p>	<p>The learner; Reads sentences correctly</p>	<p>Convert $\frac{24}{100}$ to decimal</p> $\frac{24}{100} = 0.24$ <p>Change $2\frac{4}{10}$ to a decimal</p> $2\frac{4}{10} = 2 + \frac{4}{10}$ $= 2 + 0.4$	<ul style="list-style-type: none"> • Group discussion • Question and answer 	<ul style="list-style-type: none"> • Working out problems on fractions in decimal 	<ul style="list-style-type: none"> • Problem solving • Responsibility 	<ul style="list-style-type: none"> • Chalk board illustration 	<ul style="list-style-type: none"> • MK book 4 pg. 100 – 101 • Fountain book 4 pg 74 – 75

						<p>= 2.4</p> <p>Activity</p> <p>Convert the following fractions to decimals</p> <p>a) $3\frac{1}{10}$</p> <p>b) $\frac{5}{100}$</p> <p>c) $4\frac{7}{10}$</p>					
3	4	Numeracy	Fractions	Writing decimals as common fractions	<p>The learner; Writes decimals as common fraction</p> <p>The learner; Reads, spells and pronounces words like -decimals -common -fraction correctly</p>	<p><u>Writing decimals as common fractions</u></p> <p><u>Note:</u></p> <p>$0.1 = \frac{1}{10}$ $0.001 = \frac{1}{1000}$</p> <p>$0.01 = \frac{1}{100}$</p> <p>Examples</p> <p>Write 1.5 as a fraction</p> <p>$1.5 = 1 + \frac{5}{10}$</p> <p>$= 1\frac{5}{10}$</p> <p>Example II</p> <p>Express 12.9 as a common fraction</p> <p>$12.9 = 12 + \frac{9}{10}$</p>	<ul style="list-style-type: none"> Group discussion Question and answer 	<ul style="list-style-type: none"> Working out problems on fractions in decimal 	<ul style="list-style-type: none"> Problem solving Responsibility 	<ul style="list-style-type: none"> Chalk board illustration 	<ul style="list-style-type: none"> MK book 4 pg. 100 – 101 Fountain book 4 pg 74 – 75

							$12 \frac{9}{10}$					
3	5	Numeracy	Fractions	Representing decimals on the number line	<p>The learner; Draws a number of decimals</p> <p>Marks decimal on a number line as stated</p>	<p>The learner; Reads, spells and pronounces key words number line</p>	<p><u>Representing decimals on the number line</u></p> <p>Example I</p> <p>Show 0.3 on a number line</p>  <p>Example II</p> <p>Show 0.7 on the number line</p> 	<ul style="list-style-type: none">• Question and answer5• Group discussion• Guided discovery	<ul style="list-style-type: none">• Representing decimals on the number line	<ul style="list-style-type: none">• Effective communication• Problem solving• Critical thinking	<ul style="list-style-type: none">• Chalkboard illustration	<ul style="list-style-type: none">• Fountain book 4 pg. 72-73
4	1	Numeracy	Fractions	Place values of decimals up to tenths	<p>The learner; Identifies place values of decimals</p>	<p>The learner; Reads, spells and pronounces new words -tenths -ones</p>	<p><u>Place values of decimals</u></p> <p>Note: All place values end with letter "S"</p> <p>Example I</p> <p>Find the place value of each digit below 0.2</p>  <p>Example II</p> <p>Find the place value of each in 0.12</p>  <p>Activity</p> <p>Find the place value of the underlined number</p> <p>a) 0. 3<u>4</u>7</p>	<ul style="list-style-type: none">• Question and answer5• Group discussion• Guided discovery	<ul style="list-style-type: none">• Identifying place values of decimals	<ul style="list-style-type: none">• Effective communication• Problem solving• Critical thinking	<ul style="list-style-type: none">• Chalkboard illustration	<ul style="list-style-type: none">• MK book 4 page 98

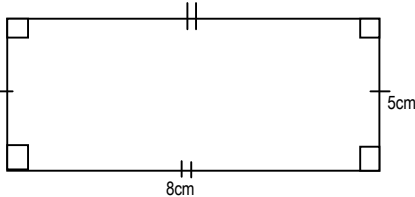
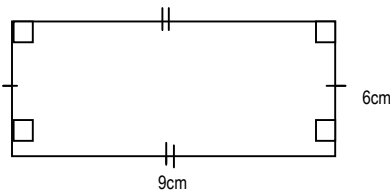
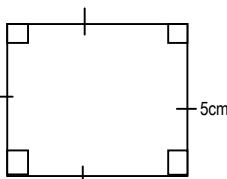
						b) <u>35</u> ÷ 12						
4	2	Numeracy	Fractions	Writing decimals n words	The learner; Identifies the place values of decimals	The learner; Reads, spells and pronounces new words like -Tenths -Ones correctly	<u>Writing decimals in words</u> Example I Write 0.5 in words 0.5 – five tenths or tenths (zero point five) Example II Express 0.25 in words <div><div>0.25</div><div><div>2</div><div>5</div><div>hundredths</div><div>tenths</div></div></div> 0.25 – Twenty five hundredths (zero point two five) Example III Write 0.574 in words <div><div>0.574</div><div><div>5</div><div>7</div><div>4</div><div>thousands</div><div>hundredths</div><div>tenths</div></div></div> Five hundred seventy four thousands	<div>•••</div> <div>Group discussion Guided discovery Question and answer</div>	<div>•••</div> <div>Identifying the place value of decimals Writing decimals in words Writing decimals in figures</div>	<div>••••</div> <div>Effective communication Critical thinking Appreciation Care and concern</div>	<div>•</div> <div>Chalkboard illustration</div>	<div>•</div>
4	3	Numeracy	Fractions	Writing decimals n words	The learner; Identifies the place values of decimals	The learner; Reads, spells and pronounces new words like -Tenths -Ones correctly	<u>Writing decimals in figures</u> Example I Write four tenths in figure <div><div><div>ones</div><div>0</div></div><div><div>tenths</div><div>4</div></div></div> <div><div>=</div><div><div>4</div><div>10</div></div></div> <div><div>=</div><div>0.4</div></div> Example II Write two and five tenths in figures <div><div><div>ones</div><div>2</div></div><div><div>tenths</div><div>5</div></div></div> <div><div>two and five tenths</div><div><div>2</div><div>+</div><div><div>5</div><div>10</div></div></div></div> <div><div>=</div><div>2 + 0.5</div></div>	<div>•••</div> <div>Group discussion Guided discovery Question and answer</div>	<div>•••</div> <div>Identifying the place value of decimals Writing decimals in words Writing decimals in figures</div>	<div>••••</div> <div>Effective communication Critical thinking Appreciation Care and concern</div>	<div>•</div> <div>Chalkboard illustration</div>	<div>•</div>

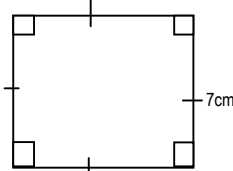
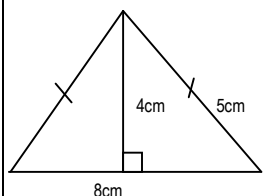
4	4	Numeracy	Fractions	Addition of decimals	<p>The learner; Arranges decimals according to their place values Adds decimals</p> <p>The learner; Reads, spells and pronounces key words correctly -decimals -vertically -number line</p>	<p>Additions of decimals</p> <p>Examples</p> <p>Add: 0.2 + 0.3</p> $\begin{array}{r} 0.2 \\ + 0.3 \\ \hline 0.5 \end{array}$ <p>Number line</p> <p>Add: 0.2 + 0.3</p> <p>Examples</p> <p>Subtract 0.6 – 0.4</p> $\begin{array}{r} 0.7 \\ - 0.4 \\ \hline 0.3 \end{array}$ <p>Number line</p>	<p>Guided discovery Group discussion Question and answer</p> <p>• • •</p>	<p>Arranging decimals according to their place values Adding decimals Subtracting decimals</p> <p>• • •</p>	<p>Effective communication Creative thinking Appreciation Care</p> <p>• • • •</p>	<p>A chart showing charts on a number line Chalkboard illustration</p> <p>• •</p>	<p>MK book 4 page 126 -127 Understanding mathematics book 4 page 113</p> <p>• •</p>
4	5	Numeracy	Fractions	Finding parts of a whole	<p>The learner; Divides the whole by the given fraction Explains the meaning of the word "of"</p> <p>The learner; Reads, spells and pronounces words correctly -of -divide -share</p>	<p>Finding parts of a whole</p> <p>Example</p> <p>What is $\frac{1}{3}$ of 9?</p> $\frac{1}{3} \times 9$ <p>$3 \times 3 = \frac{9}{00}$ $9 \div 3 = 3$</p>	•	•	•	•	•

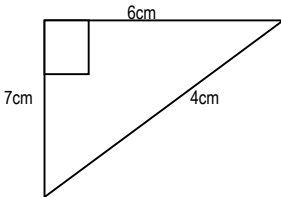
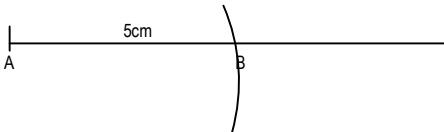
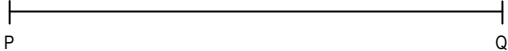
						$\frac{9}{3} = 3$ <p>Example II</p> $\frac{1}{3} \text{ of } 9 = 3$ <p>John was given sh. 1500. He spent $\frac{2}{3}$ of the money. How much did he spend?</p> <div style="display: flex; justify-content: space-around;"> <div> $\frac{2}{3} \text{ of sh. 1500}$ $= \frac{2 \times \text{sh. 1500}}{3}$ $= \frac{\text{sh. 3000}}{3}$ $= \text{sh. 1000}$ </div> <div> <p>Sh. 1500</p> $\times \quad 2$ <hr/> <p>Sh. 3000</p> <div style="border-left: 1px solid black; padding-left: 10px;"> <p>1000</p> <p>3 3000</p> <p>1x3 = 3</p> <p>0 0</p> </div> </div> </div> <p>Example II</p> <p>How many halves can we get from 6</p> <div style="display: flex; justify-content: space-around;"> <div>$\frac{2}{3} \frac{2}{3}$ <div style="border: 1px solid black; width: 30px; height: 30px; margin-top: 5px;"></div></div> <div>$\frac{2}{3} \frac{2}{3}$ <div style="border: 1px solid black; width: 30px; height: 30px; margin-top: 5px;"></div></div> <div>$\frac{2}{3} \frac{2}{3}$ <div style="border: 1px solid black; width: 30px; height: 30px; margin-top: 5px;"></div></div> <div>$\frac{2}{3} \frac{2}{3}$ <div style="border: 1px solid black; width: 30px; height: 30px; margin-top: 5px;"></div></div> <div>$\frac{2}{3} \frac{2}{3}$ <div style="border: 1px solid black; width: 30px; height: 30px; margin-top: 5px;"></div></div> <div>$\frac{2}{3} \frac{2}{3}$ <div style="border: 1px solid black; width: 30px; height: 30px; margin-top: 5px;"></div></div> </div> <p>12 halves</p>				
5	1	Geometry	2 dimensional	Identifying 2 dimensional shapes	<p>The learner; Identifies the objects</p> <p>Draws the objects</p> <p>States the names of the objects given</p> <p>Matches the objects to their geometric names</p> <p>The learner; Reads, spells and pronounces key words correctly</p> <ul style="list-style-type: none"> -shapes -geometry -circle -rectangle -square <p>Identifying 2 dimensional shapes</p> <p>Note:</p> <p>Geometry deals with shapes, angles, lines, surface, planes, sides</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>triangle</p> </div> <div style="text-align: center;">  <p>square</p> </div> <div style="text-align: center;">  <p>kite</p> </div> <div style="text-align: center;">  <p>rectangle</p> </div> </div>	<p>Question and answer</p> <p>Group discussion</p> <p>Guided discovery</p> <p>• • •</p>	<p>Identifying the shapes</p> <p>Drawing the objects</p> <p>Stating the names of the shapes</p> <p>Matching the objects to</p> <p>• • • • •</p>	<p>Effective communication</p> <p>Responsibility</p> <p>Concern</p> <p>Appreciation</p> <p>• • • • •</p>	<p>Chart showing shapes</p> <p>Chalkboard illustration</p> <p>• •</p>	<p>MK book 4 page 126 – 127</p> <p>Understanding mathematics book 4 page 113.</p> <p>• •</p>

						<div data-bbox="781 48 1440 181"> </div> <div data-bbox="781 646 1062 711"> <p>Note All plan (flat) figures are 2 – dimensional</p> </div>					
5	2			<div data-bbox="443 734 558 815"> <p>The learner; Defines the different parts of the circle</p> </div> <div data-bbox="443 946 548 1011"> <p>Calculates the diameter when radius is given.</p> </div>	<div data-bbox="598 734 743 922"> <p>The learner; Reads, spells and pronounces different words correctly -centre -circumference -chord -diameter -radius</p> </div>	<div data-bbox="781 734 905 755"> <p>Parts of a circle</p> </div> <div data-bbox="814 776 1104 1125"> </div> <div data-bbox="781 1149 961 1466"> <p>Where by:- O – centre OE – Radius OC/OD – Radius AB – Chord DC - Diameter</p> <p> - Circumference</p> </div> <div data-bbox="781 1490 1008 1555"> <p>Note a) Centre - Origin of a circle</p> </div>					

5	3	Geometry	2 dimensional	Finding radius when the diameter is given	<p>The learner; Identifies the radius and diameter</p> <p>States the formula for finding radius</p>	<p>The learner; Reads, spells and pronounces the words correctly</p> <p>-radius</p> <p>-diameter</p> <p>formula</p>	<p><u>Finding radius when diameter is given</u></p> <p><u>Example</u></p> <p>Find the radius of a circle whose diameter is 10cm</p> <p>D = 10cm</p> <p>$R = \frac{1}{2} D$</p> <p>$R = \frac{1}{2} \times D$</p> <p>$R = \frac{1}{2} \times 10\text{cm}$</p> <p><u>Example II</u></p>	<ul style="list-style-type: none">Group discussionGuided discoveryQuestion and answer	<ul style="list-style-type: none">Identifying the radius and diameterStating the formula for finding radius	<ul style="list-style-type: none">Effective communicationCritical thinkingAppreciationConcern	<ul style="list-style-type: none">A drawn chart showing parts of a circle	<ul style="list-style-type: none">MK book 4 page 135 - 138
						<p>b) Circumference - distance round a circle</p> <p>c) A circle – circular / round object</p> <p>d) Chord – a line drawn cross the circle</p> <p>e) Diameter – longest line passing through the circle to the circumference</p> <p>f) Radius – short line from the centre to the circumference</p> <p>Note:</p> <p>Diameter is twice the radius radius is a half the diameter</p> <p>Diameter = 2r</p> <p>$\text{Radius} = \frac{1}{2} D$</p> <p><u>Finding diameter when radius is given</u></p> <p>D = 2r</p> <p><u>Example I</u></p> <p>Find the diameter of a circle whose radius is 4cm</p> <p>D = 2r</p> <p>D = 2 x r</p> <p>D = 2 x 4cm</p> <p>D = 8cm</p> <p><u>Therefore- diameter = 8cm</u></p> <p><u>Example II</u></p> <p>Find the diameter of a circle whose radius is 8cm</p>						

							Find the radius of a circle whose diameter is 12cm					
5	4	Geometry	2 dimensional	Finding perimeter and area of rectangles	<p>The learner; States the properties of a rectangle</p> <p>States the formula of finding area and perimeter</p>	<p>The learner; Reads, spells and pronounces words like</p> <ul style="list-style-type: none">-widths-lengths-area-perimeter-rectangle	<p><u>Finding area and perimeter of rectangles</u></p> <p><u>Example</u></p> <p>Find the area and perimeter of the figure</p>  <p><u>Area</u></p> <p>$A = L \times W$</p> <p>$A = 8\text{cm} \times 5\text{cm}$</p> <p>$A = 40\text{cm}^2$</p> <p><u>Perimeter</u></p> <p>$P = L + W + L + W$</p> <p>$P = 8\text{cm} + 5\text{cm} + 8\text{cm} + 5\text{cm}$</p> <p>$P = 26\text{cm}$</p> <p><u>Example II</u></p> <p>Find the perimeter of the figure below</p> 	<ul style="list-style-type: none">Group discussionGuided discoveryQuestion and answer	<ul style="list-style-type: none">Stating the properties of a rectangleStating formulae for finding area and rectangle	<ul style="list-style-type: none">Effective communicationCritical thinkingAppreciationConcern	<ul style="list-style-type: none">A drawn chart showing parts of a circle	<ul style="list-style-type: none">MK book 4 page 135 - 138
5	5	Geometry	2 dimensional	Finding area and perimeter of the square	<p>The learner; States the properties and formula of finding area and perimeter of a square</p>	<p>The learner; Reads, spells and pronounces words correctly</p> <ul style="list-style-type: none">-side-square-equal	<p><u>Finding area and perimeter of square</u></p> <p>Find the area and perimeter of the figure</p> 	<ul style="list-style-type: none">Group discussionGuided discoveryQuestion and answer	<ul style="list-style-type: none">Stating the properties of a square	<ul style="list-style-type: none">Effective communicationCritical thinkingAppreciationConcern	<ul style="list-style-type: none">A drawn chart showing parts of a	<ul style="list-style-type: none">MK book 4 page 135 - 138

						<p>Area</p> <p>A = S x S</p> <p>A = 5cm x 5cm</p> <p>A = 25cm²</p> <p>Perimeter</p> <p>P = S + S + S +S</p> <p>P = 5cm + 5cm + 5cm +5cm</p> <p>P = 20cm</p> <p>Example II</p>  <p>Find:</p> <p>i) Area</p> <p>ii) Distance around the figure above</p>						
6	1	Geometry	2 dimensional	Finding are a and perimeter of a triangle	<p>The learner; States the properties of a triangle</p> <p>States the formula of finding area and perimeter</p>	<p>The learner; Reads, spells and pronounces words correctly -triangle -height -base</p>	<p>Finding area and perimeter of a triangle</p> <p>Example</p> <p>Find the area and perimeter</p>  <p>Area</p>	<ul style="list-style-type: none">• Group discussion guided discovery• Question and answer	<ul style="list-style-type: none">• Stating the properties of triangle• Finding the area and perimeter	<ul style="list-style-type: none">• Effective communication• Critical thinking• Appreciation• Care	<ul style="list-style-type: none">• Chalk board illustration	<ul style="list-style-type: none">• MK book page 103.

						$A = \frac{1}{2} \times b \times h$ $A = \frac{1}{2} \times 4\text{cm} \times 4\text{cm}$ $A = 4\text{cm} \times 4\text{cm}$ $A = 16\text{cm}^2$ <p><u>Perimeter</u></p> $P = S + S + S$ $P = 8\text{cm} + 5\text{cm} + 5\text{cm}$ $P = 8\text{cm} + 10\text{cm}$ $P = 18\text{cm}$ $P = 18\text{cm}$ <p><u>Example II</u></p>  <p>Find the area and perimeter of the figure above.</p>					
6	2	Geometry	2 dimensional	Drawing line segment and measuring angles	<p>The learner; Draws line segments Measures angles</p> <p>The learner; Reads, spells and pronounces words correctly -measure -lines -segments</p>	<p><u>Drawing line segments</u></p> <p><u>Examples</u></p> <p>Draw a line segment of side AB = 5cm</p>  <p><u>Example II</u></p> <p>Using a ruler measure line PQ</p> 	<ul style="list-style-type: none"> Guided discovery Group discussion Question and answer 	<ul style="list-style-type: none"> Measuring angles using a protractor Drawing angles using a protractor 	<ul style="list-style-type: none"> Effective communication Critical thinking Appreciation Concern and care 		

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							<div data-bbox="787 48 997 138"> </div> <div data-bbox="787 219 1134 414"> <p>Rectangle</p> </div> <div data-bbox="787 600 997 836"> <p>Triangle</p> </div>					
6	3	Geometry	2 dimensional	Constructing angles of 90° and 60° .	<p>The learner; Constructs angles of 90° and 66°.</p>	<p>The learner; Spells and reads words -construct -angles correctly</p>	<p><u>Constructing angles</u></p> <p><u>Examples</u></p> <p>Construct the following angles</p> <div data-bbox="787 1015 1260 1461"> </div> <p>Example II</p>	<ul style="list-style-type: none"> Group discussion Guided discovery Question and answer 	<ul style="list-style-type: none"> Constructing the given angles 	<ul style="list-style-type: none"> Effective communication Critical thinking Appreciation Care 	<ul style="list-style-type: none"> Mathematical Instruments 	<ul style="list-style-type: none"> MK. Mathematics book 4 page 93.95

7

1

Geometry

2 dimensional

Constructing a rectangle using a pair of compasses

The learner;
States the properties of a rectangle

Follows all the steps of constructing a rectangle

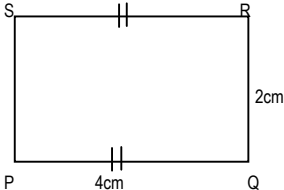
The learner;
Spells, reads and pronounces words properly
-rectangle
-construct

Constructing a rectangle

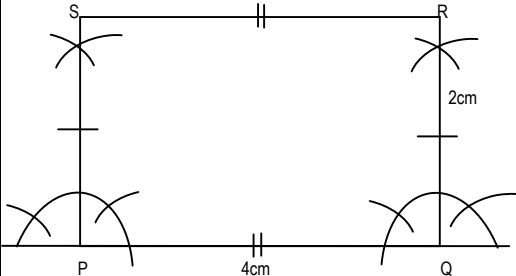
Example

Construct a rectangle PQRS of sides $PQ = 4\text{cm}$ (length) and $RQ = 2\text{cm}$

Sketch



Sketch



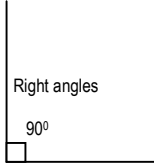
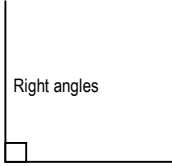
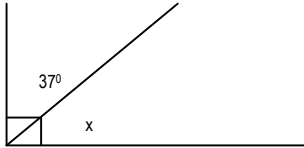
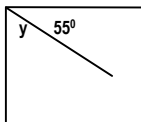
- Group discussion
- Guided discovery
- Question and answer

- Stating the properties of the square
- Following all the steps of constructing a square

- Effective communication
- Critical thinking
- Appreciation
- Care and concern

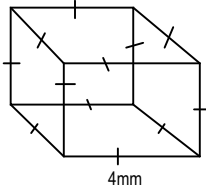
- Mathematical instrument
- Graph book























































































- MK book page 93 – 95
- Teacher's collection































































































































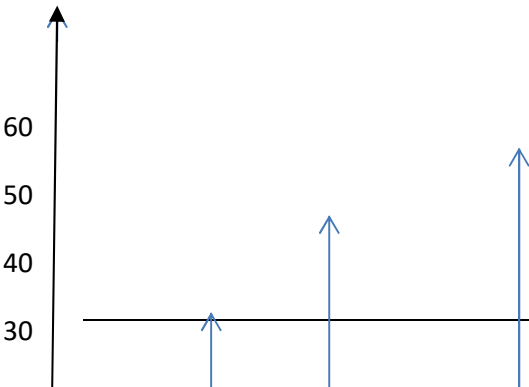
7	2	Geometry	2 dimensional	Recognizing right angles	<p>The learner; Describes the right angle Identifies right angles</p> <p>The learner; Reads, spells and describes new words -angles -right angles</p>	<p><u>Right angles</u></p> <p>Right angles are formed by two or more lines meeting at 90°.</p> <div>   </div> <p><u>Solving equations involving right angles</u></p> <p>Examples</p> <p>Find the value of x</p> <div>  </div> <p> $x + 37^\circ = 90^\circ$ $x + 37^\circ - 37^\circ = 90^\circ - 37^\circ$ $x + 0 = 53^\circ$ $x = 53^\circ$ </p> <p>Example II</p> <div>  </div> <p> $Y + 55^\circ = 90^\circ$ $Y + 55^\circ - 55^\circ = 90^\circ - 55^\circ$ $Y + 0 = 35^\circ$ $Y = 35^\circ$ </p>	<ul style="list-style-type: none"> Question and answer Guided discovery Group discussion 	<ul style="list-style-type: none"> Describing right angles Identifying right angles Solving equations involving right angles. Describing straight line angles 	<ul style="list-style-type: none"> Problem solving Effective communication Appreciation Care 	<ul style="list-style-type: none"> Chalkboard illustration 	<ul style="list-style-type: none"> Teacher's collection
7	3	Geometry	3 dimensional	Straight line angles	<p>The learner; Describes the straight line angles</p> <p>The learner; Spells, reads and pronounces words -straight -line -angle</p>	<p><u>Finding equation involving straight angles</u></p> <p>Examples</p> <p>Find the angle marked n.</p>	<ul style="list-style-type: none"> Question and answer Guided discovery 	<ul style="list-style-type: none"> Describing right angles Identifying right angles Identifying straight line angles 	<ul style="list-style-type: none"> Problem solving Effective communication Appreciation Care 	<ul style="list-style-type: none"> Chalkboard illustration 	<ul style="list-style-type: none"> Teacher's collection

						<div><div><div><div><div><div></div><div>n</div></div><div><div>63°</div></div></div></div></div></div> <div>$n+63^{\circ}=180^{\circ}$$n+63^{\circ}-63^{\circ}=180^{\circ}-63^{\circ}$$n+0=117^{\circ}$$n=117^{\circ}$$n=117^{\circ}$</div> <div><div><div><div></div><div>m°</div></div><div><div>8°</div></div><div><div>60°</div></div></div></div>					
7	4	Geometry	3 dimensional	Identifying solid shapes	<div><div><div>The learner; Identifies solid shapes Draws solid shapes Names part of some solid shapes</div></div></div> <div><div><div>The learner; Reads, spells and pronounces key words like -solid shapes -vertical -edges -faces</div></div></div> <div><div><div>Identifying and drawing solid shapes</div><div><div>Note These are solid / space shapes because they occupy space e.g. cuboid. faces =6 edges = 12 vertices = 8</div><div><div><div><div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></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iv></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div></div></div></div></div></div></div></div></div>						

							<div><div><div><div><div></div><div></div><div></div><div></div></div><div>cylinder</div></div></div><div><div><div><div></div><div></div><div></div><div></div></div><div>cylinder</div><div>circular face</div></div></div></div> <div><div>circular faces = 2</div><div>curved surface = 1</div><div>vertices = 0</div></div> <div><div><div><div></div><div></div><div></div><div></div></div><div>cone</div></div></div> <div><div>circular faces = 1</div><div>curved surface = 1</div><div>vertices = 1</div></div> <div><div>Triangular prism</div><div><div><div><div></div><div></div><div></div><div></div></div><div></div></div></div></div> <div><div>triangular faces = 2</div><div>rectangular faces = 3</div><div>vertices = 6</div><div>edges = 9</div></div>					
7	5	Geometry	3 dimensional	Finding the volume of solid shapes (Cuboids and cubes)	<div><div>The learner; Describes volume</div><div>States steps of getting volume</div><div>Works out problems involving volume</div></div>	<div><div>The learner; Reads, spells, pronounces and describes new words</div><div>-volume</div><div>-cubic unites</div><div>-length</div><div>-width</div><div>-height</div></div>	<div><div><div><div><div><div><div><div></div><div></div><div></div><div></div></div><div>4cm</div><div>h</div><div>w</div><div>2cm</div><div>3cm</div></div></div><div></div></div></div></div><div>V = (L x W x H)</div></div> <div><div><div>Finding volume of cuboid and cubes</div><div>Note :</div><div>Volume is the amount of space occupied by an object</div><div>Volume is got be Multiplying three sides of a shape</div><div>Volume is measured in cubic metres</div><div>Examples</div><div>Find the volume of a cuboid below</div></div></div> <div><div>• Guided discovery</div><div>• Question and answer</div><div>• Group discussion</div></div> <div><div>• Stating steps of getting volume</div><div>• Working out problems involving volume</div></div> <div><div>• Critical thinking</div><div>• Effective thinking</div><div>• Responsibility</div><div>• Appreciation</div></div> <div><div>• Chart showing volume on cuboid and cubes</div></div> <div><div>• Teacher's collection</div></div>					

						$V = (4 \times 2 \times 3)\text{cm}^3$ $V = (8 \times 3)\text{cm}^3$ $V = 24\text{cm}^3$ Example II Calculate the volume of the cube below  Volume = Side x Side x Side Volume = $(4 \times 4 \times 4)\text{mm}^3$ $(16 \times 4)\text{mm}^3$ Volume = 64mm^3					
8	1			The learner; Describes a tally Collects, records, displays and interprets data Works out problems on tally marks	The learner; Reads, spells, pronounces and describes new words -tallies -data	Tally marks (collecting data) Not e: Tallies can be a bundle of sticks used to represent information in a group of fives. In tallies for each fifth item that is counted, a line is drawn across the first four. Example 1 Given the following information, draw tallies to represent the data. 5, 10, 8, 12, 15, 19, 7 Solution 5 = 8 = 7 = 10 = 12 = 13 = 19 = Example 2 Fill in the number represented by the tallies below. a) = 23 b) / = 6 c) / = 11 d) = 3 e) = 18 f) = 32	<ul style="list-style-type: none">Guided discoveryQuestion and answerGroup discussion	<ul style="list-style-type: none">Describing talliesCollecting records displays and interprets dataWorking out problems on tally marks	<ul style="list-style-type: none">Effective communicationCritical thinkingCreative thinkingAppreciation and responsibility	<ul style="list-style-type: none">Draw a chart showing talliesChalkboard illustration	<ul style="list-style-type: none">MK. Book 4 page 118St. Bernard book 4 page 118 - 119

8	2	Interpretation of graphs and data	Data handling	Interpreting a tally graph	<p>The learner; Draws tally graph</p> <p>Identifies the tallies</p> <p>Interprets the tally graph correctly</p>	<p>The learner; Reads, spells and describes key words correctly -interpret -graph -tallies</p>	<p>Interpreting tally graph</p> <p>Example</p> <p>Primary four child counted cars which came to his father's garage last week. This is what he recorded.</p> <table><tr><th>Day</th><th>Corona</th><th>Land rover</th><th>Starlet</th><th>Carina</th></tr><tr><td>Mon</td><td> </td><td></td><td> </td><td></td></tr><tr><td>Tue</td><td> </td><td></td><td> </td><td></td></tr><tr><td>Wed</td><td> </td><td></td><td></td><td> </td></tr><tr><td>Thur</td><td> </td><td></td><td> </td><td> </td></tr><tr><td>Fri</td><td> </td><td> </td><td> </td><td> </td></tr></table> <p>Questions</p> <ol style="list-style-type: none">How many cars did he count on Wednesday? <u>12 cars</u>How many land rovers did he count on Monday and Tuesday? <u>Nil, Nil</u>Find the number of cars he counted on Thursday. <u>20 cars</u>	Day	Corona	Land rover	Starlet	Carina	Mon					Tue					Wed					Thur					Fri					<p>Guided discovery Question and answer Group discussion</p>	<p>Drawing tallies graph Interpreting tally graph</p>	<p>Effective communication Critical thinking Appreciation Responsibility</p>	<p>A chart showing tally graph</p>	<p>Mk book 4 page 119 St. Bernard book 4 page 120</p>
Day	Corona	Land rover	Starlet	Carina																																						
Mon																																										
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Wed																																										
Thur																																										
Fri																																										
8	3	Interpretation of graphs and data	Data handling	Interpreting picto graph	<p>The learner; Describes picto-graph</p> <p>Identifies the scale for each given picto graph</p> <p>Solves problems on interpreting a picto graph</p>	<p>The learner; Reads, spells, pronounces and describes new words -picto graph -scale -interpreting -graph</p>	<p>Interpreting picto graph</p> <p>Note: Picto graph is also known as <u>picture graph</u> Picto graph uses pictures to represent information Scale is what one picture represents.</p> <p>Example</p> <ol style="list-style-type: none"><ol style="list-style-type: none">If  stands for 8 chairs, how many chairs are shown by ?If each chair cost sh. 2000, how much money will Eron get?Birungi and Were recorded the number of children who were absent from school each day in one week <table><tr><td>Mon</td><td>       </td></tr><tr><td>Tue</td><td>    </td></tr><tr><td>Wed</td><td>  </td></tr><tr><td>Thur</td><td>   </td></tr><tr><td>Fri</td><td>       </td></tr></table> <p>Scale  = 5 children</p> <ol style="list-style-type: none">How many children were absent on Monday? (5x7) = 35 children.Find the number of children who were absent in that week (5 x 27) children = 135 children	Mon	       	Tue	    	Wed	  	Thur	   	Fri	       	<p>Guided discovery Group discussion Question and answer</p>	<p>Describe pictograph Identifying the scale for each given picto graph Solving problem on interpreting a picto graph</p>	<p>Effect communication Creative thinking Appreciation Care and concern</p>	<p>Chart showing pictograph</p>	<p>Mk book 4 pg. 115 St Bernard book 4 pg. 115 Fountain book 4 pg 101 and understanding MTC pg. 104</p>																				
Mon	       																																									
Tue	    																																									
Wed	  																																									
Thur	   																																									
Fri	       																																									

8	4	Interpretation of graphs and data	Data handling	Drawing picto graph	<p>The learner; Sets his / her suitable scale</p> <p>Selects his / her pictures</p> <p>Draws the pictures</p>	<p>The learner; Reads, spells and pronounced the following words correctly</p> <p>-pictograph</p> <p>-scale</p> <p>-symbols</p>	<p>Drawing pictograph</p> <p>Note: To draw a pictograph, use symbols which may represent on or more items.</p> <p>Set your own scale</p> <p>Example</p> <p>The table below shows the number of trees planted by six farmers</p> <table><tr><td>Farmer</td><td>Akello</td><td>Matovu</td><td>Nagawa</td><td>Nansiko</td></tr><tr><td>No. of trees</td><td>60</td><td>50</td><td>80</td><td>90</td></tr></table> <p>Use the above information to draw a pictograph</p> <p>Scale = 10 trees</p> <table><tr><td>Akello</td><td></td></tr><tr><td>Matovu</td><td></td></tr><tr><td>Nagawa</td><td></td></tr><tr><td>Nansiko</td><td></td></tr><tr><td>Rusa</td><td></td></tr><tr><td>Songa</td><td></td></tr></table>	Farmer	Akello	Matovu	Nagawa	Nansiko	No. of trees	60	50	80	90	Akello	     	Matovu	    	Nagawa	       	Nansiko	         	Rusa	       	Songa	    	Guided discovery Group discussion Question and answers	Drawing pictograph Identifying suitable scale	Effect communication Critical thinking Concern, care and Responsibility	A chart showing drawn pictograph	Fountain book 4 pg 102 MK book 4 page 117
Farmer	Akello		Matovu	Nagawa	Nansiko																													
No. of trees	60	50	80	90																														
Akello	     																																	
Matovu	    																																	
Nagawa	       																																	
Nansiko	         																																	
Rusa	       																																	
Songa	    																																	
8	5	Interpretation of graphs and data	Data handling	Interpreting line graph	<p>The learner; Draws the pictographs</p> <p>Works out questions involving line graph</p>	<p>The learner; Reads the questions about line properly</p>	<p>Interpreting line graphs</p> <p>Note: A line graph uses lines represent information</p> <p>Example</p> <p>Line graph below shows daily attendance of pupils for a week.</p> 	Group discussion Guided discovery Question and answer	Drawing the line graph Working out questions about line graph	Effect communication Critical thinking Care	A chart showing line graph	Teacher's collection																						

							<div><div><div><div><div></div><div></div><div></div><div></div><div></div></div><div>Mon</div><div>Tue</div><div>Wed</div><div>Thur</div><div>Fri</div></div><div>Days of the week</div></div><div>Questions</div><div><div>1.</div><div>How many pupils were present on Tuesday?</div><div>35 pupils</div></div><div><div>2.</div><div>Which two days had the same attendance?</div><div>Monday and Thursday</div></div><div><div>3.</div><div>On which day did 50 pupils attend the school?</div><div>On Wednesday</div></div><div><div>4.</div><div>Find the total number of pupils who attended for the whole week.</div></div></div>									
9	1	Interpretation of graphs and data	Data handling	Drawing line graphs	<div>The learner; Describes a line graph Solves problems on interpreting line graphs</div> <div>The learner; Reads , spells, pronounces and describes words properly</div> <div>Drawing line graphs Note: set your own scale Example The table below shows the plates the family received from an organization.<table><tr><td>Colour of plate</td><td>Green</td><td>Red</td></tr><tr><td>No. of plates</td><td>20</td><td>30</td></tr></table> Use the above information to draw a line graph<div><div>70</div><div>60</div><div>50</div><div>40</div><div>30</div><div><div><div></div><div></div><div></div><div></div></div><div></div><div></div><div></div><div></div></div></div></div>	Colour of plate	Green	Red	No. of plates	20	30	Guided discovery Question and answer	Describing a line graph Solving questions involving line graph	Critical thinking Question solving Appreciation Care and love	Chart showing line graphs	Teacher's collection
Colour of plate	Green	Red														
No. of plates	20	30														

9	2	Interpretation of graphs and data	Data handling	Graph	<p>The learner; Describes a bar graph</p> <p>Identifies vertical and horizontal scale</p> <p>Works out questions involving bar graph</p>	<p>The learner; Reads, spells and pronounces words correctly</p> <p>-bar graph</p> <p>-horizontal</p> <p>-vertical</p> <p>-scale</p>	<p><u>Interpreting bar graphs</u></p> <p>Note: A bar graph uses <u>bars</u> to represent information</p> <p>State the scales both vertical and horizontal</p> <p>Example</p> <p>The graph below shows the amount of water brought from the well by four children.</p> <p style="text-align: center;">Children</p> <ol style="list-style-type: none">Who brought the greatest amount of water <u>Jona</u>Who brought 20 litres of water? <u>Musa</u>How much water did Rena and Musa bring? <u>25 litres</u>How much water did the four children bring? <u>65 litres</u>	<p>Group discussion</p> <p>Guided discovery</p> <p>Brain storming</p> <p>Question and answer</p>	<p>Descry a bar graph</p> <p>Identifying vertical and horizontal scale</p> <p>Working out questions involving bar graph</p>	<p>Critical thinking</p> <p>Responsibility</p> <p>Awareness</p> <p>Appreciation</p>	<p>Chart showing graph</p>	<p>MK book 4 page 122</p> <p>Fountain book 4 pg. 105</p> <p>Understanding mtc book 4 pg 107</p>						
9	3	Interpretation of graphs and data	Data handling	Drawing bar graph	<p>The learner; Draws the bar graphs</p> <p>Identifies the scale vertically and horizontally</p>	<p>The learner; Reads and writes sentences properly</p>	<p><u>Drawing bar graphs</u></p> <p>Note: Set a suitable scale</p> <p>Example</p> <p>The table below shows the litres of milk a school bought</p> <table><tr><th>Day</th><th>No. of litres</th></tr><tr><td>Monday</td><td>80</td></tr><tr><td>Tuesday</td><td>75</td></tr></table>	Day	No. of litres	Monday	80	Tuesday	75	<p>Group discussion</p> <p>Question and answers</p> <p>Brain storming</p>	<p>Drawing the bar graph</p> <p>Identifying the scale vertically and horizontally</p>	<p>Critical thinking</p> <p>Logical reasoning</p> <p>Care</p> <p>Love</p>	<p>Chart showing b ar graph</p>	<p>Undertsnaidngs mtc book 4 pag 107</p>
Day	No. of litres																	
Monday	80																	
Tuesday	75																	

							<table><tr><td>Wednesday</td><td>60</td></tr><tr><td>Thursday</td><td>90</td></tr><tr><td>Friday</td><td>85</td></tr><tr><td>Saturday</td><td>70</td></tr></table> <table><caption>Days of the week</caption><tr><th>Day</th><th>Value</th></tr><tr><td>Mon</td><td>80</td></tr><tr><td>Tue</td><td>75</td></tr><tr><td>Wed</td><td>60</td></tr><tr><td>Thur</td><td>90</td></tr><tr><td>Fri</td><td>85</td></tr><tr><td>Sat</td><td>70</td></tr></table>	Wednesday	60	Thursday	90	Friday	85	Saturday	70	Day	Value	Mon	80	Tue	75	Wed	60	Thur	90	Fri	85	Sat	70					
Wednesday	60																																	
Thursday	90																																	
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Fri	85																																	
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9	4 & 5	Interpretation of graphs and data	Data handling	Statistics	<p>The learner; Describes all terms used</p> <p>Collects records, interprets the data given</p>	<p>The learner; Reads, spells and pronounces the following words properly</p> <ul style="list-style-type: none">-mean-range-mod-modal frequency-median	<p>Statistics</p> <p>Note: This branch deals with collection recording , analyzing and interpretation of information</p> <p><u>Terms used include:-</u></p> <p><u>Mode (modal)</u> Item that appears many times than others in the arrangement.</p> <p><u>Modal frequency</u> The number of times as mode appears.</p> <p><u>Range</u> The difference between the highest and the lowest.</p> <p>$R = H - L$</p> <p><u>Median</u> The middlest item arranged in order from the smallest to the biggest.</p> <p><u>Mean / average</u> The total number of items divided by the number of items</p> <p>Mean = $\frac{\text{total number}}{\text{number}}$</p>	<ul style="list-style-type: none">• Guided discovery• Question and answer• Group discussion	<ul style="list-style-type: none">• Describing all terms used• Collecting recording and interpreting the data given	<ul style="list-style-type: none">• Effective communication• Responsibility• Appreciation	<ul style="list-style-type: none">• Chalkboard illustration• Cards showing words	<ul style="list-style-type: none">• Teacher's collection																						