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| **WEEK** | **VALUE PROMISE** | **MEMORY VERSE** | **CHARACTER TRAITS** | **WORK HABIT** |
| **TWO** | “I believe in only one God as my God ”. | Matthew 25:35 | 1. Be caring  2. Be responsible  3. Be hospitable  4. Be receptive  5. Have individual responsibility | Do not settle for anything less than excellence |

Matthew 25:35 “For I was hungry and you gave me food I was thirsty and you gave me a drink, I was a stranger, and you invited me in”.

Work habit

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Spellings Corrections

1. 1.

2. 2.

3. 3.

4. 4.

5. 5.

1. 0, 1, 3, 4, 5, 6
2. 2, 4, 6,­ 8, 10, 12, 14
3. 52, 53, 54, 55, 56, 57, 58, 59, 60

**Counting and finding missing numbers**

**Activity**

|  |
| --- |
| 1. 5 , 10 , 15, \_\_\_\_, \_\_\_\_, 30, \_\_\_\_, 40, \_\_\_\_, 50  2. 10 , 9, 8, 7, 6, \_\_\_\_, \_\_\_\_, 3 , 2  3. 45, 46, 47, 48, \_\_\_\_, 50, \_\_\_\_, 52, \_\_\_\_  4. 100, 90, \_\_\_\_, 70, 60, 50\_\_\_\_, 30, \_\_\_\_, 10  5. 52, 54, 56, \_\_\_\_, \_\_\_\_, 62, \_\_\_\_, 66, \_\_\_\_, 70  6. 10, 20, \_\_\_\_, \_\_\_\_, \_\_\_\_, \_\_\_\_, \_\_\_\_, \_\_\_\_, \_\_\_\_  7.1, 2, 3, , 5, , , , , ,  8. 30, 31, \_\_\_\_, \_\_\_\_, \_\_\_\_, 35, 36, \_\_\_\_, \_\_\_\_, \_\_\_\_, 40  9. 101, 102, 103, \_\_\_\_, \_\_\_\_, 106, \_\_\_\_, \_\_\_\_, 109, 110, \_\_\_\_  10. 540, 541, 542, \_\_\_\_, \_\_\_\_, 545, \_\_\_\_, 547, \_\_\_\_, \_\_\_\_ |

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Spellings Corrections

1. 1.

2. 2.

3. 3.

4. 4.

**SETS**

A set is a collection of well-defined objects/members

Naming and drawing sets

|  |
| --- |
| 1.  2. {a, e, i, o, u} A set of vowels.    3.{ } A set of two vowels |

Activity

1. Name the sets

|  |
| --- |
| 119542307725783745open_book_john_olsen_01119542307725783745open_book_john_olsen_01  119542307725783745open_book_john_olsen_01  119542307725783745open_book_john_olsen_01119542307725783745open_book_john_olsen_01  BD04915_ |

2. Draw these sets

|  |
| --- |
| a. A set of two bottles.  b. A set of five huts.  c. A set of 6 chairs |

**Set symbols**

|  |  |
| --- | --- |
| Set | Symbol |
| An empty | { } |
| Union set |  |
| Intersection set |  |
| Equal set | **=** |
| Equivalent set | **/** |
| Sub set | **C:\Users\LG COMPUTERS\Pictures\subset.png** |

**Activity**

Name the set symbols below.

|  |
| --- |
| C:\Users\LG COMPUTERS\Pictures\subset.png  C:\Users\LG COMPUTERS\Pictures\subset.png  = |

***Score strip***

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| Corrections |

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Spellings Corrections

1. 1.

2. 2.

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5. 5.

**Theme: OUR DIVISION**

Sub theme: Name and location of our division.

Making new sets (sub sets)

**Examples**

Make small sets from the one given below.

|  |
| --- |
| C:\Users\LG COMPUTERS\Pictures\subset.pngC:\Users\LG COMPUTERS\Pictures\subset.pngNB. A sub set is a small set got from a big set.  Its symbol is and non- sub set is  C:\Users\LG COMPUTERS\Pictures\subset.png |
| **Activity**  1. What is a sub set?    2. Draw a symbol of a sub set.  3. Form and name new sets from the big sets.    119542307725783745open_book_john_olsen_01  SL01040_SL01040_  119542307725783745open_book_john_olsen_01SL01040_  BD04915_BD04915_ | | |
| Corrections | | |

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Spellings Corrections

1. 1.

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5. 5.

**EMPTY/ NULL SETS**

|  |
| --- |
| An empty set is a set with no members.  It is also a null or a void set  Its symbol is either or |
| **Examples**  Use empty or not empty  1) A set of men breast feeding babies. Empty set  2) A set of birds flying with two eyes. Not empty set  3) A set of animals playing football. Empty set |
| ACTIVITY  1. What is an empty set?  2. Use empty or not empty.  i) A set of flies with legs  ii) A set of people who are women  iii) A set of cows with three eyes.  iv) A set of seven books  v) A set of people with two legs  vi) A man with horns  3. Name the given symbol  4. Give another name for empty sets.  5. List down 10 examples of empty sets.  i.  ii.  iii.    iv.  v.  vi.  vii.  ix.  x.  ***Score strip***    C:\Users\LG COMPUTERS\Desktop\PICTURES AND ACTIVITIES\JAN 2020\FORMER\Former Dowloads\things in class\black-pencil-vector-KTnez4BEc.png  Checkup 1  Supervisor’s initial \_\_\_\_\_\_\_\_\_\_\_\_\_  Score \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Supervisor’s comment \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Corrections**  **PROJECT WORK**  Using bottle top covers, make a glass cup in your groups and count the number of the bottle tops you used to make the glass. |

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| **WEEK** | **VALUE PROMISE** | **MEMORY VERSE** | **CHARACTER TRAITS** | **WORK HABIT** |
| **THREE** | “I will always be true and do the right things”. | 1st Timothy 4:12 | 1. Be of great integrity & dignity  2. Be truthful  3. Be genuine  4. Endurance  5. Be bold | Be gentle to all and stern to all |

1st Timothy 4:12 “Do not let anyone look down on you because you are young, but be an example for the believers in your speech your conduct, your love, faith and purity”.

Work habit

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Spellings Corrections

1. 1.

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**EQUAL SETS**

Equal sets have the same number of elements/ members and have the same members. Their symbol: Equal to Not equal to .

|  |
| --- |
| Examples  A B    C:\Users\LG COMPUTERS\Desktop\PICTURES AND ACTIVITIES\apple-coloring-page.pngC:\Users\LG COMPUTERS\Desktop\PICTURES AND ACTIVITIES\apple-coloring-page.png  1. How many members are in B = 4 members  2. How many members are in A = 4 members  There for set A and B are equal sets.  3. Name the members in A and B  A = {Ball, square, tree, apple} B = {Ball, square, tree, apple}  NB: All members in set A are the same as those in set B therefore set A and B are equal sets. |
| **Activity**  1. M N    Set M is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to set N  2. P Q  Set Q is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to set P  3. X V  **Chair-2Chair-2**  Chair-2Chair-2Chair-2  Set X is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to set V  C:\Users\LG COMPUTERS\Desktop\PICTURES AND ACTIVITIES\JAN 2020\FORMER\Former Dowloads\birds\brown-hen-hi.pngC:\Users\LG COMPUTERS\Desktop\PICTURES AND ACTIVITIES\JAN 2020\FORMER\Former Dowloads\birds\brown-hen-hi.png  4. T V  **C:\Users\LG COMPUTERS\Desktop\PICTURES AND ACTIVITIES\JAN 2020\FORMER\Former Dowloads\birds\brown-hen-hi.png**  C:\Users\LG COMPUTERS\Desktop\PICTURES AND ACTIVITIES\JAN 2020\FORMER\Former Dowloads\birds\brown-hen-hi.pngC:\Users\LG COMPUTERS\Desktop\PICTURES AND ACTIVITIES\JAN 2020\FORMER\Former Dowloads\birds\brown-hen-hi.pngC:\Users\LG COMPUTERS\Desktop\PICTURES AND ACTIVITIES\JAN 2020\FORMER\Former Dowloads\birds\brown-hen-hi.png  Set T is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to set V  5. M X  Set M is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to set X  6. X Y  Set X is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to set Y  7. D F        Set D is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to set F  8. R S  **C:\Users\LG COMPUTERS\Pictures\pot.png**  C:\Users\LG COMPUTERS\Pictures\pot.pngC:\Users\LG COMPUTERS\Pictures\pot.pngC:\Users\LG COMPUTERS\Pictures\pot.pngC:\Users\LG COMPUTERS\Pictures\pot.png  Set R is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to set S  ***Score strip***    **Corrections** |

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Spellings Corrections

1. 1.

2. 2.

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5. 5.

**SUB THEME: GROUPING MEMBERS IN A SET**

Group in twos, threes and fives

1. Group the following in twos

How many groups are these? = 6 groups

How many items are in each group? = 2 items

2. in threes



There are three groups.



There are nine balls altogether.



|  |
| --- |
| **ACTIVITY**  **1. Make groups of fives.**    a) How many groups are formed?    b) How many items are there altogether?  **2. How many groups of threes?**  a) How many groups of threes are formed?    b) How many items are they altogether?    3. How many members are in each group?  **Corrections** |

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Spellings Corrections

1. 1.

2. 2.

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**Use MORE or LESS. (Comparing sets)**

|  |  |
| --- | --- |
| Examples  1. K M  Set K has **less** members than M  Set M has **more** members than K  2. P Q  Set P has **less** members than Q  Set Q has **more** members than P | |
| 1.  2.  3.  4. | **Activity**  K M  Set K has  members than M  Set M has members than K  Q R  Image result for sister images black and white    Set Q has  members than R  Set R has members than Q  S T  Set S has  members than T  Set T has members than S  N P  Set N has  members than P  Set P has members than N  ***Score strip***    C:\Users\LG COMPUTERS\Desktop\PICTURES AND ACTIVITIES\JAN 2020\FORMER\Former Dowloads\things in class\black-pencil-vector-KTnez4BEc.pngC:\Users\LG COMPUTERS\Desktop\PICTURES AND ACTIVITIES\JAN 2020\FORMER\Former Dowloads\things in class\black-pencil-vector-KTnez4BEc.png  Checkup 2  Supervisor’s initial \_\_\_\_\_\_\_\_\_\_\_\_\_  Score \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Supervisor’s comment \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Corrections** |

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| **WEEK** | **VALUE PROMISE** | **MEMORY VERSE** | **CHARACTER TRAITS** | **WORK HABIT** |
| **FOUR** | “I choose to do what glorifies the Lord”. | Mathew 7:12 | 1. Be tender & considerate  2. Be loving  3. Be just & kind  4. Be truthful & peaceful  5. Avoid favoritism and being judgmental | Be kind whenever possible. It is always possible |

Mathew 7:12 “Do for others what you would wish them to do for you”.

Work habit

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Spellings Corrections

1. 1.

2. 2.

3. 3.

4. 4.

5. 5.

**EQUIVALENT AND NON- EQUIVALENT SETS**

Equivalent sets are sets with the same number of elements but different elements.

|  |  |
| --- | --- |
| 1.  2.  a)  b)  c) | X Y    Set X has **3** members.  Set P has **3** members.  Therefore X and Y are equivalent sets.  **Activity**  Define equivalent sets.  Use equivalent or non equivalent.  M N  5  6  7  8  1  2  3  4  Set M has \_\_\_\_\_\_\_\_ members, and set N has\_\_\_\_\_\_\_\_members.  Therefore; set M and N are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  K M  F  H  W  T  Y  John  Mary  Dove  Cow  Set K has \_\_\_\_\_\_\_ members.  Set M has \_\_\_\_\_\_\_ members.  Set K and M are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ sets.    Y Z  a  b  c  f  g  h    Set Y has \_\_\_\_\_\_\_ members.  Set Z has \_\_\_\_\_\_\_ members.  Set Y and Z are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ sets.  ***Score strip***    **Corrections** |

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Spellings Corrections

1. 1.

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| 1.    1.  2.  3. | **LISTING MEMBERS IN A SET**  Example  When listing we put elements in a curly brackets. { } List the members in the following sets.  K  K= {0, 1, 2, 3, 4, 5}  E  E= {a, b, c, d, e}  Note: Always use commas to separate each element listed.  **Exercise**  List members of the given sets.  P Q  **product_30555**      P= { } Q= { }  R S  R= { } S= { }  T U  T= { } U= { }  ***Score strip***    **Corrections** |

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Spellings Corrections

1. 1.

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|  |  |
| --- | --- |
| 1.  2. | **MATCHING SETS**  Examples: Match these sets.  g  h  d  a  A  D  G  H  **Activity**  F  P  K  T  p  k  t  f  7  9  5  3  1 + 2  3 + 2  5 + 2  7 + 2 |

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Spellings Corrections

1. 1.

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|  | **Finding numbers of members. (n)**  Examples | | |
| 1.  1. | How many members are in the following set?  P= {1, 4, 7}  n (P) = 3  If set K= {a, b, c, d, e, f}  find n(K) | 2. | Find n(M) where M=(a, e, i, o, u) n (M) = 9  2. Given L= {a, e, i, o, u} How many members are in set L. |
| 3. | Given A= {2, 3, 4, 5, 6, 7, 8, 7} find n {A} | | |
| 4.  a)  b)  c)  d)  e)  f)  g)  h) | Use the venn diagram below to answer the questions about it.  A B  List down members of set A.  List down the members of set B.  What is AB?  What is AB?  Find n(A)  (B)  (AB)  (AB)  ***Score strip***    C:\Users\LG COMPUTERS\Desktop\PICTURES AND ACTIVITIES\JAN 2020\FORMER\Former Dowloads\things in class\black-pencil-vector-KTnez4BEc.pngC:\Users\LG COMPUTERS\Desktop\PICTURES AND ACTIVITIES\JAN 2020\FORMER\Former Dowloads\things in class\black-pencil-vector-KTnez4BEc.png  Checkup 3  Supervisor’s initial \_\_\_\_\_\_\_\_\_\_\_\_\_  Score \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Supervisor’s comment \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Corrections** | | |

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| **WEEK** | **VALUE PROMISE** | **MEMORY VERSE** | **CHARACTER TRAITS** | **WORK HABIT** |
| **FIVE** | “I will always do good to others the way I want them to do for me”. | Proverbs 31: 25 | 1. Be strong and of great dignity  2. Do not be fearful  3. Always work without ceasing  4. Rejoice in the lord and be thankful.  5. Be helpful | Believe you can and you’re halfway there |

Proverbs 31: 25 “She is strong and of dignity; she is not afraid of the future”.

Work habit

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Spellings Corrections

1. 1.

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**FIND NUMBER OF MEMBERS IN INTERSECTION.**

Intersection set is a set of common elements got from two or more sets.

|  |  |  |  |
| --- | --- | --- | --- |
| 1. | Shade AB  A B | 2. | If P={a, b, c, d, e)  Q= {a, e, i, o, u)  n(PQ) = 2 |

**Activity**

|  |  |  |  |
| --- | --- | --- | --- |
| 1. | If A= {1, 2, 3, 4, 5, 6}  B= {2, 4, 6, 8, 10}  Find n(AB). | 2. | Given P= {a, n, d, r, e, w) Q= {r, o, b, e, t}  Find n{PQ} |
| 3. | X= {m, a, n}  Y= {w, o, m, a, n}  find n{XY} | 4. | A={5, 6, 7, 8} B={9, 7, 8, 2}  Find n{AB} |
|  | ***Score strip*** | | |

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Spellings Corrections

1. 1.

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**Representation of information on the Venn diagram**

|  |  |  |  |
| --- | --- | --- | --- |
| 1. | Given X={0, 1, 2, 3, 4}  Y={1, 4, 7, 8, 0}  Represent the above information on the Venn diagram. | 2. | P= {a, b, c, d} Q= {d, e, f, g, l} Represent the above information on the Venn diagram. |

**Exercise**

**Represent the following of a venn diagram.**

|  |  |  |  |
| --- | --- | --- | --- |
| 1. | X= {m, a, n}  Y= {w, o, m, a, n}  X Y | 2. | A= {1, 2, 3, 4, 5, 6, 7)  B= {2, 4, 6, 8, 10}  A B |
| 3. | P={a, n, d, r, e, w)  B= {r, o, b, e, t}  P B | 4. | A= {a, b, c, d, e}  Q= {a, e, i, o, u}  A Q |
| 5. | M= {Opio, Odong, Okello, Okia}. N= {Ogwang, Opio, Opari, Odong}  M N | | |

***Score strip***

**Corrections**

|  |  |  |  |
| --- | --- | --- | --- |
| 1. |  | 2. |  |

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Spellings Corrections

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2. 2.

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5. 5.

**SHADING GIVEN VENN DIAGRAMS**

Examples

|  |  |  |  |
| --- | --- | --- | --- |
|  | XY  X Y |  | MN  M N |
|  | Y only  Y Z |  | Set A  B A |
|  | Set B  A B |  | Set Z only  Y Z |

**Activity**

**Shade the following regions on the venn diagrams.**

|  |  |  |  |
| --- | --- | --- | --- |
| 1. | Set P  P Q | 2. | Set N  M N |
| 3. | Set P only  P Q | 4. | Set Q only  P Q |
| 5. | PQ  P Q | 6. | Set (RQ)  P Q |

Describe the shaded regions below.

|  |  |  |  |
| --- | --- | --- | --- |
| 2  a) | P Q | b) | P Q |
| c) | P Q | d) | P Q |
| e) | P Q | f) | P Q |
| ***Score strip***  **Corrections** | | | |

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Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Spellings Corrections

1. 1.

2. 2.

3. 3.

4. 4.

5. 5.

**THE UNION SET**

Union set is a set of members obtained from two or more sets.

**Examples**

Finding members in the union set, we use curry brackets { }. The union set is represented by .

A member is included in the set one time.

|  |  |
| --- | --- |
| 1. | B = {b, e, f, a} P = {Sarah, Betty, f, e}. BP = {f, e, b, Sarah, Betty, a}.  NB: The union of two sets consists of all members in the curry brackets. |
| 2 | A = {1, 2, 3, 4, 5, 6, 7} B = {2, 4, 6, 8, 10, 12}.  AB = {1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12} |

**Activity**

|  |  |  |  |
| --- | --- | --- | --- |
| 1. | Given A = {2, 3, 4, 5, 7, 11}  B = {1, 3, 5, 7, 9, 11, 13}  Find AB | 2. | If P = {Orange, Mango, Pawpaw}  Q = {Mango ,apple, pawpaw, orange, yams}  Find PQ |
| 3. | Given R = {Tororo, Mbarara, Kabale, Kasese, Kumi}  T = {Mbarara, Bushenyi, Gulu, Kitgum, Kumi}. Find RT | | |
| 4. | P = {a, b, c, d, e}  B = {a, e, i, o, u}. Find PB | 5. | Shade AB  A B |

***Score strip***

|  |  |
| --- | --- |
|  | C:\Users\LG COMPUTERS\Desktop\PICTURES AND ACTIVITIES\JAN 2020\FORMER\Former Dowloads\things in class\black-pencil-vector-KTnez4BEc.pngC:\Users\LG COMPUTERS\Desktop\PICTURES AND ACTIVITIES\JAN 2020\FORMER\Former Dowloads\things in class\black-pencil-vector-KTnez4BEc.png  Checkup 4  Supervisor’s initial \_\_\_\_\_\_\_\_\_\_\_\_\_  Score \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Supervisor’s comment \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Corrections**  **PROJECT WORK FOR ALL OF SET TOPIC**  Using a cardboard, paper and glue, make a venn diagram and draw different items that can be put into it.  Make another venn diagram which is set A and B then shade AB,  AB, set A only and set B only. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **WEEK** | **VALUE PROMISE** | **MEMORY VERSE** | **CHARACTER TRAITS** | **WORK HABIT** |
| **SIX** | “I choose to impact other people’s lives positively”. | Exodus 20:12 | 1. Be respectful & obedient  2. Always appreciate your parents  3. Be a good listener  4. Be proud of your parents  5. Always respect and listen to your parents | Always do your best, What you plant now, you will harvest later |

Exodus 20:12 “Respect your father and your mother so that you may live a long time in the land that I am giving you”.

Work habit

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Spellings Corrections

1. 1.

2. 2.

3. 3.

4. 4.

5. 5.

**NUMERATION SYSTEM AND PLACE VALUES**

A place value is the position of a digit in a given number

**Arrangement of place values**

|  |  |  |  |
| --- | --- | --- | --- |
| TH | H | T | O |
| 4 | 3 | 2 | 4 |

Ones {O}

Tens {T}

Hundreds {H}

Thousands {TH}

**Exercise**

**Write the place value of each digit in the following numbers.**

|  |  |  |  |
| --- | --- | --- | --- |
| i) | 4 3 | ii) | 7 8 6 7 |
| iii) | 6 4 7 8 | iv) | 2 7 9 0 |

***Score strip***

**Corrections**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |
|  |  |  |  |

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Spellings Corrections

1. 1.

2. 2.

3. 3.

4. 4.

5. 5.

**Values of a number**

A value is a product of a digit and its place value in a given number.

TH H T O

4 6 3 2

2 x 1 = 2

3 x 10 = 30

6 x 100 = 600

4 x 1000 = 4000

**Exercise**

Find the value of each underlined digit.

|  |  |  |  |
| --- | --- | --- | --- |
| i) | 4 6 | ii) | 4 6 2 |
| iii) | 4 6 2 | iv) | 3 4 6 2 |

|  |  |
| --- | --- |
| 1.  2.  3. | **Fill in the missing numbers.**  1. 603 = \_\_\_\_\_\_ hundreds \_\_\_\_\_\_tens \_\_\_\_\_\_ones  2. 571 = \_\_\_\_\_\_ hundreds \_\_\_\_\_\_ tens \_\_\_\_\_\_ ones  3. 101 = \_\_\_\_\_\_ hundreds \_\_\_\_\_\_ tens \_\_\_\_\_\_ ones  4. 72 = \_\_\_\_\_\_ hundreds \_\_\_\_\_\_ tens \_\_\_\_\_\_ ones  5. 946 = \_\_\_\_\_\_ hundreds \_\_\_\_\_\_ tens \_\_\_\_\_\_ ones  **Write the values of the following.**  2 Hundreds 1 Tens and 7 Ones = \_\_\_\_\_\_\_\_\_\_\_\_\_  6 Hundreds 0 Tens and 4 Ones = \_\_\_\_\_\_\_\_\_\_\_\_\_  3 Hundreds 5 Tens and 9 Ones = \_\_\_\_\_\_\_\_\_\_\_\_\_  ***Score strip***  **Corrections** |

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Spellings Corrections

1. 1.

2. 2.

3. 3.

4. 4.

**Expanding numbers using place values.**

Examples

a) 2 4 6 7

TH H T O

2 4 6 7

{2 x 1000} + {4 x 100} + {7 x 1}

**Exercise**

Expand the following using place values.

|  |  |  |  |
| --- | --- | --- | --- |
| a) | 4 3 8 9 | b) | 9 8 7 6 |
| c) | 7 6 8 |

**Expanding numbers using values**

Example

|  |  |  |  |
| --- | --- | --- | --- |
| a) | TH H T O  2 4 6 7  {2x 1000} + {4x 100} + {7x 1}  2000 + 400 + 60 + 7 | b) | TH H T O  4 6 3 7  {4 x 1000}+ {6 x 10} + {3 x 10}  4000 + 600 + 60 + 7 |

**Exercise**

Expanding the following using values

|  |  |  |  |
| --- | --- | --- | --- |
| 1. | 4 1 6 | 2. | 7 2 1 |
| 3. | 6 3 2 | 4. | 8 0 5 |
| 5. | 7 2 3 | 6. | 2 3 6 |
|  | Corrections |  |  |

***Score strip***

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Spellings Corrections

1. 1.

2. 2.

3. 3.

4. 4.

5. 5.

**Writing expanded numbers in short.**

Example 1

a) Write the number expanded in short.

300 + 50 + 2

300

50

+ 2

352

Example 2

Which number has been expanded to give.

{1 x 1000} + {4 x 100} + {3 x 10} + {2 x 1}

1000 + 400 + 30 + 2

1000

400

30

+ 2

1432

**Exercise**

Write the following numbers in short.

|  |  |  |  |
| --- | --- | --- | --- |
| 1. | 4000 + 400 + 40 + 4 | 2. | 2000 + 800 + 40 + 2 |
| 3. | 100 + 40 + 6 | 4. | {9 x 1000} x {9 x 100} x {9x10} x {9 x 1} |
| 5. | 100 + 40 + 6 | 7. | 1000 + 400 + 90 + 2 |
| 7. | 7000 + 600 + 90 + 9 | 8. | 3000 + 600 + 50 + 1 |

**Corrections**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |
|  |  |  |  |

***Score strip***

****

Checkup 5

Supervisor’s initial \_\_\_\_\_\_\_\_\_\_\_\_\_

Score \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Supervisor’s comment \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**PROJECT WORK**

In your groups, find out the place value and value of each of your names. Count the number of letters in each name and find the place value first and then the value.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **WEEK** | **VALUE PROMISE** | **MEMORY VERSE** | **CHARACTER TRAITS** | **WORK HABIT** |
| **SEVEN** | “I choose to be at peace and have good team work”. | Psalm 127:3-5 | 1. Be responsible  2. Be God fearing  3. Be compassionate to your children  4. Be obedient & respect for children  5. Cherish the glory of your children | Discipline is the bridge between goals and accomplishment |

Psalm 127:3-5 “Children are a gift from the lord, they are a real blessing like arrows in the hands of a warrior, are children born in one’s youth”.

Work habit

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Spellings Corrections

1. 1.

2. 2.

3. 3.

4. 4.

5. 5.

**Representing given numbers on the abacus.**

Examples

Consider the place a) 4 3 6 = H T O

6

3

4

a) 2 0 4 = H T O

2

0

4

**Exercise**

a) Write the numbers shown on the abacus.

|  |  |  |  |
| --- | --- | --- | --- |
| 1. | H T O | 2. | H T O |
| 3. | H T O | 4. | H T O |

b) Draw the represent the following numbers on the abacus.

|  |  |  |  |
| --- | --- | --- | --- |
| i) | 3 0 6 | ii) | 1 5 2 |
| iii) | 5 1 5 | iv) | 2 5 0 |

**Corrections**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |
|  |  |  |  |

***Score strip***

Name: ­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: ­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Spellings Corrections

1. 1.

2. 2.

3. 3.

4. 4.

5. 5.

**Writing numbers in words**

Examples

1. 48 4 0 forty

+ 8 eight

4 8 forty eight

2. 219 2 0 0 two hundred

+ 1 9 nineteen

2 1 9 two hundred nineteen

**Write the following in words**

|  |  |  |  |
| --- | --- | --- | --- |
| a) | 14 | b) | 17 |

|  |  |  |  |
| --- | --- | --- | --- |
| c) | 600 | d) | 1999 |
| e) | 424 | f) | 984 |
| g) | 52 | h) | 928 |

***Score strip***

Name: ­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: ­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Spellings Corrections

1. 1.

2. 2.

3. 3.

4. 4.

5. 5.

**Writing numbers in figures.**

Examples

1. Write two hundred twelve in figures.

Two hundred 200

twelve + 12

212

*Note: Arrange numbers according to place values.*

**Exercise**

Write these numbers in figures.

|  |  |  |  |
| --- | --- | --- | --- |
| a) | Ninety five | b) | Three hundred thirty four |
| c) | Six hundred fifty two | d) | Nine hundred nine |
| e) | One hundred twenty | f) | Seven hundred thirty four |
| g) | Three hundred fourteen | h) | Four hundred forty one |

***Score strip***

Corrections

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |

Name: ­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: ­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Spellings Corrections

1. 1.

2. 2.

3. 3.

4. 4.

5. 5.

**THEME: SOCIAL SERVICES AND THEIR IMPORTANCE**

**ROMAN NUMERALS**

|  |  |
| --- | --- |
| I – 1  II – 2  III – 3  IV – 4  IX – 9  X – 10  XV – 15  XIX – 19  XX – 20  XXIV – 24  XXV – 25 | XXIX – 29  XXX – 30  XXXIV – 34  XXXV – 35  XXXIX – 39  XL – 40  XLIV – 44  XLV – 45  XLIX – 49 |

**Examples**

Convert 42 to Roman numerals.

42 = 40 + 2

42 = XL + II

42 = XLII

**Activity**

Change the following to Roman numerals.

|  |  |  |  |
| --- | --- | --- | --- |
| 1. | 13 | 2. | 18 |
| 3. | 16 | 4. | 27 |
| 5. | 30 | 6. | 23 |
| 7. | 19 | 8. | 15 |
| 9. | 29 | 10. | 16 |

***Score strip***

**Corrections**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |

***Score strip***

****

Checkup 6

Supervisor’s initial \_\_\_\_\_\_\_\_\_\_\_\_\_

Score \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Supervisor’s comment \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**PROJECT WORK**

Using practical skills in your groups, make an abacus using different items in the environment. Make it under your teacher’s guidance. Make sure it can be used and can work effectively.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **WEEK** | **VALUE PROMISE** | **MEMORY VERSE** | **CHARACTER TRAITS** | **WORK HABIT** |
| **EIGHT** | “I believe God will always help me to be a good leader”. | Mathew 20 : 27 -28 | 1. Be a good leader  2. Do not be judgmental  3. Be kind and patient  4. Seeks God’s approval always  5. Be responsible | Discipline is what you must have to resist the lies of excuses |

Mathew 20 : 27 -28 “And whoever would be first among you must be your slave, even as the son of man came not to be served but to serve and to give life as a ransom for many”.

Work habit

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Spellings Corrections

1. 1.

2. 2.

3. 3.

4. 4.

5. 5.

**THEME: SOCIAL SERVICES AND THEIR IMPORTANCE**

**ROMAN NUMERALS**

EVEN NUMBERS

An even number is a number which is divisible by 2. For example 0, 2, 4, 6, 8, 10, 12, 14, 16, 18, 20.

The first even number is 0.

If no object is left after pairing then the number of objects is even.

**Exercise**

|  |  |  |  |
| --- | --- | --- | --- |
| 1. | List down even numbers from 10-20 | 2. | Write down even numbers between 1 and 10. |
| 3. | Find the sum of even numbers between 35 and 40. | 4. | What even number comes after 20? |
| 5. | Write down even numbers between 1 and 16. | 6. | Add even numbers between 11 and 17 |
| 7. | Workout the sum of 20 and 24. | 8. | Write down even numbers between 21 and 31. |

***Score strip***

**Corrections**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |
|  |  |  |  |

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Spellings Corrections

1. 1.

2. 2.

3. 3.

4. 4.

5. 5.

**ODD NUMBERS**

If one object is left over pairing then the number of objects is odd.

Odd numbers are numbers which are not exactly divisible. (cannot be equally divided)

Examples 1, 3, 5, 9, 11, 13, 15

The first odd numbers is 1.

**Exercise**

|  |  |  |  |
| --- | --- | --- | --- |
| 1. | What odd number comes just before 3? | 2. | Write down the first five odd numbers? |
| 3. | Write the odd numbers less than 20? | 4. | Write the odd numbers less than 20? |
| 5. | What odd numbers comes before 48? | 6. | Find the odd numbers less than 10? |
| 7. | Write down the odd numbers from 11 to 19? | 8. | Write down first odd numbers? |

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Spellings Corrections

1. 1.

2. 2.

3. 3.

4. 4.

**Addition of the whole numbers without regrouping**

Other words to mean addition

* total
* altogether
* sum
* combine
* more
* add

**Examples**

Add the following.

|  |  |  |  |
| --- | --- | --- | --- |
| a) | Write down the odd numbers from 11 to 19?  2 1  + 1 5 | b) | Write down first odd numbers?  3 7  + 2 2 |

**Exercise**

Add the following.

|  |  |  |  |
| --- | --- | --- | --- |
| 1. | 2 8  + 3 1 | 2. | 2 3  + 3 3 |
| 3. | 2 1  + 3 1 | 4. | 5 0  + 1 5 |
| 5. | 1 4 1 3  + 2 3 0 | 6. | 2 1 4  + 1 1 4 |
| 7. | 1 2 2  + 1 3 6 | 8. | 1 4 1 3  + 1 1 2 4 |

***Score strip***

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Spellings Corrections

1. 1.

2. 2.

3. 3.

4. 4.

5. 5.

**Addition of whole numbers with regrouping.**

Examples

Add the following

|  |  |  |  |
| --- | --- | --- | --- |
| a) | 8 6  + 2 4  1 1 0 | b) | 2 9  + 6 5  9 4 |

**Exercise**

Add the following.

|  |  |  |  |
| --- | --- | --- | --- |
| 1. | 9 4  + 6 6 | 2. | 2 6  + 5 4 |
| 3. | 7 9  + 8 6 | 4. | 3 2  + 8 8 |
| 5. | 3 6  + 4 6 | 6. | 2 4  + 9 6 |
| 7. | 3 5  + 4 6 | 8. | 2 5  + 5 8 |

***Score strip***

**Corrections**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |
|  |  |  | C:\Users\LG COMPUTERS\Desktop\PICTURES AND ACTIVITIES\JAN 2020\FORMER\Former Dowloads\things in class\black-pencil-vector-KTnez4BEc.png |

Checkup 7

Supervisor’s initial \_\_\_\_\_\_\_\_\_\_\_\_\_

Score \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Supervisor’s comment \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**PROJECT WORK**

Play the game ludo and learn more about even and odd numbers by rolling the dice keep on identifying your moves that can either be odd or even. The numbers run from 1-6.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **WEEK** | **VALUE PROMISE** | **MEMORY VERSE** | **CHARACTER TRAITS** | **WORK HABIT** |
| **NINE** | “I believe God will always help me to be devoted”. | John 3 : 16 | 1. Be so loving  2. Be prayerful and alert  3. Fear God as your teacher  4. Honor one another  5. Be faithful. | Excellence is not a skill. It’s an attitude |

John 3:16 “For God so loved the world that he gave his only begotten son, that whoever believers in him shall not perish but have eternal life”.

Work habit

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Spellings Corrections

1. 1.

2. 2.

3. 3.

4. 4.

5. 5.

**Addition of word problems with and without regrouping**

Example

1. Ashwin had 25 marbles. Vinit gave him 28 marbles. How many marbles does Ashwin have now?

2 5 marbles

+ 2 8 marbles

5 3\_marbles

2. There are forty chairs in a room. 135 in the second room. How many chairs are they altogether?

1 3 5 chairs

+ 4 0 chairs

1 7 5 chairs

**Exercise**

|  |  |  |  |
| --- | --- | --- | --- |
| 1. | Students of Std two decoration their classroom with 26 balloons and 36 red balloons. How many balloons did they use in all? | 2. | Find the sum of 2687 and 3155. |
| 3. | James had 156 books, He got 78 more. How many books did he have altogether | 4. | Tr. Ruth has 84 turkeys. Tr. Chrispus gave her 162 more turkeys. How many turkeys does she have? |
| 5. | A farmer had 194 cows and 84 sheep. How many books does he have altogether? |  |  |

***Score strip***

**Corrections**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Spellings Corrections

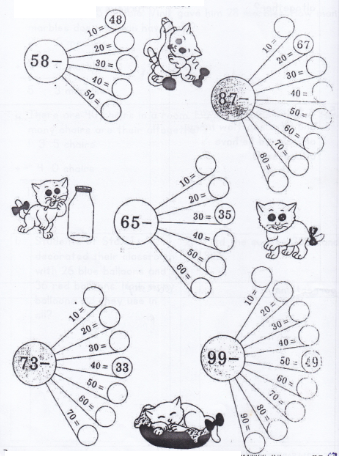
1. 1.

2. 2.

3. 3.

4. 4.

5. 5.

Subtract orally and write the answers

SUBRTRACTION OF WHOLE NUMBERS

**Other words to mean subtraction**

Takeaway, range, remove, minus, difference, remain

Note: Consider the place values idea. Subtraction means taking away.

|  |  |  |  |
| --- | --- | --- | --- |
| a) | 2 4  - 1 3  1 1 | b) | 4 9  - 1 4  3 5 |
| c) | 7 3  - 4 1  3 2 |  |

**Activity**

Subtract the following

|  |  |  |  |
| --- | --- | --- | --- |
| 1. | 3 4 0  - 2 0 | 2. | 4 2 4  - 1 4 |
| 3. | 4 5 0  - 2 0 | 4. | 5 3 0  - 1 0 |
| 5. | 9 7 7  - 3 6 | 6. | 9 9  - 8 9 |
| 7. | 7 4 8  - 3 4 | 8. | 7 2 6  - 1 5 |
| 9. | Sungira had 65 cows. He sold of 35. How many cows remained? | 10. | A farm has 48. 32 are sold, how many are remaining? |
| 11. | Nsimbi had 875 goats. 242 of them. How many remained? |

***Score strip***

**Corrections**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |
|  |  |  |  |

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Spellings Corrections

1. 1.

2. 2.

3. 3.

4. 4.

5. 5.

**SUBTRACTION OF DIGIT NUMBERS**

Example

|  |  |  |  |
| --- | --- | --- | --- |
| 1. | What is left when one removes 116 from 423?  4 2 3  - 1 1 6  3 0 7 | 2. | Subtract    3 6 4 2  - 3 2 1  3 3 2 1 |

**Activity**

Subtract the following

|  |  |  |  |
| --- | --- | --- | --- |
| 1. | 2 4 3 2  - 1 3 1 1 | 2. | 3 6 4 5  - 2 1 4 1 |
| 3. | 2 9 0 9  - 1 0 0 4 | 4. | 3 6 7 8  - 1 0 4 2 |
| 5. | 4 3 2 0  - 1 1 1 0 | 6. | 4 4 5 4  - 3 2 1 4 |
| 7. | 4 5 6 7  - 1 3 4 2 | 8. | 9 8 4 9  - 8 6 2 9 |
| 9. | What is the difference between 6564 and 2247. | 10. | In the village there 8653 people, 66975 males. How many females are there? |
| 11. | Kato planted 4664 trees. If 3987 grew, how many trees died? |

***Score strip***



Checkup 8

Supervisor’s initial \_\_\_\_\_\_\_\_\_\_\_\_\_

Score \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Supervisor’s comment \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**PROJECT WORK**

In your groups, collect different writing materials in your class and combine them. Make your own word statements as a group and solve them, make about 5 statements.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **WEEK** | **VALUE PROMISE** | **MEMORY VERSE** | **CHARACTER TRAITS** | **WORK HABIT** |
| **TEN** | “I choose to always do the right”. | Mathew 19:14 | 1. Be appreciative  2. Be patient  3. Be self-controlled  4. Be peaceful  5. Listen to others | Never, Never, Never give up |

Mathew 19:14 “Let the little children come to me, and do not stop them: for it is to such as these that the kingdom of heaven belongs”.

Work habit

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Spellings Corrections

1. 1.

2. 2.

3. 3.

4. 4.

5. 5.

­**MULTIPLICATION {multiples of 2}**

Other words to mean multiplications

* Times
* Product

Examples

Multiply

|  |  |  |  |
| --- | --- | --- | --- |
| a) | 1 6  x 2 | b) | 3 5  x 2 |
| c) | 1 2  x 2 | d) | 3 7  x 2 |

**Activity**

Multiply the following.

|  |  |  |  |
| --- | --- | --- | --- |
| a) | 7 5  x 2 | b) | 8 9  x 2 |
| c) | 1 2  x 2 | d) | 5 6  x 2 |
| e) | 9 7  x 2 | f) | 2 2  x 2 |
| g) | 2 6  x 3 | h) | 1 7  x 3 |
| i) | 4 6  x 3 | j) | 5 5  x 3 |

***Score strip***

**Corrections**

|  |  |  |  |
| --- | --- | --- | --- |
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Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Spellings Corrections

1. 1.

2. 2.

3. 3.

4. 4.

5. 5.

**Words statements involving multiplication of numbers**

Examples

1. One book has 12 pages. How many pages has 3 books?

A book has = 12 pages

3 books = 12 x 3 = 36

= 36 pages

**Activity**

|  |  |  |  |
| --- | --- | --- | --- |
| 1. | A tricycles has 3 three wheels. How many wheels do three tricycles have? | 2. | A teacher gave out 3 books to each of the pupils in a class. How many books were given to 40 pupils? |

|  |  |  |  |
| --- | --- | --- | --- |
| 3. | A pupil walks 3km everyday. How many km does the pupil walk in 56 days? | 4. | 3kg of sugar were given to each family. If there 28 families. How many kg were given out altogether? |
| 5. | A chair has 4 legs. How many legs do 20 chairs have? |  |

***Score strip***

**Corrections**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |
|  |  |  |  |

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Spellings Corrections

1. 1.

2. 2.

3. 3.

4. 4.

**Example**

1. A stool has 4 legs. How many legs do 10 stools have? One stool has 4 legs

10 stools 4 x 10 legs

40 legs

|  |  |  |  |
| --- | --- | --- | --- |
| a) | 5 3  x 4 | b) | 5 5  x 4 |
| c) | 6 2  x 4 | d) | 7 2  x 4 |
| e) | 7 7  x 4 | f) | 3 0  x 4 |
| g) | 4 9  x 4 | h) | 5 4  x 4 |
| i) | 2 6  x 3 | j) | 1 5  x 3 |
| h) | Alice sells 40 kg of sugar every day. How many kg are sold in 4 days? | i) | A family uses 28 litres of milk a day. How many litres does it use in four days? |
| j) | Our pupils use 245 kg of millet in a day. How many do they use in four days? |  |

***Score strip***

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Spellings Corrections

1. 1.

2. 2.

3. 3.

4. 4.

5. 5.

**MULTIPLICATION {x 5 and x 6}**

**Examples**

Multiply

|  |  |  |  |
| --- | --- | --- | --- |
| a) | 1 8  x 5  9 0 | b) | 4 5  x 5  2 5 5 |
| c) | 4 3  x 6  2 5 8 |

**Activity**

|  |  |  |  |
| --- | --- | --- | --- |
| a) | 3 8  x 5 | b) | 6 0  x 5 |
| c) | 6 8  x 5 | d) | 9 5  x 5 |
| e) | 7 1  x 5 | f) | 6 7  x 5 |
| g) | 9 9  x 5 | h) | 7 2  x 6 |
| i) | 6 5  x 6 | j) | 4 0  x 6 |
| h) | 2 1  x 6 | i) | 3 3  x 6 |
| j) | There are 23 pupils in a class. Each pupil is given 6 pencils. How many pencils will they get altogether? | k) | One packet holds 48 straws. How many will 5 packets hold? |

***Score strip***

**Corrections**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |
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Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Spellings Corrections

1. 1.

2. 2.

3. 3.

4. 4.

5. 5.

Complete the table below.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Animals | 2 | \_\_\_\_\_\_ | 4 | \_\_\_\_\_\_ | 6 |
| No of legs cats | 8 | 12 | \_\_\_\_\_\_\_ | 20 | \_\_\_\_\_ |

Show the working.

e.g

1 cat = 4 legs

2 cats = {2 x 4} legs

= 8 legs

4 legs= 1 cat

20 legs = 20 4

= 5 cats

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Animals | 2 | \_\_\_\_\_\_ | 4 | \_\_\_\_\_\_ | 6 |
| No of legs cats | 8 | 12 | \_\_\_\_\_\_\_ | 20 | \_\_\_\_\_ |

Show the working

e.g

1 + 1 = 41 legs

40 + 1 = {40 x 4}

= 160

Corrections

|  |
| --- |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

MULTIPLY

|  |  |  |  |
| --- | --- | --- | --- |
| 1, | 95 X 10 = | 2. | 9 x 9 = |
| 3. | 79 x 9 = | 4. | 86 x 8 = |
| 5. | 8 x 8 = | 6. | 10 x 9 = |
| 7. | 100 x 10 |  |

***Score strip***

**Corrections**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |
|  |  |  |  |

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Spellings Corrections

1. 1.

2. 2.

3. 3.

4. 4.

5. 5.

**Addition using a number line**

Going to the left going to the right

**Examples**

**Add.**

2 + 8 = 10

**Exercise**

**Add the following using a number line.**

1. 2 + 4 =

2. 9 + 2 =

3. 6 + 1 =

4. 4 + 6 =

5. 3 + 4 =

***Score strip***

**Corrections**

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Spellings Corrections

1. 1.

2. 2.

3. 3.

4. 4.

5. 5.

**Subtraction using a number line**

Example

5 – 3 = 2

9 – 4 = 5

**Exercise**

1. 8 – 3 =

2. 9 – 4 =

3. 8 – 2 =

4. 5 – 2 =

5. 6 – 3 =

***Score strip***

**Corrections**

|  |
| --- |
|  |

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Spellings Corrections

1. 1.

2. 2.

3. 3.

4. 4.

5. 5.

**Simple long division**

Other words to mean division

* Quotient
* Share

**Examples**

Dividing means sharing among

|  |  |  |  |
| --- | --- | --- | --- |
|  | Divide 22 by 2  1 1  2 22  2 x 1 = - 2  02  2 x 1 = 02  - - |  | Divide 44 by 2  2 2  2 44  2 x 2 = - 4  04  2 x 2 = 04  - - |

**Activity**

|  |  |  |
| --- | --- | --- |
| 1. 40 2 | 6. | 98 2 = |
| 2. 66 2 = | 7. | 93 3 = |
| 3. 68 2 = | 8. | 99 3 = |
| 4. 24 2 = | 9. | 46 2 = |
| 5. 42 2 = | 10. | 96 2 = |

***Score strip***

**Corrections**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |
|  |  |  |  |

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Spellings Corrections

1. 1.

2. 2.

3. 3.

4. 4.

5. 5.

**DIVIDING WITH REMAINDERS**

|  |  |  |  |
| --- | --- | --- | --- |
| 1. | Divide 7 by 2    = 3 remainder 1 | 2. | 2. 19 by 3  6  3 1 9  3 x 6 = 18  REM 1  = 6 remainder 1 |

Exercise

|  |  |  |  |
| --- | --- | --- | --- |
| a) | 23 2 = | d) | 34 3 = |
| b) | 15 2 = | e) | 28 5 = |
| c) | 14 3 = | f) | 72 5 = |

***Score strip***

**Word statements involving division of numbers**

Examples

Share 12 oranges among 3 children. How many oranges did each get?

4

3 12

0 x 3 = 0

12

4 x 3 - 12

00

= 4 oranges

**Activity**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. | | Divide 145 by 5 | 4. | There are 434 desks to be shared by 7 classes. How many desks did each get? |
| 2. | Share 24 balls among 4 schools | | 5. | Share 125 sweets among 6 children |
| 3. | There are 32 pencils to be shared equally among 8 children hew many pencils did each get? | | | |

***Score strip***

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Spellings Corrections

1. 1.

2. 2.

3. 3.

4. 4.

5. 5.

**Revision test**

|  |  |  |  |
| --- | --- | --- | --- |
| 1. | What are the next 2 numbers?  2, 4, 6, 8, \_\_\_\_, \_\_\_\_\_ | 2. | A    How many members are in set A? |
| 3. | Find the missing number.  4 + = 9 | 4. | What fraction is the shaded part?  ­  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

|  |  |  |  |
| --- | --- | --- | --- |
| 5. | Write in expanded form 8456. |  | 6. How many triangles can you see in the shape below? |
| 7. | Multiply:  3 4 5  x 8 |  | 8. Work out  9 1 5 |
| 9. | Add: 18 + 154 + 1240 | 10. | Find the area of the figure below  7cm  13cm |

|  |  |  |  |
| --- | --- | --- | --- |
| 11. | Fill in the missing numbers in the magic square to get 12.  7 a 5    b 4 c  3 d 1    a = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  b = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  c = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  d = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 12. | Find the perimeter of the figure.  6cm  6cm |

***Score strip***



Checkup 9

Supervisor’s initial \_\_\_\_\_\_\_\_\_\_\_\_\_

Score \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Supervisor’s comment \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**PROJECT WORK**

Measure the length and width of your whiteboard in class in your groups. Find its perimeter and area. Subtract and add the perimeter and the area.