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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.

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4. 4.

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|  | **A SET**  **A set is a collection of things or objects.**  **Naming sets.**  Name the following sets.    A set of 4 triangles A set of 4 balls |
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***Score strip***

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Spellings Corrections

1. 1.

2. 2.

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5. 5.

**Topic: Sets**

**Subtopic: making small sets from a big set.**

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|  | **Examples**  **SL01040_**  SL01040_  SL01040_SL01040_  A set of 2 balls    A set of 2 chairs  A set of 3 triangles  A set of 2 squares |

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|  | **Activity**  **Form small sets from the following.** |
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|  | **Match the following sets.**  Examples            **Match the following sets.**  4  6  5  3+2  2+2  3+3 |

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|  | Corrections |

***Score strip***

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Spellings Corrections

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**Topic: Set**

**Subtopic: Ordering sets (ascending order)**

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| a) | **Examples**  When ordering sets in ascending we start with the smallest to the biggest as shown in the examples  Arrange the sets in order.        1st 2nd 3rd |
|  | Activity  Order the following starting from smallest to the biggest.  D:\MY PHOTOZ\Luganda-BK1\Pot.jpgD:\MY PHOTOZ\Luganda-BK1\Pot.jpg    D:\MY PHOTOZ\Luganda-BK1\Pot.jpg  D:\MY PHOTOZ\Luganda-BK1\Pot.jpg |

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|  | Arrange in ascending order. |
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|  | D:\MY PHOTOZ\Luganda-BK1\Pencil.jpgD:\MY PHOTOZ\Luganda-BK1\Pencil.jpgD:\MY PHOTOZ\Luganda-BK1\Pencil.jpgD:\MY PHOTOZ\Luganda-BK1\Pencil.jpgD:\MY PHOTOZ\Luganda-BK1\Pencil.jpgD:\MY PHOTOZ\Luganda-BK1\Pencil.jpgD:\MY PHOTOZ\Luganda-BK1\Pencil.jpgD:\MY PHOTOZ\Luganda-BK1\Pencil.jpg  D:\MY PHOTOZ\Luganda-BK1\Pencil.jpg  D:\MY PHOTOZ\Luganda-BK1\Pencil.jpgD:\MY PHOTOZ\Luganda-BK1\Pencil.jpgD:\MY PHOTOZ\Luganda-BK1\Pencil.jpg  **Corrections** |

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Spellings Corrections

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**Sub topic: Comparing sets.**

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|  | Examples.  Use less or more  A B        Set B has 5 members.  Set A has 3 members.  Set B has more members than A.  Set A has fewer members than B. |

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|  | **Activity**  Compare the sets. Use **more** or **less.**  X Q        Set X has\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ members.  Set Q has\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ members.  Set Q has\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ members than set X.  Set X has\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ members than set Q.  M A      Set M has\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ members.  Set A has\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ members.  Set M has\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ members than A.  Set A has\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ members than M. |

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|  | **Corrections** |

***Score strip***

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Spellings Corrections

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**Subtopic: Ordering sets in descending order.**

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|  | Example  In descending order, we start with the biggest to smallest.  R S T          R, S, T |
| 1.  2. | Activity  D:\MY PHOTOZ\Luganda-BK1\Pot.jpgD:\MY PHOTOZ\Luganda-BK1\Pot.jpg    D:\MY PHOTOZ\Luganda-BK1\Pot.jpgD:\MY PHOTOZ\Luganda-BK1\Pot.jpgD:\MY PHOTOZ\Luganda-BK1\Pot.jpgD:\MY PHOTOZ\Luganda-BK1\Pot.jpg |

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Spellings Corrections

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**Subtopic: Sub sets.**

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|  | Examples  A subset is a small set got from a big set.      A set of 3 triangles.      A set of 2 chairs.    A set of 3 balls.  A set of 2 squares |
|  | **Activity**  **Form small sets from the sets below and describe them.**  C:\Users\lg\Pictures\Pictures\fruits\apple-5-coloring-page.png      **C:\Users\lg\Pictures\Pictures\fruits\apple-5-coloring-page.png** |

***Score strip***



Checkup 1

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

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

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

**PROJECT WORK**

Collect different objects in your environment and group them together and form small sets

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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 & honesty  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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

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Spellings Corrections

1. 1.

2. 2.

3. 3.

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5. 5.

**Topic: Sets**

**Subtopic: ringing or grouping sets into two’s**

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|  | Example  1. Group the following into two’s  1. How many groups have you  formed? = 4 groups    2. How many members are in  each group? = 2 members  How many members are altogether = 8 members. |
| 1. | **Activity**  **Group the following into twos.**    How many groups have you formed?    How many members are in each?    How many members are there altogether? |
| 2. | C:\Users\lg\Pictures\Pictures\fruits\apple-5-coloring-page.pngC:\Users\lg\Pictures\Pictures\fruits\apple-5-coloring-page.pngC:\Users\lg\Pictures\Pictures\fruits\apple-5-coloring-page.pngC:\Users\lg\Pictures\Pictures\fruits\apple-5-coloring-page.pngC:\Users\lg\Pictures\Pictures\fruits\apple-5-coloring-page.pngC:\Users\lg\Pictures\Pictures\fruits\apple-5-coloring-page.pngC:\Users\lg\Pictures\Pictures\fruits\apple-5-coloring-page.pngC:\Users\lg\Pictures\Pictures\fruits\apple-5-coloring-page.pngC:\Users\lg\Pictures\Pictures\fruits\apple-5-coloring-page.pngC:\Users\lg\Pictures\Pictures\fruits\apple-5-coloring-page.pngC:\Users\lg\Pictures\Pictures\fruits\apple-5-coloring-page.pngC:\Users\lg\Pictures\Pictures\fruits\apple-5-coloring-page.pngC:\Users\lg\Pictures\Pictures\fruits\apple-5-coloring-page.pngC:\Users\lg\Pictures\Pictures\fruits\apple-5-coloring-page.png  How many groups have you formed?    How many members are in each?    How many members are there altogether?    **Corrections.** |

***Score strip***

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Spellings Corrections

1. 1.

2. 2.

3. 3.

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5. 5.

**SHADING VENN DIAGRAMS**

**Examples**

**1. Shade union sets in the following venn diagrams**

a) A B b) K L

**2. Shade T U in the following venn diagrams**

T U b) N M

**Activity**

**Shade the sets below**

L M A B

**L M A B**

P Q M N

**P Q M N**

X Y R S

**X Y R S**

**Corrections**

***Score strip***

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

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Spellings Corrections

1. 1.

2. 2.

3. 3.

4. 4.

5. 5.

**Subtopic: The intersection of sets.**

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|  | Example  Intersection is a region where we write common members.  The symbol for intersection=  A B = { 2, 4}    n(A B) = 2 |
| 1.  2.  3.  4. | Activity  Represent the following on the Venn diagram.  A = {1, 2, 3, 4, 5} B = {0, 2, 4, 6, 9}  A B      X = { , P , } Y = { , X , M}  X Y  M= { cow, dog, pig} N = {sheep, goat, cow}    M N  What is an intersection of set?      Corrections |

***Score strip***

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

Spellings Corrections

1. 1.

2. 2.

3. 3.

4. 4.

**Subtopic: Empty sets/ null sets/ void sets.**

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|  | **An empty sets** is a set with no members  The symbols for empty sets are or { }  **Examples of empty sets.**  A set of boys with nine eyes.  A girl with two heads. |
| 1.  2.  3.  4. | Activity  Write down 8 examples of empty sets.  i)  ii)  iii)  iv)  v)  vi)  vii)  viii)  What is an empty set?    Write the symbols for an empty set.  Describe these sets. G  T  Set has no members it is an set.  Set has one member it is not an empty set. |
|  | Corrections |

***Score strip***

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

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Spellings Corrections

1. 1.

2. 2.

3. 3.

4. 4.

5. 5.

**Subtopic: Joining the sets and adding sets.**

**Examples**





 + +





9 + 3 = 12

Activty

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|  | + =      + =      + =      + =    Corrections |

***Score strip***

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Spellings Corrections

1. 1.

2. 2.

3. 3.

4. 4.

**Subtopic: Subtraction of sets (taking away)**

**Examples**

**Subtract the following.**





 - =



9 - 3 = 6

Activity

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|  | - =      - =      + =      + =    Corrections |

***Score strip***

**Subtopic: Set symbols.**

an empty set

an intersection set

union set

an equivalent set

= equal set

Not equal set

**Activity**

1. Draw the following set symbols.

Union set Equivalent set

Inter section set An empty set

***Score strip***

**NUMERATION SYSTEM AND PLACE VALUES**

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

**Numeration statement**

Place value

Ones

Tens

Hundreds

Thousands

2 3 4 3 4 6 7

Ones Ones

Tens Tens

Hundreds Hundreds

Thousands

**ACTIVITY**

1. Write the place value of the number lined numbers.

a) 4 2 3 b) 6 3 6

c) 8 2 4 9 d) 9 4 5

2. Write the place value of each digit in;

a) 6 4 3 5

b) 7 8 4 2

c) 2 4 6 5

d) 0 9 4 1

e) 4 7 1 1

***Score strip***

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

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Spellings Corrections

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**Subtopic: Write in words.**

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|  | **Examples**  **Write the following in words.**  1. 10 = ten  2. 70 = seventy  3. 13 = thirteen  4. 92 = ninety two  5. 99 = ninety nine |
| 1. | Write the following in words.  1. 23  2. 50  3. 86  4. 95  5. 84  6. 76  7. 48  8. 32  9. 20  10. 18 |

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| 2. | **Write the following in figures.**  a. One hundred forty    b. One hundred thirty three    c. One hundred nine    d. One hundred fifty    e. One hundred seven    f. One hundred thirty four    g. One hundred twenty five |

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|  | Learners practice and corrections |

***Score strip***

 Checkup 2

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

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

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

**PROJECT WORK**

Using available materials of your choice, make three (3) venn diagrams. One should be a union set, another an intersection set and also an empty set. Present the work you have done to your teacher

|  |  |  |  |  |
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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.

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**Subtopic: Writing numbers before and after.**

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|  | Examples  Write the numbers before and after.  59 60 61  89 90 91  99 100 101 |
|  | Activity  1. 60 \_\_\_\_\_\_\_\_\_ a) \_\_\_\_\_\_\_\_ 90  2. 70 \_\_\_\_\_\_\_\_ b) \_\_\_\_\_\_\_\_ 21  3. 80 \_\_\_\_\_\_\_\_ c) \_\_\_\_\_\_\_\_ 40  4. 90 \_\_\_\_\_\_\_\_\_ d) \_\_\_\_\_\_\_\_ 39  5. 40 \_\_\_\_\_\_\_\_ e) \_\_\_\_\_\_\_\_ 10  6. 50 \_\_\_\_\_\_\_\_ f) \_\_\_\_\_\_\_ 23  7. 30 \_\_\_\_\_\_\_\_ g) \_\_\_\_\_\_\_ 40  8. 20 \_\_\_\_\_\_\_\_ h) \_\_\_\_\_\_\_ 111  9. 10 \_\_\_\_\_\_\_\_ i) \_\_\_\_\_\_\_ 134  10. 19 \_\_\_\_\_\_\_\_ j) \_\_\_\_\_\_\_ 98  11. 100, 110, 120,\_\_\_\_\_\_, \_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_  12. 100, 102, 104,\_\_\_\_\_, \_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_ |
|  | 32, 33, \_\_\_\_\_\_, \_\_\_\_\_\_, 36, \_\_\_\_\_\_, \_\_\_\_\_\_, \_\_\_\_\_\_, 40,  59, \_\_\_\_\_, \_\_\_\_\_, 62, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 66, \_\_\_\_\_, 68  48, 49, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_\_, 53, \_\_\_\_\_ , 55, \_\_\_\_\_\_ , 57  91, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 95, \_\_\_\_\_ , 97, \_\_\_\_\_\_, \_\_\_\_\_, 100  3, 6, 9, \_\_\_\_\_, \_\_\_\_\_ , 18, \_\_\_\_\_\_ , 24  2, 4, \_\_\_\_\_, \_\_\_\_\_ 10, \_\_\_\_\_, \_\_\_\_\_\_ , \_\_\_\_\_\_ , 18  1, 3, 5, \_\_\_\_\_, \_\_\_\_ , 11, \_\_\_\_\_ , 15, \_\_\_\_\_\_  4, 8, 12 , \_\_\_\_\_, \_\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_\_\_, \_\_\_\_\_\_, \_\_\_\_\_  5, 10, 15, \_\_\_\_\_ , 25, \_\_\_\_\_ , 35, \_\_\_\_\_\_\_  45, 50, \_\_\_\_\_, \_\_\_\_\_\_ , 65, \_\_\_\_\_, \_\_\_\_\_\_ , 80.  90, 80, \_\_\_\_\_, \_\_\_\_\_\_ , 50 , \_\_\_\_\_ , 30 | |
|  | Corrections. | |

***Score strip***

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Spellings Corrections

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|  | Example  Draw the following.  1. 24 T O  +    2 tens + 4 = 24  2. 35  T O  +  30 + 5 = 35 |
|  | **Activity**  **Using sticks draw tens and ones.**  a. 1 tens and 5 ones.  b. 6 tens and 3 ones.  c. 2 tens and 3 ones.  d. 3 tens and 4 ones.  e. 1 tens and 8 ones.  f. 3 tens and 9 ones. |

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Spellings Corrections

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|  | **Counting from 100-200**  100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200  **Activity**  **1. Find the missing numbers**  a) 99. \_\_\_\_, 101, 102, \_\_\_\_, \_\_\_\_, \_\_\_\_, 106  b) 140, \_\_\_\_, 142, 143, \_\_\_\_, 145, \_\_\_\_, 147, 148  **2. Ring the bigger number**  a) 09, 90  b) 104, 114  c) 101, 110 |

3. 3.

4. 4.

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

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Spellings Corrections

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**Subtopic: Find the missing numbers.**

|  |  |
| --- | --- |
|  | Examples  1. 14 = 1 tens 4 ones  2. 56= 5 tens 6 ones  3. 80= 8 tens 0 ones  Activity.  Fill in the missing numbers.  a. 18= \_\_\_\_\_\_\_\_\_\_ tens \_\_\_\_\_\_\_\_\_\_\_\_ ones  b. 06= \_\_\_\_\_\_\_\_\_ tens \_\_\_\_\_\_\_\_\_\_\_\_ ones  c. 30= \_\_\_\_\_\_\_\_\_ tens \_\_\_\_\_\_\_\_\_\_\_\_ ones  d. 99= \_\_\_\_\_\_\_\_\_ tens \_\_\_\_\_\_\_\_\_\_\_\_ ones  e. 89= \_\_\_\_\_\_\_\_\_ tens \_\_\_\_\_\_\_\_\_\_\_\_ ones  f. 90= \_\_\_\_\_\_\_\_\_ tens \_\_\_\_\_\_\_\_\_\_\_\_ ones  g. 93= \_\_\_\_\_\_\_\_\_ tens \_\_\_\_\_\_\_\_\_\_\_\_ ones |
|  | Corrections. |

***Score strip***

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

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

Spellings Corrections

1. 1.

2. 2.

3. 3.

4. 4.

5. 5.

**Subtopic: Finding the number on the abacus.**

Examples

Find the number on the abacus.

H T O

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

|  |  |  |  |
| --- | --- | --- | --- |
|  | H T O |  | H T O |

|  |  |
| --- | --- |
|  | Corrections. |

***Score strip***

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

Spellings Corrections

1. 1.

2. 2.

3. 3.

4. 4.

5. 5.

**Subtopic: Representing numbers on an abacus.**

Example

Represent the following on the abacus.

|  |  |  |  |
| --- | --- | --- | --- |
| a. | 29 | b. | 31 |

**Activity**

|  |  |  |  |
| --- | --- | --- | --- |
| a. | 25 | b. | 24 |
| c. | 09 | d. | 22 |
| e. | 19 | f. | 99 |
|  | Corrections |  |  |
|  |  |  |  |

***Score strip***

****

Checkup 3

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

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

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

**PROJECT WORK**

Using wood that your teacher will provide you with, make an abacus practically with the teachers’ guidance.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

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

Spellings Corrections

1. 1.

2. 2.

3. 3.

4. 4.

5. 5.

**Subtopic: Place value of each digit.**

|  |  |
| --- | --- |
|  | **Example**  Place values means the position of a digit in a certain number given  We start from ones, tens, hundred, thousands  Write the place values for each digit in  a. 1 3 4 b. 7 1 6    Ones Ones  Tens Tens  Hundred Hundred |

**Activity**

**Write the place values of each digit.**

|  |  |  |  |
| --- | --- | --- | --- |
| a. | 46 | b. | 702 |
| b. | 812 | d. | 23 |
| e. | 93 |  |  |

**Write the place values of the underlined numbers.**

|  |  |  |  |
| --- | --- | --- | --- |
| a. | 1 9 3 | b. | 7 3 |
| c. | 4 0 6 | d. | 2 1 6 |
| e. | 4 3 |
|  | Corrections |  |  |
|  |  |  |  |

***Score strip***

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

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

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

Spellings Corrections

1. 1.

2. 2.

3. 3.

4. 4.

5. 5.

**Subtopic: Expanded form.**

**Expanded form.**

Expand these numbers.

1. 18= 1 tens + 8 ones = 10 + 8

2. 24 + 2 tens and 4 ones = 20 + 4

|  |  |
| --- | --- |
|  | **Activity**  **Expand the numbers.**  a. 580 = \_\_\_\_\_\_\_\_\_\_ + \_\_\_\_\_\_\_\_\_\_\_ + \_\_\_\_\_\_\_\_\_\_\_  b. 91 = \_\_\_\_\_\_\_\_\_\_\_ + \_\_\_\_\_\_\_\_\_\_\_ + \_\_\_\_\_\_\_\_\_\_\_  c. 111 = \_\_\_\_\_\_\_\_\_\_\_ + \_\_\_\_\_\_\_\_\_\_\_ + \_\_\_\_\_\_\_\_\_\_\_  d. 123 = \_\_\_\_\_\_\_\_\_\_\_ + \_\_\_\_\_\_\_\_\_\_\_ + \_\_\_\_\_\_\_\_\_\_\_  e. 991 = \_\_\_\_\_\_\_\_\_\_\_ + \_\_\_\_\_\_\_\_\_\_\_ + \_\_\_\_\_\_\_\_\_\_\_  f. 315 = \_\_\_\_\_\_\_\_\_\_\_ + \_\_\_\_\_\_\_\_\_\_\_ + \_\_\_\_\_\_\_\_\_\_\_  g. 987 = \_\_\_\_\_\_\_\_\_\_\_ + \_\_\_\_\_\_\_\_\_\_ + \_\_\_\_\_\_\_\_\_\_\_\_ |

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

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

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

Spellings Corrections

1. 1.

2. 2.

3. 3.

**Subtopic: Writing the expanded numbers in short.**

Example

What number has been expanded to get

10 + 3 = 1 0

+ 3

1 3

Asking the learners to arrange Numbers according to their place values.

400 + 0 + 6 = 4 0 0

+ 0

+ 6

4 0 6

**Activity**

**What number has been expanded to get the following.**

|  |  |  |  |
| --- | --- | --- | --- |
| a. | 10 + 8 | b. | 20 + 4 |
| c. | 200 + 40 + 1 | d. | 900 + 90 + 9 |
| e. | 500 + 90 + 1 | f. | 200 + 00 + 0 |

|  |  |
| --- | --- |
|  | 900+60+3 |

|  |  |  |  |
| --- | --- | --- | --- |
|  | Corrections. |  |  |
|  |  |  |  |
|  |  |  |  |

***Score strip***

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

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

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

Spellings Corrections

1. 1.

2. 2.

3. 3.

4. 4.

5. 5.

**OPERATION ON NUMBERS**

**Subtopic: Addition of numbers vertically.**

|  |  |
| --- | --- |
|  | Examples  a. Add 24 + 10  Arrange the numbers vertically according to their place values.  2 4  + 1 0  3 4    b. 36 + 21    3 6  + 2 1  5 7 |

**Activity**

**Add the following numbers while arranging them vertically according to their place values.**

|  |  |  |  |
| --- | --- | --- | --- |
| a. | 33 + 45 | b. | 17 + 0 |
| c. | 16 + 13 | d. | 24 + 34 |
| e. | 37 + 34 | f. | 89 + 10 |
| g. | 54 + 10 | h. | 93 + 45 |

|  |  |
| --- | --- |
| i. | 18 + 17 |

|  |  |  |  |
| --- | --- | --- | --- |
|  | Corrections. |  |  |
|  |  |  |  |
|  |  |  |  |

***Score strip***

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

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

Spellings Corrections

1. 1.

2. 2.

3. 3.

4. 4.

5. 5.

**Subtopic: Word problems involving addition.**

**Example**

1. Dora has 24 pens. Daddy gave her more 10 pens. How many does she have altogether?

2 4 pens

+ 1 0 pens

3 4 pens

N.B Take care of the words in the statements, read and understand them.

|  |  |
| --- | --- |
|  | **Activity**  1. Divine has 12 pens, Xian has 14 pens. How many pens do they have altogether?  2. Baguma has 62 hens, Arinaitwe has 30 hens. How many hens do they have altogether?  3. Find the total of 14 and 15.  4. What is the sum of 92 and 16.  5. Nebbi district has 96 carpenters, Kampala has 13 carpenters. How many carpenters do these two districts have altogether?  6. There are 68 farmers in the community and Makindye also has 31 farmers. How many farmers are there altogether?  7. Jackline has 14 goats. Monica has 82 goats. How many goats do they have altogether? |
|  | Corrections | |

***Score strip***

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

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

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

Spellings Corrections

1. 1.

2. 2.

3. 3.

4. 4.

5. 5.

**Subtopic: Addition of numbers using number line.**

**Example**

1. Add 3 + 2 using a number line

Make 2 steps each of 3 and 2 steps.

Therefore 3 + 2 = 5

2. 4 + 0

**Activity**

**Use the number line to work out the following.**

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

|  |  |
| --- | --- |
|  | Corrections. |

***Score strip***

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Checkup 4

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

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

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

**PROJECT WORK**

Mr. Ocelot wants his son at school to learn how to add numbers using cutout boxes. Mr. Ocelot has 15 watches in his suitcase, 9 watches in his safe, 5 watches in his wardrobe and 2 watches in his box. Use the cutout boxes to show how his son should add them altogether. Cut out the numbers, the addition signs and the addition signs and present the answer to the teacher

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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.

**Subtopic: Subtraction of numbers using a number line**

**Examples**

Subtract the following using a number line.

5 – 3 = 3

4 – 2 =

Activity

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

|  |  |
| --- | --- |
|  | 1. 5 – 4 =    2. 9 – 2 =  3. 3 – 1 =  4. 3 – 3 =  5. 9 – 3 =  6. 10 - 1  7. 6 – 0 = |
|  | Corrections. | |

***Score strip***

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

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

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

Spellings Corrections

1. 1.

2. 2.

3. 3.

4. 4.

5. 5.

**Topic: Multiplication**

**Subtopic: multiplication as repeated addition.**

**Examples**

**Multiply:**

a. 3 x 2 make 3 groups each having 2 items.

3 x 2 - 2 + 2 + 2 11 + 11 + 11

= 6

**Activity.**

**Using multiplication as repeated addition concept, work out the following.**

|  |  |  |  |
| --- | --- | --- | --- |
| a. | 4 x 1 = \_\_\_\_\_\_\_\_\_ | b. | 4 x 2 = \_\_\_\_\_\_\_\_\_\_\_ |
| c. | 3 x 2 = \_\_\_\_\_\_\_\_ | d. | 6 x 2 = \_\_\_\_\_\_\_\_\_\_ |
| e. | 1 x 2 = \_\_\_\_\_\_\_\_ | f. | 5 x 4 = \_\_\_\_\_\_\_\_\_ |

|  |  |  |  |
| --- | --- | --- | --- |
| g. | 3 x 3 = \_\_\_\_\_\_\_\_ | h. | 2 x 1 = \_\_\_\_\_\_\_\_\_ |
| i. | 5  x 2 | j. | 3 2  x 2 |

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

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

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

Spellings Corrections

1. 1.

2. 2.

3. 3.

4. 4.

5. 5.

**Subtopic: Multiplying two digits with one number.**

Examples

Multiply the following.

T O T O

1. 2 3 2x3 4 1 3x1= 3

X 2 = 6 x 3 tens

4 6 2x2 1 2 3 3x4=12

= 4

T O

2 0 ones 5x2=10

x 5 5x0=0

1 0 0 tens

Activity

1. 1 2 2. 3 1 3. 2 0

X 4 x 9 x 2

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

X 3 x 1 x 4

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

X 2 x 1 x 2

**NB. A number got after multiplication is a product.**

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

Subtopic: Word statements involving multiplication.

Examples

Note: 1 dozen = 12 items

1 pair = 2 items

1. One hen has two legs. How many hens do 4 hens have?

4 x 2

= 8 legs

|  |  |
| --- | --- |
|  | Activity  1. A girl has two eyes. How many eyes do 10 girls have?  2. There are five oranges in a basket. How many oranges are in 3 similar baskets?  3. A boy has four pencils. How many pencils do 10 boys have?  4. How many legs do 3 cows have?  5. How many items are in 4 dozens?  6. A pair has 2 books. How many books are in 9 pair?  7. A boy has 2 legs. How many legs do 5 boys have? |

|  |  |
| --- | --- |
|  | Learners practice and corrections |

***Score strip***

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

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

Spellings Corrections

1. 1.

2. 2.

3. 3.

4. 4.

5. 5.

**Subtopic: Subtraction**

Examples

Subtract

a. 10 – 6

NB. Use real objects to ease work

10 - 6 =

= 4

Apply the knowledge of place values and arrange vertically.

36 – 04

3 6

- 0 4

3 2

**Activity**

|  |  |  |  |
| --- | --- | --- | --- |
| a. | 24 – 21 = | b. | 55 – 40 = |
| c. | 396 – 304 = | d. | 753 – 702 = |
| e. | 824 – 21 = | f. | 29 – 11 = |

**NB a number got after subtraction is a difference.**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Corrections. |  |  |
|  |  |  |  |

***Score strip***

****

Checkup 5

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

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

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

**PROJECT WORK**

Pick up twenty stones and use the concepts of multiplication and subtraction with the stones along with your teachers’ guidance.

You can use different numbers of stones to either multiply or subtract.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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.

**Subtopic: Word problems involving subtraction.**

Examples

1. A class has 44 children, ten of them are absent. How many are present.

4 4 children

- 1 0 children

3 4 children

34 children are present.

2. What is the difference between 343 and 140?

3 4 3

- 1 4 0

2 0 3 The difference is 203.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Activity.  1. Tom had 24 pencils, he lost 12 pencils. How many pencils did he remain with?  2. We bought 18 oranges. Mummy gave 5 oranges to our neighbors. How many oranges did we remain with?  3. What is the difference of 25 and 10?  4. Twenty cups take away 10 cups give \_\_\_\_\_\_\_\_\_\_ cups.  5. Joan had 35 apples. She lost 11 apples. How many apples did she remain with? | | | | |
|  | | Corrections. |  |  |
|  | |  |  |  |

***Score strip***

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

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

Spellings Corrections

1. 1.

2. 2.

3. 3.

4. 4.

5. 5.

**Topic: number sequences,**

**Subtopic: filling in the missing numbers.**

Examples

Fill in the next numbers.

1. 0, 1 , 2, 3, 4, 5, 6, 7 2. 58, 59, 60, 61, 62, 63

56, 57, 58, 59, 60, 61, 62, 63, 64, 65

**Activity**

**Fill in the missing numbers.**

1. 500, 510, 520, \_\_\_\_, \_\_\_\_\_, 560, \_\_\_\_\_

2. 601, 602, \_\_\_\_\_ , \_\_\_\_\_, \_\_\_\_\_\_, \_\_\_\_\_\_ , 608

3. 710, 720, 730, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_\_, 780, \_\_\_\_\_, \_\_\_\_\_

4. 901, 902, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ ,907, \_\_\_\_\_, \_\_\_\_,\_\_\_\_\_

5. \_\_\_\_ , \_\_\_\_ , \_\_\_\_\_, 304, \_\_\_\_\_ , \_\_\_\_ , \_\_\_\_\_ , 309

6. 400, \_\_\_\_\_ , \_\_\_\_\_\_ , 403, 405



75 76 77 \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_

80 81 82 83 \_\_\_ \_\_\_ \_\_\_ \_\_\_\_ \_\_\_ \_\_





67 66 65 \_\_\_ \_\_\_ \_\_\_ \_\_\_ 60 59 58

79 78 77 \_\_\_ \_\_\_ \_\_\_ 73 \_\_\_ \_\_\_ \_\_\_

99 98 97 \_\_\_ \_\_\_ \_\_\_ 93 \_\_\_ 91 \_\_

***Score strip***

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

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

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

Spellings Corrections

1. 1.

2. 2.

3. 3.

4. 4.

5. 5.

**Topic: Graphs.**

**Subtopic: picture graphs.**

**A pictograph, the information is represented in pictures.**

**Examples.**

1. Ann had 3 eggs, Nora had 4 eggs, Dora had 3 eggs and Sarah had one egg.

a. Represent the above information on a pictograph.

|  |  |  |  |
| --- | --- | --- | --- |
| ANd9GcQhJaEjaTkB3ntjzdVWG5atOY0WYxyygHbvfbVIWBbVpUSVMEiD  ANd9GcQhJaEjaTkB3ntjzdVWG5atOY0WYxyygHbvfbVIWBbVpUSVMEiD  ANd9GcQhJaEjaTkB3ntjzdVWG5atOY0WYxyygHbvfbVIWBbVpUSVMEiD | ANd9GcQhJaEjaTkB3ntjzdVWG5atOY0WYxyygHbvfbVIWBbVpUSVMEiDANd9GcQhJaEjaTkB3ntjzdVWG5atOY0WYxyygHbvfbVIWBbVpUSVMEiDANd9GcQhJaEjaTkB3ntjzdVWG5atOY0WYxyygHbvfbVIWBbVpUSVMEiDANd9GcQhJaEjaTkB3ntjzdVWG5atOY0WYxyygHbvfbVIWBbVpUSVMEiD | ANd9GcQhJaEjaTkB3ntjzdVWG5atOY0WYxyygHbvfbVIWBbVpUSVMEiDANd9GcQhJaEjaTkB3ntjzdVWG5atOY0WYxyygHbvfbVIWBbVpUSVMEiDANd9GcQhJaEjaTkB3ntjzdVWG5atOY0WYxyygHbvfbVIWBbVpUSVMEiD | ANd9GcQhJaEjaTkB3ntjzdVWG5atOY0WYxyygHbvfbVIWBbVpUSVMEiD |

Ann Nora Dora Sara

b. How many eggs do they have altogether?

3 + 4 + 3 + 1

= 11 eggs.

c. Who had the highest number of eggs.

Nora.

d. Who had the least number of eggs.

Sara.

e. Who had the same number of eggs.

Ann and Dora.

**Activity.**

**a. Study the graphs below and answer the questions.**

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

Tom Alice Prossy Paul

Questions

a. How many pupils received the balls?

b. Who received four balls?

c. Name the pupils who received the same number of balls.

d. Who got the highest number of balls?

e. How many balls are shown on the graph?

f. How many balls did Alice receive?

2. Study the graph below and answer the questions.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
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Sarah Jane Andrew Diana Khadijah

**Questions**

1. Who collected more fruits?

2. How many pupils are shown on the graph?

3. How many fruits did Sarah collect?

4. How many boys are shown on the graph?

5. How many fruits did Jane collect?

6. Who had the least number of fruits?

|  |  |
| --- | --- |
|  | Corrections. |

***Score strip***

**DIVISION**

Divide

20 : 2 = 10 6 : 2 = 3

Workout;

a) 12 2 = b) 14 2

c) 8 2 d) 4 2

e) 24 2 f) 16 2

**Word statement (Division)**

Share 12 mangoes among two girls.

12 : 2 = 6 mangoes.

**Activity**

a) Share 8 mangoes among two girls.

b) Share 24 mangoes among 4 boys.

c) Share 30 oranges among 3 boys.

d) Share 27 books equally among 3 pupils.

c) Share 15 mangoes equally among 5 boys.

f) Share 21 chairs among 3 classes. How many chairs does each person get?

Corrections

***Score strip***

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

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

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

Spellings Corrections

1. 1.

2. 2.

3. 3.

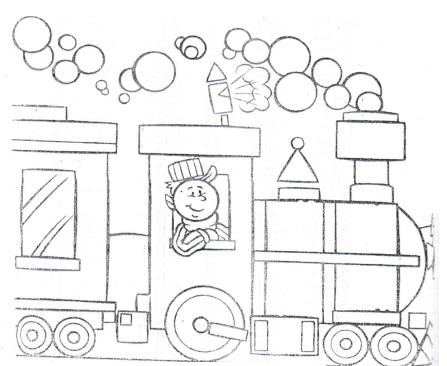
4. 4.

5. 5.

**SHAPES**

Use the code to color the picture.

= red = green = yellow = blue



Name the following shapes.

***Score strip***

Revision work

|  |  |  |  |
| --- | --- | --- | --- |
| 1. | Write the answers:  6 + 4 =  9 – 5 =  3 x 3 = | 2. | Write in words:  23 =  5th =  = |
| 3. | Fill in missing numbers:  6  9  10  10  30  15  5  201  157  158 | 4. | Draw these sets:  A set of eight apples.  A set of six fish. |
| 5. | Shade these fractions:  =  = | 6. | Write in figures:  Seventy five    One hundred twenty six    Five hundred |

|  |  |  |  |
| --- | --- | --- | --- |
| 7. | Name these shapes: | 8. | Complete the abacuses:  T O T O  4  6 |
| 9. | Expand the numbers:  45 = +  70 = +  143 = + +  501 = + + | 10. | Fill in using (+), (-), (x)  20 10 = 10  5 2 = 10  10 10 = 10 |
| 11. | What number is after 56?  What number is before 78? | 12. | Add and subtract fractions:  + =    - = |

|  |  |  |  |
| --- | --- | --- | --- |
| 13. | Filling in the missing numbers.  4 + = 6  - 0 = 3  2 x = 4 | 14. | Arrange these numbers: from smallest to biggest.  30 , 50 , 20 , 10 , 40.  from biggest to smallest.  19 , 26 , 20 , 17 , 23 |
| 15. | Fill in the place values:  23 = 2 \_\_\_\_\_\_ 3 \_\_\_\_\_\_\_  48 = 4 \_\_\_\_\_\_\_ 8 \_\_\_\_\_\_\_\_  200= 2 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 16. | Find the number represented below.  \_\_\_\_ tens \_\_\_\_ ones = |
| 17. | Fill in the missing numbers that add up to 10.  + + + + + | | |

|  |  |
| --- | --- |
| 18. | **Answer the questions:**  a. How many days make a week?  b. How many months make a year?  c. A table has 4 legs. How many legs do 3 tables have? |
| 19. | Tell the time.  It is\_\_\_\_ o’clock  It is \_\_\_\_\_ o’clock  It is \_\_\_\_\_ o’clock  Image result for 8' oclock clock face images black and white  Image result for 8' oclock clock face images black and whiteImage result for 8' oclock clock face images black and white |
| 20. | Workout these numbers:  3 4 7 8 3 4  + 2 5 - 6 4 x 2 |

|  |  |
| --- | --- |
| 21. | Write two numbers that can be made from small numbers.  2 and 8 can make and    9 and 4 can make and  6 and 3 can make and  7 and 5 can make and |
| 22. | Study the sets below.  Set A Set B Set C  D:\MY PHOTOZ\Luganda-BK1\Pot.jpgD:\MY PHOTOZ\Luganda-BK1\Pot.jpgD:\MY PHOTOZ\Luganda-BK1\Pot.jpg  D:\MY PHOTOZ\Luganda-BK1\Pot.jpgD:\MY PHOTOZ\Luganda-BK1\Pot.jpg  D:\MY PHOTOZ\Luganda-BK1\Pot.jpg    a. Name set B.    b. Set C has \_\_\_\_\_ members.  c. Which set has seven members?    d. Set \_\_\_\_ has the biggest number of members.  e. Set \_\_\_\_ has the smallest number of members. |

|  |  |
| --- | --- |
| 23. | Fill in the correct answers:    I can see bicycles each having wheels.  Description: C:\Documents and Settings\esther\Local Settings\Temporary Internet Files\Content.IE5\L94819W4\MC900391540[1].wmfDescription: C:\Documents and Settings\esther\Local Settings\Temporary Internet Files\Content.IE5\L94819W4\MC900391540[1].wmfDescription: C:\Documents and Settings\esther\Local Settings\Temporary Internet Files\Content.IE5\L94819W4\MC900391540[1].wmfDescription: C:\Documents and Settings\esther\Local Settings\Temporary Internet Files\Content.IE5\L94819W4\MC900391540[1].wmfDescription: C:\Documents and Settings\esther\Local Settings\Temporary Internet Files\Content.IE5\L94819W4\MC900391540[1].wmfAltogether there are wheels.  I can see baskets each having eggs.  Altogether there are eggs.  I can see nests each having eggs.  Altogether there are eggs.  I can see pillows each having dots.  Altogether there are dots.  http://ts1.mm.bing.net/th?&id=HN.608055777603750826&w=300&h=300&c=0&pid=1.9&rs=0&p=0http://ts1.mm.bing.net/th?&id=HN.608055777603750826&w=300&h=300&c=0&pid=1.9&rs=0&p=0http://ts1.mm.bing.net/th?&id=HN.608055777603750826&w=300&h=300&c=0&pid=1.9&rs=0&p=0  I can see palms each having fingers.  Altogether there are fingers. |
| 24. | **Word problems:**  a. Joy has 20 eggs. Tom has 30 eggs. How many eggs do they have altogether?  b. Fred has 15 balls. John takes away 5 of them. How many do they have altogether? |

|  |  |
| --- | --- |
| 25. | Below are foot marks of children who were standing on the sand.  a. How many children were standing?  b. How many feet do they have altogether?  c. How many toes do they have altogether? |

|  |  |
| --- | --- |
| 26. | Fill in numbers that can add to the given number.  **+ = 9**  **+ = 9**  **+ = 9**  **+ = 9**  Making 9  **+ = 10**  **+ = 10**  **+ = 10**  **+ = 10**  Making 10  **+ = 7**  **+ = 7**  **+ = 7**  **+ = 7**  Making 7  **+ = 8**  **+ = 8**  **+ = 8**  **+ = 8**  Making 8 |

***Score strip***

 Checkup 6

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

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

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

**PROJECT WORK**

Collect information as you go home on something e.g. houses, cars e.t.c. Find out how many are red, blue, white, black and yellow. Either at home or at school, present what you have seen in their numbers in form of a graph. Make sure at least the commonest colour has utmost a number of 10.

Show your graph to the teacher.

HAPPY HOLIDAY

May the good Lord bless you