**P.3 MATHEMATICS**

**TERM III**

**THEME: CULTURE AND GENDER IN OUR DIVISION**

* Table 6 and 7
* Multiplying 3-digit numbers by 6
* Multiplication of 3 digit numbers by 7
* Changing weeks to days
* Interpreting days to weeks
* Interpreting the calendar
* Months of the year
* Table 7
* Changing years to months
* Dividing 4-digit numbers by 4 with no remainder
* Dividing 4 digit numbers by 5 with no remainder
* Dividing 4 digit numbers by 6 and 7 with no remainder
* Dividing 4 digit numbers by 6 and 7 with remainder
* Table 8
* Drawing and interpreting a pictograph
* Representing data on a pictograph
* Reading and interpreting bar graphs
* Topical test 1

**THEME: HEALTH IN OUR DIVISION**

* Multiplication of 3-digit numbers by 8
* Showing time in hours and half hours
* Table 8
* Telling time using half past
* Telling time using a quarter past
* Telling time using a quarter to
* Drawing the clock and showing different points of time
* Using tables to find numbers of recorded data
* Reading and interpreting of timetables

**THEME: BASIC TECHNOLOGY IN OUR DIVISION**

* Multiplying digit numbers by 9
* Naming dies of shapes
* Measuring perimeter and counting
* Finding the perimeter of a rectangle
* Finding perimeter of a square
* Finding the area of a square
* Finding area of a rectangle
* Table 9
* Finding the area of a square
* Dividing numbers by 9 without a remainder
* Measuring mass in grams of kilograms
* Measuring in half kg and kg
* Measuring length using metres and kilometres
* Naming solid shapes
* Table 10
* Drawing shapes

**THEME: ENERGY IN OUR DIVISION**

* Adding 4-digit numerals without regrouping up to 999
* Adding 4-digit numerals with regrouping
* Word problems in addition
* Subtract 4-digit numerals without regrouping
* Subtraction of 4-digit numerals with regrouping
* Table 11
* Multiplying 4-digit numerals
* Dividing numerals
* Measuring distance from tree planting yards
* Capacity
* Addition of capacity
* Table 12
* Solving problems in addition of litres
* Subtraction of capacity
* Word problems
* Topical test

**THEME: CULTURE AND GENDER IN OUR COUNTY**

**SUBTHEME: Customs in our county / Division**

**LESSON 1: Multiplying 3 digit numbers by 6**

**Note:**

* Arrange vertically
* Multiply according to place values
* Regroup where necessary
* Table 6 and 7

**Example**

**Method 1 Method II**

3 1 4 5 3 400 + 50 + 3 2400

4 5 3 6 x 3 = 18 x 6 **x**  6 300

x 6 6 x 5 = 30 + 1 2400 + 300+ 18

2 7 1 8 6 x 4 = 24 + 3

+ 1 8

2 7 1 8

**ACTIVITY**

**Multiply the following numbers**.

1). 370 x 6

2. 416 x 6

3. 142 x 6

4. 406 x 6

5. 417 x 6

6. 432 x 6

**Lesson 2: Multiplication of 3 digit numbers by 7**

**Note**

Arrange one numbers vertically

Multiply according to place values

Re-group where necessary

**Example 1:**

1. 402 by 7 7 x 2 = 14

4 0 2 7 x 0 = 0 + 1

x 7 7 x 5 = 28

2814

**2. 645 by 7** 7 x 5 = 35

3

3

6 4 5 7 x 4 = 28 + 3

X 7 7 x 6 = 42 + 3

4 5 1 5

**ACTIVITY**

**Find the product of the following**

a). 426 x 7

b). 242 x 7

c). 126 x 7

d). 126 x 7

e). 216 x 7

f). 215 x 7

**Lesson 3: Changing weeks to days**

**Note:** A week is a period of seven days

Multiply the number of weeks given by 7.

**Example 1 Example II**

Change 3 weeks to days Express 13 weeks to days

Method 1 1 week = 7days

1week = 7 days 13 weeks = (13 x 7) days

3 weeks = (7 x 3) days = **91 days**

**= 21 days**

**Example III**

Convert 4 weeks to days

1week = 7days

4 weeks = (7 x 4) days

**= 28 days**

**ACTIVITY**

**1. Change the following weeks to days**

a). 3 weeks

b). 7 weeks

c). 2 weeks

d). 9 weeks

e). 12 weeks

f). 7 weeks

g). 11 weeks

**2.** **Complete the table below correctly**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Weeks | 1 | 2 | 3 | 4 | \_\_\_\_\_ | \_\_\_\_\_ | 7 | 8 |
| Days | 7 | \_\_\_\_\_ | \_\_\_\_\_\_ | \_\_\_\_\_\_ | 35 | 42 | \_\_\_\_\_\_ | \_\_\_\_\_\_ |

**LESSON 5: Interpretation of a calendar**

**Note**

* Study the calendar month given
* Read through the columns and rows

**Example**

Study the calendar and answer the questions that follow.

***OCTOBER 2020***

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **SUN** | **MON** | **TUE** | **WED** | **THUR** | **FRI** | **SAT** |
|  |  | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 |  |  |  |

1. Which day of the week was the 2nd?

**Wednesday**

2. On which day of the week was the 20th?

**Sunday**

3. How many days were in the above month?

**30 days**

4. On which day did the above month start?

**Tuesday**

5. How many days are in a week?

**Seven days**

6. How many Sundays were in the above month?

**4 Sundays**

**ACTIVITY**

Study the calendar and answer the questions that follow.

**AUGUST 2020**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **SUN** | **MON** | **TUE** | **WED** | **THUR** | **FRI** | **SAT** |
|  |  |  |  |  |  | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| **9** | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 |  |  |  |  |  |

**Questions**

a). Which month of the calendar is shown above?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

b). How many Fridays were in the above month?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

c). What was the first day of the month?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

d). How many months make up a year?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

e). How many Tuesdays were in the month?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

f). Why was 9th of the month shaded?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

g). What was the last day of the month?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Lesson 6: Months of the year**

There are 12 months in a year and these are:-

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Month** | **Days** | **Month** | **Days** | **Month** | **Days** |
| January | 31 | February | 28 or 29 | March | 31 |
| April | 30 | May | 31 | June | 30 |
| July | 31 | August | 31 | September | 30 |
| October | 31 | November | 30 | December | 31 |

**Note:**

* 4 weeks make a month
* 12 months make a year
* 52 weeks make a year
* 365 / 366 days make a year
* A leap year has 366. It happens after every 4 years. It happens when February had 29 days.

**Example**

a). What is the second month of the year?

**The second month of the year is February?**

b). How many months make up one year?

**12 months make up one year**.

c). In which month of the year is Christmas celebrated?

**It is celebrated in December**

d). Write down the months of the year which start with letter “J”

**January, June, July**

**ACTIVITY**

1. What is the last month of the year?

2. What is the 5th month of the year?

3. How many days has April?

4. How many months are in 2 years?

5. Write down the months of the year which start with letter J.

6. Write down the months of the year with 31 days.

7. Write the months of the year which begin with letter M.

8. What is the 1st month of the year?

9. How many months make up one year?

10. Which month of the year has either 28 or 29 days?

**Lesson 7: Conversion of years to months**

**Steps taken**

* Multiply the given years by 12 months
* Use the repeated addition
* Get the answer / product

**Example**

Change 4 years to months

1 year = 12 months

4 years = 12 x 4

= **48 months**

ACTIVITY

**Change the following years to months**

a). 2 years

b). 7 years

c). 6 years

d). 11 years

e). 10 years

f). 20 years

g). 3 years

h). 5 years

**Lesson 8: Conversion of months to years**

**Steps taken**

* Divide the given months by 12 months
* Get the answer / quotient

**Example 1 Example II**

Change 24 months to years. Express 108 months to years.

12 month = 1year 12 months = 1 years

54

24 months = 108 months =

6

= **2 years**  ~~54~~27

~~6~~3 = ~~27~~ 9

~~3~~1 = **9 years**

**ACTIVITY**

**Change the following months to years**

a). 36 months b). 48 months

c). 72 months d). 60 months

e). 48 months f). 84 months

**Lesson 9: Division of 4 digit numbers by 4 with no remainder**

**Note**

* Remember DMSD (Divide, multiply, subtract, drive)

**Revise table 4**

1 x 4 = 4

2 x 4 = 8

3 x 4 = 12

4 x 4 = 16

5 x 4 = 20

6 x 4 = 24

7 x 4 = 28

8 x 4 = 32

9 x 4 = 36

10 x 4 = 40

11 x 4 = 44

12 x 4 = 48

**Example 1 Divide** 2836 ÷ 4

0 7 0 9

4 2 8 3 6

0 x 4 = 0

28

7 x 4 – 2 8

3

0 x 4 = - 0

3 6

4 x 9 - 3 6

0 0

**Example II: Divide**

0 3 2 1

4 1 2 8 4

0 x 4 = 0

12

3 x 4 – 1 2

8

2 x 4 = - 8

0 4

1 x 4 - 0 4

0

**ACTIVITY**

**Divide**

1. 1084 ÷ 4

2. 1208 ÷ 4

3. 124 ÷ 4

4. 1256 ÷ 4

**Lesson 10 Division of 4 digit numbers by 5 with no remainder**

**Note**

* Use the long division
* Draw the symbol of long division
* Insert the information correctly

**Revise table 5**

1 x 5 = 5

2 x 5 = 10

3 x 5 = 15

4 x 5 = 20

5 x 5 = 25

6 x 5 = 30

7 x 5 = 35

8 x 5 = 40

9 x 5 = 45

10 x 5 = 50

11 x 5 = 55

12 x 5 = 60

**Example 1 Divide** 2640 by5

0 5 2 8

5 2 6 4 0

0 x 5 = 0

2 6

5 x 5 = -2 5

1 4

2 x 5 - 1 0

4 0

8 x 5 - 4 0

0 0

**Example II: Divide 5625 by 5**

1 1 2 5

5 5 6 2 5

1 x 5 = -5

0 6

1 x 5 0 5

1 2

2 x 5 - 1 0

2 5

5 x 5 - 2 5

0 0

**ACTIVITY**

**Divide the following**

1. 6430 ÷ 5

2. 4620 ÷ 5

3. 7835 ÷ 5

4. 5685 ÷ 5

**Lesson 11: Dividing 4 digit numbers by 6 and 7 with no remainder**

**Note recite table 6 and 7**

1 x 6 = 6

2 x 6 = 12

3 x 6 = 18

4 x 6 = 24

5 x 6 = 30

6 x 6 = 36

7 x 6 = 42

8 x 6 = 48

9 x 6 = 54

10 x 6 = 60

11 x 6 = 66

12 x 6 = 72

1 x 7 = 7

2 x 7 = 14

3 x 7 = 21

4 x 7 = 28

5 x 7 = 35

6 x 7 = 42

7 x 7 = 49

8 x 7 = 56

9 x 7 = 63

10 x 7 = 70

11 x 7 = 77

12 x 7 = 84

**Divide correctly**

**Example1: 2436 ÷ 6**

0 4 0 6

6 2 4 3 6

6 x 0 -0

2 4

6 x 4 2 4

3

6 x 0 - 0

3 6

6 x 6 - 3 6

0 0

**Example II: 4935 ÷ 7**

0 4 0 6

7 4 9 3 5

7 x 0 -0

4 9

7 x 47 4 9

3

7 x 0 - 0

3 5

7 x 5 - 3 5

**ACTIVITY**

**Divide the following numbers**

a). 1242 by 6

b). 1463 ÷ 7

c). 4824 ÷ 6

d). 1818 ÷ 6

e). 4236 by 6

f). 2156 ÷ 7

g). 1407 ÷ 7

h). 1414÷ 7

**Lesson 12: Dividing 4 digit numbers by 6 and 7 with remainder**

**Steps taken**

**Recite 6 and 7 tables**

Divide the given number according to place values

Can use repeated subtraction where need be

**Example I**

Divide

**4816 ÷ 6**

0 8 0 2

6 4 8 1 7

6 x 0 – 0

4 8

6 x 8 = 4 8

1

6 x 0 = - 0

1 7

6 x 2 - 1 2

5

**802 rem. 5**

**Example II**

**Divide 3529 ÷ 7**

0 8 0 2

7 3 5 2 9

7 x 0 – 0

3 5

7 x 5 = 3 5

2

7 x 0 = - 0

2 9

7 x 4 - 2 8

0 1

**504 rem. 1**

**ACTIVITY**

**Divide the following numbers**

**1.** 3145 ÷ 7

2. 4850 ÷ 6

3. 6833 ÷ 7

4. 3127 ÷ 6

5. 8239 ÷ 6

6. 2479 ÷ 7

**TOPIC: Graph and data interpretation**

* A diagram showing a relation between 2 quantities
* Data is given piece of information

**Types of graphs**

* Picture / picto graphs
* Bar graph
* Histographs
* Circle graphs / pie charts

**LESSON 13: Picture / Picto graph**

This is where pictures are used to show relationship in number of items.

**Examples**

The graph below shows the number of pupils in P.3 Train Up A Child Primary School. Study it and use it to answer the questions that follow.

|  |  |
| --- | --- |
| **Classes** | **Number of pupils** |
| P.3 Real |  |
| P.3 Hope |  |
| P.3 Destiny |  |
| P.3 Success |  |
| P.3 Flair |  |

**Key**

**Represents a pupil**

i). How many are pupils in P.3 Flair?

**There are 4 pupils in P.7**

ii). Which class has the least number if pupils?

**P.3 Flair has the least number of pupils.**

iii). Which class has the highest number of pupils?

**P.3 Destiny**

iv). Which two classes have the same number of pupils?

**P.3 Success and P.3 Hope.**

v). Find the total number of children in all classes.

6: 5 + 7 + 5 + 3

= 11 + 15

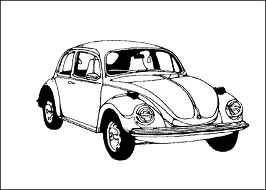
= **26 pupils**

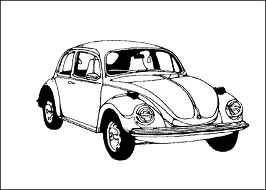
**Example II**

The graph below shows the number of vehicles counted by different pupils along Jinja – Kampala Road. Study it and use it to answer the questions that follow.

|  |  |
| --- | --- |
| **Name** | **Number of vehicles** |
| James |  |
| Jimmy |  |
| Jane |  |
| John |  |
| Jude |  |

**Scale stands for vehicle**

i). How many vehicles did Jane count?

 Stands for 5 vehicles

3 x 5 = 15 vehicles

ii). Which two pupils counted the same number of pupils?

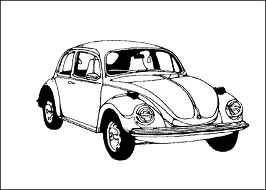
**Jane and Jane**

iii). How many vehicles did they count altogether?

1 vehicle = 5 vehicles

13 vehicles = (13 x 5)

= **65 vehicles**

iv). How many vehicles did Jude count for 5 vehicles?

4 x 5 = 20 Vehicles

v). Who counted the highest number of vehicles?

**Jude counted the highest number of vehicles**

**ACTIVITY**

1. The graph below shows the types of trees found in the school compound. Study the graph below and answer the questions that follow.

|  |  |
| --- | --- |
| **Types** | **https://encrypted-tbn2.gstatic.com/images?q=tbn:ANd9GcSEuEgwmly8rNscnIeClL54xBUFHfegBGDx2KbefsN3sId4zSNrhttps://encrypted-tbn2.gstatic.com/images?q=tbn:ANd9GcSEuEgwmly8rNscnIeClL54xBUFHfegBGDx2KbefsN3sId4zSNrhttps://encrypted-tbn2.gstatic.com/images?q=tbn:ANd9GcSEuEgwmly8rNscnIeClL54xBUFHfegBGDx2KbefsN3sId4zSNrhttps://encrypted-tbn2.gstatic.com/images?q=tbn:ANd9GcSEuEgwmly8rNscnIeClL54xBUFHfegBGDx2KbefsN3sId4zSNrhttps://encrypted-tbn2.gstatic.com/images?q=tbn:ANd9GcSEuEgwmly8rNscnIeClL54xBUFHfegBGDx2KbefsN3sId4zSNrhttps://encrypted-tbn2.gstatic.com/images?q=tbn:ANd9GcSEuEgwmly8rNscnIeClL54xBUFHfegBGDx2KbefsN3sId4zSNrhttps://encrypted-tbn2.gstatic.com/images?q=tbn:ANd9GcSEuEgwmly8rNscnIeClL54xBUFHfegBGDx2KbefsN3sId4zSNrhttps://encrypted-tbn2.gstatic.com/images?q=tbn:ANd9GcSEuEgwmly8rNscnIeClL54xBUFHfegBGDx2KbefsN3sId4zSNrNumber of trees**  Key  = 3 trees |
| Apple | https://encrypted-tbn2.gstatic.com/images?q=tbn:ANd9GcSEuEgwmly8rNscnIeClL54xBUFHfegBGDx2KbefsN3sId4zSNrhttps://encrypted-tbn2.gstatic.com/images?q=tbn:ANd9GcSEuEgwmly8rNscnIeClL54xBUFHfegBGDx2KbefsN3sId4zSNrhttps://encrypted-tbn2.gstatic.com/images?q=tbn:ANd9GcSEuEgwmly8rNscnIeClL54xBUFHfegBGDx2KbefsN3sId4zSNrhttps://encrypted-tbn2.gstatic.com/images?q=tbn:ANd9GcSEuEgwmly8rNscnIeClL54xBUFHfegBGDx2KbefsN3sId4zSNr |
| Orange | https://encrypted-tbn2.gstatic.com/images?q=tbn:ANd9GcSEuEgwmly8rNscnIeClL54xBUFHfegBGDx2KbefsN3sId4zSNrhttps://encrypted-tbn2.gstatic.com/images?q=tbn:ANd9GcSEuEgwmly8rNscnIeClL54xBUFHfegBGDx2KbefsN3sId4zSNrhttps://encrypted-tbn2.gstatic.com/images?q=tbn:ANd9GcSEuEgwmly8rNscnIeClL54xBUFHfegBGDx2KbefsN3sId4zSNrhttps://encrypted-tbn2.gstatic.com/images?q=tbn:ANd9GcSEuEgwmly8rNscnIeClL54xBUFHfegBGDx2KbefsN3sId4zSNrhttps://encrypted-tbn2.gstatic.com/images?q=tbn:ANd9GcSEuEgwmly8rNscnIeClL54xBUFHfegBGDx2KbefsN3sId4zSNrhttps://encrypted-tbn2.gstatic.com/images?q=tbn:ANd9GcSEuEgwmly8rNscnIeClL54xBUFHfegBGDx2KbefsN3sId4zSNrhttps://encrypted-tbn2.gstatic.com/images?q=tbn:ANd9GcSEuEgwmly8rNscnIeClL54xBUFHfegBGDx2KbefsN3sId4zSNrhttps://encrypted-tbn2.gstatic.com/images?q=tbn:ANd9GcSEuEgwmly8rNscnIeClL54xBUFHfegBGDx2KbefsN3sId4zSNrhttps://encrypted-tbn2.gstatic.com/images?q=tbn:ANd9GcSEuEgwmly8rNscnIeClL54xBUFHfegBGDx2KbefsN3sId4zSNr |
| Jack fruit | https://encrypted-tbn2.gstatic.com/images?q=tbn:ANd9GcSEuEgwmly8rNscnIeClL54xBUFHfegBGDx2KbefsN3sId4zSNrhttps://encrypted-tbn2.gstatic.com/images?q=tbn:ANd9GcSEuEgwmly8rNscnIeClL54xBUFHfegBGDx2KbefsN3sId4zSNrhttps://encrypted-tbn2.gstatic.com/images?q=tbn:ANd9GcSEuEgwmly8rNscnIeClL54xBUFHfegBGDx2KbefsN3sId4zSNrhttps://encrypted-tbn2.gstatic.com/images?q=tbn:ANd9GcSEuEgwmly8rNscnIeClL54xBUFHfegBGDx2KbefsN3sId4zSNrhttps://encrypted-tbn2.gstatic.com/images?q=tbn:ANd9GcSEuEgwmly8rNscnIeClL54xBUFHfegBGDx2KbefsN3sId4zSNrhttps://encrypted-tbn2.gstatic.com/images?q=tbn:ANd9GcSEuEgwmly8rNscnIeClL54xBUFHfegBGDx2KbefsN3sId4zSNr |
| Pawpaw | https://encrypted-tbn2.gstatic.com/images?q=tbn:ANd9GcSEuEgwmly8rNscnIeClL54xBUFHfegBGDx2KbefsN3sId4zSNrhttps://encrypted-tbn2.gstatic.com/images?q=tbn:ANd9GcSEuEgwmly8rNscnIeClL54xBUFHfegBGDx2KbefsN3sId4zSNrhttps://encrypted-tbn2.gstatic.com/images?q=tbn:ANd9GcSEuEgwmly8rNscnIeClL54xBUFHfegBGDx2KbefsN3sId4zSNrhttps://encrypted-tbn2.gstatic.com/images?q=tbn:ANd9GcSEuEgwmly8rNscnIeClL54xBUFHfegBGDx2KbefsN3sId4zSNrhttps://encrypted-tbn2.gstatic.com/images?q=tbn:ANd9GcSEuEgwmly8rNscnIeClL54xBUFHfegBGDx2KbefsN3sId4zSNrhttps://encrypted-tbn2.gstatic.com/images?q=tbn:ANd9GcSEuEgwmly8rNscnIeClL54xBUFHfegBGDx2KbefsN3sId4zSNrhttps://encrypted-tbn2.gstatic.com/images?q=tbn:ANd9GcSEuEgwmly8rNscnIeClL54xBUFHfegBGDx2KbefsN3sId4zSNrhttps://encrypted-tbn2.gstatic.com/images?q=tbn:ANd9GcSEuEgwmly8rNscnIeClL54xBUFHfegBGDx2KbefsN3sId4zSNr |
| Mango |  |

**Questions**

i). How many Jack friut trees are there?

ii). Which type of trees had the same number planted?

iii). How many orange trees are there?

iv). Workout the total number of trees planted on the school compound.

v). What is the difference between the highest and the least number if trees planted?

2. The graph below shows different tribes of children in a certain school. Study it and answer the question that follow.

|  |  |
| --- | --- |
| **Tribes** | **how-to-draw-a-boy-for-kids-step-9_1_000000048713_5how-to-draw-a-boy-for-kids-step-9_1_000000048713_5how-to-draw-a-boy-for-kids-step-9_1_000000048713_5how-to-draw-a-boy-for-kids-step-9_1_000000048713_5how-to-draw-a-boy-for-kids-step-9_1_000000048713_5how-to-draw-a-boy-for-kids-step-9_1_000000048713_5Number of pupils** |
| how-to-draw-a-boy-for-kids-step-9_1_000000048713_5Baganda | how-to-draw-a-boy-for-kids-step-9_1_000000048713_5how-to-draw-a-boy-for-kids-step-9_1_000000048713_5how-to-draw-a-boy-for-kids-step-9_1_000000048713_5how-to-draw-a-boy-for-kids-step-9_1_000000048713_5 |
| Iteso | how-to-draw-a-boy-for-kids-step-9_1_000000048713_5how-to-draw-a-boy-for-kids-step-9_1_000000048713_5how-to-draw-a-boy-for-kids-step-9_1_000000048713_5how-to-draw-a-boy-for-kids-step-9_1_000000048713_5how-to-draw-a-boy-for-kids-step-9_1_000000048713_5how-to-draw-a-boy-for-kids-step-9_1_000000048713_5how-to-draw-a-boy-for-kids-step-9_1_000000048713_5 |
| Luo | how-to-draw-a-boy-for-kids-step-9_1_000000048713_5how-to-draw-a-boy-for-kids-step-9_1_000000048713_5how-to-draw-a-boy-for-kids-step-9_1_000000048713_5how-to-draw-a-boy-for-kids-step-9_1_000000048713_5how-to-draw-a-boy-for-kids-step-9_1_000000048713_5 |
| Basoga | how-to-draw-a-boy-for-kids-step-9_1_000000048713_5how-to-draw-a-boy-for-kids-step-9_1_000000048713_5how-to-draw-a-boy-for-kids-step-9_1_000000048713_5 |
| Banyankole |  |

Given that stands for 20 pupils

**Questions**

a). How many Baganda children are in the school?

b). Calculate the total number of pupils in the whole school.

c). Which tribes have the same number of children?

d). What is the difference between the highest and the lowest number of tribes of pupils?

e). Which tribe has the highest number of pupils?

**Lesson 14: Representing data on a picto graph**

Note

Read the graph scale

Represent the given data correctly on a pictograph

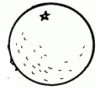
**Example 1**

Farmers picked oranges as shown on the data table below.

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** | **Number** | **Name** | **Number** |
| Sharon  Taabu  Bukenya | 4  6  3 | Opolot  Famba | 2  5 |

Draw the pictograph and represent the above data.

|  |  |
| --- | --- |
| **Name** | **Number of oranges** |
| Sharon |  |
| Taabu |  |
| Bukenya |  |
| Opolot |  |
| Famba |  |

**ACTIVITY**

1. The following farmers went to the orchard and picked fruits as shown

Wambi - 6

Mondo - 7

Nangobi - 4

Nambi - 3

Owiya - 6

a). Show the above information in the take by drawing the fruits on it.

|  |  |
| --- | --- |
| **Farmers** | **Number of fruits** |
| Wambi |  |
| Mondo |  |
| Nangobi |  |
| Nimbi |  |
| Owiya |  |

b). How many fruits did Nangobi pick?

c). Who picked the higher number of fruits?

d). What is the sum of the fruits picked by Owiya and Mondo?

e). Who picked the least number of fruits?

2. The following cultural leaders bought some drums.

|  |  |
| --- | --- |
| Names | Number of drums |
| Odongo | 4 drums |
| Isaiga | 3 drums |
| Owondo | 2 drums |
| Anyuyu | 5 drums |
| Kasimiri | 4 drums |

a). **Using the above table, draw a pictograph to show the information.**

|  |  |
| --- | --- |
| **Names** | Number of drums |
| Odongo |  |
| Isaiga |  |
| Owondo |  |
| Anguyu |  |
| Kasimiri |  |

b). How many drums did Mugaya buy?

c). What is the difference between Isaiga and Auguyu number of drums bought?

d). Who bought the highest number of drums?

e). Workout the total number if drums were bought by all the people.

f). Name the cultural leaders who bought the same number of drums.

**Lesson 15: Reading and interpretation of a bar graph**

**Note:**

i). Identify and understand the title

ii). Find the scale used

**Example 1**

Below is a graph showing different sauce served at a picnic of primary seven and every pupil had one choice.

10

8

Number of pupils

6

4

2

0

Fish Beef beans Chicken

**Types of sauce**

a). What is the difference between the highest and the least type of sauce served?

b). How many pupils attended the party altogether?

c). What type of sauce was liked by many pupils?

d). How many pupils ate Beef and Beans?

**ACTIVITY**

1. The graph below shows the number of books bought by pupils in P4 Bright. Study it and answer the questions that follow.

25

20

15

Number of ballons

10

5

0

Dan Jane Jimmy Dick Dorah

***Pupils in P.3 success***

i). Who bought the:-

a). least number of ballons?

b). Highest number of ballons?

ii). What is the difference between the highest and the least number of bought?

iii). Find the sum of the ballons bought by the first 4 pupils from the graph.

iv). Which two pupil bought the same number of ballons?

v). How many ballons did the children buy together?

**THEME TEST I**

1. Multiply: 4 x 7

2. Workout:

2 0 1

x 6

3. Express 3 weeks as days.

4. Kato did his holiday package for 28 days. how many weeks did Kato take to do his holiday?

5. Multiply:

1 2 5

x 7

6. Find the product of 6 and 12.

7. Afayo is 9 years old. how old is Afayo in 12 months?

8. Given that stands for 7 cups, find the number of cups represented by

9. Draw tallies for 8.

10. Write down two months of the year with 31 days.

11. Divide:

4 4812

12. Share 1836 sweets among 6 girls.

13. Change 72 months to years.

14. Given that represents 6 flowers, draw pictures to represent 42 flowers.

15. Find the product of 413 and 7.

16. Study the calendar below.

December 2009

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| SUN | MON | TUE | WED | THUR | FRI | SAT |
|  |  | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 |  |  |

**Questions**

a). On which day did the month:-

i). Begin?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ii). End?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

b). Which month comes:-

i). before the month above?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ii). after the month above?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

c). How many days are in the above month?

17. Below are boys who shared some drums.

**Dan Afuga Afayo Dinky**

a). Who got the:-

i). least number of drums?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ii). highest number of drums?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

b). Write down the names of boys who received the same number of drums.

c). How many more drums did Afuga get than Afayo?

d). Find the number of drums shared by all boys.

18. The graph below shows the number of cows kept by different farmers.

24

20

16

12

8

4

0 Odong Oboth Okit Owuya Opito

a). How many farmers were they?

b). Find the number of cows kept by the first 3 farmers.

c). How many more cows were kept by Opito than Odong??

d). Find the number of cows kept by all the farmers.

19. Workout:

a). Wks Days

3 4

+ 2 5

b). Weeks Days

6 3

- 4 5

**THEME: Health in our sub-county / division**

**Subtheme: Diseases and vectors**

Lesson 16 **Multiplication of 3 digit numbers by 8**

**Note:**

* Arrange the numbers vertically.
* Regroup every digit must be multiplied by 8

**Example 1 Example II**

Multiply: 311 x 8 8 x 1 = 8 Workout 533 x 8 8 x 8 = 64

3 1 1 8 x 1 = 8 5 3 8 8 x 2 = 24 + 6

x 8 8 x 3 = 24 x 8 8 x 3 = 40 + 3

2 4 8 8 4 3 0 4

A**CTIVITY**

a). Workout the numbers

2 8 5

x 8

b). 1 1 1

x 8

c). 6 0 4

x 8

d). 2 1 1

x 8

e). 3 2 2

x 8

f). 4 2 1

x 8

**Lesson 17: Showing time in hours and half hours on clocks**

**Note**

It is always exact time when the minute hand points in 12

The hour hand is shorter than the minute hand

We say a half past when the minute hand is in 6.

**Example 1: Example II**

Show a half past 3 o’clock Show a half past 2 o’clock face below.

on the clock face below.

****



ACTIVITY

**Draw and show the time below on the clock faces.**

a). A half past 4 o’clock

b). A half past 9 o’clock

c). A half past 6 o’clock

d). A half past 3 o’clock

e). A half past 7 o’clock

f). A half past 5 o’clock

**Lesson 18 Telling time using a half past of the clock**

**Example I: What is the time now? Example II: What is the time now?**

**It is half past 7 o’clock It is half past 9 o’clock**

**ACTIVITY**

Tell the time shown on the clock faces below.

a). b).

It is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ It is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

c). d).

It is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ It is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Lesson 19: Telling time of the clock using “a quarter past”**

Note

If the minute hand points to 3, it is a quarter past the clock hour.

**Example I Example II**

When a minute hand points to It is a quarter past 10 o’clock

3 we read quarter of an hour. This quarter is known as past of the clock.

**ACTIVITY**

**Tell the time shown on the clock faces below.**

a). b).

It is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ It is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

c). d).

 it is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ It is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

e). f)

It is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ It is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Lesson 20: Telling time using “quarter to”.**

Note: When the minute hand points to nine we also read this as “a quarter to the clock. (15 minutes)

It is a quarter to 8 o’clock

**ACTIVITY**

**Tell the time shown on the clock faces below.**

a). b)

It is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ It is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

c). d).

It is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ It is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

e). f)

It is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ It is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**LESSON 22: Using tables to find number of recorded data**

Note

We can multiply the number given in under to get correct products / number

**Example 1**

A cow has 2 horns. How many horns do 5 cows have?

5cows = (2 x 5) horns OR (2 + 2 + 2 + 2 + 2)horns

**10 horns** = **10 horns**

**Example 2:**

A table has got 4 legs

How many legs do 7 tables have?

1 goat = 4 legs

7 goats = 7 x 4 legs

= **28 legs**

**ACTIVITY**

1. A girl has 2 legs. How many legs do 10 girls have?

2. A chair has 4 legs. How many legs do 4 chairs have?

3. A stool has 3 legs. How many legs will 9 stools have?

4. A motorcycle has 2 wheels. How many wheels will 4 motorcycles have?

5. A boy has 2 ears. How many ears do 8 boys have?

6. One spider has 2 wings. How many wings will 4 locusts have?

7. A tick has 8 legs. How many legs will 6 ticks have?

8. A woman has two hands. How many hands will 9 men have?

**Lesson 23: Reading and interpretation of timetable**

Note

Read time and subjects correctly

Always know when lessons start and end

**Example**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 8:00  8:30 | 8:30  9:00 | 9:00  9:30 | 9:30  10:00 | 10:00  10:30 | 10:30  11:00 | 11:00  12:30 | 12:00  12:30 | 12:30  01:00 |
| **MON** | ***Assembly*** | READ | LIT I | ENG | RE | B  R  E  A  K | LIT I | LIT II | LUG |
| **TUE** | READ | MTC | ENG | LIT I | LUG | RE | LIT II | READ |
| **WED** | LIT II | ENG | MTC | RE | READ | LIT I | LUG | LIT II |
| **THUR** | MTC | RE | ENG | LUG | LIT II | **DEBATE** | | LUG |
| FRI | ***DEVOTION*** | LUG | MTC | ENG | LUG | LIT I | LIT II | RE |

**Questions**

a). How many Maths periods are done during the week?

There are 4 Math periods done during the week.

b). Which subject has more periods?

Luganda has more periods.

c). Which subject is taught twice on Monday?

Literacy 1 is taught twice on Monday

d). How many assemblies are conducted during the week?

One assembly is conducted during the week.

e). At what time do the children go for break?

At 10:30am children go for break

**ACTIVITY**

**Study P.3 Destiny’s timetable and answer the questions that follow.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Time** | **MON** | **TUE** | **WED** | **THUR** | **FRI** |
| **8:00 - 8:40** | **Assembly** | **COVID PARADE** | **COVID PARADE** | **COVID PARADE** | **DEVOTION** |
| 8:40 – 9:20 | MTCS | ENG | P.E | SCIE | SST |
| 9:20 – 10:00 | MATHS | LUG | SST | RE | MATHS |
| 10:00 – 10:40 | RE | READ | MATHS | ENG | RE |
| 1040 – 11:00 | BREAK | | | | |
| 11:00 – 11:40 | ENG | MATHS | SCIE | MATHS | ENG |
| 11:40 – 12:20 | ENG | SST | READ | LUG | ENG |
| 12:20 – 1:00 | SST | SCIE | LUG | READ | LUG |
| 1:00 – 2:00 | LUNCH | | | | |
| 2:00 – 2:40 | SCIE | ENG | SCIE | SST | SCIE |
| 2:40 – 3:20 | SCIE | ENG | RE | SST | SCIE |
| 3:20 – 4:00 | HOMEWORK | | | | |

a). What is the first activity she attended on Monday?

b). When is the break time for her class?

c). When does her class start copying homework?

d). How many lessons are for RE in the week?

**THEME: Basic technology in our sub-county**

**Subtheme: CONCEPT OF TECHNOLOGY**

**Lesson 24: Multiplying 3 digit number by 9**

**Steps taken**

* Multiply according to the place value
* Regroup where necessary
* Get the answer / product

**Example 1**

Multiply 503 by 9 b). Find the product of 112 and 9

5 0 3 +1 1 1 2

9 x 2 = 8

9 x 1 = 9 + 1

9 x 1 = 9 + 1

= 0

x 9 x 9

**4 5 2 7 1 0 0 8**

**ACTIVITY**

Workout the following

1. 1 4 7

x 9

2. 5 0 4

x 9

3. 6 9

x 9

4. 8 9

x 9

5. 9 4 6

x 9

6. 1 4 6

x 9

7. Find the product of 9 and 614

**Lesson 25: Naming sides of plane shapes**

**Rectangle**  **Triangle**

Face

**Length** width  **height**

**Diagonal line**

**Note:** Length is the longer side of rectangle

Width is the shorter side of a rectangle.

**ACTIVITY**

1. Name these shapes

a) b)

c). d)

2. Name the sides of the drawn triangle

b i). a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

a ii) b \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Draw diagonals in the shapes

a). b).

4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is any 4 – sided polygon.

**Lesson 26: Measuring perimeter and counting steps round simple shape**

**Steps taken**

* Draw the shapes
* Draw columns in the shape
* Draw rows in the shape
* Develop steps around the shape
* Count all steps developed round the shape

**Example 1: Find the steps round the drawn shape.**

11 10 9 8

12

13

14

1 2 3 4 Perimeter = 14 steps Or Distance round 14 unit steps

**Example II: Count the steps formed round the square**

9 8 7

10 6

11 5

12

4

1 2 3 Distance round = 12 unit steps

**ACTIVIY**

**Find the perimeter distance around by counting**

1. 2.

3. 4.

5.. 6

**Lesson 27: Finding perimeter of a rectangle**

Perimeter is the total distance round a figure

Steps taken

Perimeter = Length + length + width + width

= L + L + W + W

Write the formula

Substitute the formula

**Example**

Find the perimeter of the rectangle below.

Perimeter = length + length + width + width

4dm Perimeter = (7cm + 4cm) + (7cm + 4cm)

7dm Perimeter = **22cm**

**ACTIVITY**

**Find the perimeter of the following**

1. 2cm 2. 6cm

4dm

4cm

3. 3m 4. 2cm

8m 9cm

5. 7. 5cm

4cm

9cm 16cm

8. 8cm 9. 8cm

3cm

21cm

**Lesson 28: Finding the perimeter of a square**

Note perimeter of square = s + s + s + s

All the side lengths

**Example 1:** Find the perimeter of the square

Perimeter = s + s + s + s

3cm = (3cm + 3cm) + (3cm + 3cm)

= 6cm + 6cm

= **12cm**

**Or** P = 4s

4 x 3cm

= **12cm**

**ACTIVITY**

**Find the perimeter of the square below.**

a). b).

5cm 8cm

c). d).

2m 4cm

e). f).

6cm 3cm

g). h). 11m

10cm

**Lesson 29: Finding the area of a rectangle**

**Steps taken**

* Develop squares of equal units
* Count the squares formed
* Definition of the area is the number of squares which cover it completely

**Example 1:**

Find the area of the rectangle below.

15 small units

5 squares

3 squares

Area = length x width

Area = 5cm x 3cm

Area = 15 square centimeters/ 15sq.cm

3cm

5cm

**Example II**

Find the area of the rectangle below.

**Method 1**

1 2 3 4

2cm Area = **8sq.cm**

5 6 7 8

4cm

**Method II**

4cm Area = L x W

2cm = 4cm x 2cm

= **8sq.cm**

**ACTIVITY**

1. Find the area of the rectangle below.

4cm

5cm

2. 4cm

7cm

3. 4cm

5cm

4. 6cm

10cm

5. 4cm

9cm

6. 5cm

11cm

7. 7cm

11cm

8. 3m

8m

**Lesson 30: Find the area of a square**

* A square has all sides equal
* To find its area, multiply side by side ie A = s x s
* Area is got in square units
* Develop squares of equal units

**Example 1**

A = S x S

A = 6cm x 6cm 6cm

6cm A = **36sq.cm**

6cm

= **36sq.com**

**Example II**

Find the area of the square below.

A = S x S

5cm x 5cm Area = **25sq.cm**

5cm **25sq.cm** 5cm

**ACTIVITY**

1. 2.

2cm 10cm

3. 4.

4cm 5cm

5. 6cm 6. 4cm

7. 9cm 8. 8m

**Lesson 31: Division of numbers by 9 without remainder**

Steps taken

Divide from the biggest place value towards the smallest place value (left to right)

Follow the DMS

**Example 1**

0 4 4 0 0 5 15

9 3 9 6 0 9 4 6 3 5

0 x -0 0 x 9 -0

3 9 1 6

4 x 9– 3 6 5 x 9 - 4 5

3 6 1 3

4 x 9 -3 6 1 x 9 - 9

0 0 4 5

0 x 9 - 0 5 x 9 - 4 5

0 0 0

**ACTIVITY**

1. Divide: 3618 2. Divide: 7299

3. Divide: 9342 ÷ 9 4. Divide: 8730 ÷9

**Lesson 33: Mass in half kilograms and grams**

**Steps taken**

* Children mention objects and estimate their masses
* Mass is measured in grams
* Half kilogram is equal to 500 gms
* Mass is also measured in kilograms
* A kilogram is equal to 1000gms

**Example 1 OR**

How many half kilograms are in 2kgs? 1kg = 2 half kg

1kg = 2 half kg 2kg = 2 x 2

1kg = + half kg = (2 + 2) half kg

= **4 half kilograms** = **4 half kg**

**Example II: How many half kilograms are in 5kg?**

1kg = 2 half kgs OR 1kg = 2 half kgs

1kg = 2 half kgs 5kg = 2 x 5 half kgs

1kg = 2 half kgs = **10 half kgs**

1kg = 2 half kgs

1kg = +2 hlaf kgs

= **10 half kilograms**

1. How many half kilograms are in the following masses?

a). 3kgs b). 4kgs

c). 6kg d). 2kgs

e). 7kgs f). 1kg

**Lesson 34: Measuring length using metres and kilometres**

**Note:**

Length is measured in metres and kilometres

Longer distances are measured in kilometers

**Example 1:**

In which unit “metres” or kilometres will a black board be measured?

**Metres**

**Example II:**

In which unit “metres” or “kilometres” will a road be measured?

**Kilometres**

**ACTIVTY**

1. In which unit “metres” or “kilometres” are the following measured?

a). desk b). road

c). cloth d). wires

e). distance between two towns f). hills

**Lesson 35: Naming solid shapes**

**Name these solid shapes**

|  |  |
| --- | --- |
| **Name** | **Solid shape** |
| Cylinder |  |
| Cube |  |
| Cone |  |
| Cuboid |  |

ACTIVITY

Name the shapes below.

1. 2.

3. 4.

**Lesson 36: Drawing solid shapes**

Draw these solid shapes

|  |  |
| --- | --- |
| Name | Shapes |
| a). Cube |  |
| b) cuboid |  |
| c). Cylinder |  |
| d). cone |  |

**ACTIVITY**

1. Draw the following shapes.

a). cone b). cuboid

c). cube d). cylinder

**THEME TEST 2 & 3**

1. Multiply: 211 x 8

2. Tell the time shown on the clock face below.



3. In the space below, draw a square and show its major features.

4. Express 5kg as g.

5. Workout:

Km m

7 37

+ 1 14

6. Below is a rectangle. Find its perimeter.

6cm

8cm

7. 9 boys shared 918 mangoes. How many mangoes did each boy get?

8. Subtract:

Kg g

8 784

- 4 192

9. The cos of 1metre of a cloth is sh. 900. Find the cost of 3metres of the same cloth.

10. Show a quarter past 10 o’clock face below.

11. Find the area of the square below.

9m

12. James covered a distance of 84km. express the distance covered by James.

13. Mummy bought 72kg of sugar and she had 8 children who were going back to school.

14. How many kilograms did each child get?

15. Malaika built a house of length 30metres and width 9metres. Workout the area covered by the house.

**SECTION B**

16. Study the diagram below.

**Canteen** 20m **Gazebo**

30m 15m

**HM’s office**

a). If Faridah moves from HM’s office via the Gazebo to the canteen, find the distance she covered.

b). What is the distance from the canteen to the HM’s office?

c). Find the total distance if Afuga moved from the canteen to HM’s office via the Gazebo and back to the canteen.

17. Multiply the following.

a). 6 1 9 b). 1 8 6

x 9 x 8

c). Find the product of 417 and 9.

18. Tell the time.



It is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



It is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



It is \_\_\_\_\_\_\_\_\_\_\_\_\_\_

19. Name the figure below.

**THEME: ENERGY SUB-COUNTY / DIVISION**

**Subtheme: Sources of energy**

**Lesson 37: Adding numerals without regrouping up to 999**

**Note**

**Add from the value from ones then tens, hundreds to thousands**

Example

Add: Add

3 5 6 7 4 2 0 6

+ 4 3 1 2 + 5 7 9 3

7 8 7 9 9 9 9 9

**ACTIVITY**

**Add the following numbers correctly.**

1. 2 8 6 7

+ 3 0 3 1

2. 5 0 3 8

+ 1 3 2 1

3. 6 8 8 4

+ 3 1 1 5

4. 8 4 6 1

+ 1 4 0 5

5. 4 3 8 6

+ 3 4 1 2

6. 2 4 7 6

+ 3 2 1 2

7. 6 3 4 1

+ 2 3 5 1

8. 6 5 3 4

+ 2 0 4 2

**Lesson 28: Addition with regrouping (carrying**

**Note**

* Arrange according to place values
* Add from values of ones, then to tens to hundreds and lastly thousands regroup**.**

**Add the following numbers correctly.**

**1** 1 1 1

i). 4 5 6 8 ii). 4 8 7 8

+ 3 2 1 5 + 4 4 2 2

7 7 8 3 9 3 0 0

**ACTIVITY**

**Workout the following numbers**

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

+ 3 8 2 9 + 2 0 4 8

3. 8 6 9 2 4. 4 9 4 6

+ 3 1 0 6 + 2 8 2 9

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

+ 3 1 0 6 + 5 2 4 0

7. 8 9 8 2 8. 7 9 5 6

+ 4 4 1 8 + 1 5 6 0

**Lesson 39: Solving word problems in addition**

**Note**

**Bad tens, hundreds and thousands**

**Get the answer as the sum in addition**

**Examples**

1. In a school, there are 415 girls and 1462 boys. How many children are there altogether?

1 1 1 5

+ 1 4 6 2

2 5 7 7 children

2. Mr. Kairu bought 3428 books last year this year, The bought 3447 books. How many desks did he buy altogether?

1 1

3 4 2 8 books

+ 3 4 4 7 books

6 8 7 5 books

**ACTIVITY**

1. Kamuntu had sh. 3000 on Monday and sh. 5000 on Tuesday. How much money did he have altogether?

2. Loy planted 7,841 seedlings on Monday, 6471 on Tuesday. How many seedlings did he plant?

3. Dan borrowed sh. 1900 and got sh. 1000. How much money did he have altogether?

4. Bob had 1347 cows and 2356 bulls. How many cattle did he have altogether at his farm?

**Lesson 40: Subtraction without regrouping**

**Steps taken**

* Arrange numbers / digits according to their place values
* Subtract numbers in place values of ones first then ten etc

**Examples**

Subtract Subtract

4 2 1 8 7 5 8 7

- 2 2 0 4 - 2 1 2 4

2 0 1 4 5 4 6 3

**ACTIVITY**

**Subtract the following numbers correctly.**

**1.**  4 4 6 1

**-** 2 4 3 0

2. 5 9 4 8

- 2 4 0 2

3 . 8 6 9 8

- 7 5 6 0

4. 6 4 7 6

- 3 1 2 4

5. 8 9 5 6

- 3 2 1 4

6. 7 8 4 6

- 3 5 0 2

7. 9 6 4 5

- 3 5 1 3

8. 8 4 5 2

- 8 1 4 0

**Lesson 41: Subtraction with regrouping**

**Steps taken**

Begin to subtract from ones to next place values

Regroup where applicable

**Example 1 Example II**

**Subtract** 2 7  4 1

4 6 ~~3~~, 12 8 3 2 1

* 4 3 2 5 - 2 4 0 9

0 3 0 7 5 9 1 2

**ACTIVITY**

**Subtract the following numbers correctly**

1. 6 5 7 2

- 3 2 8 2

2. 4 0 3 7

- 4 0 2 8

3. 9 4 8 2

- 6 5 8 3

4. 6 2 6 5

- 5 4 6 7

5. 6 4 1 5

- 6 3 3 7

6. 4 3 6 2

- 2 9 4 9

7. 6 3 5 8

- 6 2 7 9

8. 5 4 5 0

- 5 3 8 0

**Lesson 42: Solving word problem in subtraction**

**Note the following**

* Read the question and interpret it well
* Develop mathematical statement
* Subtract correctly

**Note: The outcome of subtraction is a difference**

**Example I Example II**

Take away 28 eggs from 50 eggs Find the difference between

sh. 200 and sh. 500.

5 0 eggs sh. 5 0 0

- 2 8 eggs - sh. 2 0 0

**2 2 eggs sh. 3 0 0**

**ACTIVITY**

1. What is 365 minus 18?

2. Subtract 3784 – 249

3. Oboi has sh. 9100 and bought sandals at sh. 400. How much was left?

4. Workout 4800 minus 900.

5. Takeaway 8136 from 9024.

6. I had sh. 15000. I bought a shirt at sh. 8750. How much was I left with?

**Lesson 43: Multiplying 4 digit numerals.**

**Note:**

* Multiply according to place values correctly.
* Regroup where necessary

**Example**

Multiply: 2452 x 4 4 x 2 = 8

1 2 5 x 4 = 20

2 4 5 2 4 x 4 = 16 + 2

x 4 4 x 2 = 8 + 1

**9 8 0 8**

**ACTIVITY**

1. 1 3 4 0

x 4

2. 1 8 6 0

X 7

3. 2 0 6 8

x 4

4. 5 7 0 3

x 2

5. 1 8 5 0

x 7

6. 2 3 4 0

x 6

7. 3 7 5 0

x 5

8. 4 7 4 4

x 3

**Lesson 44: Dividing 4 digit numerals**

**Note:**

* Divide correctly from left to right
* Divide, multiply, subtract and drive

**Example 1 Example II**

**Divide** 8462 ÷ 2 Divide 670 ÷ 5

4 2 3 1 1 2 4

2 8 4 6 2 5 6 7 7

4 x 2 -8 1 x 59 -5

4 1 7

2 x 2 – 4 3 x 5 - 1 5

6 2 0

3 x 2 - 6 4 x 2 -2 0

2

1 x 2 - 2

**ACTIVITY**

**Divide the following numbers correctly**

1. 2 34

2. 2 306

3. 2 184

4. 2 2346

5. 5 90

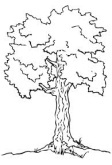
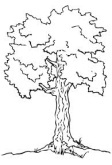
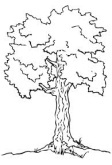
6. 2 134

7. 2 1532

8. 2 7112

**Lesson 45: Measuring distance from a tree planting yard**

**Use the drawing to answer the questions that follow.**

**Example**

50m 50m

1st 2nd 3rd

**Questions**

a). What is the distance between the 1st and 2nd tree?

**It is 50 metres**

b). Find the distance between the 1st and 3rd tree.

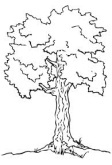
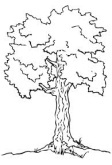
50m + 50m or 5 0m

**= 100m**  x 2

**1 0 0 metres**

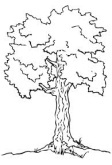
**ACTIVITY**

**A. Study the diagram below and answer the questions that follow.**



3m

5m

**A** **B**

7m 4m

**C**

9m

**Questions**

1. How many metres is:-

a). tree B from A?

b). What is the total distance from tree A to tree C?

c). Tree C from B?

2. Which is the tallest tree?

3. What is the height of tree C?

4. Which is the shortest tree?

5. Workout the total height of tree A and B.

**B.** Below are the heights of different children. Use them to answer the questions that follow.



160cm

130cm

110cm

**Judith Joy Jane**

**Questions**

**a).**  Who is the tallest girl?

b). What is the total height of Joy and Jane?

c). Workout the total height of all the three children.

d). Who is the shortest girl?

e). What is the difference in height between Judith’s and Joy’s height.

**Lesson 46: Comparing capacity**

The basic unit for capacity is litre.

Use the containers to answer the questions that follow.

A B

**Holds 10 litres Holds 2 lites**

a). Which container holds more liquid?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

b). Which container holds less water?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**ACTIVITY**

1. **Study the containers below and answer the questions that follow.**

R 3litres 5litres K

a). Which container has more capacity?

b). Which container holds less water?

2a). How many litres does container R have?

b). How many litres does container K hold?

c). How many litres do they have altogether?

**Lesson 47: Addition of capacity**

Add according to place values correctly

Regroup / carry where needed correctly.

**Example I Example II**

**Add:** 1 **Add:** 1

5 8 0 litres 4 3 0 litres

+ 2 4 2 litres + 1 7 0litres

8 2 2litres 6 0 0 litres

**ACTIVITY**

1. 1 6 0 litres 2. 7 5 9 litres

+ 1 2 6 litres + 2 5 0litres

3. 4 3 0 litres

+ 5 8 0 litres

4. 7 8 0litres

+ 1 5 0litres

5. 9 5 3litres

+ 2 5 6 litres

6. 7 2 0litres

+ 1 6 0 litres

7. 4 5 9 litres

+ 4 5 1 litres

8. 3 5 9litres

+ 3 8 0litres

**Lesson 48: Solving problems in addition of litres**

**Note:**

* Read correctly
* Interpret correctly

**Example 1**

1. Dan’s jerrycan holds 18 litres of water and Kato’s Jerrycan holds 11 litres of water.

How many litres of water are contained in the two jerrycans?

1 8litres

+ 1 1litres

2 9litre

2. Tendo’s pot holds 10litres of water and Kayongo’s pot holds 15 litres of water. How many litres do the two containers hold altogether?

1 0litres

+ 1 5litres

2 5litres

**ACTIVITY**

1. A man bought 26 litres of milk and he again got more 34 litres. How any litres did he get altogether?

2. The boy had 10 litres and his father added him more 89 litres. How many litres did he have altogether?

3. Bob had 146 litres of oil and he again bought more 19litres. How many litres did he have altogether?

4. A cow produced 25 litres of milk one week and more 14 litres the following week. How many litres did it produce in two weeks?

**Lesson 49: Subtraction of capacity**

**Note**

* Subtract according to place values
* Row where needed
* Get the answer / different
* Put correct units

**Example I Example II: Workout**

7 12 8

8 2litres 9 6litres

- 5 4litres - 3 8litres

2 8 litres 5 8litres

**ACTIVITY**

**Subtract the following capacity correctly**

1. 8 5litres

- 1 2litres

2. 4 7litres

- 1 8litres

3. 7 8 9litres

- 3 8 4litres

4. 4 3 8litres

- 2 1 4 litres

5. 6 7 3litres

- 2 1 4litres

6. 9 3litres

- 8 1litres

7. 5 6 9litres

- 4 2 3litres

8. 8 3 7litres

- 3 6 2litres

9. 5 2 2litres

- 2 7 3 litres

10. 8 3 4 1litres

- 3 4 2 4litres

**Lesson 50: Solving word problems in subtraction of litres**

Read the questions and interpret correctly

Workout properly

**Example**

Bagungwa had 146 litres and he gave away 104litres to a friend. How many did he remain with?

1 4 6 litres

* 1 0 4litres

0 4 2 litres

**ACTIVITY**

1. Afugga had 84litres of milk and sold away 26litres. How many litres of milk did he remain with?

2. Malaikah had 240litres of oil and sold 140litres. How many litres of oil did she remain with?

3. Rony had 956litres and sold 465 litres. How many did he remain with?

4. Shanal had 150litres of milk and sold 102 litres. How many litres did he remain with?

5. Takeaway 324 litres from 824 litres. Find the remaining capacity

**THEME TEST 4**

1. Add:

4 3 9 6

+ 2 4 0 2

2. Express 3 litres as millilitres

(1litre = 1000ml)

3. Takeaway 3642 from 9876.

4. Afayo planted 1304 trees in January and 3104 in March. Find the total number of trees planted by Afayo.

5. Divide: 7 427

6. Add:

L ML

2 609

+ 3 280

7. Multiply:

3 0 2 3

X 8

8. Find the sum of 8796 and 1187.

9. Find the product of 9 and 2456.

10. Below are farmers who kept some hens.

|  |  |
| --- | --- |
| **Farmer** | **Number of hens** |
| Madela | 4026 |
| Misho | 3499 |
| Mugege | 1674 |
| Malacho | 6009 |

**Questions**

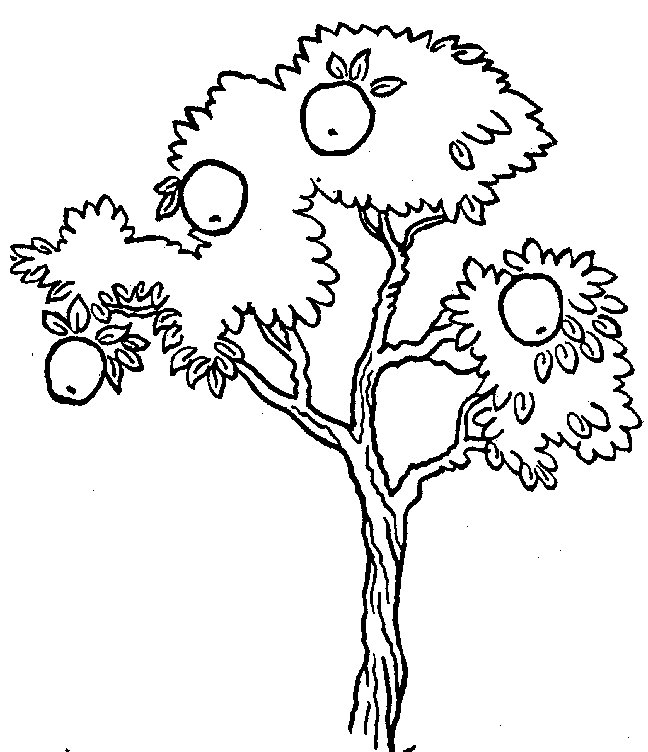
a). How many hens did Madela keep than Mugege?

b). Who kept the least number of hens?

c). Find the total number of hens kept by all the farmers.

11. **Study the trees below**

 **Apple trees**

 14m 16m



**Guava tree** 10m

**mango tree**

a). Find the distance between the guava and mango trees.

b). How many metres are did cover if I walked from guava to Apple and then to the mango tree.

c). Find the total distance covered by a farmer who works around his garden.

12.  **Subtract**

a). 129 litres – 84litres

b). litres Mililitre

6 8 4 7

- 2 2 9 8

c). A milk man had 2006 litres and he sold 842litres. How many litres did he remain with?

13. Complete the table below.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Days | 7 | \_\_\_ | 28 | 35 |
| Weeks | 1 | 2 | \_\_\_ | \_\_\_\_ |

Show the working.

14. Workout:

a). 7 7742 b) 9 819

15. Find the difference between 7654 and 3210