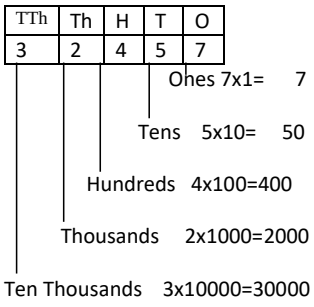
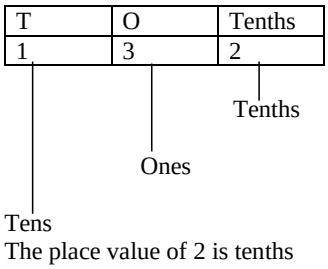
MATHEMATICS SCHEME OF WORK P.4

wk	PD	THEME	TOPIC	SUBTOPIC AND CONTENT	METHODS & TECHNIQUES	COMPETENCES	SUGESTED ACTIVITIES	LEARNING AIDS	LIFE SKILLS AND VALUES	REFERENCE	REMARKS
1	**1**	NUMERACY	NUMERATIONS SYSTEMS AND PLACE VALUES	Place values of whole numbers up to ten Examples What is the place value of each of the digits in the number 32,457? TTH | TH | H | T | O 3 | 2 | 4 | 5 | 7	Guided discovery Brain storming Illustrations	The learner; -names the place values from ones to millions Identifies the place values of each digit	Using the abacus or place value table to show the place value of various numbers Reading and	Using abacus A chart showing place values of whole numbers	<u>Life Skills</u> Effective communication Problem solving Creative thinking	A new Mk MTC pupils boo4 Page 13-31 Primary four	

				one Tens Hundreds Thousands Tens thousands	Explanation Question and answer		writing the place value of each digit in a number		Critical thinking <u>Values</u> Accuracy Fluency	mathematics syllabus book page 5-9 and 18	
1	**1**			What is the place value of digit 8 in the number 30482? TTH | TH | H | T | O 3 | 0 | 4 | 8 | 2 Ones Tens Hundreds Thousands Tens thousands It is <u>tens</u>	Guided discovery Brain storming Illustrations Explanation	The learner; -names the place values from ones to ten thousand Identifies the place value of each digit	Using the abacus or place value table to show the place value of various numbers	Using an abacus A chart showing place values of	<u>Life Skills</u> Effective communication Problem solving Creative thinking Critical thinking	A new Mk MTC	

	2			**Finding Values Of Whole Numbers** What is the value of each digit in the number 32457?  	Question and answer		Reading and writing the values of each digit in a number.	whole numbers	Values Accuracy Fluency	pupils boo4 Page 13-31 Primary four mathematics syllabus book page 5-9 and 18	
1	**3**	**NUMERACY**	**NUMERATION SYSTEMA AND PLACE VALUES**	**Place Values Of Decimal Numbers** Give the place value of each digit in a number 13.2  The place value of 2 is tenths	Guided discovery Brain storming Illustrations Explanation	The Learner: Identifies the place values of decimals up to Hundredths Reads and spells place values of decimals correctly	Reading and spelling place values of decimals correctly Writing place values of decimals correctly	A chart showing place values of Decimals up to Hundredths	Life Skills Effective communication Problem solving Creative thinking Critical thinking Values Accuracy	A new Mk MTC pupils boo4 Page 13-31 Primary four mathematics syllab	

				What is the place value of 5 in the number 27.15 T O T^{th} H^{th} 2 7 1 5 Hundredths Tenths Ones Tens The place value of 5 is Hundredths	Question and answer		Identify place values of decimals		Fluency	us book page 5-9 and 18	
2	**1**	**NUMERACY**	**NUMERATION SYSTEMS AND PLACE VALUES**	**<u>Values of decimal numbers</u>** O T 0 3 Tenths – 3 tenths 3 X 0.1 = 0.3 Give the value of 7 in the number 25.47 T O T^{th} H^{th} 2 5 4 7 Hundredths 7 X 0.01 = 0.07	Guided discovery Brain storming Illustrations Explanation Question and answer	The Learner: Identifies the place value of decimals Finds the value of decimals	Finding the values of decimal numbers	Real objects like sticks, oranges	<u>Life Skills</u> Effective communication Problem solving Creative thinking Critical thinking <u>Values</u> Accuracy Fluency	A new Mk MTC pupils boo4 Page 13-31	
2	**2**			**<u>Application of values of numbers</u>** What is the sum of the value of 8 and the value of 5 in the number 23845?	Guided discovery	The Learner: Finds the values of the digits	Finding the sum of values of digits	Chart showing finding the sum	<u>Life Skills</u> Effective communication	A new Mk MTC	

2	**2**			<table><tr><td>T TH</td><td>T H</td><td>H</td><td>T</td><td>O</td></tr><tr><td>2</td><td>3</td><td>8</td><td>4</td><td>5</td></tr></table> Ones-5ones 5 X 1 = 5 Hundreds-8 Hundreds 8 X 100 = 800 Sum = 800 + 5 = 805 Find the difference between the value of 3 and the place value of 4 in the number 23845. <table><tr><td>T T H</td><td>T H</td><td>H</td><td>T</td><td>O</td></tr><tr><td>2</td><td>3</td><td>8</td><td>4</td><td>5</td></tr></table> Tens-10 Thousands – 3 Thousands 3 X 1000 = 3000 Difference = 3000 - 10 2990	Brain storming Illustrations Explanation Question and answer Guided discovery Brain storming Illustrations Explanation Question and answer	Applies the concept of sum to the values of digits Applies the concept of difference to the values of digits	Finding the difference of values and place values of digits.	of values of digits Chart showing finding the difference of values of digits	Problem solving Creative thinking Critical thinking <u>Values</u> Accuracy Fluency <u>Life Skills</u> Effective communication Problem solving Creative thinking Critical thinking <u>Values</u> Accuracy Fluency	pupils boo4 Page 13-31 A new Mk MTC pupils boo4 Page 13-31 Primary four mathematics syllabus book page 5-9 and 18	

2	**3**			**Writing whole numbers in words** Example <table><tr><td>Millions</td><td colspan="3">Thousands</td><td colspan="3">units</td></tr><tr><td>O</td><td>H</td><td>T</td><td>O</td><td>H</td><td>T</td><td>O</td></tr><tr><td>3</td><td>7</td><td>8</td><td>9</td><td>1</td><td>4</td><td>3</td></tr></table>Three million seven hundred eighty-nine thousand one hundred forty three	Guided discovery Brain storming Illustrations Explanation	The learner; writes whole numbers in words	Writing whole numbers in words Drawing of place value charts or tables	Chalk board illustrations	<u>Life Skills</u> Effective communication Problem solving Creative thinking Critical thinking	A new Mk MTC pupils boo4 Page 13-31	
2	**4**			**<u>Writing decimals in words</u>** <u>Example</u> Write 7.5 in words 7.5→ 7 Seven 0.5 and five tenths 7.5 = Seven and five tenths	Question and answer	The learner: writes decimals in words reads decimals	Arrange decimals according to the right place value of digits.	Chalk board illustrations	<u>Values</u> Accuracy Fluency	A new Mk MTC pupils boo4 Page 13-31	
2	**5**			**<u>Writing number words in figures</u>** <u>Examples</u> Nine million three hundred sixty four thousand one hundred twenty eight 9,000,000 364,000 + 128 <u>9,364,128</u>	Guided discovery Brain storming	The learner; writes number words in figures	Writing number words in figures Arranging values of number words	Chalk board illustrations	<u>Life Skills</u> Effective communication Problem solving Creative thinking	A new Mk MTC pupils boo4 Page 13-31 Primary	

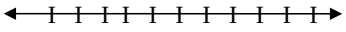
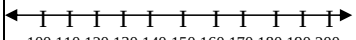
3	**1**			**Writing decimals in figures** Example Write three tenths in figures O | Tenths 0 | 3 = 0.3 or $\frac{3}{10}$ Example 2 Write seven and two tenths in figures Seven – 7 or Two tenths +0.2 7.2 O | Tths 7 | 2	Illustrations Explanation Question and answer		according to periods Drawing place value charts or tables Arranging digits according to right place values	Chalk board illustrations	Critical thinking Values Accuracy Fluency	four mathematics syllabus book page 5-9 and 18	
3	**2** **3**			**Forming three digit numbers** Example a) Form all the three digit numbers from the digits 1, 7, 5 175 517 715 157 571 751 b) Form the three digit numbers from 0,3,9 309 903 930 **Forming the smallest three digit no.** Arrange the digits starting	Guided discovery Brain storming Illustrations Explanation Question and answer	The learner; forms three digit numbers from the numbers given Forms the smallest three digit numbers from given digits	Arranging digits to form three digit numbers Arranging digits from smallest to highest	Chalk board illustrations	Life Skills Effective communication Problem solving Creative thinking Critical thinking Values Accuracy Fluency	A new Mk MTC pupils boo4 Page 13-31 Primary four mathematics syllabus book page 5-9	

				with the smallest **Example** Using 1,7,5 form the smallest no.175						and 18	
3	**4**			**Application of formed three digit numbers** Example Find the sum of the smallest and the largest digit numbers you have formed in a 157 +751 908	Guided discovery Brain storming Illustrations Explanation Question and answer	The learner; Applies the concept of sum to the formed numbers	Adding the formed numbers	Chalk board illustrations	Life Skills Effective communication Problem solving Creative thinking Critical thinking Values Accuracy Fluency	A new Mk MTC pupils boo4 Page 13-31	
3	**5**			**Finding their difference** $6\,7^{1}\,{}^{4}5\,{}^{1}1$ $-1\quad 5\ 7$ $\quad 5\ \ 9\ 4$	Guided discovery Brain storming Illustrations Explanation	The learner; Applies the concept of difference to the formed numbers	Finding difference of formed numbers	Chalk board illustrations	Life Skills Effective communication Problem solving Creative thinking	A new Mk MTC pupils boo4 Page 13-31	

					Question and answer				Critical thinking <u>Values</u> Accuracy Fluency		
4	**1**			**<u>Writing whole numbers in expanded form</u>** <u>Using place values</u> Write 3694 in expanded form TH H T O 3 6 9 4 Ones -4 x 1 Tens - 9 x 10 Hundreds -6 x 100 Thousands -3 x3000 (3x1000)+(6x100)+(9x10)+(4x1)	Guided discovery Brain storming Illustrations Explanation Question and answer	The learner; Writes numbers in expanded form using place values	Drawing place value charts Arranging digits according to right place values Multiplying each digit with the right place value	A chart showing Writing whole numbers in expanded form	<u>Life Skills</u> Effective communication Problem solving Creative thinking Critical thinking <u>Values</u> Accuracy Fluency	A new Mk MTC pupils boo4 Page 13-31	
4	**2**			<u>Using values</u> Expand 73,604 using values TTH TH H T O 7 3 6 9 4 Ones4x1 = 4 Tens 9 x 10 = 90	Guided discovery Brain storming	The learner; Writes numbers in expanded form using values	Drawing place value charts Arranging digits according	A chart showing Writing whole numbers in	<u>Life Skills</u> Effective communication Problem solving	A new Mk MTC pupils boo4 Page 13-31	

4	**3** **4**			Hundreds 6 x 100 =600 Thousands 3 x 1000 = 3000 The Thousands7x10000= 70000 70000+3000+600+90+4 **<u>Finding the expanded numbers</u>** (Writing in short) (2x1000)+(4x100)+(7x10)+(2x1) 20000 + 400 + 70 + 2 = 2000 400 70 + 2 2472 **<u>Roman numerals</u>** **Basic roman numerals** 1, 5, 10, 50, 100 I , V, X, L, C **Repeated roman numerals** 2 = 1 +1 = 11 3 = 1+1+1 = 111 20=10+10=XX 30=10+10+10=LXXX **Additional roman numerals** 6 = VI = 5+1 7 = VII = 5+2	Illustrations Explanation Question and answer Guided discovery Brain storming Illustrations Explanation Question and answer	The learner; Finds numbers in expanded form Reads roman numerals Identifies types of roman numerals	to right place values Multiplying each digit with the right place value Writing expanded in short. Reading roman numerals Interpreting different	expanded form Chalk board illustrations A chart showing types of roman numerals	Creative thinking Critical thinking <u>Values</u> Accuracy Fluency <u>Life Skills</u> Effective communication Problem solving Creative thinking Critical thinking <u>Values</u> Accuracy Fluency	A new Mk MTC pupils boo4 Page 13-31 Primary four mathematics syllabus book page 5-9 and 18	

4 **5**	**5** **1** **2**			8 = VIII = 5+3 60 = LX = 50+10 70 = LXX = 50+10+10 80 = LXXX = 50 +10+10+10 **Subtraction roman numerals** 4=5-1=IV 40=50-10 =XL 9 = 10-1 =IX 90=100-10=XC **<u>Changing Hindu Arabic to roman numerals</u>** Examples a) Convert 14 to roman numerals 14 = 10 + 4 = X+IV = XIV **<u>Changing from roman numerals to Hindu Arabic numerals</u>** Express XIX in Hindu Arabic X = 10 <u>IX = +9</u> ❖ <u>XIX = 19</u> Change XCVII to Hindu Arabic XC = 90 <u>VII = +7</u> ❖ <u>XCVII = 97</u> **<u>Rounding off whole numbers to the nearest tens</u>** **Examples** i) Round off 54 to the nearest tens	Guided discovery Brain storming Illustrations Explanation Question and answer	The learner; Changes Hindu Arabic numerals to Roman numerals Changes roman numerals to Hindu Arabic The learner; Rounds off roman numerals to the nearest tens	roman numerals Separating roman numerals correctly Changing Hindu Arabic to roman numerals and vice-versa	Chalk board illustrations Chalk board illustrations	<u>Life Skills</u> Effective communication Problem solving Creative thinking Critical thinking <u>Values</u> Accuracy Fluency	A new	

	3			 50 51 52 53 54 55 56 57 58 59 60 54 is nearer to 50 than it is to 60 ❖ 54 is rounded off to 50 **Rounding off to the nearest hundreds** **Examples** Round off 140 to the nearest hundreds  100 110 120 130 140 150 160 170 180 190 200 140 Is nearer to 100 than to 200. 140 becomes 100 when rounded off to the nearest hundreds.		Rounds off roman numerals to the nearest hundreds	Drawing number lines Rounding numbers up or down respectively			Mk MTC pupils boo4 Page 13-31	

5	4 5	**NUMERACY**	**OPERATION ON NUMBERS**	**Addition of whole numbers** **Without regrouping** **Examples** Add 7464 to 2425 TTH TH H T O 2 4 2 5 + 7 4 6 4 9 8 8 9 **Word problems** Mr. Kamoga has Shs. 35,500 and Mr. Kibikyo has Shs 42,000. How much money do they have altogether? Shs 35,500 + Shs 42,000 Shs 77,500 **With regrouping** **Examples** a) Add; 34567 + 23598 TTH TH H T O 3 4 5 6 7 + 2 3 5 8 9 5 8 1 5 6 11 15 16	Guided discovery Brain storming Illustrations Explanation Question and answer	The learner; Adds whole numbers without re-grouping. Adds whole numbers with re-grouping	Adding whole numbers Adding whole numbers with re-grouping	Chalk board illustrations Notes and coins	Life Skills Effective communication Problem solving Creative thinking Critical thinking Values Accuracy Fluency	A new Mk MTC pupils boo4 Page 33-55 Primary four mathematics syllabus book page 5-9 and 18	

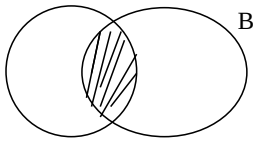
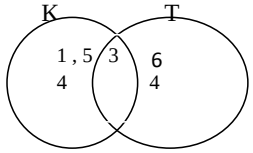
6	**1** **2**			**Subtraction of whole numbers** **Examples** **Without regrouping** Subtract: 68379 – 31025 TTH TH H T O 6 8 3 7 9 - 3 1 0 2 5 3 7 3 5 4 **With regrouping** TTH TH H T O 6 4 5 ~~7~~ ~~8~~ 11 - 3 1 2 3 4 3 3 3 4 7 **Application (Word problem)** Mulindwa had 652 cows. He sold 155 of them to his friend Lwere. How many cows did Mulindwa remain with H T O 5 ~~6~~ ~~5~~ 12 cows -1 5 5 cows 4 9 7 cows He remained with 497 Cows. Mixed operations on addition and subtraction	Guided discovery Brain storming Illustrations Explanation Question and answer	The learner; Subtracts whole numbers without re-grouping Subtracts whole numbers with re-grouping	Subtracting whole numbers Subtracting whole numbers with re-grouping	Chalk board illustrations Real objects like straws, pens, pencils	Life Skills Effective communication Problem solving Creative thinking Critical thinking Values Accuracy Fluency	A new Mk MTC pupils boo4 Page 33-55 Primary four mathematics syllabus book page 5-9	

				3+4-1 = 4-2+5 =						and 18	
6	**3** **4**			Multiplying whole numbers a) By Zero: multiply 243 by 0 = 243 x 0 = 0 b) By 10 Example i) Multiply 345 by 10 =345 x 10 = 3450 ii) Multiply 749 by 10 749 x 10 =7490 Multiplying a whole number by 100 a) Multiply 34 by 100 = 34 x 100 = 3400 b) Multiply 962 by 100 962 x 100 =96200 Multiplying a 3-digit number by a whole number a) Multiply 213 by 3 213 3x3=9 x 3 3x1= 639 3x2=6 Multiply 800 by 8 800 8x0=0	Guided discovery Brain storming Illustrations Explanation Question and answer	The learner; Multiplies whole numbers by zero. Multiplies whole numbers by 10 Multiplies whole numbers by 100. Multiplies a 3 digit number by a whole number	Multiplying whole numbers	Chalk board illustrations	Life Skills Effective communication Problem solving Creative thinking Critical thinking Values Accuracy Fluency	A new Mk MTC pupils boo4 Page 33-55 Primary four mathematics syllabus book page 5-9 and 18	

				x 8 8x0=0 6400 8x8=64							
6	**5**			**Application** Find the cost of six similar pens if one pen costs shs 500 1 pen → shs 500 6 pens → shs 500 X 6 3000	Guided discovery Brain storming	The Learner;	Multiplying whole numbers	Real objects like pens, pencils, rulers	Life Skills Effective communication Problem solving		
7	**1**			**Multiply a 3-digit number by a 2-digit number** **Example** 713 x 23 2139 +1426 16399	Illustrations Explanation	Multiplies a 3-digit number by a 2 digit number		Notes and coins	Creative thinking Critical thinking	A new Mk MTC pupils boo4 Page 33-55	
	2			**Division of numbers** **Example** i) Divide 16 by 4 16÷4 M_4(4,8,12,16,20,24,28,32,36…) 16 ÷4 = 4 II 055 7 385 -0 = 55 7,14,21… 38	Question and answer	The learner; Divides a 2 digit number by a 1 digit number	Dividing whole numbers	Chalk board illustrations	Values Accuracy Fluency	Primary four mathematics	

7	**2**			-35 35 -35 - - **<u>Dividing a 4-digit number by 10 and by 100</u>** a) 4300÷10 4300/10 = 430 **OR** 4300÷10 = 430	Guided discovery Brain storming Illustrations Explanation Question and answer	The learner; Divides a 4 digit number by 10	Dividing whole numbers	Chalk board illustrations	<u>Life Skills</u> Effective communication Problem solving Creative thinking Critical thinking <u>Values</u> Accuracy Fluency	syllabus book page 5-9 and 18 A new Mk MTC pupils boo4 Page 33-55 Primary four mathematics syllabus book	

										page 5-9 and 18	
7	**2**			A lady has 7 workers. If she pays them 52948 a day, how much does each worker get a day? 0759 7,14,21,,,28,35,42,49,56,63,70 07564 7)52948 0 52 49 39 35 44 42 28 28	Guided discovery Brain storming Illustrations Explanation Question and answer	A learner; Divides a digit number by a 1 digit number using Long division	Dividing whole numbers Using long division	Chalk board illustrations	<u>Life Skills</u> Effective communication Problem solving Creative thinking Critical thinking <u>Values</u>	A new Mk MTC pupils boo4 Page 33-55	

7	**3**	SETS	SET CONCEPTS	**Definition:** **A set is an collection of well defined members or elements** Naming set e.g. { Norah, Peter, Aaron, Alex, Paul, Night} A set of six names ***Types of sets** -Equal sets -Un-equal sets -Equivalent sets -Non equivalent sets -Empty sets or Null sets -Intersection sets (Joint sets) -Disjoint sets -Union of sets -Subsets Difference of sets	Guided discovery Brain storming Illustrations Explanation Question and answer	The learner; Defines the term "set". Names sets Identifies different types of sets	Collecting real objects to form sets Forming various sets according to types	Real objects like pens, pencils, rulers	Life Skills Effective communication Problem solving Creative thinking Critical thinking Values Accuracy Fluency	A new Mk MTC pupils boo4 Page 1-11 Primary four mathematics syllabus book page 5-9 and 18	
7	**4**			P  B P n B Application of venn diagrams		Describing shaded regions of Venn diagrams	Real objects like pens, pencils, rulers				
	5			i) 	The learner; Applies set concepts	Identifying members in a required			A new	

				a) How many members are in set K? b) How many members are in set K∩T? c) Write down the members in set (K-T) d) Write down the members of K∪T	Guided discovery Brain storming Illustrations Explanation Question and answer		set or their number		<u>Life Skills</u> Effective communication Problem solving Creative thinking Critical thinking <u>Values</u> Accuracy Fluency	Mk MTC pupils boo4 Page 1-11 Primary four mathematics syllabus book page 5-9 and 18	
8	**1**			**<u>Showing sets on the Venn diagram</u>** (2). Given the sets A = {3, 6, 9, 1, 7} and B = {2,4,6,8,0} Draw a Venn diagram and show the two sets **B** **A** 2 0 9 3 4 6 7		The learner; Applies set concepts	Putting elements on a Venn diagram	Chalk board illustrations		A new Mk MTC	

										pupils boo4 Page 1-11 Primary four mathematics syllabus book page 5-9 and 18	
8	**2**	NUMERACY	NUMBER PATTERNS AND SEQUENCE	**TYPES OF NUMBERS** a) Whole numbers b) Counting numbers c) Even numbers d) Odd numbers e) Prime numbers f) Composite numbers Finding the next number in the sequence Examples a) 3, 4, 6,9,13,18… b) 100, 90, 80,70,60,50… c) 2,4,6,8,10,12,14…	Guided discovery Brain storming Illustrations Explanation	The learner; Identifies different types of numbers Interprets and fills number sequences	Counting real objects according to a type of number Interpreting number sequences	Real objects like pens, pencils, rulers, straws and books	<u>Life Skills</u> Effective communication Problem solving Creative thinking Critical thinking	A new Mk MTC pupils boo4 Page 56-66 Primary four mathematics	

					Question and answer				Values Accuracy Fluency	syllabus book page 5-9 and 18	
8	**3**			**MULTIPLES OF NUMBERS** Multiples are numbers got after multiplying a given number e.g. M_5 5x1=5 5x2=10 5x3=15 5x4=20 5x5=25 5x6=30 M_5 {5,10,15,20,25,30,35,40 } **Lowest common multiple (L.C.M) of numbers** Example Find the LCM of 4 and 6 M4 = {4,8, (1) ,16,20, (2) , 28……} M6 ={6, (1) , 18, (2) ,30,36,42…..} Common multiples are {12,24} L.C.M = 12	Guided discovery Brain storming Illustrations Explanation Question and answer	The learner; Finds multiples of numbers Finds lowest common multiples of numbers	Reciting multiplication tables Finding common multiples and the lowest	Multiplication tables	Life Skills Effective communication Problem solving Creative thinking Critical thinking Values Accuracy Fluency	A new Mk MTC pupils boo4 Page 56-66 Primary four mathematics syllabus book page 5-9 and 18	
	4			**Factors of numbers**		The learner;	Finding factors of				

				Any pair of numbers which can be multiplied to give a multiple are called factors of that multiple Example 2 x 3 = 6 2 and 3 are factors of 6 1 x 6 = 6 1 and 6 are multiples of 6 F_6 = {1,2,3,6}		Finds factors of numbers	numbers by multiplying or dividing.				
8	**5**			**<u>Finding the greatest common factor (G.C.F)</u>** Find the G.C.F of 6 and 8 F_6 1x6 = 6 2x3 = 6 F_6 = { 1 2 3, 6} F_8 = 1x8 = 8 2x4 = 8 F_8 ={ 1 , 2 4,8} Common factors are {1,2} GC.F = 2 AND L.C.F = 1 The magic box / Table .Even +Even Odd + Odd Odd +Even + 0 2 4 6 8 0 | 0 | 2 | 4 | 6 | 8 |	Guided discovery Brain storming Illustrations Explanation Question and answer	Finds the greatest common factors of numbers	Finding common factors and the greatest	Chalk board illustrations	<u>Life Skills</u> Effective communication Problem solving Creative thinking Critical thinking <u>Values</u> Accuracy Fluency	A new Mk MTC pupils boo4 Page 56-66 Primary four mathematics syllabus book page 5-9 and 18	

				2 | 2 | 4 | 6 | 8 | 10 4 | 4 | 6 | | | 6 | 6 | 8 | | | 8 | 8 | 10 | 12 | 14 | 16							
9	**1**	ALGEBRA	**ALGEBRA**	**Collecting like terms involving addition** **<u>Example 1</u>** 4pens + 3 pens +2 pens +4 pens 4p +3p+2p +4p = 13 pens 4p+ 3p+2p +4p = 13 p = 13pens **Collecting like terms involving subtraction** 12 nets – 2nets 12n- 2n 10nets **Collecting like terms and unlike terms** **Example 1** 3 hens +2 rabbits +2 hens +5 rabbits	Guided discovery Brain storming Illustrations Explanation Question and answer	The learner; Collects like terms The learner; Collects like and unlike terms	Collecting like terms	Real objects like pens, pencils, rulers, straws and books	<u>Life Skills</u> Effective communication Problem solving Creative thinking Critical thinking <u>Values</u> Accuracy Fluency	A new Mk MTC pupils boo4 Page 186-196 Primary four mathematics syllabus book page 5-9 and 18	

				3h + 2r +2h+ 5r 3h+2h+2r+ 5r 5h +7r = 5hens +7 rabbits							

9	**2** **3** **4**			**Application of collecting like terms** Miiro had 2 mangoes and 3 bananas while Nabiryo had 1 mango and 4 bananas. How many mangoes and how many bananas did they have altogether? 2 mangoes + 3 bananas +1 mango +4 bananas 2m +1m+3b+4b 3m+7b = 3mangoes +7 bananas **Solving equations** **Example 1** X +3 = 7 x +3- 3 = 7-3 X+0 = 4 X = 4 **Application** Nyenje bought a ruler and a pencil, together he paid sh 900. If the price of the ruler was shs 500 what was the price of pencil? X + 500 = 900	Guided discovery Brain storming Illustrations Explanation Question and answr	The learner; Collects like and unlike terms The learner; solves equations	Collecting like and unlike terms	Real objects like pens, pencils, rulers, straws and books Chalk board illustrations Chalk board illustrations	Life Skills Effective communication Problem solving Creative thinking Critical thinking Values Accuracy Fluency	A new Mk MTC pupils boo4 Page 186-196 Primary four mathematics syllabus book page 5-9 and 18	

				X + 500 – 500 = 900 – 500 X+0 = 400 X = shs 400							

9	**5**			**Simplifying equations** a) 2k = 6 what is k $\frac{2k}{2} = \frac{6}{2}$ K= 3 b) Y x 6 = 24 $\frac{6y}{6} = \frac{24}{6}$ Y = 4 c) $\frac{e}{6} = 3$ $\frac{e}{6} \times 6 = 3 \times 6$ e = 18	Guided discovery Brain storming Illustrations Explanation Question and answer	The learner; simplifies and solves equations	Simplifying and solving equations Simplifying and solving equations	Chalk board illustrations	Life Skills Effective communication Problem solving Creative thinking Critical thinking Values Accuracy Fluency	A new Mk MTC pupils boo4 Page 186-196 Primary four mathematics syllabus book page 5-9 and 18	