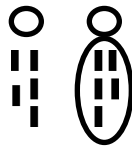

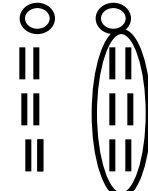


#CREATIVE PRINTERS 0703745068

Our environ- ment	Comm on plants	<p>LESSON 6</p> <p>Content: Dividing 2 digit numbers by 2 with no remainder.</p> <p>Instructions</p> <p>Draw pictures of two boys.</p> <p>Share the given number equally between them.</p> <p>Count how many each one has got.</p> <p>Example</p> <p>1. $10 \div 2 = 5$</p>  <p>2. $8 \div 2 = 4$</p>  <p>3. Share 12 oranges between 2 girls. How many does each get? $12 \div 2 = 6$</p>  <p><u>Activity</u></p> <p>1. Divide the following correctly.</p> <p>(a) $16 \div 2 =$</p> <p>(b) $10 \div 2 =$</p> <p>(c) $24 \div 2 =$</p> <p>(d) $12 \div 2 =$</p> <p>(e) $28 \div 2 =$</p>
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2. There are 16 pencils in a class. If 2 boys shared between themselves. How many did each get?

LESSON 7

Content: Measuring liquid using non-standard units.

Instructions

Get two containers (big and small)

Pour water in both containers.

See which one holds **less** and which one holds **more** water.

Example



container A



container B

Questions

(a) Which container holds less water?


Container A

(b) Container **B** holds more water.

Activity

Identify a container which holds less or more water.



		<p>pot  glass</p> <p>1. Which container holds more water? _____</p> <p>2. Which container holds less water? _____</p> <p>3. A _____ holds less water.</p>
Things we make	Things we make in our community	<p>LESSON 8</p> <p>Content: Counting from 800 – 999.</p> <p>Instructions. Count in ones and in tens</p> <p>Count in ones 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825,...999</p> <p>Count in tens 800, 810, 820, 830, 840, 850, 860, 870, 880, 890, 900.</p> <p>Arrange the numbers from the smallest to the biggest.</p> <p>Examples</p> <p>(a) 804, 805, 803, 801, 802. <u>801, 802, 803, 804, 805.</u></p> <p>(b) 823, 821, 824, 822. <u>821, 822, 823, 824</u></p> <p>Arrange from the biggest number to the smallest number.</p> <p>(a) 804, 801, 803, 802. 804, 803, 802, 801.</p>

		<p>(b) 840, 810, 830, 820. <u>840, 830, 820, 810.</u></p> <p>Activity</p> <p>1. Arrange the following numbers from the smallest to the biggest.</p> <p>(a) 814, 811, 813, 812. _____</p> <p>(b) _____ 865, 862, 863, 864. _____</p> <p>(c) _____ 830, 810, 840, 820. _____</p> <p>(d) _____ 890, 870, 900, 880. _____</p> <p>2. Arrange the numbers in descending order (from the biggest to the smallest)</p> <p>(a) 819, 817, 818, 816. _____</p> <p>(b) _____ 834, 831, 832, 833. _____</p> <p>(c) _____ 870, 890, 860, 880. _____</p> <p>(d) _____ 820, 840, 810, 840. _____</p>
Things we make	Materials for things we make	<p>LESSON 9</p> <p>Content: Counting from 900 – 999.</p> <p>Count in ones</p> <p>900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915,...999</p>

		<p>1. Which number is between? (a) 900, <u>901</u>, 902. (b) 907, <u>908</u>, 909.</p> <p>Count in tens 900, 910, 920, 930, 940, 950, 960, 970, 980, 990.</p> <p>2. Which number comes after? (a) 900, <u>901</u>. (c) 930, <u>931</u>. (b) 904, <u>905</u>.</p> <p>3. Which number comes before? (a) <u>929</u>, 930. (b) <u>989</u>, 990. (c) <u>906</u>, 907.</p> <p><u>Activity</u></p> <p>1. Find and write the number between. (a) 910, ____. (b) 904, ____. (c) 900, ____. (d) 960, ____.</p> <p>2. Which number comes after? (i) 939, ____. (ii) 943, ____. (iii) 980, ____.</p> <p>3. Which number comes before? (i) ____, 933. (ii) ____, 970. (iii) ____, 908.</p>
Things we make	Things we make	<p>LESSON 10</p> <p>Content: Reading and writing number symbols from 600 – 700.</p>

	in the community	<p>Instructions</p> <p>Read the number symbols Identify place values of each digit in a given number to guide you as you read the number symbols. Write the number symbols on your own.</p> <p>Examples</p> <p>600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622,...700.</p> <p>Count in tens</p> <p>600, 610, 620, 630, 640, 650, 660, 670, 680, 690, 700.</p> <p>Activity</p> <ol style="list-style-type: none"> Fill in the missing number. <ol style="list-style-type: none"> 600, ____, 602, 603, ____, ____, 606. 610, 620, ____, ____, 650, ____. Which number comes before? <ol style="list-style-type: none"> ____, 612. ____, 634. ____, 620. Write the number that comes after? <ol style="list-style-type: none"> 640, ____ 623, ____ 614, ____
Things we make	Importance of things we make	<p>LESSON 11</p> <p>Content: Reading and writing number symbols from 700 – 800.</p> <p>Instructions</p> <p>Read the number symbols Identify place value of each digit in a</p>

given number to guide you as you read the number symbols.

Write the number symbols on your own.

Examples

Count in ones

700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722,...800.

Count in tens

700, 710, 720, 730, 740, 750, 760, 770, 780, 790, 800.

Write in ascending order.

705, 703, 702, 700, 701, 704.

700, 701, 702, 703, 704, 705.

Write in descending order (from the biggest to the smallest)

710, 720, 700, 730, 750, 740.

750, 740, 730, 720, 710, 700.

Activity

1. Fill in the missing numbers.

(a) 700, 701, ____, ____, 704, ____.

(b) 700, 710, 720, ____, 740, ____.

(c) 730, 731, ____, 733, ____, 735, ____.

2. Write in ascending order (from the smallest to the biggest).

(a) 703, 700, 702, 701, 705, 704.

(b) 790, 770, 780, 760, 750.

3. Write in descending order (begin with a bigger number to smaller number).

(a) 779, 780, 777, 778.

		<div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 80%;"> (b) 700, 704, 701, 702, 703, 705. </div>																																																																																				
Things we make	Importance of things we make	<p>LESSON 12</p> <p>Content: Adding 3 digit numbers vertically without carrying.</p> <p>Instructions Arrange numbers according to their place values vertically. Add starting from ones to hundreds. Examples</p> <p>1. Add the following</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;"> <p>(a)</p> <table style="border-collapse: collapse; margin: 0 auto;"> <tr> <th style="border-right: 1px solid black; padding: 5px;">H</th> <th style="border-right: 1px solid black; padding: 5px;">T</th> <th style="padding: 5px;">O</th> </tr> <tr> <td style="border-right: 1px solid black; text-align: center;">1</td> <td style="border-right: 1px solid black; text-align: center;">3</td> <td style="text-align: center;">2</td> </tr> <tr> <td style="border-right: 1px solid black; text-align: center;">+ 1</td> <td style="border-right: 1px solid black; text-align: center;">2</td> <td style="text-align: center;">1</td> </tr> <tr> <td style="border-right: 1px solid black; border-top: 1px solid black; text-align: center;">2</td> <td style="border-right: 1px solid black; border-top: 1px solid black; text-align: center;">5</td> <td style="border-top: 1px solid black; text-align: center;">3</td> </tr> </table> </div> <div style="text-align: center;"> <table style="border-collapse: collapse; margin: 0 auto;"> <tr> <th style="border-right: 1px solid black; padding: 5px;">H</th> <th style="border-right: 1px solid black; padding: 5px;">T</th> <th style="padding: 5px;">O</th> </tr> <tr> <td style="border-right: 1px solid black; text-align: center;">3</td> <td style="border-right: 1px solid black; text-align: center;">2</td> <td style="text-align: center;">0</td> </tr> <tr> <td style="border-right: 1px solid black; text-align: center;">+ 2</td> <td style="border-right: 1px solid black; text-align: center;">1</td> <td style="text-align: center;">3</td> </tr> <tr> <td style="border-right: 1px solid black; border-top: 1px solid black; text-align: center;">5</td> <td style="border-right: 1px solid black; border-top: 1px solid black; text-align: center;">3</td> <td style="border-top: 1px solid black; text-align: center;">3</td> </tr> </table> </div> </div> <div style="text-align: center; margin: 20px 0;"> <table style="border-collapse: collapse; margin: 0 auto;"> <tr> <th style="border-right: 1px solid black; padding: 5px;">H</th> <th style="border-right: 1px solid black; padding: 5px;">T</th> <th style="padding: 5px;">O</th> </tr> <tr> <td style="border-right: 1px solid black; text-align: center;">1</td> <td style="border-right: 1px solid black; text-align: center;">3</td> <td style="text-align: center;">0</td> </tr> <tr> <td style="border-right: 1px solid black; text-align: center;">+ 1</td> <td style="border-right: 1px solid black; text-align: center;">3</td> <td style="text-align: center;">0</td> </tr> <tr> <td style="border-right: 1px solid black; border-top: 1px solid black; text-align: center;">2</td> <td style="border-right: 1px solid black; border-top: 1px solid black; text-align: center;">6</td> <td style="border-top: 1px solid black; text-align: center;">0</td> </tr> </table> </div> <p>ACTIVITY</p> <p>1. Add the numbers below.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;"> <p>(a)</p> <table style="border-collapse: collapse; margin: 0 auto;"> <tr><td style="padding: 5px 10px;">3</td><td style="padding: 5px 10px;">0</td><td style="padding: 5px 10px;">7</td></tr> <tr><td style="padding: 5px 10px;">+ 1</td><td style="padding: 5px 10px;">3</td><td style="padding: 5px 10px;">0</td></tr> <tr><td colspan="3" style="border-top: 1px solid black; height: 10px;"></td></tr> <tr><td colspan="3" style="border-top: 1px solid black; height: 10px;"></td></tr> </table> </div> <div style="text-align: center;"> <p>(b)</p> <table style="border-collapse: collapse; margin: 0 auto;"> <tr><td style="padding: 5px 10px;">7</td><td style="padding: 5px 10px;">0</td><td style="padding: 5px 10px;">4</td></tr> <tr><td style="padding: 5px 10px;">+ 1</td><td style="padding: 5px 10px;">2</td><td style="padding: 5px 10px;">3</td></tr> <tr><td colspan="3" style="border-top: 1px solid black; height: 10px;"></td></tr> <tr><td colspan="3" style="border-top: 1px solid black; height: 10px;"></td></tr> </table> </div> </div> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;"> <p>(b)</p> <table style="border-collapse: collapse; margin: 0 auto;"> <tr><td style="padding: 5px 10px;">2</td><td style="padding: 5px 10px;">2</td><td style="padding: 5px 10px;">3</td></tr> <tr><td style="padding: 5px 10px;">+ 1</td><td style="padding: 5px 10px;">3</td><td style="padding: 5px 10px;">2</td></tr> <tr><td colspan="3" style="border-top: 1px solid black; height: 10px;"></td></tr> <tr><td colspan="3" style="border-top: 1px solid black; height: 10px;"></td></tr> </table> </div> <div style="text-align: center;"> <table style="border-collapse: collapse; margin: 0 auto;"> <tr><td style="padding: 5px 10px;">4</td><td style="padding: 5px 10px;">3</td><td style="padding: 5px 10px;">4</td></tr> <tr><td style="padding: 5px 10px;">+ 1</td><td style="padding: 5px 10px;">4</td><td style="padding: 5px 10px;">2</td></tr> <tr><td colspan="3" style="border-top: 1px solid black; height: 10px;"></td></tr> <tr><td colspan="3" style="border-top: 1px solid black; height: 10px;"></td></tr> </table> </div> </div>	H	T	O	1	3	2	+ 1	2	1	2	5	3	H	T	O	3	2	0	+ 2	1	3	5	3	3	H	T	O	1	3	0	+ 1	3	0	2	6	0	3	0	7	+ 1	3	0							7	0	4	+ 1	2	3							2	2	3	+ 1	3	2							4	3	4	+ 1	4	2						
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$$(c) \quad \begin{array}{r} 2 \quad 3 \quad 1 \\ + 1 \quad 1 \quad 3 \\ \hline \hline \end{array} \quad \begin{array}{r} 4 \quad 0 \quad 5 \\ + 3 \quad 1 \quad 0 \\ \hline \hline \end{array}$$

2. Tom had 324 pencils. His mother gave him 132 pencils more. How many pencils did he get altogether?

$$\begin{array}{r} 3 \quad 2 \quad 4 \\ + 1 \quad 3 \quad 2 \\ \hline 4 \quad 5 \quad 6 \end{array} \text{ pencils}$$

LESSON 13

Content: Dividing 2 digit numbers by 2 with no remainder.

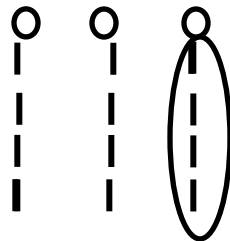
Instructions

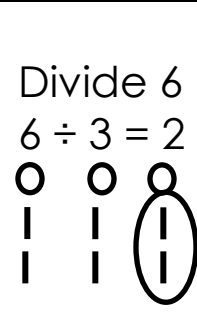
Collect 12, 15, 18, ...items and group them into threes and count the number of members in each group.

Examples


1. Divide the following.


$$(a) \quad 12 \div 3 = 6 \quad (b) \quad 18 \div 3 = 6$$

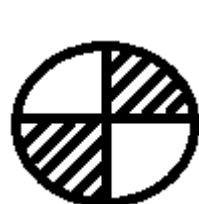



		<div style="text-align: center;">  </div> <p>(b) Divide 6 books among 3 girls.</p> <p>$6 \div 3 = 2$</p> <p>Activity</p> <ol style="list-style-type: none"> Divide the following. <ol style="list-style-type: none"> $15 \div 3 =$ $21 \div 3 =$ $18 \div 3 =$ $24 \div 3 =$ $27 \div 3 =$ $30 \div 3 =$ Share 9 oranges among 3 children. <p>_____</p> 3 boys shared 24 books equally. How many books did each get? <p>_____</p>
	Materials used and their sources	<p>LESSON 14</p> <p>Content: Naming fractions</p> <p>Instructions</p> <p>Have real objects (fruits) like oranges, apples, lemon, and tomatoes. Cut them into different fractions.</p> <p><u>Examples</u></p>

 = $\frac{1}{4}$ a quarter

 = $\frac{1}{2}$ a half

 = $\frac{1}{3}$ a third

 = $\frac{2}{4}$ two quarters




 = $\frac{2}{3}$ two thirds

Activity

1. Name the given fractions.



(c)

		<p>(d) </p> <p>(e) </p> <p>(g) </p>
Things we make	Importance of things we make	<p>LESSON 15</p> <p>Content: Reading and writing fractions.</p> <p>Instructions</p> <p>Have fruits like orange, mangoes etc Cut them into different fractions and name them.</p> <p>Example</p> <p>(a) $\frac{1}{2}$ a half</p> <p>(b) $\frac{1}{4}$ a quarter</p> <p><u>Activity</u></p> <p>1. Write the fractions below into words.</p> <p>(a) $\frac{1}{4}$ _____</p> <p>(b) $\frac{1}{2}$ _____</p> <p>(c) $\frac{3}{4}$ _____</p> <p>(d) $\frac{2}{5}$ _____</p> <p>(e) 1 _____</p>

		<p>$\frac{5}{6}$ _____</p> <p>(f) $\frac{1}{6}$ _____</p> <p>2. Tom ate $\frac{1}{2}$ of an orange. Write the fraction in words.</p> <p>_____</p> <p>3. Anne lost $\frac{2}{3}$ of her books. Write the fraction in words.</p> <p>_____</p>
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LESSON 16


Content: Drawing fractions


Instructions


Get different fruits (10) and a knife.
Cut them into halves, quarters, thirds
etc and draw for each fraction cut.


Examples

Draw the following fractions below.

(a) $\frac{1}{2} =$ 

(b) $\frac{1}{3} =$ 

(c) $\frac{2}{4} =$ 

(d) $\frac{1}{5} =$ 

Activity

1. Draw the following fractions below.

(a) $\frac{2}{6} =$

(b) $\frac{1}{8} =$

(c) $\frac{1}{3} =$

(d) $\frac{2}{5} =$

(e) $\frac{3}{3} =$

LESSON 17

Content: Shading fractions

Instructions


Draw a whole and divide it into equal parts according to the denominator (number down)


Shade for the number up (numerator)


Shade using slanting straight lines

Examples

Shade the following fractions.

$$\frac{1}{3} =$$


$$\frac{1}{2} =$$


$$\frac{2}{4} =$$


$$\frac{1}{5} =$$


Activity

1. Shade the fractions given below.

(a) $\frac{1}{2} =$

(d) $\frac{1}{5} =$

(b) $\frac{1}{4} =$

e) $\frac{1}{10} =$

		$(c) \frac{1}{8} =$
Transport in our community	Means and uses of transport in our community.	<p>LESSON 18</p> <p>Content: Counting up to 999.</p> <p>Instructions</p> <p>We can count in ones, tens and hundreds.</p> <p>Count in ones</p> <p>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, 32, 33, 34,...999.</p> <p>Count in tens</p> <p>10, 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150, 160, 170, 180, 190, 200, 210, 220, 230, 240, 250, 260,...999.</p> <p>Count in hundreds</p> <p>100, 200, 300, 400, 500, 600, 700, 800, 900</p> <p>Find and write the number between.</p> <p>(a) 900, <u>901</u>, 902.</p> <p>(b) 914, <u>915</u>, 916.</p> <p>(c) 943, <u>944</u>, 945.</p> <p>Find and write the number before.</p> <p>(a) <u>900</u>, 901</p> <p>(b) <u>937</u>, 938.</p> <p>(c) <u>998</u>, 999.</p>

		<p><u>Activity</u></p> <ol style="list-style-type: none"> Fill in the missing numbers in ones. <ol style="list-style-type: none"> 900, ____, 902, ____, 904. 930, 931, ____, ____, 934. Count in tens and fill in the missing numbers. <ol style="list-style-type: none"> 900, 910, ____, 930, 940, ____. 950, ____, 970, ____, 990. Fill in the missing number in hundreds. 100, ____, 300, ____, 500, ____, 700. Find and write the number between. <ol style="list-style-type: none"> 900, ____, 902. 910, ____, 912. 967, ____, 969. Find and write the number before. <ol style="list-style-type: none"> ____, 901. ____, 924. ____, 943. ____, 906.
		<p>LESSON 19</p> <p>Content: Revision of number symbols and names. Revision of number symbols.</p> <p>Instructions Read the number symbols Write number symbols on your own. Identify place values of each digit in a given number to guide you read the number symbols.</p> <p>Examples ✓ Count in ones.</p>

600, 601, 602, 603, 604, 605, 606, 607,
608, 609, 610, 611, ...

Count in tens

600, 610, 620, 630, 640, 650, 660, 670,
680, 690, 700, 710,...

Count in hundreds

100, 200, 300, 400, 500, 600, 700, 800, 900.

Find and tick the **bigger** number.

- (a) 640, 650. ✓
- (b) 683, 682. ✓
- (c) 600, 604. ✓
- (d) 643, 637. ✓

Activity.

1. Fill in the missing numbers in **ones**.

(a) 600, 601, ____, 603, 604, ____.

(b) 642, 643, 644, ____, ____, 647.

2. Count and fill in missing numbers in **tens**.

(a) 600, 610, ____, 630, ____, ____.

(b) 650, ____, 670, 680, ____, 700.

3. Count and fill in the missing numbers in **hundreds**.

(a) 100, ____, 300, ____, 500.

(b) 600, 700, ____, 900.

4. Find and tick the **bigger** number.

- (a) 600, 605.
- (b) 614, 612.
- (c) 631, 630.
- (d) 620, 617.

		134 one hundred thirty eight. 140 one hundred twenty. 138 one hundred thirty four.
		<p>LESSON 21</p> <p>Content: Reading and writing number names 140 – 160.</p> <p>Instructions Identify place values for each digit in the number for each digit. Write the number name following its place value in the number.</p> <p>Examples Write the following in words.</p> <p>(a) H T O 1 4 0 = 100 + 40 One hundred forty.</p> <p>H T O 1 4 7 = 100 + 47 One hundred forty seven</p> <p>H T O 1 6 0 = 100 + 60 One hundred sixty.</p> <p><u>Activity</u> 1. Write the number names for the number symbols below.</p> <p>(a) 143 = _____ (b) 157 = _____ (c) 140 = _____ (d) 160 = _____ (e) 154 = _____</p>

		(f) $151 = \underline{\hspace{2cm}}$ (g) $149 = \underline{\hspace{2cm}}$
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LESSON 22

Content: Identifying missing numbers in a mathematical statement in addition.

Instructions

Take away the given numbers from the answer in an addition statement.

The answer you get becomes the missing number.

Examples

(a) $5 + \boxed{4} = 9$
 $9 - 5 = 4$

(b) $6 + \boxed{3} = 9$
 $9 - 6 = 3$

(c) $\boxed{6} + 4 = 10$
 $10 - 4 = 6$

Identify the missing numbers.

(a) $5 + \boxed{} = 5$

(b) $2 + \boxed{} = 4$

(c) $6 + \boxed{} = 7$

(d) $8 + \boxed{} = 8$

$$(e) \quad 5 + \square = 9$$

$$(f) \quad 10 + \square = 10$$

$$(g) \quad 6 + \square = 11$$

$$(h) \quad \square + 5 = 8$$

$$(i) \quad \square + 2 = 3$$

$$(j) \quad \square + 6 = 6$$

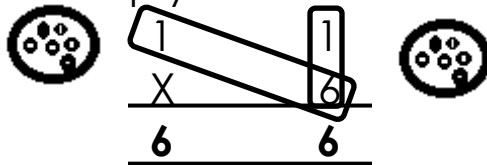
LESSON 23

Content: Multiplying 2 digit numbers by 6.

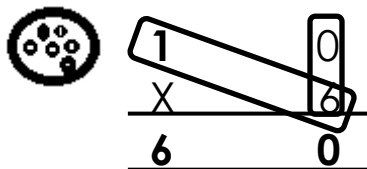
Instructions

Multiply the ones first.


Multiply the tens last.



$$\begin{array}{r} 16 \\ \times 6 \\ \hline 96 \end{array}$$



$$\begin{array}{r} 10 \\ \times 6 \\ \hline 60 \end{array}$$



$$\begin{array}{r} 2 \boxed{1} \\ \times \boxed{6} \\ \hline 12 6 \end{array}$$

Activity

1. Multiply the numbers below.

(a) $\begin{array}{r} 1 1 \\ \times 6 \\ \hline \end{array}$ $\begin{array}{r} 1 0 \\ \times 6 \\ \hline \end{array}$

(b) $\begin{array}{r} 2 0 \\ \times 6 \\ \hline \end{array}$ $\begin{array}{r} 4 1 \\ \times 6 \\ \hline \end{array}$

(c) $\begin{array}{r} 4 1 \\ \times 6 \\ \hline \end{array}$ $\begin{array}{r} \\ \hline \end{array}$

(d) $\begin{array}{r} 3 0 \\ \times 6 \\ \hline \end{array}$ $\begin{array}{r} \\ \hline \end{array}$

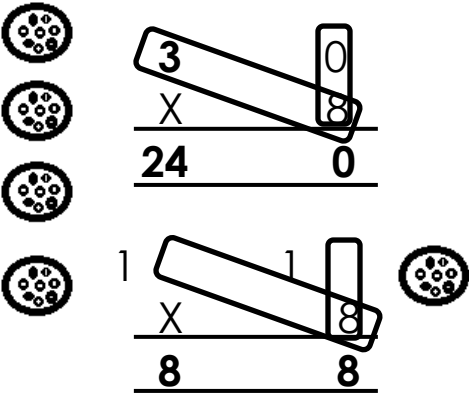
LESSON 24

Content: Multiplying 2 digit numbers by 8.

Instructions

Multiply the ones first.

Multiply the tens last.

		 <p>Activity</p> <p>1. Multiply the numbers below.</p> <p>(a) $\begin{array}{r} 10 \\ \times \\ \hline \end{array}$</p> <p>(b) $\begin{array}{r} 31 \\ \times \\ \hline \end{array}$</p> <p>(c) $\begin{array}{r} 50 \\ \times \\ \hline \end{array}$</p> <p>(d) $\begin{array}{r} 20 \\ \times \\ \hline \end{array}$</p> <p>(e) $\begin{array}{r} 40 \\ \times \\ \hline \end{array}$</p> <p>(f) $\begin{array}{r} 20 \\ \times \\ \hline \end{array}$</p>
	Dangerous	<p>LESSON 25</p> <p>Content: Multiplying 2 digit numbers by</p>

	things on the road.	<p>10.</p> <p>Instructions</p> <p>Multiply the ones first. Multiply the tens. Add the zero (0) to the members. Multiply horizontally.</p> <p>Examples</p> <p>Multiply these given numbers.</p> <p>(a) $13 \times 10 = 130$. (b) $15 \times 10 = 150$. (c) $12 \times 10 = 120$.</p> <p>Activity</p> <p>1. Multiply the numbers below.</p> <p>(a) $31 \times 10 =$ (b) $30 \times 10 =$ (c) $51 \times 10 =$ (d) $48 \times 10 =$ (e) $11 \times 10 =$ (f) $34 \times 10 =$</p>
	Means and uses of transport in our community.	<p>LESSON 26</p> <p>Content: Multiplying 3 digit numbers by 6.</p> <p>Instructions</p> <p>Multiply the ones first. Multiply the tens. Multiply the hundreds.</p> <p>Examples</p> <p>Multiply the numbers below.</p>

$$\begin{array}{r} 106 \\ \times 6 \\ \hline 636 \end{array}$$

$$\begin{array}{r} 112 \\ \times 6 \\ \hline 672 \end{array}$$

Activity

1. Multiply the numbers below.

(a)
$$\begin{array}{r} 200 \\ \times 6 \\ \hline \end{array}$$

(d)
$$\begin{array}{r} 301 \\ \times 6 \\ \hline \end{array}$$

(b)
$$\begin{array}{r} 110 \\ \times 6 \\ \hline \end{array}$$

(e)
$$\begin{array}{r} 100 \\ \times 6 \\ \hline \end{array}$$

(c)
$$\begin{array}{r} 110 \\ \times 6 \\ \hline \end{array}$$

(f)
$$\begin{array}{r} 201 \\ \times 6 \\ \hline \end{array}$$

Road
safety

LESSON 27

Content: Multiplying 3 digit numbers by 8.

Instructions

Multiply the ones first.

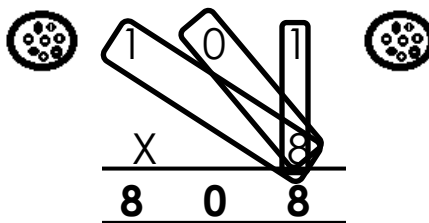
Multiply the tens.

Multiply the hundreds.

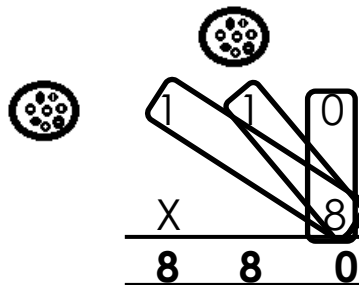
Write the answers under the correct place values.

Examples

1. Multiply the numbers below.

(a) 

$$\begin{array}{r} 108 \\ \times 8 \\ \hline 808 \end{array}$$

(b) 

$$\begin{array}{r} 110 \\ \times 8 \\ \hline 880 \end{array}$$

Activity

1. Multiply the numbers below.

(a)
$$\begin{array}{r} 210 \\ \times 8 \\ \hline \end{array}$$

(d)
$$\begin{array}{r} 100 \\ \times 8 \\ \hline \end{array}$$

(b)
$$\begin{array}{r} 101 \\ \times 8 \\ \hline \end{array}$$

(e)
$$\begin{array}{r} 201 \\ \times 8 \\ \hline \end{array}$$

(c)
$$\begin{array}{r} 300 \\ \times 8 \\ \hline \end{array}$$

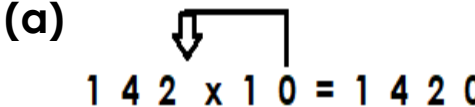
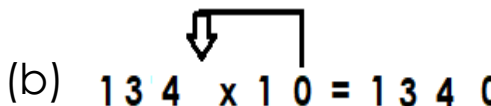
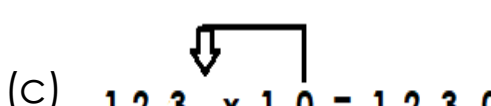
(f)
$$\begin{array}{r} 201 \\ \times 8 \\ \hline \end{array}$$

Dang
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things
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LESSON 28

Content: multiplying 3 digit numbers by 10.

NOTE:

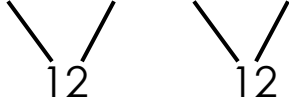
	road	<p>When multiplying numbers by 10, move the zero from the number of items/ members to the number of groups.</p> <p>Example</p> <p>1. Multiply the numbers below.</p> <p>(a) </p> <p>(b) </p> <p>(c) </p> <p>Activity</p> <p>1. Multiply the numbers below.</p> <p>(a) $1\ 9\ 6 \times 1\ 0 = \underline{\hspace{2cm}}$</p> <p>(b) $3\ 1\ 7 \times 1\ 0 = \underline{\hspace{2cm}}$</p> <p>(c) $1\ 4\ 3 \times 1\ 0 = \underline{\hspace{2cm}}$</p> <p>(d) $1\ 2\ 0 \times 1\ 0 = \underline{\hspace{2cm}}$</p> <p>(e) $1\ 3\ 4 \times 1\ 0 = \underline{\hspace{2cm}}$</p> <p>(f) $1\ 5\ 3 \times 1\ 0 = \underline{\hspace{2cm}}$</p>
		<p>LESSON 29</p> <p>Content: Multiplying using the commutative concept.</p> <p>NOTE:</p> <p>When multiplying numbers by using commutative property, we simply change the position of the numbers while writing the answer.</p> <p>Instructions</p> <p>Study the given numbers.</p>

Change the order of numbers being multiplied.


Examples

Multiply using commutative property.


(a) $3 \times 4 = 4 \times 3$



(b) $2 \times 3 = 3 \times 2$



(c) $5 \times 4 = 4 \times 5$



(d) $7 \times 8 = 8 \times 7$

Activity

Multiply using commutative property.

(a) $1 \times 4 = \underline{\quad} \times 1$

(b) $3 \times 6 = 6 \times \underline{\quad}$

(c) $5 \times 2 = \underline{\quad} \times 5$

(d) $2 \times 4 = 4 \times \underline{\quad}$

(e) $4 \times 3 = \underline{\quad} \times \underline{\quad}$

(f) $7 \times 2 = \underline{\quad} \times \underline{\quad}$

(g) $10 \times 3 = \underline{\quad} \times \underline{\quad}$

(h) $6 \times 5 = \underline{\quad} \times \underline{\quad}$

(i) $6 \times 3 = \underline{\quad} \times \underline{\quad}$

(j) $0 \times 9 = \underline{\quad} \times \underline{\quad}$

LESSON 30

Content: Interpreting information from a bar graph.

NOTE

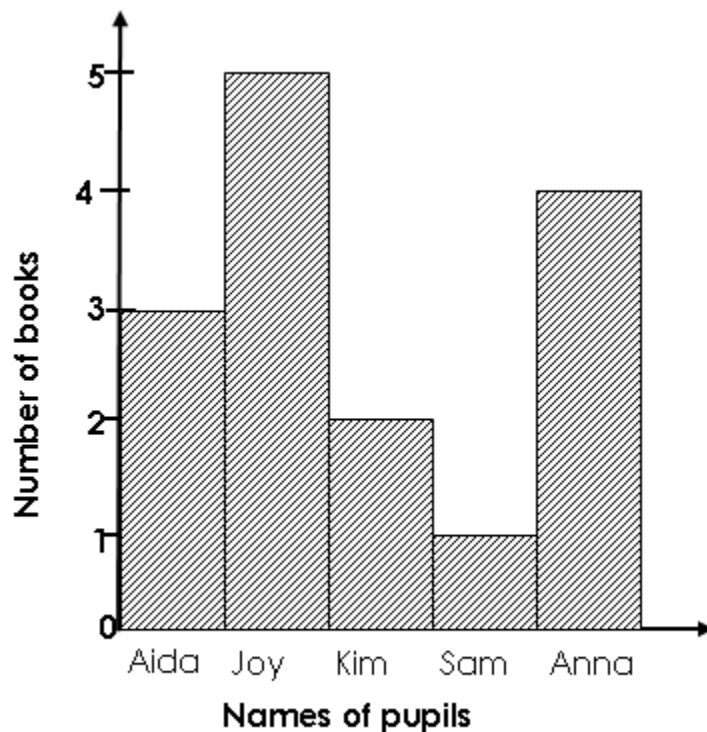
The horizontal part of a bar graph shows

the names of the people.

The vertical part of the bar graph shows the number of items each person got.

Example

Study the graph below and answer the questions that follow. These bars stands for the number of books given to 5 pupils.



Questions

1. Who got the biggest number of books?

Joy

2. How many books did Anna get?

4 books

3. who got the least number of books?

Sam

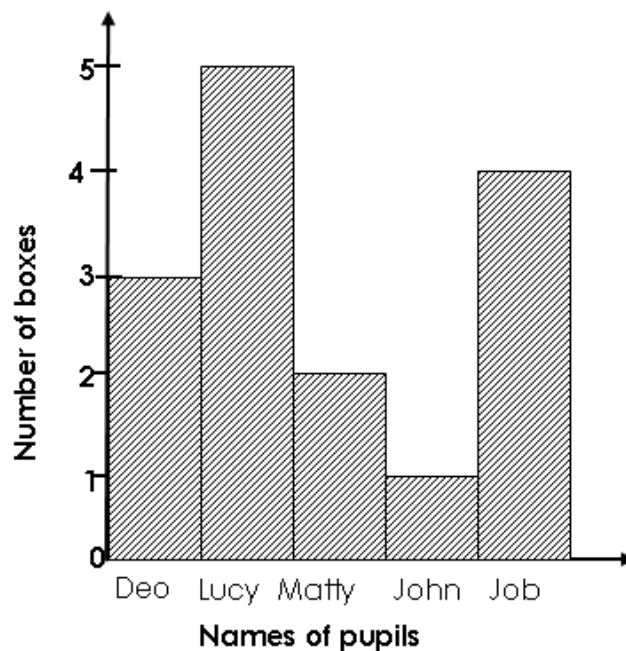
4. Add the number of books for Aida, Joy, Kim and Sam.

$$3 + 5 + 2 + 1 = 11 \text{ books}$$

5. Anna got 4 books.

Activity

The bar graph below shows the number of boxes collected by the 5 pupils. Use it to answer the given questions.



Questions

(a) How many boxes did Job collect?

(b) How many boxes has Deo?

(c) Who collected the highest number of boxes?

(d) How many boxes did they collect altogether? _____

<p>Accidents and safety</p>	<p>Causes of common accidents in our community.</p>	<p>LESSON 31</p> <p>Content: Counting up to 999.</p> <p>Instructions</p> <p>Count in ones</p> <p>900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915, 916, 917, 918, 919, 920, 921, 922, 923, 924, 925, 926, 927, 928, 929, 930, 931, 932, 933, 934, 945, 936, 937, 938, 939, 940, 941, 942, 943, 944, 945, 946, 947, 950, 951, 952, 953, 954, 955, ...999</p> <p>Count in tens</p> <p>900, 910, 920, 930, 940, 950, 960, 970, 980, 990.</p> <p>Count in hundreds</p> <p>100, 200, 300, 400, 500, 600, 700, 800, 900</p> <p>Arrange from smaller to bigger(ascending order)</p> <p>(a) 904, 902, 900, 905, 901, 903.</p> <p><u>900, 901, 902, 903, 904, 905.</u></p> <p>Arrange from bigger to smaller(descending order)</p> <p>900, 930, 910, 950, 920, 940.</p> <p><u>950, 940, 930, 920, 910, 900.</u></p> <p>Activity</p> <ol style="list-style-type: none"> Count and fill the missing number in ones. 900, 901, ____, 903, 904, ____, 906. Fill in the missing numbers in tens. 900, 910, ____, 930, ____, 950.
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		<p>3. Count and fill the missing numbers in hundreds. 100, 200, ____, 400, ____, 600, ____, 800</p> <p>4. Arrange in ascending order (begin from the smallest to the biggest)</p> <p>(a) 906, 903, 900, 902, 905, 901, 904. _____</p> <p>(b) 915, 913, 910, 912, 914. _____</p> <p>(c) 950, 910, 920, 940, 900, 930. _____</p> <p>(d) 960, 940, 910, 930, 920, 900. _____</p> <p>2. Arrange in descending order (begin from the biggest to the smallest). (a) 901, 903, 900, 904, 906, 905, 902. _____</p> <p>(b) 910, 914, 911, 913, 912. _____</p>
		<p>LESSON 32</p> <p>Content: Reading and writing number symbols from 800 – 900. Read the number symbols from 800 – 900 in ones. 800, 801, 902, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, ...900.</p> <p>Count in tens 800, 810, 820, 830, 840, 850, 860, 870, 880, 890, 900.</p>

		<p>Count in hundreds 100, 200, 300, 400, 500, 600, 700, 800, 900. Find and tick the smallest number. (a) 807, 809, 806. (b) 825, 829, 836.</p> <p><u>Activity</u></p> <p>1. Circle the bigger number. (a) 830, 850, 840. (b) 870, 900, 880. (c) 800, 804, 801. (d) 856, 832, 822.</p> <p>2. Tick the smallest number. (a) 800, 900. (b) 809, 806. (c) 810, 907.</p>
Accidents and safety.	Causes of common accidents in our community	<p>LESSON 33</p> <p>Content: Reading and writing number symbols from 900 – 999. Read the number symbols from 900 – 999 in ones. 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 912, 913, 914, 915, 916, 917, 918, 919, 920 921, 922, 923, 924, 925, 926, 927, 928, 929, 930, 931, 932, ...999.</p> <p>Count in tens 900, 910, 920, 930, 940, 950, 960, 970, 980, 900.</p> <p>Count in hundreds. 100, 200, 300, 400, 500, 600, 700, 800, 900 Which number comes after. (a) 800, 801.</p>

		<p>(b) 813, 814. (c) 830, 831. Which number comes before? (a) 804, 805. (b) 994, 995. (c) 997, 998.</p> <p><u>Activity</u></p> <p>1. Fill in the missing numbers. (a) 800, 801, 802, 803, ____, ____, ____ (b) 800, 810, 820, 830, ____, ____, 860 (c) 991, 992, 993, ____, ____, 995, ____</p> <p>2. Which number comes after? (a) 800, ____. (b) 808, ____ (c) 996, ____ (d) 804, ____ (e) 994, ____ (f) 998, ____</p> <p>3. Which number comes before? (a) ____, 806. (b) ____, 834. (c) ____, 999. (d) ____, 995. (e) ____, 810.</p>
Accident and safety	Causes of common accidents in our	<p>LESSON 34</p> <p>Content: Matching number symbols to number names.</p> <p>Instructions</p> <p>Read the number symbols correctly. Read the number names correctly. Spell the number names correctly.</p>

	community.	<div>1 2 4 one hundred thirty.</div> <div>1 3 0 one hundred twenty four.</div> <div>1 5 4 ninety seven.</div> <div>9 7 one hundred fifty four.</div> <div>Activity</div> <div>Match number symbols to number names.</div> <div><div>1 3 1</div><div>4 6</div><div>1 5 9</div><div>1 0 0</div><div>1 2 7</div><div>1 1 5</div><div>one hundred fifty nine.</div><div>one hundred thirty one.</div><div>forty six.</div><div>one hundred fifteen.</div><div>one hundred.</div><div>one hundred twenty seven</div></div> <div>3. Match the number symbols to number names.</div> <div><div>1 2</div><div>8 6</div><div>4 2</div><div>9 1</div><div>1 4 5</div><div>eighty six.</div><div>forty two.</div><div>ninety one.</div><div>one hundred forty five.</div><div>twelve.</div></div>
		<div>LESSON 35</div> <div>Content: Subtracting 2 digit numbers without borrowing vertically.</div> <div>Instructions</div> <div>Identify the place values.</div> <div>Subtract ones first.</div> <div>Subtract tens last.</div> <div>Count the balls correctly.</div>

Examples

(a)

0	0	0	T		O	0	0	0	0
			3			4			
			-2			1			
			<u>1</u>			<u>3</u>			

(b)

			T		O				
0	0		2		3	0	0	0	
			-1			1			
			<u>1</u>			<u>2</u>			

(c)

					T					O							
					4					6							
					-2					4							
					<u>2</u>					<u>2</u>							

Activity

1.

T	O
2	7
<u>1</u>	<u>5</u>

4.

T	O
8	4
<u>4</u>	<u>2</u>

2.

T	O
4	3
<u>2</u>	<u>1</u>

5.

T	O
3	8
<u>1</u>	<u>4</u>

3.

T	O
4	6
<u>2</u>	<u>1</u>

6.

T	O
2	1
<u>1</u>	<u>0</u>

Joy had 24 oranges. She gave away 13 oranges to her friend. How many oranges did she remain with?

LESSON 36

Content: Subtracting 3 digit numbers without borrowing.

Instructions

Identify the place values.

Subtract ones first

Subtract tens

Subtract hundreds last.

Count the balls correctly.

Write the answer under the correct place values.

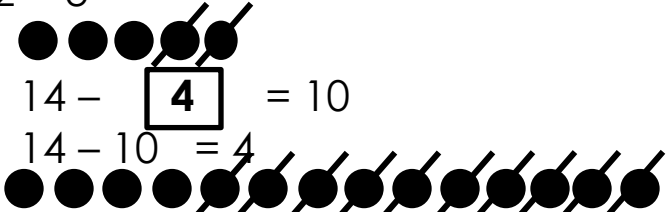
Examples


(a)

H	T	O
2	4	5
-	3	2
<hr/>		
2	1	3

(b)

H	T	O
9	7	6
-7	5	3
<hr/>		
2	2	3

		<p>Activity</p> <p>Subtract the following numbers.</p> <p>(a) $\begin{array}{r} 4 \ 2 \ 8 \\ -3 \ 0 \ 4 \\ \hline \end{array}$</p> <p>(b) $\begin{array}{r} 6 \ 5 \ 4 \\ -5 \ 4 \ 3 \\ \hline \end{array}$</p> <p>(c) $\begin{array}{r} 5 \ 4 \ 3 \\ -3 \ 2 \ 1 \\ \hline \end{array}$</p> $\begin{array}{r} 1 \ 9 \ 4 \\ -1 \ 3 \ 1 \\ \hline \end{array}$ $\begin{array}{r} 7 \ 0 \ 6 \\ -4 \ 0 \ 4 \\ \hline \end{array}$ $\begin{array}{r} 9 \ 8 \ 7 \\ -4 \ 3 \ 2 \\ \hline \end{array}$
	Management of accidents.	<p>LESSON 37</p> <p>Content: Solve algebraic expressions in subtraction.</p> <p>Instructions</p> <p>Take away the answer from the given number in a subtraction statement. The answer you get becomes the missing number.</p> <p>Examples</p> <p>(a) $5 - \boxed{3} = 2$ $5 - 2 = 3$</p> <p>(b) $14 - \boxed{4} = 10$ $14 - 10 = 4$</p> 

(c) $8 - \boxed{5} = 3$
 $8 - 3 = 5$


Activity

1. Find the missing numbers in subtraction.

(a) $4 - \boxed{} = 3$

(b) $5 - \boxed{} = 2$

(c) $7 - \boxed{} = 3$

(d) $8 - \boxed{} = 5$

(e) $9 - \boxed{} = 4$

(f) $15 - \boxed{} = 7$

(g) $19 - \boxed{} = 8$

First
aid

LESSON 38

Content: Solve algebraic expressions in subtraction.

Instructions

Add the answer to the given number in a subtraction statement.

The answer you becomes the missing number.

Examples

$\boxed{11} - 3 = 8$

$8 + 3 = \mathbf{11}$

$\boxed{22} + 2 = 20$

$20 + 20 = \mathbf{22}$

$$\boxed{20} + 5 = 15$$

$$15 + 5 = \mathbf{20}$$

Activity

1. $\square + 3 = 2$

2. $\square + 5 = 8$

3. $\square + 4 = 7$

4. $\square + 15 = 35$

5. $\square + 6 = 7$

6. $\square + 7 = 5$

7. $\square + 9 = 11$

First
aid

LESSON 39

Content: Measuring different in metres.

NOTE:

Metre is a standard unit for measuring length.

$1\text{m} = 100\text{cm}$.

Instructions

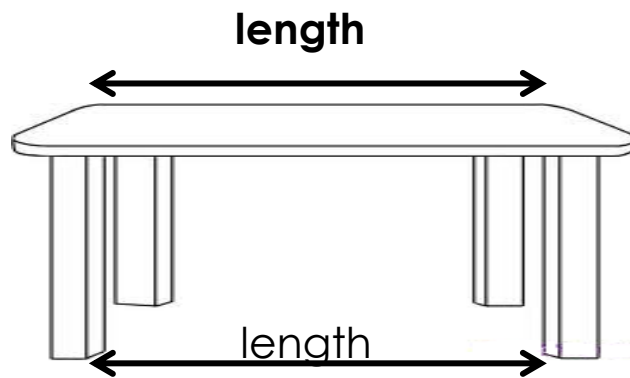
Get 1 metre string, tape measure.

Measure the length (the longer side of your dinning table.

Record the length in metres.

A metre can written using small letter m.

Example



2. Use 1 metre string to measure and record the length (longer side) of the following.

- (a) Bedroom = _____ metres.
- (b) House = _____ metres
- (c) Sitting room = _____ metres.

