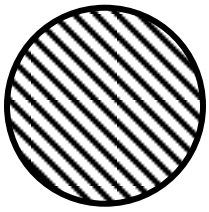
## CONTINUATION OF P.2 LESSON NOTES

**Topic: Fractions**

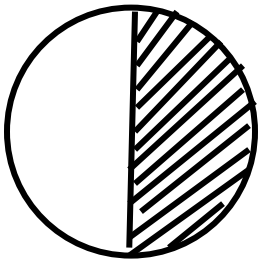
**Lesson: 1**

**Definition:**

**A fraction is a part of a whole.**

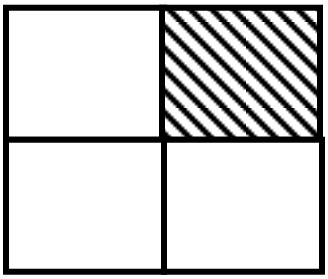


= 1 = a whole or 1 whole



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

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



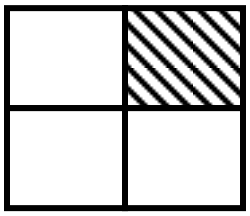
= $\frac{1}{4}$ = a quarter

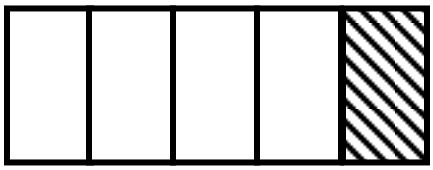
 = $\frac{2}{4}$ = two thirds

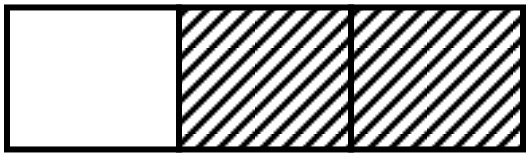
## Activity

**Name these fractions:**

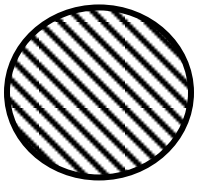
1. 

2. 

3. 

4. 

5. 

6. 

References: Mk Thematic Mathematics Practice pupils book 2 pages 63 – 64.

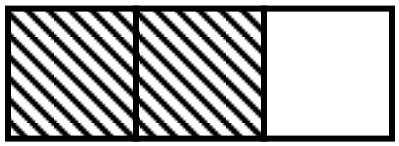
## Lesson: 2

## Sub- topic: Shading Fractions

### Example:

Shade $\frac{2}{3}$ on the diagram below.

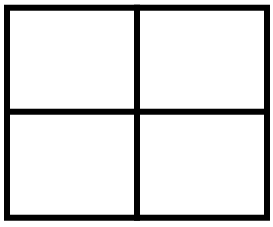
$\frac{2}{3}$ =



### Activity

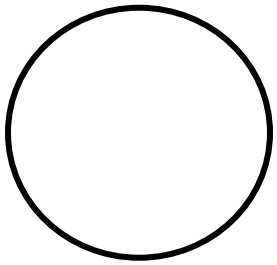
Shade the following fractions

1. $\frac{3}{4}$

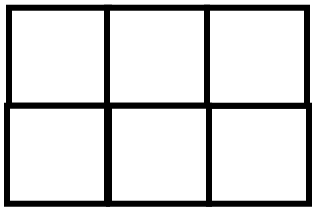


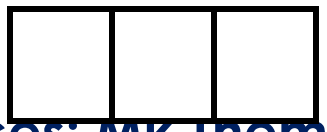
2. $\frac{1}{3}$

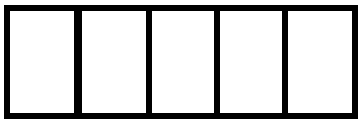
3. $\frac{1}{2}$



4. $\frac{2}{6}$



5. $\frac{2}{3}$ 

6. $\frac{3}{5}$ 

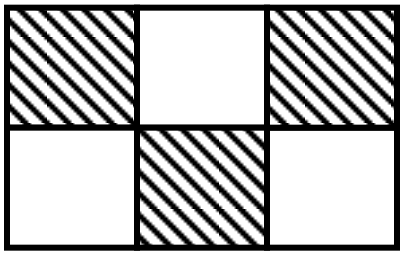
**References: MK Thematic Mathematics Practice pupils book 2 pages 63-64.**

## Lesson: 3

**Sub –Topic: Finding shaded and unshaded fractions.**

### Example:1

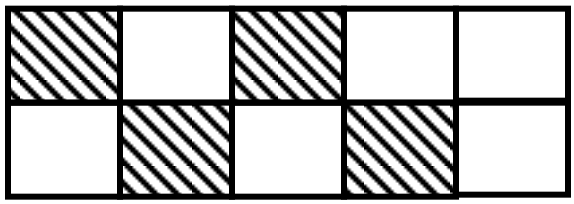
**What fraction is shaded?**



$\frac{3}{6}$ **is shaded**

### Example:2

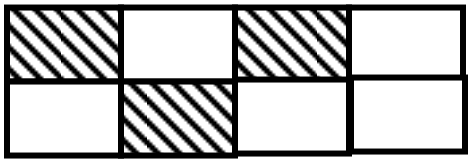
**Write the shaded fraction.**



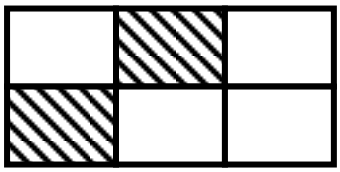
$\frac{4}{10}$ is unshaded

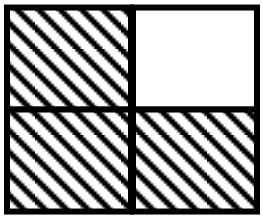
## Activity:

1. Name the shaded fractions.

a) 

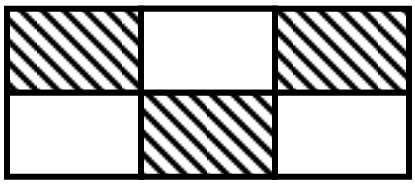
b) 

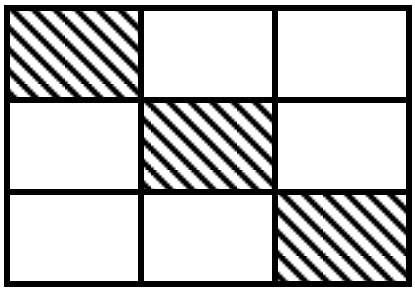
c) 

d) 

2. What is the shaded fraction?

a) 

b) 

c) 

d) 

References: Mk Thematic Mathematics practice pupils book 2 page 67

## Lesson Four

## Comparing Fractions

### Symbols used :

Greater than → >

Less than → <

Equal to → =

**Note**: When comparing fractions, you should draw wholes of the same size.

- Shade the given fraction in the wholes.
- Compare the fractions basing on the shaded regions.

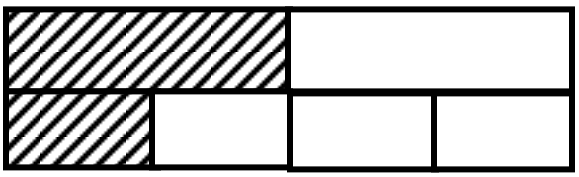
  **Examples:**

## Compare these fractions

$\frac{1}{2}$ and $\frac{1}{4}$

$\frac{1}{2}$

$\frac{1}{4}$



The bigger fraction is $\frac{1}{2}$

The smallest fraction is $\frac{1}{4}$

$\frac{1}{2}$ is bigger than $\frac{1}{4}$

$\frac{1}{4}$ is smaller than $\frac{1}{2}$

## Activity:

Compare these fractions using 'bigger than' or 'smaller than'.

1. $\frac{1}{3}$ and $\frac{1}{2}$
2. $\frac{1}{2}$ and $\frac{1}{5}$
3. $\frac{2}{3}$ and $\frac{1}{2}$
5. $\frac{2}{4}$ and $\frac{1}{3}$
6. $\frac{3}{5}$ and $\frac{1}{5}$
7. $\frac{1}{4}$ and $\frac{1}{3}$

4. $\frac{1}{6}$ and $\frac{1}{10}$

8. $\frac{3}{4}$ and $\frac{1}{2}$

**References:** Mk Primary Mathematics 2000
Pupils book 3 pages 99- 100

## Lesson Five

A fraction has 2 parts.

The upper number is called a Numerator.

The lower number is called a Denominator

**Adding fractions with the same denominator**

**Example: 1**

$$\frac{1}{4} + \frac{1}{4} = \frac{1+1}{4}$$

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

When adding fractions of the same denominator, write the denominator once and add the numerators.

**Example: 2**

$$\frac{3}{7} + \frac{2}{7} = \frac{3+2}{7}$$

$$= \frac{5}{7}$$

**Activity:**

1. $\frac{1}{4} + \frac{2}{4} =$

5. $\frac{1}{10} + \frac{4}{10} =$

2. $\frac{5}{9} + \frac{2}{9} =$

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

4. $\frac{3}{7} + \frac{2}{7} =$

6. $\frac{4}{8} + \frac{3}{8} =$

7. $\frac{3}{5} + \frac{1}{5} =$

8. $\frac{2}{6} + \frac{3}{6} =$

Reference: Mk Primary Mathematics 2000 pupils book 3 page 103.

## Lesson: Six

## Fractions in real life.

## Examples:

A pupil read $\frac{1}{8}$ of the on Monday and $\frac{2}{8}$ of it on Tuesday. What fraction did the pupil read altogether?

$\frac{1}{8} + \frac{2}{8} = \frac{1+2}{8}$

$= \frac{3}{8}$

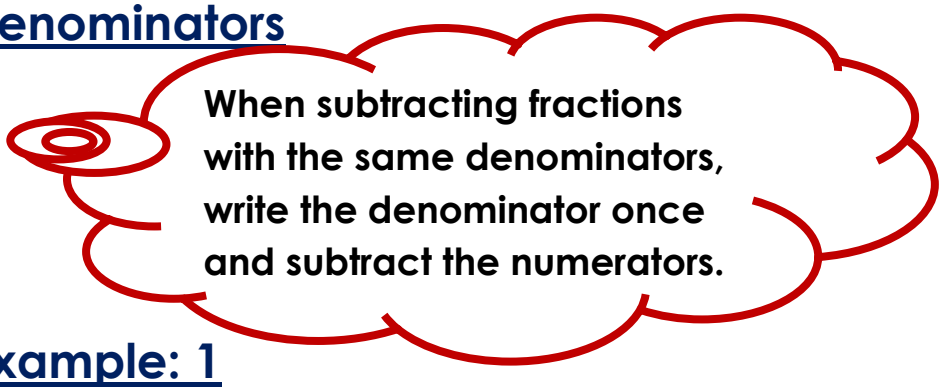
## Activity:

1. Find the sum of $\frac{7}{15}$ and $\frac{4}{15}$ .
2. I walked $\frac{4}{9}$ of the journey and I ran $\frac{3}{9}$ of it. What fraction did I cover altogether?
3. Add $\frac{3}{7}$ to $\frac{1}{7}$.
4. Jane ate $\frac{5}{8}$ of the cake and Sarah $\frac{2}{8}$ of it .What fraction of the cake did they eat altogether?

**Reference: Mk Primary Mathematics 2000 pupils Book 3 page 104.**

## Lesson : Seven

## Subtraction of Fractions with the same denominators




### Example: 1

$$\frac{7}{8} - \frac{5}{8} = \frac{7-5}{8}$$

$$= \frac{2}{8}$$

### Example:2

$$\frac{4}{5} - \frac{1}{5} = \frac{4-1}{5}$$

$$= \frac{3}{5}$$

## Activity

1. $\frac{2}{3} - \frac{1}{3} =$
2. $\frac{5}{7} - \frac{2}{7} =$
5. $\frac{7}{10} - \frac{5}{10} =$
6. $\frac{6}{8} - \frac{3}{8} =$

3. $\frac{3}{4} - \frac{1}{4} =$

4. $\frac{11}{21} - \frac{3}{21} =$

7. $\frac{5}{6} - \frac{3}{6} =$

8. $\frac{7}{15} - \frac{4}{15} =$

Reference: Mk Primary Mathematics pupils book 3 pages 107.

## Lesson: Eight

## Subtraction of fractions in Real life

**Key words:**

Remained, left , takeaway, subtract , remove, less, difference.

**Examples:1**

A boy had $\frac{5}{6}$ of a cake. He ate $\frac{2}{6}$ of it .What fraction remained?

$$\frac{5}{6} - \frac{2}{6} = \frac{5-2}{6}$$

$$= \frac{3}{6}$$

**Example: 2**

A girl had an orange. She gave away $\frac{3}{4}$ of it. What fraction remained?

$$\frac{4}{4} - \frac{3}{4} = \frac{4-3}{4}$$

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

## Activity

1. Sheila had $\frac{3}{5}$ of a cake. She ate $\frac{2}{5}$ of it. What fraction of the cake remained?
2. A pupil did $\frac{5}{9}$ of homework in the morning and $\frac{3}{9}$ in the afternoon. What fraction of the homework was left?
3. Find the difference between $\frac{5}{7}$ and $\frac{3}{7}$.
4. What is $\frac{4}{8}$ less $\frac{3}{8}$ ?

Reference: Mk primary Mathematics 2000 pupils book 3 page 108.

## Topic: Measures

## Lesson: One

## Sub topic: Money

### What is money?

- Money is a medium of exchange.
- Money is used for buying and selling things.

There are two types of money.

- Money in coins.
- Money in notes.

**Money in coins**

- Fifty shilling coin.
- One hundred shilling coin.
- Two hundred shilling coin.
- Five hundred shilling coin.
- One thousand shilling coin.

**Money in notes**

-One thousand shilling note.

- Two thousand shilling note.

-Five thousand shilling note.

- Ten thousand shilling note

-Twenty thousand shilling note.

-Fifty thousand shilling note.

## Coins

50 shilling coin


100 shilling coin


200 shilling coin


500 shilling coin


1000 shilling coin

## Activity

1. Get the following coins and trace.

a) 50 shilling coin.

b) 100 shilling coin.

c) 200 shilling coin.

d) 500 shilling coin.

e) 1000 shilling coin.

2. What futures are found on :

a) 100 shilling coin.

b) 200 shilling coin.

c)500 shilling coin.

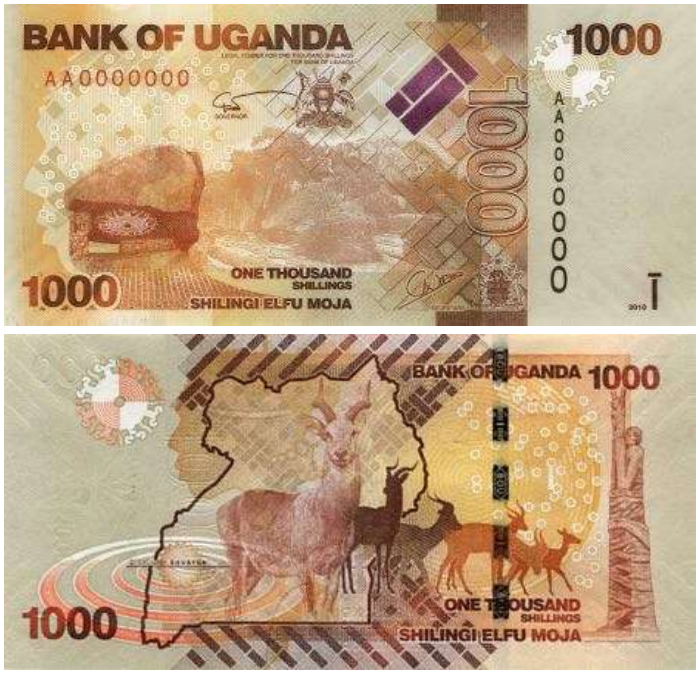
d)1000 shilling coin.

e) 50 shilling coin.

# Lesson : Two

## Money in notes

### One thousand shilling note



## Two thousand shilling note.


## Five thousand shilling note


## Ten thousand shilling note.

**Twenty thousand shilling note.**


**Fifty thousand shilling note**



## Activity:

1. **How many one thousand shilling notes are in Five shilling note?**

2. Ritah was given 2 notes of Twenty thousand shilling. How much money did she have altogether?

3. How many Five thousand shilling notes are in a ten thousand shilling note?

4. What futures are found in a fifty thousand shilling note?

Reference: Mk Primary Mathematics 2000 pupils Book 3 page 176.

## Lesson : Three

### Adding Money

**Example: 1**

Sh. 100 + sh. 50

Sh. 1 0 0

\+ Sh. 5 0

Sh. 1 5 0

**Example: 2**

Sh. 500 + sh. 500

Sh. 5 0 0

\+ Sh. 5 0 0

Sh . 1 0 0 0

**Example: 3**

Sh. 4 5 0

\+ Sh. 3 0 0

Sh. 7 5 0

## Activity

1. sh. 50 +50 =
2. Sh.200 + sh.200 + sh.200=
3. sh. 100 + sh. 150 =
4. sh. 4 0 0

   \+ sh. 5 0 0

5. sh. 1 0 0 0

   \+ sh. 2 5 0

6. sh. 2 0 0 0

   \+ sh. 1 0 0 0

Reference: Mk Primary Mathematics 2000 Pupils Book 3 page 177.

## Lesson: Four

## Application of money in addition

## Key words

**Altogether, sum,more,add, plus , total**

**We use ( + ) sign.**

## Example: 1

**Juma had sh. 250. His friend gave him sh. 300. How much money does Juma have altogether?**

Sh. 2 5 0

\+ sh. 3 0 0

Sh. 5 5 0

## Example: 2

**Mary had sh. 700. Sarah gave her sh.300. How much money has she got altogether?**

Sh. 7 0 0

\+ sh. 3 0 0

Sh . 1 0 0 0

## Example: 3

**Find the sum of sh. 350 and sh.300?**

Sh. 3 5 0

\+ sh . 3 0 0

Sh. 6 5 0

## Activity

1. **Ben has 700 shillings. Sarah has 200 shillings. How much money do they have altogether?**

_____

2. **The girl has sh. 250. Musa gave her sh. 600more. How much money does she have altogether?**

_____

3. A pen costs sh. 500 and a book costs sh. 300 .How much do cost altogether?

_____

4. Find the sum of sh. 250 and sh. 400.

_____

5. Atim had sh.500 and Otim gave her sh.400.How much does Atim have altogether?

_____

6. What is the total of sh.600 and sh. 100?

_____

Reference: Mk Primary Mathematics 2000 Pupils Book 3 Page 178.

## Lesson: Five

## Subtraction of money

Example: 1 Example: 2

| | |
|---|---|
| Sh. 9 5 0 | sh. 5 0 0 |
| - Sh. 5 5 0 | - sh. 2 0 0 |
| sh. 4 0 0 | sh. 3 0 0 |

Example: 3 Examples: 4

Sh. 7 5 0

- Sh. 2 0 0

Sh. 5 5 0

sh. 8 0 0

- sh. 2 0 0

sh. 6 0 0

## Activity

**Subtract these**

1. sh. 7 0 0

   - Sh. 2 0 0

2. Sh. 5 0 0

   - sh. 2 0 0

3. sh. 6 0 0

   - sh. 4 0 0-

4. Sh. 3 5 0

   sh. 2 0 0

5. sh. 1 5 0

   - sh. 5 0

6. Sh. 9 5 0

   - sh. 1 2 0

Reference: Mk Primary Mathematics 2000 Pupils Book 3 Page 179.

## Lesson : Six

## Application of money in subtraction

### Key words

Take away, difference, minus, subtract, remainder, left, less.

We need to use ( - ) sign.

### Example:1

Amina had shs. 700 .She gave Aidah shs. 200. How much did she remain with?

Sh. 7 0 0

\- Sh. 2 0 0

Sh. 5 0 0

She remained with sh. 500

### Example: 2

Ali had shs. 950, he gave Annet shs. 300. How much money did he remain with?

Sh. 9 5 0

- Sh. 3 0 0

Sh. 6 5 0

## Try these

Find the difference between sh. 800 and sh. 500.

Sh. 8 0 0

- Sh. 5 0 0

Sh. 3 0 0

## Activity

1. Mummy had sh. 900. She gave sh. 600 to her friend. How much money did she remain with?

_____

2. Tina had sh. 550. She gave sh. 350 to Tom. How much money did she remain with?

_____

3. Sarah had sh. 800 and bought a pen at sh.300. How much money did she remain with?

_____

4. Find the difference between sh. 500 and
5.

4. Find the difference between sh.500 and sh. 300.

_____

5. Shs. 950 minus shs. 900.

_____

6. Otim had sh.500. He lost sh. 200 .How much money did he remain with?

Reference: Mk Primary Mathematics 2000 Pupils Book 3 Page 180.

## Lesson Seven

### Shopping

**Example;**

Study John's shopping list below and answer the questions that follow.

| Item | Cost |
|---|---|
| Book | Shs. 200 |
| Pen | Shs. 500 |
| Bag | Shs. 1000 |
| Pencil | Shs. 100 |

a) How much did John buy a pen?

John bought a pen at shs. 500

b) How much did he buy a bag and a pencil?

A bag = shs. 1 0 0 0

A pencil = + shs. 1 0 0

Shs. 1 1 0 0

He bought a bag and pencil at shs. 1100

c) How many items did John buy?

John bought 4 items.

d) What was the most expensive item?

A bag was the most expensive item

e) Which is the cheapest item?

The cheapest item is a pencil

**Activity**

Use the shopping list below answer the questions below

| Item | Cost |
|---|---|
| An apple | Sh. 1000 |
| A mango | Sh. 500 |
| A sweet | Sh. 200 |
| Ice cream | Sh. 500 |

1. How many items are in the shopping list?

1. What is the most expensive item?

3. What is the cost of an apple and ice cream?

_____

4. Which is the cheapest item?

_____

5. How much is a mango?

_____

**Reference: Mk Thematic Mathematics Practice Book 2 Pages 95- 96.**

**Topic: Time**

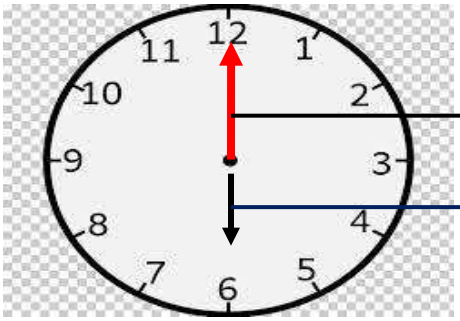
**Lesson One**

**Telling time**

**Examples of things for telling time**

**-The sun, phones, radios, computers, shadows, computers, televisions, laptops, some birds, watches, clocks etc.**

## The clock




**Minute hand**

**Hour hand**

## Note

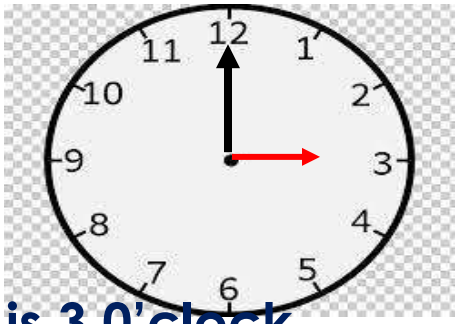
- The short hand is called Hour hand
  It is used to tell hours
- The long hand is called Minute hand
  It is used to tell Minutes
  -There are 60 minutes in 1 hour
  60 seconds in 1 minute.

### Telling time in hours

### Examples:

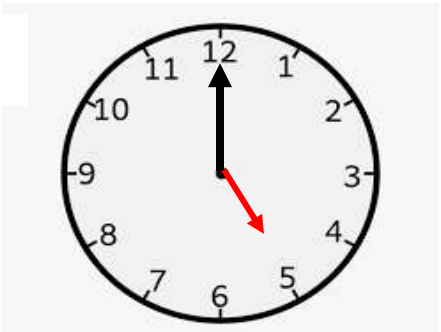
What is the time?

a)



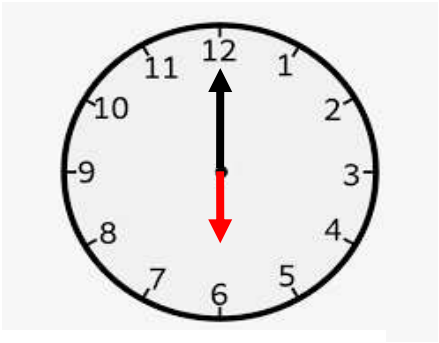

It is 3 0'clock

b)



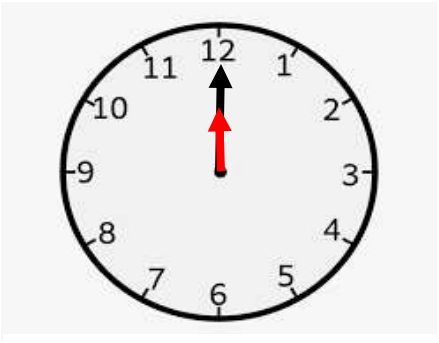

It is 5 o'clock

c)




It is 6 o'clock

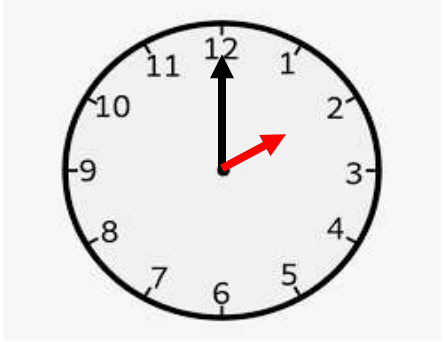
d)




It is 12 o'clock

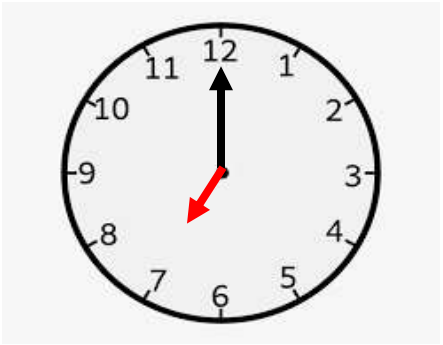
## Activity: Tell the time

1.



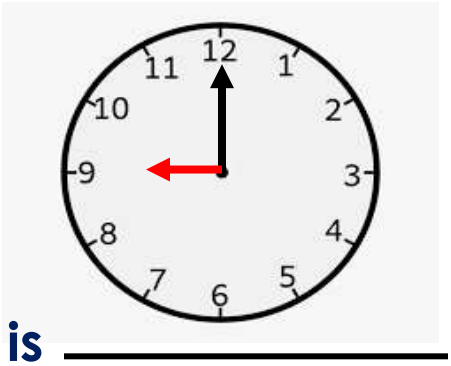

It is _____

2.



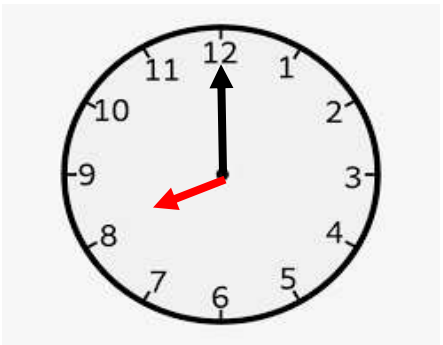

It is _____

3.

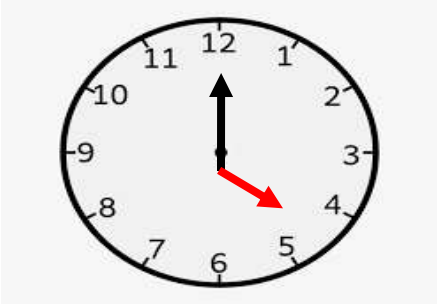


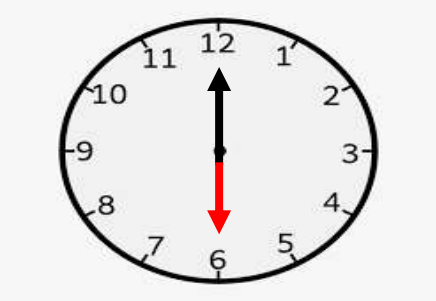

It is _____

4.




It is _____

5. 


6. 


It is _____ It is _____

Reference: Mk Thematic Mathematics Practice Book 2 Pages 99 – 100.

Shasa Thematic Mathematics Practice book Pupils book 2 Pages 101- 103

## Lesson Two

### Telling time in a half past

**Note:**

When the long hand points at 6 and the short hand points between any two numbers, it is half past or 30 minutes past the hour.

**Examples:**

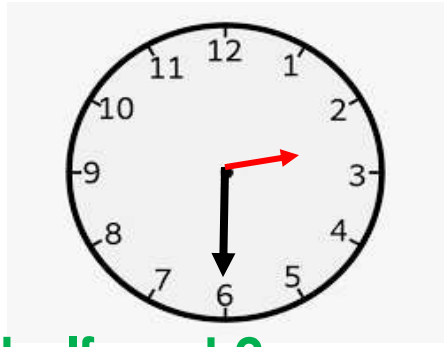
What is the time?

a)


It is half past 9

It is 30 minutes past 9

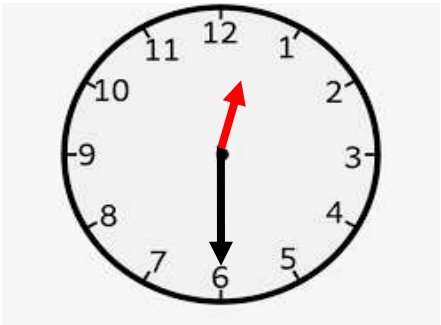
b)




It is half past 2

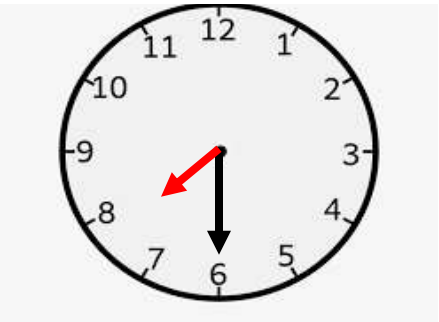
It is 30 minutes past 2

c)




It is half past 12

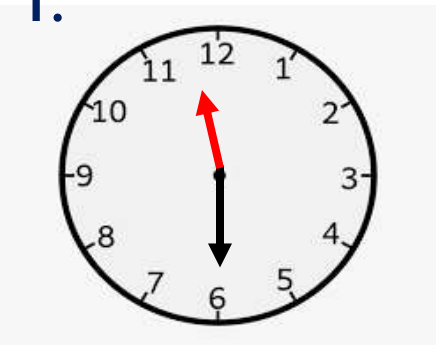
d)



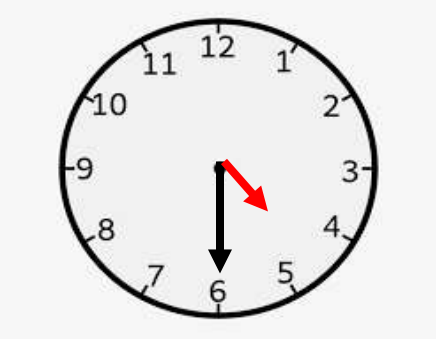

It is half past 7

# Activity

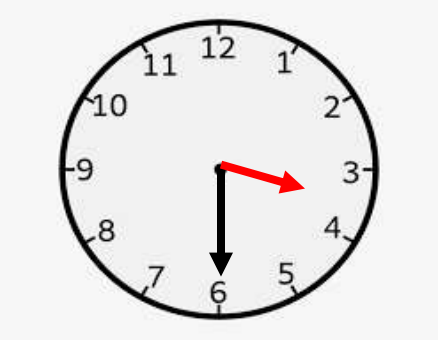
## Tell the time

1. 

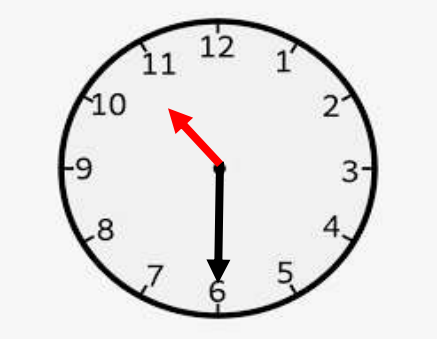
It is _____

2. 

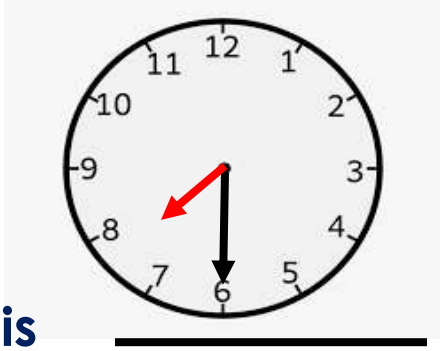
It is _____

3. 

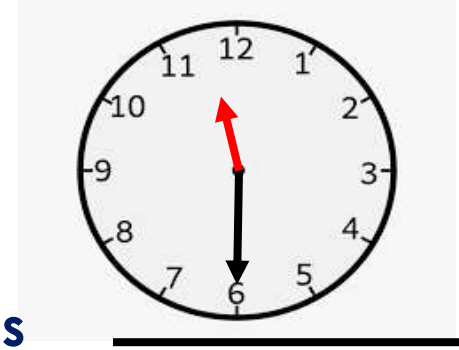
It is _____

4. 

It is _____

5. 

It is _____

6. 

It is _____

**Reference: Mk Primary Mathematics 2000 Pupil's book Pages 128-130**

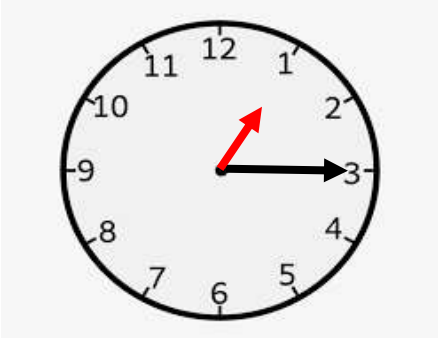
## Lesson Three

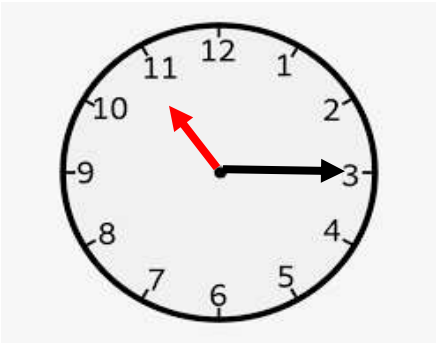
## Telling time using a quarter past

**Note: When the minute hand (long hand) points to 3, we say it is a quarter past or 15 minutes past the hour.**

**Examples:**

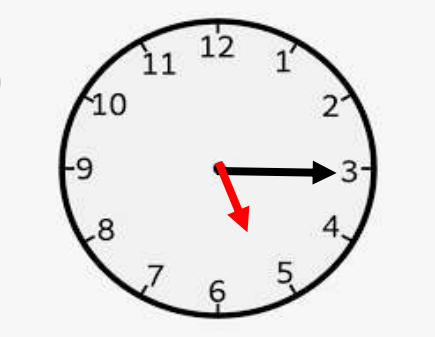
a) Tell the time. b)



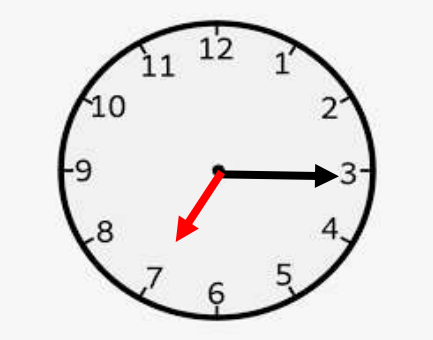




It is a quarter past 1

It is a quarter past 10

c) 

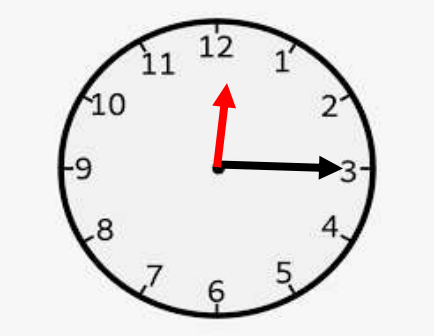
It is a quarter past 5

d) 

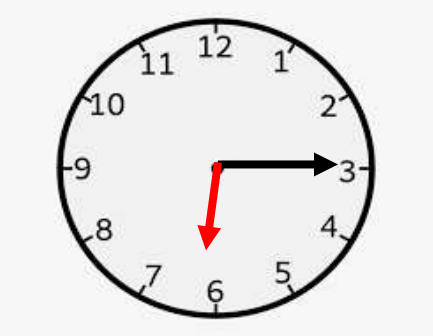
It is a quarter past 7

## Activity

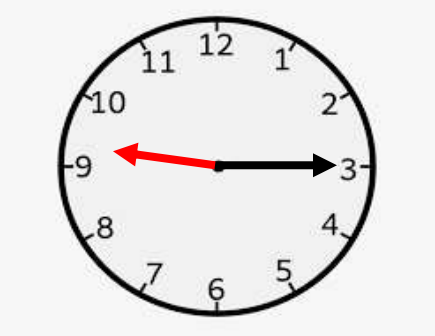
### Tell the time

1. 

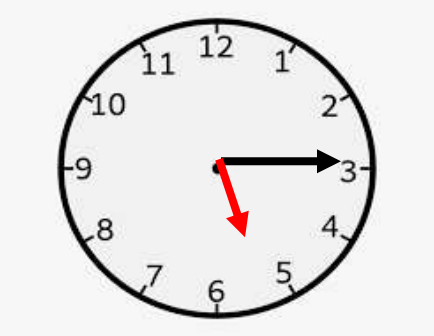
It is _____

2. 

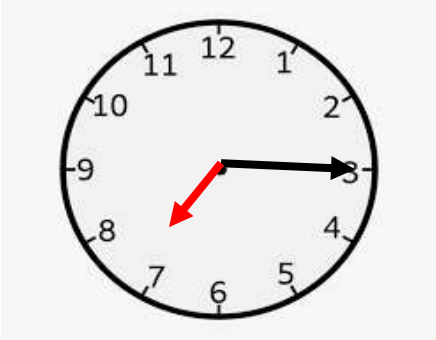
It is _____

3. 

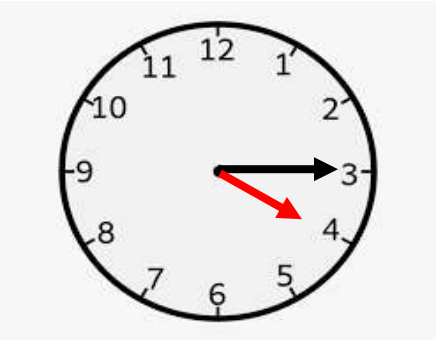
It is _____

4. 

It is _____

5. 

It is _____

6. 

It is _____

Reference: Mk Primary Mathematics 2000 Pupils Book 3 Page 131.

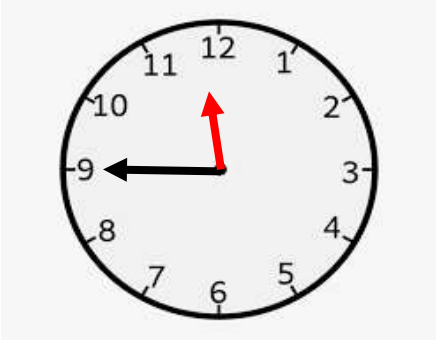
## Lesson Four

## Telling time using (a quarter to)

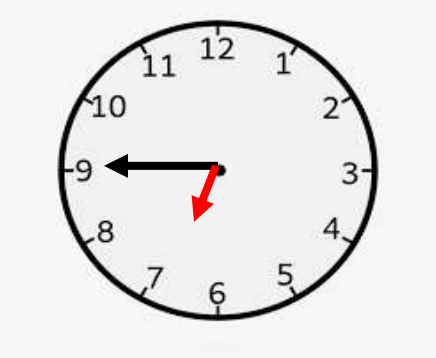
**Note:** When the long hand points to 9, we say it is a quarter to or 15 minutes to the hour.

## Examples:

Tell the time

a) 

15 minutes to 12

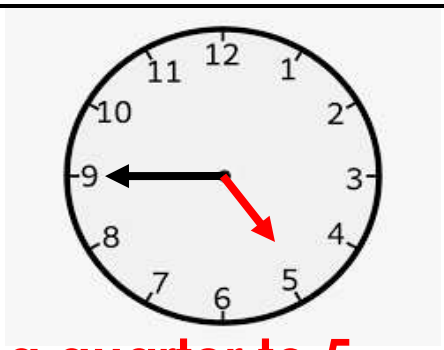
b) 

15 minutes to 7

c)

It is a quarter to 1

d)

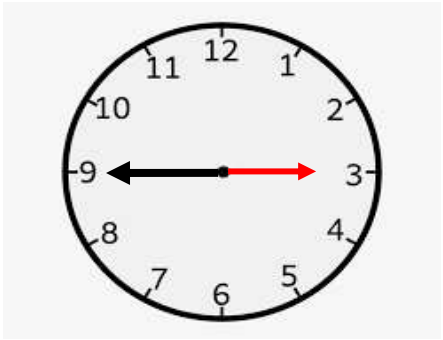


It is a quarter to 5

## Activity:

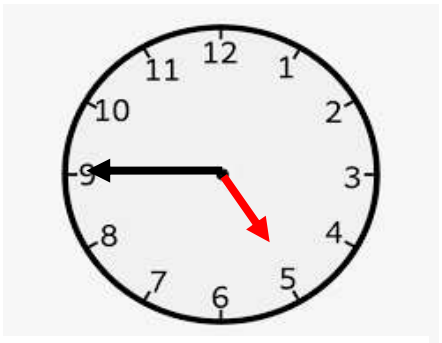
## What is the time?

1.

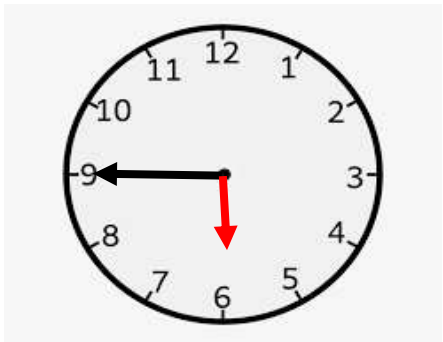


It is _____

2.

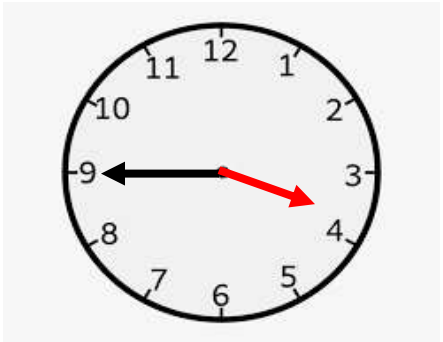


It is _____

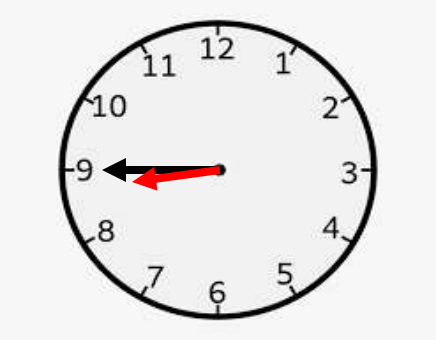


It is _____

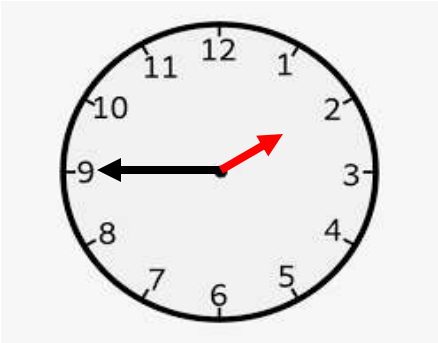
4.



It is _____

5. 


It is _____

6. 


It is _____

**Reference: Mk Primary Mathematics 2000**

**Pupils Book 3 Page132.**

# Length

## Lesson :One

**Length is the distance between two points**


**It is measured in**

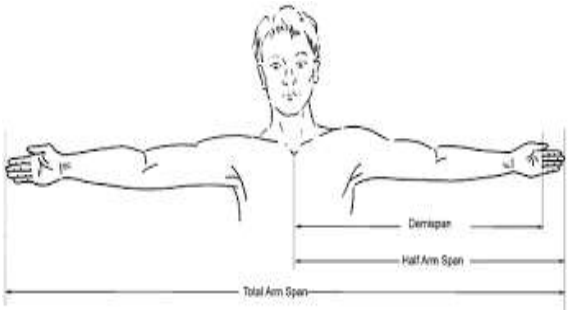
- **Centimeters- cm**
- **Decimeters - dm**
- **Metres - m**
- **Decameters - Dm**
- **Hectometers - hm**
- **Kilometers - km**
- **We can measure length using:**

**- Rulers**

**Arm's length**

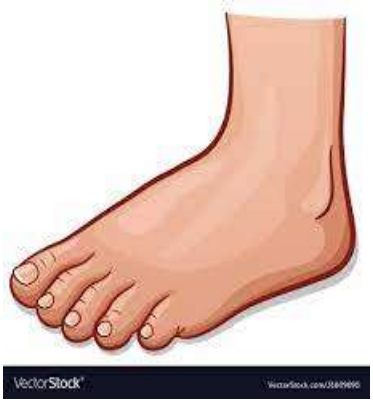
## Hand span

## Fathom




## Palm

## Foot




## Tape measure

## Tape measure


## Stride

- **Strings or Ropes**

## Examples

## Use longer than or shorter than

**a)**

**P**

**Q**

**Which stick is shorter?**

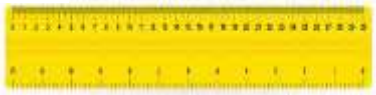
**Stick P is shorter**

**Which stick is longer?**

**Stick Q is longer**

**A**

**B**



**Ruler A is longer than Ruler B**

**Ruler B is shorter than Ruler A**

## Addition of Length

## Examples:

a) 7 m + 2 m =

7 m

\+ 2 m

9 m

b) 9m+ 4m +2m=

9 m

4 m

\+ 2 m

1 5 m

c) 4 2 m

\+ 1 3 m

5 5 m

d) 6 4 cm

\+ 3 cm

6 7 cm

**Activity:**

1. 6 m

\+ 2 m

2. 3 2 cm

\+ 1 4 cm

3. 4 4 m

\+ 2 3 m

4. 7 5 m

\+ 1 2 m

5. 6 7 cm

+ 2 1 cm

6. 5 3 m

+ 6 m

**Reference: Mk Primary Mathematics 2000**

**Pupils Book 3 Pages 142-148.**

## Lesson: Two

### Application of numbers in addition

**Example: 1**

A stick is 2m and a pen is 4 m. How many metres do they have altogether?

A stick = 2 m

A pen = + 4 m

6 m

They are 6 metres altogether

**Example: 2**

A string is 10 m and a thread is 4 m long . How many metres are they altogether?

A string = 1 0 m

A thread = + 4 m

1 4 m

They are 14 metres altogether.

**Example: 3**

A table is 12 m long and a bench is 11m . How many metres are they altogether?

A table = 1 2 m

A bench = + 1 1 m

2 3 m

They are 23 m altogether.

**Activity:**

1. A ruler is 5 m and a nail is 6m. How many metres are they altogether?

2. A bench is 6 m and a desk is 9m .How many metres are they altogether?

3. A chair is 10 m and a table is 10 m.How many metres are they altogether?

_____

4. A window is 4m and a door is 6m. How many metres are they altogether?

_____

5. A pencil is 12 cm and a pen is 13 cm. How many centimetres are they altogether?

Reference: Mk Primary Mathematics 2000 Pupils Book 3 Page 148.

## Lesson : Three

## Subtracting length

## Examples:

a) 8m – 4m=

8 m

\- 4 m

4 m

b) 19m – 8m =

1 9 m

\- 8 m

1 1 m

c ) 6 3 m
- 2 1 m
4 2 m

d) 4 2 m
- 1 2 m
3 3 m

**Activity**

1. 9 3 m
- 3 1 m

2. 9 4 m
- 5 1 m

3. 8 5 m
- 3 3 m

4. 9 8 cm
- 2 2 cm

5. 3 9 cm
- 1 9 cm

6. 2 6 cm
- 1 2 cm

**Reference: Mk Primary Mathematic 2000 Pupils Book 3 Page 149.**

## Lesson: Four

## Finding perimeter

## What is perimeter?

**Perimeter is the total distance round the figure.**

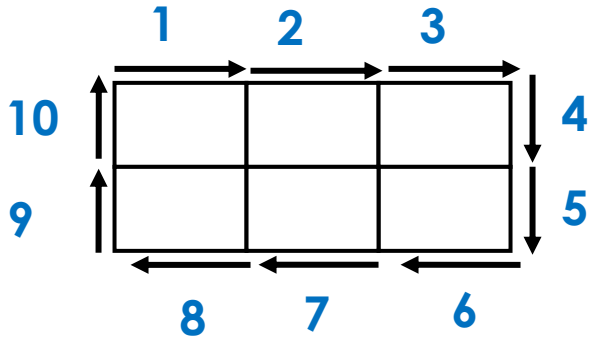
**We can find perimeter in two ways:**

- **By counting steps**
- **By using a formular**

### Finding perimeter by counting steps

### Example: 1

**Find the total distance round the figure below.**

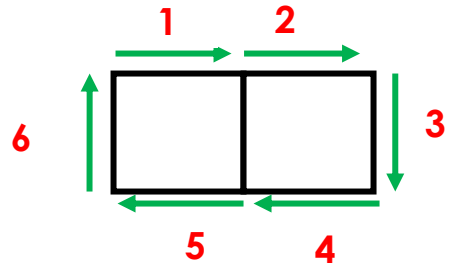



= 10 m

## Example: 2

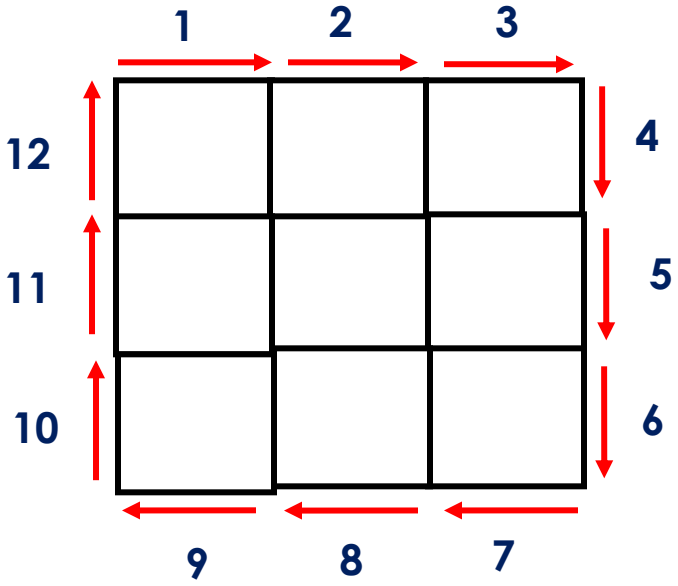
**Find the perimeter of the figure below.**

## Example: 3




= 6 m

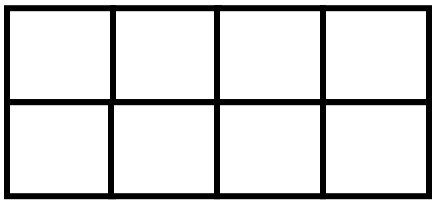
**What is the perimeter of the figure below?**

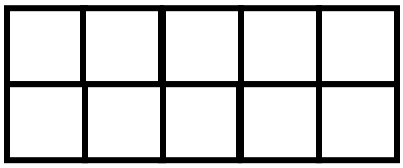


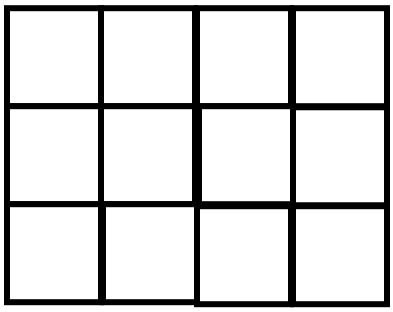

= 12 m

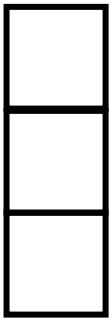
## Activity:

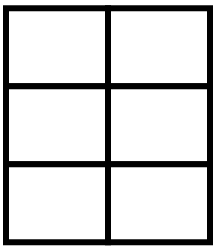
**Find the total distance round the following figures.**

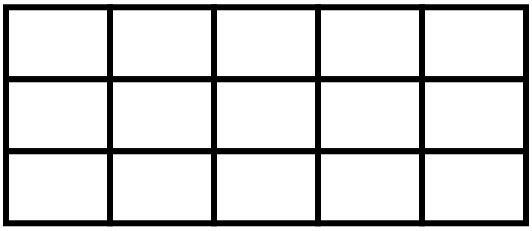
1. 

2. 

3. 

4. 

5. 

6. 

**Reference: Thematic Mathematics Pupils Book 2 Page34- 35**

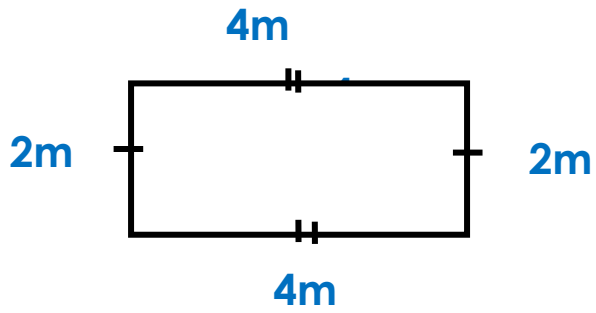
## Lesson: Five

## Finding perimeter by using a formular

**Perimeter is the total distance round the figure.**

## Example: 1

**Find the total distance round the rectangle below.**




**A rectangle has 4 sides**

**A rectangle has a length and a width**

**A length ( L ) is the long side**

**A width (W) is the short side**

**P = L+ W+L+W**

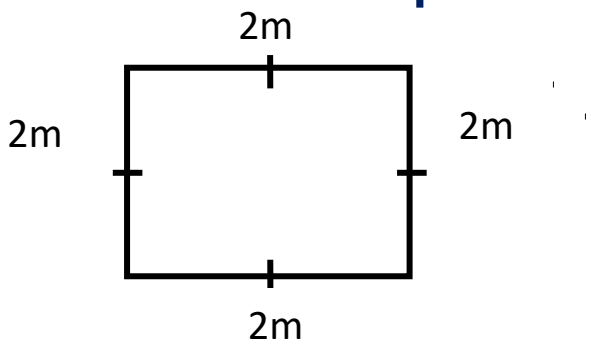
**P = (4m+2m) + (4m+2m)**

**P = 6m + 6m**

**P = 12m**

## Example: 2

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




**P = side + side + side + side**

**P = S + S + S + S**

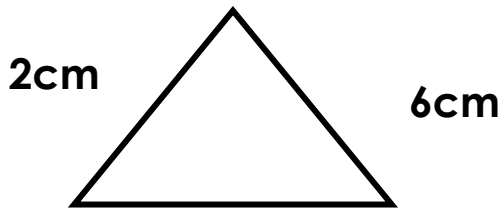
**P = ( 2m + 2m) + (2m +2m)**

**P = 4m + 4m**

**P = 8 m**

## Example:3

**Find the total distance round the triangle below.**




**P = side + side + side**

**P = S + S + S**

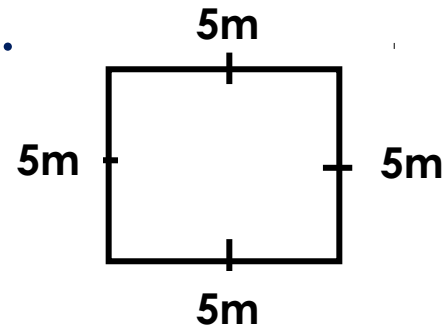
**P = 2cm + 4cm + 6cm**

**P = 12 cm**

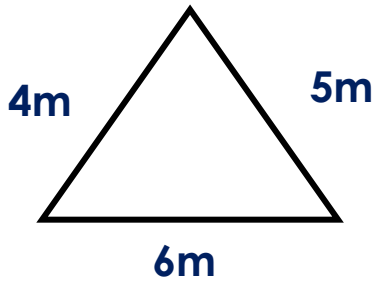
## Activity

## Find the perimeter of the shapes below

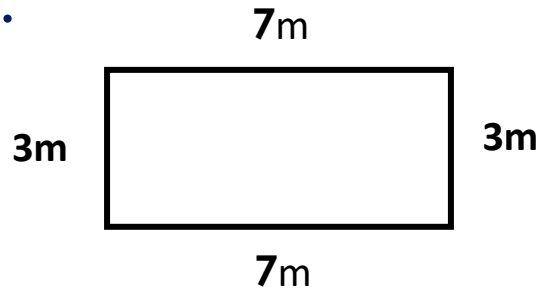
1.




2.




3.

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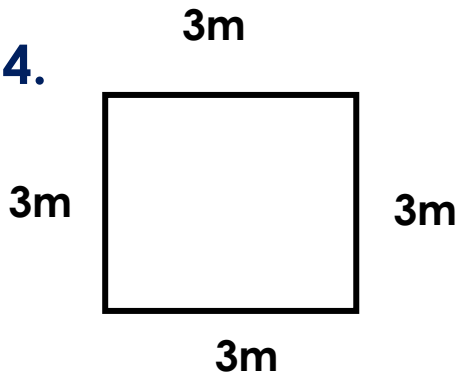
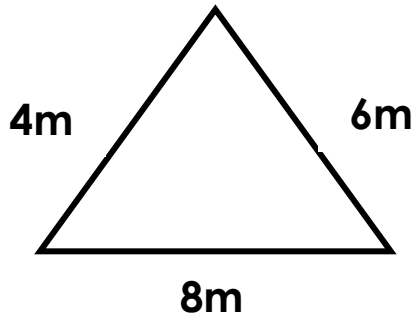
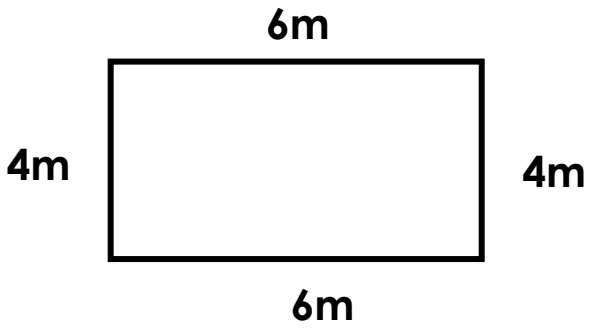



5.




6.




Reference: Mk Primary Mathematics 2000 Pupils Book 3

## Lesson: Six

# Finding Area

## What is area?

Area is the space occupied by an object.

Area can be found in two ways:

- By counting squares
- By using a formular

## Finding Area by counting squares

### Example: 1

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 |

Area = 12 square units

### Example: 2

Find the area of the figure below.

| | | |
|---|---|---|
| 1 | 2 | 3 |
| 4 | 5 | 6 |

Area = 6 square units

## Example: 3

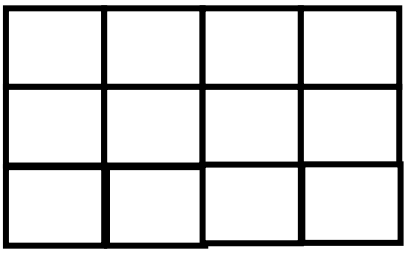
**What is the area of the figure below?**

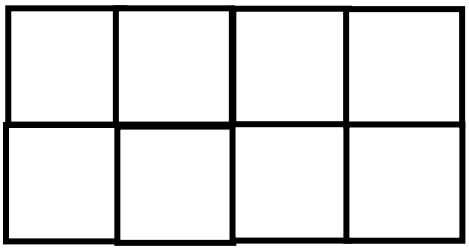
| | | | | | |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 |

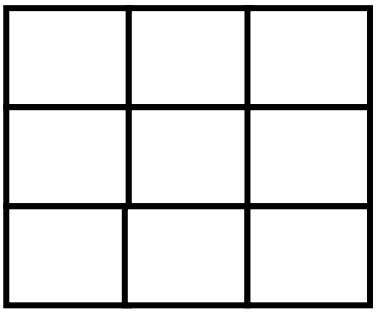
**Area = 18 square units**

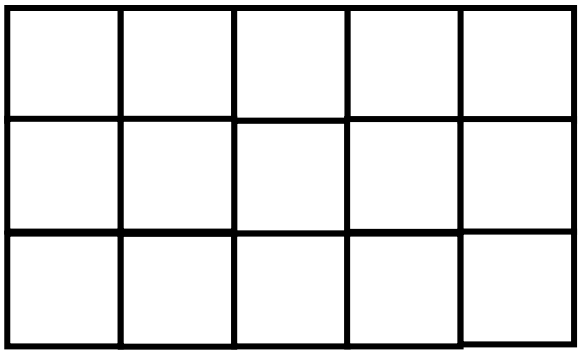
## Activity

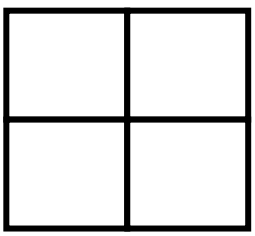
## Find the area of the following figures:

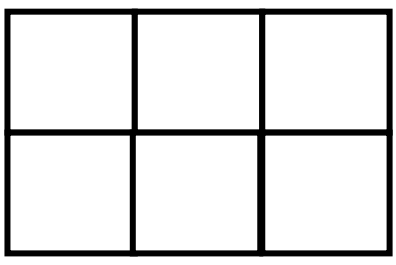
1. 

2. 

3. 

4. 

5. 

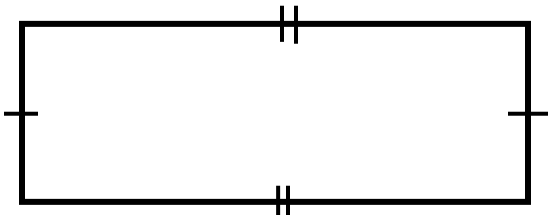
6. 

Reference: Mk Primary Mathematics 2000 Pupils Book 3 Pages 151- 153.

## Lesson: Six

## Finding area by using a formular

We find area by multiplying



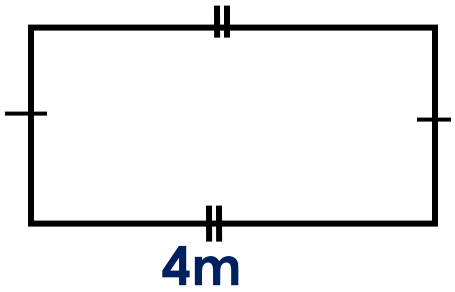

L - Means Length

W – Means Width

Area = Length × Width

### Example: 1

Find the area of the rectangle below.



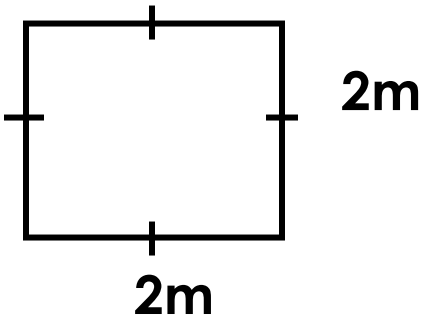

Area = L × W

Area = 4m ×2

Area = $8m^2$

## Example: 2

**Find the area of the square below**



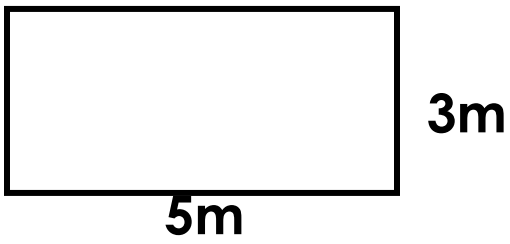

Area = side × side

Area = 2m × 2m

Area = $4m^2$

## Example: 3

**Find the area of the figure below.**




Area = L × W

Area = 5m × 3m

Area = $15m^2$

## Try these

**Find the area of the figure below.**


Area = side × side

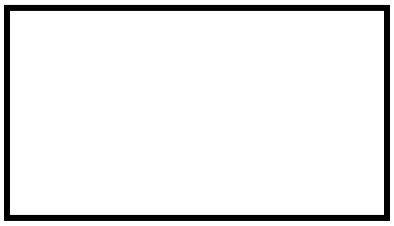
Area = 5m × 5m

Area = $25m^2$

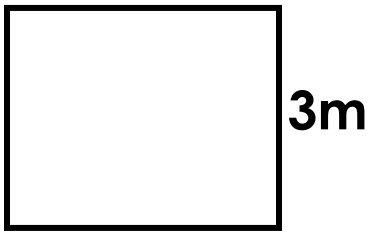
## Activity

**Find the area of the following figures.**

1.

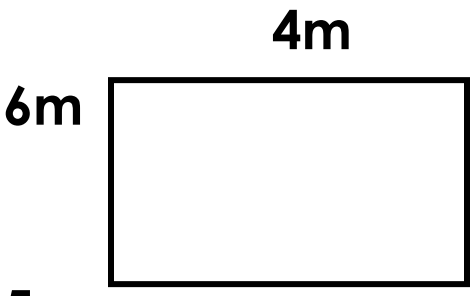



2.

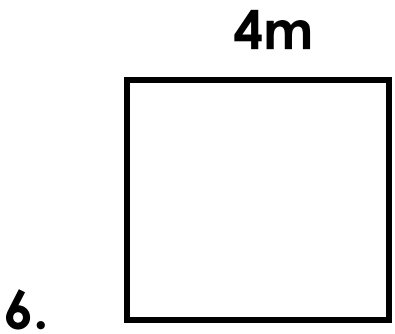



3.

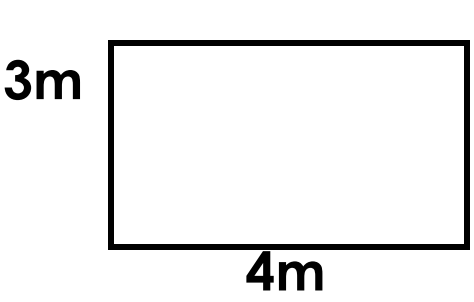
4.

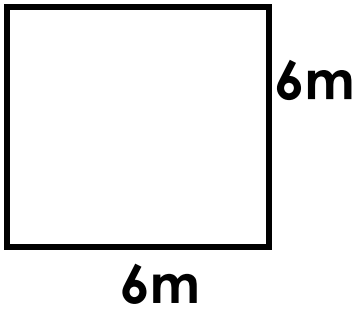



5.




6.




**Reference: Mk Primary Mathematics 2000 Pupils Book 3 Pages 156- 158.**

**Topic: Capacity**

**Lesson: One**

**What is capacity?**

**Capacity is measuring liquids. It is measured in :**

-Milllitres

-Centilitres

Decilitres

-Litres

-Decalitres

-Hectolitres.

**Basic units:**

Litres and Half litres

**Examples of liquids:**

-Water - Cooking oil

- Paraffin - Milk etc.

**Things used for measuring liquids:**

-Jerry cans

- Pots - Jugs

-Bottles - Plates

-Cups - Spoons

## Comparing capacity of different containers

**Words used:**

Less – Means little

More – Means much

**Examples:**

a) Which bottle holds more water?

A B

Bottle A holds more water.

Bottle B holds less water.

**Activity**

Use less or more to fill in the gaps correctly:

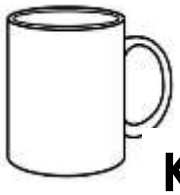
1.

X

Y

a) Pot Y holds_____ water than pot X

b) Pot X holds _____ water than pot Y.



K

L

2. Cup K holds ____ milk than cup L.
   Cup L holds _____ milk than cup K

3.

M

N

Bottle M holds _____ paraffin than bottle N.

Bottle N holds _____ paraffin than bottle M.

Reference: Mk Primary Mathematics 2000 Pupils Book 3 Pages 159- 160.

## Lesson: Two

## Addition of litres and milliliters.

**Example:1**

1 5 0 litres
+ 3 5 0 litres
5 0 0 liters

**Example: 2**

2 4 2 litres
+ 3 5 litres
2 7 7 litres

## Activity

1. 6 9 0 litres
   + 1 0 0 litres
   _____

2. 1 2 0 litres
   + 1 5 0 litres
   _____

2. 40 0 litres
   + 2 0 0 ltres
   _____

4. 3 5 2 litres
   + 1 5 litres
   _____

5.1 3 5 litres
   1 2 0 litres
   + 2 2 2 litres
   _____

6. 1 0 0 litres
   2 1 0 litres
   + 2 3 5 litres
   _____

Reference: Mk Primary Mathematics 2000
Pupils Book 3 Pages 162 – 163.

## Lesson: Three

## Subtraction of litres and millilitres

**Example :1**

4 8 litres
- 2 3 litres
2 5 litres

**Example:2**

6 5 7 litres
- 1 4 5 litres
5 1 2 litres

## Activity

1. 5 6 litres
   -3 2 litres

2. 7 3 litres
   - 5 1 litres

3. 3 8 litres
   - 2 4 litres

4. 6 3 5 litres
   - 2 0 0 litres

6. 4 3 4 litres
   -3 2 1 litres

6. 2 4 7 litres
   - 2 5 litres

Reference: Mk Primary Mathematics 2000 Pupils Book 3 Pages 164 -165.

Topic: Mass

## Lesson: One

### What is mass?

Mass is how heavy or light something is.

It is measured in ;

-Milligrams

Centigrams

-Decigrams

-Grams

-Decagrams

-Hectograms

-Kilograms

**Basic units**

-Grams and Kilograms.

**Things used to measure weight**

Beam balance

-Weighing scale.

-Spring balance.

**Words used:**

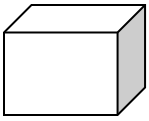
- Heavier

-Lighter

## Examples

a) Box A

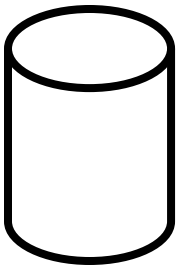
Box B



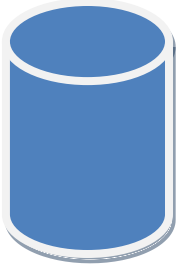
Box A is heavier than box B

Box B is lighter than box A

c) Empty tin



Full tin



The empty tin is lighter than the full tin.

The full tin is heavier than the empty tin

## Activity:

## Use heavier or Lighter correctly

1.

The pot is _____ the bottle.

2. P Q

Bench P is_____than bench Q.

Bench Q is _____ than bench P

3.

The cup is _____ than the ball.

4. A B

Pot A is _____ than pot B

Pot B is _____ than pot A

Reference: Mk Primary Mathemtics 2000 Pupils Book 3 Page169 – 170.

## Addition of kg and g

**Example: 1**

2 3 kg
+ 4 2 kg
6 5 kg

**Example:2**

4 6 kg
+ 3 0 kg
7 6kg

**Activity**

1. 8 3 kg
+ 1 3 kg

2. 3 7 kg
+ 1 2 kg

3. 2 5 kg
+3 3 kg

4. 2 6 kg
+ 5 3 kg

4. 8 5 kg
+ 1 2 kg

6. 5 1 kg
+ 4 5 kg

**Reference: Learners work Book 2 Pages107 - 108.**

## Subtraction of kg and g

**Example: 1**

3 7 kg
-1 2 kg
2 5 kg

**Example: 2**

8 8 kg
- 5 2 kg
3 6 kg

## Activity:

1. 2 6 kg
- 1 3 kg

2. 3 9 kg
- 1 2 kg

3. 8 9 kg
- 6 6 kg

4. 8 3 kg
- 1 0 kg

5. 7 6 kg
-2 6 kg

6. 3 5 kg
- 2 5 kg

Reference: Learners work Book Page 109.

**Topic:** Geometry

**Sub topic:** Shapes

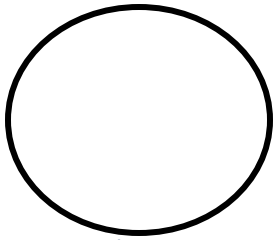
**Content: Recognizing shapes**

**Pictures which can show shapes**

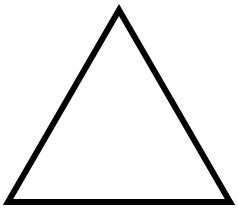
- -Bicycles
- -Houses
- -the sun
- -buckets
- - cars
- - hills
- - kites
- - lorries
- - boats
- - huts
- - drums
- - tables

**Drawing shapes**

**Examples:**

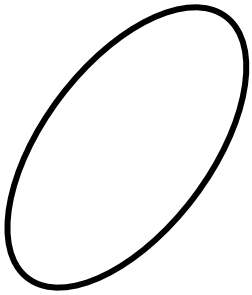


Circle

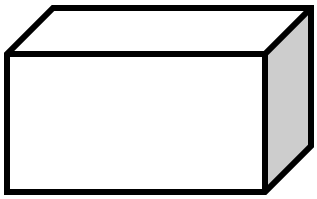


Triangle

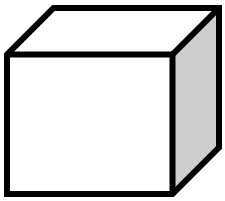
Square



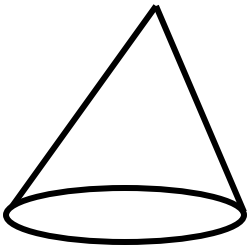
Oval



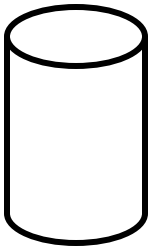
Cuboid



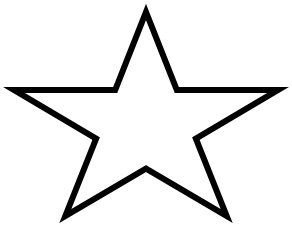
Cube



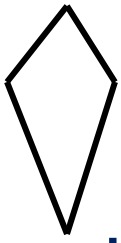
Cone



Cylinder

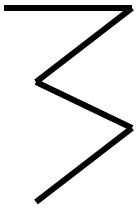


Star



Kite

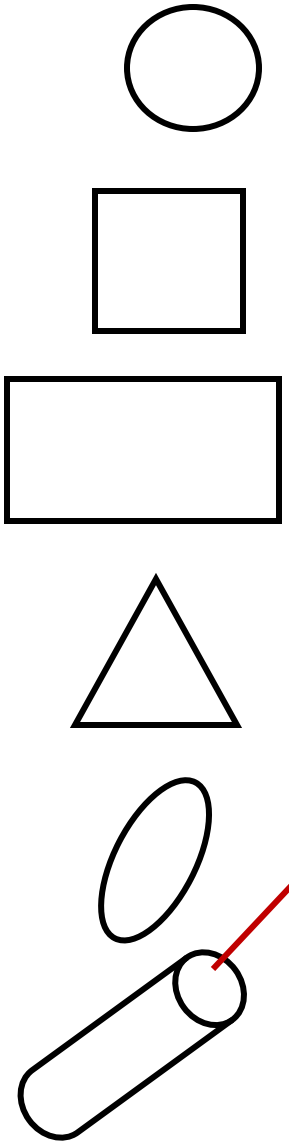
Rectangle



Zigzag

## Activity: A

## Match shapes to their names



Triangle

Oval

Cylinder

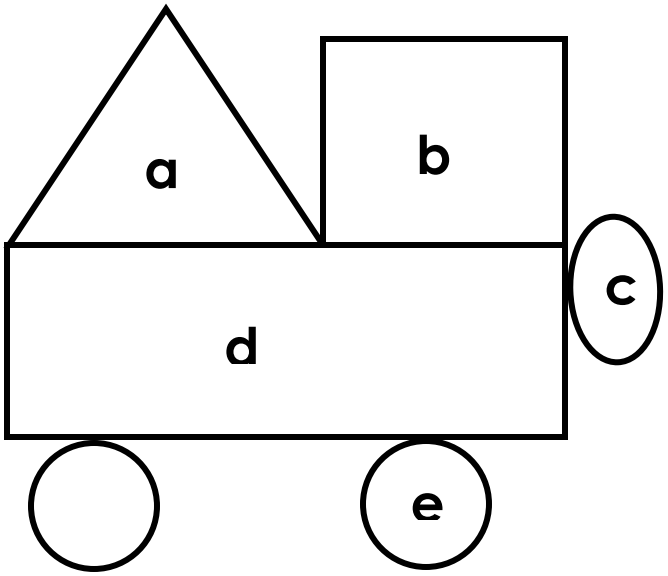
Square

Circle

Rectangle

## Activity: B

## Name these shapes:




a._____ b. _____

c. _____ d._____

e._____

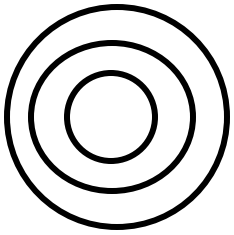
**Reference: Learners work Book 2 Pages 99- 101**

## Lesson: Two

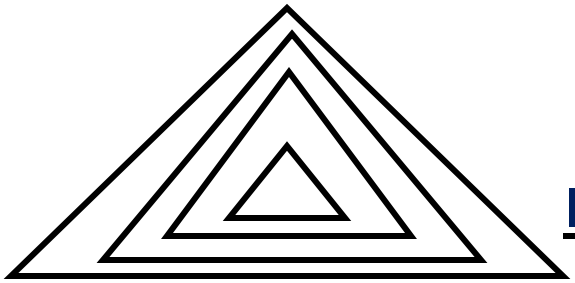
**Identifying number of shapes.**

**Examples:**

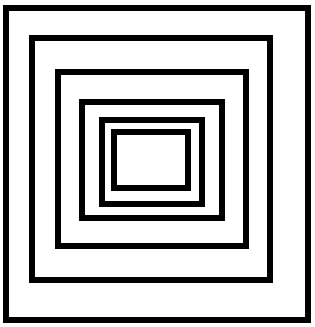
**How many circles can you see?**



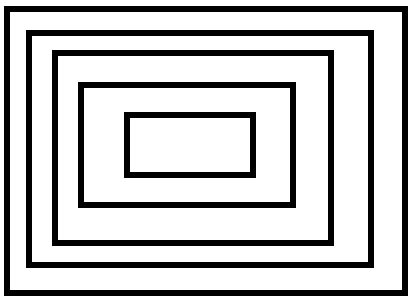
I can see 3 circles



I can see 4 triangles



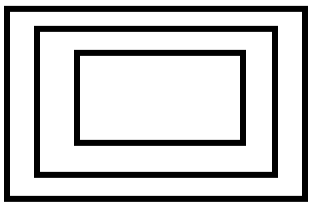
I can see 6 squares



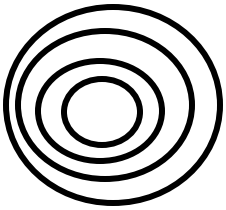
I can see 5 rectangles

## Activity

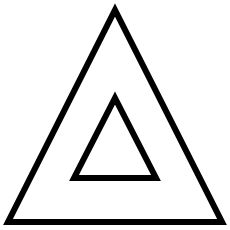
## Count the shapes and match



4



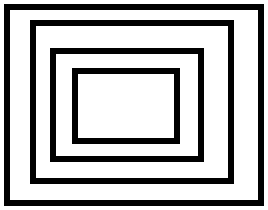
2



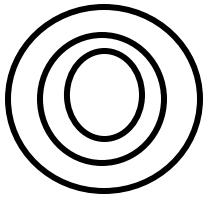
3

## Activity: 2

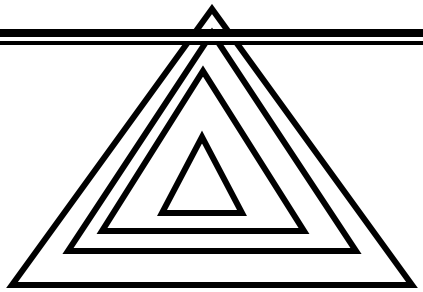
**How many shapes can you see?**



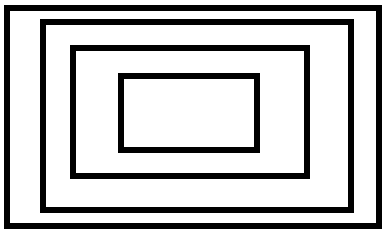
**I can see _____ squares.**



**I can see _____ circles.**



I can see _____ triangles



I can see _____ rectangles.

References: Learners work Book 2 Pages 97 -98 .

## Topic : Algebra

Algebra means finding the unknown

**Finding the missing numbers.**

**Example: 1**

□ - 3 = 4 7 – 3 = 4

= 4 + 3 ○○○○+○○○

□ = 7

## Example: 2

□ - 5 = 9

□ = 9+ 5 ⬭⬭⬭⬭⬭⬭⬭⬭ + ⬭⬭⬭⬭⬭

□ = 14

## Example: 3

5 - □ 2

□ = 5 – 2 

□ = 3

## Example: 4

6 - □ = 2

□ = 6 – 2 

□ 4

## Activity

1. □ – 4 =3

2. □ – 6 =4

3. □ – 2 = 7

4. □ – 3 = 6

5. 5 - □ = 4

6. 10 –□= 6

Reference: Mk Primary Mathematics 2000 Pupils Book 3 Page 194 – 195.

Compiled by Tr . Helen Apio

GOD BLESS YOU.