**VICTORIOUS PRIMARY SCHOOL P.3 MATHEMATICSLESSON NOTES TERM 1 2018**

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| **SETS**  **Lesson 1**  **Definition**  a set is a collection of well-defined objects.  **Examples**  A set of vowel letters {a, e i, o, u}  A set of 4 balls      A set of 2 books  Note: Objects / things in a set are called members / elements.  A set of two trees  A set of 3 pots.  8 5  2 6 A set of numbers  9 7  **Activity**  1. Count and name the following sets:  E:\CURRENT BK UP\DESKTOP\Pictures\PIC 1\download.jpgE:\CURRENT BK UP\DESKTOP\Pictures\PIC 1\download.jpgE:\CURRENT BK UP\DESKTOP\Pictures\PIC 1\download.jpgE:\CURRENT BK UP\DESKTOP\Pictures\PIC 1\download.jpg \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_E:\CURRENT BK UP\DESKTOP\Pictures\PIC\apple.jpgE:\CURRENT BK UP\DESKTOP\Pictures\PIC\apple.jpgE:\CURRENT BK UP\DESKTOP\Pictures\PIC\apple.jpgE:\CURRENT BK UP\DESKTOP\Pictures\PIC\apple.jpg \_\_\_\_\_\_\_\_\_\_\_\_   1. Draw the following sets. 2. A set of 8 pencils. 3. A set of 7 cars. 4. A set of 9 stools. 5. A set of 11 cups 6. A set of 5 boy   **Reference: Primary school curriculum book 3 page 9**  **Uganda Primary MTC book 3 page 1 -2**  **Primary MTC book 3 page 1**  **T/L.AIDS: Pens , flowers , leaves**  **Types of sets**  **Lesson 2**   1. **EQUAL / IDENTICAL SETS AND UN EQUAL SETS**   Equal sets are sets which have the same elements, members or objects**.**  **Note:** The elements and number must be the same in equal sets.  **Making new sets**  **W**  E:\CURRENT BK UP\DESKTOP\Pictures\PIC\PHOTOS\buterfly.jpg  E:\CURRENT BK UP\DESKTOP\Pictures\PIC\ball.jpg  E:\CURRENT BK UP\DESKTOP\Pictures\PIC\PHOTOS\buterfly.jpgE:\CURRENT BK UP\DESKTOP\Pictures\PIC\ball.jpg  Set W and T have the same type of elements.  Set W and T both have 4 elements.  Set W and T are equal sets.  2. V K    e o i a e u o  a u i       * Set V and K have vowel letters * Set V and K both have 5 members * Set V and K are equal sets.  1. **A E**   5 Q r  7 6 s t  8   * Both set A and E have 4 members.   **Activity**  1.Compare the following sets using equal or not equal  (i) **I**  **X**  E:\CURRENT BK UP\DESKTOP\Pictures\PIC\PHOTOS\BOOK.jpg  E:\CURRENT BK UP\DESKTOP\Pictures\PIC\PHOTOS\BOOK.jpg  Set I \_\_\_\_\_\_\_\_\_\_ set X  **P**  (ii)  **R** 5 3  0 4 0  5 1 4  3 1  Set R \_\_\_\_\_\_\_\_\_ set P  (iii) **A B**  January August  March May May June  June March  Set A \_\_\_\_\_\_ set B  **NOTE**  Un equal sets have same type of members but different number of members or different members but same number of members.  2. Fill in the blank space using or =  - Set A has numbers  - set E has letters  - Set A and E are not equal sets.  **Note:** The set symbols below:-  a)= \_\_\_ stands for equal sets.  b) \_\_\_\_ stands for not  **ACTIVITY**  A={a, b, c, d} B={a,b,c,d}    Set A is \_\_\_\_\_ set B  (ii) **L Z**  a c g I f h  b d h g a c  e f I d e b  Set L \_\_\_\_\_\_\_\_ Set Z  **S Y**  a) Cow goat Pat Okot  Dog pig hen Mike Jane tom  Set S \_\_\_\_ Set Y  b) **J M**  Set J \_\_\_\_\_\_\_ Set M  **Reference: Mk MTC book 3 pages 3 – 5**  **Picfare MTC book 3 pages 44 – 45**  **T/L.AIDS. Real objects i.e pencils , rulers , cups**  **Lesson 3**   1. **EQUIVALENT AND NON EQIVALENT SETS**   These are sets with the same number of elements. Note: this does not regard the types of members or elements but only considers the number of elements only.  Examples.  1. **R S**  Juma 1  Mark 2  Dan 3  Okello 4   * Set R has 4 members * Set S ha s4 elements   Therefore Set R and S are equivalent sets.  Note nonequivalent sets have different elements and different number of members.  2. **T U**  Set T has 3 members  Set U has 2 elements  Therefore T and U are Non-equivalent sets.  Note: The set symbol for equivalent sets is  Examples  A B  a  b d 2 3  c 4 5 Set A has 4 elements  Set B has 5 elements  Set A set B    **ACTIVITY**  Use either “Equivalent “ or Non-equivalent” to compare the following sets.  1. **B K**  E:\CURRENT BK UP\DESKTOP\Pictures\IMAGES\bat1.jpgE:\CURRENT BK UP\DESKTOP\Pictures\IMAGES\flower2.jpg E:\CURRENT BK UP\DESKTOP\Pictures\PIC\ball.jpg  E:\CURRENT BK UP\DESKTOP\Pictures\IMAGES\basket9.jpgE:\CURRENT BK UP\DESKTOP\Pictures\IMAGES\TV2.jpg  Set B has \_\_\_\_\_\_ members  Set K has \_\_\_\_\_ members  Set B and K are \_\_\_\_\_ sets.  2. **M N**  a b  c d e i o  f g u  Set M and N are \_\_\_\_\_ sets  Use either or  3. **D H**  a c 1 2  b d 3 4  e 5  Set D \_\_\_\_\_ set H   1. **E F**   E:\CURRENT BK UP\DESKTOP\Pictures\IMAGES\basket9.jpgE:\CURRENT BK UP\DESKTOP\Pictures\IMAGES\flower2.jpg  E:\CURRENT BK UP\DESKTOP\Pictures\PIC\ball.jpg  E:\CURRENT BK UP\DESKTOP\Pictures\IMAGES\TV2.jpg  Set E \_\_\_\_\_\_\_\_ Set B.  **Reference: MTC for Uganda book 3 page 2**  **Understanding MTC book 3 page 2**  **Primary MTC book 3 page 4**  **T/L.AIDS: Books , pens , pieces of chalk**  **Lesson 4**   1. **Empty sets**   Definition:  An empty set is a set without any member.  The set symbol for empty sets are { } or  **Examples.**   1. A set with no members. Empty set 2. A set of a man with fifteen ears. Empty set 3. A set of stones talking. Empty set 4. A set of animals that are eaten. Not empty 5. A set of 15 flying birds Not empty   **Use “empty” or “not empty”**   1. A set of 3 goats with 6 tails = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2. A set of people who are women = \_\_\_\_\_\_\_\_\_\_\_\_\_ 3. A set of homes with 10 people = \_\_\_\_\_\_\_\_\_\_\_\_\_ 4. A set of 5 cars with one tyre = \_\_\_\_\_\_\_\_\_\_\_ 5. A set of 2 table with 3 legs = \_\_\_\_\_\_\_\_\_\_\_\_   2. Write any three examples of empty sets.  3. Name the set symbol below:-    = \_\_\_\_\_\_\_\_  **Reference: Primary MTC book 3 page 3**  **Mk MTC book 3 pages 11 – 12**  **T/L.AIDS. A chart showing empty sets**   1. **Intersection sets**   This is a set of common members / elements. Intersection sets are also called Joint sets. The set symbol for intersection sets is**∩**  **Examples**   1. Set A = {a, b, c, d , e} Set B = {a, e, i, o , u}   Find the intersection set.  Common members = { a , e}  Therefore intersection set = { a , e}   1. If K = { 0 , 2 , 4 , 6 , 8 , 10} D = { 0 , 1 , 2 , 3 , 4 , 5 , 6 }   Find K **∩** D  Solution  Common members = { 0 , 2 , 4 , 6 }  Therefore K ∩ D = {0 , 2 , 4 , 6 }  1. Peter **G Q** Grace  Jane Patrick  Joy Joy Ben  Find G ∩Q  2. Given that K = { w ,x , y , z } , L = { m , n , o , x , p , z }  Find K ∩ L   1. If D = { p , q , r , s , t , u } , C = { t , u , v , w , x }   Find D ∩ C   1. E = { Red , green , black , orange , purple }   F = { white , red , green , yellow , orange }  Find E ∩ F   1. G = { 1 , 2 , 3 , 4 , 5 , 6 , 7 }   J = { 1 , 3 , 5 , 7 , 9 , 11 }  Find G ∩ J  **Reference: Picfare MTC book 3 page 46**  **Mk MTC book 3 page 10.**  **T/L.AIDS. Real objects**  **Lesson 5**   1. **Disjoint sets**   Disjoint sets are sets without any common members / elements.  In the disjoint set, the intersection is empty ( A ∩B =or { } )  Examples   1. Given **A B**   pen radio  book rubber  pencil box  Find A∩ B  **Solution**  Common elements = { } or  **Therefore Set A and B are disjoint sets.**   1. If C = { a, e , I , o , u } , K = { 1 , 2 , 3 , 4 , 5 }   Find C ∩ K  Solution  Common elements =  **Therefore set C and K are disjoint sets.**    **Activity**  1. Set K = { a , b , c , d , e , f } L = { g , h , I , j , k }  Find K ∩ L  2. Given P = { 0 , 2 , 4 , 6 , 8 } B = { 1 , 2 , 5 , 7 , 9 }  Find P ∩ B  3. Write disjoint or intersecting / joint sets.  a) B = { 1 , 3 , 5 , 7 , 9 }  C = { 2 , 3 , 5 , 7 , 8 , 9 }  Set B and C are \_\_\_\_\_\_\_\_\_ sets.  b) Set D = { a , b , c , d , e }  E = { 1 , 2 , 3 , 4 , 5 }  Set D and E are \_\_\_\_\_\_\_\_\_ sets.  c) Set M = { k , a , b , I , t , e }  H = { s , o , a , p }  Set M and H are \_\_\_\_\_\_\_\_\_\_ sets.  d) Set Y = { sun , Mon , Tue , Wed , Thur , Fri , Sat }  Z = { Jan , Feb , Feb , March , April , May }  Set Y and Z are \_\_\_\_\_\_\_\_\_\_\_\_\_ sets.  **Reference: Picfare MTC book 3 page 47**  **Mk MTC book 3 pages 15 – 16**  **T/L.AIDS. A chart showing disjoints sets**  **Lesson 6**  **UNION SETS**  This is a set with all members of the given sets.  In a union set, the common members are written only once.  The set symbol for union set is U.  Examples.  P M  .  **E:\CURRENT BK UP\DESKTOP\Pictures\PIC\ball.jpg E:\CURRENT BK UP\DESKTOP\Pictures\PIC\ball.jpg**  Find P U M  Solution  Common members = { E:\CURRENT BK UP\DESKTOP\Pictures\PIC\ball.jpg }  Therefore P UM = { E:\CURRENT BK UP\DESKTOP\Pictures\PIC\ball.jpg , , , , }  2. A = { 0 , 2 , 4 , 6 , 8 , 10 } B = { 1 , 3 , 5 , 7 , 9 }  Find A UB.  Common elements = { }  A U B = { 0 , 2, 4 , 6 , 8 , 10 , 1 , 3 , 5 , 7 , 9 }  3. R = { a , b , c , d , e , f } K = { a , e , i , o , u } Find R U K  Solution  Common members = { a , e }  Therefore R U K = { a , e , b , c , d , f , i , o , u }  **Activity**   1. Set D = { b , c , d } C = { a , e , I , o , u } Find D U C. 2. Set B = { W , O , m , a , n } E = { m , a , n } Find B U E. 3. Set K = { x ,y , z } L = { p , q , r , s } Find K U L 4. Set Y = { 0 , 1 , 2 , 3 , 4 , 5 , 6 } W = { 1 , 3 , 5 , 7 , 9 } Find Y U W 5. Set A = { m , a , n , g , o } B = { o , r , a , n , g , e } Find A U B.   **Reference: Picfare MTC book 3 pages 47 – 48**  **T/L.AIDS. A chart showing the union set**.  **lesson 7**  **Difference of sets**  **example**  1GIVEN that set A={a, c ,b ,d} and B={a ,c, h ,g}  Find A-B or A only  Common members ={a, c, }  **activITY**   1. Given that   Set X= {a, s d f } and B={s h j f r}  Find X-B   1. Given that S={a d e g h} and Y={a d w f j}   Find S-Y   1. Work out the value of T-J if T={a n j g } and J={a m s n }   **Ref :teachers collection**  **Lesson 8**  **REGIONS OF A VENN DIAGRAM**  **Name** the following regions  Examples  Name the following shaded regions  A B A B    A U B A ∩ B  K P B M  Set K only or K - P Set M only or M - B   1. Shade the following regions on the Venn diagrams below:-   D C E L  D U C E ∩ L  N J Q P  Set J only Set Q   1. Name the following shaded regions;   S G K M  **lesson 9**  **Representing information on a venn diagram**  Example  Given that X={a, s ,d ,f, e} and B={a, s ,g ,e, y}  Represent the above information on a venn diagram below  Find  A] XUB  B] B-X  **Activity**  **Teachers own collection**  **Numeration system and place value**  **lesson 10**  **Place values for 3 digit numbers**   1. Find the place value of each digit in the number below;   H T O H T O  9 4 6  ones  Tens  Hundreds  9 4 6 = 9 4 6  9 4 6 = 9 hundreds 4 tens 6 ones.   1. What is the place value of 0 in 6 0 3?   H T O  6 0 3  tens  The place value of 0 in 603 is Ten  **Activity**  1. What is the place value of each of the underlined digits below?   1. 2 1 4 b) 3 7 0 c) 6 5 9   **Reference: Comprehensive mathematics pupils’ book for standard 3 age 1 , 2 and 3**  **Lets learn MTC book 3 page 1**  **A new mk primary mtc 2000 book 3 pages 21 – 22**  **T/L.AIDS: - A baci**  **Lesson 11**  **Place value of 4 digit numbers**   1. Find the place value of each digit in the number below;-   TH H T O Th H T O  **5 6 4 3**  Ones  Tens  Hundreds  Thousands  \_\_\_ \_\_\_ \_\_\_ \_\_\_  5 6 4 3 6 = \_\_\_\_ Thousands \_\_\_\_ hundreds \_\_\_\_ Tens \_\_\_ ones   1. Find the place value of the underlined figure below.   8 3 5 2  **Solution**  TH H T O  8 3 5 2  Thousands  The place value of the underlined figure is thousands.  **Activity:**  1. Fill in Thousands, hundreds, Tens and Ones.   1. 4 5 7 0 \_\_\_ thousands \_\_\_\_ hundreds \_\_\_\_ tens \_\_\_\_ ones 2. 1 0 5 2 \_\_\_\_ thousands \_\_\_\_ hundreds \_\_\_\_ tens \_\_\_\_ ones 3. 6 3 8 9 \_\_\_\_ thousands \_\_\_\_ hundreds \_\_\_\_ tens \_\_\_\_ ones   2. Work out the place value of each digit in the numbers below:-   1. 7 0 2 4 2. 0 6 3 1 3. 9 1 5 8   3. What is the place value of 7 in the following number?  a) 3 6 5 7 b) 4 7 9 8 c) 7 8 0 0 d) 7 9 6 5  4. What is the place value of each of the underlined digits below?  a) 0 7 2 5 b) 4 8 3 1 c) 5 6 9 0 d) 2 7 9 8  **References: - Comprehensive Mathematics pupil’s book for standard 3 page 3**  **- Picfare Primary maths for P.3 and P.4 pages 46 – 48.**  **- Mk Primary maths book 3 pages 23 - 28**  **T/L.AIDS: - A chart showing the place values**   * **Chalkboard illustrations.**   **Lesson 12**  **FINDING THE VALUES OF A NUMBER**  1. Find the value of 6 in 5 0 6 4  Solution  TH H T O  5 0 6 4  4 x 1 = 4  6 x 10 = 60  0 x 100 = 0  5 x 1000 = 5000  The value of 6 in 5 0 6 4 is 60  2. Show the value of the underlined digit 7 1 3 0  Solution  TH H T O  7 1 3 0  0 x 1 = 0  3 x 10 = 30  1 x 100 = 100  7 x 1000 = 7000  The value of 0 is 0  3. Work out the value of 8 in 8 5 2 6  Solution  TH H T O  8 5 2 6  6 x 1 = 6  2 x 10 = 20  5 x 100 = 500  8 x 1000 = 8000  The value of 8 is 8000   1. **Find the value of a in the following.**   a) 2 6 9 b) 9 7 1 4  c) 8 9 0 d) 3 9 5 8  2. Work out the values of the underlined digits.  (i) 6 8 3 3 (ii) 1 2 0 9 (iii) 5 0 7 4  (iv) 4 8 6 0 (v) 3 2 1 5 (vi) 0 7 7 4  (vii) 4 9 0 1 (viii) 7 9 7 6  **Reference: Mk mtc book 3 page 31 – 32**  **MTC for primary four page 11**  **T/L.AIDS: A chart showing the values of numbers.**  **Lesson 13**  **EXPANDING NUMBERS USING VALUES AND PLACE VALUES**  Examples  1. Write the following numbers in expanded form.  a) 3 1  solution  T O T O  3 1 3 1  31 = (3 x 10) + ( 1 x 1) or 1 x 1 = 1  31 = 30 + 1 3 x 10 = 30  31 = 30 + 1  Solution  b) H T O 7 2 4  7 2 4 H T O = (7 x 100) + (2 x 10) + (4 x 1)  4 x 1 = 4  2 x 10 = 20 or 7 2 4 = 700 + 20 + 4  7 x 100 = 700  7 2 4 = 700 + 20 + 4  c) 8 0 6 9  TH H T O  8 0 6 9  8 0 6 9 = ( 8 x 1000) + ( 0 x 100 ) + ( 6 x 10 ) + ( 9 x 1)  8 0 9 = 8000 + 0 + 60 + 9  8 0 6 9 = 8000 + 0 + 60 + 9  Or  TH H T O  8 0 6 9  9 x 1  6 x 10  0 x 100  8 x 1000  = 8000 + 0 + 60 + 9  Or 8000 + 60 + 9  **Expand the following numbers correctly**:  1. 2 7 2. 4 3 1 3. 9 6 5 0 4. 182 5. 4 0 3 6. 6 4 7 3 7. 3 2 9 8. 5 5 0  **Reference: Mk Primary MTC page 23**  **Understanding mathematics page 19**  **Tr’s guide page 16**  **T/L.AIDS: A chart showing the expanded numbers**  **Chalkboard illustrations**  **Lesson 14**  **Finding the expanded numbers.**  Examples  1. What numbers have been expanded to get the following?  a) 200 + 20 + 1 b) 3000 + 400 + 60 + 2  solution 3 0 0 0  2 0 0 + 4 0 0  + 2 0 6 0  1 2  2 2 1 3 4 6 2  c) 4000 + 50 + 9 d) 6000 + 30 e) 1000 + 90 + 1  4 0 0 0 6 0 0 0 1 0 0 0  + 5 0 + 3 0 + 9 0  9 6 0 3 0 1  4 0 5 9 1 0 9 1  **Find the expanded numbers in the following:**  1. 100 + 60 + 1 2. 4000 + 100 + 70 + 4 3. 5000 + 200 +30 + 6  4. 9000 + 20 5. 1000 + 5 6. 3000 + 300 + 30 + 3  7. 8000 + 50 + 5 8. 1000 + 100 + 10 + 19 . 6000 + 6  10. 2000 + 20 + 2  **Reference: MK MTC book 3 page 32**  **Understanding mathematics book 3 page 19**  **Picfare mtc book 3 page 59**  **T/L.AIDS: A chart with the expanded numbers**.  **Lesson 15**  **Our sub-county / division**  **Physical features of our sub-county**  **Writing in words**  Write 3 0 5 in words  H T O  3 0 0 = Three hundred  + 5 = Five  3 0 5 = Three hundred five   1. T O   3 9 = 3 0 Thirty  + 9 nine  39 = Thirty nine   1. H T O   2 0 8 = 2 0 0 Two hundred  + 8 eight  2 0 8   1. T H T O 2. 7 4 3 5 = 7 0 0 0 + 4 0 0 + 3 0 + 5   Seven thousand four hundred five   1. **Write the following figure in words.** 2. 2 9 b) 5 3 8 c) 1 0 0 1 d) 4 0 1 5 3. 8 1 8 f) 1 1 1 g) 9 9 9 h) 1 0 0 0   i) 6 4 3 5 j) 8 8 8 k) 4 4 4 l) 3 0 0 1  **Reference: Mk MTC book 3 page 23**  **Picfare math’s book 3 page 58**  **Primary mtc 2000 tr’s guide page 12**  **T/L.AIDS: A chart showing numbers written in words.**  **Lesson 17**  **Our sub-county / division**  **Physical features of our sub-county**  **Writing in figures**   1. Write the following in figures   a) One hundred forty  One hundred = 100  Forty = + 40  One hundred forty = 140  b) Four hundred  four hundred = 4 0 0  c) Seventy nine = 7 0 seventy  + 9 nine  7 9 seventy  d) One thousand one  One thousand = 1 0 0 0  One = + 1  One thousand one = 1 0 0 1  e) Six thousand three hundred forty one  six thousand = 6 0 0 0  Three hundred = + 3 0 0  Forty one = 4 1  Six thousand three hundred forty one = 6 3 4 1  **Write the following in figures**   1. Ninety nine 2. One hundred seven 3. Seven thousand seven hundred seventy seven 4. Eight hundred eighteen 5. One hundred eleven 6. Three hundred fourteen 7. Five hundred fifteen 8. Two thousand ten 9. Nine hundred twenty one 10. Sixty six 11. Fifteen 12. Forty one   **Reference: Mk mathematics book 3 page 24**  **Tr’s guide book 3 page 13**  **Picfare mtc book 3 page 58**  **Understanding mtc book 3 page 10**  **Mtc for primary four page 9**  **T/L.AIDS: A chart showing words written in figures.**  **Chalkboard illustration**  **Lesson 18**  **Livelihood in our division**  **Social services and their importance**  **Roman numerals from I to L**  Converting Hindu Arabic numerals to Roman numerals  e.g. Convert 42 into Roman numerals  42 = 40 + 2  = XL + II  = XLII    **Activity**  An exercise from MK old edition pg 44  **Lesson 19**  **Livelihood in our division**  **Social services and their importance**  **Roman numerals from I to L**  Converting Roman numerals to Hindu Arabic numerals  e.g. Change VIII to Hindu Arabic numerals  VIII = 8  Change XXIV to Hindu Arabic numerals  XXIV = XX + IV  = 20 + 4  = 24  **Activity**  An exercise from MK old edition pg44  **lesson 20**  **Number pattern and sequence**  **Counting and finding missing numbers**  Numbers between 0 - 999 e.g.   1. 0, 1, 2, 3, 4, 5, \_\_\_ , \_\_\_ , \_\_\_ , 10 2. 11, 12, 13, 14, 15,\_\_\_ , \_\_\_ , \_\_\_ , \_\_\_ , 20 3. 52, 53, 54, 55, 56, 57, 58 4. 30, 40, 50, 60, 70, 80, 90, 100 5. 101 , 102 , 103 , \_\_\_ , \_\_\_ , \_\_\_ , \_\_\_ , 110 6. 111, 112 , 113 , 114 , \_\_\_ , \_\_\_ , \_\_\_ , \_\_\_ , \_\_\_ , 120 7. 121 , 222 , 123 , 124 , \_\_\_ , \_\_\_ , \_\_\_ , 128 , 129 , \_\_\_ 8. 131 , 132 , \_\_\_\_, 134 , \_\_\_\_ , 136 \_\_\_ , 138 , \_\_\_\_ 140 9. 500 , 501 , 502 , 503 , \_\_\_ , \_\_\_ , \_\_\_ , \_\_\_ , 510 10. 700 , 701 , 702 , 703 , \_\_\_ , \_\_\_ , \_\_\_ , \_\_\_ , 710 11. 900 , 901 , 902 , 903 , 904 , \_\_\_ , \_\_ , \_\_\_ , \_\_\_ , 910 12. 990 , 991 , 992 , 993 , 994 , \_\_ , \_\_\_ , \_\_\_ , \_\_\_ , 999   Counting orally.  I.M.S : A chart showing the numbers and counters e.g bottle tops  Reference: Primary school curriculum for Uganda book 3 page 9  Primary MTC for Uganda book 3 page 6 |
| **Lesson 21**  **Counting in 2’s from 0 – 100**  **Examples**   1. 0 , 2 , 4, 6 , 8 , 10 , 12 , 14 , 16 , 18 2. 22 , 24 , 26 , 28 , 30 , 32 , 34 , 36 , 38 3. 40 , 42 , 44 , 46 , 48 , 50 , 52 , 54 , 56 , 58 4. 60 , 62 , 64 , 66 , 68 , 70 , 72 , 74 , 76 , 78 5. 80 , 82 , 84 , 86 , 88 , 90 , 92 , 94 , 96 , 98 6. 100 , 98 , 96 , 94 , 92 , 90 , 88 , 86 , 84   **Fill in the missing numbers below correctly**.   1. 20 , 22 , 24 , \_\_\_ , \_\_\_ , \_\_\_ , 2. 52 , 50 , 48 , \_\_\_ , \_\_\_ , \_\_\_ 3. 60 , 62 , 64 , \_\_\_\_ , \_\_\_\_ , \_\_\_\_ 4. 12 , 14 , 16 , \_\_\_\_ , \_\_\_\_ , \_\_\_\_ 5. 17 , 19 , 21 , \_\_\_\_ , \_\_\_ , 27 , \_\_\_\_ , 33 6. How many twos are in 10? 7. How many twos make 14? 8. 8 = \_\_\_\_ twos.   **T/L.AIDS: Counters, A chart with the numbers printed, photocopied work.**  **Reference: Primary school curriculum book 3**  **Primary MTC book 3 page 6**  **A new MK primary MTC book 3 page 84** |
| **Lesson 22**  **Our sub-county / Division**  **Name and location of our sub-county.**  **Counting in 5’s from 0 – 100**  **Examples**   1. 0 , 5 , 10 , 15 , 20 , 25 , 30 , 35 , 40 2. 45 , 50 , 55 , 60 , 65 , 70 , 75 , 80 , 85 3. 95 , 90 , 85 , 80, 75 , 70 , 65 , 60 , 55 , 50 4. 15 , 20 , 25 , 30 , 35 , 40 , 45   **Complete the missing numbers in the sequence below.**   1. 5 , 10 , 15 , \_\_\_ , \_\_\_\_ , \_\_\_\_ 2. 80 , 75 , 70 , \_\_\_\_ , \_\_\_\_ , \_\_\_\_ 3. 35 , 40 , 45 , \_\_\_\_ , \_\_\_\_ , \_\_\_\_ 4. 0, 5 , 10 , \_\_\_ , \_\_\_ , \_\_\_ 5. 95 , 90 , 85 , \_\_\_ , \_\_\_ , \_\_\_\_ 6. 20 , 15 , \_\_\_\_ , \_\_\_\_ , \_\_\_\_ 7. 30 , 35 , \_\_\_\_ , \_\_\_\_ , 50 , 55, \_\_\_ , \_\_\_ 8. 65 , 70 , \_\_\_ , \_\_\_ , 85 , \_\_\_ , 90   **Reference: Primary MTC page 24**  **Primary school curriculum for Uganda book 3 page 9**  **Macmillan Primary MTC page 10**  **T/L.AIDS – A chart showing numbers counted in 5’s**  **Counters e.g bottle tops, straws**  **Photocopied work**  **Primary MTC 3 2000 tr’sguied page 11** |
| **Lesson 22**  **Counting in 10’s from 0 – 300**   1. 0 , 10 ,20 , 30 , 40 , 50 , 60 , 70 , 80 , 90 , 100 2. 50 , 60 , 70 , 80 , 90 , 100 , 110 , 120 , 130 3. 90 , 80 , 70 , 60 , 50 , 40 , 30 , 20 4. 200 , 210 , 220 , 230 , 240 , 250 , 260 , 270 , 280 5. 300 , 290 , 280 , 270 , 260 , 250 , 240 , 230 ,.   **Fill in the missing numbers correctly.**   1. 60, 50 , 40 , \_\_\_ , \_\_\_ , \_\_\_ , 0 2. 30 , 40 , 50 , \_\_\_ , \_\_\_\_ , \_\_\_ 3. 200 , 190 , 180 , \_\_\_ , \_\_\_ , \_\_\_ 4. 230 , 240 , \_\_\_ , \_\_\_ , 270 , 280 , \_\_\_ , \_\_\_ 5. 150 , 140 , 130 , \_\_\_ , \_\_\_ , \_\_\_ 6. 20 , 30 , 40 , \_\_\_ , \_\_\_ , \_\_\_ , 80 , 90 , \_\_\_ , \_\_\_   **Reference: Primary MTC book 3 page 24**  **A new primary MTC 2000 book 3 page 88**  **Primary school curriculum for Uganda book 3 page 9**  **Primary mtc 2000 tr’s guide book 3 page 11.**  **T/L.AIDS: A chart showing numbers counted in 10’s**  **Counters e.g stones , straws , sticks e.t.c** |
| **Lesson 23**  **Our sub-county . division**  **Name and location of our sub-county**  **Counting in 100’s from 0 – 2000**  Examples   1. 0 , 100 , 200 , 300 , 400 , 500 , 600 2. 700 , 800 , 900 , 1000 , 1100 , 1200 , 1300 3. 800 , 700 , 600 , 500 , 400 , 300 , 200 4. 1700 , 1600 , 1500 , 1400 , 1300 , 1200 , 1100 5. 900 , 1000 , 1100 , 1200 , 1300 , 1400 , 1500 6. 400 , 500 , 600 , 700 , 800 , 900 , 1000 7. 2000 , 1900 , 1800 , 1700 , 1600 , 1500 , 1400   **Complete the missing numbers in the sequence below.**   1. 500 , 400 , \_\_\_ , \_\_\_ , \_\_\_ , \_\_\_ 2. 600 , 700 , 800 , \_\_\_ , \_\_\_ , \_\_\_ 3. 1400 , 1300 , \_\_\_ , \_\_\_ , \_\_\_ , 900 , 800 4. 0 , 100 , 200 , \_\_ , \_\_\_ , 500 , 600 , \_\_\_ , \_\_\_ 5. 400 , \_\_\_ , 600 , 700 , \_\_\_ , \_\_\_ , 1000 6. 1500 , 1600 , 1700 , 1800 , \_\_\_ , \_\_\_   **Reference: Primary school curriculum for Uganda book 3 page9**  **Mk primary MTC 2000 book 3 pages 88 – 89**  **T/L.Aids: Counters , i.e sticks , bottle tops , stones e.t.c**   * **A chart showing numbers counted in 100s** |
| **Lesson 24**  **Livelihood in our division**  **Challenges in social services and their solutions**  **Types of numbers**  Even numbers  e.g. 0, 2, 4, 6, 8, 10, 12, 14, …………..  **Activity**  An exercise from MK 2000 Bk4 pg20 |
| **Lesson 25**  **Livelihood in our division**  **Challenges in social services and their solutions**  **Types of numbers**  Odd numbers  e.g. 1, 3, 5, 7, 9, 11, 13, 15, …………..  **Activity**  **ref**An exercise from MK p4  **lesson 26**  **Livelihood in our division**  **Challenges in social services and their solutions**  **Types of numbers**  **Application of even numbers and odd numbers**  Example   1. What is the sum of the second and third even numbers 2. Circle the even numbers from the numbers below   2 , 3 ,5 7 4 8 11 6 10 3   1. What is the product of the second and the fourth odd numbers   **Ref : teachers collection**  **Operation on whole numbers**  **Lesson 27**  **Livelihood in our division**  **Challenges in social services and their solutions**  **Commutative property of addition**  Example   1. Fill in the missing numbers   3+4=\_+3  12+\_=10+12  5+7 =7+\_  Note the order in which any two number are added does not affect the results  **activity**  **Teachers collection**  **Lesson 28**  **Livelihood in our division**  **Challenges in social services and their solutions**  **addition of three to four digit numbers without regrouping**  Examples  Add the following  1.1234+364   1. 6245+2431 2. 6452+1231 3. 1423+1232 4. 1424+1230   **activity**  And the following   1. 1423+2331 2. 1423+2413 3. 1349+130 4. 1324+1252 5. 1324+1324 6. 1324+1424   **Lesson 29**  **Livelihood in our division**  **Challenges in social services and their solutions**  **Application of Addition of three to four digit numbers without regrouping**   1. Find the sum of 113 eggs and 121 eggs   1 1 3eggs  1 2 1eggs  2 3 4eggs  2.Ashabe had 1 32 mangoes, she picked 317 more mangoes. How many mangoes did she have altogether?  Solution  1 3 2 mangoes  + 3 1 7 mangoes  4 4 9mangoes  **Activity**  An exercise from MK 2000 bk3 pg 40 and 41 |
| **Lesson 30**  **Our Environment in our sub-county**  **Changes in our environment**  **Addition of 3 – 4 digit numbers with regrouping**   1. 2342+4548 2. 2351+384 3. 7564+446 4. 2787+9883   **Activity**   1. 346+8316 2. 635+7129 3. 6745+6213 4. 6378+305 5. 3452+4554 |
| **Lesson 31**  **Livelihood in our division**  **Soil**  **Application of addition of 3 – 4 digit numbers with regrouping**  find the sum of 382 boys and 324 boys  e.g. 3 8 2boys  32 4boys  10 0 6boys  Tushabe had 127 liters of milk. His mother gave him more 114 liters of milk. How many liters of milk did he have altogether?  Solution 1 2 7 liters 7 + 4 = 11  + 1 1 4 liters  2 4 1 liters  **Lesson 33**  **Our Environment in our sub-county**  **Changes in our environment.**  SUM TABLE  1,What number can you add to get the number in the middle?  2,The sum at the center is 15. Find the missing numbers.  e.g.  b    3  c 3 15 7 a    d  11    b  3  c 8 +4 6 a    4  8  **Lesson 34**  **ADDITION OF NUMBERS USING A NUMBER LINE**  **Addition using a number line**  e.g. Add: 2 + 8 =  +8  2  0 1 2 3 4 5 6 7 8 9 10  2 + 8 = 10  Add: 5 + 3 =  0 1 2 3 4 5 6 7 8 9 10  5 + 3 = 8  Exercise 4k from Mk old edition Pg 55  **Lesson 35**  **Our Environment in our sub-county**  **Changes in our environment.**  **Subtraction of numbers without regrouping.**  **Examples**  1. Subtract: 2 2 4 2. 9 7 8  - 11 3 - 4 3 6  1 11 5 4 2  3. Work out : 9 8 6 4. Take away: 8 7 5  - 3 2 - 2 0  9 5 4 8 5 5  1. Subtract the following correctly.  a) 7 8 3 b)1 9 2 c) 5 9 d) 9 9 9  - 4 3 1 -13 0 - 5 5 - 8 9  e) 9 8 0 f) 8 9 7 g) 5 1 2 h) 8 2 4  - 6 0 - 4 8 7 - 4 0 1 - 8 2 4  i) 6 3 7  - 0 1  **Reference: MK MTC book 3 page 48**  **Picfare MTC book 3 page 3 – 4**  **Primary MTC book 3 pages 20 – 21**  **T/L.AIDS. Counters e.g bottle tops , straws ,sticks , stones** |
| **Lesson 36**  **Livelihood in our division**  **Soil**  **Application of Subtraction of 4 digit numbers without regrouping**  Find the difference between 3642 and 321  e.g. 3 6 4 2  ­ - 3 2 1  3 3 2 1  Word problems e.g. on Pg 54 of MK 2000  **Evaluation activity**  Exercise 4e from Mk 2000 bk3 Pg 52  **Lesson 37**  **Our Environment in our sub-county**  **Changes in the Environment**  **Subtraction of numbers with regrouping**  **Examples** 16  1. Work out: 23 13 6 2. Subtract: 5 6 7 12  - 1 6 4 - 8 7  1 7 2 5 8 5  3. Solve: 4 7 11 4. What is 8 1 2  - 1 3 9 - 6 6 3  3 3 2 1 4 9  Subtract the following numbers correctly.  1. 3 6 2 2. 1 6 3 3. 4 2 7  - 7 1 - 8 6 - 3 5 8  4. 4 4 1 5. 7 6 4 6. 9 0 5  - 2 6 8 - 3 9 7 - 2 5 8  **Reference: MK MTC book 3 page 50**  **Picfare MTC book 3 page 5**  **Primary School MTC book 3 page 21 – 22**  **T/L.AIDS. Stones , sticks , pencils , straws e.t.c** |
| **Lesson 38**  **Our Environment in our sub-county / division**  **Changes in the Environment**  **Application of subtraction with regrouping**  **Key words**  Difference, minus , subtract , takeaway , more than , from , remove , greater than.  Examples.  1. What is the difference between 9 5 00 and 5 7 6 9  **Solution**  89145 10010 0  - 5 7 6 9  Difference: 3 7 3 1  2. Subtract 4 3 from 91  **Solution**  8 9 1  - 4 3  4 8  **Activity:**  **1. what is the difference between 700 na d600?**  **Reference: Picfare MTC book 3 page 6 – 7**  **Mk MTC book 3 pages 49 – 54**  **Understanding MTC book 3pages 19- 23**  **Primary MTC for Uganda book 3 page 25**  **T/L.AIDS. Seeds , straws , bottle tops e.t.c** | |
| **Lesson 39**  **Our Environment in our sub-county**  **Changes in the environment**  **More on word problems involving subtraction**  **Examples**  1. Petiro had 1667 glasses. He fell and broke off 455 glasses. How many glasses have remained?  **Solution**  Had 1 6 6 7  Broke off - 4 5 5  Remained 1 2 1 2 eggs  2. By how many is 8 6 1 greater than 4 7 3  Solution  7 8 156 111  - 4 7 3  3 8 8  3. There are 101 pupils in a class. If 59 were present. Find the number of the pupils absent.  **Solution**  Total no.0 1 91 0 11  Present: - 5 9  Absent: 0 4 2 pupils were absent.  4. In a marked of 738 people, 189 of were rotten. Find the number of the good mangoes.  Solution  Total no. 6 7 12 3 18  Ladies - 1 8 9  Men 5 4 9  5 4 9  1. Kapere bought 3987 mangoes. If 1499 of them were rotten. Find the number of the good mangoes.  2. What is the difference between 100 and 52.  3. Subtract: 175 from 890.  4. How many bottle tops remained if 895 got lost out of 1024.  5. Okello planted 9045 seeds. If 7958 germinated or grew. Find the number of seeds that did not grow.  Owino milked 5024 liters of milk. If 793 liters got poured. How much milk remained?  A container had 3568 tablets. The patients were given 1798 tablets. How many tablets remained?  Walumbe’s hen laid 6001 eggs. It hatched 473 chicks. Find the number of the eggs that did not hatch?  In a forest of 3146 trees. A carpenter cut down 55 trees. Find the number of trees remaining.  In a football team of 101 players, 97 players wore boots. Find the number of the players who did not wear boots.  **Reference: Picfare MTC book 3 pages 6 – 7**  **Primary MTC for Uganda book 3 page 25**  **Understanding MTC book 3 pages 19 – 23**  **MK MTC book 3 pages 49 – 54.** | |
| **Lesson 40**  **Our Environment in our sub – county.**  **Changes in our Environment.**  **Subtraction using tables.**  **Examples**  1. Complete the tables below correctly.  **4 16**  **15 3 \_\_\_ 6 7 8 9**  **8 11 19 8 11 15 \_\_\_ 8 \_\_\_ 6**  **7 4 14 8 \_\_\_ 6 \_\_\_**  **1215 13 \_\_\_ 6 \_\_\_ \_\_\_**  **12 6 \_\_\_ \_\_\_ \_\_\_**  **Reference: Study and complete the tables below carefully:**  **a) b)**  **8 6 9 9**  **5 13 12 31 8**  **7 4 7**  **c) \_\_\_ 6 18 7**  **25 \_\_\_ \_\_\_ \_\_\_**  **30 \_\_\_ \_\_\_ \_\_\_**  **18 \_\_\_ \_\_\_ \_\_\_**  **49 \_\_\_ \_\_\_ \_\_\_**  **Reference: MK MTC book 3 page 81**  **Understanding MTC book 3 page 25.**  **Primary MTC for P.3 page 22.**  **T/L.AIDS** | |
| **Lesson 41**  **Livelihood in our division**  **Soil**  **Subtracting using a number line**  e.g. 5 - 3 = - 3    5  0 1 2 3 4 5 6 7 8 9 10  5 - 3 = 2  An exercise from Trs resource book  **Lesson 42**  **MULTIPLICATION OF WHOLE NUMBERS**  **Multiplication using repeated addition**  **Table2**   1. 1x2=2 2. 2x2=2+2 3. 3x2=2+2+2   **Table 3**   1. **1x**3=3 2. **2**x3=3+3 3. 3x3=3+3+3   **Table 4**   1. 1x4=4 2. 2x4=4+4 3. 3x4=4+4+4 | |
| **Activity (teachers collection)**  **Lesson 43**  **Environment and weather in our sub-county**  **Air and the sun**  **Commutative property of multiplication**  Refer to commutative property of addition | |
| **Lesson 44**  **Environment and weather in our sub-county**  **Air and the sun**  **Operation on numbers**  **Multiplication of three digit numbers by 2 and 3**  **Examples**  1. 3 4 2 2. 6 0 4 3. 4 6 0 4. 7 0 8  x 2 x 2 x 3 x 3  6 8 4 1208 1 3 8 0 21 2 4  **Multiply the following numbers correctly.**  1. 1 3 4 2. 9 0 4 3. 4 2 0  x 2 x 2 x 3  4. 2 0 9 5. 5 2 8 6. 6 2 9  x 3 x 2 x 3  7. 5 6 1 8. 4 9 0  x 3 x 2  **Reference: Mk MTC book 3 page 55**  **Uganda Primary MTC book 3 page 24 – 25**  **Primary school MTC book 3 page 36 – 37**  **Picfare MTC book 3 page 8 – 9**  **Understanding MTC book 3 page 35**  **Primary MTC for P.3 page 28** | |
| **Lesson 45**  **Environment and weather in our sub-county / division**  **Air and the sun**  **Multiplication of numbers by 4 and 5.**  **Examples**  (i) 6 0 (ii) 2 3 5 (iii) 9 0 4  x 4 x 4 x 4  24 0 9 4 0 36 1 6  (iv) 48 (v) 3 7 0 (vi) 2 0 9  x5 x 5 x 5  2 4 0 18 50  **Multiply the following correctly.**  1. 5 1 2. 9 0 6 3. 2 4 5 4. 6 7 0  x 4 x 4 x 4 x 4  5. 2 9 6. 1 9 2 7. 2 1 0 8. 6 4 3  x 5 x 5 x 5 x 5  **Reference: Mk MTC book 3 page 64 – 66**  **Understanding MTC book 3 page 30**  **Picfare MTC book 3 page 8** | |
| **Lesson 46**  **Environment and weather in our sub-county**  **Air and the sun**  **Multiplying by 6 an d7**  **Examples**  (i) 2 3 (ii) 5 0 (iii) 2 1 5 (iv) 7 0 8  x 6 x 7 x 6 x 7  13 8 35 0 12 9 0 49 5 6  1. 2 9 2. 4 0 9 3. 1 6 4 4. 5 3 4  x 6 x 7 x 7 x 6  **Reference: Mk MTC book 3 page 64 – 67**  **Primary math’s book 3 page 31 – 32**  **Primary MTC for Uganda book 3 page 31 – 32** | |
| **Lesson 47**  **Environment and weather in our sub-county / division**  **Air and the sun**  **Multiplication by 8 and 9**  **Examples**  1. 3 2 2. 7 0 5 3. 2 7 4. 9 5 0  x 8 x 8 x 9 x 9  25 6 56 4 0 24 3 85 5 0  1. 2 3 2. 1 2 4 3. 2 0 7 4. 6 5 8  x 8 x 9 x 8 x 9  5. 2 2 9 6. 8 0 2 7. 1 6 5 8. 5 7 3  X 8 x 9 x 8 x 9  **Reference: MK MTC book 3 page 67 – 68**  **Primary MTC book 3 page 36 – 39**  **Primary MTC for Uganda book 3 page 33**  **T/L.AIDS.** | |
| **Lesson 47**  **Environment and weather in our sub-county / division**  **Air and the sun**  **Multiplication by 10.**  **Multiply the following**   1. 3x10=30 2. 12x10=120 3. 25x10=250 4. 36x10=360   Activity   1. Find the product of the following   a , 12 and 10  b ,45 and 10  c ,17 and 10   1. Tom bought 12 trays If each tray had 10 eggs .How many eggs did Tom buy altogether? | |
| **Lesson 48**  **Environment and weather in our sub- county**  **Air and sun**  **Multiplication tables**  **a)** X 0 1 2 3 4 5 6 7  1 0 1 2 3 4 5 6 7  2 0 2 4 6 8 10 12 14  3 0 3 6 9 12 15 18 21  4 0 4 8 12 16 20 24 28  5 0 5 10 15 20 25 30 35  6 0 6 12 18 24 30 36 42   1. 126   18  105 15 x 7 3 21  7  49  Complete the table   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | No of insects | 1 | 2 | 3 | 4 | 5 | | No. of legs | 6 | 12 | 18 | 24 | 30 |   Multiply  1 2 3 6 x 3 = 18  X 6 6 x 2 = 12  7 3 8 12 + 1 = 13  6 x 1 = 6  6 + 1 = 7  1. Complete the following tables correctly.  a) b)  \_\_\_  14  27 9  x 8 4  \_\_\_ 13 x 6 7 \_\_\_ 0  8 7  10  \_\_\_  **X 3 4 5 6**  **7**  **6 30**  **5 \_\_ 20 \_\_ \_\_**  **4 12 \_\_ \_\_ \_\_**  **3 18**  **2 10**  No of stools 1 2 5 4 8 10  No of legs 4 16 24  **Reference: Mk mtc book 3 page 70**  **Tr’s guide book 3 page 4**  **T/L.AIDS: Multiplication tables** | |
| **Lesson 49**  **Our Environment and weather**  **Air and sun**  **Word problems in multiplications.**  **Key words: Product , times , multiply**  **Examples.**  1. What is the product of 9 and 2?  Solution  9 x 2 = 18  Therefore the product is 18  2. How many days are there in 7 weeks?  Solution  1 week = 7 days   1. weeks = (7 x 7 ) days   Therefore 7 weeks = 49 days  3. Given that = 6 leaves on a tree.  How many leaves are represented by    Solution  1 leaf = 6 leaves  7 leaves = ( 6 x 7 ) leaves  Therefore 7 leaves = 42 leaves.  1. Multiply 14 books by 7  2. What is the product of 43 and 8?  3. Work out the product of 609 an d7.  4. If = 7 balls. How many balls are there in ?  5. Given that represents 8 faces in P.3 Bright.  How many faces are represented by ?  6. There are 56 pupils in a class. Each pupil was given 6 books. How many books were given out altogether?  7. In P.3 class, there are 24 boys in each stream at Victorious Primary School. If there are 6 streams, how many boys are there in P.3 classes altogether?   1. Complete the table  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | No of pairs | 1 | 2 | 3 | 4 | 5 | | No. of legs | 2 | 4 | 6 | 8 | 10 |   3 4 3  x 2  6 8 6 | |
| **Lesson 50**  **Division of whole nubers**  **Environment and weather**  **Air and sun**  **Division as repeated subtraction**  (without remainders)  Examples  1. Divide 15 ÷ 3 2. Divide: 18 ÷ 3  Solution solution  15 – 3 = 12 1 18 – 3 = 15 1  12 – 3 = 9 2 15 – 3 = 12 2  9 – 3 = 6 3 12 – 3 = 9 3  6 – 3 = 3 4 9 – 3 = 6 4  3 – 3 = 0 5 6 – 3 = 3 5  **Therefore 15 ÷ 3 = 5** 3 – 3 = 0 6  **Therefore 18 ÷ 3 = 6**  Subtract the following using repeated subtraction.  1. 14 ÷ 3 = 2. 19 ÷ 2 = 3. 26 ÷ 4 = 4. 30 ÷ 7 =  5. 21 ÷ 5 = 6. 32 ÷ 9 = 7. 17 ÷ 3 = 8. 22 ÷ 4 =  **Reference: Picfare MTC book 3 page 12** | |
| **Lesson 51**  **Weather and Environment**  **Air and sun**  **Long division by 2 and 3. ( no remainder)**  Divide: 24 ÷ 2  1 2  2 2 4 2 ÷ 2 = 1  1x2 = 2 - 2 4 ÷ 2 = 2  4  2 x 2 = 4 - 4    Divide: 6 6 ÷ 3  22  3 6 6 6 ÷ 3 = 2  -6  2 x 3 = 6 0 6  2 x 3 = 6 - 6  **Divide the following using repeated subtraction.**  1. 12 ÷ 4 = 2. 24 ÷ 3 = 3. 25 ÷ 5 = 4. 32 ÷ 8 =  5. 21 ÷ 3 = 6. 28 ÷ 4 = 7. 30 ÷ 6 = 8. 36 ÷ 6 =  **Reference: Picfare MTC page 12** | |
| **Lesson 52**  **Environment and weather**  **Air and sun**  **Division as repeated subtraction**  **(with remainders)**  **Examples**  1. Divide 10 ÷ 3 2. 27 ÷ 4  Solutionsolution  10 – 3 = 7 1 27 – 4 = 23 1  7 – 3 = 4 2 23 – 4 = 19 2  4 – 3 = 1 3 19 – 4 = 15 3  Therefore 10 ÷ 3 = 3 remainder 1 15 – 4 = 11 4  11 – 4 = 7 5  7 – 4 = 3 6  Therefore 27 ÷ 4 = 6 remainder 3  a) 4 2 rem 1  2 8 5 8 ÷ 2 = 4  4x2 = 8 - 8 5÷ 2 = 2  2x2=4 0 5  - 4  1  **Therefore 85÷2 = 42 rem 1**  b) 1 5 5 ÷ 3  0 5 1 rem 2  3 1 5 5 1÷3 = 0  0x3 = 0 - 0 15 ÷ 3 = 5  1 5 5 ÷ 3 = 1  5x3 = 15 1 5  5  1x4 = 3 - 3  2  **Therefore 155 ÷ 3 = 51 rem 2**  **Activity**  Divide the following numbers below correctly.  (i) 45÷2 (ii) 317 ÷3 (iii) 1 3 7 ÷ 3 (iv) 55 ÷ 2  (v) 435 ÷ 3 (vi) 325 ÷ 3 (vii) 911 ÷ 3 (viii) 68 ÷ 3  **Reference.**  **A new Mk MTC 2000 pupil’s book 3 page 72**  **Tr’s guide book 3 page 40** | |
| **Lesson 52**  **Weather and environment**  **Air and sun**  **Division (long division) with remainders**  Examples  Divide: 85 by 2  Solution  a) 85 ÷ 2  **Divide the following correctly**   1. 416 ÷ 4 e) 144 ÷ 9 2. 162 ÷ 8 f) 384 ÷ 3 3. 135 ÷ 9 g) 505 ÷ 5 4. 430 ÷ 5 h) 378 ÷ 2   **Reference:**  **Tr’s guide book3 3 page 40**  **A new MK Primary MTC 2000 page 75**  **Picfare Primary revision MTC page 32**  **T/L.AIDS. Chalkboard , illustrations , counters** | |
| **Lesson 53**  **Environment and weather**  **Air and sun**  **Word problems in division**  Key words  Share , divide  **Reference: A new Mk Primary MTC 200 book 3 page 73 – 74.**  **Tr’s guide book 3 page 40**  **T/L.AIDS: Chalkboard illustrations , counters** | |
| **Lesson 53**  **Environment and weather**  **Air and sun**  **More on division**  **Examples**  Divide:  4 1 6 ÷ 4  Solution  10 4  44 16 4 ÷ 4 = 1  1x4 = 4 4  0 x 4= 00 1 1 ÷ 4 = 0 rem 1  - 0  4x4 = 16 0 1 6 16 ÷ 4= 4  -1 6  **Therefore 416 ÷ 4=104**  Examples  1. Share 15 sweets among 3 children.  How many oranges does each child get?  Solution.  **Therefore each child got 5 oranges**  2. A mother had 176 mangoes. She shared them among 8 workers. How many did each get?  1 7 6 ÷ 8  0 2 2  8 1 7 6 1 ÷ 8 = 0  0x 8=00  2x8 = 1617 17 ÷ 8 = 2 rem 1  2 x 8 = 16 16 16 ÷ 8 = 2  0 1 6  1 6  0 0  **Therefore each worker got 22 mangoes.**  **Activity**  1. Divide: 1 4 5 by 5  2. Share 25 boxes of chalk among 5 classes.  3. Wasenda had 36 pens. He shared them equally among his 6 sisters. How many pens did each get?  4. A certain farmer was given 160 bottles of sodas. He shared them equally among his 8 guests. How many did each person get?  5. There were 434 eggs to be shared among 8 people. Find how many each person will get.  6. Uncle John shared shillings 1500 among his 3 sons. How much did each person get?  **Reference:**  **Tr’s guide book 3 page 40.**  **Primary mathematics for Uganda book 3 pge 61**  **Mk MTC book 3 pages 76 – 77**  **T/L.AIDS.** | |
| **Lesson 54**  **. Filling in the missing numbers**  **Relationship between multiplication and division**  Examples  12 ÷ 4 =  3 x 4 = 12  12 ÷ 3 =  An activity from MK bk3 pg86 | |

**End**