VICTORIOUS EDUCATION SERVICES LTD

**PRIMARY THREE MATHEMATICS LESSON NOTES TERM TWO, 2015**

**LESSON 1**

**TYPES OF NUMBERS**

**Counting and whole numbers.**

1. **Counting numbers are numbers we use to count.**

**Examples.**

**1, 2, 3, 4, 5, 6, 7, 8, 9, 10………………………….**

1. **Whole numbers begin with zero.**

**Examples.**

**0, 1, 2, 3, 4, 5, 6, 7, 8, 9…………………………….**

**Activity.**

1. **What are the missing numbers?**

**1, 2,…….., 4,………..,6, 7**

1. **Arrange these numbers from the smallest to the biggest.**
2. **9, 7, 8, 6, 5, 4**
3. **10, 8, 7, 6, 5, 9**

**Reference. Teacher’s collections.**

**LESSON 2**

**EVEN AND ODD NUMBERS.**

1. **Even numbers.**

**These are numbers which are exactly divisible by 2.**

**Examples.**

**0, 2, 4, 6, 8, 10, 12, 14, 16, 18, 20……………………..**

1. **Odd numbers.**

**These are numbers which are not exactly divisible by 2.**

**Examples.**

**1, 3, 5, 7, 9, 11, 13, 15, 17, 19……………………….**

**Activity.**

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

**4, 6, \_\_\_, 10, \_\_\_\_,\_\_\_\_\_\_16**

1. **What is the sum of the first two odd numbers?**

**Reference. Tr’ collection.**

**LESSON 3**

**FRACTIONS**

**INTRODUCTION LESSON 1.**

A fraction is part of a whole

Examples of fractions

Naming fractions

A whole

A whole

½ ½

1/4

1/4

1/4

1/4

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | 1/4 |  |

1/4

1/4

1/4

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1/5 | 1/5 | 1/5 | 1/5 | 1/5 |

1/5

1/5

1/5

1/5

1/5

Naming the fractions

A whole. 1 whole

¼ one quarter ½ one half

Ref: A new MK pr. MTC pupils bk 3 page 94

**LESSON 4**

**THEME; LIVING THINGS**

**SUB THEME; TYPES OF LIVING THINGS**

**CONTENT; WRITING FRACTIONS IN WORDS**

**Example;**

a) ½ = a half

b) = Two thirds

c) ¾ = Three parts out of 4 parts (Three quarters)

d) =a ninth

***Activity***

***Write these fractions in words***

1) 5)

2) 6)

3) 7)

4) 8)

**REFERENCE**

New MK primary MTC Bk 3 2000 page 95-96

Understanding MTC Book 3 (teachers guide) page 48

Primary MTC for Uganda page 66 Book 3

Picfare MTC page 21

**LESSON 5.**

**THEME; LIVINGTHINGS**

**SUB THEME; TYPES OF LIVINGTHINGS**

**CONTENT; SHADED AND UNSHADED FRACTIONS**

Name the shaded fraction (part)

= ½ shade. 3/4 = shade.

**Activity:**

Which part of the fraction is shaded?

=

|  |  |  |  |
| --- | --- | --- | --- |
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=

**REFERENCE**

Primary Math Book 3 2ooo page 97-99

Understanding MTC Book 3(Teachers guide) page 47-48

Picfare primary math Book 3 page 16-17

**LESSON 6**

**THEME: LIVINGTHINGS**

**SUB THEME:**

**CONTENT: UNSHADED FRACTIONS**

**Examples**

Find the un shaded fractions

|  |
| --- |
|  |
|  |

½ un shaded 2/4 = un shaded

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
|  |  |  |  |  |

5/10 = unshaded .

**REFERENCE:**

MK MTC B k. 3 Pp. 97 – 98

Picfare MTC Bk. 3 Pp. 17 – 18

Understanding Math Bk. 3 Pp. 45.

**LESSON 7.**

**LIVINGTHINGS**

**SUB THEME: TYPES OF LIVINGTHINGS**

**CONTENT: EQUIVALENT FRACTIONS**

They are called equivalent fractions because they are equal

|  |
| --- |
| ½ |
| ½ |

**Examples**

¼ ¼ =

¼ ¼ =

1/3

1/3

1/3

1/6

1/6

1/6

1/6

1/6

1/6

2/6 equivalent to 1/3 = 2/6 = 1/3

Activity:

Fill in the gaps.

|  |  |
| --- | --- |
|  |  |

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| --- | --- | --- | --- |
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½ ¼

|  |  |
| --- | --- |
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1/ 2

1/6 1/6 1/6 = ½ equivalent to

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
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½ equivalent to   
1/8 1/8 1/8 1/8

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
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1/10 1/10 1/10 1/10 1/10 1/10 1/10 1/10 1/10 1/10

|  |  |  |
| --- | --- | --- |
| ½ |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1/3 | 1/3 | 1/3 |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |

½ =

**Examples:**

**REFERENCES:**

Understanding MTC page 48 Book 3

MK pr MTC page 99

**LESSON 8**

**THEME: LIVINGTHINGS**

**SUB THEME: TYPES OF LIVINGTHINGS**

**CONTENT**: Comparing the fractions using “greater‘’ or ‘’less than’’

is greater than 1/3



is greater than  1/3

½

½ is greater than 1/3 or 1/3 is lesser than ½

is greater than ¼ or ¼ is less than 2/3

**ACTIVITY:**

Use ‘’greater than’’ or ‘’less than’’ or ‘’equal’’

The bigger the denominator the smaller the fraction.

1. 1/2-------------1/3 6) 5/5-----------1/5
2. 1/7--------------1/7 7) 7/7------------6/6
3. 1/3---------------1/6
4. 3/3--------------1
5. **¼------------------1/6**

**REFERENCE**

MTC Primary MK 2OOO page 99-100 Book 3

**LESSON 9**

**THEME: LIVINGTHINGS**

**SUB THEME: TYPES OF LIVINGTHINGS**

**CONTENT: Comparing fractions**

**ACTIVITY**

Use ‘’greater than’’ or ‘’less than’’

1. ½ is-------------1/9 5) 1/9 is-------------1/8
2. 1/8 is-----------1/10 6) 1/10 is-----------1/8
3. 1/8 is------------1/10 7) 1/7 is------------1/9
4. 1/9 is-------------1/7 8) ½ is--------------1/6

**LESSON 8.**

**THEME: LIVINGTHINGS**

**SUB THEME TYPES OF LIVINGTHINGS**

**CONTENT: ADDITION OF FRACTIONS (SAME DENOMINATOR)**

**Examples**

1. 1/4+1/4=2/4
2. 1/4+1/4+1/4=3/4

**Activity**

1/4+2/4= 1/7+2/7+1/7=

1/6+2/6= 1/5+1/5+1/5=

2/12+2/12+3/1 1/15+1/15+1/15=

Ref: M.T.C Primary School Book 3 2000 New MK Page 103

Picfare primary MTC Book 3 page 19

**LESSON 10**

**THEME: LIVINGTHINGS**

**SUB THEME TYPES OF LIVINGTHINGS**

**CONTENT: APPLICATION OF FRACTIONS IN ADDITION.**

**Example 1**

Jane read 1/6 of the book on Tuesday and 3/6 of the book on Thursday. What fraction did Jane read altogether?

Solution:

Tuesday 1/6 Thursday 3/6

Total 1/6+3/6=1+3/6=4/6

Example 2

Find the sum of 4/7 and 2/7

Solution:4/7+2/7

4+2= 6

7 7

**ACTIVITY**.

1. Find the sum of 5/6+2/6
2. `Find the sum of 3/7+2/7
3. Kato ate 7/15 of the cake and Wasswa ate 4/15 of the same cake. What fraction of the cake did they eat altogether?
4. Andrew wrote 3/9 of the book in the morning and 4/9 of the book in the evening. What fraction of the book did he write altogether?
5. A teacher marked 2/5 of the book in the morning and 3/5 in the evening. Which part of the fraction did he mark altogether?

**REFERENCE**

MK 2000 Book 3 page 103-104

**LESSON 11**

**THEME: LIVINGTHINGS**

**SUB THEME: TYPES OF LIVINGTHINGS**

**CONTENT: SUBTRACTION OF FRACTIONS.**

**Examples**

1)3/3-2/3 2) 9/10-2/10 3) 7/12-5/12

4) 7/13-2/13 5) 9/14-7/14 6) 13/50-10/50

7) 9/20-2/20 8) 21/40-3/40 9) 5/7-3/7

**LESSON 12**

**THEME: LIVING THINGS**

**SUB THEME: TYPES OF LIVINGTHINGS**

**CONTENT: APPLICATION OF FRACTIONS IN SUBTRACTION.**

**Examples**

1. Ivan had 5/6 of the cake. He ate 2/6 of it. What fraction of the cake remained?

SOLUTION

5/6-2/6=5-2

ACTIVITY

1.A garden has 8 equal parts 3/8 parts are planted with maize. What fraction remained un planted?

2. John painted 7/10 of his house on Tuesday . What fraction remained un painted?

3. A pupil did5/9 of his home work. What faction of the home work remained?

4. What is the difference between8/12 and 6/12 ?

5. What is 9/13 minus 2/13?

6. What fraction is left after taking away 3/5 from4/5 ?

7. What is the difference between 8/12 and 5/12?

**REFERENCE**

MK 2000 NEW MK MTC BOOK 3 Page 108

**LESSON 13**

**THEME: LIVINGTHINGS**

**SUB THEME: TYPES OF LIVINGTHINGS**

**CONTENT: SUBTRACTION OF A FRACTION FROM A WHOLE**

**Examples**

Subtract 4/9 from 1

**SOLUTION**

9/9-4/9=5/9

**ACTIVITY**

**SUBTRACT**

1. 1-2/9 2) 1-5/9 3) 1-6/11 4) 1-4/4
2. Take away 6/9 from 1 5] Take away 5/9 from 1 6) Take away 5/9 from 1

**REFERENCE:**

Teachers’ resource

A New MK 200 MTC BK3 PG 108

**LESSON 14**

**THEME: LIVING THINGS**

**SUB THEME: TYPES OF LIVING THINGS**

**CONTENT: MULTIPLICATION OF FRACTIONS**

**Examples:**

1. 1/6 of 6 boys b) 1/3 of 9 c) 2/3 of 12

= 1/6 x 6 = 1/3 x 9 = 2/3 x 12

=6 ÷6 = 9/3 = 2 x 12

= 1 boy = 3 x 1 3

= 3 = 2 x 4

= 8

**Activity.**

1. What is 1/3 of 6? 3. What is ½ of 20?
2. Simplify 1/5 of 10 4. What 1/7 of 14?

**REFERENCE.**

Teachers’ Resources

Understanding MTC Book 3 tr’s bk pg 144

**LESSON 15**

**THEME: LIVING THINGS**

**SUB THEME: TYPES OF LIVING THINGS**

**CONTENT: DIVISION OF WHOLE NUMBER BY A FRACTION**

**Example:**

1. How many halves are in 2 whole numbers?

**Solution.**

2 ÷ ½ = 4/1

=2/1 x 2 /1 = 4 halves

1. How many thirds are in 6 whole numbers?

Solution.

6 ÷ 1/3 = 6/1 x 3/1 = 18 thirds

= 6/1 ÷ 1/3 = 18/1

**Activity:**

1. How many halves are 3 whole numbers?
2. How many halves are in 4 wholes?
3. How many thirds are in 5 whole numbers?
4. How many fifths are in 10 whole numbers?
5. How many 1/6 are in 12 litres of paraffin?
6. How many half (1/2) litres of milk are in 8 litres?

**REFERENCE:**

Understanding MTC Book 3 page 145

Teacher’s own resource

**LESSON 16**

**THEME: LIVING THINGS**

**SUB THEME: TYPES OF LIVING THINGS**

**CONTENT: APPLICATION OF SUBTRACTION IN FRACTION.**

**Examples:**

A learner did 5/9 of his home work. What fraction of the home work was left?

Home work done = 5/9

1 – 5/9

9/9 – 5/9 = 9 – 5/9 = 4/9 was left

**Activity**:

1. Linda ate 3/5 of her birthday cake in the morning. What fraction of the cake was left?
2. A garden has 8 equal parts. 3 parts out of 8 are planted with maize. What fraction remained?
3. John painted 7/10 of his house on Monday. What fraction of his house has not been paited?

**REFERENCE:**

Teacher’s own collection.

**LESSON 17**

**THEME: MANING RESOURSES**

**SUB THEME:**

**CONTENT: INTRODUCTION TO ALGEBRA.**

Algebra is the way of dealing with letters hence collecting like terms by adding or subtracting.

**Examples:**

1. 3 books + 2 books 2. 4 balls + 6 balls

= 5 books = 10 balls

3 a + a + a + a

= 4a

Activity:

1. 3 pens + 2 pens
2. 6 books + 2 books
3. 5 goats + 3 goats
4. a + 3a
5. d + 5d + 3d

**LESSON 18**

**THEME: MANAGING RESOURSES**

**SUB THEME: MANAGING RESOURSE IN OUR DIVISION**

**CONTENT: FINDING THE MISSING NUMBERS (IN ALGEBRA)**

**Examples:**

+ 2 = 4

= 4 - 2

= 2

**Activity:**

1. n + 3 =7
2. w + 5 = 9

+ 7 = 15

1. 5 + = 16
2. 4 + = 12

**REFERENCE:**

A new MK primary MTC 2000 PG 192

**Lesson 19**

**THEME: MANAGING RESOURCES**

**SUB THEME: MANAGING RESOURCES**

**CONTENT: APPLICATION OF ALGEBRA**

**Examples:**

David had some sweets. He was given 10 more sweets. He now has 15 sweets. How many sweets did he have at first?

Solution.

Let the sweets be a

a + 10 = 15

a = 15 – 10

a = 5 sweets

***Activity:***

1. Mr. Katerega had some cows. He bought 6 more. How many cows had he at first if he had 10 altogether?
2. Paul had some goats. He bought 3 more from Peter. He has 7 goats altogether. How many goats did he have at first?
3. Samuel had some books. Simon gave him more 6 books. He has 11 books altogether. How many books has Samuel at first?

**REFERENCE:**

Tr’s own resource.

**LESSON 20**

**THEME: MANAGING RESOURCES**

**SUB THEME:**

**CONTENT: SUBTRACTION IN ALGEBRA**

**Examples:**

1. 3 books take away 1 book 2. 4 men – 2 men

3 books – 1 book = 2 men

= 2 books

**Activity:**

1. 9 books – 3 books
2. 4c – 2c
3. 8p – 3p
4. 4y – 2y

**REFERENCE:**

NEW MK 2000 Book 3 page 194

**NB:** Teach about application of subtraction in Algebra.

**E.g**. Tom had some eggs. His father added him 3 more eggs. How many eggs is Tom having now?

**LESSON 21**

**THEME: MANAGING RESOURCES**

**SUB THEME: MNAGING RESOURCES**

**CONTENT: FINDING THE MISSING NUMBERS IN DIVISION**.

**Examples:**

1. ÷ 2 = 8

= 8 x 2

= 16

**Activity:**

Find the value of unknown (box)

1. ÷ 4 = 8 3. ÷ 6 = 3

2. ÷ 3 = 4 4. ÷ 5 =2

**REFERENCE:**

NEW MK 2000 Book 3page 197

**LESSON 22**

**THEME: MANAGING RESOURCES**

**SUB THEME: MANAGING RESOURCES**

**CONTENT: WRITING A LGEBRA IN WORDS**

**Examples:**

1. I think of a number, divide it by 2. My answer is 6. Find the number

÷ 2 = 6

= 6 x2

= 12

**Activity**:

1. Namata had some oranges. She shared them equally between 2 children. Each child got 6 oranges. How many oranges did she have before?
2. My brother had some pancakes. He shared them equally between 2 boys. Each boy got 1 pancake. How many pancakes had he at first?
3. Lwanga had some books. He divided them equally among 5 children and each got 6 books. How many books did he have before?
4. Rwanyenzi had some pineapples. He shared them among 7 boys and each got 8 pineapples. How many pineapples had he before?

**LESSON 23**

**THEME: MANAGING RESOURCES**

**SUB THEME: MANAGING RESOURCES**

**CONTENT; FINDING MISSING NUMBERS [GENERAL]**

**Example**

**+ 5= 15 × 2 = 10**

**10 ÷ 2 = 5**

**15 – 5 = 10**

**PRACTICE.**

**1). + 4 = 8 2). + 10 =30**

**3). p + 6 = 10 4). q + 5 = 15**

**5). x + 3 = 3 y – 7 = 7**

**7). c – 4 = 8 8). D -2 =7**

**9] × 4= 16 10] c ÷ 4 =2**

**REFERENCE.**

**MK MTC Book 3 page 193 – 198**

**LESSON 24.**

**THEME: MANAGING RESOURCES**

**SUB THEME: MANAGING RESOURCES**

**CONTENT: FINDING MISSING NUMBERS**

**Example.**

**Find the missing number in the diagram below. The sum is 24.**

d = 24 – 13

d = 11

e = 24 – 12

e = 12

f = 24 – 10

f = 14

g = 24 – 15

g = 9

a = 24-17

a = 7

b = 24 – 8

b = 16

c = 24 – 10

c = 14

C=14

10

**Activity.**

**From MK pupils book 3 page 81**

**LESSON 25.**

**THME: MANAGING RESOURCES**

**SUB THEME: MANAGING RESOURCES**

**CONTENT: FINDING MISSING NUMBERS**

**Examples:**

12

**3 x4 =**

**Activity.**

**From MK pupils book 3 page 86**

**LESSON 26**

**THEME: MANAGING RESOURCES**

**SUB THEME: MANAGING RESOURCES**

7+4+1 = 12

3+4+5 = 12

7+0+5 = 12

2+4+6 = 12

3+8+1 = 12

**CONTENT: ADDITION IN MAGIC SQUARE**

|  |  |  |
| --- | --- | --- |
| 7 | 0 | 5 |
| 2 | 4 | 6 |
| 3 | 8 | 1 |

**B**

|  |  |  |
| --- | --- | --- |
| **7** |  | **5** |
|  | **4** | **6** |
| **3** |  | **1** |

**A**

**In square A, the sum of the 3 digits arranged in columns or rows or diagonals is 12**

**Exercise.**

**An activity from MK 2000 bk 3 page 89**

**Reference.**

**MK pupils book 89**

**LESSON 27**

**THEME: MANAGING RESOURCES**

**SUB THEME: MANAGING RESOURCES**

**CONTENT: GRAPH READING**

Interpretation of graph.

Graphs; Pictographs: these are the graphs drawn using a selected picture to represent other things.

**Examples:**

Study the graph and answer the questions.

**PLANTING TREEES AT VICTORIOUS P/SCHOOL**

|  |  |
| --- | --- |
| Moses | C:\Users\LIBRARY\Desktop\PICTURES by ken\TREES.jpgC:\Users\LIBRARY\Desktop\PICTURES by ken\TREES.jpgC:\Users\LIBRARY\Desktop\PICTURES by ken\TREES.jpgC:\Users\LIBRARY\Desktop\PICTURES by ken\TREES.jpgC:\Users\LIBRARY\Desktop\PICTURES by ken\TREES.jpgC:\Users\LIBRARY\Desktop\PICTURES by ken\TREES.jpgC:\Users\LIBRARY\Desktop\PICTURES by ken\TREES.jpgC:\Users\LIBRARY\Desktop\PICTURES by ken\TREES.jpgC:\Users\LIBRARY\Desktop\PICTURES by ken\TREES.jpg |
| Alex |  |
| Grace | C:\Users\LIBRARY\Desktop\PICTURES by ken\TREES.jpgC:\Users\LIBRARY\Desktop\PICTURES by ken\TREES.jpgC:\Users\LIBRARY\Desktop\PICTURES by ken\TREES.jpgC:\Users\LIBRARY\Desktop\PICTURES by ken\TREES.jpg |
| Jane | C:\Users\LIBRARY\Desktop\PICTURES by ken\TREES.jpg |

Note: = 5 trees

1. Who planted the highest number of trees?
2. How many children planted the trees?
3. Who planted the lowest number of trees at school?
4. How many trees did Moses plant?
5. How many trees did Moses plant?

5 + 5 + 5

1. How many trees did Grace plant?

5 x 1 = 5 trees.

1. How many trees did Alex plant?



OR (5X6) = 30 Trees.

5 + 5 + 5 + 5 + 5 + 5 = 30 trees.

**Activity:**

The pictograph below shows the number of girls in each stream of P.3 at Mbuya Primary School

|  |  |
| --- | --- |
| P.3 Yellow |  |
| P. 3 Blue |  |
| P. 3 Cream |  |
| P. 3 Green |  |

**Each = 10 girls**

**Questions**:

1. In which school are the above streams/
2. How many girls are in P.3 class?
3. Which stream had the lowest number of girls?
4. How many girls are P.3 Blue?
5. How many girls were in P.3 Green and Yellow?
6. How many girls were in P.3 Cream?
7. How many girls were in the four streams of P.3 altogether?

**LESSON 28**

**THEME: MANAGING RESOURCES**

**SUB THEME: INTERPTRETATION OF GRAPHS**.

**CONTENT: COLUMN GRAPH.**

This is when information is presented on a graph using bars.

**Example:**

Study the graph below and answer the question about it. The graph shows the number of pupils in primary three who came to attend the sports day at Victorious P/S

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
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0

10

20

20

30

40

50

60

**No. of Ppls.**  
 P.3 P.3 P.3 P.3 P.3 P.3 P.3

**Wise Clever Blue Sharp Orange Active Green**

1. How many classes attended the sports day?
2. Which class had the lowest number of participants?
3. How many participants had P.3 Wise and P.3 Sharp?
4. Which two classes had the same number of participants?
5. How many participants turned up for P.3 Blue, Clever and Active altogether?
6. Which class had no participants at all?

**Activity:**

Study the graph that shows the number of books given to each class.

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120

40

60

80

100

**No. of Ppls.**

20

0

P.4 P.4 P.4 P.4 P.4

**Active Clever Active Cream Yellow**

**Classes**

1. How many classes got the books?
2. Name the class that did not get any book?
3. How many books were given to P.4 Clever and P.4 Yellow?
4. Name the two classes that got the same number of books
5. How many books were given to all classes
6. How many more books had p 4 Yellow than p 4 Cream

**REFERENCE.**

Primary Math Ug pg 72

Understanding MTC bk 3 Pg 52

NEW MK MTC pg 173 – 175 bk 3

**LESSON 29**

**THEME: MANAGING RESOURCES**

**SUB THEME:**

**CONTENT: BAR GRAPH**

These are the graphs (column) that are separated by their bars.

Show the information on the graph below.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Days of the week** | **SUN** | **MON** | **TUE** | **WED** | **THUR** | **FRI** | **SAT** |
| **NO. of eggs collected** | 80 | 40 | 70 | 50 | 80 | 30 | 10 |

0

80

10

20

30

50

60

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 70 |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
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| 40 |  |  |  |  |  |  |  |  |  |  |  |  |
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**SUN MON TUE WED THUR FRI SAT**

**REFERENCE:**

Understanding MTC Book 3 page 30 ( tr’s guide)

New MK 2000 Book 3 page 114

**LESSON 30**

**THEME: MANAGING RESOURCES**

**SUB THEME:**

**CONTENT: GEOMETRY (PROPERTIES OF PLANE FIGURES)**

**Examples:**

**Square Rectangle equilateral triangle**

All sides are equal (4) 4 sides all the 3 sides

All angles are 90 degrees (2 Opp. Sides are equal) 3 lines of folding

Sides are equal all angles = 90 degrees symmetry

(4 lines of folding symmetry) 2 lines of folding symmetry

Activity:

1. Name and identify the figures drawn below.
2. Draw these shapes below.
3. An equilateral triangle b) square c) a rectangle

**REFERENCE:**

New MK Book 3 MTC pg 116

Understanding MTC Book 3 pg 60

Understanding tr’s guide 130

Understanding tr’s guide bk 2 pg 67

**LESSON 31**

**THEME: MANAGING RESOURCES**

**SUB THEME:**

**CONTENT: IDENTIFYING THE NUMBER OF SHAPES**

**Examples:**

b b

C

A

B

Name the shapes labeled

1. A = Rectangle
2. B = Triangle
3. C = Circle
4. How many rectangles can you see?

I can see two rectangles

**Activity:**

How many circles, squares, rectangles and triangles can you see?

1. Triangles = ………………………………………………………… e) Squares=…………………………….
2. Rectangles………………………………………………………… f) squares=………………………….
3. Name the shape marked E………………………………..
4. Name the shape marked F………………………………….
5. How many squares are in this figure?
6. How many triangles can you get from?

**REFERENCE:**

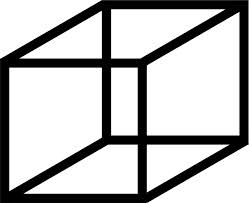
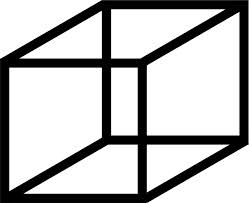
New MK 2000 bk 3. page 117 – 118

**LESSON 32**

**THEME: MANAGING RESOURCES**

**SUB THEME: MANAGING RESOURCES**

**CONTENT: NAMING AND DRAWING THE SHAPES (SOLID FIGURES)**



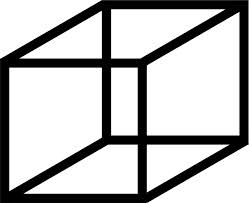
Cylinder cube cuboid

Name the shaded areas / face.

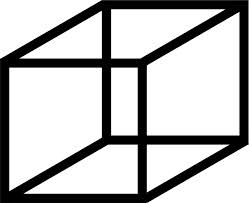
1. Circle ii) Square iii) Rectangle

NB: Solids don’t have sided; they have faces and edges, vertices

1. Name the geometrical figures below.



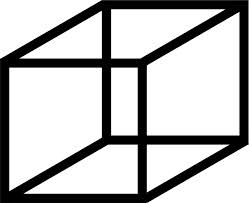
Activity:

Name the areas marked by letters

\_\_\_\_\_\_\_\_\_\_\_**A**

\_\_\_\_\_\_\_\_\_\_\_**C**

\_\_\_\_\_\_\_\_\_\_\_**B**

How many edges and faces has a cuboid?

i) Faces

ii) Edges

**Other shapes.** iii) Verticals

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**LESSON 33.**

**THEME: MANAGING RESOURCES.**

**SUB-THEME: MANAGING RESOURCES.**

**CONTENT: FINDING THE PERIMETER.**

Perimeter is the total distance around the figure.

**Examples.**

**CONTENT:** Finding the total distance around the rectangular shape.

4 cm

3 cm

4cm

P = (L + W) + (L+ W) P = S + S + S + S

P = 4cm + 3 cm + 4cm + 3cm P = (4 + 4) + (5 + 4)

P = 7cm + 7cm. P = 8cm + 8CM

P = 14cm. P = 16cm.

Work out the perimeter of the rectangles below.

5cm

4cm

2cm

6cm

3cm

5cm

4cm

2cm

3cm

3cm

4cm

|  |  |  |
| --- | --- | --- |
|  |  |  |
|  |  |  |
|  |  |  |

Find the total distance around the figures below

The spider moved the squared figure that measures 5cm. What is the total distance the spider can make?

The boy started moving a rectangular figure that measures 5cm. What is the total distance around the figure he moved?

**NOTE**: Draw even other polygon to find the total distance around the figures hexagon, pentagon…)

**LESSON 34.**

**THEME: MANAGING RESOURCES.**

**SUB: THEME: MANAGING RESOURCES.**

**CONTENT: FINDING THE AREA OF THE SQUARE.**

|  |  |  |
| --- | --- | --- |
| 1 | 2 | 3 |
| 4 | 5 | 6 |
| 7 | 8 | 9 |

Method: Counting the squares.

|  |  |
| --- | --- |
| 1 | 4 |
| 2 | 3 |

1 square = 1cm.  
Area = 4 square cm 1cm = 1 square

Or 1square = 1cm.

Area = 9 square cm.

**ACTIVITY:** Work out the area of the squares below.

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

1square = 1cm. 1square = 1cm.

**REFERENCE:**

Picfare: MTC Bk.3 92

**LESSON 35.**

**THEME: MANGING RESOURCES:**

**SUB: THEME: MANAGING RESOURCES.**

**CONTENT: FINDING THE AREA OF A SQUARE USING THE FORMULAR.**

**3cm 10cm.**

Area = side x side Area = side x side

Area = 9cm x 3cm Area = 10cm x 10cm

Area = 9 square cm Area = 100 square cm.

**Activity:**

Find the area of the squares below.

7cm

4cm

9cm

5cm

**REFERENCES.**

NEW MK 2000 page 123 – 124

Workout the area of the square whose sides measure 6 cm.

**REFERENCE:**

Understanding MTC Bk. 3

New MK. 2000 Pg. 155 – 156

Primary MTC for Ug. Pg. 126 – 127.

**LESSON 36**

**THEME: MANAGING RESOURCES.**

**SUB – THEME: MANAGING RESOURCES.**

**CONTENT: FINDING THE TOTAL DISTANCE AROUND THE RECTANGULAR SHAPE.**

L = 4 cm

W = 3 cm 4cm

5 cm

P = (L + W) + (L+ W) P = (l + w) + (l + w)

P = 4cm + 3 cm + 4cm + 3cm P = (5cm + 4cm) + (5cm + 4cm)

P = 7cm + 7cm. P = (9cm + 9cm)

P = 14cm. P = 18cm.

**Activity:**

Find the total distance around the shapes below. (Rectangular)

4cm

3cm 2cm

4cm

3cm

6cm

4. Work out the distance around the rectangle that measure 6cm by 4cm.

6. A house moved around the rectangular table measuring 7cm, 1cm and 4cm wide.

Find the total distance it moved.

Reference:

New. MK 2000 Pp. 155 – 156

Primary MTC Pp. 126 – 127

**LESSON 37**

**THEME: MANAGING RESOURCES.**

**SUB- THEME:**

**CONTENT: AREA OF THE RECTANGLE.**

**Examples.**

1) 2) 3)

3cm 4cm 85

4cm

5cm 6cm

Area = Length x Width Area = Length x Width

Area = 4cm x 3cm Area = 4cm x 3cm

Area = 12square cm. Area = 20cm

OR A = 12cm.

**Activity**:

Find the areas of the rectangles below.

3cm 3cm 2cm

5cm 5cm

4cm

5cm

6cm

Find the area of a rectangle whose length is 7cm and width is 2cm.