

# LESSON NOTES FOR P.4 MATHS TERM 1

Date	Time	No. of pupils

**Theme** : Sets

**Topic** : Set concepts

**Sub –topic** : Naming sets

**Competences:**

- The learner describes sets
- The learner reads, pronounces and spells key words

**Methods** : Guided discovery and observation

**T/L Aids** : Pens, books, rubbers and leaves


**Ref.** : A new MK book 4 pag 1, St. Benard Book 4 page 3.

**Content** : Naming sets

**Naming sets**


A set is a collection of well defined objects/ elements / members

**Name these sets**

a)  A set of vowel letters.

b) How many elements has set K?

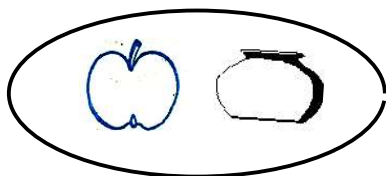
K  Set k has 5 elements.

c)  Set v has 4 members.

## Activity

a)

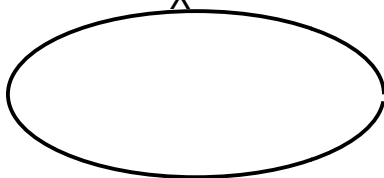
Q



Set Q has \_\_\_\_\_ members.

b)

X



Set X has \_\_\_\_\_ members.

Date	Time	No. of pupils

**Theme** : Sets

**Topic** : Set concepts

**Sub –topic** : Types of sets

### Competences:

- The learner describes various types of sets
- The learner reads, pronounces, spells and uses the words like empty sets, equal sets, equivalent sets, union sets.

**Methods** : Inquiry, guided discovery

**T/L Aids** : Real objects like cups, places

**Ref.** : Fountain Primary Maths book 4 page 5

**Content** : Types of sets

## Types of sets

### Empty sets

- An empty set is a type of set with no members / elements
- The symbol is  $\emptyset$  or  $\{ \}$

### Examples

Write empty set or not empty set.

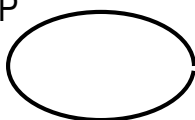
1. Pupils in our class with blue pens.

Not empty

2. A boy with 7 legs

Empty set

3. P



Set P is an empty set

### Activity

1. Pupils in our class who come to school by air \_\_\_\_\_
2. A grandfather of sixty years of age \_\_\_\_\_
3. B =  $\{ \}$

### Self evaluation

Strength:

Weakness:

Way forward:

Date	Time	No. of pupils

Theme : Sets

Topic : Set concept

Sub –topic : Types of sets

## Competences:

- The learner describes the various types of sets.
- The learner reads, pronounces, spells and uses the new words like equal

**Methods** : Guided discovery, Discussion

**T/L Aids** : Real life objects like bottles, pens

**Ref.** : MK Primary maths book 4 page 8

**Content** : Equal sets

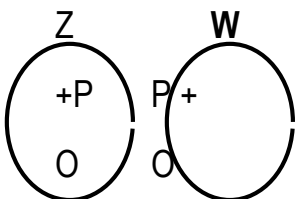
## Equal sets

These are number of members the same

Symbol :  $=$

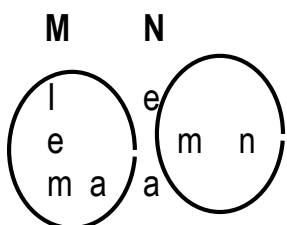
Un equal sets with the same number of the elements which are not exactly the same.

## Example

1.  Set Z and set W are equal sets

2. Given that  $R = (w, x, y, z)$   $S = (a, b, c, d)$   
Set R and S are un equal sets.

## Activity

1.  Set Z and set W are equal sets

Set M and set N are \_\_\_\_\_

2.  $A = ( \text{chair} , \text{bottle} )$   
 $B = ( \text{book} , \text{bottle} , \text{chair} )$

Set A and B are \_\_\_\_\_

### Self evaluation

Strength:

Weakness:

Way forward:

Date	Time	No. of pupils

**Theme** : Sets

**Topic** : Set concepts

**Sub –topic** : Types of sets

### Competences:

- The learner describes various types of sets
- The reads, pronounces, spells and uses the new words

**Methods** : Guided discovery, inquiry

**T/L Aids** : Chalk board illustrations.

**Ref.** : A new MK primary Maths book 4 pages 5 – 7

**Content** : Equivalent sets

### Naming sets

Equivalent sets are sets with the same number of members which may not be exactly: Sets are sets with different number of element. (  $\longleftrightarrow$  )

Un equivalent: Sets are sets with different number of elements. (  $\longleftrightarrow$  )

### Example

1.  $A = ( \triangle , \bigcirc , \square , \text{L-shape} )$

$B = ( \text{cup} , \text{soccer ball} , \text{chair} , \text{book} )$

Set A and B are equivalent

(Set A  $\longleftrightarrow$  Set B)

2.  $R = (m, t, n, p, q)$  and  $S = (\text{table}, \text{shirt}, \text{circle})$

Set R and Set S are non-equivalent

(Set AR and Set S)

### Activity

$L = (\text{candle}, \text{soccer ball}, \text{shirt})$

$K = (\text{table}, \text{book})$

Set L has \_\_\_\_\_ members and set K has \_\_\_\_\_ members.

Set L and Set K are \_\_\_\_\_

3.  $D = (p, q, r)$        $E = (x, y, z)$   
Set D has \_\_\_\_\_ members and set E has \_\_\_\_\_ members.  
Set D and E are \_\_\_\_\_

### Self evaluation

Strength

Weakness

Way forward

Date	Time	No. of pupils

**Theme** : Sets

**Topic** : Setconcept

**Sub –topic** : Types of sets

### Competences:

- The learner describes the various types of sets.
- The learner reads, pronounces, spells and uses the new words

**Methods** : Guided discovery, Inquiry

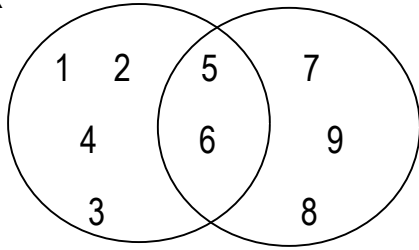
**T/L Aids** : Chalk board illustrations

**Ref.** : A new MK Primary Maths book 4 pages 9 -12

**Content** : Intersection set: Are sets with common members symbol  $\cap$ .

## Examples

1. K



L

i) List  $K \cap L$

$$K \cap L = \{5, 6\}$$

ii)  $n(K \cap L) = 2$

2.  $D = \{x, y, z, w\}$  and  $K = \{4, 5, 6, 7\}$

i) What is  $D \cap K$ ?

$$n(D \cap K) = \{ \}$$

$$Find n(D \cap K) = 0$$

## Activity

1.  $A = \{p, 1, 2, 3, 4, 5\}$

$B = \{1, 2, 3, 7\}$

Find;

i)  $A \cap B$

ii)  $N(A \cap B) =$

2.  $R = \{\text{Red, Yellow, Blue}\}$

Find;

i)  $R \cap M$

ii)  $N(R \cap M)$

$M = \{\text{Red, Black, White}\}$

## Self evaluation

Strength

Weakness

Way forward

Date	Time	No. of pupils

**Theme** : Set

**Topic** : Set concept

**Sub –topic** : Types of sets

**Competences:**

- The learner describes the union set.
- The learner reads, spells, pronounces, writes and uses the key words

**Methods** : Inquiry, guided discovery, discussion

**T/L Aids** : Real objects like cups, pencils, pens

**Ref.** : A new MK Primary four Mathspage 13

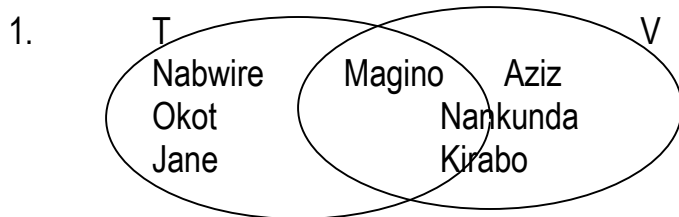
**Content** : Union sets

### Union sets

Are sets of all elements that contains two or more given sets

Symbol “ $\cup$ ”

### Example



What is  $T \cup V$ ?

$T \cup V = ( \text{Nabwire, Jane, Magino} )$

Find  $n ( T \cup V ) = 7$

Note: Common members in union sets are always written or counted once.

2.  $E = ( 2, 3, 5, 8 )$  and  $G = ( 1, 4, 6, 7, 9 )$

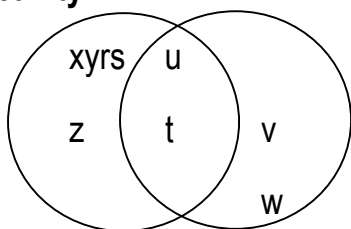
a) Find  $E \cup G$

$E \cup G = (1, 2, 3, 4, 5, 6, 7, 8, 9)$



b)  $N(E \cup G) = 9$  meambers.

### Activity



i) What is  $D \cup K$ ?

ii) How many members are in  $D \cup K$ ?

Date	Time	No. of pupils

**Theme** : Sets

**Topic** : Set concept

**Sub –topic** : Types of sets

### Competences:

- The learner describes a subset
- The learner reads, spells, pronounces and uses the words correctly

**Methods** : Guided discovery, discussion

**T/L Aids** : Chalk board illustrations

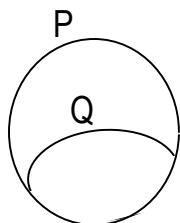
**Ref.** :

**Content** : Sub sets

**Subjects** : This is a set of element got from a given set . symbol .C

### Example

1. Describe the sets below

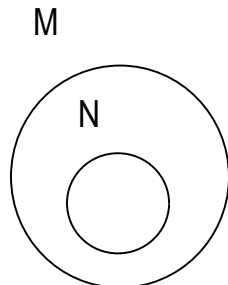


Set Q is a subset of set P ( $Q \subset P$ )

2. Given that  $A = \{a, e, i, o, u\}$        $B = \{i, o, u\}$   
 i) Describe set A and B  
 Set B is a subset of set A

### Activity

1. Draw a venn diagram to show that all girls are pupils.
2. Set  $Y = \{1, 2, 3, 4, 5, 6\}$   $X = \{4, 5, 6\}$ . Describe set Y and X.
3. Describe the sets below



Date	Time	No. of pupils

**Theme** : Set

**Topic** : Set concepts

**Sub –topic** : Shading of regions

### Competences:

- The learner identifies the regions
- The learner reads, spells, pronounces, writes and uses the words;
  - o Union, intersection

**Methods** : Inquiry, guided discovery, discussion

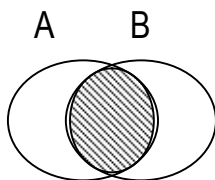
**T/L Aids** : Circular objects like coins, bottle tops

**Ref.** :

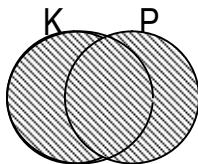
**Content** : Shading of regions

## Example

1. Shade set  $A \cap B$  on the venn diagram below

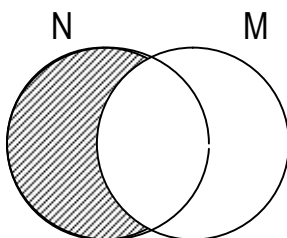


2. Shade the union of set K and P on the venn diagram below

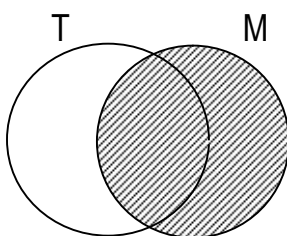


### Activity

Shade  $N - M$  (  $N$  only)



Shade Set M



Date	Time	No. of pupils

Theme : Sets

Topic : Set concept

Sub –topic : Difference of sets

Competences:

- The learner identifies the members of a particular set
- The learner reads, spells and pronounces – writes and uses words correctly

**Methods** : Brain storming, guided discovery

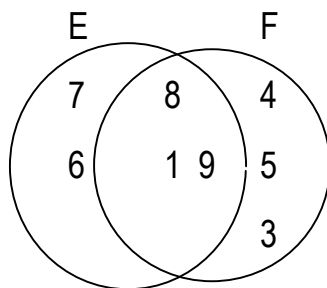
**T/L Aids** :

**Ref.** :

**Content** : Difference of sets

### Examples

Study the venn diagram below and answer the questions



What is

i)  $E - F$

$$E - F = (6, 7)$$

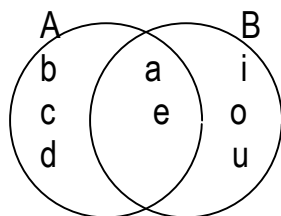
ii)  $F - E$

$$F - E = (4, 5, 3)$$

ii)  $N(E - F) = 2$

iii)  $N(F - E) = 3$

1.



What is

$$A - B = (b, c, d)$$

ii)  $B - A = (i, o, u)$

iv)  $n(A - B) = 3$

v)  $n(B - A) = 3$

Date	Time	No. of pupils

**Theme** : Sets

**Topic** : Set concepts

**Sub –topic** : Finding the number of elements

**Competences:**

- The learner identifies the given sets correctly.
- The learner reads, spells and pronounces the words correctly

**Methods** : discussion, brain storming

**T/L Aids** :

**Ref.** :

**Content** : Finding the number of elements in a given set.

**Example**

1. If set B = ( vowel letters) How many elements are in set B?

B = (a, e, i, o, u)

$n(B) = 5$

2. K = ( all counting numbers up to 10)

Find  $n(K)$

K = ( 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)

$n(K) = 10$

**Activity**

1. If set A = (even numbers less than 10) How many elements are in set A?

A = (0, 2, 4, 6, 8)

$n(A) = 5$

2. X = (a, b, c, d, e, f, g, h)

Find  $n(X)$

Date	Time	No. of pupils

**Theme** : Sets

**Topic** : Set concepts

**Sub –topic** : Listing elements from a venn diagram

**Competences:**

- The learner identifies the elements correctly
- The learner reads, spells, pronounces and uses the words correctly

**Methods** : Discussion, Inquiry, Guided discovery

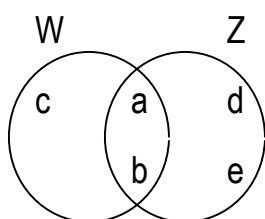
**T/L Aids** : A drawn chart

**Ref.** :

**Content** : Listing elements from a venn diagram

**Example**

Study the venn diagram below and answer the questions



a) List the elements of set W.  
 $W = \{a, b, c\}$

b) List the members of set Z  
 $Z = \{a, b, d, e\}$

c) List the members of  $W \cap Z$   
 $W \cap Z = \{a, b, c, d, e\}$

**Activity**

Set  $Y = \{1, 2, 3, 4, 5, 6, 7\}$        $X = \{2, 3, 4, 8, 9\}$

- a) List the elements of set  $Y \cup X$
- b) List elements of  $Y \cap X$

Date	Time	No. of pupils

**Theme** : Set

**Topic** : Set concept

**Sub –topic** : Drawing and representing elements from a venn diagram

**Competences:**

- The learner identifies the given sets correctly.
- The learner reads, spells and pronounces words correctly.

**Methods** : Guided discovery

**T/L Aids** : Real objects like books, pens, leans

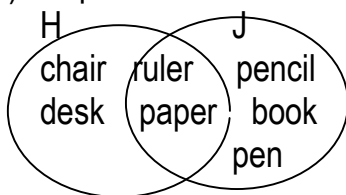
**Ref.** :

**Content** : Drawing and representing elements on a venn diagram.

**Example**

Given that  $H = (\text{chair, desk, ruler, paper})$   $J = (\text{pencil, book, pen, paper, ruler})$

a) Represent the above information on a venn diagram.



**Activity**

1. Given that  $Y = (\text{soccer ball, chair, cup, bottle, book})$



a) Represent the above information on a venn diagram.

2.  $A = (\text{vowel letters})$   $B = (\text{even numbers less than 10})$

Represent the above information on a venn diagram.

Date	Time	No. of pupils

**Theme** : Numeracy

**Topic** : Whole numbers

**Sub –topic** : Forming numbers

**Competences:**

- The learner reads and pronounces new words correctly
- The learner forms numbers from the given digits
- The learner finds the sum and difference of the largest and the smallest numbers formed.

**Methods** : Guided discovery , observation

**T/L Aids** : A chart showing how numbers are formed.

**Ref.** : Teacher's collection

**Content** : Forming numbers

**Examples**

1. Given the numbers 1, 9 and 5.
  - a) Form the largest and the smallest number
    - The largest – 951
    - The smallest – 159
  - b) Find the sum of the largest and the smallest number formed.
    - The largest – 9 5 1
    - The smallest 1 5 9  

$$\begin{array}{r} 9\ 5\ 1 \\ +\ 1\ 5\ 9 \\ \hline 1\ 1\ 1\ 0 \end{array}$$
    - c) Find the difference between the largest and the smallest.
      - The largest - 9 5 1
      - The smallest - - 1 5 9  

$$\begin{array}{r} 9\ 5\ 1 \\ -\ 1\ 5\ 9 \\ \hline 7\ 9\ 2 \end{array}$$





- a) 7 5 6 8  
b) 1 5 4 3 6

2. What is the place value of 3, 1, in the figures below?

- a) 6 3 1  
b) 1 1 3 2 8

Date	Time	No. of pupils

**Theme** : Numeracy

**Topic** : Whole numbers

**Sub –topic** : Finding values of whole numbers

**Competences:**

- The learner identifies the place values
- The learner reads, spells, pronounces, uses and writes words

**Methods** : Guided discovery

**T/L Aids** : A drawn chart showing values of numbers

**Ref.** : MK Maths book 4 page 20

**Content** : Values of whole numbers

**Examples**

Find the value of each digit in the number

T/TH	TH	H	T	O	
7	4	6	3	2	
					2 x ones = ( 2 x 1 ) = 2
					3 x tens = ( 3 x 10 ) = 30
					6 x hundreds = ( 6 x 100 ) = 600
					4 x thousands = ( 4 x 1000 ) = 4000
					7 x ten thousands = ( 7 x 10000 ) = 70000

- The value of 7 is 70000
- The value of 4 is 4000
- The value of 6 is 600
- The value of 3 is 30
- The value of 2 is 2

N.B: To get the value of the underlined digit. Multiply the digit by its place value.

### Activity

Find the values of the underlined digits

- a) 6 5 4 3 0
- b) 5 8 0 4 2
- c) 7 2 5 5 4
- d) 1 2 6 4 5
- e) 3 4 5 0 0

Date	Time	No. of pupils

**Theme** : Numeracy

**Topic** : Whole numbers

**Sub –topic** : Finding values of numbers

### Competences:

- The learner finds the sum, difference, product of the values
- The learner, reads, spells and pronounces words correctly

**Methods** : Discussion, guided discovery, inquiry

**T/L Aids** :

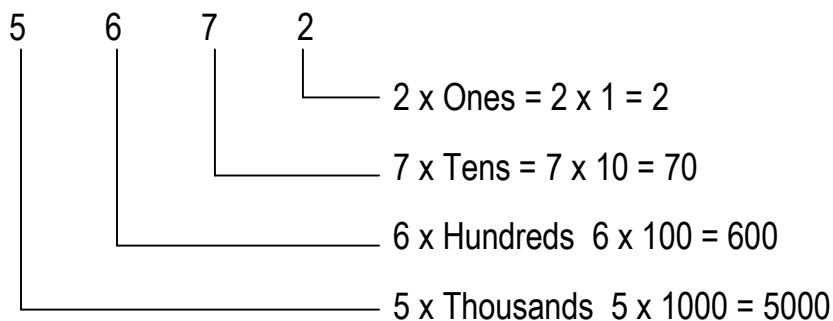
**Ref.** : MK Maths book 4

**Content** : Finding the sum, difference and product of the values

### Examples

Use the 5 6 7 2 to answer question

a) Find the sum of the values of 5 and 7



$$\begin{array}{r} \text{Sum} = \quad 5000 \\ + \quad 70 \\ \hline 5070 \end{array}$$

Therefore; the sum of 5 and 7 is 5070

b) Calculate the difference between the value of 6 and 2.

$$\begin{array}{r} \text{Difference} = 600 \\ - \quad 2 \\ \hline 598 \end{array}$$

Therefore; the difference of 6 and 2 is 598

### Activity

Use 17625 to answer questions below

- Find the difference between the value of 7 and 2
- What is the sum of the value of 1 and 5.
- What is the product of the value of 5 and 6.

Date	Time	No. of pupils

**Theme** : Numeracy

**Topic** : Whole Numbers

**Sub –topic** : Writing numbers in expanded form

**Competences:**

- The learner identifies place value of digits
- The learner reads, spells, pronounces and uses the words correctly

**Methods** : Inquiry, Guided discovery

**T/L Aids** :

**Ref.** : MK. Primary Maths book 4 page 24

**Content** : Expanded form

**Examples**

Expand 3 9 7 5 using values

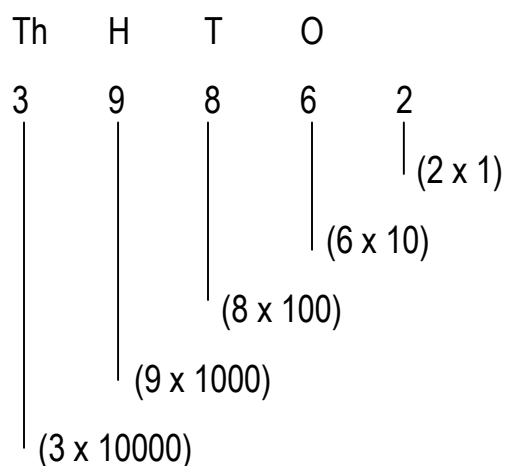
Th	H	T	O
3	9	7	5
3	0	0	0
	9	0	0
		7	0
			5

Or:

Th	H	T	O	
3	9	7	5	
			5	$5 \times 1 = 5$
		7		$7 \times 10 = 70$
	9			$9 \times 100 = 900$
3				$3 \times 1000 = 3000$

$$3000 + 900 + 70 + 5$$

Expand 3 9 8 6 using place values



$$(3 \times 10000) + (9 \times 1000) + (8 \times 100) + (6 \times 10) + (2 \times 1)$$

### Activity

Write these numerals in expanded form

- a) 1 2 4 5
- b) 5 4 4
- c) 6 2 8 9 4
- d) 3 7 8 6
- e) 6 4 5

Date	Time	No. of pupils

**Theme** : Numeracy

**Topic** : Whole numbers

**Sub –topic** : Finding expanded number

### Competences:

- The learner identifies the given number
- The learner reads, spells, pronounces and uses the words correctly.

**Methods** : Discussion , guided discovery

**T/L Aids** :

**Ref.** : MK Primary Maths book 4 page 24

**Content** : Finding expanded numbers

### Examples

Write as a single number

What number has been expanded

$$1000 + 500 + 80 + 6$$

1000

500

+ 80

6

1 5 8 6

### Activity

1. Write as a single number

a)  $(7 \times 1000) + \_ (3 \times 100) + (4 \times 10) + \_ (5 \times 1)$

b)  $900000 + 3000 + 400 + 50 + 8$

2. What number has been expanded

a)  $40000 + 5000 + 600 + 10 + 7$

b)  $2000 + 800 + 40 + 1$

Date	Time	No. of pupils

**Theme** : Numeracy

**Topic** : Whole numbers

**Sub –topic** : Write figures in words

### Competences:

- The learner identifies figures correctly
- The learner reads, spells, pronounces and uses the words correctly

**Methods** : Guided discovery, inquiry  
**T/L Aids** : A drawn chart  
**Ref.** : MK Primary Maths book 4 page 22  
**Content** : Writing figures in words

### Example

Write 2841 in words

2000 = Two thousand

+ 800 = Eight hundred

40 =Forty

1 = One

2841 = Two thousand, eight hundred forty one.

2. Write 18064 in words

18,000 Eighteen thousand

60 Sixty

4 Four

18,064 Eighteen thousand sixty four

### Activity

Write the following numbers in words

a) 19, 141

b) 24, 136

c) 73, 168

d) 4,852

e) 13, 116

Date	Time	No. of pupils

**Theme** : Numeracy  
**Topic** : Whole numbers  
**Sub –topic** : Writing numbers in figure



**Competences:**

- The learner identifies the written statement
- The learner reads, spell, pronounces and uses the words correctly.

**Methods** : Discussion, guided discovery

**T/L Aids** :

**Ref.** : MK Primary MTC book 4 page 23

**Content** : Writing numbers in figures

**Changing numbers to figures****Example**

1. Write one hundred thirteen in figures

One hundred = 100

Thirteen = + 13

1 1 3

2. Write Thirty seven thousand, four hundred eighteen in figures.

Thirty seven thousand = 3 7 0 0 0

Four hundred

- 3.

Date	Time	No. of pupils

**Theme** :

**Topic** :

**Sub –topic** :

**Competences:**

**Methods** :

**T/L Aids** :

**Ref.** :

**Content** :

**Naming sets**

Date	Time	No. of pupils

Theme :

Topic :

Sub –topic :

Competences:

Methods :

T/L Aids :

Ref. :

Content :

Naming sets

Date	Time	No. of pupils

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Sub –topic :

Competences:

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Naming sets

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**Theme :**

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**Naming sets**

Date	Time	No. of pupils

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**Naming sets**

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**Theme :**

**Topic :**

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**Naming sets**

Date	Time	No. of pupils

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**Topic :**

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**Content :**

**Naming sets**

Date	Time	No. of pupils

**Theme :**

**Topic :**

**Sub –topic :**

**Competences:**

**Methods :**

**T/L Aids** :  
**Ref.** :  
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