

CREATIVE PRINTERS



CREATIVE
—Printers—

PRIMARY 4 LESSON NOTES

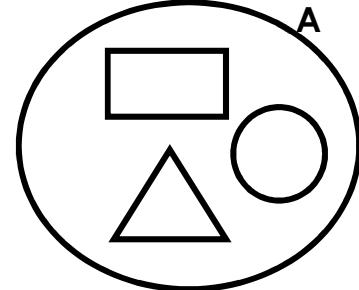
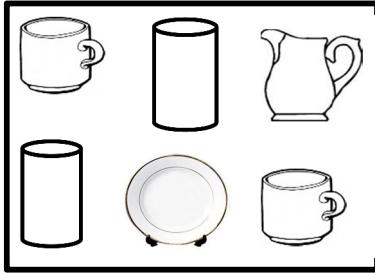
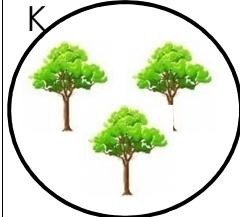
MTC

TERM I—III

0703745068 / 0785681207

LESSON NOTES (Theme based)

SUBJECT: _____ MTC _____ CLASS: P.4 TERM: 1 YEAR: 2024

Theme	TOPIC / Theme & class	Teachable unit / deliverable lesson
SETS	Set conce pts <p>A set is a collection of well-defined objects (members)</p> <p>Identifying sets.</p> <p>To identify a set, we use a capital letter and a common name for all members in that set.</p> <p>Examples.</p> <p>1. Identify the following.</p> <p>a)</p>  <p>b)</p>  <p>Set A is a set of shapes.</p> <p>Set B is a set of utensils</p> <p>Activity</p> <p>1. Identify the following sets.</p> <p>K</p>  <p>G</p> 	

2. Identify the sets below.

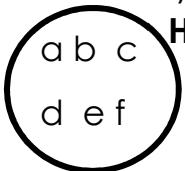
A

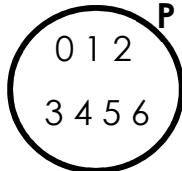


B



3. Identify the following sets.



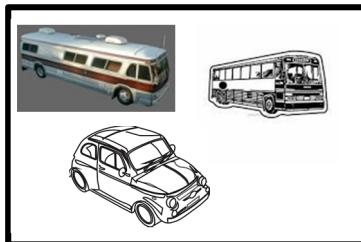


Naming sets.

We name sets after identifying the members in it and the common name for the members.

Examples

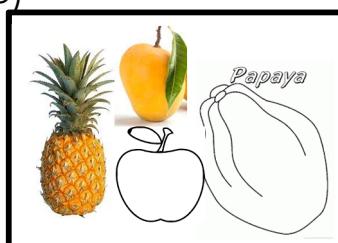
Name the sets below.



B

A set of vehicles

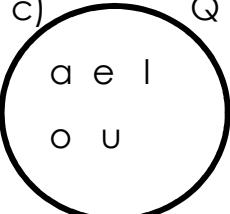
b)



B

A set of fruits

c)



A set of vowels.

Activity

1. Name the set below.



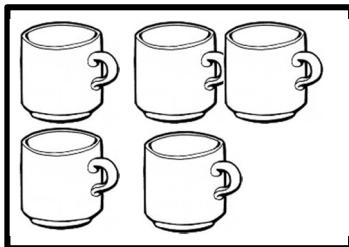
G

2. Name the set below

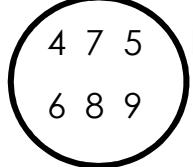


M

3. Name the set below.

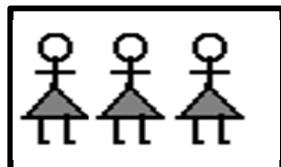


4. Name set B shown below.



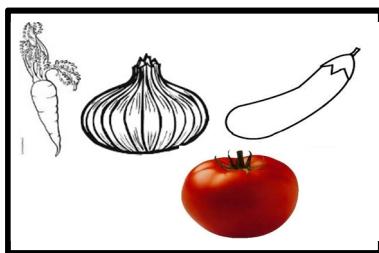
B

5. Name the set shown below.



P

6. Name the set below.



H

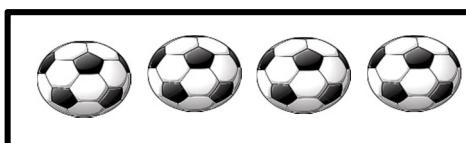
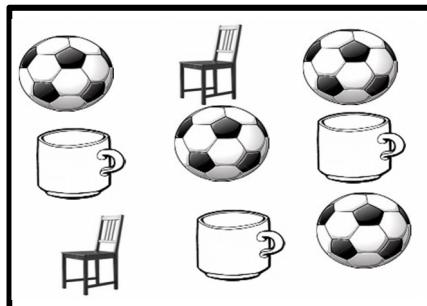
Forming sets

We form sets by sorting items or members of the type , coluor , size from a collection of given items.

The formed sets are new sets from the previous set.

Examples.

1. Form and name new sets from the set below.



A set of balls

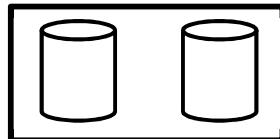
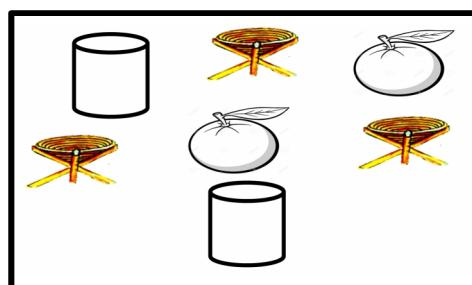


A set of cups

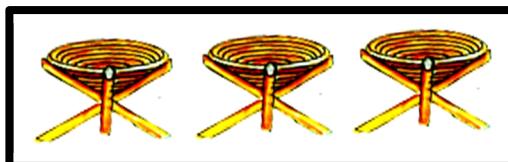


A set of chairs.

2. Study form and name sets from the set below.



A set of glasses



A set of stools



A set of oranges

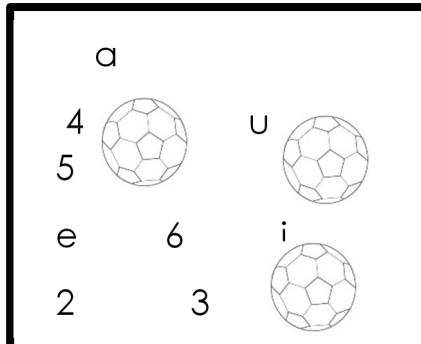
Activity

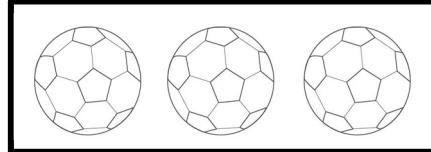
1. Form and name new sets from the set below.



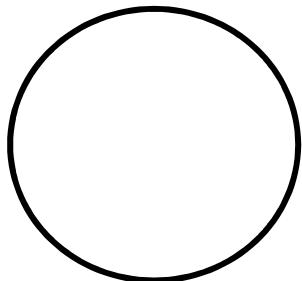
A set of shoe brushes

2. Form and name new sets from the set below.





3. Form and draw a set of vowels



4. Form a set of the first five letters of alphabet.

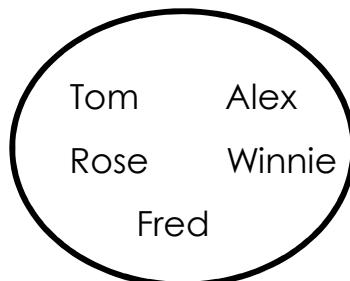
Listing members of a set.

To list members of a set, use curly brackets {.....}.

Separate each member from another using a comma.

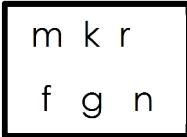
Examples.

1. List the members of set A.



$$A = \{ \text{Tom, Alex, Fred, Rose, Winnie} \}$$

2. List the members of set W.



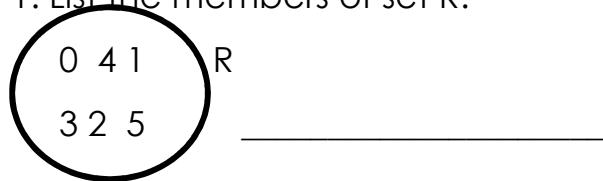
$$W = \{m, f, k, g, n, r\}$$

3. Set P is a set of vowels /letters. List the members of set P.

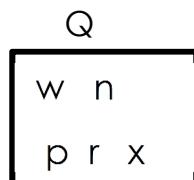
$$P = \{a, e, i, o, u\}$$

Activity

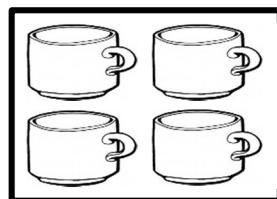
1. List the members of set R.



2. List the members of set Q.



3. List the members of set K



4. List the members of set W.



5. Set B is a set of the first 7 letters of alphabet.

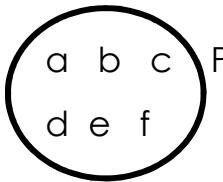
List all the members of set B.

Finding the number of members.

- ✓ Count the members or objects in a given set.
- ✓ Members are also called elements.

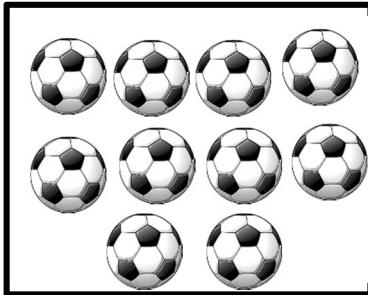
Examples.

1. How many members has set P?



Set P has 6 members.

2. How many elements has set M.



M

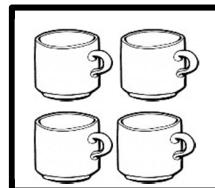
Set M has 10 elements.

3. Given that set R = {2, 3, 5, 7, 11}. How many members has set R.

Set R has 5 members.

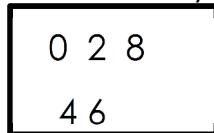
Activity

1. How many members has set T?

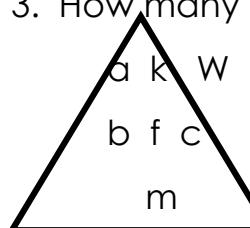


T _____

2. How many elements has set H?



3. How many members has set.



4. If set B = {m, o, n, e, y}. Find the number of elements in set B.

5. Given that $P = \{\text{Sarah, Juma, Fred, Tom}\}$

How many members has set P?

.....

6. Given that set $X = \{\text{all vowels letters}\}$.

How many members has set x?

.....

7. If set $Z = \{\text{the first five counting number}\}$.

How many elements has set Z?

.....

Equivalent sets.

Equivalent sets are sets with the same number of elements.

\longleftrightarrow Or \equiv is the symbol of equivalent.

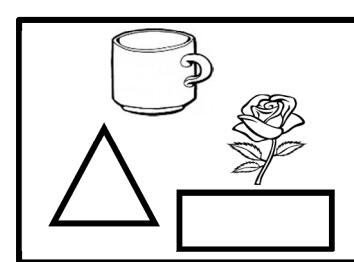
To state the relationship between sets, we shall need to compare the number of elements in the given sets.

Examples.

1. Given the sets.



A



B

Set A has 4 members.

Set B has 4 members

What is the relationship between set A and set B.

Set A and set B are equivalent sets.

2. Given that set $P = \{4, 2, 6, 0, 8\}$ and set $R = \{a, b, c, d, f\}$. How is set P and set R related?

Set P has 5 members

Set R has 5 members.

:- Set P and Set R are equivalents sets.

3. If set X = {m, o, p} and set Y = { m, e, n}. Use a set symbol to show the relationship between set X and Y.

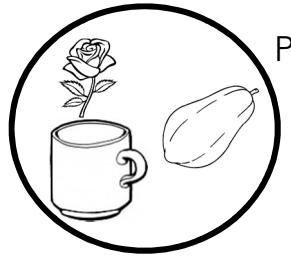
Set X has 3 members

Set Y has 3 members

:- $X \leftrightarrow Y$

Activity

1. What is the relationship between set T and set L?

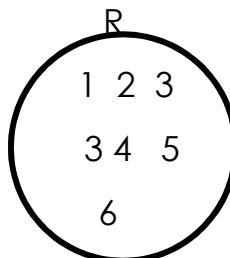
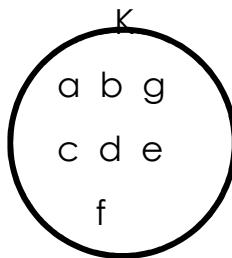


2. Given that set F= {0,1, 2, 3, 4, 5} and set Q = {5,7,3,6,9,8}

What is the relationship between set F and set Q?

.....

3. State the relationship between set K and set R.



.....

4. If a = {m, o, n, k, e, y} and set. B = {u, v, w, x, y, z}.

Set A and B.

5. Use a set symbol to describe the relationship between set C and D.

m o q C

n p r D

Empty sets.

An empty set is a set without members.

Or An empty set is a set with no members.

\emptyset is a set symbol for empty sets

{ } Is u

Example

1. Set P

Set P h

Set P =

2. Give r

Set

Se

3. Write

✓ A set

✓ A set

✓ A set

Activity

1. Name

\emptyset _____

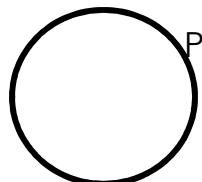
2. Set K is a set of women who are pregnant. List all the members of set K.

.....

3. Given that set P = {daughters who are as old as their mothers}

List the members of set P.

4. Given set P.



List the members of set P.

5. Set w = $\{\emptyset\}$. Set W is not an empty set, true or falsely?

.....



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P.

6. Write down any 4 empty sets in nature

a) _____

b) _____

c) _____

d) _____

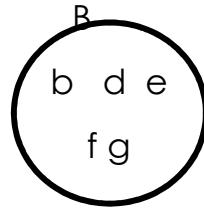
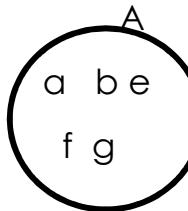
Listing common members of given sets.

Steps

- ✓ Identify the members that appear in all the given sets.
- ✓ List all the common members identified.

Examples.

1. List the common members in the sets below.



The common members of A and B are {b, e, f, g}

2. Given that set P= { a, b, c } and B= {b, a, t }

List the common members of D and BV.

Common members of P and B are {a, b}

3. If set H = {4,2,0,6,8} and set M = {0, 1, 2, 3, 4}

List the common member of set H and set M.

Common members = {0,2,4}

Activity

1. List the common members of the following pairs of sets.

a) Set P = {a, e, i, o, u} and set Q {a, b, c, d, e}

.....

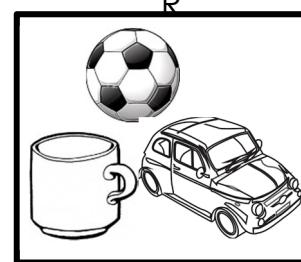
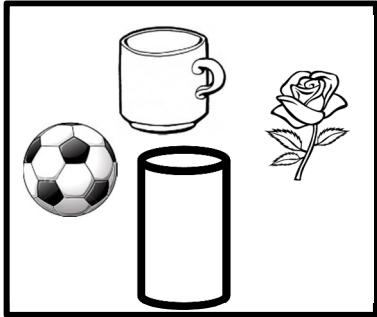
b) L = {0, 1, 4, 6, 8} and K= {6,8,7,5}

.....

c A= {m, o, t, h, r} and B= {f, a, t, h, e, e, r}

.....

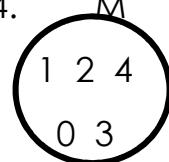
2. List the common members of the sets below.



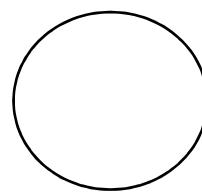
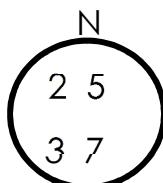
3. Set A = {vowel letters} and sets B = {First 6 six letters of alphabet}

List all the common members of set A and set b.

4.



and



List all the common members of set A and set B.

.....

5. Set X = { mug, cup, kettle, jug} and

Set Z = { Kettle, jug, pot, bottle, glass}

List all common members of set X and Z.

.....

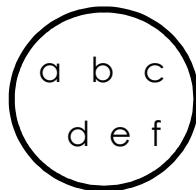
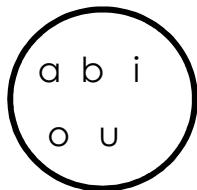
Listing all members in the given sets.

To listen all the members of in the given sets;

- ✓ First identify the common members in the two sets.
- ✓ List all the members in the two sets without repeating the common members.

Examples

1. List all the members of the sets below.



common members = { a, b}

Members of set A and B = {a, e, i, o, u, b, c, d, f}

2. Given that set M = {3, 4, 5, 6, 7, 8} and N= {1, 3, 5, 0, 9, 7}. List all members in the sets.

Common members = {3, 5, 7}

All members of set M and N = {3, 5, 7, 4, 6, 8, 1, 0, 9}

3. If set W = {b, r, o, t, h, e} and X= { m, o, t, h, e, r}. list all members in the two sets

{b, r, o, t, h, e, m}

Activity

1. Given that set E = {k, l, m, o, n} and F= {m, o, n, p, r, q}

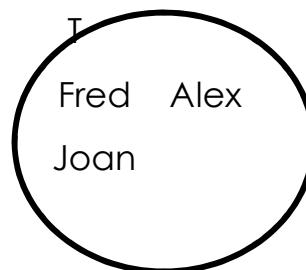
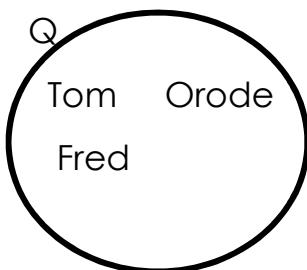
List all the members in the two sets

.....

2. If set W = {8, 9, 1, 3, 5,7} and X = {1, 2, 4, 5, 7, 3}

List all the members in the two sets.

.....



a) List all the members in the two sets

.....

b) How many members are in the two sets.

.....

How many common members are in set Q and T.

.....

4. Given that $A = \{a, b, c, d\}$ and $B = \{e, c, d, g, f\}$

a) List the common members in the two sets A and B.

.....

b) List all the members in the two sets.

.....

c) How many members are in the two sets.

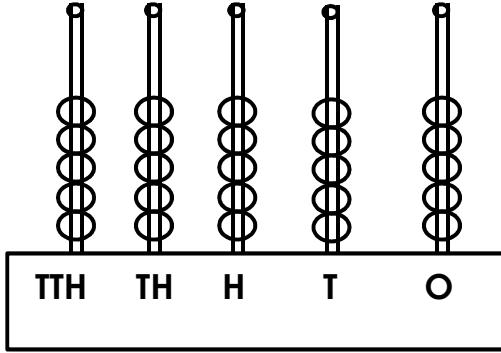
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**For more Lesson notes, Schemes, Home works, Topical questions inbox the creative
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LESSON NOTES (Theme based)

SUBJECT: ___MTC_____ CLASS: ___P.4___ TERM: _1_ YEAR: _2024

Theme	TOPIC / Theme & class	Teachable unit / deliverable lesson
Numeracy	WHOLE NUMBERS Steps <ul style="list-style-type: none"> ✓ Use an abacus to identify place values of digits in a given number. ✓ Arrange the beads on the abacus following digits in 12,345.  <p style="text-align: center;">TTH TH H T O</p> <ul style="list-style-type: none"> ✓ Use the idea of place values on the abacus to read the numbers formed. ✓ Count the first 3 digits from right to left and put a comma. ✓ Read the first two digits from left together as; twelve thousand, three hundred forty five. ✓ Continue using the idea of place values to read other numbers on sight. <p>Examples.</p> <p>9,999, 10,001, 10,002, 10,003, 10,004, 10,005, 10,006, 10,007, 10,008, 10,009, 10,010, 10,011, 10,012, 10,013, 10,014,99, 999.</p>	

Count numbers in descending order.

Descending order means arranging numbers from the biggest to the smallest.

1. Descend the following numbers.

87,³643, 99,¹420, 98,²678, 80,007

99,420, 98,678, 87,643, 80,007

2. 99,¹089, 99,086, 99,⁴087, 99,³086, 99,²085, 99,⁵085

99,089, 99,088, 99,087, 99,086, 99,085

Filling in the missing numbers.

i) 78,123, 78,124, 78,125, _____, _____

ii) 99,786, 99,787, 99,788, 99,789, 99,790, 99,791

activity

1. Read following numbers.

88,888, 88,889, 88,890, 88,891

88,892, 88,893, 88,894, 88,895

88,896, 88,897, 88,898, 88,899

88,900.

2. Arrange numbers in descending order.

i) 66,980, 66,988, 66,981, 66,982, 66,981

.....

66,984, 66,985, 66,983, 66,984, 66,986 66,984

.....

3. Write the number before.

i) _____, 99,999, ii) _____, 99,992, iii) _____, 66,464

4. Fill in the missing numbers correctly.

i) 99,001, 99,002, 99,003, _____, _____, _____, _____.

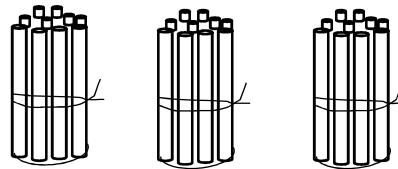
ii) 99,815, 99,816, 99,817, _____, _____, _____, _____.

iii) 22,111, 22,112, 22,113, 22,114, _____, _____, _____, _____.

Counting whole numbers in 10s up 99,999.

Steps.

- ✓ Collect straws/ sticks as many as you can.
- ✓ Use threads, banana fibres or rubber bands and tie the straws or sticks in bundles to tens as shown.



$$10 + 10 + 10 = 30$$

- ✓ Use the bundles of tens to count in 10s.

Examples

10, 20, 30, 40, 50, 60, 70, 80, 100, 110, 120, 130, 140, 150, 160, 170,
180, 190, 200, 210, 220, 230, 240, 250, 260, 270, 280, 290, 200,
310, 320, 230, 240, 310, 320, 330, 340, 350, __, __, __, 1000.
1000, 1010, 1020, 1030, 1040, 1050, 1060, 1070, 1080, 1090, 1100,
1110, 1120, 1130, 1140, 1150, 1160, 1170, 1180,10,000.
99,860, 99,870, 99,880, 99,890, 99,900, 99,910, 99,920, 99,930,
99,940, 99,950, 99,960, 99,970, 99,980, 99,990.

Counting 10s in ascending order.

(Ascending order is arranging numbers from the smallest to the biggest)

- 88,810, 88,820, 88,830, 88,840, 88,850
- 77,910, 77,920, 77,930, 77,940, __, __, ____.
- 33,310, 33, 33,320, 33,330, 33,340, 33350

Comparing numbers

1 Which is greater?

a) 8810 or 8880

8880 is greater.

b) 99,990 or 99,900

99,990 is greater.

2. Which number is less?

- a) 80 or 800?

80 is less.

- b) 70, 010 or 70, 100?

70,100 is less

Activity

1. Count and fill in the missing numbers.

- a) 10,010, 10,020, 10,030, _____, _____, _____:

- b) 10,900, 10,910, _____, _____, _____

- c) 99,200, _____, _____, 99,230, 99,240.

- d) 87,000, 87,010, _____, _____, 87,040.

2. Which number is greatest?

- i) 70,040 or 70,400?

ii) 81,000 or 80,100 ?

ii) 81,000 or 80,100?

iii) 99,901 or 90,910

3. Arrange the number in ascending order.

- i) 59,040, 59,060, 59,030, 59,020, 59,050, 59,010.

- ii) 90,000, 90,190, 90,080, 90,70, 90,200, 90,060, 90,050, 90,040,
90,030.

Counting whole numbers in 100s up to 99,999.

Note. (100 = ten 10s)

Examples.

100, 200, 300, 400, 500, 600, 700, 800, 900, 1100, 1200, 1300, 1400,

1500, 1600, 1700, 1800, 1900, 2000, 2100, 2200, 2300, 2400, 2500,

2600, 2700, 2800, 2900, 3000, 3100, 3200, 3300, 3400, 3500, 3600,

3700, 3800, 3900, 4000, 4100, 4200, 4300, 4400, 4500, 4600, 4600,

4700, 4800, 4900, 5000, 10,000.

90,000, 90,100, 90,200, 90,300, 90,400, 90,500

90 900

10 of 10

Activity

Fill in the missing numbers.

1. 11,100, 11200, 11300, _____, _____, _____, _____
2. 23,500, 23,400, 2300, _____, _____.
3. 45,200, 45,300, 45,400, 45,500, _____, _____, _____.
4. 67,400, 67500, 67600, _____, _____, _____, _____
5. 79,100, 79,200, 79,300, _____, _____, _____, _____.
6. 52,300, 52,400, 52,500, 52,600, _____, _____, _____, _____,
_____.
7. 84,500, 84,600, _____, _____, _____, _____
8. 99,900, 99,800, _____, _____.

Counting whole numbers in 1000s up to 99,999**Examples.**

1000, 2000, 3000, 4000, 5000, 6000, 7000, 8000, 9000, 10,000, 11,000,
12,000, 13,000, 14,000, 150,000, 160,000, 17,000, 18,000, 19,000,
20,000, 21,000, 22,000, 23,000, 24,000, 25,000, 26,000, 27,000, 28,000,
29,000, 30,000, 80,000.
80,000, 81,000, 82,000, 83,000, 84,000, 85,000, 86,000, 87,000, 88,000,
89,000, 90,000, 91,000, 92,000, 93,000, 94,000, 95,000, 96,000, 97,000,
98,000, 99,000.

Counting 1000s in ascending order.

Ascending order means arranging numbers from the smallest to the biggest.

Ascend the following numbers.

8 1 5 4 6
78,000, 71,000, 75,000, 74,000, 76,000
3 2 7 9
73000, 76000, 72000, 77000, 79000

71000, 72000, 73000, 74000, 75000, 76000, 77000, 78000, 79000

Counting in descending order.**Descending order**

(Arranging numbers from biggest to smallest)

1 6 5 3 2 4
97000, 91000, 92000, 94000, 95000, 93000, 97000, 95000, 94000,
93000, 92000, 91000

Activity

1. Ascend the following numbers.

59000, 56000, 57000, 54000, 53000, 55000, 58000, 51000, 52000.

2. Descend the numbers given below.

91000, 92,000, 98,000, 97,000, 93,000, 94000, 95000, 96,000, 99,000.

3. Fill in the following correctly.

i) 51000, 52000, _____, _____, 55000

ii) 7500, 7600, 7700, 78000, 79000, _____, 81000, _____, _____, 84000, _____.

iii) 61000, 62000, _____, _____, _____, 66000

iv) 91000, 92000, 93000, _____, _____, _____

4. Which is the greatest number

i) 990,001 or 100,000?

ii) 79000 or 97000?

5. Which is the least number?

i) 52000 or 25000?

ii) 48000 or 84000?

iii) 99000 or 9000

Place values of 5 – digit numbers.**Note:**

- ✓ A place value is a position name of a digit.
- ✓ When writing a place value, start with a capital letter and end with letter “s”.
- ✓ When giving place value of digits, begin with the right hand side going to the left hand side.
- ✓ To find the place value of a digit of a number, arrange digits in the place value table starting from the right.

Examples

Write the place value of each digit in the number 54093.

Here, first draw a place value table and in it place the digits.

TTH	Th	H	T	O
5	4	0	9	3

Diagram showing arrows pointing from the place value table to their respective place values:

- Arrow from the 'O' column to the word "Ones".
- Arrow from the 'T' column to the word "Tens".
- Arrow from the 'H' column to the word "Hundreds".
- Arrow from the 'Th' column to the word "Thousands".
- Arrow from the 'TTH' column to the word "Ten thousands".

EXAMPLE2

What is the place value of 7 in 97520?

TTH	Th	H	T	O
9	7	5	2	0

Diagram showing an arrow pointing from the 'Th' column to the word "Thousands".

:- The place value of 7 in the number 97520 is thousands.

Example3

Give the place value of the underlined digit in the number 23907.

TTH	Th	H	T	O
9	7	5	2	0

Diagram showing an arrow pointing from the underlined '9' in the place value table to the word "Hundreds".

:- The place value of the underlined digit is Hundreds.

Activity

1. Write the place value of the each digit in the following numbers.
a) 367 b) 6708 c) 48623

2. Give the place value of the underlined digit.
a) 894 b) 92527 c) 6036

3. Find the place value of 5 in the number 35862.

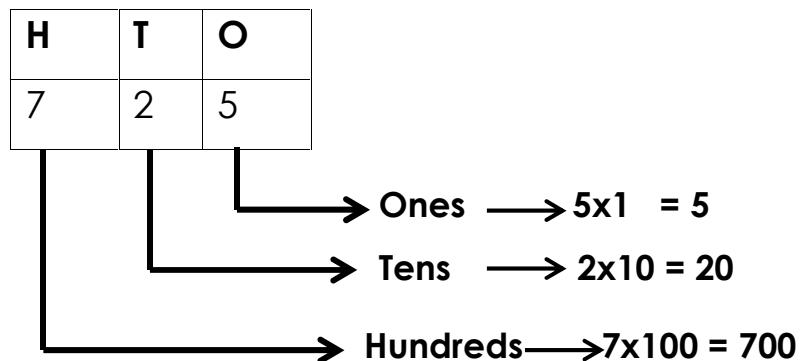
4. Write the place value of 6 in 3678.

Values of 3 – 4 digit numbers.

- ✓ Value is a product of of a digit and its place value (Position name)
- ✓ To get the value of a number, we multiply the digit by its place values.

Examples

Give the value of each digit in the number 725



Examples

What is the value of each digit in the number 6427

T	H	T	O
6	4	2	7

Multiply each digit by its place value

→ Ones → $7 \times 1 = 7$

$$\rightarrow \text{Tens} \rightarrow 2 \times 10 = 20$$

→ Hundreds → $4 \times 100 = 400$

→ Thousands → $6 \times 1000 = 6000$

Example3

Write the value of 6 in the number 8603.

Th	H	T	O
8	6	0	3

 Hundreds

6×100

600

Q10 :- The value of 6 in the number 8603 is 600.

Activity

1. Give the value of each digit in the number below.

- b) 1037 d) 592

2. Write the value of the underlined digit.

- g) 470

- b) 3875

3. Find the value of 9 in the number 3902

4. Give the value of 8 in the 8342.

Value of 5 digit numbers.

Example 1

Give the value of each digit in the number 52467.

TTH	Th	H	T	O
5	2	4	6	7

Multiply each digit by its place value

Ones $\rightarrow 7 \times 1 = 7$

Tens $\rightarrow 6 \times 10 = 60$

Hundreds $\rightarrow 4 \times 100 = 400$

Thousands $\rightarrow 2 \times 1000 =$

Thousands $\rightarrow 56 \times 10,000 = 50,000$

Example 2

Write the value of 5 in the number 85276.

TTH	Th	H	T	O
8	5	2	7	6

Multiply 5 by its place

5×1000
5000

Therefore the value of 5 in 85276 is 5000.

Activity

1. Give the value of each digit in the number.

a) 37405

b) 82543

c) 4039

2. Find the value of the underlined digit.

a) 2763

b) 94635

3. Write the value 4 in the number 42937

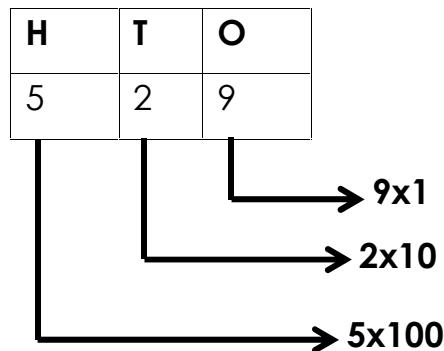
4. Give the value of 5 in 35078

Expanding 3 – 4 digi numbers using place values.**Steps**

- ✓ Give place value of each digit.
- ✓ Multiply the required digit by corresponding place value of the same number.

Examples

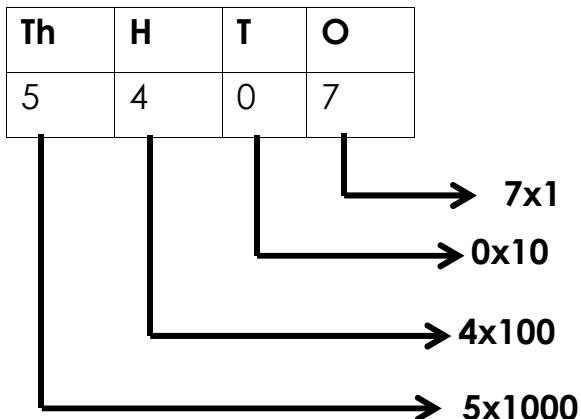
Expand 529 using place values.



∴ 529 = (5x100) + (2x10) + (9x1)

Examples 2

Write 5407 in expanded form using place values.



$$\text{Therefore } 5407 = (5 \times 1000) + (4 \times 100) + (0 \times 10) + (7 \times 1)$$

Activity

Write the following numbers in expanded form using place values.

a) 265

b) 4728

c) 7149

d) 968

e) 4826

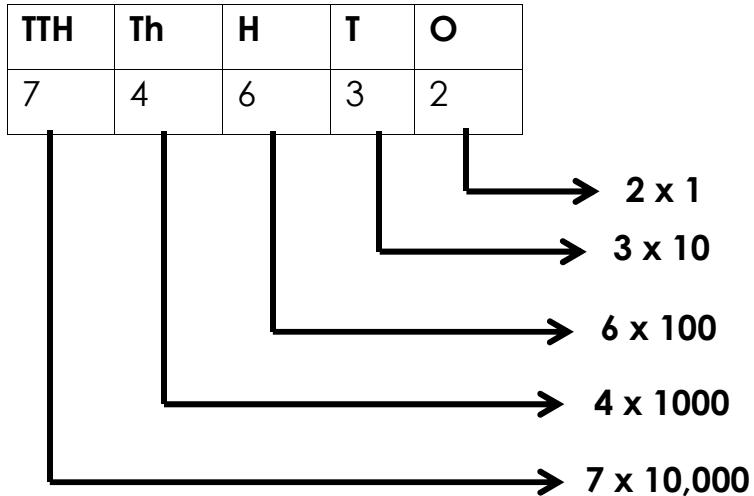
Expanding 5 digit numbers using place values.

Steps

- ✓ Draw a place value table
- ✓ Give the place value of each digit.
- ✓ Multiply the required digit by the corresponding place value of the same number.

Example

Expand 74632 using place values.



Therefore $74632 = (7 \times 10,000) + (4 \times 1000) + (6 \times 100) + (3 \times 10) + (2 \times 1)$

Activity

1. Write the following in expanded form using the place values.

a) 432

b) 49045

c) 67403

d) 5497

e) 92346

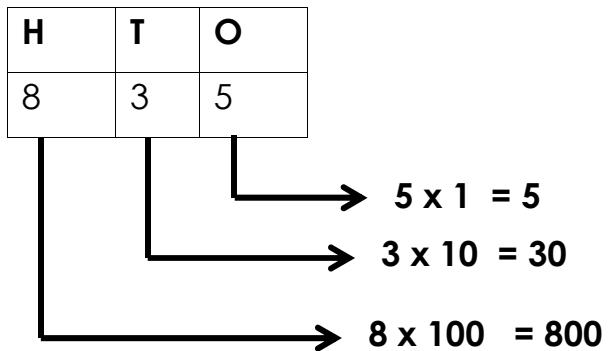
Expanding 3 – 4 digit using values.

Step.

- ✓ Draw a place value table
- ✓ Give the place value of each digit.
- ✓ Multiply the required digit by the corresponding place value of the same number.
- ✓ Get an accurate product as a value.

Example

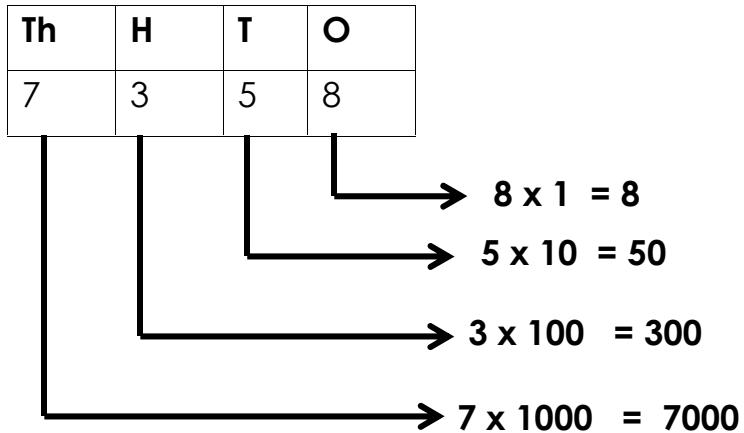
Expand 835 using values.



$$\text{Therefore } 835 = 800 + 30 + 5$$

Example 2

Write 7358 in expanded form using values.



$$\therefore 7358 = 7000 + 300 + 50 + 8$$

Activity

Write the following digits in expanded form using values.

a) 934

b) 6785

c) 346

d) 3264

e) 9387

f) 3729

Expanding 5 – digit numbers using values.

- ✓ Draw a place value table
- ✓ Give the place value of each digit.
- ✓ Multiply the required digit by the corresponding place value of the same number.
- ✓ Get an accurate product as a value.

Example

Expand 93458 in value form.

TTH	Th	H	T	O
9	3	4	5	8



:-

a

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b

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c

d) 8436

e) 89723

f. 42698

Writing in short form (place values)

Steps

- ✓ Multiply correctly
- ✓ Arrange vertically according to place value.
- ✓ Get the sum of the product

Example

Write the sum:

$$(5 \times 1000) +$$

$$(5 \times 100) +$$

$$5000 + 700$$

$$\begin{array}{r} 500 \\ 700 \\ \hline \end{array}$$

{

$$\begin{array}{r} \\ + \\ \hline \end{array}$$

$$\begin{array}{r} \\ \\ \hline 5,78 \end{array}$$

Example 2

What number is

$$(4 \times 10000) +$$

$$(4 \times 10,000)$$

$$\begin{array}{r} 40,000 \\ 700 \\ \hline \end{array}$$

$$\begin{array}{r} \\ + 30 \\ \hline \end{array}$$

$$\begin{array}{r} \\ \\ \hline 40,730 \end{array}$$

Activity

Find the number that has been expanded to get:

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



b) $(9 \times 100) + (8 \times 1000) + (2 \times 100) + (7 \times 10) + (3 \times 1)$

c) $(6 \times 1000) + (9 \times 10) + (2 \times 1)$

d) (6

e) (4

f) (8

writing in short form(values)

To find the short form of the given number, arrange the values vertically in descending order and then add.



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Example

Write the number below in short form.

$$60000 + 7000 + 400 + 90 + 3$$

$$\begin{array}{r} 60,000 \\ 7000 \\ 400 \\ + \quad 90 \\ \hline 3 \\ \hline 67,493 \end{array}$$

Example 2

What num

$$80,000 + 90$$

$$\begin{array}{r} 80,000 \\ 300 \\ 90 \\ \hline 80,397 \end{array}$$

Activity

Write the fo

a) 4000

b) $80,000 + 500 + 9000 + 8$

c) $4000 + 700 + 30$

d) $300 + 60000 + 90 + 5$



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e) $2000 + 300 + 70 + 9$

f) $50,000 + 900 + 3000 + 4$

g) ?



Writing

Steps.

✓ Cor

✓ Plat

✓ Rec

one

Exa

Writ

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Th	H	T	O
8	32	1	2

$8000 + 300 + 12$

Eight thousands, three hundred twelve.

Example 2

Write 84025 in words.

TTH	Th	H	T	O
8	4	0	2	5

$84000 + 25$

Eighty four thousands twenty five.

Example 3

Annet bought a dress at sh. 34500. Write this price in words.

TTH	Th	H	T	O
3	4	5	0	0

$$34000 + 500$$

Thirty four thousands, five hundred.

Activity

1. Write

a) 562

.....

b) 1405

.....

c) 5703

.....

d) 24649

.....

e) 25360

.....

2. There

words.

3. Peter

words.



Write numbers in figures.

Steps

- ✓ Consider the place values and value of each digit.
- ✓ Add the values vertically and correctly.
- ✓ The sum is the figure.

Example

Write seven thousand three hundred sixteen.

Seven thousand → 7000

Three hundred → 300

Sixteen	+ 16	
		7316

Example 2

Mr. Lule bought a coat at forty five thousand, nine hundred shillings.
Write the cost of the coat in figures.

Forty five thousands → 45000

$$\begin{array}{r} \text{Five hundred} \quad \rightarrow \\ + 500 \\ \hline \text{Sh. } 45,500 \end{array}$$

Activity

1. Write

a) Three

.....

b) Nine

.....

c) Two

.....

d) Five

.....

e) Forty

.....

2. Mug

number

.....

3. One of the candidates got ninety four thousand three hundred sixty five votes during elections. Write the number of votes he got in figures.

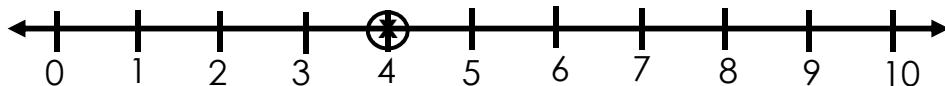


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Introduction to Roundoff. (identifying the position of numbers on a number line)

A number line is a line in which all points correspond to the numbers.

Study the number line below.



Four (4) is nearer to 0 than 10.



7



5



N

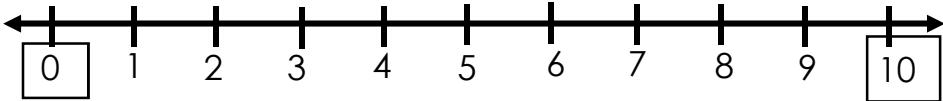
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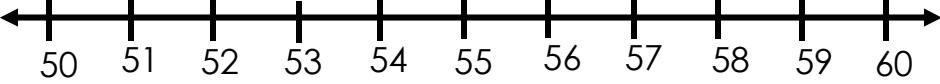
Activity

1. Use a number line below to complete the S statement.



- a) 2 is nearer to _____ than to _____
- b) 8 is nearer to _____ than to _____
- c) 3 is nearer to _____ than to _____
- d) 1 is nearer to _____ than to _____
- e) 6 is nearer to _____ than to _____

2.



- a) 52 is nearer to _____ than to _____
- b) 59 is nearer to _____ than to _____
- c) 56 is nearer to _____ than to _____
- d) 54 is nearer to _____ than to _____
- e) 57 is nearer to _____ than to _____

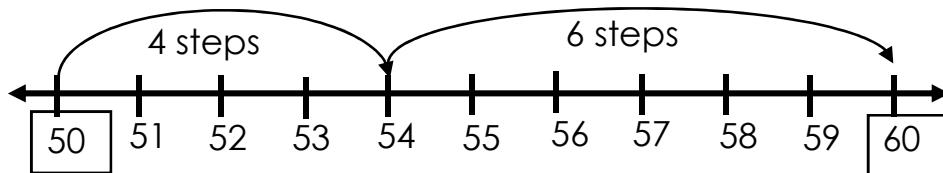
Rounding off to the nearest 10s (tens)

Rounding off is the process of approximating a number to a nearby number.

- ✓ To round off numbers to the nearest tens, we consider the digits in the ones place value.
- ✓ If the digit in the ones place value is {1, 2, 3, 4} round down.
- ✓ If the digit in the ones place value is 5, 6, 7, 8, 9 round up.

Example

Round off 54 to the nearest tens



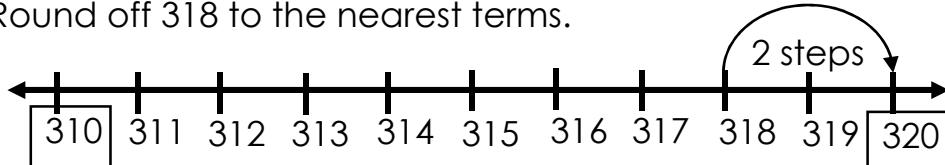
54 is nearer to 50 than to 60

So we round it down to 50.

Therefore 54 is rounded to 50.

Example 2

Round off 318 to the nearest terms.



318 is nearer to 320 than to 310.

So we round it off to 320

Therefore 318 is rounded up to 320.

Activity

Draw a number line for each of the following and round off to the nearest tens.

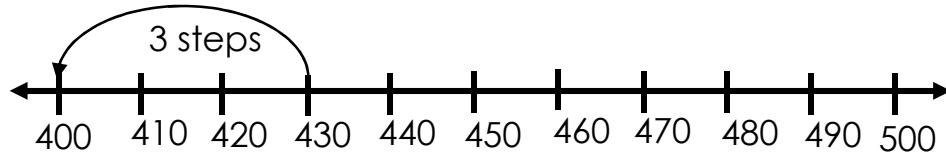
I. 72

value of the digit in tens place value.

- ✓ If the value of the digit in the tens place value is 10, 20, 30, or 40, round down.
- ✓ If the value of the digit in tens place value is 50, 60, 70, 80, or 90, round up.

Example

Round off 430 to the nearest hundreds.

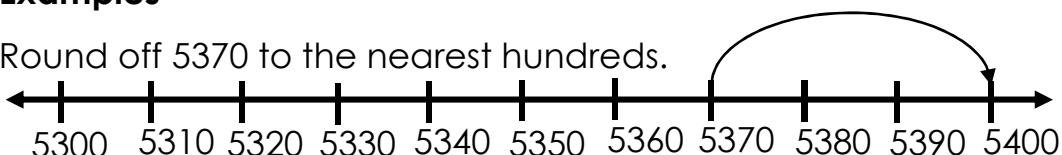


430 is nearer to 400 than 500. So we round it off to 400.

Therefore 430 is rounded down to 400.

Examples

Round off 5370 to the nearest hundreds.



5370 is near to 5400 than 5300. So we round it up to 5400.

Therefore 5370 is rounded off to 5400.

Activity

Draw a number line for each of the following and round off to the nearest hundreds.

a) 220

d) 830

b) 350

e) 3970

c) 680

f) 4310

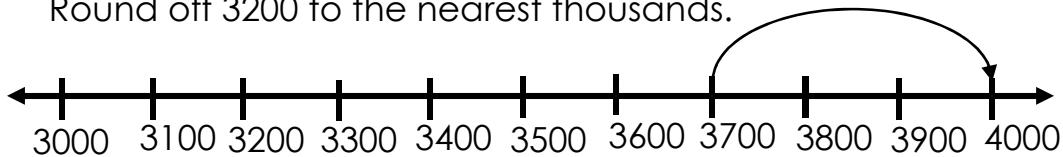
g) 830

Round off to the nearest thousands.

- ✓ To round off numbers to the nearest thousands, consider the volume of the digit in the hundreds place volume.
- ✓ The digits after the required place volume must be zeros only.

Examples

Round off 3200 to the nearest thousands.

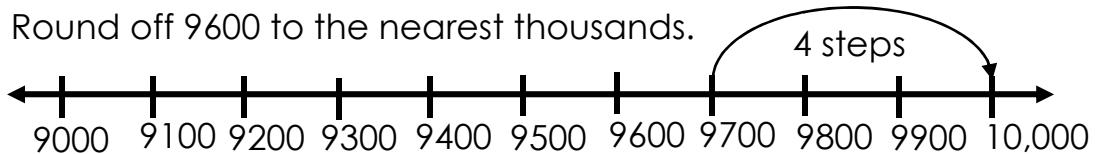


3200 is nearer to 3000 than 4000. So we round it down.

Therefore 3200 is round off to 3000.

Example 2

Round off 9600 to the nearest thousands.



9600 is nearer to 10,000 than to 9000 so we round it up.

Therefore 9600 is rounded off to 10,000.

Activity

Round off the following to the nearest thousands using a number line for each.

a) 4500

b) 1600

c) 5400

d) 2600

e) 8200

Roman numerals

Reading Roman numerals.

- ✓ Roman numerals are numeral system that originate from Rome.
- ✓ Only capital letters are used in writing Roman numerals.
- ✓ 1(I), 5(V) and 10(X) are some of the key Roman numerals.

Counting from 1 to 10 in Roman numerals.

Hindu Arabic	Roman numeral
1	I
2	II
3	III
4	IV
5	V
6	VI
7	VII
8	VIII
9	IX
10	X

- ✓ To write 2,3 and 20 in Roman numerals repeat 1 or X. i.e.

$$2 = \text{II} \quad 20 = \text{XX}$$

$$3 = \text{III}$$

- ✓ To write 6,7,8,11,12 and 13, add to 5 or 10. i.e.

$$6 = (5 + 1) \quad 8 = (5 + 3) \quad 12 = (10 + 2)$$

$$\text{VI} \quad \text{VIII} \quad \text{XII}$$

$$7 = (5 + 2) \quad 11 = (10 + 1) \quad 13 = (10 + 3)$$

$$\text{VII} \quad \text{XI} \quad \text{XIII}$$

- ✓ To write 4, subtract 1 from 5 i.e. $4 = (5 - 1)$

$$\text{IV}$$

- ✓ To write 9, subtract 1 from 10 i.e. $9 = (10 - 1)$

$$\text{IX}$$

Converting Hindu Arabic numerals to Roman numerals.

Steps.

- ✓ Write in value expanded form.
- ✓ Give the correct letter that corresponds with Hindu Arabic.

Examples.

Change 14 to Roman numerals.

$$14 = 10 + 4$$

$$10 = X$$

$$\begin{array}{r} + 4 = \text{IV} \\ \hline 14 \end{array}$$

Exa

My

2

Act

Exp

a) 3

b) 1

c) 1

2. Our

numer

.....

3. Ther

in Rom

.....

4. My brother is 17 years old. Express his age as Roman numeral.

.....



ls.

red

Converting Roman numerals to Hindu Arabic numerals.

Examples

Express XII as a Hindu Arabic numeral.

XII

$$X = 10$$

$$\underline{II} = + 2$$

$$\underline{\underline{XII}} = 12$$

Example 2

The last page on a magazine has XIX as its page number. Write it in Hindu Arabic numerals.

XIX

$$X = 10$$

$$\underline{+ IX} = 9$$

$$\underline{\underline{XIX}} = 19$$

Activity

1. Express the following as Hindu Arabic numerals.

a) IX

d) XX

b) XVI

e) VII

c) XIV

f) XVIII

2. The symbol on Vincent's jersey is XV. Write the symbols on Vincent's Jersey in Hindu Arabic numerals.

.....

3. The label VII. Write the symbol on the door in Hindu Arabic numerals.

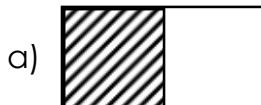
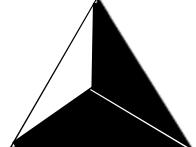
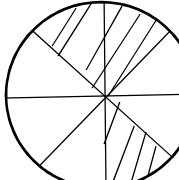
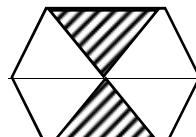
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FORMAT OF LESSON NOTES (THEME BASED)

SUBJECT: MTC

CLASS: P.4

TERM: _____ YEAR: 2024

THEME	TOPIC/ THEME CLASS	TEACHABLE UNIT / DELIVERABLE LESSON
NUMERACY	FRACTIONS	<p>Lesson 1</p> <p><u>Naming and writing fractions</u></p> <p>A fraction is a part of a whole.</p> <p>We name fractions according to the part in the whole.</p> <p>Examples</p> <p>Write the names of the following shaded parts</p> <p>a)  $\frac{1}{2}$ or A half</p> <p>b)  $\frac{3}{4}$ or Three quarters</p> <p>Activity</p> <p>1. Name the following shaded fractions</p> <p>i)  _____ or _____</p> <p>ii)  _____ or _____</p> <p>2. Write the unshaded parts</p> <p>a)  _____ or _____</p> <p>b)  _____ or _____</p>

Lesson 2

Shading and writing the shaded fractions

We shade fractions according to the numerator given

Example one

Draw, shade and name the following fractions

i) Four fifths

ii)



ii) A sixth

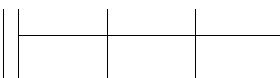


Examples two



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Lesson 3**Read and spell**

-numerator -mixed
 -denominator -whole

Types of fractions**1. Proper fractions**

These are fractions whose numerator is smaller than the denominator e.g. $\frac{2}{3}$

$\frac{2}{3}$ - numerator 3

3 - denominator

2. Improper fraction

These are fractions with a numerator bigger than Denominator e.g. $\frac{3}{2}$

2

.....

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$\frac{8}{9}$

.....

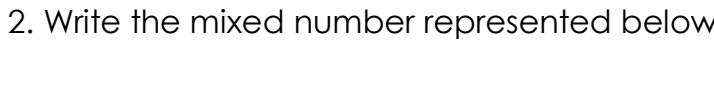
a) $\frac{2}{6}$, the numerator is _____

b) $3\frac{7}{9}$, the denominator is _____

4. Name the type of shaded fraction



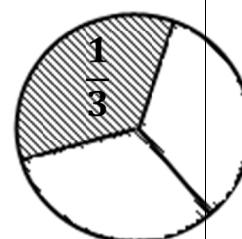
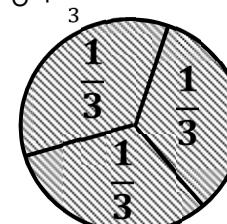
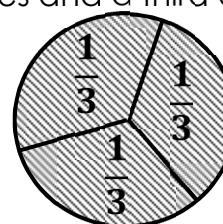
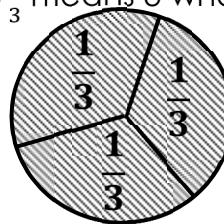


NUMERACY	FRACTIONS	<p><u>Lesson 4</u></p> <p><u>Read and spell</u></p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">-quotient</td><td style="width: 50%;">-numeral</td></tr> <tr> <td>-remainder</td><td>-denominator</td></tr> </table> <p><u>Renaming (changing) improper fraction to mixed numbers</u></p> <p>Changing from an improper fraction to a mixed number, divide the numerator by the denominator</p> <p>After division,</p> <ol style="list-style-type: none"> 1- the quotient becomes the whole number 2- the remainder becomes the numerator 3- the divisor becomes the denominator  <p>CREATIVE —Printers—</p> <p>numbers $\frac{11}{2}$</p>	-quotient	-numeral	-remainder	-denominator
-quotient	-numeral					
-remainder	-denominator					
		<p>2. Write the mixed number represented below</p> <p> = _____</p>				

Lesson 5**Changing mixed numbers to improper fractions****Read and spell.****Multiply , numerator , improper , fifth****Changing mixed numbers to improper****Example**

Write $3\frac{1}{3}$ as an improper fraction

$3\frac{1}{3}$ means 3 wholes and a third or $3 + \frac{1}{3}$



Ten thirds also written as $\frac{10}{3}$

Or Multiply the whole number by the denominator

and then add the numerator

Write the result out of the denominator

$$\text{E.g. } 3\frac{1}{3} = \frac{(D \times W) + N}{N}$$

$$= \frac{(3 \times 3) + 1}{3}$$

$$= \frac{9 + 1}{3}$$

$$= \frac{10}{3}$$

Activity

Express the following to improper fractions.

1. $5\frac{1}{2}$

2. 2.

$$3. \quad 4 \frac{3}{7}$$

$$4. \quad 9 \frac{2}{3}$$

$$4. \quad 7 \frac{1}{5}$$

Lesson 6

Equivalent fractions

Read and spell

value , count , equal , equivalent

Equivalent fractions

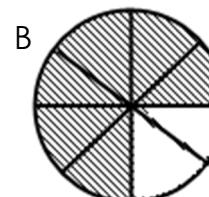
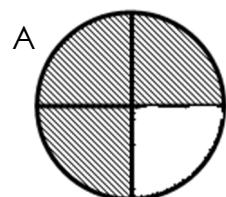
- These are fractions (two or more) that have the same value but are different in form.
- The shaded region for equivalent fractions is always the same, what changes is the number of small divisions within the region.

Examples

1. Find the next equivalent fraction for $\frac{3}{4}$

Cut 2 circular cards A and B, divide each into quarters.

Divide B again to make 8 equal parts.



Count the number
of shaded parts
out of the total

$$\frac{3}{4} \text{ is equivalent to } \frac{6}{8}$$

$$2. \quad \begin{array}{|c|c|c|}\hline \textcolor{white}{\square} & \textcolor{black}{\square} & \textcolor{black}{\square} \\ \hline \end{array}$$

$$\frac{2}{3}$$

$$\begin{array}{|c|c|c|c|}\hline \textcolor{white}{\square} & \textcolor{white}{\square} & \textcolor{black}{\square} & \textcolor{black}{\square} \\ \hline \end{array}$$

$$\frac{4}{6}$$

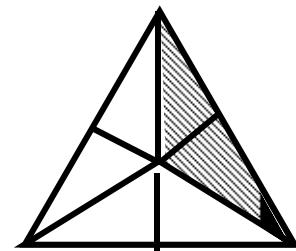
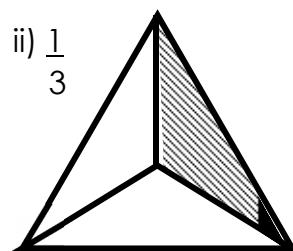
$$\frac{2}{3} \text{ is equivalent to } \frac{4}{6}$$

Activity

1. Find the missing fractions.



$\frac{1}{2}$ is equivalent to _____



$\frac{1}{3}$ is equivalent to _____

2. Use diagrams to find the next equivalent fraction

a) $\frac{1}{4}$

b) $\frac{2}{3}$

c) $\frac{3}{5}$

Lesson7

Finding equivalent fractions using multiplication

Read and spell

First, Eighth, multiplication

- Multiply both the numerator and denominator by the same whole number starting with 2

Example.

1. Find the first 3 equivalent fractions of $\frac{1}{3}$

$$\frac{1}{3} = \frac{1 \times 2}{3 \times 2} = \frac{2}{6}, \quad \frac{1 \times 3}{3 \times 3} = \frac{3}{9}, \quad \frac{1 \times 4}{3 \times 4} = \frac{4}{12}$$

Therefore, $\frac{1}{3} = \frac{2}{6}, \frac{3}{9}, \frac{4}{12}$

Find the first 4 equivalent fractions of $\frac{2}{5}$

$$\frac{2}{5} = \frac{2 \times 2}{5 \times 2} = \frac{4}{10}, \frac{2}{5} \times 3 = \frac{6}{15}, \frac{2}{5} \times 4 = \frac{8}{20}, \frac{2}{5} \times 5 = \frac{10}{25}$$

Therefore $\frac{2}{5} = \frac{4}{10}, \frac{6}{15}, \frac{8}{20}, \frac{10}{25}$

Activity

1. Workout the first equivalent fraction of the following;

- a) $\frac{1}{2}$ b) $\frac{2}{5}$ c) $\frac{4}{7}$ d) $\frac{3}{8}$ e) $\frac{2}{3}$



fraction.
tor or
nber.

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ii) $\frac{1}{4} = \frac{\square}{16}$

$$\frac{1}{4} = \frac{1 \times 2}{4 \times 2} = \frac{2}{8}, \quad \frac{1 \times 3}{4 \times 3} = \frac{3}{12}, \quad \frac{1 \times 4}{4 \times 4} = \frac{4}{16}$$

Therefore $\frac{1}{4} = \frac{4}{16}$

Activity**Workout the value of the missing numbers.**

a) $\frac{1}{2} = \frac{\square}{6}$

b) $\frac{2}{3} = \frac{8}{\square}$

c) $\frac{3}{8} = \frac{12}{\square}$

d) $\frac{4}{7} = \frac{\square}{35}$

e) $\frac{3}{5} = \frac{9}{\square}$

f) $\frac{4}{9} = \frac{\square}{45}$

Lesson 9**Simple word problems involving equivalent fractions****Read and spell****(quarters , fifteenths , twelfth , ninths)****Examples**

a) How many twelfths are equal to three quarters?

$$\frac{3}{4} = \frac{\square}{12}$$

$$\frac{3}{4} = \frac{3 \times 2}{4 \times 2} = \frac{6}{8}, \quad \frac{3 \times 3}{4 \times 3} = \left(\frac{9}{12} \right), \quad \frac{3 \times 4}{4 \times 4} = \frac{12}{16}$$

Therefore $\frac{3}{4} = \frac{9}{12}$ or there 9 twelfths equal to three quarters.

b) How many fifteenths are equal to two fifths?

$$\frac{2}{5} = \frac{\square}{15}$$

$$\frac{2}{5} = \frac{2 \times 2}{5 \times 2} = \frac{4}{10}, \quad \frac{2 \times 3}{5 \times 3} = \left(\frac{6}{15} \right), \quad \frac{2 \times 4}{5 \times 4} = \frac{8}{20}$$

Therefore, $\frac{2}{5} = \frac{6}{15}$ or 6 fifteenths

Activity

1. How many sixths equal to a half?

.....

2. How many twentieths are equal to a quarter?

.....

3. How many eighths are in three quarters?

.....

4. Calculate the number of tenths in two fifths?

5. Find the number of sixteenths that make up a quarter.

6. Workout the number of ninths in a third?

Lesson 10**Comparing two fractions of the different denominators.**

Read and spell

(comparisons , greater , draw , shade)

i)Using diagrams

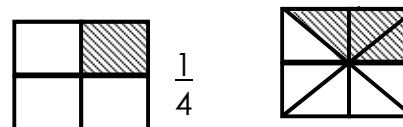
Example

Which fraction is bigger $\frac{3}{8}$ or $\frac{1}{4}$?

Steps

– draw 2 equal diagrams and divide the first into four equal parts. Shade a quarter

- Divide the 2nd diagram into 8 equal parts and shade $\frac{3}{8}$



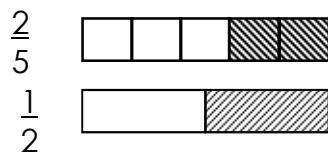
Compare the shaded parts and make a conclusion.

$\frac{3}{8}$ is bigger than $\frac{1}{4}$ or $\frac{3}{8} > \frac{1}{4}$

Note comparison by shading helps to know which fraction is bigger or smaller.

2. Which fraction is bigger?

$$\frac{2}{5} \text{ and } \frac{1}{2}$$



$\frac{1}{2}$ is bigger than $\frac{2}{5}$

Activity:

Shade and compare the following using "bigger than", "smaller than" or "equal to".

1

2



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ons using

b) $\frac{2}{3}$ and $\frac{1}{4}$

Lesson 11

Using a number line to compare fractions

Read and spell

(less , compare , number line , bent)

compare the following fractions using the symbols < , > or =

Note:

- The bent right arm represents greater than and the left bent arm represents less than
- The sign $>$ and $<$ always point to the smaller number.

Example

Use a number line to compare the following fractions.

$$\frac{3}{7} \underline{\hspace{1cm}} \frac{5}{7}$$



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$$\frac{\sim}{3}, \frac{\sim}{3} \underline{\hspace{1cm}} \frac{\leq}{3}$$

c) $\frac{5}{6} \underline{\hspace{1cm}} \frac{5}{6}$

d) $\frac{5}{12} \underline{\hspace{1cm}} \frac{9}{12}$

e) $\frac{7}{13} \underline{\hspace{1cm}} \frac{4}{13}$

Lesson 12

Comparing two fractions of different denominators using diagrams.

Read and spell

(Complete, different, two thirds, diagrams)

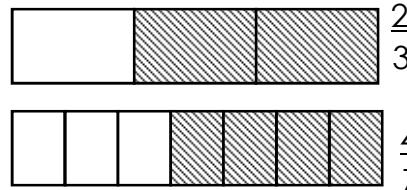
Steps

- draw two wholes of the same size.
- Divide each whole by the number of the denominator and shade the number of numerators.

Examples.

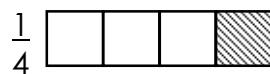
1. Use: > or < or = to complete the statement.

$$\frac{2}{3} \underline{\quad} \frac{4}{7}$$



Therefore $\frac{2}{3} > \frac{4}{7}$ ($\frac{2}{3}$ is greater than $\frac{4}{7}$)

2. Compare $\frac{1}{4}$ and $\frac{2}{3}$ using >, < or =



Therefore $\frac{1}{4} < \frac{2}{3}$

Activity

Use diagrams to compare the following fractions using <, > or =

i) $\frac{1}{2} \underline{\quad} \frac{1}{3}$ ii) $\frac{4}{9} \underline{\quad} \frac{4}{5}$ iii) $\frac{2}{7} \underline{\quad} \frac{1}{4}$

iv) $\frac{9}{13} \underline{\quad} \frac{7}{8}$

v) Terry drank $\frac{3}{4}$ of the milk and Jane took $\frac{2}{5}$ of the milk

Use > , < or = to compare the two fractions.

Lesson 13

More about ordering fractions

Read and spell.

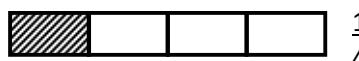
(order, arrange, numerator, ascending)

Using diagrams.

- Order fractions using wholes of the same size and divide them according to their denominators and shade the numerators.

Examples.

1. Arrange $\frac{1}{2}$, $\frac{2}{3}$ and $\frac{1}{4}$ in ascending order (small – bigger)



Therefore in ascending order;

$$\frac{1}{4}, \frac{1}{3}, \frac{2}{3}$$

Example 2

Arrange $\frac{3}{5}$, $\frac{1}{4}$, $\frac{2}{3}$ in descending order.



Therefore in descending order;

$$\frac{3}{5}, \frac{3}{5}, \frac{1}{4}$$

Activity

1. Using diagrams, arrange the following in descending order.

a) $\frac{3}{5}, \frac{1}{5}, \frac{4}{5}$

b) $\frac{1}{6}, \frac{1}{7}, \frac{1}{2}$

c) $\frac{2}{6}, \frac{3}{4}, \frac{4}{5}$

2. Arrange the following fractions from small to big.

i) $\frac{2}{3}, \frac{5}{6}, \frac{1}{2}$

ii) $\frac{3}{8}, \frac{1}{2}, \frac{1}{4}$

iii) $\frac{1}{3}, \frac{1}{4}, \frac{3}{6}$

2. Arrange the following fractions in descending order.

a) $\frac{5}{11}, \frac{2}{11}, \frac{7}{11}$ b) $\frac{3}{9}, \frac{8}{9}, \frac{1}{9}$

Lesson 15

Addition of fractions with the same denominators.

Read and spell

(denominator , addition , plus , sixth)

To add fractions of the same denominator, add only the numerators.

Examples.

1. Add: $\frac{1}{5} + \frac{3}{5}$

$$\begin{array}{r} \frac{1}{5} + \frac{3}{5} = \frac{1+3}{5} \\ = \frac{4}{5} \end{array}$$

OR



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

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

$$\frac{4}{5}$$

2. Workout: $\frac{2}{7} + \frac{4}{7}$

$$\begin{array}{r} \frac{2}{7} + \frac{4}{7} = \frac{2+4}{7} \\ = \frac{6}{7} \end{array}$$

Activity

Add the following fractions:

a) $\frac{4}{8} + \frac{3}{8}$ b) $\frac{6}{9} + \frac{1}{9}$ c) $\frac{5}{11} + \frac{5}{11}$

$$d) \frac{1}{5} + \frac{2}{5} + \frac{1}{5} \quad e) \frac{6}{13} + \frac{5}{13} \quad f) \frac{4}{6} + \frac{1}{6}$$

g) Nalwoga ate $\frac{2}{15}$ of the orange, Jane ate $\frac{9}{15}$ of an orange

and Emma ate $\frac{1}{15}$. Find the total fraction that was eaten by the three children.

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

$$\frac{3+2}{7} = \frac{5}{7} \text{ of the sugar cane.}$$

2. Jonah walked $\frac{4}{9}$ in the morning and $\frac{3}{9}$ in the evening.

What total fraction did he move?

$$\frac{4}{9} + \frac{3}{9}$$

$$\frac{4+3}{9} = \frac{7}{9}$$

Activity

1. Annette filled $\frac{4}{9}$ of the tank with water in the morning
And later added $\frac{3}{9}$ in the afternoon. What fraction of the tank is filled with water?

Lesson 17

Subtracting fractions with the same denominators.

Read and spell.

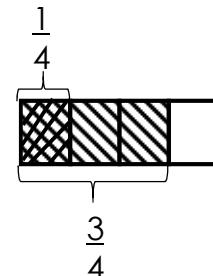
(maintain, minus, fraction, numerator)

-We shall subtract only the numerators and maintain the denominator.

Examples.**Subtract:**

a) $\frac{5}{10} - \frac{2}{10} = \frac{5-2}{10} = \frac{3}{10}$

c) $\frac{3}{4} - \frac{1}{4}$



$$\frac{3}{4} - \frac{1}{4} = \frac{2}{4}$$

b) $\frac{6}{13} - \frac{4}{13} = \frac{6-4}{13} = \frac{2}{13}$

Activity**Workout the following correctly.**

a) $\frac{4}{4} - \frac{1}{4}$

b) $\frac{16}{14} - \frac{9}{14}$

c) $\frac{11}{13} - \frac{7}{13}$

d) $\frac{5}{7} - \frac{3}{7}$

e) $\frac{10}{12} - \frac{5}{12}$

f) $\frac{17}{25} - \frac{9}{25}$

g) Find the difference between $\frac{13}{17}$ and $\frac{5}{17}$.

Lesson 18**Word problems on subtraction of fractions with common denominators.****Read and spell.****(remain, reduce, common, subtract)**

- You will only subtract the numerators (top members) and maintain the denominator.

Examples

1. Subtract: $\frac{2}{5}$ from $\frac{4}{5}$

$$\begin{array}{r} \frac{4}{5} - \frac{2}{5} = \frac{4-2}{5} \\ \phantom{\frac{4}{5} -} = \frac{2}{5} \end{array}$$

2. I read $\frac{2}{5}$ of a Mathematics book. What fraction was left?

A mathematics book = 1 (Also = $\frac{5}{5}$ from the denominator
of the given fraction)

$$1 - \frac{2}{5}$$

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

$$\underline{\frac{5}{5} - \frac{2}{5}}$$

- iii) How much more did Mark get than Mary?

(Divide the whole number of the denominator
But also divide the denominator by itself)

Activity:

1. What is $\frac{1}{2}$ of 12?

2. What is $\frac{3}{4}$ of 20 mangoes?

4

3. What is $\frac{1}{6}$ of 24?

6

4. Find $\frac{4}{5}$ of 30 flowers.

5

5. Workout $\frac{3}{7}$ of 35 cows.

7

Lesson 20

Solving simple word problems involving simple fractions of a group.

Read and spell

(Share, result, denominator, multiply)

Divide the number by the denominator of a given fraction, then multiply the result by the numerator of the given fraction.

Examples

1. Katongole was given shs.3600. He used two thirds of it to buy millet. How much did he use?

Katongole spent $\frac{2}{3}$ of shs. 3600

3

$$\frac{2}{3} \text{ of shs.3600} = (\text{shs.3600} \div 3) \times 2$$

$$= \text{shs.1200} \times 2$$

$$= \text{shs.2400}$$

2. The book had 50 pages. Rinah read $\frac{2}{5}$ of the book. How many pages did she read? 5

$\frac{2}{5} \times 50$ pages

5

$$(50 \div 5) \times 2$$

$$= 10 \times 2$$

$$= 20 \text{ pages.}$$

Activity

1. Owen had 18 pineapples. He gave $\frac{1}{3}$ of them to Andrew.

3

How many pineapples did Andrew get?

2. A tank had 42 litres of water. How much water remained if we used $\frac{3}{7}$ of it?

7

3. A business man had 150 kgs of sugar. He sold $\frac{2}{3}$ of it,

3

how much sugar was sold?

4. Musana had shs. 9600. He spent $\frac{1}{8}$ of it on food and the rest on school fees.

8

a) How much was spent on school fees?

b) How much was spent on food?

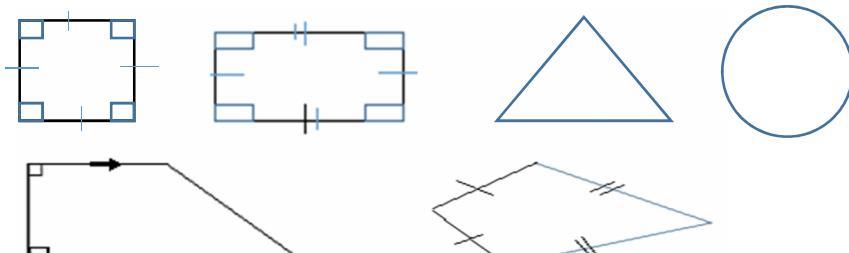
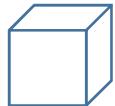
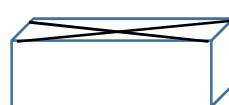
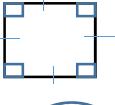
c) How much more was spent on school fees than food?

5. A tank carries 1000 litres. A family used $\frac{7}{10}$ of the water

10

a) How many litres did the family use?

b) How many litres remained?

GEOMETRY	TWO DIMENSIONAL GEOMETRY	<p>Lesson 21 Identifying dimensional / plane figures Read and spell Dimensional, plane, trapezium, kite</p> <ul style="list-style-type: none"> Two dimensional figures are plane/ flat figures. <p>The following are two dimensional figures</p>  <p>Activity Identify the 2 dimensional shapes by filling in "is" or "is not"</p> <p>a)  A cube _____ is 2 dimensional figure.</p> <p>b)  A kite _____ a 2 dimensional shape.</p> <p>c)  A rectangle _____ a 2 dimensional shape.</p> <p>d)  This shape _____ a dimensional figure</p> <p>e)  A box _____ a 2 dimensional shape.</p> <p>f)  This square _____ a 2 dimensional figure.</p> <p>g)  This circle _____ a 2 dimensional figure.</p>
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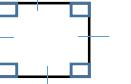
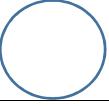
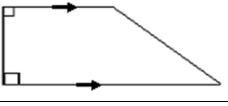
Lesson 22

Drawing and naming two dimensional figures

Read and spell

square, opposite, angles, curved

- You will draw all diagrams / figures using a pencil and other materials like ruler, pair of compasses....

SHAPE	NAME	PROPERTIES
	Square	Four equal sides Has 4 right angles
	Rectangle	Two opposite equal sides Has 4 right angles
	Circle	Made up a curved line
	Kite	Has 4 sides
	Trapezium	Has 4 sides
	Triangle	Has 3 sides

Activity

1. Draw and name any four plane shapes you know.
2. Draw, name and write two properties of a rectangle.
3. How many sides has a kite?
4. Draw an isosceles trapezium and indicate all the properties.

Lesson 23

Drawing and measuring line segments

Read and spell

Line, sharp, measure, segment

Materials: Long ruler and a sharp pencil.

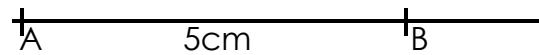
steps

1. Draw a long line.
2. Put a mark at the left of the drawn line.
3. Use a ruler to measure the required length on the drawn line.
4. Put a mark at the end of the required measurements / length.
5. Write the length beneath the line.

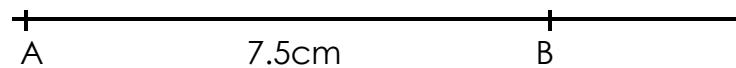
Examples

Draw line segments using a ruler and a sharp pencil measuring.

a) 5cm

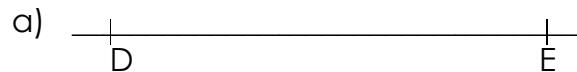


b) KF = 7.5cm



Activity

1. Measure the following line segments using a ruler.

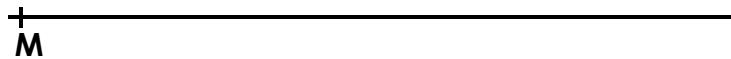


2. Using a ruler and a sharp pencil, draw the following line segments;

a) 3cm b) 9cm c) 7cm d) 4.5cm

3. Draw a line segments PQ = 5.5cm

5. complete the line below by measuring 6.8cm from point M, create point N such that MN =6.8cm



Lesson 24

Construction of an equilateral triangle.

Read and spell

equilateral, construct, triangle, compass

Materials.

- A pair of compasses.
- A sharp pencil.
- A ruler.

Steps :

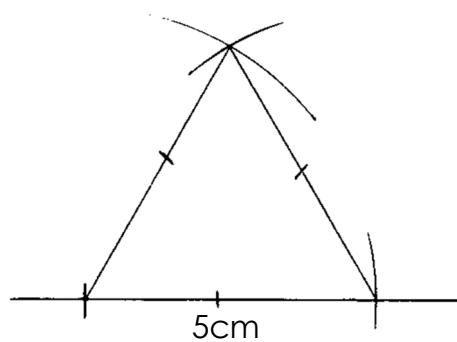
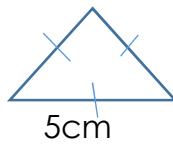
1. Get a ruler and draw a straight line.
2. Take a compass and stretch it to reach the given length e.g. 4cm.
3. From each end of the line segment measured, mark an arc to form a common point above the line.
4. Join the points to form the shape.

Note:

- A triangle is a shape with three sides.
- An equilateral triangle has 3 equal sides and angles.

Example:

Using a pair of compasses, a ruler and a pencil, construct an equilateral triangle of sides 5cm.

Sketch.**Activity**

Use a pair of compasses, a pencil and a ruler to construct an equilateral triangle with sides measuring

a) 5cm

b) 4cm

c) 6cm

d) 3.5cm

e) 4.5cm

Lesson 25

Drawing squares using a ruler and set squares

Read and spell

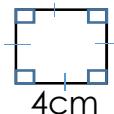
sketch, set square, perpendicular, point

A square is a shape with 4 equal sides and 4 equal angles

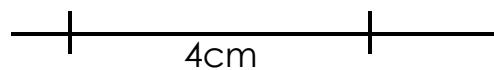
Examples

Using a pencil, a set square and a ruler, draw a square of sides 4cm.

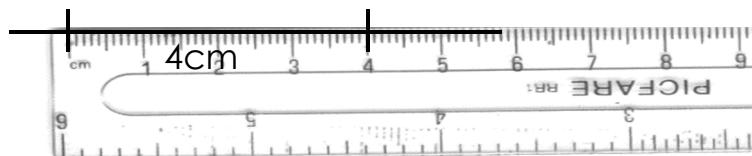
1. Draw a sketch.



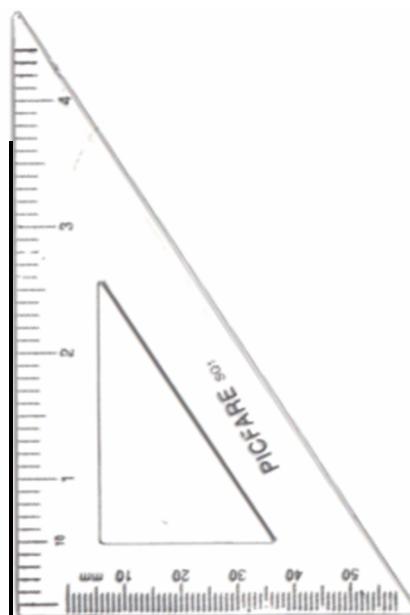
2. Draw a line segment measuring 4cm.

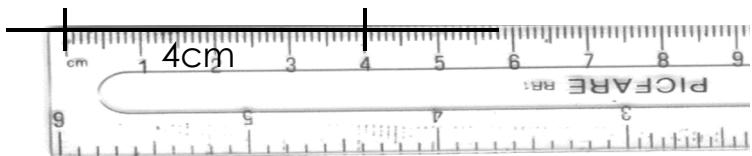


3. Place a ruler along the line such that 0 cm mark is at the marked point.

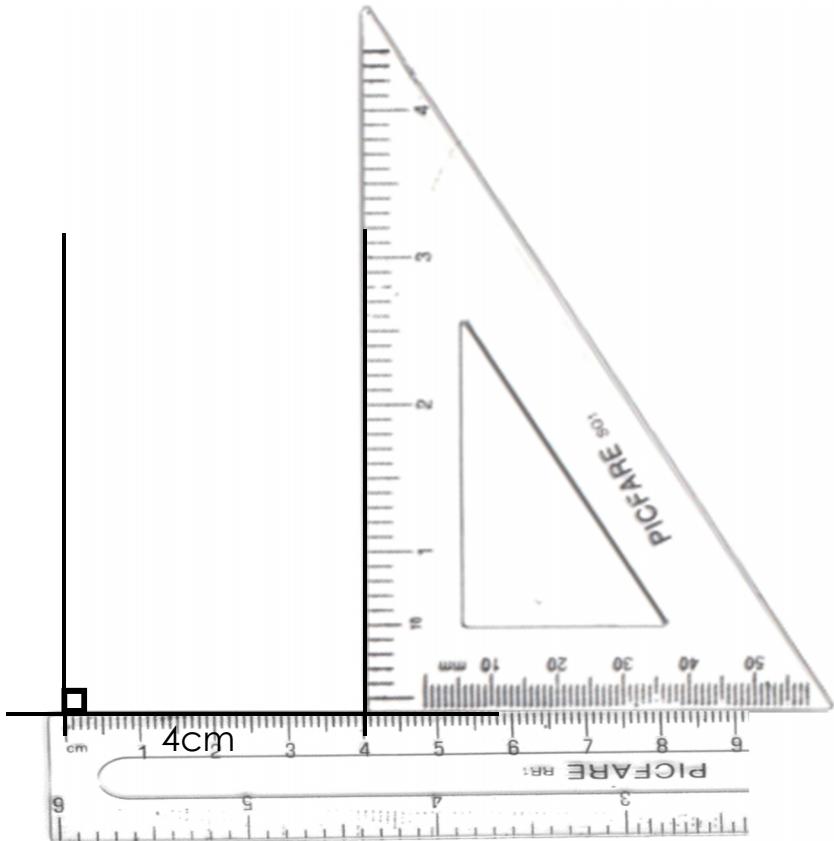


4. Place a set square on a ruler such that it forms 90° on a marked point. Draw a 90° line along a set square.

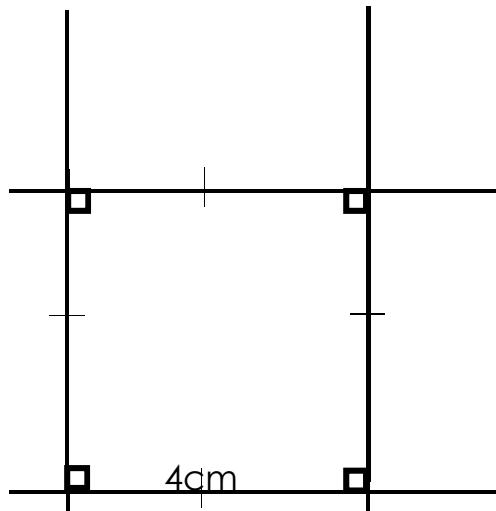




5. Slide a set square gently such that it forms 90° on a 4cm mark. Draw another 90° line along a set square on a 4cm mark point. Draw a 90° line along a set square.



6. Measure 4cm on each of the two perpendicular opposite lines. Join the two points to form a square.



Activity

Use a set square, ruler and a sharp pencil to draw a square of each side measuring

a) 5cm

b) 4.5cm

c) 4cm

Lesson 26
Construction of a square
Read and spell
ruler, straight, vertical, sketch

Materials

- A pair of compasses.
- A sharp pencil.
- A ruler

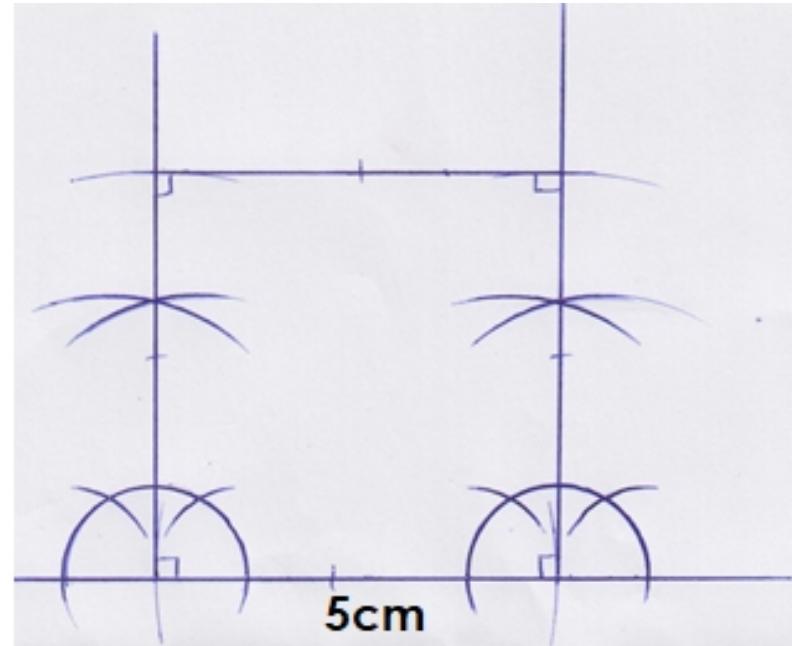
Steps

1. Get a ruler and draw a line segment.
2. Measure the length of the required side of the square.
3. Construct 90 using a pair of compasses at both ends of the line segment.
4. Draw 2 vertical lines and mark the given length
5. Complete the square by joining the two points marked.

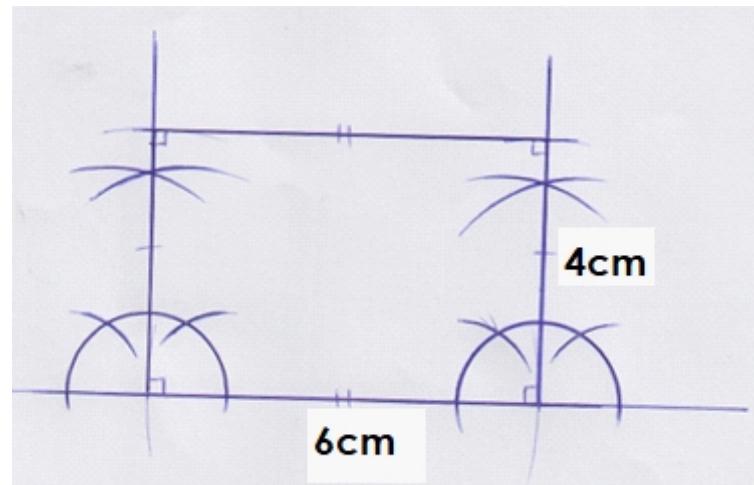
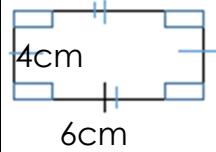
Example

Using a pair of compasses, a ruler and a pencil, construct a square with sides measuring 5cm.

Sketch



		<p>Activity</p> <p>Use a pair of compasses, a ruler and a pencil construct Squares measuring;</p> <p>a) 4cm</p> <p>b) 7cm</p> <p>c) 5.5cm</p> <p>d) 4.8cm</p>
		<p>Lesson 27</p> <p>Construction of a rectangle</p> <p>Read and spell</p> <p>Length, arc, rectangle, horizontal</p> <p>Materials;</p> <ul style="list-style-type: none"> • A pair of compasses • A sharp pencil. • A ruler <p>Steps</p> <ol style="list-style-type: none"> 1. Draw a horizontal line and measure the length to form a line segment. 2. Use a pair of compasses to construct 90° at both ends of the line segment. 3. Mark the length of the width on both perpendicular lines constructed. 4. Complete the rectangle by joining the points.

Sketch**Activity**

Using a pair of compasses, a ruler and a pencil construct a rectangle measuring;

i) 7cm by 5cm

ii) AB = 8cm BC = 4cm

iii) CDEF CD = 6cm DE = 5cm

Lesson 28

Recognizing right angles in real life (90°)

Read and spell

Field, real, objects, surrounding

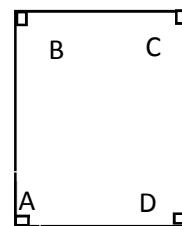
Identifying objects with right angles in the surrounding and recognize them.

Right angles can be found on objects / things like;

- ✓ Boxes
- ✓ Tables
- ✓ Doors
- ✓ Meeting point of walls
- ✓ Chalkboard
- ✓ Field
- ✓ Rulers
- ✓ Tiles

Example.

Use letters to indicate all the right angles on the manila below.



Activity

Using letters, identify any three right angles on each of the objects below.

a)



b)



c)



d)



Lesson 29

Drawing right angles

Read and spell

Right angle, straight, set square, point

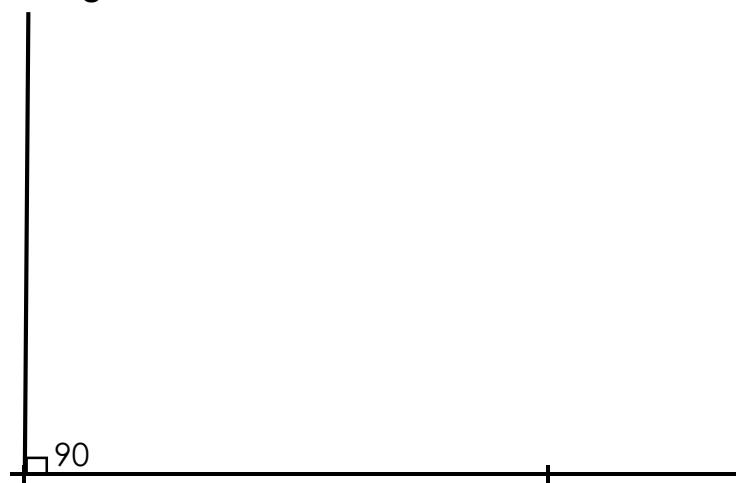
Materials

- ✓ A set of square
- ✓ A sharp pencil
- ✓ A ruler

Steps

1. Get a ruler and draw a straight line
2. Mark a point anywhere on the line
3. Put the right angle part of the set square at point marked and draw a line.

Right angle



Activity

Use a set square, ruler and pencils to draw right angles on the lines below.

i)



ii)



iii)



iv)



Lesson 30

Constructing a right angle

Read and spell

Semi circle, geometry, materials, join

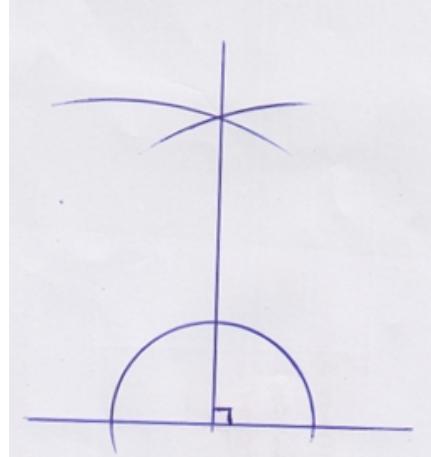
Materials

- ✓ A pair of compasses
- ✓ A sharp
- ✓ A ruler

Steps

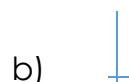
1. Draw a straight line and put a mark midway.
2. Put your compass on the marked point and make a semi circle around the mark on the line.
3. Put your compass at one end of the semi circle and mark an arc above the line with slightly a bigger radius.
4. Repeat the same procedure on another end of the semi circle using the same radius such that two arcs intersect each other.
5. Join the intersection of the arcs with the original point to form a right angle.

Right angle (90°)



Activity

Construct right angles on each of the following lines

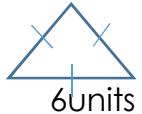


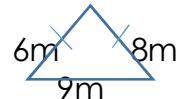
Lesson 31
Perimeter of a triangle
Read and spell
Equal, Units, distance, triangle

- ✓ To find the perimeter of a triangle, add all the lengths of the 3 sides.

Examples

Workout the perimeter of the figures below.

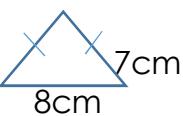
a)  Perimeter = $s + s + s$
6 units + 6 units + 6 units
18 units (This triangle has 3 sides equal)

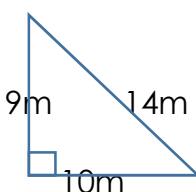
b) 

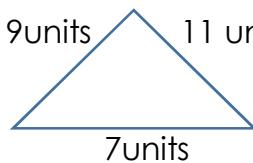
Perimeter = $9m + 6m + 8m$
23m

Activity

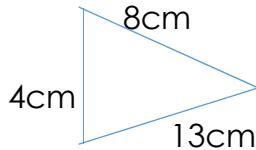
Find the distance around the figures below.

a) 

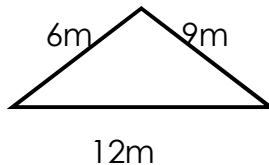
b) 

c) 

d)



e) Jolly moved around the triangular garden below. Find the total distance she covered.



Lesson 32

Perimeter of a rectangle.

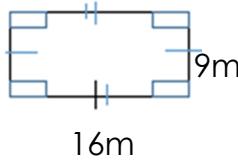
Read and Spell

Length, width, rectangle, opposite

- ✓ Perimeter is the total distance around the figure.
- ✓ To find perimeter of a rectangle, add the lengths of its 4 sides.
- ✓ Therefore perimeter of a rectangle = $L+W+L+W$
- ✓ Length is the longer side while width is the shorter side

Examples

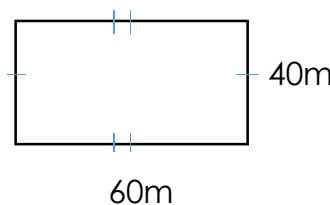
1. Workout the distance around the shape below.



$$\text{Perimeter} = L+W+L+W$$

$$16m + 9m + 16m + 9m \\ 50m$$

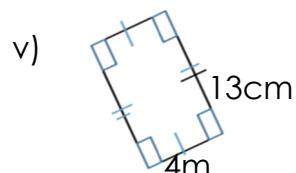
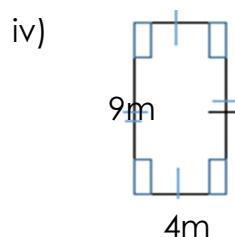
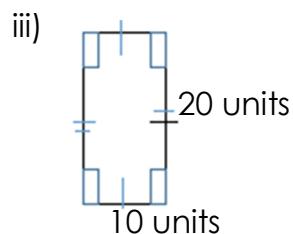
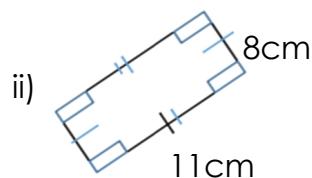
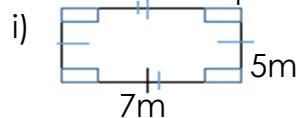
2. The school play ground measures 60m by 40m. Find the total distance that can be covered by Mary if she moves around the play ground once.



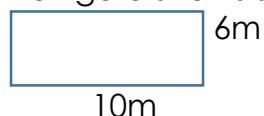
$$\begin{aligned}P &= L + W + L + W \\P &= 60\text{m} + 40\text{m} + 60\text{m} + 40\text{m} \\P &= 200\text{m.}\end{aligned}$$

Activity

Calculate the perimeter of the following figures.



vi) The figure shows sitting room at Richards home.



Find the total distance around his sitting room.

Lesson 33

Perimeter of the square

Read and spell

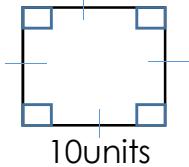
polygon, square, perimeter, shape

- A square is a 4 sided polygon with all sides equal .
- Add all sides to get its perimeter

Example 1

Workout the total distance around the figure.

$$\text{Perimeter} = s + s + s + s$$

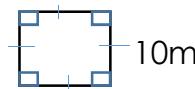


$$10 \text{ units} + 10 \text{ units} + 10 \text{ units} + 10 \text{ units}$$

$$40 \text{ units}$$

Example 2

Find the perimeter of a square garden with each side 10m



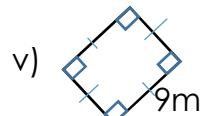
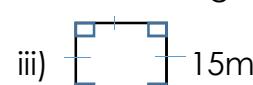
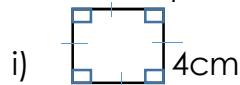
$$P = s + s + s + s$$

$$P = 10\text{m} + 10\text{m} + 10\text{m} + 10\text{m}$$

$$P = 40\text{m} \text{ (Mind about the units)}$$

Activity

1. Find the perimeter of the following squares.



2. Calculate the total distance around us square floor of each side 8m.

Lesson 34

Area of a square

Read and spell

counting, squared, space, area

- Area is the space covered by a given figure.
- Area of a square = side x side
- We also count the small squares to find area.

Examples

Find the area of the figures below.

Count the number of small squares

a)

1	2	3
4	5	6
7	8	9

Area = 9 square units

b)

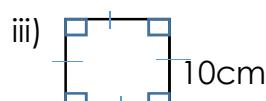
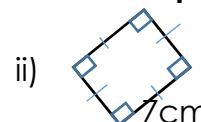
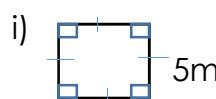
$$\text{Area} = s \times s$$

$$= 12\text{m} \times 12\text{m}$$

$$= 144\text{cm}^2$$

Activity

Workout the area of each of the square below.



2. Calculate the area of a square carpet of sides 9m

Lesson 35

Finding area of a rectangle.

Read and spell

Square units, length, width, rectangle

- We get area of a rectangle by multiplying its length by its width.
- We can also count the small squares to get the area of a rectangle.

Examples

1. Workout the area of the figures below.

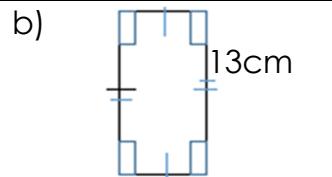
a)

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

Count the number of small squares (units) in the figure.

Area = 12 square units

7cm



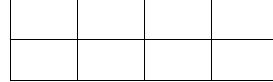
$$\text{Area} = L \times W$$

$$= 13 \times 7 \text{ cm}$$

$$= 91 \text{ cm}^2$$

(write the answer with correct units)

2. Workout the area of the figure below.



$$\text{Area} = L \times W$$

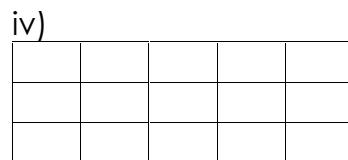
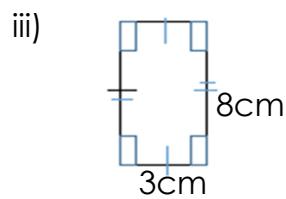
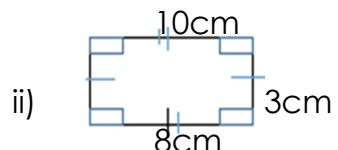
$$\text{Area} = 4 \text{ units} \times 2 \text{ units}$$

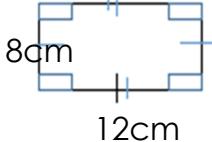
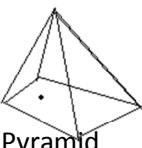
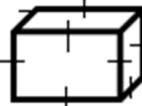
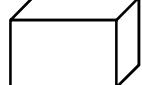
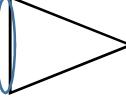
$$\text{Area} = 8 \text{ square units}$$

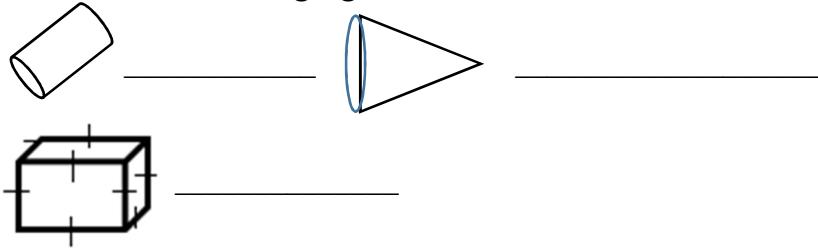
Note: When given squares in a diagram and no measurements given, count the number of squares along the length and width and multiply them.

Activity

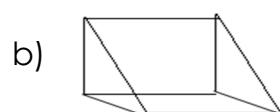
1. Calculate the area of the rectangles below.



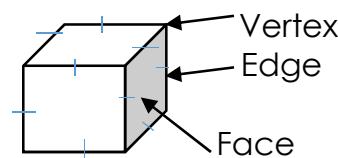
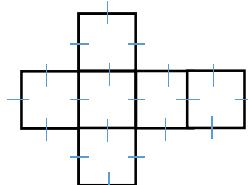
		<p>2. The figure below shows measurements of P.4 Wise classroom.</p>  <p>Find its area</p>
		<p>Project work Building plane figure using straws, sticks, rods and wires. Dear parent, provide your child with the following items (materials) hot glue gun Glue cylinders Straws Pair of scissors Cutters Steps Using the above materials let the child build the following plane figures a) a rectangle b) kite c) A trapezium d) A rhombus e) A triangle Dear parent, observe the work and make a comment.</p>
GEOMETRY	3 DIMENSIONAL GEOMETRY	<p>Lesson 36 Identifying and naming solid figures Read and spell Solid figure, Spheres, cuboid, pyramid 3 dimensional figures are those objects whose 3 sides can be seen from one viewing or angle, 2 dimensional shapes are flat shapes.</p> <p>Example</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>Pyramid</p> </div> <div style="text-align: center;">  <p>cube</p> </div> <div style="text-align: center;">  <p>cuboid</p> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;">  <p>Sphere</p> </div> <div style="text-align: center;">  <p>cone</p> </div> <div style="text-align: center;">  <p>cylinder</p> </div> </div>

Activity**1. Name the following figures.****2. Draw the following;**

- a) cuboid
- b) pyramid
- c) cylinder

3. Name the below.**Lesson 37****Properties of solid figures.****Read and spell****cube, vertex, edg, properties****Properties of a cube**

- A cube has 6 equal square faces
- It has 12 edges
- It has 8 vertices

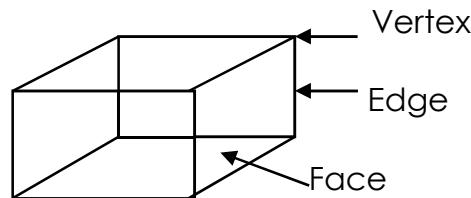
Parts of a cube**The net of a cube.**

Activity

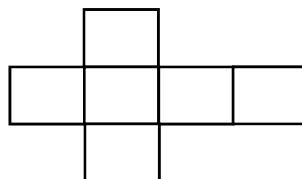
1. Fill in correctly.
 - a) the flat squares on a cube are called _____.
 - b) the corners of a cube are its _____.
 - c) The sharp parts that join faces are called _____.
2. Write the number of edges, faces and vertices of a cube;
 - a) faces _____
 - b) Edges _____
 - c) vertices _____

LESSON 38**Properties of a cuboid****Read and spell****net, vertices, edges, faces**

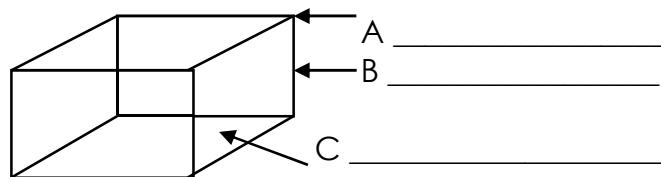
A cuboid has 6 faces, 12 edges and 8 vertices.

Parts of a cuboid

The net of a cuboid

**Activity**

1. The flat rectangles on a cuboid are called _____.
2. The corners of a cuboid are called _____.
- 3.a) Name the parts of a cuboid.



b) Find the number of;

- i) Edges _____
- ii) Vertices _____
- iii) Faces _____

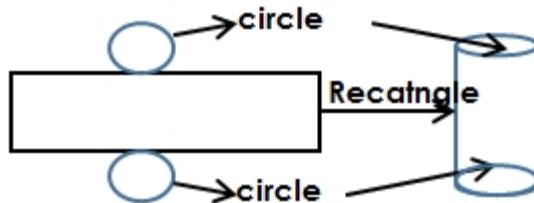
Lesson 39

Properties and net of a cylinder.

Read and spell

circles, curved, largest, cylinder

- A cylinder is made up of 1 curved rectangle and two equal circles.
- It has no vertices.
- A cylinder has 3 faces and 2 edges.



Activity

1. How many faces has a cylinder?

.....

2. How many circular faces does a cylinder have?

.....

3. The largest face of a cylinder has _____ shape.

4. How many edges does a cylinder have?

.....

5. How many vertices does a cylinder have?

.....

6. Draw any two cylindrical objects you use in your homes.

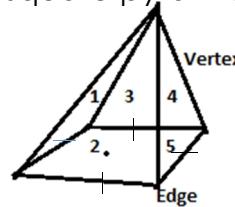
Lesson 40

Properties and net of a pyramid.

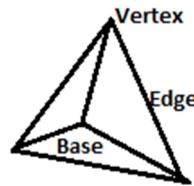
- A pyramid is made up of a base and equal slanting triangles which are jointed at one vertex at its tip.
- A pyramid has one base

Example

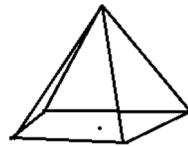
a) A square pyramid



b) A triangular pyramid

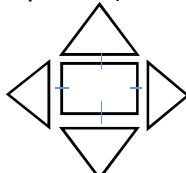


c) A rectangular pyramid



The net of a pyramid

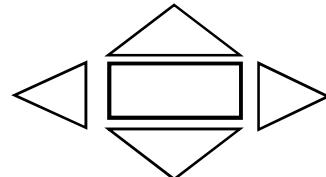
a) a square pyramid



b) Triangular pyramid.



c) Rectangular pyramid



Activity

1. A square based pyramid has;

a) _____ vertices

b) _____ edges

c) _____ faces

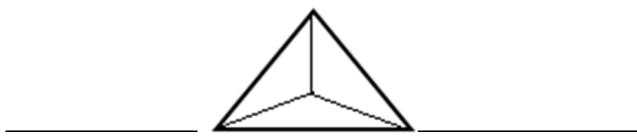
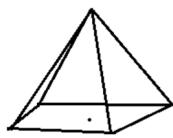
2. Triangular pyramid has;

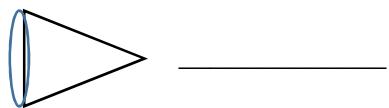
a) _____ vertices

b) _____ edges

c) _____ faces

3. Name the solid shapes below.





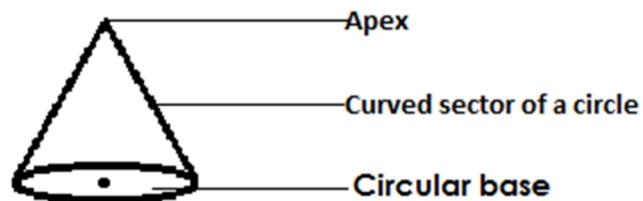
Lesson 40

Properties and nets of cones and spheres

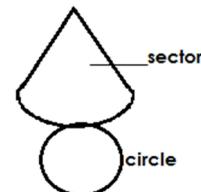
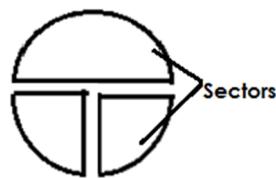
Read and spell

cone, sphere, globes, circular

- Examples of sphere are balls, globes
- A sphere has one curved face
- A cone has two faces; that is, curved sector of a circle and a circular base.
- No vertex but an apex



Net of a cone



Activity

1. How many faces has a cone?

.....

2. How many faces has a sphere?

.....

3. Give 4 objects that are spherical.

.....

4. Draw a cone in the space below.

.....

5. Name the part marked with letter A.



		<p>Project work</p> <p>Dear parent, provide the following to the pupil.</p> <p>A hot glue gun. A hot glue cylinder Straws Plywood Piece of timber Nails A hammer Soft boards Ruler Tape measure</p> <p>Using the above materials, guide the child to make the following solids.</p> <p>a) cuboid b) cube c) pyramid d) cone</p> <p>supervise the work and write your observations and findings.</p>						
INTERPRETATION OF GRAPHS AND DATA	DATA HANDLING	<p>Lesson 41</p> <p>Interpreting pictographs</p> <p>Read and spell symbols, pictures, data, scale</p> <ul style="list-style-type: none"> • A pictograph uses pictures to represent number of items. • A scale shows the number of items each picture represents. • When given the scale, multiply the number of pictures by the number of items each picture represents. <p>Example:</p> <p>The pictograph below represents the number of mangoes harvested by different children.</p> <table border="1"> <tbody> <tr> <td>Alex</td> <td></td> </tr> <tr> <td>Annet</td> <td></td> </tr> <tr> <td>Aaron</td> <td></td> </tr> </tbody> </table> <p>Scale  represents 15 mangoes.</p> <p>a) How many mangoes did each child get? Alex harvested $(2 \times 15) = 30$ mangoes Annet harvested $(5 \times 15) = 75$ mangoes</p>	Alex		Annet		Aaron	
Alex								
Annet								
Aaron								

Aaron harvested $(3 \times 15) = 45$ mangoes.
b) How many mangoes did Aaron and Alex harvest altogether?

$$\begin{array}{r} \text{Aaron } 4 \ 5 \text{ mangoes} \\ \text{Alex } + 3 \ 0 \text{ mangoes} \\ \hline \text{Altogether } 7 \ 5 \text{ mangoes} \end{array}$$

c) How many more mangoes did Annet harvest than Alex?

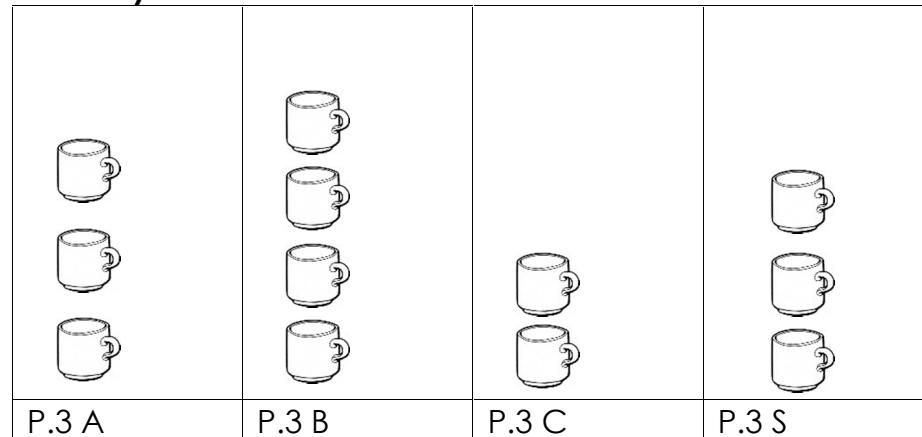
$$\begin{array}{r} 75 \text{ mangoes} \\ - 30 \text{ mangoes} \\ \hline 45 \text{ mangoes} \end{array}$$

d) Find the total number of mangoes harvested by the three pupils?

$$\begin{array}{r} 30 \text{ mangoes} \\ 75 \text{ mangoes} \\ + 45 \text{ mangoes} \\ \hline 150 \text{ mangoes} \end{array}$$

Activity

1. Study the graph below and answer the questions correctly.



Scale:



- How many cups are used by P.3 B?
- How many more cups are used by P.3 S than P.3 A?
- Find the number of cups used by P.3 A and P.3 C altogether.

		d) Calculate the number of cups used by all streams.								
		<p>Lesson 42 Drawing and representing data on pictographs. Read and spell pictograph, items, represent, information</p> <ul style="list-style-type: none"> Before representing items on a pictograph, study the number given before showing them on the graph. First think of the scale to be used while drawing a graph. <p>Example</p> <p>Draw a pictograph to represent the following information. Peter planted 36 trees, Paddy planted 24 trees, Patrick planted 42 trees and Patrin planted 18 trees. Each picture stands for 6 trees.</p>								
INTERPRETATION OF GRAPHS AND DATA	DATA HANDLING	<p>Peter planted $\frac{36}{6} = 6$ pictures.</p> <p>Paddy planted $\frac{24}{6} = 4$ pictures</p> <p>Patrick planted $\frac{42}{6} = 7$ pictures</p> <p>Patrin planted $\frac{18}{6} = 3$ pictures</p> <table border="1"> <tbody> <tr> <td>Peter</td> <td></td> </tr> <tr> <td>Paddy</td> <td></td> </tr> <tr> <td>Patrick</td> <td></td> </tr> <tr> <td>Patrin</td> <td></td> </tr> </tbody> </table> <p>Key:</p>  Stands for 6 trees	Peter		Paddy		Patrick		Patrin	
Peter										
Paddy										
Patrick										
Patrin										

Activity

1. Draw a pictograph to represent the number of animals (cows) on different farms.
Biyinzika farm- 1200 cows, Kampala farm – 1400 cows, Njeru farm – 1000 cows and Nyakwero farm – 1400 cows. But one picture of a cow stands for 200 cows.
2. Represent the number of balls given to different schools using a scale of a ball on a pictograph. Victorious P/S – 54 balls, Seeta P/S 18 balls, Kivuvu P/S 36 balls and Jit P/S 27 balls.

Lesson 43**Reading and interpreting tables****Read and spell****interpret, tables, record, information****Tables are used to record information in short form.****Example**

The time table below shows the number of different birds on Muwonge's farm.

Bird	Turkeys	Ducks	Chicken	Pigeons
Number	24	19	47	83

i) How many pigeons are on Muwonge's farm?

83 pigeons

ii) How many less ducks than chicken are on the farm?

$$\begin{array}{r} 4 \ 7 \\ - 1 \ 9 \\ \hline 2 \ 8 \text{ birds} \end{array}$$

iii) Work out the total number of birds on Muwonge's farm.

$$\begin{array}{r} 8 \ 3 \\ + 4 \ 7 \\ \hline 2 \ 4 \\ 1 \ 9 \\ \hline 173 \text{ birds} \end{array}$$

Activity

1. The table below shows the number of covid -19 patients received on a particular day at different entry points.

Entry	Malaba	Elegu	Busia	Mutakula	Katuna
No. of patients	13	27	9	18	21

a) Which entry point registered less patients?

b) How many patients were registered in Elegu?

c) How many more COVID-19 patients were registered in Katuna than Mutukula?

d) Find the total number of patients that were registered in the 5 hospitals.

2. The table below shows the marks Isaac scored in end of term 2 examinations

Maths	SST	Eng	Sci
90	85	90	88

a) What was his lowest mark?

b) How many more marks did he score in English than SST?

c) Find the total marks.

INTERPRETATION OF GRAPHS AND DATA

DATA HANDLING

Lesson 44

Drawing and representing data on the tables

Read and spell

graphs, column, data, handling

When drawing tables, first draw columns of given items and then put number of each item.

Examples

1. The number of children who were immunised in a certain week were as follows;

Friday – 35, Thursday – 43, Wednesday – 22, Tuesday – 89 and Monday – 54

Represent the above information on a table.

Days	Mon	Tues	Wed	Thur	Fri
No. of children	54	89	22	43	35

Example 2

The number of kilograms of coffee each person picked from the garden are as follows.

Moses picked 50 kgs, Jane picked 35 kgs, Amos picked 60 kgs and Henry picked 50 kgs. Draw a table to show this information.

Name	Moses	Jane	Amos	Henry
Coffee (Kg)	50	35	60	50

Activity

1. The mass of different children was taken and recorded. Use it to draw a table.

Samuel 42 kgs, Rachael 36 kgs, Caty 29 kgs, Martha 31 kgs

and Monica 36 kgs
 2. The following are the eggs collected on a school farm on a certain week.
 Mon 235 eggs, Tue 482 eggs, Wed 375 eggs, Thur 315 eggs, Frid 428 eggs
 Use the above information to draw a table.
 3. The following books were given to 5 schools by the ministry of Education.
 Kampala Parents – 55 books, Victorious P/s – 70 books, Lohana Academy – 45 books, Hill side Naalya – 60 books, Namagunga P/s – 38 books. Show the above information a table.

Lesson 45

Interpreting bar graphs

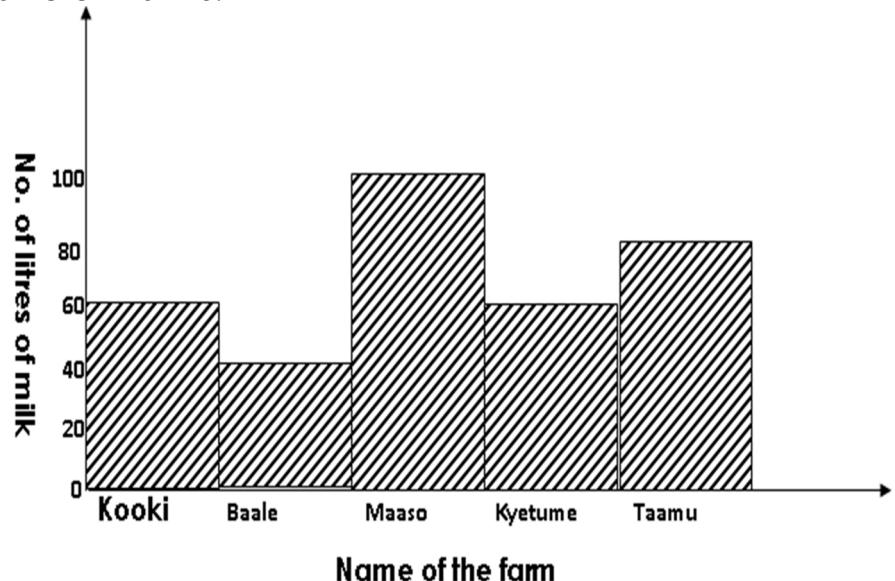
Read and spell

bar graph, vertical, axis, interprete

To read and interpret data on a graph , first note, the scale on a vertical axis. Find out what each small square represents.

Example

The graph below shows the number of litres of milk sold on different farms.



- How many litres did Baale farm sell?
40 litres
- Which farm earned more money from milk sales?
Maaso farm
- How many litres of milk were sold by Taamu's farm, Kooki farm and Kyetume farm altogether?

Taamu 8 0 litres

Kooki 6 0 litres

Kyetume +6 0 litres

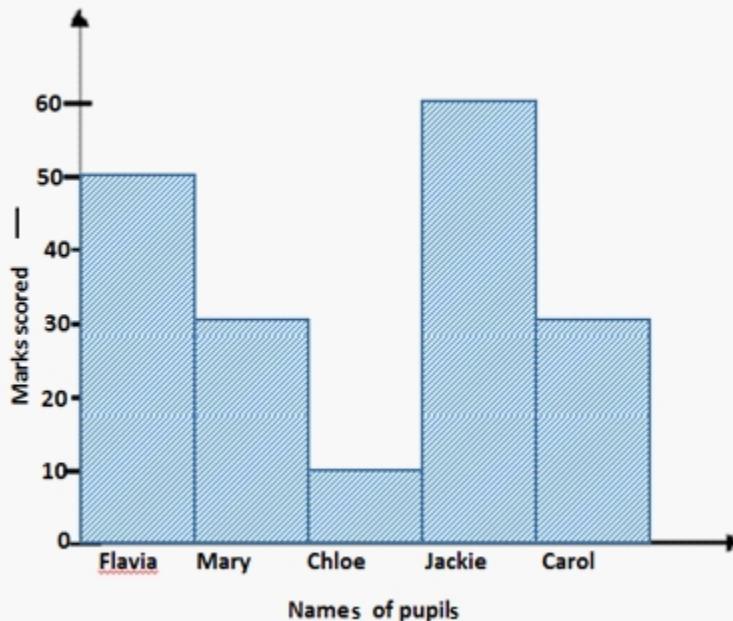
2 0 0 litres

iv) How many less litres of milk were sold at Baale's farm than Kyetume?

$$\begin{array}{r} 60 \text{ litres} \\ - 40 \text{ litres} \\ \hline 20 \text{ litres} \end{array}$$

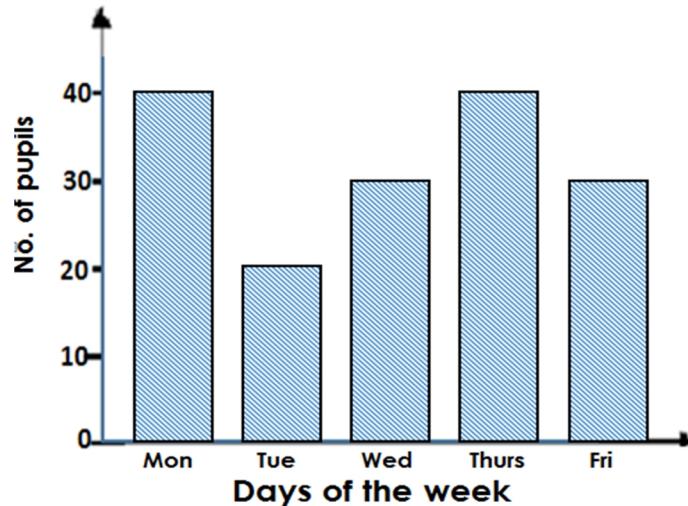
Activity

The graph below shows the scores of different pupils in a Mathematics test done in the month of February 2020.



- Who performed better than Flavia in the test?
- How many marks were scored by the first 3 best candidates?
- Who scored the same marks in the test?
- How many more marks did Jackie score than Chloe?
- How many marks did they score altogether?

2. The bar graph below shows the attendance of pupils in a certain week in a class of 40 pupils.



- a) How many pupils were present on Monday?

- b) How many pupils were present on Friday?

- c) How many pupils were absent on Friday?

- d) How many more pupils attended school on Wednesday than on Tuesday?

Lesson 46

Drawing and representing data on a bar graph

Read and spell

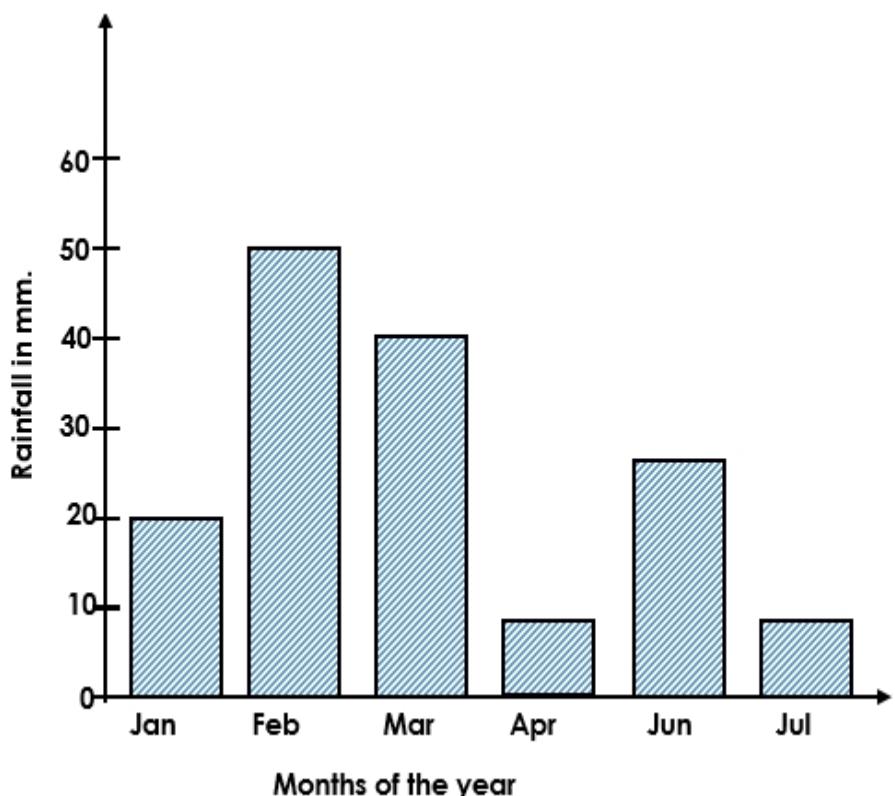
determine, scale, axis

- When drawing a graph, first determine the scale on the vertical axis.

The table below shows the amount of rainfall (mm) received in different months in 2020.

Month	Jan	Feb	Mar	Apr	Jun	July
Amount of rainfall (mm)	20	50	40	10	30	10

Scale: 1. Horizontal: 1 unit represents 1 month
2. Vertical: 1 unit represent 10mm.



Activity

1. Draw a bar graph to represent members who attend the meeting in a certain week.

Monday – 15 Tuesday – 25 Wednesday – 30

Thursday – 20 Friday – 10 Saturday – 15

2. The table shows the number of oranges harvested by different people.

Name	Kintu	Mubiru	Male	Yawe	Kato	Kiiza
No. of oranges	250	300	200	350	250	100

Draw a bar graph showing the above information.

Lesson 47

Interpreting line graphs

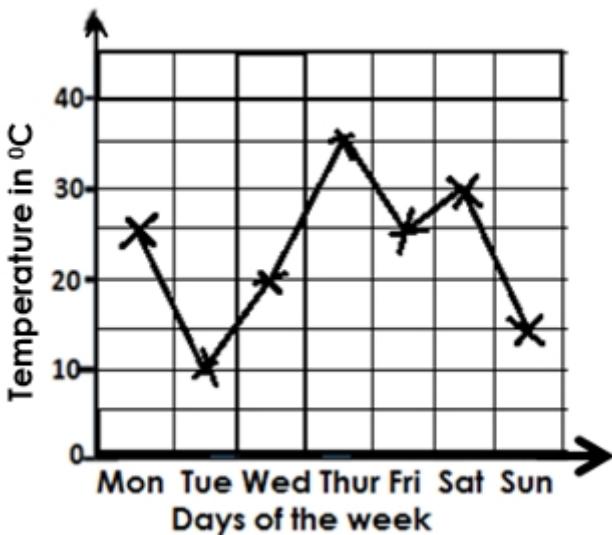
Read and spell

record, middle, temperature, degrees

Line graphs are drawn by joining the middle points of the column of each given item.

Example

The graph below shows the temperature of a place recorded for a week.



a) Which day had the highest temperature registered? Thursday.

b) Which two days registered the same temperatures? Monday and Friday.

c) What was the lowest temperature of the week?
 10°C

d) By how many degrees was Thursday hotter than Sunday?

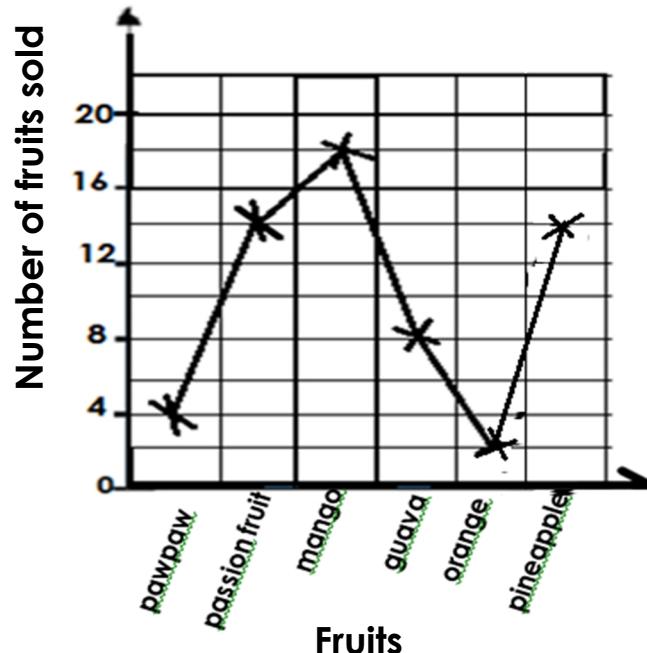
$$35^{\circ}\text{C} - 15^{\circ}\text{C} = 20^{\circ}\text{C} \text{ more}$$

e) Find the difference between the highest temperature and the lowest temperatures recorded.

$$35^{\circ}\text{C} - 10^{\circ}\text{C} = 25^{\circ}\text{C}$$

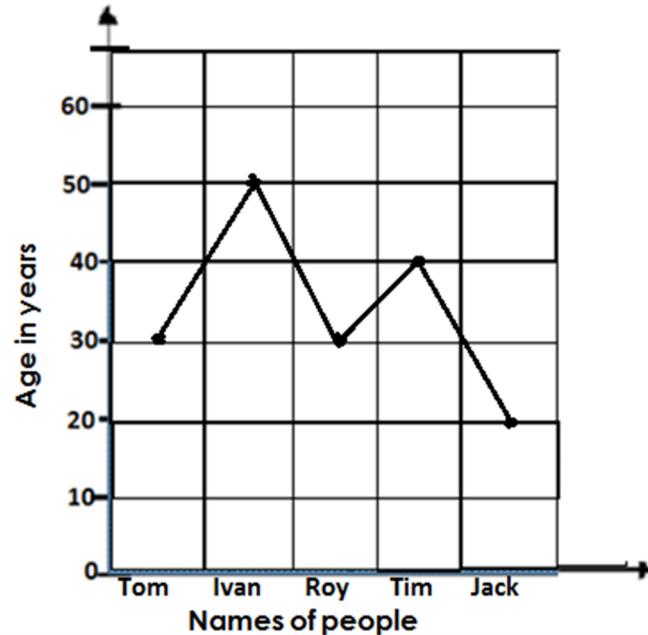
Activity.

1. The graph below shows the number of different fruits sold by Ms. Kato. Study it and answer questions that follow.



- How many passion fruits and guavas did Ms. Kato sell?
- Which fruits did she sell most?
- How many more pineapples than pawpaws did she sell?
- If each guava was sold at shs. 500. How much did she earn from guavas alone?
- How many more oranges and guavas were sold than pawpaws?

2. The graph below shows the age of different people.



- How old is Tim?
- Find the total age of Tom and Jack.
- In which year was Roy born?

Lesson 48

Drawing and representing data on a line graph.

Read and spell

representing, join, points, horizontal

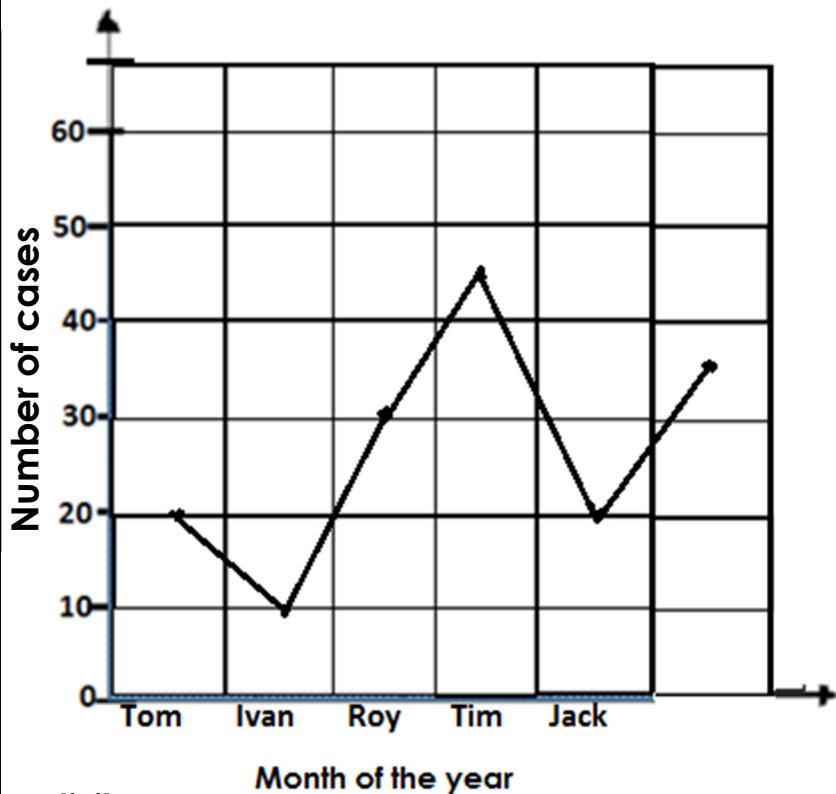
Line graphs are drawn by joining the middle points of the columns of each given item.

Example

The table below shows the number of robbery cases registered at Mbalala police station in 2020

Month	Jan	Feb	Marc	Apri	May	Jun
No. of cases	20	15	30	45	20	35

Use it to draw a line graph.



Activity

a) The teacher recorded the age of learners as seen below.

Aggie 6 years, Jimmy 10 years, Jesse 8 years, Sean 4 years, Nissi 6 years, Owen 12 years.

Use the above information to draw a line graph in the space below.

Lesson 49

Counting and representing data / numbers using tally marks.

Read and spell

counting,marks,tally, fifth

- Every tally mark represents an item.
- Each fifth tally mark is used for tying but counted.

Use tally marks to represent these numbers.

Number	Tallies
3	
7	
12	
19	
23	
31	

Activity

1. Using tally marks to represent the following numbers.

a) 13

b) 8

c) 2

d) 17

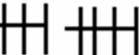
e) 24

f) 36

g) 40

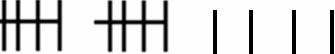
h) 5

2. Write the number represented by the following tally marks.

i)  8

ii)  6

iii)  17

iv)  14

v)  20

3. Different pupils were given sweets as follows.

Terry – 25, Tom – 14, Mark – 23, Mary – 5, Claire – 18, Ruth – 18, represent the above information using tally marks.

Lesson 50

Drawing tables for given data in tally marks.

Read and spell

tallies, tying, drawing, marks

Different farm animals were recorded by the farmer using tallies as seen below.

Goats

 12

Donkeys

 16

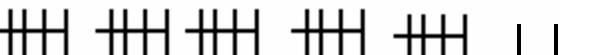
Rabbits

 4

Cows

 8

Sheep

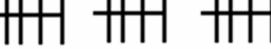
 28

Show the above information on a table

Animals	Goats	Donkeys	Rabbits	Cows	Sheep
Number	12	16	4	8	28

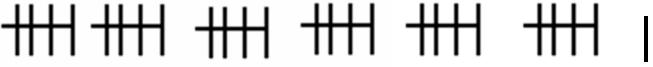
Activity

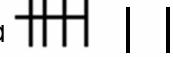
1. Mr. Matovu recorded the number of books each child bought. Draw a table to represent the information below.

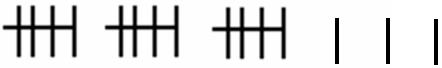
Baguma 

Buteme 

Bagala 

Busiku 

Bagaya 

Baale 

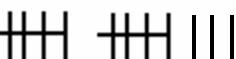
2. A pupil recorded the number of cars that were washed at the nearby washing bay for a week.

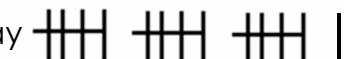
Monday 

Tuesday 

Wednesday 

Thursday 

Friday 

Saturday 

Sunday 

Draw a table showing the above data showing the real number of cars that were washed in that week.

Lesson 51

Recording information using tally marks.

Read and spell

appear, similar, frequency, record

- Tallies are used to record similar items in a list of numbers or items.
- The fifth item is represented by tying the first four
- Frequency is the number of times a number appears

Example:

A school nurse recorded the number of sick children from P.4 who reported for treatment in 20 days as seen below.

4 3 5 4 6 7 9 4 2 3 4 8 7 5 4 6 7 8 9 4

Use the information given to record on a table.

No. of children	Tallies	Frequency
2		1
3		2
4		6
5		2
6		2
7		3
8		2
9		2

Activity

1. A traffic police offenses weekly for the same weeks as follows.

25, 30, 40, 50, 20, 25, 40, 60, 70, 30, 40, 50, 40, 60, 30, 40, 50, 20, 25, 30

Show the above information on a table using tally marks.

2. Angel scored different marks when she was playing a computer game.
20, 30, 25, 40, 25, 30, 25, 20, 30, 38, 40, 45, 25, 28, 30.
Draw a table and show the information using tally marks.

End

Theme	Topic	Teachable unit/ deliverable lesson												
Measurements	Money	<p>Lesson 1</p> <p>Read and spell the words.</p> <p>Money, coins, notes, currency</p> <p>Identifying the coins and notes of Uganda currency.</p> <p>Money is a medium of exchange.</p> <p>It is known as the legal tender of a given country.</p> <p>In Uganda, we have both paper money (notes) and coins.</p> <p>Uganda's currency is called shillings.</p> <table border="1"> <thead> <tr> <th>Form of money</th> <th>Denomination</th> </tr> </thead> <tbody> <tr> <td>Paper money (notes)</td> <td>50,000 shillings 20,000 shillings 10,000 shillings 5,000 shillings 2,000 shillings 1,000 shillings</td> </tr> <tr> <td>Coins</td> <td>1,000 shillings 500 shillings 100 shillings 50 shillings</td> </tr> </tbody> </table> <p>We can add different denominations to find the total amount of money that we have.</p> <p>Example.</p> <ol style="list-style-type: none"> John has a coin of shs. 500 and 2 notes of shs. 1,000 how much money does he have altogether? $\begin{array}{r} \text{Shs. 1,000} \\ \text{Shs. 1,000} \\ + \text{shs. } 500 \\ \hline \text{Shs. 2,500} \end{array}$ Gloria went to the shop with a note of shs. 5,000, of shs. 200 and a 500 shillings coin. How much did Gloria have in total? <table border="1"> <tbody> <tr> <td>A note of 5,000</td> <td>Shs. 5,000</td> </tr> <tr> <td>3 notes of shs. 2,000</td> <td>Shs. 2,000 Shs. 2,000 Shs. 2,000</td> </tr> <tr> <td>A coin of shs.500</td> <td>Shs. 500</td> </tr> </tbody> </table> <p>The total</p> $\begin{array}{r} \text{Shs. 5,000} \\ \text{Shs. 6,000} \\ +\text{shs. } 500 \\ \hline \text{Shs.11,500} \end{array}$ <p>Gloria had shs. 11,500 in total.</p> 	Form of money	Denomination	Paper money (notes)	50,000 shillings 20,000 shillings 10,000 shillings 5,000 shillings 2,000 shillings 1,000 shillings	Coins	1,000 shillings 500 shillings 100 shillings 50 shillings	A note of 5,000	Shs. 5,000	3 notes of shs. 2,000	Shs. 2,000 Shs. 2,000 Shs. 2,000	A coin of shs.500	Shs. 500
Form of money	Denomination													
Paper money (notes)	50,000 shillings 20,000 shillings 10,000 shillings 5,000 shillings 2,000 shillings 1,000 shillings													
Coins	1,000 shillings 500 shillings 100 shillings 50 shillings													
A note of 5,000	Shs. 5,000													
3 notes of shs. 2,000	Shs. 2,000 Shs. 2,000 Shs. 2,000													
A coin of shs.500	Shs. 500													

		<p>Activity</p> <p>A. How much money is it altogether?</p> <ol style="list-style-type: none"> 1. A coin of shs. 100, shs. 200 and shs. 500 2. A note of shs. 5,000 and 3 coins of shs.200 3. 4 coins of shs.200 and 2 coins of shs. 100 4. 5 coins of shs. 10,000 and 2 notes of shs. 2,000 5. A note of shs. 50,000, a note of shs. 20,000 and 4 notes of shs. 5,000. <p>B. Kamau has 3 notes of shs. 20,000, 4 notes of shs. 5,000 and 2 notes of shs. 2,000. How much does Kamau have altogether?</p>
Measurements	Money	<p>Lesson 2</p> <p>Read and spell.</p> <p>Denomination, conversion</p> <p>Converting money from smaller to bigger denominations</p> <p>nominations:</p> <p>nes it is</p> <p>ake</p> <p>each</p> <p>CREATIVE</p> <p>— Printers —</p> <p>altogether.</p> <p>I did he have</p> <p>4 notes of shs. 5,000 Shs. 5,000 Shs. 5,000 Shs. 5,000 + Shs. 5,000 <u>Shs. 20,000</u></p> <p>4 notes of shs.5000 each Shs. 5,000 X 4 <u>Shs.20, 000</u></p> <p>Tom had shs.20,000</p>

		<p>Activity</p> <ol style="list-style-type: none"> 1. How much money does one have, if he has 5 notes of shs. 2,000 each? 2. How much money do 6 coins of shs. 1,000 each make altogether? 3. Peter has 8 coins of shs. 200 each. How much does he have altogether? 4. The bank gave our head teacher 6 notes of shs. 20,000. Find the total amount of money our head teacher received? 5. My friend lost 2 notes of shs. 10,000 each. How much money did he lose?
Measurements	Money	<p>Lesson 3</p> <p>Read and spell</p> <p>Divide, change, shillings</p> <p>Converting money from bigger to smaller denominations.</p> <p>We convert from bigger or larger to smaller denominations by dividing.</p> <p>Example.</p> <ol style="list-style-type: none"> 1. How many coins of shs. 500 can be obtained from shs. 2,000? <p>The number of coins = $\frac{\text{the bigger denomination}}{\text{The smaller denomination}}$</p> $= \frac{4}{\text{shs. } 2,000}$ $\text{Shs. } 500$

There are 4 coins of shs. 500 each are in shs. 2000

2. Vincent exchanged 10,000 shillings with notes of shs. 20,000.
How many notes did he get?

The number of notes = the larger denomination

The smaller denomination

5

= shs. 10,000

Shs. 2,000

00?



it of a note of shs.

of shs. 5000?

value of 3 notes

CREATIVE
—Printers—

6. Solomon had 2 notes of shs. 2000 and exchanged it with shs.500 coins. How many coins did he get?

Measurements

Money

Lesson 4

Read and spell

Hundreds, thousands, shillings

Writing money in words.

When writing money in words expand the figure given using places and write each value in words.

Remember to include the shillings at the end of the statement.

		<p>Example</p> <ol style="list-style-type: none"> 1. Write shs.2,550 in words Shs.2, 550 = shs. 2,000 + shs.500 +shs.50 Shs. 2,550 = two thousand five hundred fifty shillings. 2. Atwooki had shs. 4,850. Write the amount in words. Shs.4, 850= shs.4, 000 +shs. 800 + shs. 50 Shs. 4,850 = four thousand eight hundred fifty shillings <p>Activity</p> <ol style="list-style-type: none"> 1. Write each of the following amount money in words <ol style="list-style-type: none"> a) Shs. 4,050 b) Shs. 32,000 c) Shs. 5,480 d) Shs. 3,350 2. Namuli has shs. 85,500 in her wallet. Write this amount of money in words. 3. Warren deposited shs. 56,250 into a bank account. Write this amount in word.
Measurements	Money	<p>Lesson 5</p> <p>Read and spell Hundreds, thousands, shillings</p> <p>Writing money in figures.</p> <ul style="list-style-type: none"> ➤ When writing money in figures, there is need to identify the place values in the statement given. ➤ Form values of the digits with their place value. ➤ Add the values to come up with one general value. <p>Example.</p> <ol style="list-style-type: none"> 1. Write "twenty three thousand, five hundred shillings" in figures Twenty three thousand shillings = shs. 23,000 Five hundred shillings = +shs. 500 Shs. 23,000 2. The supermarket made a profit of forty three thousand three fifty shillings. Write this amount in figures. Forty three thousand shillings = shs. 43,000 Three hundred shillings = shs. 300 Fifty shillings = + shs. 50 Shs.43,350

		<p>Activity</p> <ol style="list-style-type: none"> Namale has “seven thousand, four hundred shillings”. Write this amount in figures. Write “eight hundred forty shillings” in figures Ben deposited “eighty three thousand seven hundred shillings” in figures. Write forty thousand six hundred shillings in figures. Kevin has debt of six thousand eight hundred shillings. Write this in figures.
Measurements	Money	<p>Lesson 6</p> <p>Read and spell (Buying , selling, altogether)</p> <p>Buying and selling involving addition.</p> <ul style="list-style-type: none"> In buying and selling, addition is important because, it helps us to know the value of items one has bought or sold in terms of money. Units are very important while writing money. <p>Example</p> <ol style="list-style-type: none"> Sarah bought a packet of biscuits at shs.1200 and a bar of soap at shs. 1,000. How much money did she spend altogether? ➤ Add the prices of all items to come up with the total cost of all the items. A packet of biscuits cost her..... shs. 1,200 A bar of soap cost her..... + shs. 1,000 Altogether she paid..... shs. 2,200 Ankunda bought a book at shs. 1500, a pen at shs. 1,000 and a pencil at shs.200. How much did she pay? A book cost hershs. 1,500 A pen cost her.....shs. 1,000 A pencil cost her.....+shs. 200 The total cost of all items.....shs. 2,700

- Otim had shs. 18,000 and bought 2 balls at shs. 4,300 each and a counterboook at shs. 2,500. What was her change?

Measurements	Money	<p>Lesson 8</p> <p>Read and spell.</p> <p>Multiply, product, cost, altogether Buying and selling involving multiplication. In buying and selling, multiplication helps us to get the total cost of items of the same price. This is done by multiplying the unit price by the number of given items. Example.</p> <ol style="list-style-type: none">The cost of a bar of soap is shs. 1,200. How much will you pay for 5 similar bars of soap?
--------------	-------	--

1 bar of soap costs	shs. 1,200
5 bars of soap cost.....	.shs. 1,200
	X 5
	Shs. 6,000

2. Brianna went to the supermarket and bought the following items.
 2 kgs of rice and shs. 3,500 each.
 4 apples at shs. 1,000 each.

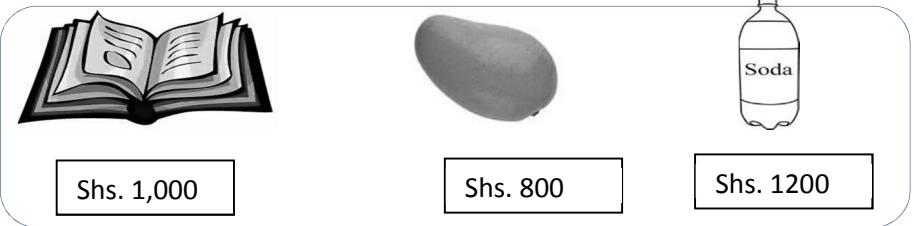
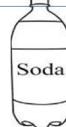
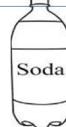
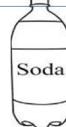


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2. A bottle of soda cost shs. 600 . a restraint manager sold similar bottle of soda. How much money did the cashier collect?
3. Find the total cost of four cans of polish if a can costs shs. 2,700?
4. A bag of sweet potatoes costs shs. 14,000. Find the the total cost of 6 similar bags of potatoes?

- | | | |
|--|--|---|
| | | 5. What is the cost of one springs file if 8 spring files cost
Shs. 7,200? |
|--|--|---|

Measurements	Money	<p>Lesson 10</p> <p>Read and spell</p> <p>Budget, plan, change</p> <p>Making a budget.</p> <p>A budget is a plan of how intends to spend the available amount of money.</p> <p>A budget should show the following.</p> <p>The amount of money you have.</p> <p>The items you wish to buy.</p> <p>The expected cost of each unit.</p> <p>The total cost of all units</p> <p>The total cost of all items.</p> <p>The expected change you will get after buying.</p> <p>Example.</p> <p>Mrs. Outa had shs. 10,000 and made a budget as shown below.</p> <table border="1"> <thead> <tr> <th>Item</th><th>Cost</th></tr> </thead> <tbody> <tr> <td>Milk</td><td>Shs. 1000</td></tr> <tr> <td>Potatoes</td><td>Shs. 5000</td></tr> <tr> <td>Fish</td><td>Shs. 1500</td></tr> <tr> <td>Total amount</td><td>Shs. 7500</td></tr> </tbody> </table> <div style="border: 1px solid black; padding: 10px;"> <p>She had..... shs. 10,000</p> <p>She will spendshs. 7,500</p> <p>The change will be....shs. 2,500</p> </div> <p>Activity.</p> <p>Make a budget.</p> <ol style="list-style-type: none"> 1. You have shs. 2,000 and you wish to buy 2 books and a pen. Make a budget and find how much you will spend on buying all the items and also find the change you will get after buying? 2. You have shs.10, 000 and wish to buy 2 bottles of soda, a can of shoe polish and an apple. Show how you will spend the money and the change you will get. 3. Alex had shs. 20,000 and wanted to buy 2 kgs of rice and a loaf of bread and one fountain pen. Make a budget and find Alex's change. 	Item	Cost	Milk	Shs. 1000	Potatoes	Shs. 5000	Fish	Shs. 1500	Total amount	Shs. 7500
Item	Cost											
Milk	Shs. 1000											
Potatoes	Shs. 5000											
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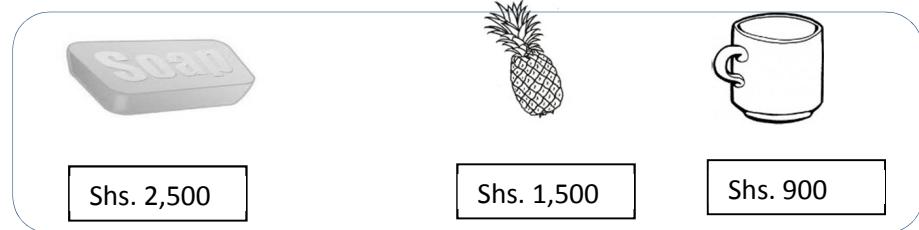
Measurements	Money	<p>Lesson 11</p> <p>Read and spell</p> <p>Shopping, bill, quantity, unit cost</p> <p>Shopping lists and bills.</p> <p>A shopping list comprises of the following.</p> <p>Item(s)</p> <p>Quantity</p> <p>Unit cost</p> <p>Total cost</p> <p>Example.</p> <p>Study the display below and use to answer the questions that follow.</p>																										
		 <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> </tr> <tr> <td style="text-align: center;">Shs. 1,000</td> <td style="text-align: center;">Shs. 800</td> <td style="text-align: center;">Shs. 1200</td> </tr> </table> <p>a) Using the above the above items complete the table below.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; padding: 2px;">Item</th> <th style="text-align: left; padding: 2px;">Quantity</th> <th style="text-align: left; padding: 2px;">Unit cost</th> <th style="text-align: left; padding: 2px;">total</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;">Books</td> <td style="padding: 2px; text-align: center;">4</td> <td style="padding: 2px; text-align: center;">Shs. _____</td> <td style="padding: 2px; text-align: center;">Shs. 4,000</td> </tr> <tr> <td style="padding: 2px;">Apples</td> <td style="padding: 2px; text-align: center;">_____</td> <td style="padding: 2px; text-align: center;">Shs. 800</td> <td style="padding: 2px; text-align: center;">Shs. 1,600</td> </tr> <tr> <td style="padding: 2px;">Juice</td> <td style="padding: 2px; text-align: center;">3 litres</td> <td style="padding: 2px; text-align: center;">Shs. 1,200</td> <td style="padding: 2px; text-align: center;">Shs. _____</td> </tr> <tr> <td colspan="3" style="padding: 2px;">The total expenditure.</td><td style="padding: 2px; text-align: center;">Shs. 8,200.</td></tr> </tbody> </table> <p>To get the unit cost of books, divide the total cost by the number of books.</p> $\begin{array}{r} 1,000 \\ \times 4 \hline 4 \\ \hline 1,000 \end{array}$ <p>To get the number of apples, divide the total cost by the unit cost.</p> $\begin{array}{r} 2 \\ \hline 1,600 \\ -800 \\ \hline 800 \\ -800 \\ \hline 0 \end{array}$ <p>To get the the total cost of juice, multiply the unit cost by the number of packets of juice.</p> $\begin{array}{r} 1,200 \\ \times 3 \\ \hline 3,600 \end{array}$				Shs. 1,000	Shs. 800	Shs. 1200	Item	Quantity	Unit cost	total	Books	4	Shs. _____	Shs. 4,000	Apples	_____	Shs. 800	Shs. 1,600	Juice	3 litres	Shs. 1,200	Shs. _____	The total expenditure.			Shs. 8,200.
																												
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The total expenditure.			Shs. 8,200.																									

Therefore after calculating, we fill in the missing numbers.

Item	Quantity	Unit cost	total
Books	4	shs.1,000	Shs. 4,000
Apples	2 apples	Shs.800	Shs. 1,600
Juice	3 litres	Shs. 1,200	Shs. 3,600
The total expenditure.			Shs. 8,200.

Activity

Study the item display below and use it to complete the shopping list below.



(a). complete the shopping list below using the above display.

Item	Quantity	Unit cost	total
soap	2	Shs. 2,500	Shs. _____
pineapples	_____	Shs 1,500	Shs. 6,000
cup	3	Shs. _____	Shs. 2,700
The total expenditure.			Shs. 8,200.

(b). Karen made the above shopping list. How much was she left with if she had shs.20, 000?

Measurements	Money	<p>Lesson 12</p> <p>Read and spell Profit, higher, cost, price</p> <p>Calculating profit We make a profit when we sell an item at a price higher than the cost.</p> <p>Mathematically:</p> <p>Profit = selling price-cost price.</p> <p>Example : A shop keeper buys a book at shs. 1500 and sells it at shs. 2000. What profit does he make?</p> <p>Profit = Selling price – buying price. Profit = shs.2, 000 - shs. 1,500</p> <p style="text-align: center;">Shs. 2,000 - <u>Shs. 1,500</u> <u>Shs. 0 500</u></p> <p>He makes a profit of shs.500</p> <p>2. How much profit will Denis make if he sells a shirt at shs? 5,700 which he bought at shs. 4800?</p> <p>Profit = Selling Price – Cost Price. Profit = shs. 5,700 – Shs. 4,800</p> <p style="text-align: center;">Shs. 5,700 <u>Shs. 4,800</u> <u>Shs. 900</u></p> <p>Denis will make a profit of shs. 900</p> <p>Activity</p> <p>1. Jonah bought a pen at shs.300 and sold it at shs. 500. How much profit did he make?</p> <p>2. The cost price of a bag is shs. 40,000. If you sold it at shs. 60,000?</p>
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3. Mudanga buys a Kilogram of sugar at shs. 2200 and sold at shs. 2500. Calculate the profit Mudanga made.
4. The factory price of a bottle of soda is shs. 400 and the shs. 600. How much does profit she makes.
5. A shop keeper buys a kilogram of flour at shs.900 and sells it at shs. 1100. Calculate the profit she makes.
6. Kizza bought a goat sh. 40,000 and he sold it shs. 53,000. How much profit did he make?
7. A shopkeeper buys a kilogram of flour at shs. 900 and sells it at shs. 1,200. Calculate the profit that he makes.

Measurements	Money	<p>Lesson 13</p> <p>Read and spell Loss, less below</p> <p>Calculating simple loss</p> <p>Losses are made when you sell an item at a price less than its buying price.</p> <p>Mathematically:</p> <p>Loss = buying price – selling price</p> <p>Example.</p> <ol style="list-style-type: none"> Ntanda bought a book at shs. 3,500 and sold it at shs. 2,000. What loss did Ntanda make?

Loss = buying price – selling price

Loss = shs. 3,500 – shs. 2,000

Loss = shs. 3,500

Shs. 2,000

Shs. 1,500

2. Namukasa sold her radio at shs. 2,500 which she bought at shs. 31,000. Calculate her loss.

Loss = shs. 31,000

-shs. 25,000

Shs. 06,000

Activity

1. Ssozi bought a cup at shs. 4,200 and sold it at shs. 3,000. Calculate the loss he made.

2. Batte bought a dog at shs. 12,500 and sold it at shs. 10,000. What loss did Batte make?

3. Find the loss made on an article bought at shs. 37,500 and sold at shs. 33,000?

4. Akide bought a chair at shs. 42,750. She sold this chair at shs. 10,000. Calculate the lose that Akide made?

5. Mr. Wabwire bought a shirt at shs. 2,5000 and sold it at shs. 23,600. Find the loss he made.

6. Jannan bought a bicycle at 100,000 and sold it at shs. 98,000. Calculate the loss that Jannan made.

Measurements	Money	<p>Project work</p> <p>Dear parents, engage your child in identifying the missing items in a home that you intend to buy from the glossary.</p> <p>Let them make a list of those items.</p> <p>Accompany him/her to the shop or supermarket to inquire about the prices of the missing items listed.</p> <p>Let them record the price of each item.</p> <p>Guide them to make a list/shopping list following the template.</p> <table border="1" data-bbox="499 451 1498 650"> <thead> <tr> <th>Item</th><th>Quantity</th><th>Unit cost</th><th>total</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td colspan="3">Total Expenditure.</td><td></td></tr> </tbody> </table> <p>Give the child an amount slightly higher than the projected expenditure.</p> <p>Let the child do the shopping and ask them to find the change left after spending.</p> <p>As a parent, make the final remark and share this experience with the teacher,</p>	Item	Quantity	Unit cost	total													Total Expenditure.																							
Item	Quantity	Unit cost	total																																							
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Measurements	Time	<p>Lesson 14</p> <p>Read and spell</p> <p>Measure, time, Sunday, Monday, Tuesday, Friday and Saturday.</p> <p>Days of the week and months of the year</p> <p>A week is made up of 7 days.</p> <p>Days of the week are in order as illustrated below.</p> <table border="1" data-bbox="499 1248 1498 1564"> <tbody> <tr><td>Day</td><td>Oder</td></tr> <tr><td>Sunday</td><td>first</td></tr> <tr><td>Monday</td><td>second</td></tr> <tr><td>Tuesday</td><td>Third</td></tr> <tr><td>Wednesday</td><td>Fourth</td></tr> <tr><td>Thursday</td><td>Fifth</td></tr> <tr><td>Friday</td><td>Sixth</td></tr> <tr><td>Saturday</td><td>Seventh</td></tr> </tbody> </table> <p>A year has 12 months which are in the order as illustrated below.</p> <table border="1" data-bbox="499 1628 1498 1970"> <thead> <tr> <th>Order</th><th>Month</th><th>Number of days.</th></tr> </thead> <tbody> <tr><td>1st</td><td>January</td><td>31</td></tr> <tr><td>2nd</td><td>February</td><td>28/29</td></tr> <tr><td>3rd</td><td>March</td><td>31</td></tr> <tr><td>4th</td><td>April</td><td>30</td></tr> <tr><td>5th</td><td>May</td><td>31</td></tr> <tr><td>6th</td><td>June</td><td>30</td></tr> <tr><td>7th</td><td>July</td><td>31</td></tr> </tbody> </table>	Day	Oder	Sunday	first	Monday	second	Tuesday	Third	Wednesday	Fourth	Thursday	Fifth	Friday	Sixth	Saturday	Seventh	Order	Month	Number of days.	1 st	January	31	2 nd	February	28/29	3 rd	March	31	4 th	April	30	5 th	May	31	6 th	June	30	7 th	July	31
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7 th	July	31																																								

8 th	August	31
9 th	September	30
10 th	October	31
11 th	November	20
12 th	December	31

Activity

1. What is
 (a). the first day of the week?

 (b). the fourth day of the week?

2. Which day of the week comes after Friday?

 name the fifth day of the week

3. if today is a Tuesday what day of the week after two days.

5. What is the first month of the year?

6. How many months make $\frac{1}{4}$ of a year?

7. What is the sixth month of the year?

8. Write all the months of the year that have 31 days ?

9. Write all the months of the year that start with letter 'M'

- 10 . Write all the months of the year that have 29 days.

-
-
-

Measurements	Time	<p>Lesson 15</p> <p>Read and spell Multiply, product, period, week</p> <p>Converting time from weeks to days To change time from weeks to days, multiply the given number of weeks by 7 days.</p> <p>Example</p> <ol style="list-style-type: none"> Namuli stayed in the United States for a period of 16 days. How long was this period in terms of days? 1 week = 7 days. 16 weeks = (16×7) days. $\begin{array}{r} 1 \ 6 \text{ days} \\ \times \ 7 \\ \hline 11 \ 2 \text{ days.} \end{array}$ <p>Namuli stayed in the U.S.A for period of 112 days.</p> <ol style="list-style-type: none"> Second term has 12 week, how many days are in second term? 1 week = 7 days 11 Weeks = (12×7) days. $\begin{array}{r} 1 \ 2 \text{ days} \\ \times \ 7 \\ \hline 8 \ 4 \text{ days} \end{array}$ <p>Activity</p> <ol style="list-style-type: none"> Change the following week to days. <ol style="list-style-type: none"> 3 weeks 5 weeks 15 weeks
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2. Bean plants take 8 weeks to grow, how many days do they take?
3. Kavuma is to spend 36 weeks in Kigali. How many days will he stay there?
4. Kitimbo spent 52 weeks in the village. How many days did he spend there?
5. A ship took 23 weeks and 5 days to travel from Dubai to Mombasa. How many days did the ship take?

Measurements	Time	<p>Lesson 16</p> <p>Read and spell</p> <p>Divide, change, convert, express</p> <p>Converting time from days to weeks</p> <p>To convert measures of time from days to weeks, divide the number of days by the number of weeks given.</p> <p>Example.</p> <ol style="list-style-type: none"> Convert 49 days to weeks <p>7 days = 1 week $49 \text{ days} = (49 \div 7) \text{ days}$.</p> $\begin{array}{r} 0 \quad 7 \\ 7 \overline{)4 \quad 9} \\ 0 \quad \quad \downarrow \\ 4 \quad \quad 9 \\ 7 \times 7 = \frac{4 \quad 9}{0 \quad 0} \end{array}$ <p>49 Days = 7 days.</p> <ol style="list-style-type: none"> It took my sister 84 days to complete her business plan. Convert this time into weeks.
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$$\begin{array}{rcl} 7 \text{ days} & = & 1 \text{ week} \\ 84 \text{ days} & = & (84 \div 7) \text{ days} \\ & & \begin{array}{r} 12 \\ \cancel{84} \text{ days} \\ \cancel{7} \end{array} \end{array}$$

It took her 12 weeks to complete her business plan.

Activity.

1. Convert each of the following to weeks
 - (a) 42 days
 - (b) 98 days
 - (c) 119 days

2. Najengo planted cassava and it her 224 days to harvest it.
How long was this period in terms of weeks?

3. How many weeks are in 77 days?

4. Convert 364 days to weeks

5. I stayed at my aunt's place for 98 days. For how many weeks did I stay at my aunt's place?

Measurements	Time	<p>Lesson 17</p> <p>Read and spell</p> <p>January, February, March, April, May, June, July, August, September, October, November, December</p> <p>Converting time from months to days</p> <p>When changing months to days, we need to identify and specify the month.</p> <p>Also we need to identify the number of days in the mentioned months.</p> <p>Months with 30 days are April, June, September and November</p> <p>Months with 31 days are January, March, May, July, August, October and December.</p> <p>February 28 or 29 days.</p> <p>Example.</p> <ol style="list-style-type: none"> How many days are there in the first two months of the year? January = 31 days February = <u>28</u> days <u>59</u> days Find the total number of days in the first three months of 2020? January = 31 days February = 29 days March = <u>91</u> days <u>91</u> days <p>Activity</p> <ol style="list-style-type: none"> How many days are there in April, May and June? How many days are there in the last four months of the year? Kavulu went to America on the first day of May and spent there 9 months. How many days did stay there? How many days are there in the first three months of the year? I stayed in the new house from 1st October 2019 to end of January 2020?
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Measurements	Time	<p>Lesson 18</p> <p>Read and spell. (Month, year, multiply)</p> <p>Converting time from years to months</p> <p>When converting measures of time from years to months, multiply the number of given years by 12 months of the year.</p> <p>Example.</p> <ol style="list-style-type: none"> Our father planted trees and harvested them after 12 years. How many months did the trees take to mature? 1 year = 12 months 12 Years = (12×12) months. 12 Years = 144 months. <p>It took the 144 months for the trees to grow and mature.</p> <ol style="list-style-type: none"> My uncle stayed in America for 8 years. How many months. Did he stay there? 1 year = 12 months 8 years = (12×8) months. 8 years = 96 months. <p>Activity</p> <ol style="list-style-type: none"> How many months are there in : <ol style="list-style-type: none"> 4 years years 5 years How many months make $\frac{1}{2}$ of a year? Namukasa has been in the U.K Selling coffee for 15 years. For how many months has been in this business.
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		4. I have spent 19 years in Kampala. For how long have I stayed in Kampala?
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Measurements	Time	<p>Lesson 19</p> <p>Read and spell. Divide, months, year</p> <p>Converting from months to years</p> <p>When converting months to years, divide the given number of months by 12</p> <p>Example</p> <p>0 Our baby is 24 months old. How old is she in years.</p> <p>12 months = 1 year</p> <p>24 months = $(24 \text{ months} \div 12) \text{ months}$</p> $ \begin{array}{r} 2 \\ \underline{24} \text{ months} \\ \underline{12} \\ 12 \\ \hline 9 \end{array} $ <p>1 Many first born is 108 months, how old is he in years</p> <p>12 months = 1 year</p> <p>108 months = $\frac{108}{12} \text{ months}$</p> <p>Activity:</p> <ol style="list-style-type: none"> 1. Coffee plants take 24 month stop grow. How many years does it take the coffee plant to grow? 2. For 48 months, Nakibuuka has been staying with her grandparents. 3. Mrs. Abolo worked as a school nurse for 72 months. For how many years did she work as a nurse? 4. Agnes grand parents have stayed in Konawa Village for 180 months. For how many years have they stayed their? 5. How many years are in 372 months?
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Measurements	Time	<p>Lesson 20</p> <p>Read and spell</p> <p>Twelve, weeks, thirty, thirty one.</p> <p>Interpreting the Calendar.</p> <p>1 Months = 4 Weeks 1 Year = 52 weeks</p> <p>Study the calendar below and answer the questions.</p> <table border="1" data-bbox="497 496 1542 770"> <thead> <tr> <th colspan="7">JANUARY 2020</th></tr> <tr> <th>SUN</th><th>MON</th><th>TUES</th><th>WED</th><th>THUR</th><th>FRI</th><th>SAT</th></tr> </thead> <tbody> <tr> <td></td><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr> <td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr> <tr> <td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr> <tr> <td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr> <tr> <td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td></tr> </tbody> </table> <p>Activity:</p> <p>12. How many days are in the month of January?</p> <p>13. How many Fridays are there in the month of January?</p> <p>14. How many Sundays are there in the month of January?</p> <p>15. On which day did the month begin?</p> <p>16. Which day is the 22nd of the month of January?</p> <p>17. Primary four classes will go for a trip on 25th of January, which day of the week is it?</p>	JANUARY 2020							SUN	MON	TUES	WED	THUR	FRI	SAT				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
JANUARY 2020																																																			
SUN	MON	TUES	WED	THUR	FRI	SAT																																													
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19	20	21	22	23	24	25																																													
26	27	28	29	30	31																																														

Lesson 21**Read and spell**

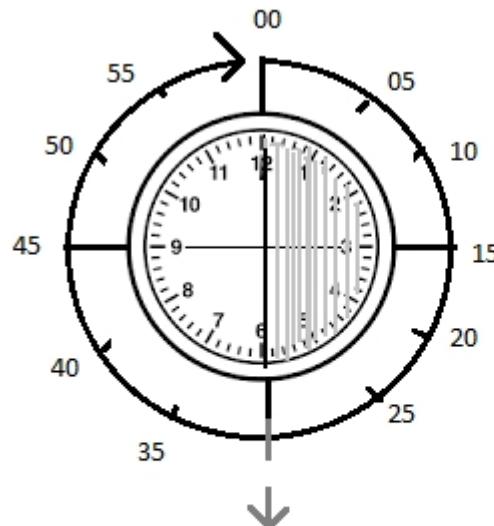
A quarter past, a half, a clock, face

Telling time in hours and minutes using past

When telling time in hours and minute past on a clock face.

The short hand represents hours

The long hand shows (tells) minutes.



**Quarter past
15 minutes past**

**Half past
30 minutes past**

Read the hour where the hour hand is pointing.

Read the minutes where the minute hand is pointing.

When the minute is pointing in 15 minutes we can also read it as 'a quarter past'.

When the minute hand is pointing in 30 minutes. We can also read it as 'a half past'.

Example.**What is the time?**

1.



It is 4 o'clock

2.



It is 15 minutes past 8

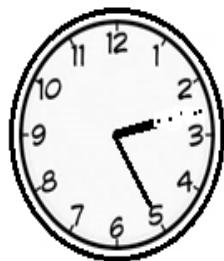
Or

It is a quarter past 8

Activity

1. What time is shown on each of the following clock faces?

(a)



(b)



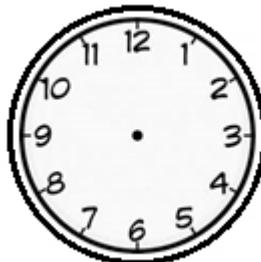
(c)



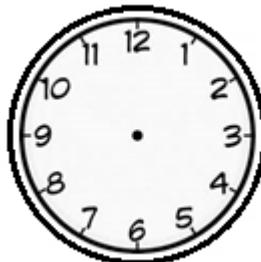
(d)



2. (a) show 20 minutes past 3 on the clock face below.

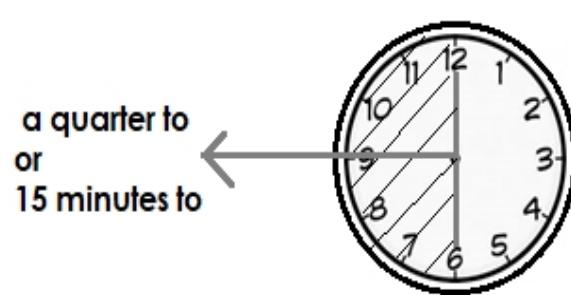


(b). show half past 11



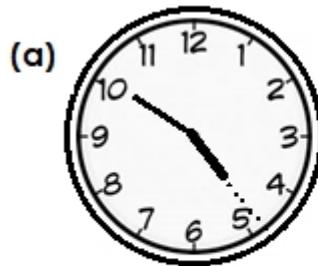
3. Mary slept at the time shown on the clock face below. At what time did she sleep?



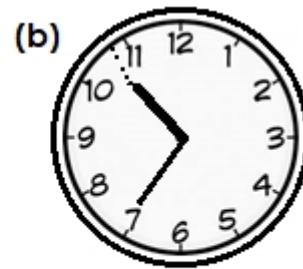
Measurements	Time	<p>Lesson 22 Read and spell. A quarter to, time Telling time in hours and minutes past. When the minute hand crosses the first half into the second half of the clock face, we read the remaining minutes and refer to the next minute. However, when the minute hand is pointing at 9 we can also say(it is a quarter to)</p> <p>a quarter to or 15 minutes to</p> 
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Example

What time is shown on the clock face below



it is 10 minutes to 5



it is 25 minutes to 11

Activity

1. Tell the time shown on the clock face.

(a)



(b)



(c)

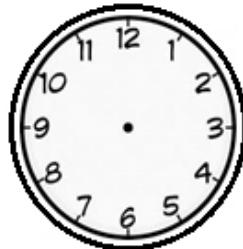


(d)

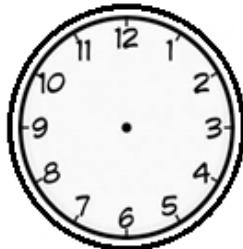


2. show

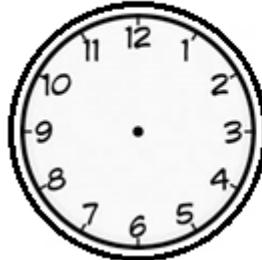
(a). 20 minutes to 3



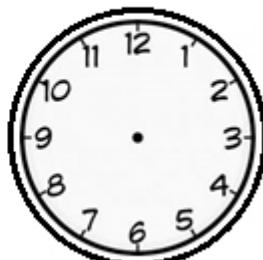
(b). 10 minutes to 6



(c). 15 minutes to 11



(d) 10 minutes to 4



Lesson 23**Read and spell**

Digital, watch, minutes, hour

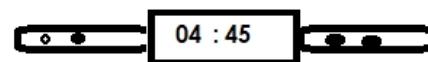
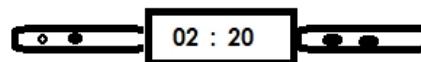
Telling time on a digital

When the minute hand is to the right of the clock face, the minutes are less than 30. It is minutes past.

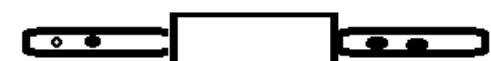
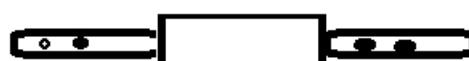
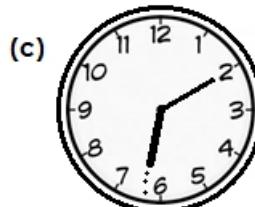
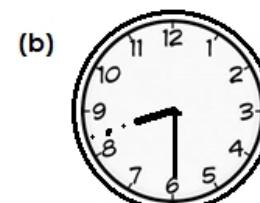
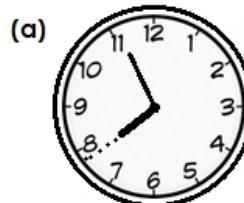
When the minutes hand crosses the left side of the clock, the clock face, the minutes are more than 30.

Example

Study the clock and write the time shown on the digital watch.

**Activity**

Study the clock faces below and record the time on the digital watch.



2. Tell the time shown on the clock face below.



Measurements	Time	<p>Lesson 24 Read and spell Hours, days, change Converting days to hours to hours. When changing/converting from days to hours , multiply the given number of days by 24 hours Therefore, 24 hours make a day.</p> <p>Example:</p> <p>1. How many hours are there in three days?</p> <p style="text-align: right;">2 4</p> <p>Since 1 day = 24 hours</p> <p>Then 3 days = (3×24) Hours.</p> <p style="text-align: right;"><u>x 3</u></p> <p>3 days = 72 days.</p> <p style="text-align: right;"><u>7 2 hours</u></p> <p>2. Martin spent 9 days at his grandparents' home, how many hours did he spend at his grandparents' home?</p> <p>1 day = 24 hours</p> <p>9 days = (9×24) hours</p> <p>9 days = 216 Hours.</p> <div style="border: 1px solid black; padding: 10px; width: fit-content; margin-left: auto; margin-right: auto;"><p>2 4</p><p><u>x 9</u></p><p><u>216</u></p></div>
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		<p>Activity</p> <table border="1"> <tr> <td>1.</td><td>4 days</td><td>13.</td><td>7 days</td></tr> <tr> <td>1.</td><td>20 days</td><td>15.</td><td>70 days</td></tr> </table> <p>1. change the following days to hours</p> <p>2. It will take 18 days to walk from Kampala to Kisoro . How many hours are these?</p> <p>3. A week has 7 days. How many hours make a week?</p>	1.	4 days	13.	7 days	1.	20 days	15.	70 days
1.	4 days	13.	7 days							
1.	20 days	15.	70 days							
Measurements	Time	<p>Lesson 25</p> <p>Read and spell. (minutes, hours, express, convert)</p> <p>Converting hours to minutes When changing hours to minutes, multiply the hours in minutes.</p> <p>Example:</p> <p>1. How many minutes are there in 4 months? 1 hour = 60 Minutes 4 hours = (4 X 60) Minutes. 4 hours = 240 minutes.</p> <p>2. A bus took 12 hours to cover its journey. How many minutes id it take the bus to cover the journey? 1 hour = 60 minutes 12 hours = (12 X 60) minutes. 12 hours = 720 minutes.</p> <p>ACTIVITY</p> <p>1. Convert each of the following to minutes.</p> <p>(a). 5 Hours (b). 8 hours (c). $\frac{1}{2}$ an hour</p> <p>2. Read and workout.</p>								

		<p>(a). George took 2 hours to travel from Kampala to Jinja. How many minutes did he spend travelling.</p> <p>(b). a wedding ceremony lasted for $5\frac{1}{2}$ hours. How many minutes were they?</p> <p>(c). A builder took 8 hours to build a wall. Express the time spent in terms of minutes.</p> <p>(d). Angela took 7 hours to weave a basket, for how many minutes did Angella take weaving a basket?</p>
Measurements	Time	<p>Lesson 26</p> <p>Read and spell Minutes, hours, express , convert</p> <p>Converting minutes to hours. When converting time from minutes to hours, divide the minutes by 60,</p> <p>Example.</p> <p>1. Change 180 minutes to hours.</p> <p>60 minutes = 1 hour. $180 \text{ minutes} = (180 \div 60) \text{ hours.}$ $\qquad\qquad\qquad 3 \text{ hour}$ $180 \text{ minutes} = \frac{180}{60}$ $180 \text{ minutes} = 3 \text{ hours.}$</p> <p>2. Primary four Class managed to do an examination in 150 minutes. How many hours did they sit for in an examination?</p> <p>60 minutes = 1 hour $150 \text{ minutes} = (150 \div 60) \text{ hours.}$ $\qquad\qquad\qquad \frac{150}{60}$ $150 \text{ minutes} = \frac{150}{60} \text{ hours.}$</p>

		<p>Activity</p> <ol style="list-style-type: none"> 1. change 1800 minutes to hours 2. Change 480 minutes to hours. 3. Change 300 minutes to hours. 4. The examination lasted 150 minutes. How many hours did it last? 5. Kabazungu took 450 minutes to dig his garden. How long was this time in hours? 6. Kamara walked for 420 minutes. How long was this period in terms of hours?
Measurements	Time	<p>Lesson 27</p> <p>Read and spell</p> <p>Duration, period, left, destination</p> <p>Finding duration</p>
		<p>To find the duration of an event, subtract the time the event started from the time the event ended.</p> <p>Therefore:</p> <p>Duration = End time – starting time.</p> <p>Example</p> <p>1. A bus left the park at 7:00 am and arrived Gulu at 11:15 a.m. how long did the journey take?</p> <p>The bus arrived at 11 : 15</p> <p>The bus left at..... - 7 : 00</p> <p>The duration = 04 : 15</p> <p>It took 4 hours for the bus to arrive Gulu.</p> <p>2. My mother started digging at 8:00 am and finished at 10: 45 am. For how long did she dig?</p>

She finished digging at	10 : 45
She started digging at.....	- <u>8 : 00</u>
She took	<u>2 : 45</u>

She took 2 hours 45 minutes.

Activity

1. a car left Kisoro at 1: 30 pm and arrived in Kampala at 10:43 pm
How long did it take the bus to arrive in Kampala?

2. Mirembe left home at 7:12 a.m. And arrived at church at 9:40 am. How much time did he spend on the way?

3. The teachers meeting ended at 11:30 am. How long did the meeting take if it started at 9:15 am?

4. A plane left Entebbe for South Africa at 8:25 pm and arrived at 11:40 pm. How long was the flight?

5. Alex finished talking on Phone at 6:15 pm and started at 4:12 pm. For how long did he talk on Phone?

Measurements	Time	<p>Lesson 28</p> <p>Read and spell</p> <p>Lunch, break, game, lesson</p> <p>Making, reading and interpreting time tables.</p> <p>A timetable is a program designed to effect routines.</p> <p>It helps us to cover and do work effectively.</p>
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Example

Study the timetable below and use it to answer the questions that follow.

	MON.	TUE	WED.	THUR.	FRI.
08:30-09:10	ASS.	ENG	SCIE	PRAYER	MATH
09:10-09:50	MATH	SCIE	MATH	MATH	ENG
09:50-10:30	P.E	LIB	S.S.T	SCIE	S.S.T
10:30-11:00	B	R	E	A	K
11:00-11:40	SCIE	P.E	ENG	P.E	SCIE
11:40-12:20	ENG	MATH	LOCAL/L	ENG	R.E
12:20-01:00	MUSIC	S.S.T	P.E	R.E	P.E
01:00-02:00	L	U	N	C	H
02:00-02:40	S.S.T	R.E	S/TIME	S.S.T	ART
02:40-03:20	R.E	F.A	CSL	LOC. L	ART
03:20-04:00	LOC.L	MUSIC	LIB	MUSIC	ASS.
04:00-04:30	G	A	M	E	S

Activity

1. How long is lunch time?
2. How long is each lesson?
3. At what time does the English Lesson start on a Friday?
4. At what time do the children go back home?
5. How much time do students learn Mathematics in a week?
6. What is the fourth lesson on Wednesday?

Measurements	Length Mass & capacity	<p>Lesson 29</p> <p>Read and spell</p> <p>Length, meter, ruler, tape, measure.</p> <p>Identifying standard units for measuring length.</p> <p>Length is the measurement of something from one point to another.</p> <p>There are many things that we measure including</p> <ul style="list-style-type: none"> • Table. • Books. • Desks. • Land. • Books. • Doors. • Windows. • Chairs. • Height. Etc. <p>Below are the tools we use to measure length.</p> <ol style="list-style-type: none"> 1. a ruler 2. a tape measure 3. a G.P.S distance tracker <p>Length is measured in different units such as Metres, centimetres, millimetres and Kilometres.</p> <p>When measuring length always place the measuring device at 0 (zero) point of the ruler.</p> <p>Example: Measure the length of the book and table at home using a centimetre ruler.</p> <p>Activity Using a metre and centimetre ruler, measure and record the length of each of the following items</p> <table border="1" data-bbox="499 1305 1553 1643"> <thead> <tr> <th rowspan="2">Object</th><th colspan="3">Length in;</th></tr> <tr> <th>Metres (M)</th><th>Centimetres</th><th>Millimetres (cm)</th></tr> </thead> <tbody> <tr> <td>Table</td><td></td><td></td><td></td></tr> <tr> <td>Desk</td><td></td><td></td><td></td></tr> <tr> <td>Bed room</td><td></td><td></td><td></td></tr> <tr> <td>Book</td><td></td><td></td><td></td></tr> <tr> <td>Kitchen area</td><td></td><td></td><td></td></tr> <tr> <td>mat</td><td></td><td></td><td></td></tr> </tbody> </table>	Object	Length in;			Metres (M)	Centimetres	Millimetres (cm)	Table				Desk				Bed room				Book				Kitchen area				mat			
Object	Length in;																																
	Metres (M)	Centimetres	Millimetres (cm)																														
Table																																	
Desk																																	
Bed room																																	
Book																																	
Kitchen area																																	
mat																																	
Measurements	Length Mass & capacity	<p>Lesson 30</p> <p>Read and spell.</p> <p>Decameter, decimeter, metre, centimetre, millimeter , hectometer</p> <p>Converting measurements of length from larger units to small units.</p> <p>When converting length to smaller units, Draw a metric/conversion table and write the given number</p>																															

under the given units and fill in the rest of the gaps /units with 0 (zeros) up to the unit in which you are converting to.

Example:

Change 8 M to CM and Millimeters

Km	Hm	Dm	M	dm	cm	mm
			8	0	0	
			8	0	0	0

8 Metres = 800 cm

8 meters = 8000 cm

Activity

1. convert the following

(a). 4 Kilometres to Hectometres

(b).12 Metres to decimeters

(c).25 Metres centimetres.

(d). change 32 cm to mm

(e). convert 7 Metres to cm

Measurements	Length Mass & capacity	<p>Lesson 31</p> <p>Read and spell.</p> <p>Units, change, convert</p> <p>Converting small units of length to large units of length.</p> <p>Always place the last digit of the number given under stated units and fill in the rest of the gaps as you move to the left of the metric table</p> <p>We can use the table below to get unit measures.</p> <table border="1"> <thead> <tr> <th>Km</th><th>Hm</th><th>Dm</th><th>M</th><th>dm</th><th>cm</th><th>mm</th></tr> </thead> <tbody> <tr> <td>1</td><td>0</td><td>0</td><td>0</td><td></td><td></td><td></td></tr> </tbody> </table> <p>Example:</p> <p>1. Convert 1400 m to Hectometres.</p> <table border="1"> <thead> <tr> <th>Km</th><th>Hm</th><th>Dm</th><th>M</th><th>dm</th><th>cm</th><th>mm</th></tr> </thead> <tbody> <tr> <td>1</td><td>0</td><td>0</td><td>0</td><td></td><td></td><td></td></tr> <tr> <td>1</td><td>4</td><td>0</td><td>0</td><td></td><td></td><td></td></tr> </tbody> </table> <p>Therefore 1400 Meters = 14 Hm</p> <p>Or</p> <p>$100 \text{ M} = 1 \text{ Hm}$</p> <p>$1 \text{ M} = \left(\frac{1}{100}\right) \text{ Hm}$</p> <p>$1400 \text{ M} = \frac{1}{100} \times 1400 \text{ M}$</p> <p>$1400 \text{ M} = 14 \text{ Hm}$</p> <p>Activity</p> <p>Convert the following.</p> <p>a) 3000mm to centimeters.</p> <p>b) 4300dm to meter</p> <p>c) 8500m to meters</p> <p>d) 870 Hm to kilometer.</p> <p>e) 62000 Dm to Hm</p>	Km	Hm	Dm	M	dm	cm	mm	1	0	0	0				Km	Hm	Dm	M	dm	cm	mm	1	0	0	0				1	4	0	0			
Km	Hm	Dm	M	dm	cm	mm																															
1	0	0	0																																		
Km	Hm	Dm	M	dm	cm	mm																															
1	0	0	0																																		
1	4	0	0																																		

Measurements	Length Mass & capacity	<p>Lesson 32</p> <p>Read and spell</p> <p>Meters and centimeters</p> <p>Adding measurements of length</p> <p>When adding measurements of length, arrange the digits according to units given and carry out the operation.</p> <p>Example</p> <p>1. Add:</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">M</td> <td style="text-align: center;">Cm</td> </tr> <tr> <td style="text-align: center;">8</td> <td style="text-align: center;">1 7 8</td> </tr> <tr> <td style="text-align: center;">+</td> <td style="text-align: center;">9</td> </tr> <tr> <td colspan="2" style="text-align: center;"><u>17</u> <u>9 2</u></td> </tr> </table> <p>2. Find the sum of 4 km 100 m and 12 Km 600 m</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">KM</td> <td style="text-align: center;">M</td> </tr> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">100</td> </tr> <tr> <td style="text-align: center;"><u>12</u></td> <td style="text-align: center;">600</td> </tr> <tr> <td colspan="2" style="text-align: center;"><u>18</u> <u>700</u></td> </tr> </table> <p>Activity</p> <p>1. Add each of the following.</p> <p>(a). M Cm</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">40</td> </tr> <tr> <td style="text-align: center;"><u>+2</u></td> <td style="text-align: center;"><u>30</u></td> </tr> </table> <p>(b). M Cm</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">2 0</td> </tr> <tr> <td style="text-align: center;"><u>+ 7</u></td> <td style="text-align: center;"><u>1 7</u></td> </tr> </table> <p>(c). M Cm</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">1 7</td> </tr> <tr> <td style="text-align: center;"><u>+5</u></td> <td style="text-align: center;"><u>2 3</u></td> </tr> </table> <p>(d). M Cm</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">5</td> <td style="text-align: center;">1 7</td> </tr> <tr> <td style="text-align: center;"><u>+3</u></td> <td style="text-align: center;"><u>2 3</u></td> </tr> </table> <p>2. Kato is 1 meter 23 centimeters tall and Wasswa is 2 meters 03. Find their total height?</p>	M	Cm	8	1 7 8	+	9	<u>17</u> <u>9 2</u>		KM	M	4	100	<u>12</u>	600	<u>18</u> <u>700</u>		3	40	<u>+2</u>	<u>30</u>	3	2 0	<u>+ 7</u>	<u>1 7</u>	4	1 7	<u>+5</u>	<u>2 3</u>	5	1 7	<u>+3</u>	<u>2 3</u>
M	Cm																																	
8	1 7 8																																	
+	9																																	
<u>17</u> <u>9 2</u>																																		
KM	M																																	
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<u>12</u>	600																																	
<u>18</u> <u>700</u>																																		
3	40																																	
<u>+2</u>	<u>30</u>																																	
3	2 0																																	
<u>+ 7</u>	<u>1 7</u>																																	
4	1 7																																	
<u>+5</u>	<u>2 3</u>																																	
5	1 7																																	
<u>+3</u>	<u>2 3</u>																																	

4. Musana has 10 Meters 35 centimeters of cloth; Bonny has 17 meters 27 centimeters. Find the total length of cloth?

Measurements
Length
Mass
&
capacity

Lesson 33

Read and spell

Meters, centimeters

Subtracting measurements of length

When subtracting measures of length, arrange the units given vertically and carryout the operation.

Example

1. Subtract:

M	Cm
9	8 7
-	<u>5 2 5</u>
4	6 2

2. P.5 Building is 5 m and 60 cm high while 10 Meters 80 centimeters. Work out the difference.

M	cm
10	80
-	<u>5 60</u>
5	20

Activity

1. Subtract:

(a). M CM

2 1	4 9
-2 0	<u>3 3</u>

(b). M Cm

38	79
-11	<u>51</u>

2. Namatta had 52M 46 cm of a rope and sold 22 m 42 cm.

What length of the rope remained unsold?

3. Subtract 27 Meters 14 Centimeters from 62 M 57 cm.

4. Find difference between 9 Km 5m and 6 Km and 75 m

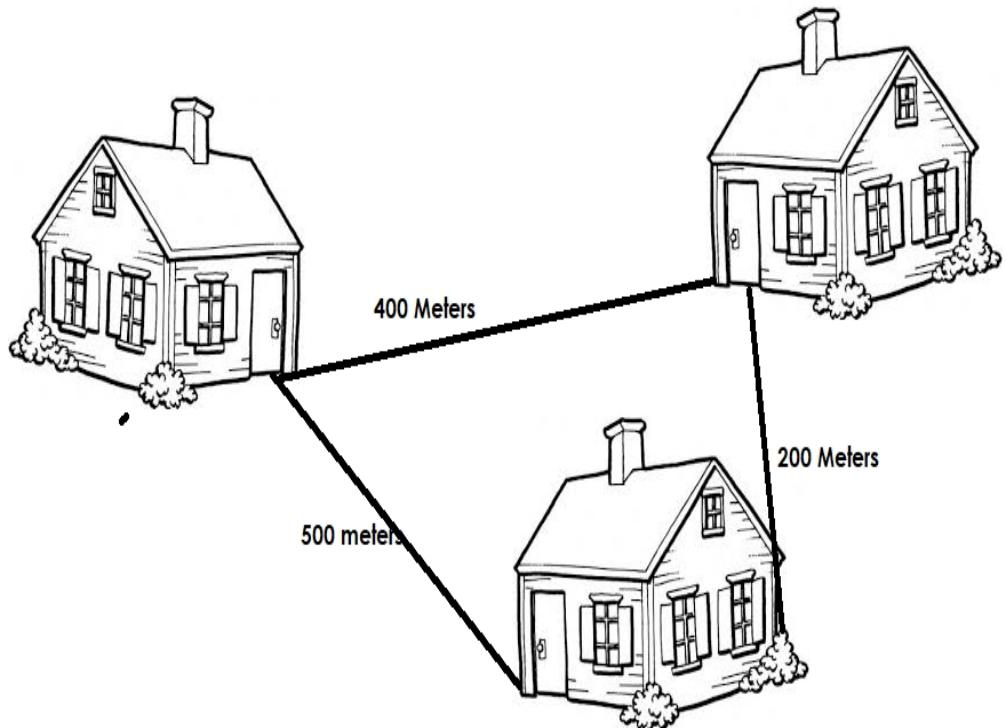
Measurements	Length Mass & capacity	<p>Lesson 34</p> <p>Read and spell Length, kilometers, centimeters</p> <p>Solving simple word problems</p> <p>Example</p> <p>1. A tailor needs 300 cm of white cloth and 2400 cm of stripped cloth to make uniforms. Find the total of the cloth he needs in meters</p> <p>The total length of cloth he needs $(800 \text{ cm} + 2400 \text{ cm}) = 3200 \text{ cm}$</p> <table border="1" data-bbox="502 684 1547 768"> <tr> <td>Km</td><td>Hm</td><td>Dm</td><td>M</td><td>dm</td><td>cm</td><td>mm</td></tr> <tr> <td></td><td></td><td></td><td>32</td><td>0</td><td>0</td><td></td></tr> </table> <p>The tailor needs 32 meters of cloth</p> <p>2. Martha covered a distance of 8 Km and 650 M work out the total distance she covered in meters.</p> <p>$1 \text{ Km} = 1000 \text{ meters}$ $8 \text{ Km} = (8 \times 1000) \text{ meters}$ $= 8000 \text{ meters}$</p> <p>The total distance = 8 000 meters $\begin{array}{r} +650 \text{ meters} \\ \hline 8\,650 \text{ meters} \end{array}$</p> <p>Activity</p> <p>1. Agnes bought a table cloth whose length is 28mm what length is it in</p> <p>(a). cm</p> <p>(b). dm</p> <p>2. The distance from Akite's home to her school 8 Km. express this Distance in Meters.</p>	Km	Hm	Dm	M	dm	cm	mm				32	0	0	
Km	Hm	Dm	M	dm	cm	mm										
			32	0	0											

3. if the rider covered a distance of 80 cm and 05 mm. what total distance did he cover in mm?

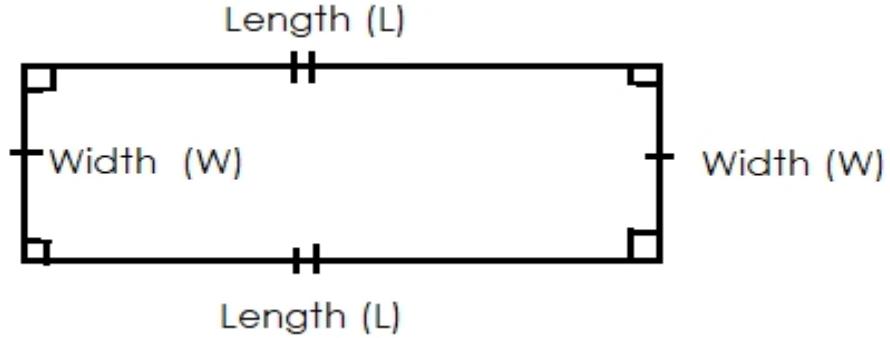
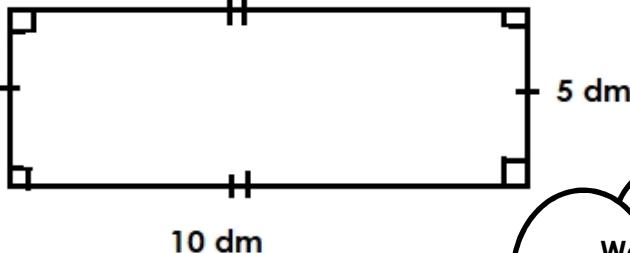
Measurements	Length Mass & capacity	<p>Lesson 35</p> <p>Rad and spell</p> <p>Distance, total, walk, return.</p> <p>Finding distance between points</p> <p>Distance is how far one point is far from another.</p> <p>To get the distance between two given points on a map we add the length of two or more points.</p> <p>Example</p> <p>Study the map below and use it to answer the questions that follow.</p> <p>Questions</p> <p>(a). how far is the school from the church?</p> <p>The school is 450 km far from the church</p> <p>(b) how far is the market from the church via the town hall?</p> <p>$600 \text{ km} + 350 \text{ km} = 950 \text{ Km}$</p>
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Activity

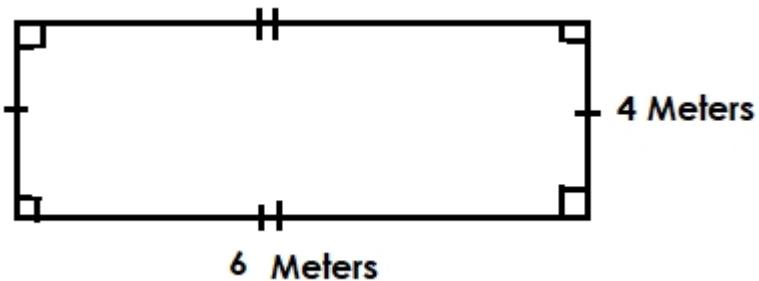
The illustration below shows the distance between the homes of John, Juma and Julius



- (a) How far is Julius home from John's home?
- (b) How far is Juma's home?
- (c) John walked TO Juma's home in the morning and returned in the afternoon, what total distance did he cover altogether?
- (d) If Julius went to John's home via Juma's home. Find the total distance he covered?
- (e) If Juma left his home and went to visit John and come back. What distance did he cover altogether?

Measurements	Length Mass & capacity	<p>Lesson 36</p> <p>Read and spell Rectangle, length, width, perimeter</p> <p>Finding perimeter of rectangles</p> <p>Perimeter is the total distance round a given shape. Perimeter is obtained by adding the length of all sides that form the shape/ figure. When finding perimeter of a rectangle, add all the four sides of the rectangle. The length is the longer side of the figure. The width is the shorter side</p>  <div style="border: 1px solid black; padding: 10px; text-align: center;"> Perimeter of a rectangle = L + W + L + W </div> <p>Example</p> <p>1. Calculate the total distance around the shape drawn below</p>  <div style="border: 1px solid black; border-radius: 50%; padding: 10px; width: fit-content; margin-left: auto; margin-right: auto;"> We do not use square units for perimeter </div> <p>P = L + W + L + W $P = 10\text{dm} + 5\text{dm} + 10\text{dm} + 5\text{dm}$ $P = 30\text{ dm}$</p>
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2. Find the perimeter of a rectangle whose length is 6 m and width 4 m



$$P = L + W + L + W$$

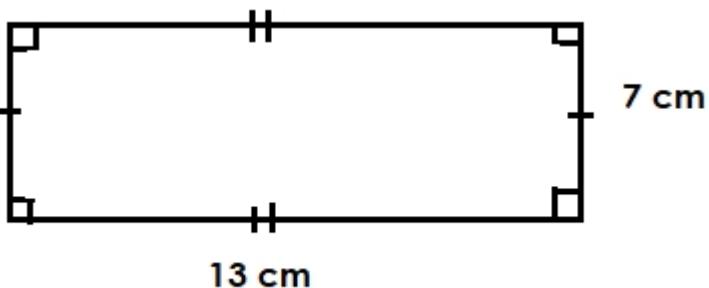
$$P = 6m + 4m + 6m + 4m$$

$$P = 10m + 10m$$

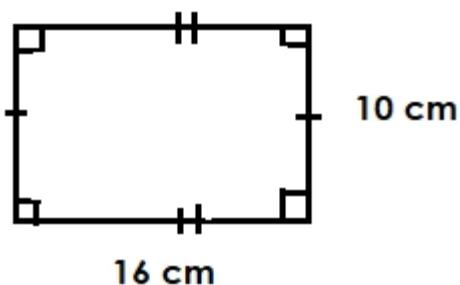
$$P = 20 M$$

Activity

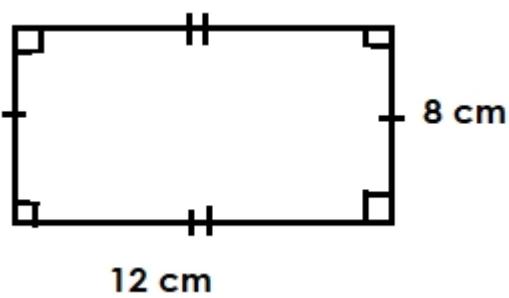
1. calculate the total distance around following rectangles (a).



(b)

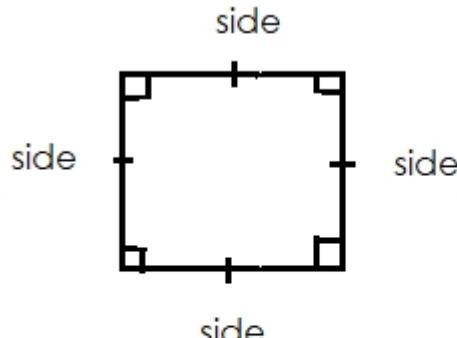
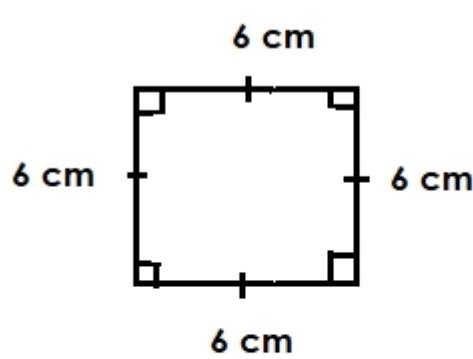


(c)



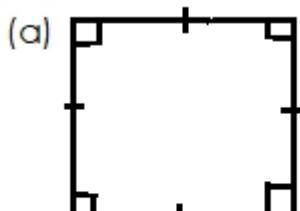
2. Find the perimeter of a rectangle whose length is 30 cm and width of 27 cm.

3. the width of the chalkboard is 150 cm and its length is 295 cm.

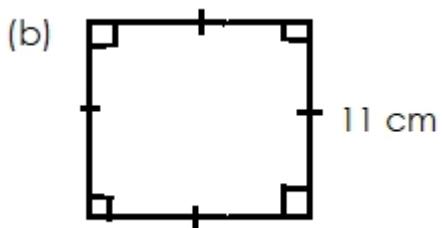
		<p>calculate the total distance around the chalkboard.</p> <p>4. our classroom block measures 34 M by 9 M. Calculate its perimeter</p>
Measurements	Length Mass & capacity	<p>Lesson 37</p> <p>Read and spell</p> <p>Square, perimeter, sides, equal</p> <p>Finding the perimeter of a square.</p> <p>To find the perimeter of a square, add the length of the four equal sides</p> <p>Perimeter of a square</p>  <p style="text-align: center;">Perimeter = Side + side + side + side</p> <p style="text-align: center;">perimeter = s + s + s + s</p> <p>Example</p> <p>1. Find the perimeter of the square below</p>  <div style="border: 1px solid black; border-radius: 50%; padding: 10px; width: fit-content; margin-left: 20px;"> <p>We do not use square units for Perimeter</p> </div> <p> $P = S + S + S + S$ $P = 6 \text{ cm} + 6 \text{ cm} + 6 \text{ cm} + 6 \text{ cm}$ $P = 24 \text{ cm}$ </p>

Activity

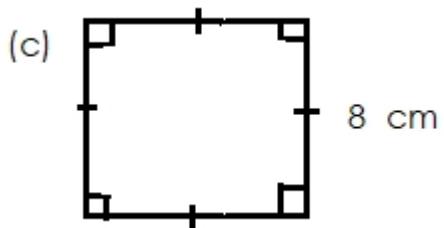
1. Calculate the total distance (perimeter) of each of the following.



16 cm

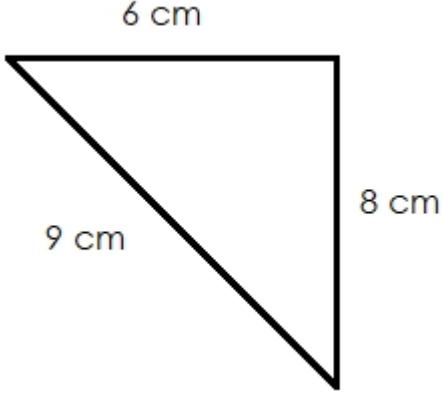
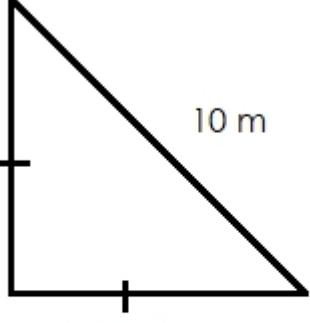


11 cm



8 cm

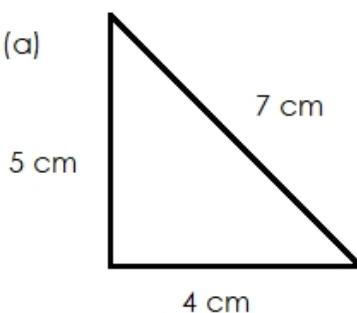
2. find the perimeter of a square whose sides measure 7 cm
3. Peter's compound measures 10 meters each side. Find the total distance around Peter's compound.

Measurements	Length Mass & capacity	<p>Lesson 38.</p> <p>Read and spell Triangle, distance</p> <p>Perimeter of triangles.</p> <p>A triangle has 3 sides , to find the total distance round add the lengths of all sides.</p> <p>Example</p> <p>1. Find the total distance round the triangle.</p>  <p>$P = S + S + S$ $P = 9 \text{ cm} + 6 \text{ cm} + 6 \text{ cm}$</p> <p>2. Workout the perimeter of the figure below.</p>  <p>$P = S + S + S$ $P = 10 \text{ cm} + 5 \text{ cm} + 5 \text{ cm}$ $P = 20 \text{ cm}$</p> <p>We do not use square units for perimeter</p>
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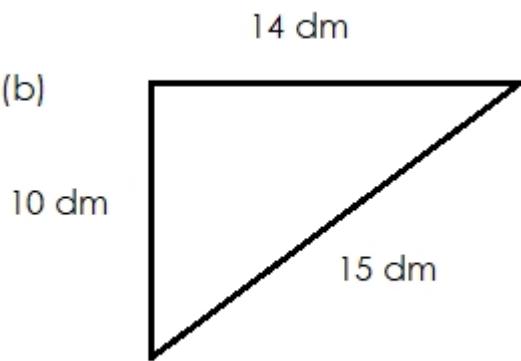
Activity

1. find the perimeter of each of the following

(a)



(b)



2. A triangular table measures 65 cm, 90 cm and 60 cm. calculate its perimeter

3. find the perimeter of a triangular plot of land whose sides measure 28M, 35 M, 43 M

Measurements	Length Mass & capacity	<p>Lesson 39</p> <p>Read and spell</p> <p>Square, square units, multiply</p> <p>Finding the area of a square.</p> <p>Area is the total number of square units covering a plane figure. To find the area of a square, we multiply the length of both sides (two sides) Area is measured in square units.</p> <p>Example</p> <p>1. Find the area of the square below.</p>
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e 6

CREATIVE
—Printers—

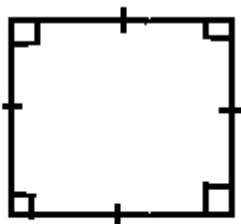
6 cm

$$\begin{aligned} \text{Area} &= \text{side} \times \text{side} \\ \text{Area} &= 6 \text{ cm} \times 6 \text{ cm} \\ \text{Area} &= 36 \text{ cm}^2 \end{aligned}$$

Activity

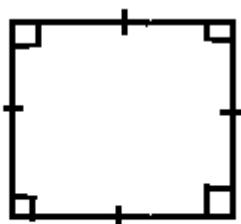
1. Calculate the area of each of the following.

(a)



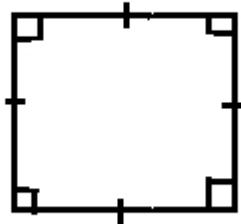
9 cm

(b)



12 cm

(c)



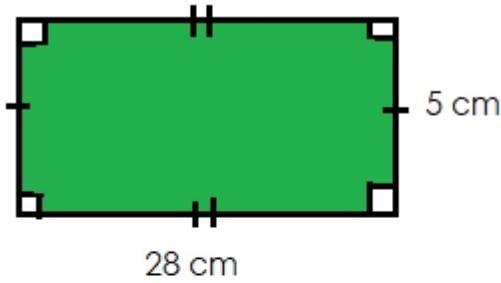
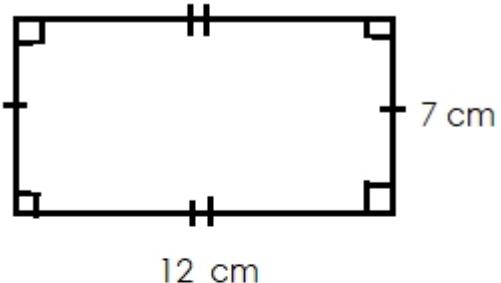
6 cm

2. find the area of a square whose sides measure

(a) 10 cm

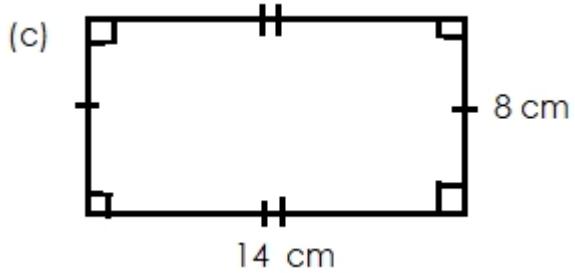
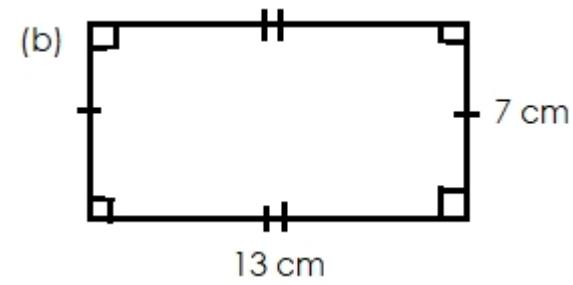
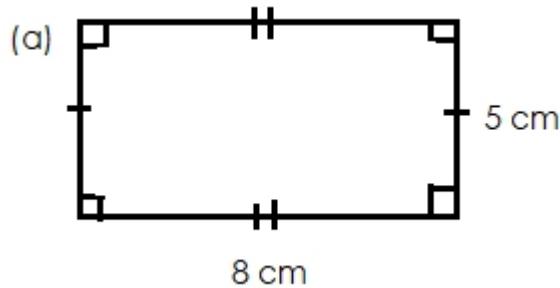
(b) 9 cm

3. The length of a square play ground is 10 Meters. Calculate its area.

Measurements	Length Mass & capacity	<p>Lesson 40</p> <p>Read and spell Area, rectangle, multiply</p> <p>Area of a rectangle To find the area of a rectangle multiply the length by the width Area is measured in square units.</p> <p>Example</p> <p>1. A rectangular garden measures 28 cm long and 5 meters wide. Calculate the area of the garden</p>  <p>Area = length x width Area = 28 cm x 5 cm</p> $ \begin{array}{r} & 4 \\ & 2 \ 8 \ \text{cm} \\ \times & 5 \\ \hline & 1 \ 4 \ 0 \ \text{cm}^2 \end{array} $ <p>Area = 140 cm²</p> <p>2. Workout the area of the rectangle below.</p>  <p>Area = length x width Area = 12 cm X 7 cm</p> $ \begin{array}{r} & 1 \\ & 1 \ 2 \ \text{cm} \\ \times & 7 \ \text{cm} \\ \hline & 8 \ 4 \ \text{cm}^2 \end{array} $ <p>area = 84 cm²</p>
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Activity

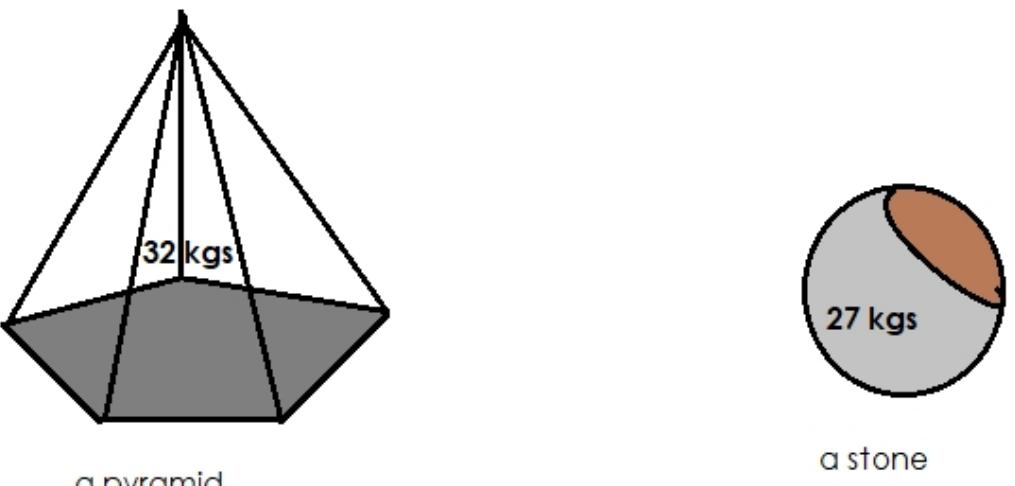
1. Find the area of each of the following rectangles.



2. A banana plantation is 52 cm long and 10 meters wide.
Calculate its length.

3. Calculate the area of a rectangular carpet of length of 7
meters and width of 5 meters.

Measurements	Length Mass & capacity	<p>Lesson 41</p> <p>Read and spell</p> <p>Mass, gram, kilogram, centigram</p> <p>Mass</p> <p>Mass is the quantity of matter contained in an object.</p> <p>Mass is measured in units like Kilograms, grams, centigrams etc.</p> <p>Mass is measured by tools like a weighing balance.</p> <p>The conversion table below shows some of the units we use to measure mass.</p> <table border="1" data-bbox="502 530 1535 819"> <thead> <tr> <th>Kg</th><th>Hg</th><th>Dg</th><th>G</th><th>dg</th><th>cg</th><th>mg</th></tr> </thead> <tbody> <tr> <td>1</td><td>0</td><td></td><td></td><td></td><td></td><td></td></tr> <tr> <td></td><td>1</td><td>0</td><td></td><td></td><td></td><td></td></tr> <tr> <td></td><td></td><td>1</td><td>0</td><td></td><td></td><td></td></tr> <tr> <td></td><td></td><td></td><td>1</td><td>0</td><td></td><td></td></tr> <tr> <td></td><td></td><td></td><td></td><td>1</td><td>0</td><td></td></tr> <tr> <td></td><td></td><td></td><td></td><td></td><td>1</td><td>0</td></tr> </tbody> </table> <p>Example</p> <ol style="list-style-type: none"> How many Dg are in 1 Hg? <p>1 Hg = 10 Dg</p> <ol style="list-style-type: none"> I bought 1 kg of meat. How many dg did I buy? <p>1 kg = 10,000 dg</p> <p>Activity</p> <ol style="list-style-type: none"> write the following in short form <ol style="list-style-type: none"> Decagrams Hectograms Centigrams How many grams are there in 1 kilogram? How many grams are there in 1 decagram? My mother bought a curry powder sachet weighing 1 gram. How many milligrams of curry powder did she make? 	Kg	Hg	Dg	G	dg	cg	mg	1	0							1	0							1	0							1	0							1	0							1	0
Kg	Hg	Dg	G	dg	cg	mg																																													
1	0																																																		
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Measurements	Length Mass & capacity	<p>Lesson 42</p> <p>Read and spell Measuring, kilogram, heavy, weight</p> <p>Measuring mass When measuring mass, ensure that the scale balances or the pointer settles at zero point before you measure.</p> <p>Example.</p> <p>Study the figure below and use to answer the questions that follow.</p>  <p>a pyramid</p> <p>a stone</p> <p>(a). which object is heavier?</p> <p>The pyramid is heavier</p> <p>(b) Find the total weight of both objects.</p> $ \begin{array}{r} 32 \text{ kgs} \\ + 27 \text{ kgs} \\ \hline 59 \text{ kgs} \end{array} $ <p>(b). How much heavier is a pyramid than a stone?</p> $ \begin{array}{r} 212 \\ 32 \text{ kgs} \\ - 27 \text{ kgs} \\ \hline 05 \text{ kgs} \end{array} $ <p>(c). if I added more cement of 5 kgs on pyramid. How heavier will it be? The pyramid is 32 kgs More 5 kgs added.</p> <p>$(32 \text{ kgs} + 5\text{kgs}) = 37 \text{ kgs}$</p>
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Activity

1. The figure below shows a stool and a chair



- (a). which object is heavier?
- (b). Find the difference between the chair's and stool's weight
- (c). if jolly had 3 stools of the same weight. What will be the total weight of all the stools?
- (d). workout the total weight of the stool and the chair.
- (e) find the total weight of 2 stools and a chair

Measurements

Length
Mass
&
capacity

Lesson 43

Read and spell

Grams, convert, mass

Converting measures of mass from kilograms to grams

On the conversion table, to convert kilograms to grams, write the given kgs under the kilograms and the zeros up to the grams.

We can also use the table to find the unit measurement for the given units

Examples

1. Change 4 kilograms to grams.

kg	Hg	Dg	G	dg	cg	mg
4	0	0	0			

$$4 \text{ kgs} = 4000 \text{ grams}$$

or

$$1 \text{ kgs} = 1000 \text{ grams}$$

$$4 \text{ kgs} = (4 \times 1000) \text{ grams}$$

$$4 \text{ Kgs} = 4000 \text{ grams}$$

2. John went to the market and bought $2\frac{1}{2}$ kgs of rice. Convert this grams

$$\begin{aligned}1 \text{ kg} &= 1000 \text{ g} \\2\frac{1}{2} \text{ kgs} &= (2,000 + 500) \text{ grams} \\2\frac{1}{2} \text{ kgs} &= 2,500 \text{ grams}\end{aligned}$$

Activity

1. change the following kilogram to grams
 - (a). 2 kgs
 - (b). 7 kgs
 - (c). $6\frac{1}{2}$ kgs
 - (d). $5\frac{1}{5}$ kgs

2. How many grams are there in $\frac{3}{4}$ kgs

3. How many grams are in $7\frac{1}{2}$ kgs

		<p>Lesson 44</p> <p>Read and spell</p> <p>Kilogram, grams,</p> <p>Changing grams to kilograms</p> <p>To change to Kgs, draw a conversion table, place the last digit of the digit of the given number under the given units, then fill the rest of the zeros as you move to kilograms</p> <p>You can also divide the grams given by 1000 grams to get kgs</p> <p>Example.</p> <p>(a). change 3000 grams to kilograms</p> <table border="1" data-bbox="502 1438 1286 1522"> <thead> <tr> <th>Kgs</th><th>Hg</th><th>Dg</th><th>g</th></tr> </thead> <tbody> <tr> <td>3</td><td>0</td><td>0</td><td>0</td></tr> </tbody> </table> <p>3000 g = 3 kgs</p> <p>Or.</p> <p>$1000 = 1 \text{ kg}$ $3000 \text{ kgs} = \underline{3000} \text{ g}$ 1000 g $3000 \text{ kgs} = 3 \text{ kgs}$</p>	Kgs	Hg	Dg	g	3	0	0	0
Kgs	Hg	Dg	g							
3	0	0	0							

2. a ream of papers weighs 2000g convert this weight to kilograms

$$1000 \text{ g} = 1 \text{ kgs}$$

$$2000 \text{ g} = \frac{2000}{1000} \text{ g}$$

$$2000 \text{ g} = 2 \text{ kgs}$$

Activity

1. Change the following to kilograms

(a) 4000 grams

(b) 8500 grams

(c) 13000 grams

2. How many Kilograms are in 35000 grams?

3. How many kilograms are in 17000 grams?

4. We are left with 10,000gram of sugar at home. how many kgs are we left with?

Measurements

Length
Mass
&
capacity

Lesson 45

Read and spell

Measure, mass, kilograms

Solving simple word problems involving mass

Read the problem then find the required units.

Example.

A family uses $10\frac{1}{2}$ kgs of sugar every month. How much sugar does the family use in grams?

Since 1 kgs = 1000 grams

$$\text{Then } 10 \text{ kgs} = 10 \times 1000 \text{ g}$$

$$= 10,000 \text{ g}$$

$$\frac{1}{2} \text{ kg} = \frac{1}{2} \times 1000 \text{ g}$$

$$= 500 \text{ grams}$$

$$10,000 \text{ g}$$

$$+ 500 \text{ g}$$

$$\underline{10,500 \text{ g}}$$

2. Our last born weighs 10 kgs and 600 gram. Work out his total weight in grams

$1\text{kg} = 1000\text{g}$
 $10 \text{ kgs} = (10 \times 1000)\text{g}$
 $= 10000 \text{ g}$
 10000g
+ 600g
10600 grams.

Activity.

- Our father bought 4500 grams of meat. Change this to kilograms
- A trader sells 15 kgs of tomatoes to our school every day. Express this mass of tomatoes in grams
- Annie weighs 26 kgs and Joseph weighs 34 kgs
Find their total weight in grams.
- I bought 4 kgs of sugar and 900 grams of salt from a supermarket. Find the total of items bought in grams
- Juma weighs 20 kgs and Joan weighs 30 kgs. Find their total weight in grams.

Measurements	Length	Lesson 46																																																
Mass & capacity	Mass & capacity																																																	
		<p>Read and spell Litres, millilitres, centiliters Reading and writing measurements of capacity.</p> <p>Capacity is the amount of liquid contained in a vessel. The standard unit for measuring capacity is litres.</p> <table border="1" data-bbox="499 1106 1530 1400"> <thead> <tr> <th>Kl</th> <th>Hl</th> <th>Dl</th> <th>l</th> <th>dl</th> <th>cl</th> <th>ml</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0</td> <td>0</td> <td>0</td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>1</td> <td>0</td> <td>0</td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td>1</td> <td>0</td> <td>0</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td>1</td> <td>0</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td>1</td> <td>0</td> </tr> </tbody> </table>	Kl	Hl	Dl	l	dl	cl	ml	1	0	0	0					1	0	0						1	0	0						1	0	0	0					1	0	0						1
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		<p>Example:</p> <ol style="list-style-type: none"> How many hectoliters are in Kiloliters $21 \text{ hectoliter} = 10 \text{ hl}$ Hope bought 1 liter of milk. How many centiliters of milk did she buy? $1\text{l} = 100\text{ cl}$ <p>Activity</p> <ol style="list-style-type: none"> How many liters are there in 1 hectoliter? write 'true' or 'false' (a). 1 liter = 100 cl (b). there are 1000millilitres in a liter (c). decaliter in short is dl Which units would be the best to use when measuring medicine to give to a baby? 																																																

Measurements	Length Mass & capacity	<p>Lesson 47</p> <p>Read and spell</p> <p>Kiloliters, decaliter, liters, deciliters.</p> <p>Converting measures of capacity. From bigger units to smaller units</p> <p>When converting measures of capacity from bigger units to smaller units, write the required number in the given units.</p> <p>Or</p> <p>You can also use the table to get the unit measure for the required units.</p> <p>Example.</p> <p>Convert 5 kl to deciliters.</p> <table border="1" data-bbox="502 846 1530 967"> <thead> <tr> <th>Kl</th><th>Hl</th><th>Dl</th><th>l</th><th>dl</th><th>cl</th><th>Ml</th></tr> </thead> <tbody> <tr> <td>5</td><td>0</td><td>0</td><td></td><td></td><td></td><td></td></tr> </tbody> </table> <p>$5\text{ Kl} = 500 \text{ DL}$</p> <p>Or</p> <p>$1 \text{ kl} = 100 \text{ DL}$</p> <p>$5 \text{ kl} = 500 \text{ DL}$</p> <p>Change 20 l to ml</p> <p>$1 \text{ litre} = 1000 \text{ ml}$</p> <p>$20 \text{ litres} = (20 \times 1,000) \text{ ml}$</p> <p>Activity</p> <ol style="list-style-type: none"> change the following to the required units as instructed. <ol style="list-style-type: none"> $1 \text{ Kl} = \underline{\hspace{2cm}} \text{ hl} = \underline{\hspace{2cm}} \text{ l}$ $5 \text{ Dl} = \underline{\hspace{2cm}} \text{ dl} = \underline{\hspace{2cm}} \text{ cl}$ $2 \text{ Hl} = \underline{\hspace{2cm}} \text{ Dl} = \underline{\hspace{2cm}} \text{ l}$ $4 \text{ Kl} = \underline{\hspace{2cm}} \text{ l} = \underline{\hspace{2cm}} \text{ cl}$ how many centiliters are in $2 \frac{1}{2}$ kilolitres 	Kl	Hl	Dl	l	dl	cl	Ml	5	0	0				
Kl	Hl	Dl	l	dl	cl	Ml										
5	0	0														

Measurements	Length Mass & capacity	<p>Lesson 48</p> <p>Read and spell</p> <p>Kiloliters, decaliters, centiliters, and millitres.</p> <p>Converting measures of capacity from smaller units to larger units.</p> <p>When converting measures of capacity from smaller to larger units, we divide the given figure by the unit standard in which the figure is given.</p> <p>Draw a conversion table to get the relationship between the given units.</p> <p>Example</p> <p>1. Convert 7000 cl to litres.</p> <table border="1"> <thead> <tr> <th>Kl</th><th>Hl</th><th>Dl</th><th>l</th><th>dl</th><th>cl</th><th>ml</th></tr> </thead> <tbody> <tr> <td></td><td></td><td></td><td>1</td><td>0</td><td>0</td><td></td></tr> </tbody> </table> <p>100 cl = 1 l 70 7000 = $(\frac{7000}{100})$ l = 70 l</p> <p>2. The capacity of a given container is 2000 ml. write its capacity in litres.</p> <table border="1"> <thead> <tr> <th>Kl</th><th>Hl</th><th>Dl</th><th>l</th><th>dl</th><th>cl</th><th>ml</th></tr> </thead> <tbody> <tr> <td></td><td></td><td></td><td>1</td><td>0</td><td>0</td><td>p</td></tr> </tbody> </table> <p>1000 ml = 1 l 2000 ml = $(\frac{2000}{1000})$ l 2000 ml = 2 litres</p> <p>Activity</p> <p>1. convert each of the following</p> <p>(a) 300 cl to dl</p> <p>(b) 40000 ml to Dl</p> <p>(c) 800 cl to l</p> <p>2. change 3000 ml to litres</p> <p>3. How many Hl are in 2000 cl</p>	Kl	Hl	Dl	l	dl	cl	ml				1	0	0		Kl	Hl	Dl	l	dl	cl	ml				1	0	0	p
Kl	Hl	Dl	l	dl	cl	ml																								
			1	0	0																									
Kl	Hl	Dl	l	dl	cl	ml																								
			1	0	0	p																								

Measurements	Length Mass & capacity	<p>Lesson 50</p> <p>Read and spell</p> <p>Measure, capacity,</p> <p>Adding measures of capacity</p> <p>Example</p> <p>1. Work out each of the following?</p> <p>(a) L cl $\begin{array}{r} 50 \\ + 30 \\ \hline 80 \end{array}$ $\begin{array}{r} 76 \\ 11 \\ \hline 87 \end{array}$</p> <p>(b) a farmer collected 20 litres , 30cl of milk on Monday and 40 litres ,60 cl on Tuesday. Workout the total amount of milk the farmer collected.</p> <p>L cl $\begin{array}{r} 20 \\ + 40 \\ \hline 60 \end{array}$ $\begin{array}{r} 30 \\ 60 \\ \hline 90 \end{array}$</p> <p>Activity</p> <p>1. Add each of the following.</p> <p>(a) L cl $\begin{array}{r} 40 \\ + 21 \\ \hline 17 \end{array}$ $\begin{array}{r} 47 \\ 17 \\ \hline \end{array}$</p> <p>(b) L cl $\begin{array}{r} 2 \\ + 5 \\ \hline 17 \end{array}$ $\begin{array}{r} 33 \\ 17 \\ \hline \end{array}$</p> <p>(c). L cl $\begin{array}{r} 12 \\ + 5 \\ \hline 11 \end{array}$ $\begin{array}{r} 51 \\ 11 \\ \hline \end{array}$</p> <p>2. Namuli has 52l 38 cl and Kimuli has 28 L 42 Cl of milk. Find the total amount of milk that both farmers have?</p> <p>3. James bought 6l50cl of cooking oil in the morning and 2l 30 cl in the evening. How much cooking oil did he buy altogether?</p>
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Measurements	Length Mass & capacity	<p>Lesson 51</p> <p>Read and spell Measures, litres , capacity, centiliters</p> <p>Subtracting measures of capacity</p> <p>Example</p> <p>subtract:</p> <p>(a). L CL</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">48</td> <td style="text-align: center;">98</td> </tr> <tr> <td style="text-align: center;">-27</td> <td style="text-align: center;"><u>71</u></td> </tr> <tr> <td style="text-align: center;">21</td> <td style="text-align: center;">27</td> </tr> </table> <p>(b) Alice had 8l 55cl of water and she used 5l 50cl. what amount of water remained?</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">l cl</td> </tr> <tr> <td style="text-align: center;">8 55</td> </tr> <tr> <td style="text-align: center;">- 5 50</td> </tr> <tr> <td style="text-align: center;"><u>3 05</u></td> </tr> </table> <p>activity</p> <p>1. workout each of the following</p> <p>(a) l cl</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">18 78</td> </tr> <tr> <td style="text-align: center;">- 9 <u>18</u></td> </tr> </table> <p>(b) l cl</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">40 50</td> </tr> <tr> <td style="text-align: center;">- 17 <u>40</u></td> </tr> </table> <p>(c) L CL</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">78 49</td> </tr> <tr> <td style="text-align: center;">- 18 <u>31</u></td> </tr> </table> <p>2. Namuli had 48 l 28 cl of fuel, she used 27l 14 cl. how much fuel was left in the tank?</p> <p>3. Bonny had 96 l 48 cl of milk. If sold 48 l 28 cl of the milk. How much milk was he left with?</p> <p>4. Joseph had 9 l 7 cl of milk. He sold 6l 50 cl of it to the restaurant. How much milk was he left with?</p>	48	98	-27	<u>71</u>	21	27	l cl	8 55	- 5 50	<u>3 05</u>	18 78	- 9 <u>18</u>	40 50	- 17 <u>40</u>	78 49	- 18 <u>31</u>
48	98																	
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40 50																		
- 17 <u>40</u>																		
78 49																		
- 18 <u>31</u>																		

Measurements	Length Mass & capacity	<p>Lesson</p> <p>Read and spell Litres, millilitres, sum, total</p> <p>Adding measures of capacity (millilitres and litres)</p> <p>Example</p> <p>1. workout:</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">l</td><td style="text-align: center;">ml</td></tr> <tr> <td style="text-align: center;">6</td><td style="text-align: center;">200</td></tr> <tr> <td style="text-align: center;">+ 2</td><td style="text-align: center;">450</td></tr> <tr> <td style="text-align: center;"><hr/></td><td style="text-align: center;"><hr/></td></tr> <tr> <td style="text-align: center;">8</td><td style="text-align: center;">650</td></tr> <tr> <td style="text-align: center;"><hr/></td><td style="text-align: center;"><hr/></td></tr> </table> <p>2. Irene bought 8 l 500 ml of cooking oil in the morning and 4 l 250 ml in the afternoon. what amount of oil did she buy altogether?</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">l</td><td style="text-align: center;">ml</td></tr> <tr> <td style="text-align: center;">8</td><td style="text-align: center;">500</td></tr> <tr> <td style="text-align: center;">+ 4</td><td style="text-align: center;">250</td></tr> <tr> <td style="text-align: center;"><hr/></td><td style="text-align: center;"><hr/></td></tr> <tr> <td style="text-align: center;">12</td><td style="text-align: center;">750</td></tr> <tr> <td style="text-align: center;"><hr/></td><td style="text-align: center;"><hr/></td></tr> </table> <p>ACTIVITY</p> <p>1. Add the following</p> <p>(a) l ml</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">5</td><td style="text-align: center;">400</td></tr> <tr> <td style="text-align: center;">+ 2</td><td style="text-align: center;">250</td></tr> <tr> <td style="text-align: center;"><hr/></td><td style="text-align: center;"><hr/></td></tr> </table> <p>(b) l ml</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">9</td><td style="text-align: center;">500</td></tr> <tr> <td style="text-align: center;">+ 3</td><td style="text-align: center;">200</td></tr> <tr> <td style="text-align: center;"><hr/></td><td style="text-align: center;"><hr/></td></tr> </table> <p>2. Mugisha sold 8l 500ml of milk in the morning and 6l250ml in the afternoon. What amount of milk did he sell altogether?</p> <p>3. Alex bought 5l600ml of cooking oil and Kintu bought 3l 200 ml. find the total amount cooking oil they bought?</p> <p>4. find the sum of 9l 420ml and 6l 250 ml.</p>	l	ml	6	200	+ 2	450	<hr/>	<hr/>	8	650	<hr/>	<hr/>	l	ml	8	500	+ 4	250	<hr/>	<hr/>	12	750	<hr/>	<hr/>	5	400	+ 2	250	<hr/>	<hr/>	9	500	+ 3	200	<hr/>	<hr/>
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+ 3	200																																					
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Measurements	Length Mass & capacity	<p>Lesson 53</p> <p>Read and spell</p> <p>Outcome, result, capacity , difference.</p> <p>Subtracting measures of capacity (litres and millitres)</p> <p>1. Subtract:</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">L</td> <td style="text-align: center;">ml</td> </tr> <tr> <td style="text-align: center;">8</td> <td style="text-align: center;">500</td> </tr> <tr> <td style="text-align: center;">- 5</td> <td style="text-align: center;">400</td> </tr> <tr> <td style="text-align: center;"><u> </u></td> <td style="text-align: center;"><u> </u></td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">100</td> </tr> </table> <p>2. Find the difference of 7L 750ml and 5L 450 ml</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">L</td> <td style="text-align: center;">ml</td> </tr> <tr> <td style="text-align: center;">7</td> <td style="text-align: center;">750</td> </tr> <tr> <td style="text-align: center;">-5</td> <td style="text-align: center;">450</td> </tr> <tr> <td style="text-align: center;"><u> </u></td> <td style="text-align: center;"><u> </u></td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">300</td> </tr> </table> <p>Activity:</p> <p>(a). L cl</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">8</td> <td style="text-align: center;">700</td> </tr> <tr> <td style="text-align: center;">- 2</td> <td style="text-align: center;">500</td> </tr> <tr> <td style="text-align: center;"><u> </u></td> <td style="text-align: center;"><u> </u></td> </tr> </table> <p>2. Find the difference of 12 l 500 ml and 7l 200 ml.</p> <p>3. Alice had 14l 700 ml of cooking oil and she used 8 l 400 ml. how much cooking oil did she remain with?</p> <p>4. Namatovu had 9 l 800 ml of milk. She sold 7l 500ml. what amount of milk was left?</p> <p>5. Amos had 6l 900 ml of soda. He served 4l500ml. What amount of soda remained?</p> <p>6.subtract: 8l from 9l250 ml</p>	L	ml	8	500	- 5	400	<u> </u>	<u> </u>	3	100	L	ml	7	750	-5	450	<u> </u>	<u> </u>	2	300	8	700	- 2	500	<u> </u>	<u> </u>
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2	300																											
8	700																											
- 2	500																											
<u> </u>	<u> </u>																											
Measurements	Length Mass & capacity	<p>Lesson 54</p> <p>Read and spell</p> <p>Litres millitres</p> <p>Solving simple word problems involving measurements of capacity</p> <p>When changing from bigger to smaller units we multiply When changing from smaller to bigger units we divide</p> <p>Examples</p> <p>1. Mother prepared 4 litres of juice. Express the juice she prepared in millitres.</p> <p>First draw the conversion table.</p>																										

KI	HI	DI	I	dl	cl	ml
			1	0	0	p

1 litre = 1000 ml

4 litres = (4 x 1000) ml

= 4000 ml

2. Isaac had 4000 ml of milk write amount of milk he had in litres.

KI	HI	DI	I	dl	cl	ml
			1	0	0	p

1000 ml = 1 litre

$$4000 \text{ ml} = \frac{4000}{1000}$$

Activity

1. Kassami's car uses 7 litres of fuel every day. How much fuel does he use every day?
2. The doctor told the patient to take 3000 ml of water every day. Express the given amount of water in millitres.
3. How many litres are in 5000 ml?
4. Kammatte bought 8 litres of milk, write this amount of milk in millitres.
5. Joseph had 12 litres of cooking oil. How much cooking oil did he have in millimetres?

Lesson 55

Algebra, equations, addition, values

Finding the missing numbers in addition.

To find the missing numbers, subtract the given number from the sum.

1. Find the missing number

$$\boxed{\quad} + 9 = 21$$

subtract 9 from both sides

$$\boxed{\quad} + 9 - 9 = 21 - 9$$

$$\boxed{\quad} = 21 - 9$$

$$\boxed{\quad} = 12$$

$$\boxed{12} + 9 = 21$$

2. workout the value of the missing number

$$24 + \boxed{\quad} = 46$$

subtract 24 on both sides.

$$24 - 24 + \boxed{\quad} = 46 - 24$$

$$\boxed{\quad} = 46 - 24$$

$$\boxed{\quad} = 22$$

$$\text{therefore } 24 + \boxed{22} = 46$$

Activity**Find the missing number**

(a) $\boxed{} + 5 = 7$

(e) $27 + \boxed{} = 33$

(b) $\boxed{} + 13 = 29$

(f) $13 + \boxed{} = 39$

(c) $\boxed{} + 18 = 52$

(g) $13 + \boxed{} = 31$

(d) $8 + \boxed{} = 15$

(h) $9 + \boxed{} = 16$

Algebra

Equations

Lesson 56

Read and spell

Algebra' equation, addition

Solving simple word problems involved in algebraic statements of addition

Example

1. When 13 is added to a number, the result is 24. What is the number?

$$\boxed{} + 13 = 24$$

$$\boxed{} + 13 - 13 = 24 - 13$$

$$\boxed{} = 24 - 13$$

$$\boxed{} = 11$$

2. Ojok had 19 sweets his friend gave him more sweets and got 30 sweets altogether. How many sweets did the friend give her?

$$19 + \boxed{\quad} = 30$$
$$19 - 19 + \boxed{\quad} = 30 - 19$$
$$\boxed{\quad} = 11$$

Ojok's friend gave him 11 sweets.

Activity

1. A trader had some apples, he bought 7 more and now he has 11 apples did he have before?
2. The sum of 32 and another number is 50. What is the other number?
3. Peter had 42 eggs and received more from a friend to make 75 eggs. How many eggs was he given?
4. A famer sold 19 pineapples on Sunday and others on Tuesday. How many pineapples did he sell on Tuesday if he sold 33 pineapples in the two days?
5. Joseph added 43 to a number and got 70. What is the number?

Algebra	Equations	<p>Lesson 57 Read and spell</p> <p>Algebra, missing, number</p> <p>Finding the missing number in subtraction</p> <p>To find the first missing number, add the second number to find the difference.</p> <p>To find the second missing number; subtract the difference from the first number?</p> <p>Example</p> <p>1. fill in the missing number</p> <p>$\boxed{} - 6 = 17$ add 6 on both sides.</p> <p>$\boxed{} - 6 + 6 = 17 + 6$</p> <p>$\boxed{} = 17 + 6$</p> <p>$\boxed{} = 23$</p> <p>2. Workout the value of the missing number?</p> <p>$32 - \boxed{} = 19$ Subtract 19 from 32</p> <p>$\boxed{} = 32 - 19$</p> <p>$\boxed{} = 13$</p> <p>$32 - \boxed{13} = 19$</p>
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Activity**1. find the value of the missing numbers**

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

(e) $10 - \boxed{\quad} = 14$

(b) $\boxed{\quad} - 12 = 7$

(f) $24 - \boxed{\quad} = 18$

(c) $11 - \boxed{\quad} = 6$

(g) $49 - \boxed{\quad} = 19$

(d) $31 - \boxed{\quad} = 17$

(h) $\boxed{\quad} - 35 = 18$

Algebra

Equations

Lesson 58**Read and spell**

Algebra, equation, missing , remain

Solving simple word problems involving algebraic statement on subtraction.

1. A milk seller remained with 17 litres of milk out of the 43 litres he had. How many litres did he sell?

let the number of litres sold be

$$43 - \boxed{} = 17$$

subtract 17 from 43

$$\boxed{} = 43 - 17$$

$$\boxed{} = 24$$

therefore, he sold 26 litres of milk

2. The difference between a number and 18 is 12. Find the number.

$$\boxed{} - 18 = 12$$

$$\boxed{} - 18 + 18 = 12 + 18$$

$$\boxed{} = 30$$

The number 30

Activity

1. When 16 taken away from a number, the answer is 9. What was the number?
2. Tony had 72 eggs and some got broken on his way home. how many eggs were broken if 46 eggs remained?
3. A hawker had 165 masks and was left with 47 masks after selling some. How many masks did he sell?
4. Jerry had 32 pens, some pens were stolen and he remained with 18 pens. How many pens were stolen?
5. 51 minus a number is equal to 49 find the number?

Read and spell

Equation, multiply, divide

Finding the missing factor.

When getting the missing factor, divide the product by the given factor.

Example

- Find the missing numbers in each of the following.

$$4 \times \boxed{\quad} = 32$$

Divide 32 by 4

$$\boxed{\quad} = 32 \div 4$$

$$\boxed{\quad} = 8$$

therefore, $4 \times \boxed{8} = 32$

- Find the missing numbers

$$\boxed{\quad} \times 6 = 30$$

Divide 30 by 6

$$\boxed{\quad} = 30 \div 6$$

$$\boxed{\quad} = 5$$

therefore, $\boxed{5} \times 6 = 30$

Activity

Workout the value of the missing number in each of the following.

$$(a) . \ 2 \times \boxed{\quad} = 8$$

$$(e) \ \boxed{\quad} \times 5 = 45$$

$$(b) \ 3 \times \boxed{\quad} = 21$$

$$(f) \ 12 \times \boxed{\quad} = 60$$

$$(c) \ \boxed{\quad} \times 9 = 36$$

$$(g) \ \boxed{\quad} \times 8 = 24$$

$$(d) \ \boxed{\quad} \times 11 = 44$$

$$(h) \ 7 \times \boxed{\quad} = 49$$

Lesson 60**Read and spell**

Multiply, divide, unknown

Simple word algebraic statements involving multiplication.

1. Mwalimu multiplied a number and the product was 72. What was the number?

let the number be

$$8 \times \boxed{} = 72$$

Divide 72 by 8

$$\boxed{} = 72 \div 8$$

$$\boxed{} = 9$$

therefore the number was 9

2. The product of two numbers is 108. If the first number?

$$\boxed{} \times 12 = 108$$

$$\boxed{} = 108 \div 12$$

$$\boxed{} = 9$$

The second number 9

Activity

1. Mutesi multiplied a number by 12, the result is 36. What is the number?
2. if you multiply 7 by a number , the product is 42. Find out the number.
3. When 6 is multiplied by a number, the answer is 48. Workout the number.
4. Our teacher got a product of 96. After multiplying by 12 by a certain number. What is the number?

		5. The product of 5 and <input type="text"/> is 35. Work out the value <input type="text"/>
Algebra	Equations	<p>Lesson 61</p> <p>Read and spell Divisor, dividend, quotient</p> <p>Finding missing numbers in division statement. Getting the number being divided, multiply the quotient by the divisor.</p> <p>Examples.</p> <p>1. Fill in the missing number</p> <p>Multiply the quotient by divisor</p> $\boxed{} \div 7 = 5$ $\boxed{} = 7 \times 5$ $\boxed{} = 35$ <p>therefore $\boxed{35} \div 7 = 5$</p> <p>2. Workout the value of the missing number</p> $44 \div \boxed{} = 11$ <p>Divide the number (dividend) by the quotient</p> $44 \div \boxed{} = 11$ $\boxed{} = 44 \div 11$ $\boxed{} = 4$ $44 \div \boxed{4} = 11$

Activity

1. find the value of the missing number

(a) $\boxed{\quad} \div 3 = 5$

(d) $91 \div \boxed{\quad} = 7$

(c) $\boxed{\quad} \div 6 = 4$

(e) $\boxed{\quad} \div 3 = 8$

(b) $48 \div \boxed{\quad} = 6$

(f) $56 \div \boxed{\quad} = 7$

Algebra

Equations

Lesson 62**Read and spell**

Share, divide, unknown

Simple word problems involving algebraic statements**Example:**

If you divide 45 oranges equally among some boys. How many boys were they if each got 5 oranges?

let the number of boys be $\boxed{}$

$$45 : \boxed{} = 5$$

Divide the number (dividend) by quotient

$$45 : \boxed{} = 5$$

$$\boxed{} = 45 \div 5$$

therefore there were 9 boys who shared oranges

2. What number when divided by 6 given 5?

let the number be $\boxed{}$

$$\boxed{} \div 6 = 5$$

$$\boxed{} = 5 \times 6$$

$$\boxed{} = 30$$

the number is 30

Activity

1. When a number is divided by 8, the result is 7. What is the number?
2. After dividing 42 by a number, the result is 3. Find the number.
3. A mother had 84 mangoes and shared them among. How many children were they if each got 12?
4. The ministry distributed books among 11 schools and each got 132 books. How many books did the ministry distribute altogether?
5. What number when divided by 4 gives 6?