**P.4 MATHEMATICS LESSON NOTES TERM III 2019**

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| Theme : Measurements  Topic : Money  Subtopic : Identifying Uganda Coins and notes  Competences  Subject : The learner identifies coins and notes  Language : Describes different coins and notes  Methods : Group discussion, guided discovery and brain storming  Content : Identifying Uganda coins and notes  **Identifying Uganda coins and notes**  **Examples**   1. Tom has 2 coins of shs. 500 and 2 notes of shs. 1000. How much money does Tom have?  |  |  | | --- | --- | | 2 coins of shs 500  sh. 5 0 0  x 2  sh. 1000 | 2 notes of sh. 1000  sh. 10 0 0  x 2  sh. 2 0 0 0 | | Total  Sh. 2 0 0 0  + Sh. 1 0 0 0  Sh. 3 0 0 0  **Therefore: Tom has sh. 3000** | |  1. I have 3 coins of sh.200, 4 coins of sh. 500 and 3 notes of sh. 2000. How much money do I have altogether?  |  |  |  | | --- | --- | --- | | sh. 2 0 0  x 3  sh. 600 | sh. 5 0 0  x 4  sh. 2000 | sh. 2 0 0 0  x 3  sh. 6 00 0 | | Total  Sh. 6 0 0 0  + Sh. 2 0 0 0  Sh. 6 0 0  Sh. 8, 60 0  **Therefore: I have shs. 8600.** | | |   **Activity**   1. John has 2 coins of sh. 500, 3 notes of shs. 1000 and 3 notes of shs. 2,000. How much money does John have? 2. Paul banked 3 notes of shs. 20,000 and 2 notes of sh. 5000. How much money did he bank altogether? 3. I have 1 coin of sh. 500 and 2 notes of shs. 1000. How much money do I have altogether? 4. Bella has 1 note of sh. 50,000, 1 note of sh. 20,000 and 4 notes of shs. 5000. How much money does she have altogether? 5. Find the total if one has 5 notes of sh. 10,000 each. 6. Workout the total amount if one has 2 notes of sh. 5000 and 2 coins of sh. 500. 7. Sarah paid the debt using 3 notes of shs. 20,000 and 1 note of sh. 5000. How much did she pay altogether?   **Evaluation**   1. Strength 2. Weakness |
| Theme : Measurements  Topic : Money  Subtopic : Writing money in words  Competences  Subject : The learner writes money in words  Language : The learner reads and spells words correctly  Methods : Group discussion, guided discovery  Content : Writing money in words  **Writing money in words**  **Examples**   1. Write sh. 72,600 in words  |  |  | | --- | --- | | Thousands | |Units | | 72 | 600 |   Seventy two thousand six hundred shillings   1. Write shs. 2,850 in words      |  |  | | --- | --- | | Thousands | |Units | | 2 | 850 |   Two thousand eight hundred fifty shillings   1. Write 77,454 in words  |  |  | | --- | --- | | Thousands | |Units | | 77 | 454 |   Seventy seven thousand four hundred fifty four shillings  **Activity**  Write the following in words   1. Sh. 6800 2. Sh. 20350 3. Sh. 17740 4. Sh. 102,405 5. Sh. 12,450 6. Sh. 100,100 7. Shs. 999,999   **Evaluation**   1. Strength 2. Weak areas 3. Way forward |
| Theme : Measurements  Topic : Money  Subtopic : Buying and selling involving addition  Competences  Subject : The learner adds the given amounts  Language : The learner role plays using money  Methods : Group discussion, guided discovery  Content : Buying and selling involving addition  **Buying and selling involving addition**  **Examples**   1. Add: shs. 170 + shs. 250   shs. 170  shs. 250  shs. 420 = shs. 420   1. Mrs. Mayiga bought a bunch of matooke at sh. 6500 and sh. 500. How much did she spend altogether?   Matooke and tomatoes  shs. 6 5 0 0  + shs. 5 0 0  shs. 7 0 0 0  Therefore: She spent shs. 7000 altogether   1. John bought soda at sh. 600 and shs. 1200. How much did he pay?   shs. 1 2 0 0  + shs. 6 0 0  shs. 1 8 0 0    Therefore: John paid shs. 1800     1. Lilian bought a packet of biscuits at sh. 1200 and a bar of soap at shs. 1000. How much did she pay?   Biscuit Sh. 1 2 0 0  +  Soap Sh. 1 0 0 0  Sh. 2 2 0 0  Therefore : She paid sh. 2200     1. Opolot bought a loaf of bread at shs. 1800, 2 bottles of soda at sh. 1200 each and a box of matches at shs. 100. How much did he pay altogether?  |  |  |  |  | | --- | --- | --- | --- | | Bread  s. 1800 | Soda  1200  x 2  2400 | Matches  Sh. 100 | Total  Sh. 2400  Sh. 1800  Sh. 100  Sh. 4300 |   Therefore: He paid sh. 4300  **Activity**   1. Wasaba bought soda at sh. 1500 and bread at sh. 1200. How much did he pay? 2. A porter earns shs. 1500 in the morning and sh. 2700 in the afternoon. How much does the porter earn altogether? 3. Add: Sh. 4 5 4 0   + Sh. 3 6 8 0  Sh. 2 6 4 0   1. Add: Sh. 1 7 8 0   + Sh. 2 6 4 0     1. John had sh. 4,500 and Mary had sh. 3750. How much money do the two children have altogether? 2. A mother bought meat for sh. 2500 and a bunch of matooke for sh. 4550. How much did she spend altogether? 3. Ankunda bought tooth paste for sh. 1500 and a tooth brush for sh. 2200. How much did she pay altogether? 4. Alice’s school fees is sh. 7,850 and Jane’s fees is sh. 1,890. How much money do the two pupils pay altogether? 5. Add sh. 380 to sh. 1490. 6. I had sh. 480 and I was given sh. 1,260. How much do I have altogether?   **Evaluation**   1. Strength 2. Weakness 3. Way forward |
| Theme : Measurements  Topic : Money  Subtopic : Buying and selling involving subtraction  Competences  Subject : The learner subtracts money  Language : The learner role plays using money  Methods : Brainstorming, group discussion, discovery  Content : Buying and selling involving subtraction  **Buying and selling involving subtraction**  **Examples**   1. Subtract : sh. 9800 – shs. 5300   Sh. 9 8 0 0  - Sh. 5 3 0 0  Sh. 4 5 0 0 = sh. 4500   1. How much change will you get from a thousand shilling note if you spend sh. 350?   Sh. 1 0 0 0  - Sh. 3 5 0  Sh. 6 5 0 = Change is sh. 6 5 0   1. Subtract Sh. 2 5 0 0 0   - Sh. 1 2 4 5 0  Sh. 1 2 5 5 0 = sh. 12,550   1. How much change do I get if 1 spends 6500 from sh. 20,000.   Sh. 2 0 0 0 0  - Sh. 6 5 0 0  Sh. 1 3 5 0 0 = I will get sh. 13,500  **Activity**   1. Ashaba had a shs. 1000 note. She bought a pawpaw at sh.500 and a mango for sh. 100. What was Ashaba’s balance?      1. Kalema had sh. 5000 and bought Irish potatoes at shs. 2,500. How much money did he remain with? 2. A gola had sh. 10,000 and bought a bunch of bananas at shs. 7000. What was her balance? 3. Kembelo had sh. 1000 and spent sh. 450. What was his change? 4. Martha had a five thousand shilling notes and she bought a biscuit at sh. 800. What was her change? 5. Naigino had sh. 5000, if she spends sh. 3570 on Vaseline, what is her change? 6. Atto paid a shopkeeper sh. 10,000 for a book costing sh. 450. What was her change? 7. Subtract Sh. 9 5 4 5 0   - Sh. 4 1 9 7 0    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Theme : Measurements  Topic : Money  Subtopic : Buying and selling involving multiplication  Competences  Subject : The learner multiplies money  Language : The learner role plays, using money  Methods : Group discussion, guided discovery  Content : Buying and selling involving multiplication  **Buying and selling involving multiplication**  **Example**   1. Multiply : Sh. 8 9 6   x Sh. 6  Sh. 5376   1. A kilogramme of margarine costs shs. 4500. How much will one pay for 2 kg   1 kg = sh. 4 500  2 kg = sh. 4 500  x 2  Sh. 9000 = One will pay sh. 9000   1. Find the cost of 5 exercise books, if one book costs sh. 320.   1 book = sh. 320  5 books = sh. 320  x 5  Sh. 1,600 = 5 exercise books cost sh. 1600   1. One pen costs sh. 1500. How much will 6 pens cost?   1 pen = sh. 1500  6 pens = sh. 1500  x 6  Sh. 9000 = 6 pens will cost sh. 9000   1. A tin of shoe polish costs sh. 2700. How much will you pay for 9 such tins   1 tin = sh. 2700  9 tins = sh. 2700  x 9  Sh. 25,200 = You will pay sh. 25,200 for 9 tins  **Activity**   1. Workout  |  |  | | --- | --- | | 1. sh. 9 4 5   x 2  \_\_\_\_\_\_\_\_\_\_\_\_\_ | b)sh. 1500  x 9  \_\_\_\_\_\_\_\_\_\_\_\_\_ |      1. The cost of 1 loaf of bread is shs. 1600. Find the cost of 3 loaves. 2. The cost of 1 shirt is sh. 7500. Find the cost of 4 shirts. 3. The cost of a book is sh.370. find the cost of 10 books. 4. A bag of sweet potatoes costs shs. 14,000. Find the cost of 6 bags of the same sweet potatoes. 5. A basket of flour costs sh. 24,000. If a school bought 4 baskets of flour, how much money did it spend? 6. A bottle of soda cost shs. 600. Find the cost of 8 similar bottles of soda. 7. A shirt cost shs. 25,000. Find the cost of 4 similar shirts. 8. A tin of nido cost sh 14,500. Find the cost of 3 similar tins of nido. 9. A tin of kimbo costs sh. 2900. Find the cost of 9 similar tins of kimbo.   **Evaluation**   1. Strength 2. Weakness 3. Way forward |
| Theme : Measurements  Topic : Money  Subtopic : Buying and selling involving division  Competences  Subject : The learner divides the given amount  Language : The learner role plays using money  Methods : Guided discovery, group discussion and brain storming  Content : Buying and selling involving division  **Buying and selling involving division**  **Examples**   1. A man bought a basket of 5 mangoes at sh. 1000. How much did he pay for each mango?   5 mangoes cost sh. 1000  1 mango costs sh. 1000 200  51  1 mango costs sh. 200  He paid sh. 200 for one mango   1. A shopkeeper sold 4 crates of soda for sh. 7200. What was the cost of 1 crate of soda?   5 crates = sh 7200  1 crate = sh. 7200 1800  41  1 crate costs sh. 1800  The cost of 1 crate of soda is sh. 1800   1. Agutu bought 9 litres of petrol for sh. 14,850. What is the cost of petrol per litre?   9 litres cost sh. 14850  1 litre costs sh. 14850 1650  91  1 litre costs sh. 1650   1. Sarah bought 6 mangoes at sh. 3600. Find the cost of each mango   6 mahors cost sh. 3600  1 mangor costs sh. 3600 600  61  1 mango costs sh. 600   1. Divide sh. 81000 by 9   sh. 81,000 9000  91  sh. 9000  **Activity**   1. A farmer sold 8 bags of coffee for sh. 40,000. What was the price of one bag?      1. Akello gave sh. 1200 to her 3 children to share equally. How much did each child get? 2. Share sh. 1,400 among 7 boys. How much will each get? 3. 10 workers were paid sh. 100,000 to share equally. How much money did each worker get? 4. I paid shs. 6000 for 5 kg of flour. What is the cost of 1kg? 5. Joan bought 3 litres of paraffin at sh. 5400. What is the cost of 1 litre of paraffin? 6. A basket of 9 oranges costs shs. 1800. What is the cost of one orange? 7. Six tooth brushes cost shs. 9000. Find the cost of one tooth brush. 8. A family buys 3 litres of milk at sh 7500. What is the cost of 1 litre of milk? 9. Share sh. 72,000 among 3 girls. How much will each girl get?   **Evaluation**   1. Strengths 2. Weak areas 3. Way forward |
| Theme : Measurement  Topic : Money  Subtopic : Interpreting shopping bill  Competences  Subject : The learner interprets the given bill  Language : The learner reads and writes words  Methods : Guided discovery and brainstorming  Content : Interpreting shopping bills  **Interpreting shopping bill**  **Examples**   1. Study the shopping list below and use it to answer questions that follow:-  |  |  | | --- | --- | | **Item** | **Price in shillings** | | Salt | Sh. 500 per kg | | Sugar | Sh. 1200 per kg | | Soap | Sh. 700 per bar | | Rice | Sh. 1000 per kg | | Bread | Sh. 700 per loaf |      1. Find the cost of 2kg of sugar   1kg = sh. 1200  2kg = sh. 1200  x 2  sh.2400  Therefore: 2 kg of sugar cost sh. 2400   1. What is the cheapest item in the table?   A kg of salt   1. Find the cost of 2kg of salt and 4kg of rice  |  |  |  | | --- | --- | --- | | Salt  sh. 5 0 0  x 2  sh. 1000 | Rice  Sh. 1000  x 4  sh. 4000 | Total  sh. 4000  +sh. 1000  sh. 5000 |   Therefore : The total amount will be shs. 5000   1. Find the total cost of all the items   Sh. 1 2 0 0  sh. 1 0 0 0  + Sh. 7 0 0  Sh. 7 0 0  Sh. 5 0 0  Sh. 4,1 0 0  The total amount for all items is sh. 4100  **Activity**  Study the table below and answer the questions that follow:-   |  |  | | --- | --- | | Item | Cost | | Posho  Rice  Meat  Milk  Oranges | Sh. 1500 per kg  Sh. 3000 per kg  Sh.6000 per kg  Sh. 1200 per litre  Sh. 500 per orange |  1. How much is 3kg of rice? 2. Find the cost of 2kg of posho and 1kg of meat 3. Find the cost of 5 litres of milk. 4. Find the cost of 4 oranges and 1kg of rice. 5. Okello bought all items, how much did he spend altogether?   **Evaluation**   1. Strengths 2. Weakareas 3. Way forward |
| Theme : Measurements  Topic : Money  Subtopic : Completing shopping tables  Competences  Subject : The learner completes shopping tables  Language : The learner reads and spells words correctly  Methods : Guided discovery, group discussion and brain storming  Content : Completing shopping tables   1. **Competing shopping tables**  |  |  |  |  | | --- | --- | --- | --- | | **Item** | **Quantity** | **Unit cost** | **Total cost** | | Books | 5 | sh.300each | sh.1500 | | Pens | 2 | shs. 1000 | sh. 2000 | | Rubber | 2 | shs. 600 each | shs.1200 | | Total expenditure | | | shs.4700 |  |  |  |  |  | | --- | --- | --- | --- | | sh.300  x 5  \_\_\_\_\_\_\_ | sh. 2000 1000  21  =sh. 1000 | sh. 12200  6100  =sh. 2 | 2000  + 1500  1200  4700 |  1. **Complete the shopping bill below**  |  |  |  |  | | --- | --- | --- | --- | | **Item** | **Quantity** | **Unit cost** | **Total cost** | | Sugar | 3kg | sh. 2200 each | sh 6600 | | Salt | 2 packets | shs. 150 | sh. 300 | | Cooking oil | 3 litres | sh. 1500 each | sh. 4500 | | Total expenditure | | | shs.11,400 |   **Activity**  Complete the shopping bills below   |  |  |  |  | | --- | --- | --- | --- | | **Item** | **Quantity** | **Unit cost** | **Total cost** | | Rice | 3kg | sh. 900 | shs.\_\_\_\_\_\_\_\_ | | Meat | 2kg | shs.\_\_\_\_\_\_\_ | shs. 4000 | | Tomatoes | \_\_\_kg | shs. 600 | shs, 1200 | | Total expenditure | | | shs.\_\_\_\_\_\_\_\_\_ |  |  |  |  |  | | --- | --- | --- | --- | | **Item** | **Quantity** | **Unit cost** | **Total cost** | | Pencils | 2 | sh. 400 | shs.\_\_\_\_\_\_ | | Pens | 2 | shs.\_\_\_\_\_\_ | shs. 5000 | | Books | \_\_\_\_\_\_\_ | shs. 200 | sh. 2400 | | Total expenditure | | | Shs.\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |  |  | | --- | --- | --- | --- | | **Item** | **Quantity** | **Unit cost** | **Total cost** | | Beans | 3kg | sh.1000 a kg | sh.\_\_\_\_\_\_\_\_\_ | | Sugar | 2kg | sh. 2500 | sh. \_\_\_\_\_\_\_\_\_ | | G. nuts | 5kg | sh.\_\_\_\_\_\_ | sh. 10000 | | Soya | \_\_\_\_kg | Sh. 1800 | Sh. \_\_\_\_\_\_\_\_\_ | | Total expenditure | | | sh.\_\_\_\_\_\_\_\_\_\_ |   **Evaluation**   1. Strength 2. Weakness 3. Way forward |
| Theme : Measurements  Topic : Money  Subtopic : Calculating profits  Competences  Subject : Calculates simple profits  Language : Uses examples to describe profits  Methods : Brain storming, Guided discovery and discussion  Content : Calculating profits  **Calculating profits**  **Examples**   1. A shopkeeper buys a book at sh. 150 and sells it at sh. 200. What profit does he get?   Profit = selling price – buying price  P = S.P – B.P  P = Sh. 200 – sh. 150  P = sh. 50  Therefore profit = sh. 50     1. Abdul bought a shirt at sh. 800. He sold it at sh. 1000. What was his profit?   Profit = selling price – buying price  P = S.P – B.P  P = Sh. 100 – sh. 800  P= sh. 200  Therefore his profit was sh. 200   1. The cost of a radio is sh. 12,300. Musa sold the same radio at shs. 15,000. Find his profit.   Profit = Selling price – Buying price  P = S.P – B.P  P = Sh. 15,000 – sh. 12,300  P = sh. 2,700  Therefore his profit is sh. 2,700     1. Kato bought a pen at sh. 500 and sold it at sh. 700. What was his profit?   Profit = Selling price – Buying price  P = S.P – B.P  P = sh. 32,000 – sh. 25,000  P = sh. 7000  Therefore his profit was sh. 7,000    **Activity**   1. Nampyo sold a book at sh. 900 which she had bought at sh. 750. What was her profit?      1. Ouma bought a packet of sugar at sh. 1,500 and sold it at sh. 2,000. What was his profit? 2. A lady sold a goat at sh. 7,500 which she bought at sh. 5000. What was her profit? 3. A shopkeeper bought a bag at sh. 13,000 and sold it at sh. 18,000. What was the profit? 4. A radio was bought at sh. 19000. Find the profit Kaaki made after selling that radio at sh. 23,000. 5. Kabundi bought a pair of shoes at sh. 27,000 and sold it at sh. 36,000. What was his profit? 6. The price of a dress was shs. 12,000. It was later sold at sh. 15,000. What was the profit? 7. A man bought a coat at sh. 35,000 and sold it at sh. 42,000. How much was his profit? 8. A cupboard is sold at shs. 72,000. What profit is made if it was bought at sh. 63,000? 9. Kiiza bought a goat at shs. 40,000 and sold it at sh. 53,000. How much profit did he make?   **Evaluation**   1. Strengths 2. Weakness 3. Way forward |
| Theme : Measurements  Topic : Money  Subtopic : Calculating loss  Competences  Subject : The learner calculates losses  Language : The learner uses examples to describe losses  Methods : Group discussion, guided discovery  Content : Calculating loss  **Calculating loss**  **Examples**   1. Joseph bough a shirt at sh. 22000. Later he sold it to John at sh. 15,000. How much loss did John make?   Loss = Buying prince – selling price  Loss = sh. 22,000 – sh. 15000  Loss = sh. 7,000  Therefore – John made a loss of sh. 7000     1. Ntanda bought a book at sh. 350 and sold it at sh. 250. What amount did he lose?   Loss = Buying Price – selling price  Loss = B.P – S.P  Loss = sh. 350 – sh. 250  Loss = sh. 100  Therefore - Loss = sh. 100   1. Opini bought a book at sh. 1200 and sold it at sh. 800. What was his loss?   Loss = Buying price – selling price  Loss = B.P – S. P  Loss = sh. 1200 – sh. 800  Loss = sh. 400  Therefore – His loss was sh. 400   1. Natukunda bought a table at sh. 11,000 and sold it at sh. 8,000. What was her loss?   Loss = Buying Price – Selling price  Loss = B.P – S.p  Loss = Sh. 11,000 – sh. 8000  Loss= sh. 3000  Therefore Loss was sh. 3000     1. Ssozi bought a cup of sh. 3500 and sold it at sh. 3000. Calculate the loss he made.   Loss = Buying price –Selling price  Loss = B.P – S.P  Loss =- sh. 3500 – sh. 3000  Loss = sh. 500  Therefore – He made a loss of sh. 500  **Activity**   1. Kato bought a box of cakes at sh. 1,500 and sold it at sdh. 1200. What was his loss?      1. Akiru bought a pen at sh. 1,800 and sold it at sh. 1300, what was her loss? 2. What was the loss on a commodity bought at sh. 2,000 and sold at sh. 1700? 3. Annet bought a mathematical set at sh. 2,800 and sold it at sh 2, 200. What was the loss? 4. Annet sold a bottle of milk at sh. 1500 which bought at sho. 1900. What was the loss? 5. A box of Kimbo is bought at sh. 3500 and sold at sh. 2900. What is the loss? 6. Martha bought a suit case at sh. 9,200 and sold it at sh. 8300. What was her loss? 7. Batte bought a bag at sh. 12500 and sold it at sh. 10,000. What loss did Batte make? 8. Find the loss made on an article bought at sh. 37500 and sold at sh. 33,000. 9. Akide bought a chair at sh. 42,750. She sold this chair at sh. 39,000. Calculate the loss she made.   **Evaluation**  **Strength**  **Weakness**  **Way forward** |

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| Theme : Measurements  Topic : Money  Subtopic : Finding buying price  Competences  Subject : The learner finds the buying price  Language : The learner reads, spells and pronounces words  Methods : Group discussion, brain storming and guided discover  Content : Finding buying price  **Finding buying price**  **Note**  Buying price = Selling price – Profit  Buying price = Selling price + Loss  **Examples**   1. Sarah sold a skirt at sh. 10,000 and got a profit of sh. 3000. At what price did she buy the skirt?   Buying price – Selling price – Profit  B.P = S.P – P  B.P = sh. 10,00 – sh. 3000  B.P = sh. 7,000  Therefore - She bought the skirt at sh. 7000.   1. Opolot made a profit of sh. 5,000 after selling a bicycle at sh. 95,000. At what price did he buy the bicycle?   Buying price = Selling price – Profit  B.+ = S.P – P  B.P = sh. 95,000 – sh. 5,000  B.P = sh. 90,000  Therefore - Opolot bought a bicycle at sh. 90,000.   1. John sold a skirt at sh. 10,000 and made a loss of sh. 3000. At what price did he but the skirt?   Buying price = Selling price + Loss  B.P = S.P + L  B.P = sh. 10,000 + sh. 3000  B.P = Sh. 13,000  Therefore – John bought a skirt at sh. 13000     1. Abel bought a pen and sold it at sh. 200 and made a loss of sh. 50. At what price did he buy a pen?   Buying price = Selling price + Loss  B.P = S.P + L  B.P = Sh. 200 + sh. 50  B.P = sh. 2500  Therefore : Abel bought a pen at sh. 250  **Activity**     1. Akol sold a cup at sh. 1000 and got a profit sh. 200. At what price did she but the cup?      1. Sarah sold a skirt at sh. 20,000 and made a profit of sh. 6000. How much did she buy the skirt? 2. Jane sold a bicycle at sh. 98,000. She made a profit of sh. 8000. How much did she buy the bicycle? 3. John sold a pair of trousers at sh. 33000 and made a profit of sh. 3000. How much did he buy the pair of trousers? 4. Tom sold a radio at sh. 17,000 and made a loss of sh. 3000. At what price did he buy the radio? 5. Joan sold a book at sh. 5000 and made a loss of shs. 4000. How much did she buy the book?   **Evaluation**  **Strength**  **Weakness**  **Way forward** |
| Theme : Measurements  Topic : Money  Subtopic : Finding selling price  Competences  Subject : The learner finds selling price  Language : The learner reads the questions correctly  Methods : Group discussion, discovery  Content : Finding selling price    **Finding selling price**  **Note**  Selling price – Buying price + profit  Selling price = Buying price – Loss  **Examples**   1. Sarah bought a skirt at sh. 2500. She sold and made a profit of sh. 5000. At what price did she sell the skirt?   Selling price = Buying price + Profit  S.P = B.P + P  S.P = Sh. 25000 + sh. 5000  S.P = sh. 30,000  Therefore- She sold the skirt at sh. 30,000     1. Paul bought a watch at sh. 18000. He sold it and got a profit of sh. 2000. At what price did he sell the watch?   Selling price = Buying price + Profit  S.P = B.P + P  S.P = sh. 18,000 + sh. 2000  S.P = sh. 20,000  Therefore- Paul sold the watch at sh. 20,000     1. Robin bought a skirt at sh. 27,000/=. She sold it and made a loss of 3000/=. At what price did she but a skirt?   Selling price = Buying price – Loss  S.P = B.P – Loss  S.P = Sh. 27000 – sh. 3000  S.P = sh. 24000  Therefore- She sold a skirt at sh. 24000     1. Mrs. Opolot bought a place at sh. 2500. And sold it making a loss of sh. 500. At what price did she sell the plate?   Selling price = Buying price – Loss  S.P = B.P – L  S.P = Shs. 25000 – sh. 500  S.P = sh. 2000  Therefore – she sold a plate at sh. 2000    **Activity**   1. Joan bought a dress at shs. 28000. She sold it and made a profit of sh 2000. At what time did she sell the dress? 2. Kapere bought a radio at sh. 35,000. He later sold it making a profit of sh. 5000. At what time did he sell the radio? 3. Anita bought shoes at sh. 26,000 and later sold it making a profit of 7,000. At what price did she sell the shoes? 4. A parent bought a T.V at sh. 150000. He later sold it and made a loss of sh. 30,000. How much did he sell the TV? 5. Agnes bought a skirt at sh. 28,000. Later she sold it making a loss of 3000/=. At what price did she sell?   **Evaluation**  **Strength**  **Weakness**  **Way forward** |
| Theme : Measurements  Topic : Time  Subtopic : Telling time using am and pm  Competences  Subject : The learner uses different types of clocks  Language : The learner tells time using am and pm  Methods : Guided discovery, discussion and brainstorming  Content : Telling time using am and pm  **Telling time using am and pm**  **Note**  Am for morning time  Pm for afternoon or evening time  **Examples**   1. Tell the morning time shown on the clock faces below:-  |  |  | | --- | --- | | 2:00am | 9:40am | | 1:30am | 8:20am | | 2:50am | |  1. Tell the afternoon or evening time shown on the clock faces below  |  |  |  | | --- | --- | --- | | 9:15pm | | 2:25pm | | 7:00pm | | 5:05pm | | 11:45 | 3:40pm | |   **Activity**   1. Tell the morning time shown on the clock faces below  |  |  |  | | --- | --- | --- | |  |  |  | |  |  |  |  1. Tell the afternoon or evening time shown on the clock faces below  |  |  |  | | --- | --- | --- | |  |  |  | |  |  |  |   **Note**: This lesson also used for telling time using “past” and “to” |
| Theme : Measurements  Topic : Time  Subtopic : changing hours to minutes  Competences  Subject : The learner changes hours to minutes  Language : The learner gives the minutes in one hour  Methods : Group discussion, discovery and question and answer  Content : Changing hours to minutes  **Changing hours to minutes**  1 hour = 60 minutes  **Examples**   1. Change 4 hours to minutes   1 hour = 60 minutes  4 hours = (60 x 4) minutes  = 240 minutes  There are 240 minutes in 4 hours     1. Convert 15 hours into minutes 6 0   1 hour = 60 minutes x 15  15 hours = (60 x 15) minutes 300  = 900 minutes 60  900  Therefore 15 hours = 900 minutes   1. Change  an hour to minutes   1 hour = 60 minutes  1 hour = 60 minutes  an hour = 60 20 x  minutes  1  =(20 c 1) minutes  =20 minutes  Therefore  an hour = 20 minutes   1. Express 3 ½ hours into minutes   1 hour = 60 minutes  3 ½ hours = ( x 6030)minutes  1  =(7 x 30) minutes  = 210 minutes  = 219 minutes  Therefore 3 ½ hours = 210 minutes   1. Change 4.5 hours to minutes   1 hour = 60 minutes  4.5 hours = (45 x 60) minutes  10  = 45 x 6 minutes  =270 minutes  Therefore 4.5 hours = 270 minutes  **Activity**  Change the following hours to minutes  1. 2hr 2. 5hrs 3. 9hrs 4. 12hrs 5. an hour  6. an hour 7. 2 8. 7 hours 9. 3.5 hours 10. 1.5 hours  Evaluation  Strength  Weakness  Way forward |
| Theme : Measurements  Topic : Time  Subtopic : Changing minutes to hours  Competences  Subject : The learner changes minutes to hours  Language : The learner gives the hours (past) in a minute  Methods : question and answer, guided discovery and discussion  Content : Changing minutes to hours.  **Changing minutes to hours**  **Examples**   1. Change 180 minutes to hours   60 minutes = 1 hour  180 minutes = 180 3 hours  601  = 3 hours  Therefore 180 minutes = 3 hours   1. Change 540 minutes to hours   90  6 5 4  0x 6 =0  5 4  6x9 =5 4  0 0  60 minutes = 1 hour  140 minutes = 540 9 hours  601  = 9 hours  Therefore 540 minutes = 9 hours   1. Write 70 minutes in hours   70 – 60 = 10 \_\_\_\_ (i)  I hour and 10 minutes     1. Change 150 minutes into hours   150 – 60 = 90 \_\_\_(1)  90 – 60 = 30 \_\_\_ (2)  2 hours and 30 minutes   1. Change 130 minutes to hours   130 – 60 = 70 \_\_\_(1)  70 – 60 = 10 \_\_\_(2)  2 rem 10  2 hours and 30 minutes  **Activity**  Change the following minutes into hours   1. 240 minutes 2. 360 minutes 3. 300 minutes 4. 280 minutes 5. 480 minutes 6. 420 minutes 7. 100 minutes 8. 140 minutes 9. 200 minutes 10. 200 minutes 11. 330 minutes   **Evaluation**   * Strength * Weakness * Way forward |
| Theme : Measurements  Topic : Time  Subtopic : Changing weeks to days  Competences  Subject : The learner changes weeks to days  Language : The learner gives the number of days in a week  Methods : Discovery, question and answer and discussion  Content : Changing weeks to days  **Changing weeks to days**  1 week = 7 days  **Examples**   1. Change 3 weeks to days   1 week = 7 days  3 weeks = (7 x 3) days  = 21 days  Therefore; 3 weeks = 21 days   1. How many days are in 8 weeks?   1 week = 7 days  8 weeks = (8 x 7) days  = 56 days  Therefore; 8 weeks = 56 days     1. Change 50 weeks to days   1 week = 7 days  50 weeks = (70 x 7) days  = 350 days  Therefore; 50 weeks = 350 days     1. Convert 24 weeks to days   1 week = 7 days  24 weeks = (24 x 7) days  = 168 days  Therefore; 24 weeks = 168 days     1. How many days are in 9 weeks   1 week = 7 days  9 weeks = (7 x 3) days  = 21 days  Therefore; 3 weeks = 21 days    **Activity**  Change the following weeks to days   1. 7 weeks 2. 10 weeks 3. 12 weeks 4. 15 weeks 5. 20 weeks 6. 30 weeks 7. 35 weeks 8. 49 weeks 9. 42 weeks   10. 5 weeks  **Evaluation**   * Strength * Weakness * Way forward |
| Theme : Measurements  Topic : Time  Subtopic : Changing days to weeks  Competences  Subject : The learner changes days to weeks  Language : The learner reads sentences correctly  Methods : Group discussion, question and answer  Content : Changing days to weeks  0 9  7 6 3  0x7 = 0  6 3  9x7 = 6 3  0 0  **Changing days to weeks**  **Examples**   1. How many weeks are there in 63 days?   7 days = 1 week  63 days = (63 9) weeks  71  = 168 days  Therefore; 63 days = 9 weeks     1. Change 693 days to weeks   7 days = 1 week  0 0 9  7 6 9 3  0x7 = 0  6 9  9x7 = 6 3  0 6 3  9x7 = 6 3  0 0  693 days = (693 99) weeks  71  = 99 days  Therefore; 693 days = 99 weeks   1. Convert 707 days into weeks   7 days = 1 week  1 0 1  7 7 0 7  1x7 = 7  0 0  0x7 = 0 0  0 7  1x7 = 7  0  707 days = 707)101 weeks  71  = 101 days  Therefore; 707 days = 101 weeks   1. Change 637 days to weeks   7 days = 1 week  0 9 1  7 6 3 7  0x7 = 0  6 3  9x7 = 6 3  0 0 7  1x7 = 7  0  637 days = (637 91) weeks  71  = 91 days  Therefore; 637days = 91 weeks  **Activity**  **change the following days to weeks**   1. 35 days 2. 49 days 3. 910 days 4. 1050 days 5. 315 days 6. 595 days 7. 392 days 8. 70 days 9. 175 days   10. 77 days  **Evaluation** |
| Theme : Measurements  Topic : Time  Subtopic : Changing Days to hours    Competences  Subject : The learner changes days to hours  Language : The learner describes how to convert dayscholors  Methods : Question and answers, guided discovery and discussion  Content : Changing days to hours  Changing days to hours  1 day = 24 hours  Examples   1. How many hours are there in 5 days?   1 day = 24 hours  5 days = (24 x5) hours  = 120 hours  Therefore 5 days has 120 hours   1. Change 17 days to hours   1 day = 24 hours  17 days = (24 x 17) hours  =408 hours  Therefore 17 days has 408 hours   1. Convert 24 days to hours   1 day = 24 hours  24 days = (24 x24) hours  = 576 hours  Therefore 24 days has 576 hours   1. Change 50 days to hours   1 day = 24 hours  50 days = (24 x 50) hours  = 1200 hours  Therefore 50 days has 1200 hours   1. Change 6 ½ days to hours   1 day = 24 hours  6 ½ days = (13 x 24) hours  2  = 13 x 12 hours  = 156 hours  Therefore 6 ½ days has 156 hours  **Activity**  Change the following days to hours   1. 4 days 2. 6 days 3. 10 days 4. 13 days 5. 15 days 6. 19 days 7. 21 days 8. 30 days 9. 92 days   10. 7 ½ days  **Evaluation** |
| Theme : Measurements  Topic : Time  Subtopic : Changing hours to days  Competences  Subject : The learner changes hours to days  Language : The learner  Methods : Question and answer, brain storming  Content : Changing hours to days  **Changing hours to days**  **Examples**   1. How many days are there in 72 hours   24 hours = 1 day  72 hours = 723 days  24 1  = 3 days  Therefore 72 hours = 3 days     1. Change 216 hours into days   24 hours = 1 day  216 hours = 2163 days  24 1  = 9 days  Therefore 216 hours = 9 days     1. Change 144 hours to days   24 hours = 1 day  216 hours = 2166 days  24 1  = 6 days  Therefore 144 hours = 6 days     1. Change168 hours into days   24 hours = 1 day  168 hours = 1687 days  24 1  = 7 days  Therefore 168 hours = 7 days    **Activity**  Change the following to days   1. 48 hours 2. 192 hours 3. 60 hours 4. 240 hours 5. 720 hours 6. 264 hours 7. 480 hours 8. 120 hours   **Evaluation**   * Strength * Weakness * Way forward |
| Theme : Measurements  Topic : Time  Subtopic : Addition of time  Competences  Subject : The learner adds hours and minutes  Language : The learner reads the sentences correctly  Methods : Question and answer  Content : Addition of time  **Addition of time**  **Examples**   1. Add: Hrs Min   3 4 0 4 0  + 4 3 0 + 3 0 70÷ 60 = 1 rem 10   1. 1 0 7 0 2. Add: Hrs Min   6 1 0 4 0  + 3 4 0 + 3 0 70÷ 60 = 1 rem 10   1. 5 0 7 0 2. Add: Hrs Min   4 3 5 35  + 3 5 0 + 5 0 85÷ 60 = 1 rem 25  8 2 5 85   1. A taxi driver took 2 hours 40 minutes to drive from Kampala to Masaka and 1 hour 45 minutes from Masaka to Kabula. How much time did he take altogether?   Hrs Min  2 4 0 4 0  + 1 4 5 + 4 5 85÷ 60 = 1 rem 25  4 2 5 8 5   1. At a party, speeches lasted 3 hours 30 minutes, lunch lasted 1 hour 15 minutes and entertainment lasted 2 hours 30 minutes. How long did the party last?   Speeches  Hrs Min  Speeches 3 3 0 3 0  Lunch + 1 1 5 + 3 0 75÷ 60 = 1 rem 15  7 5  Entertainment 2 3 0  7 1 5  Therefore the party took 7 hours 15 minutes  **Activity**   1. Workout the following   Hrs Min  1 3 0  + 3 3 5      Hrs Min  3 3 5  + 2 3 5    Hrs Min  6 3 5  + 7 4 6    Hrs Min  2 2 5  + 1 3 5    Hrs Min  3 4 5  + 3 5 0     1. A cyclist rode for 5 hours 30 minutes from Ibanda to Isingiro and 2 hours 35 minutes from Isingiro to Mbarara. How long did he ride?      1. It took 5 hrs 38 minutes to load a vehicle and 4hrs 24 minutes to pack the goods in the store. Find the total time taken.   **Evaluation** |
| Theme : Measurements  Topic : Time  Subtopic : Subtraction of time  Competences  Subject : The learner subtracts time  Language : The learner reads sentences properly  Methods : Question and answer, guided discovery  Content : Subtraction of time  **Subtraction of time**  Examples  **1.** Subtraction  Hrs Min  2 3 2 5 60 + 25  - 1 4 5 85  1 4 0 - 45  40  2. Subtraction  Hrs Min  4 2 0 60 + 20  - 1 5 0 85  2 3 0 - 50  30   1. Gerald took 3 hrs 25 minutes to move from home to town. If he walked for 1 hour 35 minutes and took a taxi for the rest of the journey. How much time did he spend in the taxi?   Hrs Min  3 2 5 60  - 1 3 5 +25  1 5 0 85  35  50  He spent 1 hr and 50 minutes   1. Nankunda spend a total of 5 hours 20 minutes at school. she played for 1 hour 30 minutes. For how long did she stay in class?   Hrs Min  5 2 0 60  - 1 3 0 +20  3 5 0 80  -35  50  She stayed for 3 hrs and 50 minutes  **Activity**  Subtract the following:  Hrs Min  6 2 5  - 3 4 0      Hrs Min  5 1 5  - 1 4 8        Hrs Min  12 4 5  - 4 56       1. A pupil spent 8 hours 30 minutes at school. If he spent 5 hours 4 minutes in the classroom, how much did he spend outside the classroom? 2. A party lasted 6 hours 30 minutes. If 1 hour 45 minutes were used to serve food, how long did the other events take?   **Evaluation** |
| Theme : Measurements  Topic : Time  Subtopic : Finding duration  Competences  Subject : The learner finds the duration  Language : The learner reads the sentences properly  Methods : Question and answers, discussion and discovery  Content : Finding duration  **Finding the duration**  Duration = Ending time – Starting time  **Examples**   1. A mathematics lesson started at 7:15am and ended at 8:15 am – 7:15am   Hrs Min  8 1 5  - 7 1 5  1 0 0    Therefore , the lesson took 1 hour   1. A mathematics lesson started at 8:15am and ended at 9:35 am. How long did it take?   Duration = Ending time – Starting time  Duration = 9:35am – 8:15am  Hrs Min  9 3 5  - 8 1 5  1 2 0    It took 1 hour 20 minutes   1. John went to sleep at 2:15pm and woke up at 4:00 pm. How long did John take while sleeping?   Duration = Ending time – Starting time  Duration = 4:00pm – 2:15pm  Hrs Min  4 0 0  - 2 15 6 0  1 45 - 1 5  4 5  He took 1 hour 45 minutes   1. A concert started at 2:30pm and ended at 9:20pm. How long was the concert?   Duration = Ending time – Starting time  Duration = 9:20pm – 2:30pm  Hrs Min  89 20  - 2 30 6 0  6 50 + 2 0  8 0  -3 0  5 0  It took 6 hours 50 minutes  **Activity**   1. A bus started travelling from Jinja at 6:20 am and it reached Iganga at 9:00am. How long did it take?      1. An examination started at 8:45 am and ended at 11:00am. How long did it take? 2. We started our journey at 2:20 pm and reached at 4:05 p.m. How long did the journey take? 3. The baby went to sleep at 1:15pm and woke up at 3:00pm. How long did it take sleeping? 4. Baginza started digging at 6:45am and finished at 11:00 a.m. What time did he take? 5. A concert started at 4:30pm and ended at 10:20 p.m. How long was the concert? 6. A man started slashing at 7:30am and stopped at 11:10 am. How long did he slash? 7. The party started at 1:00pm and ended at 9:00pm. Find out how long it lasted.   **Evaluation** |
| Theme : Measurement  Topic : Time  Subtopic : Addition of weeks and days  Competences  Subject : The learner adds weeks and days  Language : The learner reads the given questions  Methods : Question and answer, guided discussion  Content : Addition of weeks and days  **Addition of weeks and days**  **Examples**   1. Add: Weeks Days   1 3  + 2 5  4 1   1. A carpenter took 5 weeks 5 days to make a wooden bed and 4 weeks 6 days to make a cupboard. How long did the carpenter take on both?   Weeks Days  5 5  + 4 6  10 4    Weeks Days  2 4  + 1 5  4 2   1. John spent 2 weeks 3 days at his uncle’s home and 1 week 6 days at his friend’s home. How long was he away from home?   Weeks Days  2 3  + 1 6  4 2    **Activity**  Add the following weeks and days  Weeks Days  7 4  + 3 5      Weeks Days  2 6  + 4 4      Weeks Days  1 2 6  + 4 5      Weeks Days  9 5  + 2 2      Weeks Days  2 4  + 11 4      Weeks Days  1 2 3  + 1 7 5      A farmer took 3 weeks 3 days to harvest her coffee and 4 weeks 5 days to dry it. What was the total number of weeks and days taken?  **Evaluation** |
| Theme : Measurements  Topic : Time  Subtopic : Subtraction of weeks and days  Competences  Subject : The learner subtracts weeks and days  Language : The learner reads the given questions  Methods : Brainstorming, guided discovery  Content : Subtraction of weeks and days  **Subtraction of weeks and days**  **Examples**  Weeks Days  11 0 7 – 4 = 3  - 9 4 10 – 9 = 1  1 3    Weeks Days  3 2 7 + 2 = 9  - 1 5 9 – 5 = 4  1 4 2 -1 = 1    Weeks Days  6 7 7 – 6 = 1  - 3 6 5 – 3 = 2  1 3    Weeks Days  12 5 5 - 2 = 3  - 7 2 12 -7=5  5 3    Weeks Days  4 3 7 + 3 = 10  - 1 4 10 – 4 = 6  2 6 3 -1 = 2    **Activity**  Subtract the following weeks and days  Weeks Days  12 1  - 8 5    Weeks Days  8 2  - 3 5    Weeks Days  11 0  - 9 4    Weeks Days  23 0  - 16 3    Weeks Days  5 3  - 2 5    Weeks Days  7 4  - 2 6    **Evaluation** |
| Theme : Measurements  Topic : Time  Subtopic : Months Of The Year  Competences  Subject : The Learner Changes Years To Months  Language : The Learner Reads Sentences Correctly  Methods : Question And Answer, Group Discussion  Content : Months Of The Year  **Months Of The Year**  **Examples**   1. How Many Months Make A Year?   12 Months     1. Express ½ Of A Year Into Months   1 Year = 12 Months  ½ A Year = ( ½ X 12 6) Months  =6 Months  Therefore ½ A Year = 6 Months   1. Change 2 Years Into Months   1 Year = 12 Months  2 Years = (12 X 2) Months  = 24 Months  Therefore 2 Years = 24 Months     1. Express 3 ½ Years To Months   1 Year = 12 Months  3 ½ Years = ( X 12 4) Months  = 10 X 4 Months  = 40 Months  Therefore 3  Years = 40 Months    **Activity**  Express The Following Into Months   1. A Year 2. 1 Years 3. 7 Years 4. 5 Years 5. 3 Years 6. 1 Years   Evaluation |
| Theme : Measurements  Topic : Time  Subtopic : Interpreting a calendar  Competences  Subject : The learner interprets a calendar  Language : The learner reads the information on a calendar  Methods : Question and answer, Group discussion, discovery  Content : Interpreting a calendar  **Interpreting a calendar**  **Examples**  Study the calendar below and answer the questions that follow   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | JANUARY | | | | | | | | SUN | MON | TUE | 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 |  |  1. Which day is the 14th of this month?   The 14th of this month is a Tuesday.     1. John will visit his grandparents on the 3rd Sunday of the months. Which date will it be?   It will be on the 19th   1. How many Mondays are in this month?   4 Mondays.     1. Which day is the 31st of this month?   The 31st of this month is a Friday.     1. Which date is the 2nd Saturday of this month?   It is 11th    **Activity**  Study the calendar below and answer the questions that follow   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | JULY | | | | | | | | SUN | MON | TUE | 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 |  |  1. What is the first day of this month? 2. When is 20th of this month? 3. How many Thursdays are in this month? 4. Which date is the 4th Sunday of this month? 5. How many days make up this month? 6. How many full weeks make up this month?   **Evaluations** |
| Theme : Measurements  Topic : Time  Subtopic : Leap and Ordinary year  Competences  Subject : The learner determines leap and ordinary year  Language : The learner describes how to know the leap or ordinary year  Methods : Guided discovery and group discussion  Content : Leap and ordinary year  **Leap and ordinary year**  An ordinary year has 365 days  A leap year has 366 days  Note:   1. We can tell which year is an ordinary or leap year by dividing the given year by 4 because a leap year appears every after 4 years. 2. An ordinary year gives a remainder when divided by 4. 3. A leap year does not give a remainder when divided by 4.   **Examples**   1. Which of these years are leap years? 2. 1964 3. 1975 4. 1996 5. 1956 6. 1945  |  |  | | --- | --- | | 1964 = 0 4 9 1  4 1 9 6 4  0 x 4 = 0  1 9  4 x 4 = - 1 6  3 6  9 x 4 = - 3 6  0 0 4  1 x 4 = - 4  0  Therefore 1964 was a leap year. | 1975 = 0 4 9 3 rem 3  4 1 9 7 5  0 x 4 = 0  1 9  4 x 4 = - 1 6  3 7  9 x 4 = - 3 7  0 1 5  3 x 4 = - 1 2  3  Therefore 1975 was an ordinary year. | | 1996 = 0 4 9 9  4 1 9 9 6  0 x 4 = 0  1 9  4 x 4 = - 1 6  3 9  9 x 4 = - 3 6  3 6  9 x 4 = - 3 6  0 0  Therefore 1996 was a leap year. | 1956 = 0 4 8 9  4 1 9 5 6  0 x 4 = 0  1 9  4 x 4 = - 1 6  3 5  8 x 4 = - 3 2  3 6  9 x 4 = - 3 6  0 0  Therefore 1956 was a leap year. | | 1945 = 0 4 8 6 rem 1  4 1 9 4 5  0 x 4 = 0  1 9  4 x 4 = - 1 6  3 4  8 x 4 = - 3 2  2 5  6 x 4 = - 2 4  0 1  Therefore 1945 was an ordinary year. | |   **Activity**  Write “Leap year” or Ordiary year” after calculation   1. 1971 2. 1944 3. 2000 4. 1936 5. 1986 6. 1999 7. 1988 8. 1954 |
| Theme : Measurements  Topic : Length, mass and capacity  Subtopic : Changing metres to centimeters  Competences  Subject : The learner changes metres to centimeters  Language : The learner spells and reads words correctly  Methods : Group discussion and guided discovery  Content : Changing metres to centimeters  **Changing metres to centimeters**  1m = 100cm  **Examples**  Change the following metres to centimeters  3m  1m = 100cm  3m = (3 x 100)cm  3m = 300cm  Therefore 3m = 300cm  3m + 2m + 2m  7m  1m = 100cm  7m = 7 x 100cm  7m = 700cm  (2 x 3)m  6m  1m = 100cm  6m = 6 x100cm  =600cm  Therefore (2x3)m = 600cm  25 metres  1m = 100cm  25m = (25 x 100)cm  25m = 2500cm  5.5m  1m = 100cm  5.5m ( x 100) cm  5.5m = 55 x 10cm  = 550cm  Therefore 5.5m = 550cm  **Activity**   1. Change the following 2. 4metres 3. 27metres 4. 14metres 5. 18metres 6. 6metres 7. Complete the table below.  |  |  |  |  |  | | --- | --- | --- | --- | --- | | m | 2 | 5 | 10 | 8 | | cm | \_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_ | |
| Theme : Measurements  Topic : length, mass and capacity  Subtopic : changing centimeters to metres  Competences  Subject :the learner changes cm to m  Language : The learner describes how to change cm to m  Methods : Question and answer and group discussion.  Content : Changing centimeters to metres |
| CHANGING CENTIMETRES TO METRES  Example  change the following to metres   1. 200cm   100cm = 1cm  200cm = () m  = 2m  :. 200cm = 2m   1. 8000cm to metres   100cm = 1m  8000cm = ()m  = 80  :. 8000cm = 80m   1. 98000cm   100cm = 1m  9800cm = () m  = 98m  :. 9800cm = 98m   1. 300cm.   100cm = 1m  300cm = () m  = 3m  :. 300cm = 3m  Activity  change the following to metres   1. 500cm 2. 700cm 3. 800cm 4. 400cm 5. 900cm 6. 600cm 7. 2300cm 8. 5300cm 9. 7400cm 10. 2900   Theme : Measurements  Topic : Length, mass and capacity  Subtopic : Converting kilometers to metres  Competences  Subject : The learner converts km to m  Language : The learner reads sentences correctly  Methods : Group discussion and guided discovery  Content : converting kilometers to metres  CONVERTING KILOMETRES TO METRES  1km = 1000m  example  change the following km to metres   1. 5km   1km = 1000m  5km = (5 x 1000) m  5km = 5000m   1. 12km   1km = 1000m  12km = (12 x 1000) m  :. 12km = 12000m   1. 3km   1km = 1000m  3km = (x 1000 500) m  = 7 x500m  3500m  :. 3km = 3500m   1. Abdul covered 7km while running. What distance did he run in metres?   1km = 1000m  7km = (7x 1000) m  = 7000m  7km = 7000m  :. He ran for 7000m.  activity   1. Change the following kilometers to metres. 2. 4km 3. 8km 550m 4. 16km 5. 19km 6. 24km 7. Busega is 10km from Kampala. What is the distance in metres? 8. A cyclist covered a distance of 15km. what is the distance in metres?   example 5  change 3km 650m to km  1km = 1000m  3km = 3 x1000m  = 3000m  3km 650m = 3000m  + 650m  3650m    :. 3km 650m = 3650m  Theme : Measurements  Topic : Length, mass and capacity  Subtopic : Changing metres to kilometres  Competences  Subject : The learner changes m to km.  Language : The learner describes how to change.  Methods : Group discussion, guided discovery  Content : Changing metres to kilometers  CHANGING METRES TO KILOMETRES  example  change the following metres to kilometers   1. 4000m   1000m = 1km  4000m = () km  :. 4000m = 4km   1. 10,000m.   1000m = 1km  10,000m = () km  10,000m = 10km  Therefore 10,000m = 10km   1. A pupil cycles 16500m to school. How many km are these?   1000m = 1km  16500m = 16500 km  1000  Therefore , a pupil cycles 16.5km to school   1. A bus travelled a distance of 20,000 metres. What distance did it travel in kilometers?   1000m = 1km  20,000m = 20000 km  1000  20,000m = 20km  Therefore, a bus travelled a distance of 20km  **Activity**  Change the following metres to kilometres   1. 5000m 2. 1500m 3. 30,000m 4. 6400m 5. 25000m 6. The distance from Kampala to Entebbe is 35000m. Change the distance to metres. 7. Komugisha has a string of length 11000m. How many kilometres is the string?   **Evaluation** |
| Theme : Measurements  Topic : Length, mass and capacity  Subtopic : Addition of metres and centimeters  Competences  Subject : The learner adds metres and centimeter  Language : The learner reads sentences propertly  Methods : Question and answer, discussion  Content : Addition of metres and centimetres  **Addition of metres and centmetres**  **Examples**   1. **Add:**   M CM  2 45 4 5 2 + 6 = 8  + 6 36 + 3 6  8 81 8 1   1. **Add:**   M CM  8 25 2 5 110cm = 1m 10cm  + 6 85 + 5 5  15 1 0 110   1. Namusoke had 8m 55m of cloth. She later bought 10m 85cm of cloth. Find the total length of cloth she has now.      1. Odyeke has 13m 82cm of wire. His friend has 18m 36cm of wire. What is the total length of both wires?   M CM  13 82 82 1m 18cm  + 18 36 + 36  32 18 118    Odyeke has 32m 18m  **Activity**  Add the following metres and centimetres  M CM  5 25  + 3 15      M CM  4 75  + 3 95      M CM  18 35  + 22 65      M CM  8 50  + 6 30       1. Sozi bought 15m 55cm of cloth on Monday 9m 65cm on Wednesday. What is the total length of the cloth? 2. Atim had 4m 75cm of a tape, Sarah had 3m 65cm. What is the total length of the tape?   **Evaluation** |
| Theme : Measurements  Topic : Length, Mass and Capacity  Subtopic : Subtraaction of metres and centimetres  Competences  Subject : The learner subtracts m and cm  Language : The learner reads and writes words correctly  Methods : Guided discovery and discussion  Content : Subtracting of metres and centimetres  **Subtraction of metres and centimetres**  **Examples**  Subtract the following      M CM  6 80  - 2 60  4 20          M CM  9 24 100 124  - 5 30 + 24 - 30  3 94 124 94        M CM  10 15 100  - 6 30 + 15  3 85 115  - 30  85     1. Otim has a ribbon measuring 15m 36cm. He cut off 9m 21cm. What length remained?   M CM  15 36 3 6 15 – 9 = 6  - 9 21 - 2 1  4 15 15    **Activity**  Subtract the following      M CM  7 30  - 2 10            M CM  20 60  - 13 80            M CM  8 50  - 6 30            M CM  18 30  - 8 40            M CM  28 10  - 18 40            M CM  10 15  - 6 85       1. An electric wire is 25m 25cm long. 1m 30cm is cut off. What length of wire is left?      1. Subtract 3m 75cm from 11m 20cm.   **Evaluation** |
| Theme : Measurements  Topic : Length, Mass and capacity  Subtopic : Addition of km and m  Competences  Subject : The learner adds km and m  Language : The learner reads sentences correctly  Methods : Group discussion and guided discovery  Content : Addition of km and m  **Addition of kilometres and metres**  **Examples**  Add the following kilometres and metres  KM CM  15 880 880 1km 630m  + 6 750 + 750  1630  22 630      KM CM  13 530 530 1km 200m  + 8 670 + 670  1200  22 200   1. It is 4km 250m from Bwaise to Mpererwe and 5km 650m from Mpererwe to Gayaza. Find the total distance from Bwaise to Gayaza.   KM CM  76 300  + 76 200    152 500  The distance 152km 500m  **Activity**  Add the following kilometres and metres      KM CM  253 650  + 427 247      KM CM  58 460  + 17 780              KM CM  9 350  + 6 790         1. It is 15km 500m from Kampala to Kajjansi and 9km 870m from Kajjansi to Katabi. Find the distance from Kampala to Katabi |
| Theme : Measurements  Topic : Lengths, Mass and Capacity  Subtopic : Subtraction of km and m  Competences  Subject : The learner subtracts km and m.  Language : The learner writes examples  Methods : Questions and answer, Guided discovery  Content : Subtraction of kilometres and metres.  **Subtraction of kilometres and metres**  **Examples**  Subtract the following  KM CM  9 530  - 2 320  7 210    KM CM  46 260 1000 4 5  - 12 370 + 260 -1 2  33 890 1260 33  -370  890   1. Subtract 12km 680m from 27km 240m   KM CM  27 240 1000 2 6  - 12 680 + 240 -1 2  33 560 1240 1 4  -680  560   1. After covering a certain number of kilometres. Dorah has 18km 126m left out of 39km 200m. What part of the journey has Dorah covered?   KM CM  39 200  - 18 126  21 74 21km 74m        **Activity**  Subtract the following        KM CM  47 170  - 23 280        KM CM  420 170  - 373 780            KM CM  90 55  - 35 85            KM CM  650 150  - 465 850         1. Subtract 2km 380m from 11km 870m 2. A man travelled a total distance of 28km 400m by bus and on foot. If he travelled 7km 250m on foot. What distance did he travel by bus? 3. Subtract 15km 680m from 23km 750m |
| Theme : Measurements  Topic : Length, Mass and Capacity  Subtopic : Addition of long distance  Competences  Subject : The learner adds long distance  Language : The learner describes the regions  Methods : Guided discussion and brainstorming  Content : Addition of long distances  **Addition of long distance**  **Example**  Study the map below and use it to answer questions that follow  **School** 18km **Hospital**  13km  15k m  5km **Town**  **mosque**  11km 25km  7km  6km  9km **market**  **church**  23km 4km  **District headquarter**   1. How far is the school from the market passing by the church and mosque?   The school is 20km from the market.   1. How far is the church from the Hospital via District headquarter?   25km + 23km = 48km  The church is 48km far from the Hospital via district headquarters   1. How far is the market from the Hospital through the town   13km + 7km = 20km  The market is 20km from the hospital through the town     1. How far is the church from the hospital via town?   13km + 11km = 24km  The church is 24km from the Hospital via town     1. John moved from school, passing to the Hospital and continued to the district headquarters. What distance did he cover?   18km + 25km = 43km  He covered 43km  **Activity**  Study the map below and answer the questions that follow.  **Moyo**  139km 88km Atiak  **Kitgum**  **Arua** 71km  108km  80km 121km 125km  51km Gulu  **Nebbi**  62km  76km **Lira**  **Pakwach**  **Kamudini**  92km 76km  **Kigumba**  39km    **Masindi**   1. How far is Moyo from Nebbi through Arua? 2. How far is Gulu from Masindi through Kigumba? 3. How fair is pakwach from Moyo through Atiak? 4. How far is Kitgum from Kigumba through Lira? 5. How far is Lira from Masindi through Kigumba? 6. How far is Kigumba from Kitgum through Gulu and Kamudini? |
| Theme : Measurements  Topic : Length, Mass and Capacity  Subtopic : Changing kilogrammes to grammes  Competences  Subject : The learner changes kg to g.  Language : The learner reads and spells words  Methods : Group discussion and guided discovery  Content : Changing kilogrammes to grammes  **Changing kilogrammes to grammes**  1kg = 1000g  **Examples**  Change the following kg to g  7kg  1kg = 1000g  7kg = 7 x 1000g  Therefore 7kg = 7000g    21kg  1kg = 1000g  21kg = 21 x 1000g  = 21000g  Therefore 21kg = 21000g  4 ½ kg  1kg = 1000g 9x500g  4 ½ kg = x 1000500g 4500g  9x 500g Therefore 4 ½ kg = 4500g  4kg = 600g  1kg = 1000g  4kg = 4 x 1000g  = 4000g  4kg 600g = 6000g + 600g = 4600g  Therefore 600g = 4600g  **Activity**  Change the following kg to g   1. 5kg 2. 8kg 3. 12kg 4. kg 5. 5 ½ kg 6. 10kg 7. 11kg 8. 9kg 9. 5 ¼ kg   **Evaluation** |
| Theme : Measurements  Topic : Length, Mass and Capacity  Subtopic : Changing grammes to kilogrammes  Competences  Subject : The learner changes g to kg  Language : The learner reads words correctly  Methods : Guided discovery and group discussion  Content : Changing grammes to kilogrammes  **Changing grammes to kilogrammes**  **Examples**  Change the following grammes to kilogrammes  2000g  1000g = 1kg  2000g = 2000 kg  1000  = 2kg  Therefore 2000g = 2kg  4500g  1000g = 1kg  4500g = 4500 kg  1000  = 4.5kg  Therefore 4500g = 4.5kg  29000g  1000g = 1kg  29900g = 29000 kg  1000  = 29kg  Therefore 29000g = 29kg  7500g  1000g = 1kg  7500g = 7500 kg  1000  = 7.5kg  Therefore 7500g = 7.5kg  **Activity**  Change the following grammes to kilogrammes   1. 6000g 2. 8000g 3. 12000g 4. 10000g 5. 1500g 6. 35000g 7. 3500g 8. 16000g 9. 45000g 10. 70000   **Evaluation** |
| Theme : Measurements  Topic : Length, Mass and Capacity  Subtopic : Addition of kilograms and grams  Competences  Subject : The learner adds kg and g  Language : The learner writes correctly  Methods : Question and answer , Group discussion  Content : Addition of kilograms and grams  **Addition of kilograms and grams**  **Examples**  Add the following kg and g  KM g 250  2 250 + 550  + 4 550 800    6 800        KM g 640 1kg and 400g  10 640 + 760  + 5 760 1400    16 400     1. Tereza’s father weighs 53kg 550 and his mother weighs 46kg 850g. Find their total weight.   KM g 550  53 550 + 850 100kg and 400g  + 46 850 1400    100 400     1. A farmer took 2 sacks of coffee to the store for sell. One weighs 96kg 480g and other 88kg 776g. Find the total weight of the two bags.   KM g 480  96 480 + 770 1kg and 256g  + 88 776 1256    185 256  Therefore - total weight is 185kg 256g  **Activity**  Add the following kilograms and grams  KM g  24 410  + 58 260      KM g  72 640  + 59 374      KM g  13 240  + 41 300      KM g  96 145  + 56 874       1. Abel had 535kg 50g of salt, he got 4kg 60g more. How much salt has she got altogether? 2. Add: 136kg 268g to 98kg 75g   **Evaluation** |
| Theme : Measurements  Topic : Length, Mass and Capacity  Subtopic : Subtract of kg and g  Competences  Subject : The learner subtracts kg and g  Language : The learner writes sentences correctly  Methods : Questions and answer, group discussion  Content : Subtraction of kg and g  **Subtraction of kilograms and grams**  **Examples**  Kg g  75 640  - 28 450  47 190    Kg g  10 750  - 4 340    6 410  Kg g 1000 1423 5 8  59 423 +423 - 651 -3 9  - 39 651 1423 772 1 9    19 772  Kg g 1000 366 8 0  81 366 +366 - 424 -3 3  - 33 424 1366 942 4 7    47 942  Nakato had 40kg 350g of ghee. She sold 26kg 850 of it. how much ghee did she remain with?  Kg g 1000 1350 39  40 350 +350 - 850 -26  - 26 850 1350 500 1 3    19 772  **Activity**  Subtract the following kg and g  Kg g  94 830  - 85 110    Kg g  72 820  - 31 410    Kg g  42 340  - 31 760    Kg g  78 355  - 24 805     1. Apollo had 38kg 360g of tea. He gave a way 17kg 520g of it. How much tea remained? 2. Subtract 41kg 500g from 76kg 130g. |
| Theme : Measurements  Topic : Length, mass and capacity  Subtopic : Multiplication of kg and g  Competences  Subject : The learner multiplies kg and g.  Language : The learner reads sentences correctly  Methods : Question and answer, group discussion  Content : Multiplication of kg and g  **Multiplication of kilograms and grams**  **Examples**  Multiply the following kg and g  Kg g  32 120 120 1kg 80g  x 9 x 9 3 2  289 80 1080 x 9  288  + 289  Kg g  4 130 310 4 x 3 = 12  x 3 x 3  12 930 930  Kg g 3 9 4 5  45 39 x 5 x 5  x 5 195 225  225 195  Kg g 550 9 x 9 = 81  9 550 x 9 + 4  x 9 4950 85  85 950 4kg 950g  **Activity**  Multiply the following  Kg g  14 150  x 5    Kg g  27 375  x 4    Kg g  8 450  x 2    Kg g  19 170  x 4    Kg g  34 89  x 2    Kg g  134 189  x 2    Kg g  10 350  x 2    Kg g  483 830  x 5    Appreciation |
| Theme : Measurements  Topic : Length, Mass and Capacity  Subtopic : Half and quarter litres  Competences  Subject : The learner finds different parts of quantities  Language : The learner reads and spells words  Methods : Guided discovery and group discussion  Content : Half and quarter litres  **Half and quarter litres**  **Note**  1 litre = 2 half litres  2 litres = 4 half litres  3 litres = 6 half litres  1 litre = 4 quarter litres  **Examples**   1. How many ½ litre bottles are in 2 litre container?   ½ ½ = 4 half litre bottles  ½ ½  Or:  1 litre = 2 half litres  2 litres = (2 x 2) half litres  = 4 half litres  Therefore, 4 half litres bottles are in 2 litres     1. How many ¼ litre bottles are in 5 litres container?   1 litre = 4 half litres  5 litres = (4 x 5) quarter litres  = 20 quarter litres  Therefore, 20 quarter litres are in 5 litre bottles     1. Divide 3 litres of milk into ½ litres   1 litre = 2 half litres  3 litres = (3 x 2) half litres  3litres = 6 half litres  = 3litres = 6 half litres   1. Namuddu has 6 litres. How many ½ litres has she got?   1 litre = 2 half litres  6 litres = (2 x 6) half litres  = 12 half litres  Therefore , Namuddu has 12 half litres  **Activity**   1. How many ¼ litres are in 2 litres? 2. How many ½ litre bottles are in 5 litre container? 3. How many ¼ litre bottles are in 4 litres? 4. Joan has 10 litres of milk. How many ½ litres has shs got? 5. Opolot has 8 litres of water. How many quarters does he have? |
| Theme : Measurements  Topic : Length, Mass and Capacity  Subtopic : Changing litres to milliliters  Competences  Subject : The learner changes l to ml.  Language : The learner spells words correctly  Methods : Group discussion, guided discovery  Content : Changing litres to milliliters  **Changing litres to milliliters**  1 litre = 1000 mililitres  **Examples**  Change the following litres to mililitres   1. 2 litres   1 litre = 1000 millilitres  2 litres = (2 x 1000) milliliters  = 2000 millilitres  Therefore, 2 litres = 2000 millilitres   1. 9 litres   1 litre = 1000 millilitres  9 litres = (9 x 1000) milliliters  = 9000 millilitres  Therefore, 9 litres = 9000 millilitres   1. 26 litres   1 litre = 1000 millilitres  26 litres = (2 6x 1000) milliliters  = 26000 millilitres  Therefore, 26 litres = 26000 millilitres   1. 3 ½ litres   1 litre = 1000 millilitres  3 ½ litres = ( x 1000500) milliliters  = 7 x 500 millilitres  =3500 millilitres  Therefore, 3 ½ litres = 3500 millilitres   1. 2 ½ litres   1 litre = 1000 millilitres  2 ½ litres = ( x 1000500) milliliters  = 5 x 500 millilitres  =2500 millilitres  Therefore, 2 ½ litres = 2500 millilitres  **Activity**  Change the following to milliliters   1. 5 litres 2. 4 litres 3. 11 litres 4. 17 litres 5. 7 ½ litres 6. 8 litres 7. 33 litres 8. 10 litres |
| Theme : Measurments  Topic : Length, Mass and Capacity  Subtopic : Changing milliliters to litres  Competences  Subject : The learner changes ml to l  Language : The learner spells words correctly  Methods : Group discussion and Brain storming  Content : changing milliliters to litres  **Changing milliliters to litres**  **Examples**  Change the following to litres   1. 9000ml   1000 = 1 litre  9000ml = 9000 litres  1000  = 9 litres  Therefore, 9000ml = 9 litres     1. 11000ml   1000 = 1 litre  11000ml = 11 000 litres  1000  = 11 litres  Therefore, 11000mls =11 litres   1. 40ml   1000 ml = 1 litre  400ml = 400 litres  1000    Therefore, 11000mls =11 litres  4 = 0.4 litres  10   1. 700ml   1000ml = 1 litre  700ml = 700 litre  1000  7  10  = 0.7 litre  Therefore 700ml = 07 litre  **Activity**  Change the following to litres   1. 6000ml 2. 7000ml 3. 12000 ml 4. 10000 ml 5. 18000 ml 6. 200 ml 7. 100 ml 8. 29000 ml   **Evaluation** |
| Theme : Measurements  Topic : Length, Mass and Capacity  Subtopic : Addition of litres and milliliters  Competences  Subject : The learner adds litres and millitres  Language : The learner writes properly  Methods : Group discussion and Guided discovery  Content : Addition of litres and milliteres  **Addition of litres and milliliters**  **Examples**  Add the following  l ml  7 250  + 2 400  9 650  l ml  10 780 780  + 2 420 + 420  14 200 1200  11 and 200ml  A baker used 4 litres 570ml of cooking oil. She later used another 15 litres 110ml more. How 3much oil did she use?  l ml  4 570  + 15 110  19 680 She used 19l 680ml of the oil  l ml  16 720  + 8 250  24 970  **Activity**  Add the following  l ml  14 495  + 23 250    l ml  15 360  + 22 480    l ml  12 570  + 8 430    l ml  19 750  + 3 147    l ml  14 360  + 7 415    l ml  9 450  + 8 380    A petrol tank contains 500 litres 900ml and a diesel tank contains 250l 700ml. How much fuel is there now?  **Evaluation** |
| Theme : Measurements  Topic : Length, Mass and Capacity  Subtopic : Subtraction of l and ml  Competences  Subject : The learner subtracts l and ml  Language : The learner reads properly  Methods : Group discussion and Guided discovery  Content : Subtraction of litres and milliliters  **Subtraction of litres and millitres**  **Examples**  Subtract the following  l ml 1000  9 200 + 200  - 3 300 1200  -300  5 900 900  l ml  12 750  - 6 550  6 200  l ml 1000 2 7  28 640 + 640 -1 9  - 19 780 1640 8  -780  8 860 860  **Activity**  **Subtract the following**  l ml  3 330  - 1 240  l ml  9 670  - 2 940  l ml  33 250  - 20 740  l ml  7 105  - 3 850  l ml  17 850  - 1 5 410  l ml  6 340  - 5 320 |
| Theme : Algebra  Topic : Equations  Subtopic : Finding unknown involving addition  Competences  Subject : The learner finds unknown  Language : The learner reads and writes the work  Methods : Guided discovery, Brain storming and group discussion  Content : Finding unknown involving addition  **Finding unknown involving addition**  **Examples**  Find the missing numbers  + 3 = 9  + 3 – 3 = 9 – 3  + 0 = 6  = 6  + 23 = 47  + 23 – 23 = 47 – 23  + 0 = 24  = 24  + 80 = 106  + 80 – 80 = 106 – 80  + 0 = 26  = 26  6 + = 9  6 -6 + = 18 – 6  0 + = 12  = 12  Solve the following  x + 4 = 6  x + 4 = 6  x + 4 – 4 = 6 – 4  x + 0 = 2  x = 2  P + 12 = 21  P + 12 = 21  P + 12 – 12 = 21 – 12  P + 0 = 9  P = 9  **Activity**  Fill in the missing numbers   1. + 4 = 7 2. + 8 = 10 3. + 17 = 28 4. + 18 = 42 5. 10 + = 32 6. 12 + = 28 7. 34 + = 62     Solve the following equations   1. M + 4 = 9 2. P + 6 = 13 3. E + 8 = 18   **Evaluation** |
| Theme : Algebra  Topic : Equations  Subtopic : Finding the mission number in subtraction  Competences  Subject : The learner finds the missing number  Language : The learner writes the given work  Methods : Question and answer, group discussion  Content : Finding the missing number in subtraction  **Finding the missing numbers in subtraction**  **Examples**  Fill in the missing number  - 8 = 15  - 8 = 15  - 8+ 8 = 15 +8  + 0 = 23  = 23    - 27 = 12  - 27 = 12  - 27+ 27 = 12 + 27  + 0 = 39  = 29      7 - = 5  7 - = 5  7 - + = 5 +  7 + 0 = 5 +  7 = 5 +  7 – 5 = 5 – 5 +  2 = 0 +  2 =    = 2  18 - = 11  18 - = 11  18 - + = 11 +  18 + 0 = 11 +  18 = 11 +  18 – 11 = 11 – 11 +  7 = 0 +  7 =    = 7  9 - = 6  9 - = 6  9 - + = 6+  9 + 0 = 6 +  9 = 6 +  9 – 6 = 6 – 6 +  3 = 0 +  3 =    = 3  Solve for P  P – 9 = 13  P – 9 = 13  P - 9 + 9 = 13 – 9  P + 0 = 4  P = 4  **Activity**  Fill in the missing numbers   1. – 10 = 21      1. – 22 = 30 2. – 34 = 48 3. 14 - = 8 4. 37 - = 21 5. 40 = 19 6. 78 - = 36   **Solve the following**   1. **X – 5 = 7** 2. **n - 8 = 15** 3. **y – 28 = 51**   **Evaluation** |
| Theme : Algebra  Topic : Equations  Subtopic : Finding missing factors (multiplication)  Competences  Subject : The learner finds missing factors  Language : The learner reads sentences well  Methods : Guided discussion and group discovery  Content : Finding missing factors  **Finding missing factors**  **Examples**  Fill in the missing numbers  3 x = 12  3 = 12  =  = 4  4 x = 20  4 x = 20  4 = 20  =  = 5  x 4 = 32  x 4 = 32  4 = 32  =  = 8  y x 6 = 24  y x 6 = 24  6y = 24  =  y = 4  m x 3 = 9  m x 3 = 9  3m = 9  =  y = 3  **Activity**  Fill in the missing numbers   1. 4 x = 28 2. 6 x = 30 3. 11 x = 77 4. X 8 = 40 5. X 4 = 48 6. X 10 = 90 7. X 6 = 96   **Solve the following**   1. n x 5 = 80 2. p x 10 = 70 3. y x 9 = 54   **Evaluation** |
| Theme : Algebra  Topic : Equations  Subtopic : Finding the missing number in division  Competences  Subject : The learner finds the missing numbers  Language : The learner reads and writes words correctly  Methods : Brain storming, group discussion  Content : Finding the missing number in division  **Finding the missing number in division**  **Examples**  Fill in the missing numbers  ÷ 4 = 12  = 12  x 41 = 12 x 4  = 48  ÷ 7 = 4  = 4  x 71 = 4 x 7  = 28  = 10  x 21 = 10 x 2  = 20  20 ÷ = 5  = 5  x  4 =  **Activity**   1. ÷ 5 = 30 2. ÷ 6 = 42 3. ÷ 7 = 35 4. ÷ 8 = 56 5. 15 ÷ = 5 6. 60 ÷ = 5 7. 48 ÷ = 8 8. 18 ÷ = 6   **Evaluation** |
| Theme : Algebra  Topic : Equations  Subtopic : Collecting like terms  Competences  Subject : The learner collects like terms  Language : The learner creates simple equations  Methods : Brain storming  Content : Collecting like terms  **Collecting like terms**  **Examples**   1. Add: 3b + 4b   3b + 4b  = 7b     1. Subtract: 7x + 8x + x   7x + 8x + x  = 16x     1. Find the perimeter   **P = S + S + S**  **P = 2P + 4P + 3P**  **P = qp**  **Perimeter = qp**    4p  2p  3p     1. Find the perimeter   **P = S + S + S +S**  **P = 11m + 10m + 3m + 4m**  **P = 28m**  **Perimeter = 28m**    11m      4m 3m  10m    **Activity**  Collect the following like terms   1. 2p + 4p 2. 89a + 8a 3. 20w + 11w 4. 17m + 13m 5. 8k + 2k 6. 20d + 11d – 5d   Find the perimeter of the following      x 2x  4x     1. 8m   3m 3m  10m      2p p  3p 3p  2p      4t  3t 3t  4t  **Evaluation** |
| Theme : Algebra  Topic : Equations  Subtopic : Collecting more like terms  Competences  Subject : The learner collects like terms  Language : The learner reads and writes the work  Methods : Group discussion and guided discovery  Content : Collecting more like terms  **Collecting more like terms**  **Examples**   1. Collect like terms   X+Y+X+3Y+X  X+Y+X+3Y+X  X + X + X + Y + 3Y  3X + 4Y   1. Collect like terms   a + b + a + b  a + a + b + b  2a + 2b     1. Collect like terms   9c + 2p + 8c + p  9c + 2p + 8c + p  9c + 8c + 2p + p  17c + 3p     1. 4p + 3x + 2p + 8x   4p + 2p + 3x + 8x  6p + 11x  **Activity**  Collect the following like terms   1. 2y + x + y + y 2. A + b + 2a + b 3. 2x + y + x + y 4. B + c + b + c 5. 9y + 5x + 2y + 5x 6. 6p + 5t + 2t + 8k 7. 6x + 2y + 3x + 5y   **Evaluation** |
| Theme : Algebra  Topic : Equation  Subtopic : Substitution  Competences  Subject : The learner replaces the letter by a number  Language : The learner spells words correctly  Methods : Brain storming, discussion  Content : Substitution  **Substitution**  Substitution means to replace  **Examples**   1. If P = 3. What is the value of P + 4?   P + 4  3 + 4  = 7     1. If g = 5. Find the value of 8 – g   8 – g  8 – 5  = 3     1. If x = 3, y = 4, z = 5. Find the value of 2. X + Y   3 + 4 = 7     1. YZ   Y x Z  4 x 5 = 20     1. Z – X   Z – X  5 – 3 = 2     1. 2x + 2y   2x + 2y  (2 x X) + (2 x Y)  (2 x 3) + (2 x 4)  6 + 8 = 14    **Activity**   1. If a = 2, b = 3 and c = 4. Find the value of 2. a + b + c 3. a + b – c 4. a + c – b 5. ab 6. c + a 7. c – b 9. If a = 9. Find the value of 2.xa   **Evaluation** |
| Theme : Algebra  Topic : Equations  Subtopic : Forming equation and solving  Competences  Subject : The learner forms equations  Language : The learner reads the given sentences  Methods : Brain storming and guided discovery  Content : Forming and solving equations  **Forming and solving equations**  **Examples**   1. Wamala had some books. He got 3 more books. Altogether he had 7 books. How many books did he have before?   Let the number of books be y.  y + 3 = 7  y + 3 -3 = 7 – 3  y + 0 = 4  y = 4  Therefore, he had 4 books before     1. When I multiply a number by 7, I get 35. What is the number?   Let the number be P.  P x 7 = 35  7P = 35  7P = 35 5  7 7  P = 5  Therefore, the number is 7   1. I think of a number, when I add 5 to it, it becomes 8. What is the number?   Let the number be n  n + 5 = 8  n + 5 – 5 = 8 – 5  n + 0 = 3  n = 3  Therefore, the number is 3    **Activity**   1. I think of a number, when I subtract 6 from it, it becomes 10. What is the number? 2. There were some eggs in a nest. A bird laid 5 more eggs. Altogether there were 13 eggs. How many eggs were there before? 3. When Naiga spent sh. 150. She had sh. 200 left. How much money had she before? 4. I think of a number, when it is multiplied by 2, it becomes 8. What is the number?   **Evaluation** |