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| **P.5 TERM THREE MATHEMATICS SCHEME OF WORK** | | | | | | | | | | | | |
| WK | PRD | THEME | TOPIC | S/TOPIC | SUBJECT | LANGUAGE | CONTENT | METHODS | ACIVITY | L/SKILLS | L/AIDS | REF |
| 1 | 1 | Measurement | Money | Simple  Rates | The learner;  1.Solve practical problems related to buying and selling using Ugandan  currency  2.Costs and prices  3. Computer simple profit and loss. | The learner;  1. Role play s buying and selling using Ugandan currency.  2. Uses practical examples to describe simple profit and loss. | **Simple Rates**  **Examples**  A book costs sh 500**.**  What is the cost of three such books ?  1 book ----------sh. 500  3 books ---------sh (500x 3)  3books ---------sh. 1500  =sh.1500 | Guided discovery  Discussion  Group work  Think pair share | Role playing  Buying and selling | Problem solving  Logical thinking  Effective communication | Real life situation  Uganda currency | A new primary MTC pupils Bk.5  Page 238-239 |
|  | 2 |  |  | More simple rates |  |  | **More simple Rates**  **Examples**  5books costs sh. 1000.  Finds the cost of 12 similar books?  **5 books -------sh. 1000**  **1book ----sh. 1000**  1 book ---------sh. 200  12 books----sh. 200 x12  12 books ----sh. 2,400  Sh . 2,400 |  |  |  |  |  |
| 1 | 3 | Measurements | Money | Shopping bills and balance | The learners;  1. Solving practical problems related to buying and selling using Ugandan currency.  2.Costs and prices | The learners;  1. Role plays buying and selling using Uganda currency.  2. Uses practical examples of describe simple profit and loss. | **Shopping bills and balances**  **Examples**  A man had sh. 5000, he bought 2kg of sugar at sh. 1200 per kg and 3 bars of soap at  700 a bar.  **A)**Find his total expenditure  Sugar soap  2 x1200/= 3 x700/=  =sh. 2,400 sh. 2100  Ttotal  Sugar =sh. 2,400  Soap =+ sh. 2,100  Sh.4500  b)Find his change  sh. 5000   * 4500   Sh. 500  Completing bil tables  Examples  A father gave the shoppping list belowto her children.  Sudy and complete it   |  |  |  |  | | --- | --- | --- | --- | | iItem | quanity | units | toatal | | B.band | ½ kg | 4600kg | \_\_\_\_ | | Bread | 3loaves | Sh.800per loaf | \_\_\_\_ | | T.leaves | ¼ kg | \_\_\_\_ | Sh.1500 | | Sugar | \_\_\_\_ | Sh.1200 | Sh.4,800 | | Guided discovery  Discussion  Group work  Think pair share | Role playing, buying and selling | Problem solving  Logical thinking  Effective communication | Real life situation | A new MK primary MTC pupils Bk.5 page 240- |
|  | 4 |  |  | Completing bill table |  |  |  |  |  |  |  |  |
| 2 | 5 | Measurement | Money | Transport charges | The learner;  1. Solves practical problems related to buying and selling using Ugandan currency. | The learner;  1. Role plays buying and selling using Ugandan currency.  2.Uses practical examples to describe simple profits and loss | **`Transport charges**  **Examples**  1.Atax driverchargers 2000 for a trip from kampala to jinja per person  How much will people pa for the trip?  1 person =sh. 2000  7 people = sh. 7 x 2000  = sh. 14,000 | Guided discovery  Discussion  Group work  Think pair share | Role playing buying and selling | Problem solving  Logical thinking  Effective communication | Real life situation | A new MK primary MTC pupils Bk. 5 page 243-245 |
| 2 | 1 |  |  | Finding profits |  |  | **Finding profits**  Profits is realised when the seling price is more than the buying price  Examples  A dealer bought a car at 700,000/=and and later sold it at sh. 950,000/=calculate his profit .  Cost price = shs. 700,000  Selling price = shs. 950,000  P= S.P - C.P  =SH. 950,000   * 700,000   Sh. 250,000 |  |  |  |  |  |
| 2 | 2 | Measurements | Money | Cost price | The learner;  1.Solve practical problems related to buying and selling using Ugandan currency  2.Finds the cost price  3.Computes simple profit and loss | The learner;  1. Role plays buying and selling using Ugandan currency.  2. Uses practical examples to describes simple profits and loss. | **Cost price (buying price )**  Finding the cost price when profit and selling price are given  Examples  Nabisere sold aradio set at sh.50,000. She made a profit of sh. 10,000.  What was her cost price  Cost price = selling price  c.p= s.p  c.p =sh. 50.000-10,000  c.p =sh.40,000 | Guided discovery  Discussion  Group work  Think pair  Share | Role playing buying and selling | Problem solving logical thinking  Effective communication | Real life situation | A new MK primary MTC pupils Bk 5 pages 246-247 |
|  | 3 |  |  |  |  |  | **Finding the cost price when loss is given**  **Examples**  Okech sold a goat at shs. 15,000. He made aloss of 3000.how much did he buy it ?  B.P =S.P +loss  B.P = sh 15,000 +sh.3.000  B.P =sh 18.000  Note : Cost price is the same as the buying price. |  |  |  |  |  |
| 2 | 4 | Measurement | Money | Selling price | The learners;  1. Solves practical problems related to buying and selling using Ugandan currency.  2. Computes simple profit and loss.  3.Finds selling price | The learners;  1. Role plays buying and selling using Ugandan currency. | **Finding selling price when profits and costs are given**  **Example**  A trader bought a shirt at sh. 7500. She sold it and made a profit of sh. 3,500. What was his selling price  Buying price = sh. 7,000  Profit = sh. 3,500  Selling price =B.P + profit  S.P = sh.7,500 +sh 3500  S.P = sh. 11,000. | Guided discovery  Discussion  Group work  Think pair share | Role playing buying and selling | Problem solving  Logical thinking  Effective communication | Real life situation | A new MK  Primary MTC pupils Bk. 5 page 248-249 |
|  | 5 |  |  |  |  |  | **Finding selling price when loss is given**  **Examples**  1.A pupil bought a ball at sh.15,000. Sold it and made a loss of sh. 3,000. What was the seling price of the ball?  Buying price = sh. 15,000  Loss = sh. 3,000  S. P =B.P –Loss  = sh. 15,000-sh. 3,000  S.P =sh.12,000 |  |  |  |  |  |
| 3 | 1 |  | Length mass and Capacity | Length | The learner;  1.Converts mm to cm and vice versa  2.Calculates area and perimeter. | The learner;  1. Constructs sentences using cm, mm and perimeter. | **Length in cm and mm**  **Examples**  Measure the folowing lines in cm and mm      a)In cm  b)In mm | Guided discovery  Discussion  Group work think pair share | Measuring multiplying | Critical thinking  Effective communication  Problem solving | Ruler | A new MK primary MTC pupils Bk. Page 152-153 |
|  | 2 |  |  |  |  |  | **Conversion of metric units**  **The units of measuring Length are:**  **Km, Hm,Dm,M, dm, Cm, Mm**  Expressing centimeterss and millimeters.  Examples  How many millimeters are there in 8cm?  1cm = 10mm  8cm = (8 x 10)  8cm = 80 mm |  |  |  |  |  |
| 3 | 3 | Measurements | Length, mass and capacity | Length | The learner;  1.Converts mm to cm and vice versa  2.Calculates area and perimeter | The learner;  1. Constructs sentences using cm, mm, and perimeter. | **Expressing millimeters as centimeters**  Examples  Express 120mm as centimeters  Km,Hm,Dm, M,dm,Cm,Mm,   1. 1   10mm = 1cm  1mm =1 cm  10  120 mm = 1 x 120  10    12 cm | Guided discovery  Discussion  Group work  Think pair share | Changing metric units | Critical  Thinking  Effective communication  Problem solving | Chalk board illustration | A new MK  Primary  MTC pupils Bk. 5  Pages 154-156 |
|  | 4 |  |  |  |  |  | **More about metric units**  **Note**  From big to small – We multiply  From small to big --- We divide   1. Changing from big to small   Examples  1.change 5m o centimeters  Km,Hm, Dm, M, dm,Cm,Mm,  1 0 0  1m = 1000cm  5m = (5 x 100) cm =500cm |  |  |  |  |  |
|  | 5 | Measurement s | Length, mass and capacity | Length | The learner;  1.Converting kg to grams and vice versa  2.Calculate perimeter of figure | The learner;  1. Constructs sentences using cm, mm, and perimeter.  2. Reads and interprets word problems involving mass. | **Changinng from small to big.**  Examples  1.Express 500g as kilograms  Kg Hg Dg g dg cg mg  1 0 0 0  1000g = 1kg  500g = 5~~00~~  10~~00~~  = .5  10  500g = 0.5kg | Guided discovery  Discussion  Group work  Think pair share | Calculating perimeter of plane  Shapes. | Critical  Thinking  Effective  Communication  Problem solving | Real object | A new MK primary MTC pupils Bk. 5 pgs 154-157 |
| 4 | 1 |  |  | Perimeter |  |  | **Perimeter**  Perimeter is a toal distance around a figure.  Finding perimeter of figures  Examples  Find the perimeter of the triangle below**.**  5cm    P = s +s+s  P = 5cm +5cm +5cm  P = 15cm  Note. Find the perimeter of other polygons. |  |  |  |  |  |
| 4 | 2 | Measurements | Length, mass and capacity | Area | The learner;  1.Calculates area of figure s  2. Solve problem involving area. | The learner;  1. Constructs sentences using area.  2. Reads and interprets word problem s involving area. | **Finding area of a rectangle**  **1**.A rectangle has twoopposite side equal.  2.The longer side is the Length(L) and theshorter side is the width (W)  Examples  1.find the area of a rectangle whose length is cm and width 4cm    7cm    4cm  A = L xW  A =7cm x 4cm  A =28 cm2 | Guided discovery  Discussion  Group work  Think pair share | Calculating area | Critical  Thinking  Effective communication  Problem solving | Chalkboard illustration | A new MK primary MTC pupils Bk.5 pgs 159-162 |
|  | 3 |  |  |  |  |  | **Finding area of triangles**  **Note:** Show hoe you come to the formula  For finding area of a triangle using a rectangle .  Finding area  Examples  Find the area of the triangle below    4cm          3cm  A = ½ x b x h  A = ½ x 3cm x 4cm  A =  A =6cm2 |  |  |  |  |  |
| 4 | 4 | Measurements | Length, mass and capacity | Area | The learner;  1.Calculates area of figures  2.Calculates area of combined figure | The learner;  1. Constructs sentence s using area. | **Word problems involving area of a triangle**  Examples  1.The base of a triangle is 4cm and the height is 9cm. Find its area    9cm      4cm  A = 1 x b x h  2  A = 1 x 4cm x9cm  2  A = 2cm x 9cm  A = 18 cm 2 | Guided discovery  Discussion  Group work  Think pair share | Dividing the figure  Calculating area. | Critical thinking  Effective  Communication  Problem solving | Chart | A new MK  Primary  Pupils Bk.5  Pages 163-165 |
|  | 5 |  |  |  |  |  | **Finding area of combined figures**  Examples  Find the area of the figure below.  4cm  3cm  6cm 5cm      9 cm  Divide the figure to form defined shape |  |  |  |  |  |
|  | 5 | Measurements | Length, mass and capacity | Area | The learner;  1.Calculates area of the figure  2. Calculates area of the shaded part. | The learner;  1.Constructs sentences using area | 4cm  A  6cm 5cm  B 3cm  9cm      Area of a A  **4cm** A = L x W  **3cm**  A = 4cm x3cm  A **A = 12 cm2**  Area of B  A = L x W  B A= 9cm x 3C  9cm **A = 27cm 2**    Total Area  =12 cm2 + 27cm2  **= 39cm2** | Guided discovery  Discussion  Group work  Think pair share | Dividing the figure  Calculating area | Critical thinking  Effective  Communication  Problem solving | Chalk board | A new MK primary pupils Bk. 5 page 165- |
| 5 |  |  |  |  |  |  | **Finding area of the shaded part**  Examples.  Find the area of the shaded part  **8cm**  **6cm**  **5cm**  **10cm**  **A =** Area of big rectangle - Area of small  Rectangle . |  |  |  |  |  |
| 5 |  | Measurements | Length, mass and capacity | Capacity | The learner;  1.Calculates area of combined figures  2.Solves problems with the measurement of capacity  3. Coverts liters to ml and vice versa. | The learner;  .Constructs sentences using area.  Reads and interprets word problem involving capacity. | **Area of a big rectangle**  A = L x W  A = 10 cm x 6 cm  A =60 cm2  Area of a small rectangle  A = L x W  A = 8 cm x5 cm  A = 40 cm2  Word problems involving shaeded area | Guided discovery  Discussion  Group work  Think pair share | Working out problems involving capacity | Critical  Thinking  Effective communication  Problem solving | Real objects | A new Mk primary MTC pupils Bk. 5pages 259-260 |
|  | 2 |  |  |  |  |  | **Capacity**  Capacity is the amount of liquid a container can hold in terms of litres**.**  **Finding capacity in litres and millilitres**  Basic units of capacity is **Litres**  **KL HL DL L dl CL ML**  **1 0 0 0**  1 Litres = 1000ml  1 Lires = 1000cm3  Examples.  1.change 1 litres into cm3.  4  1 litres = 1000 cm3  250  1 litres = 1 x ~~1000~~ cm3  4 ~~4~~  = (1 x250)cm3  =250cm3 |  |  |  |  |  |
| 5 | 3 | Measurements | Length, mass and capacity | Capacity | The learner;  1.Sohes problem with the measurement of capacity  2.Converts Liters to ml and vice verse. | The learner;  -Reads and interprets word problem s involving capacity. | **Changing millilitres to litres**  Examples  How many litres are in 3000ml?  1000ml = 1L  3000ml = ~~3000~~  1000    =3 litres | Guided discovery  Discussion  Group work  Think pair share | Calculating  Measuring | Critical thinking  Effective communication  Problem  Solving | Chalk board illustration | A new Mk primary  MTC pupils Bk. 5pages 54-26 |
|  | 4 |  |  |  |  |  | **Measurement capacity**  **Examples**  **1.**The volume of a cuboid is 24000cm3  Its capacity is litres  1000cm3 = 1litres  24000cm3 = 24~~000~~  L  1~~000~~  = 24 litres  More about measuring capacity  Examples .  How many 300ml tin are in 6 litres?  1000ml = 1 litre  300ml = 3~~00~~  10~~00~~  6 litres = 6 ÷ 3 tins  10  2  = ~~6~~ x 10  ~~3~~  = 2 x10  = 20 tins |  |  |  |  | Understanding the MTC books |
| 6 | 1 | Numeracy | Integers | Describing integers | The learner;  1.Draw number lines  2.Identifies positive and negative integers | The learner;  1.Dscribes positive and negative integers on the number line  Orally  2. Describes what Ordering integers is. | **Integers**  **1.Describing integers**  **2.Integers on the number line** | Guided discovery  Discussion  Group work  Think pair share | Describing positive and negative integers  Writing integers in ascending or descending order. | Problem solving  Critical thinking | Number line. | A new Mk primary MTC pupils book 5  Pages 97-98 |
|  | 2 |  |  | Ordering integers |  |  | **Ordering integers**  **Arranging ascending or descending order.**  Examples  Arranging the folowing integer in ascending order.  **+3,0,1-1,+1 and -3**  -4 -3 -2 -1 0 +1 +2 +3 +4  Ascending order  = -3, -1, 0, +1, +3 |  |  |  |  |  |
| 6 | 3 | Numeracy | Integers | Comparison of integers | The learner;  1.Draws number lines  2.Identifies positive and negative integers  3.Uses symbols  =, <,>, to compare integers | The learner;  1.Describes positives and negative integers on number line orally  2. Explains phrases like less than, greater than or equal to compare integers. | **Comparision of integers on a number line.**  **Note .**  On the numberline,any integer to the right is greater than any integer on its left.  Comparision of integers using symbols **<,>** or =  Examples  Which is smaller -5 or +2  Use a number line  -5 is smaller  - 5< +2 | Guided discovery  Discussion  Group work.  Think pair share | Comparing integers using symbols  Writing a solution set | Problem solving  Critical thinking | Number line | A new MK primary MTC pupils book 5 page 98-99 |
|  | 4 |  |  | Solution sets |  |  | **Writing solution sets**  **Examples**  1.write a solution set for X < 5  It means X are integers less than    -4 -3 -2 -1 0 1 2 3 4 5  X ={...-1,0,1,2,3,4} |  |  |  |  |  |
|  | 5 | Numeracy | Integers | Inverse | The learner;  1. Find the inverse of integers.  2.Adds integers using a number line | The learner;  1. Reads sentences involving inverse of integer.  2.Describes addition of integers | **Inverse of integers**  **The inverse property states that :**  Any number added to its inverse or opposite is zero .  Examples  Finds the inverse of -1  Let the inverse be X  X+ -1 = 0  x- 1= 0  x + 1-1 =0 +1  x = +1 | Guided discovery  Discussion  Group work  Think pair share | Finding inverse of integers  Adding integers | Problem solving  Critical thinking | Number line  Real life situation | A new MK primary  MTC pupils Bk. 5 page 100-104 |
| 7 | 1 |  |  | Addition of integers |  |  | **Addition of integers**  **Using the number line**  **Note**  **1**.Any arrow running in this dirrection  Is a positive movement  2.Any arrow running in this direction  Is a negative movement.  Examples  1.Add +5 + +3b using a number line **.** |  |  |  |  |  |
|  |  |  |  |  |  |  | **+3**  **+5**  **-2 -1 0 +1 +2 +3 +4 +5 +6 +7 +8**  **+8**  **+5 + + 3 = 8** |  |  |  |  |  |
| 7 | 2 | Numeracy | Integers | Subtraction of integers | The learner;  1.Subtracte integers on a number line  2. Adds integers without a number line. | The learner;  1. Describes subtraction of integers using a number line. | **Subtraction of integers using a number line**  **Examples**  **-3 - +4**  **- 4**  **-3**  **-7 -6 -5 -4 -3 -2 -1 0 +1 +2**  **--7**  **- 3 - +4 = - 7** | Guided discovery  Discussion  Group work  Think pair share. | Adding and subtracting  Integers | Problem solving  Critical thinking | Real life  Situation | A new MK primary  MTC  Pupils  Books  Pages 10- 110 |
|  | 3 |  |  | Addition of integers  Subtraction of integers |  |  | **Addition of integers without using a number line**  Examples  Add + 2 + +3  = +2+ +3  =+2 + + 3  =+ 5  Subtraction of integers without a number line .  Examples  1.Simplify +7 - +3  +7 - +3  = +7 - 3  = +4 |  |  |  |  |  |
|  | 5 | Numeracy | Integers | Forming mathematical statements | The learners;  1. Forms mathematical statements from number line.  2.Solves simple word problems involving integers | The learners;  1.Describes the mathematical statement on the number line  2. Reads words problems involving integers. | **Forming mathematical statements from numberlines.**  **Examples**  Write mathematical statement show on te number line.  **-5**  **+3**  **-4 -3 -2 -1 0 + 1 +2 +3 + 4**  **- 2**  **+ 3 +  - 5 = - 2** | Guided discovery  Discussion  Group work  Think pair share | Writing Reading and interpreting | Problem solving  Critical thinking | Real life situation | A new MK primary pupils Bk. Page 109-112 |
| 8 | 1 |  |  | Word problems |  |  | **Word problems involving integers**  **Examples**  What integer is 4 steps on the right of – 1?  -2 - 1 0 +1 +2 +3 +4  The integer is +3  Or  -1 +4  +4  -1  -3 -2 -1 0 +1 +2 +3  +3  -1 + 4 = +3 |  |  |  |  |  |
| 8 | 2 | Algebra | Algebra | Like terms | The learners;  1.Collects like terms  2. Collects like terms and simplifies them. | The learners;  1.Uses words like simplify in sentences | **Collecting like terms**  Examples  How many are all together ?  1 pen +1 pen +1pen + 1 pen  Let each pen be p  =1 p+ 1p+ 1p+ 1p  =p+p+p+p  =4 p  =4pens | Guided discovery  Discussion group work  Think pair share | Collecting simple like terms | Critical thinking  Problem solving | Real objects | A new Mk  Primary  MTC pupils book 5  Page 267-29 |
|  | 3 |  |  | Simplify |  |  | **Simplifying algebraic expressions**  **Examples**  1.write in ashortest form  Q + 7q +4q  = 12 q  2.Simplify  5d+9d-4d  =5d +9d -4d  **=14d -4d**  **=10d** |  |  |  |  |  |
|  | 4 |  |  | Simplify |  |  | Collecting like terms and Simplifying  1.Collect the like terms.  2b +3t + 3b +t  = 2b + 3b +3t +t  = 5 b +4 t |  |  |  |  |  |
|  | 5 | Algebra | Algebra | Forming Algebraic expression | The learners;  1. Forms algebraic expressions.  2.Solve problems involving substitution | The learners;  -Reads Algebraic expressions  -Use words like substitution in sentences. | **Forming Algebraic expressions**  Examples  1.4 more than a =a +4  2.Anumber added to 10 =10+n  3.Anumber substituted from 3  =3-n  4.A number divided by 2 = X  2  5.2 divided by a number = 2  m | Guided discovery  Discussion  Group work  Think pair share. | Forming algebraic expressions  Substituting | Critical thinking  Problem solving | Real life  Situation | Anew MK primary MTC  Pupils Bk 5 page 270- 271 |
| 9 | 1 |  |  | Substitution |  |  | **Substitution**  **To substitues means to replace**  Examples  If Z = 2 and Y = 4  Find the value of  i).z+y  = 2 +4  **= 6** |  |  |  |  |  |
|  |  |  |  |  |  |  | ii) 2z +3y  = (2x z)+(3+y)  =(2x2) +(3+4)  = 4 +12  = 16 |  |  |  |  |  |
| 9 | 2 | Algebra | Algebra | Equations | The learners;  1.Solves a simple equations  2.Forms algebraic expressions  3.Solves simple word problem  Involving algebra | The learner;  1.Reads the equations  2.Reads algebraic expression  3. Reads words problems involving algebra. | **Solving Equations**  **With one unknown**  Examples  1.Solve : n+7 =13  N+7-7 =13-7  N= 6  2.Solve: 16+a=20  16-16+a=20-16  A=4 | Guided discovery  Discussion  Group work  Think pair share | Solving equations | Critical thinking  Problem solving | Real life situation | A new MK primary MTC  Pupils Bk. 5page 272-274 |
|  | 3 |  |  |  |  |  | **Word problems involving equations**  Forming and solving equations  1.what number when added to 5 gives 11?  Let the number be n  N+5 =11  N+5-5=11=5  N= 6 |  |  |  |  |  |
|  | 4 |  |  |  |  |  | Solving equations by adding  Examples  1.Solve n -5=3  n-5+5=3+5  n=8  2.Solve  x-17 =23  x-17-17=23+17  x =40 |  |  |  |  |  |
|  | 5 | Algebra | Algebra | Equations | The learners;  1.Forms and solves equations  2.Solves simple word problems involving algebra | The learners;  1.Reads algebraic expressions  2.Reads word problems involving algebra | **Forming and solving equations involving subtraction**  **Examples**  A boy used 3 of his exercise books and remained with 4 books.  How many books did he have at first?  Let the books he had be b  b-3=4  b-3+3=4+3  b= 7  He had 7 books at first**.** | Guided discovery  Discussions  Group work  Think pair share | Forming and solving equations | Critical thinking  Problem solving | Real life situation | A new Mk primary  MTC  Pupils book 5  Page 275-277 |
| 10 | 1 |  |  | Solving equations |  |  | Solving equations by dividing  Examples  1.Solve : 5a =20  ~~5a~~ =~~20~~  ~~5~~  ~~5~~  A = 4 |  |  |  |  |  |
|  | 2 |  |  | Word problems |  |  | **Word problems**  **Examples**  The length of a rectangle is 9cm and the width Wcm.  If its area is 72cm, find its width? |  |  |  |  |  |
| 10 | 3 | Algebra | Algebra | Equations | The learners;  1.Solves simple equations  2.Forms and solves equations | The learners;  Reads word problems involving algebra | **Solving more equations with addition**  **Examples**  Solve : 2x + 5= 17  2x+5-5 =17-5  2x =12  2x =12  2 2  X =6 | Guided discovery  Discussion  Group work  Think pair share | Solving equations | Critical thinking  Problem solving | Real life situation | Anew MK primary  MTC pupils Bk.5  Pagen278 |
|  | 4 |  |  | Word problems |  |  | **Word problems**  **Examples**  When a number is multiplied by 5 and 8 is added to it,the result is 23 .  What is the number ?  Let the number be x  (5x x) +8 = 23  5x + 8 = 23  5x + 8 -8 = 23- 8  5x = 15  ~~5x~~ ~~15~~  ~~5~~ ~~5~~  X = 3  The number is 3 |  |  |  |  |  |
|  | 5 | Algebra | Algebra | Solving equations | The learners;  1.Solves equations | The learners;  Reads words like squares. | Solve 5a –2a -3-12 =0  Collect like terms first  5a -2a -3-12=0  3a-15=0  3a-15+15= 0  3a =15  3a 15  3 3  A = 5 | Guided discovery  Discussion  Group work  Think pair share | Solving equation | Critical thinking  Problem solving | Real life situation | A new Mk primary  MTC pupils Bk.  Page 279- |
| 11 | 1 |  |  | Finding unknown | 2. Finds the unknown involving squares. | Reads words like squares | **Finding the unknowninvolving squares**  **Examples**  **1**.if x =the square root of 100. Find x.  2 100  2 50  5 25  5 5  1  X = 2x5  X 10   1. The area of a square is 25cm2   What is the size of one side?  Each side = square root of 25.  5 25  5 5  1  One side = 5cm |  |  |  |  |  |
| 11 | 2 | Algebra | Algebra | Equations | The learners;  1.Solves equations involving fractions | The learners;  Reads equations involving fractions.  Reads sentences involving perimeter. | **Solving fractions**  **Example**  Solve x =4  3  ~~3~~ x x = 4x 3  ~~3~~  X = 12  Example 2(word problems)  Finding the unknown sideof a figure when perimeter is given  Examples  The perimeter of \ rectangle is 40 cm.  **Its length is 15cm ,find its width?**  **1 5cm**  **W W**    **15cm**  **L+W+L+W =P**  **L+L+W+W =P**  **15+15+ 2w =40**  **30 +2w =40**  **30 -30 +2w =40-30**  **2w = 10**  **~~2w~~  ~~10~~ 5**  **~~2~~  ~~2~~**  **W = 5cm** | Guided discovery  Discussion  Group work  Think pair share | Solving equations | Critical thinking  Problem solving | Real life situation | A new MK. Primary  MTC pupils Bk. 5  Pages 282-285 |
| 11 | 4 | Algebra | Algebra | Finding the unknown | The learners;  1.Finds the unknown side of a figure when given area  2.Finds the unknown side of a cuboid when given volume | The learners;  Reads and interprets sentences involving area  Read sentences involving volume | **Finding the unknown side when given area.**  **Examples**  The area of a rectangle is 32cm2. Its length is 8cm. find its width.    **W**    **8cm**  L x W = Area  8 cm xw = 32cm2  8w cm = 32cm2  ~~8~~wcm = ~~32 cm~~~~2~~  ~~8 cm~~  ~~8 cm~~  **W = 4cm** | Guided discovery  Discussion  Group work  Think pair share | Finding the unknown or missing side | Critical thinking  Problem  Solving | Real objects | A new  MK primary MTC  Pupils B.5  Page 286-287 |
|  | 5 |  |  | Finding the missing side |  |  | **Finding the missing side when given**  **Examples**  **The volume of a box is 60cm3**  **Its length is 5cm and width is 4cm.**  **Find its height .**    **4cm**  **5cm**    **V = L x w xh**  **Lx w x h = V**  **5 x4 xh = 60**  **20h = 60**  **~~20h~~ = ~~60~~**  **~~20~~  ~~20~~**  **H= 3cm** |  |  |  |  |  |