ALWAYS

THE KOLFRAM EDUCATIONAL SERVICES

KAMPALA

ABRIDGED CURRICULUM BASED

LET'S DISCOVER OUR POTENTIALS

TERM III MATHEMATICS

LEARNER'S WORKBOOK 4

NAME:.....

SCHOOL:.....

CLASS: .....

ALWAYS USE KESK PRODUCTS SUCH AS SCHEMES OF WORK BOOKS, LESSON PLAN BOOKS, WORKBOOKS, SCHEMING FRAMEWORKS, LEARNING CHARTS, LESSON NOTES AND PLE REVISION BOOKLETS FOR QUALITY LEARNING OUTCOMES

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STANDARD KOLFRAM IN USE

MATHEMATICS

PUPILS WORK BOOK 4

TERM III

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KESK MATHS DESK

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Based on the new primary four syllabus 2022

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- Similarly, we wish to express and convey our gratitude to all those who contributed to the production and reproduction of this book, materially, spiritually and professionally. Thank you very much.

- Lastly we do sincerely regret any error, mistakes or incorrect writing in a paragraph which may be found in this book; it could have cropped up unknowingly

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5. All the MATHS teachers at Kitagobwa UMEA Primary School- Butambala.

PREFACE

The Standard Kolfram In Use Mathematics, pupil's book 4 is purely based on the New revised Primary four Syllabus 2021.

It is one of the **32 books** in the same series set to solve the post COVID 19 challenges in teaching and learning in primary schools. Other books in the series cover all the classes and other subjects which do exist in Uganda.

- ✓ This book is simple and easy to use.
- ✓ Topics and explanations have been simplified to suit the level and the age of the learners.
- ✓ The topics and subtopics in the two subjects have been logically and systematically arranged to guide learners in their own revision time.
- ✓ The points have been shortened for easy revision too.
- ✓ Clear workouts, examples are given to ease the children's level of understanding according to the bridged curriculum.
- ✓ The book contains a number of assessment exercises and tests which guides both the teachers and the learners using the book in preparation for the examinations.

We hope the content in this book will not only amuse or attract the users, but also play a tremendous role in solving the teaching and learning problems in Literacy in both urban and rural private primary schools.

First published in 2022

Contact 0777886622

TOPICAL BREAKDOWN

THEME FIVE: MEASUREMENT

TOPIC 1 : MONEY

- ♣ Identifying denominations of Uganda currency
- ♣ Adding of money
- ♣ Subtraction of money
- ♣ Dividing of money
- ♣ Solving word problems in multiplication of money
- ♣ Finding bills and change
- ♣ Finding profits
- ♣ Finding loss
- ♣ **TIME**
- ♣ Finding sum of days in given month
- ♣ Telling time using digital clock
- ♣ Telling time using analogue clocks
- ♣ Showing time on analogue clocks
- ♣ Changing hours to minutes
- ♣ Converting minutes into hours
- ♣ Addition of time
- ♣ Subtraction of time
- ♣ Changing weeks to days
- ♣ Changing days into weeks
- ♣ Changing years to months
- ♣ Changing months to years.
- ♣
- ♣ Reading a ruler in standard units metres, centimeters, and millimetres)
- ♣ Measuring perimeter of shapes using a ruler.
- ♣ Finding perimeter of a rectangle
- ♣ Perimeter of a square

- ♣ Perimeter of a triangle
- ♣ Finding area of a rectangle
- ♣ Perimeter of a square
- ♣ Perimeter of a triangle
- ♣ Finding area of a rectangle
- ♣ Finding area of a square
- ♣ Measuring mass using kilograms and grams
- ♣ solving word problems involving mass in kgs and gms
- ♣ Measuring capacity using litres and millilitres
- ♣ Solving equations without letters in addition
- ♣ Solving equations without letters in subtraction
- ♣ Simple equations without letters in multiplication
- ♣ Simple equations involving division without letters
- ♣ Forming and solving equations in addition without letters using word problems.
- ♣ forming and solving equations in subtraction without letters using word problems
- ♣ Forming and solving equations in multiplication without letters using word problems.
- ♣ forming and solving equations in division without letters using word problems

Correction working space

Date : _____

TOPIC: 9: TIME

LESSON 1: Telling time using digital clocks

- We tell time either using
  - ✓ Digital clock
  - ✓ Analogue clock
- Definition of digital clock. Are clocks which display the time in a series of the numbers on their screens.
- Digital clocks display both the hour and minutes on the screen.
- Hours and minutes are separated by semi colon,

Steps taken

- ✓ Study the displayed time on the clock.
- ✓ Read the first digit or two digits as hours.
- ✓ Read the last two digits as minutes.

Example 1: Tell the time displayed on the digital clock below.

8: 00

It is 8 O'clock

Example II: Tell the time displayed on the digital clock.

10:30

It is a half past 10 O'clock.

Example III: Tell the time displayed on the digital clock.

4:15

It is a quarter past 4 O'clock.

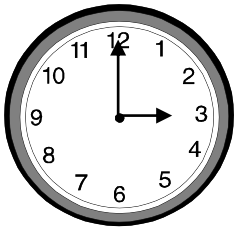
	LEARNER'S ACTIVITY
	Tell the time displayed on the digital clock (a) 2:30 _____ (b) 6:15 _____ (c) 3:00 _____ (d) 2:45 _____ (e) 12:00 _____
	Correction working space

LESSON 11: Telling time using analogue clock

Point of time is telling the exact time by the clock.

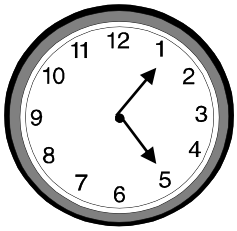
A clock has 12 numerals only

Example 1:



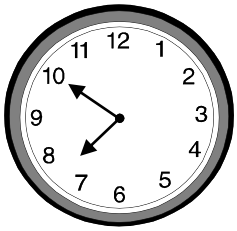
It's 3 o'clock

Example II: *tell the time shown on the clock.*



It is 25 minutes past 1 o'clock.

Example III: *What time is shown on the clock?*

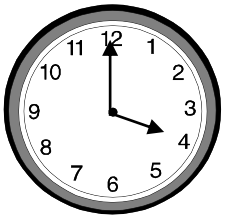


It's 10 minutes to 8 o'clock

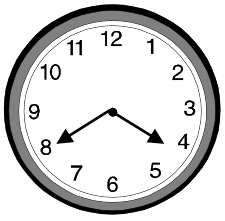
LEARNER'S ACTIVITY

1. ***Tell the time shown on the clock using the analogue clock.***

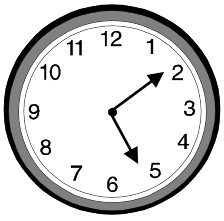
(a)



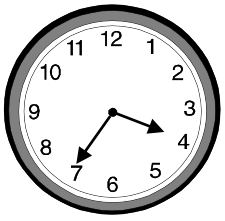
(b)

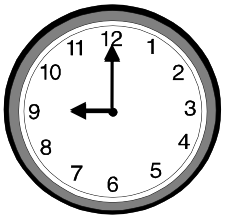
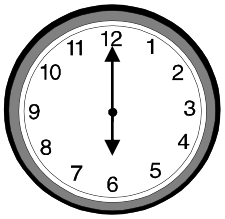
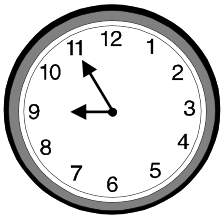
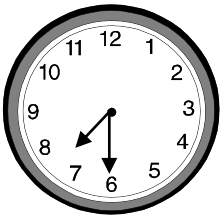


(c)



(d)



(e)		(f) 
(g)		(h) 

LESSON 12: Showing time on an analogue clock

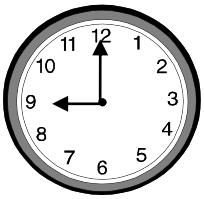
Identify the hours and minutes.

Draw a shorter hand for the given hour.

Draw a longer hand for the given minutes

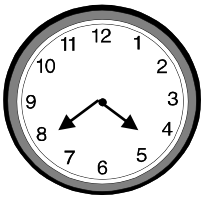
Example 1:

Show9 O'clock on the clock.



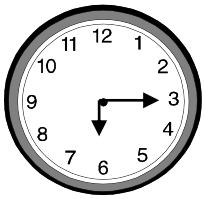
Example II

Show 20 minutes to 5 o'clock



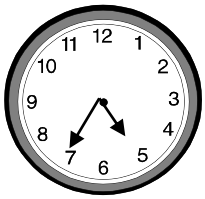
Example III:

Show 15 minutes past 6 o'clock



Example IV

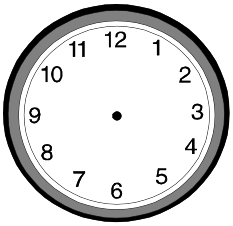
Show 25 minutes to 5 O'clock



LEARNER'S ACTIVITY

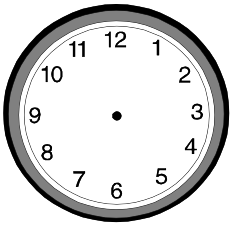
1 ***Show the following points of time on the clock drawn.***

(a)



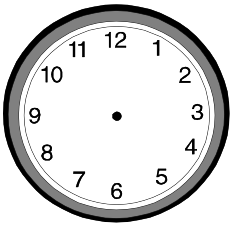
4 O'clock

(b)



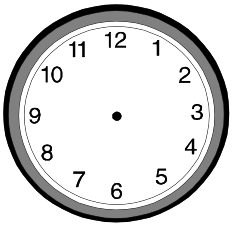
30 minutes past 3 o'clock

(c)



15 minutes to 7 o'clock

(d)



Half past 9 o'clock

2.	***Draw clock faces and show the points of time***	
(a)	2 o'clock	(b) 05 minutes to 4 o'clock
(c)	25 minutes to 9 o'clock	(d) 25 minutes past 8 o'clock
(e)	Half past 7 o'clock	(f) 10 minutes to 6 o'clock
(g)	10 minutes past 6 o'clock	

Date : _____

LESSON 13: Changing hours to minutes

Duration is the time taken on doing something.

The unit measurements of time are

(i) Second
(ii) Minutes
(iii) Hours
(iv) Days
(v) Months
(vi) Year

Converting duration of hours into duration of minutes.

Steps taken

- ❖ Multiply the given duration in hours by 60 minutes.
- ❖ The products obtained are the minutes.
- ❖ You can also use repeated addition.

Example1:

Change 4 hours into minutes.

Required facts

1 hour = 60 minutes

4 hours = 60 x 4 minutes

= **240 minutes**.

or

1 hour = 60 minutes

4 hours = 60 minutes

4 hours = 60 minutes

60 minutes

+ 60 minutes

240 minutes

Example II:

Express $2\frac{1}{2}$ hours into minutes.

Required facts.

1 hour = 60 minutes

$2\frac{1}{2}$ hours = $\frac{5}{2}$ x 60 minutes

5 x 30 minutes

= **150 minutes**

Example III

Change 6 hours into minutes.

1 hour = 60 minutes

6 hour = 60 x 6

= 360 minutes

Example IV

Change $\mathbf{3}\frac{1}{3}$hrs to minutes

1 hour = 60 minutes

$\mathbf{3}\frac{1}{3}$ hours = $\left[60 \text{ x } \frac{10}{3}\right]$ minutes

(20 x 10) minutes

= **200 minutes**

LEARNER'S ACTIVITY

Change the following duration given into minutes.

(a)	3 hours	(b) 5 hours
(c)	$\mathbf{4}\frac{1}{2}$ hours	(d) $\frac{1}{2}$
(e)	7 hours	(f) 9 hours

(g)	**Complete the blank spaces** Hours: 2, 6, 1 Minutes: _____, _____, _____	

Date : _____

LESSON 14: Converting minutes into hours

Note: When changing from a similar unit to a bigger unit we divide.

Steps taken

- Multiply the given minutes by $\frac{1}{60}$hours
- Divide correctly.

Example 1

Change 120 minutes into hours

Required facts.

1 minute = $\frac{1}{60}$hours

20 minutes = $\frac{1}{60}$x 120 hours

= **2 hours**

LEARNER'S ACTIVITY

1. ***Change the following duration into hours***

(a)	240 minutes	(b) 180 minutes
(c)	90minutes	(d) 600 minutes
(e)	270minutes	(f) 210 minutes
(g)	60 minutes	(h) 420 minutes
2.	**Complete correctly**	

Hours	_____	8	_____
Minutes	300	_____	330

Date : _____

LESSON 15: Addition of time

Steps taken

- ❖ Identify the hours and minutes
- ❖ Changing minutes to hours when re-grouping.
- ❖ Add vertically

Examples

1.

Hrs	**Min**
4	30
+ 2	20
6	50

(2)

Hrs	**Min**
3	45
+ 2	30
6	15

LEARNER'S ACTIVITY

1.

Hrs	**Min**
2	20
+ 3	10

4.

Hrs	**Min**
2	30
+ 3	45

2.

Hrs	**Min**
4	15
+ 2	30

5.

Hrs	**Min**
6	15
+ 3	38

3.

Hrs	**Min**
5	25
+ 3	35

Date : _____

LESSON 16: Addition of time

Steps taken

- ❖ Identify the hours and minutes
- ❖ Subtracting vertically

Examples: Subtract

1.	**Hrs**	**Min**
	5	40
	- 2	10
	3	30

(2)	**Hrs**	**Min**
	6	48
	- 3	20
	3	28

LEARNER'S ACTIVITY

(a)	**Hrs**	**Min**
	6	35
	- 2	12

(b)	**Hrs**	**Min**
	4	56
	-3	12

(c)	**Hrs**	**Min**
	7	45
	- 2	15

(d)	**Hrs**	**Min**
	5	06
	-1	02

Date : _____

LESSON 17: Finding duration

Steps taken

- ❖ Identifying the starting time and ending time.
- ❖ Subtracting ending time minus starting time.
- ❖ Arranging the hours and minutes vertically.
- ❖ Make a conclusion as the answer.

	Examples:
1.	A maths lesson started at 8:30am and ended at 9:30am. How long was the lesson? Duration = ending time - starting time. **Hrs Min** 9 30 - 8 30 **1 00** The lesson took 1 hr
2.	Peter left home at 7:00am and reached school at 7:40am. How long did he take on the way? Duration = ending time - starting time. **Hrs Min** 7 40 - 7 00 **0 40** Peter took 40 minutes on the way.
	LEARNER'S ACTIVITY
1.	A motorist left his home at 6:40am and reached his work place at 10:50am. How long did he take on the way?
2.	A science lesson started at 10:00am and ended at 11:00am. How long was the lesson?

3.	Mummy started preparing tea at 9:00am and served at 9:30am. How long did she take preparing tea?
4.	Nankya started her home work at 8:20pm and completed at 9:40pm. For how long did she take writing the homework?
5.	Football match started at 4:15pm and ended at 5:55pm. How long did the football match last?

Date : _____

LESSON 18: Changing weeks to days

A day is a period of 24 hours.

A week is a period of seven days.

The following are the seven days of the week.

Sunday

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Steps taken

❖ Multiply the number of weeks by 7

The product obtained are the number of days.

Example 1:

Change the 3 weeks into number of days.

1 week = 7 days

3 weeks = 7 x 3days

= 21days.

Example (2) Express 12 weeks into days.

Solution

1 week = 7days.

12 weeks = 7 x 12

= 84 days

Example 3

How many days are in 5 weeks?

1 week = 7 days

5 weeks = 7 x 5

	= 35 days		
	Example 4 Nankya was in the village for 6 weeks. Change that time to days? 1 week = 7 days 6 weeks = 7 x 6 **= 42 days**		
	LEARNER'S ACTIVITY		
1.	Write down one day which starts with letter **"S"**	2.	How many days are in a week?
3.	What day of the week comes after Thursday?	4.	Fill in the missing letters We__nesd____y
5.	***Convert the following number of weeks into number of days***		
(a)	6 weeks	(b)	5weeks
(c)	7 weeks	(d)	13 weeks

(e)	9 weeks	(f)	4 week

6. **Fill in the blank spaces correctly.**

No. of week	8	10	11	12	14
No. of days	_____	_____	_____	_____	_____

Date : _____

LESSON 19: Changing days into weeks

Steps taken

- Divide the number of days by 7.

  The quotient got is the number of weeks

Example 1:

Change 28 days into weeks.

1 day = $\frac{1}{7}$ weeks

28 days = $\frac{1}{7}$ x 28 weeks

= 4 weeks

Example 2

Express 42 days into weeks

1 day = $\frac{1}{7}$ weeks

42 days = $\frac{1}{7}$ x 42 weeks

= 6 weeks

Example 3:

Change 14 days into weeks.

1 day = $\frac{1}{7}$ weeks

14 days = $\frac{1}{7}$ x 14 weeks

= 2 weeks

LEARNER'S ACTIVITY			
	Which day of the week comes:		
(a)	before Friday	(b)	After Friday
(c)	before Wednesday	(d)	After Sunday
2.	***Change the following number of days into weeks***		
(a)	21 days	(b)	35 days
(c)	49 days	(d)	14 days
(e)	56 days	(f)	70 days
(g)	84 days	(h)	77 days

6. **Complete the blank spaces correctly.**

No. of week	_____	_____	_____	_____
No. of days	14	28	35	42

Date : _____

LESSON 20: Changing years to months

- A month is a period of either 30 days or 31 days apart from the month of February.
- The months of the year are: January, February, March, April, May, June, July, August, September, October, November and December

Steps taken

- Multiply the number of years given by 12 months.
- The product obtained is the number of months.

Example 1:

How many months are in 4 years

1 year = 12 months

4 years = 12 x 4month

= 48 months

Example II: Calculate the number of months that make up 7 years.

1 year = 12 months

7 years = 12 x 7 months

= 84 months

Example III: What is the fifth month of the year?

The fifth month of the year is May.

Example IV: Calculate the number of months that make up 5 years.

1 year = 12 months

5 years = 12 x 5

= 60 months.

	LEARNER'S ACTIVITY		
1.	What is the 9th month of the year?	2.	Which month of the year comes after August?
3	What is the fourth month of the year?	4	What is the first month of the year?
5.	**Express the following number of years into number of months**		
(a)	3 years	(b)	13 years
(c)	11 years	(d)	3.4 years
(e)	108 years	(f)	120 years

Date : _____

LESSON 21: Changing months into years

Steps taken

- Multiply the given number of months by fraction of $\frac{1}{12}$.
- Divide where applicable.
- Get the number of years

Example 1: How many years make up 36 months?

Change 28 days into weeks.

1 month $= \frac{1}{12}$ year

36 months $= \frac{1}{12}$ x 36 years

= 3 years.

Example 2:

Calculate the number of years that make up 60 months.

Facts given

60 is the number of months

The number of years in one month

solution

1 month $= \frac{1}{12}$ year

60 months $= \frac{1}{12}$ x $\overset{5}{\cancel{60}}$ years

= 5 years.

Example 3

How many years make up 48 months?

1 month $= \frac{1}{12}$ year

48 months $= \frac{1}{12}$ x $\overset{4}{\cancel{48}}$ years

= 4 years.

LEARNER'S ACTIVITY			
1.	What is the second month of the year?	2.	How many months make up a year?
3.	What is the last month of the year?	4.	What month comes after April?
5.	What month comes before June?		
6.	***Change the following number of months into years.***		
(a)	48 months	(b)	36 months
(c)	60 months	(d)	120 months

Date : _____

TOPIC 10: LENGTH, MASS AND CAPACITY

LESSON 22: Reading a ruler in standard unit of metres, centimeters and millimetres

Definition: length is a measure of distance between any two places / points.

Length is measured in metres centimeters and millimeters.

We also use body parts like palms, feet, etc to measure length.

Rulers, strings and threads are used to collect length or measure.

Steps taken

- ✓ Select the starting point and read it as zero.
- ✓ Count the whole numbers and fractions.
- ✓ The ending point is the final value.

Example1: Give the value in cm of:

(i) x = 0.5cm

(ii) y = 2.3cm

(iii) r = 3cm.

Example II: Give the value in mm of:

(i) t = 5mm

(ii) z = 14mm

(iii) q = 20mm

(iv) r = 29mm

	LEARNER'S ACTIVITY
1. (a)	Give the value in cm of; (i) y = (ii) z = (iii) a = (iv) m = (v) p = (vi) q = (vii) r = (viii) t = (ix) z = (x) n =

Date : _____

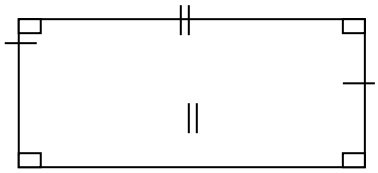
LESSON 23: ***Measuring perimeter of shapes using a ruler***

✓ Perimeter is the distance round the closed shape.

Steps taken

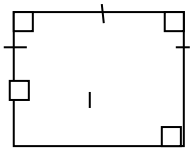
✓ Use a ruler and measure each side.
✓ Record the length of each side obtained.
✓ Add length altogether accurately.
✓ The sum obtained is perimeter

Example1: Using a ruler measure and find the perimeter a rectangle in cm.



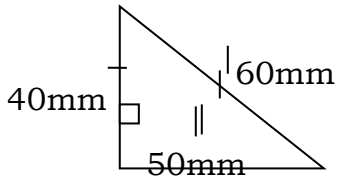
Perimeter = Length + Width + Length + Width
= 5cm + 2cm + 5cm + 2cm
= **14cm.**

Example II: Using a ruler measure the perimeter of the square in cm.



Perimeter = Side + Side + Side + Side
= 4cm + 4cm + 4cm + 4cm
= 16cm.

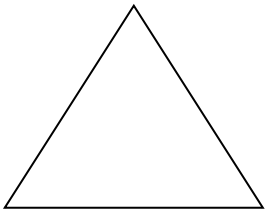
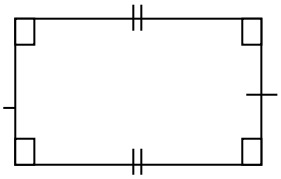
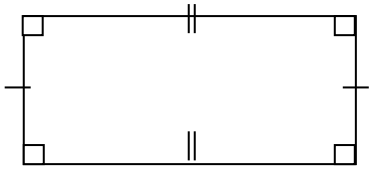
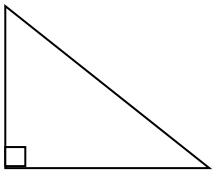
Example III: Using a ruler measure the perimeter of the triangle in mm.

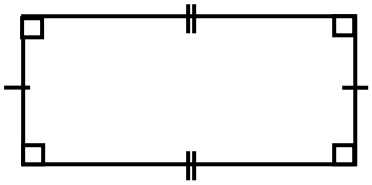
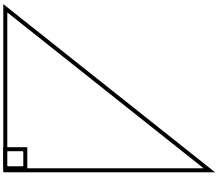
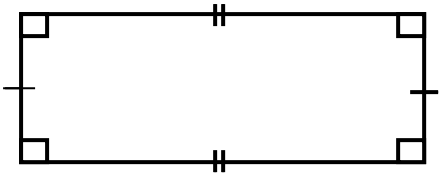
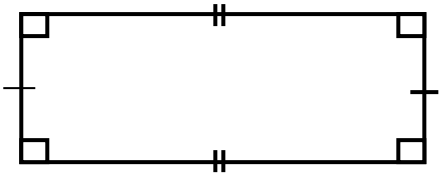


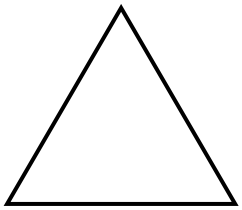
Perimeter = Side + Side + Side
= 60mm + 40mm + 50mm
= 100mm + 50mm
= 150mm

LEARNER'S ACTIVITY

1. ***Using a ruler, find the distance round by measuring in cm.***

(a)		(b)	
(c)		(d)	

2.	***Use a ruler to measure the perimeter of the following shape in mm***		
(a)		(b)	
(c)		(d)	



Date : _____

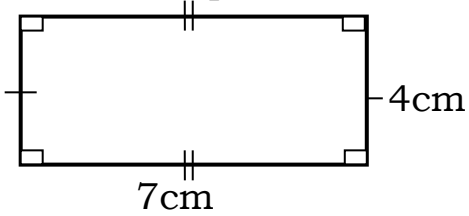
LESSON 24: ***Finding perimeter of the rectangle***

Steps taken

- ✓ Identifying the features.
- ✓ Writing the formula.
- ✓ Adding the sides.
- ✓ indicating the units

Example1:

What is the perimeter of the rectangle below?



Perimeter = Length + Width + Length + Width

= L + W + L + W

= 7cm + 4cm + 7cm + 4cm

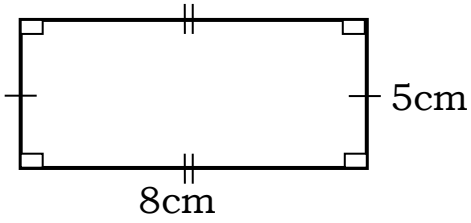
= 11cm + 11cm

= **22cm.**

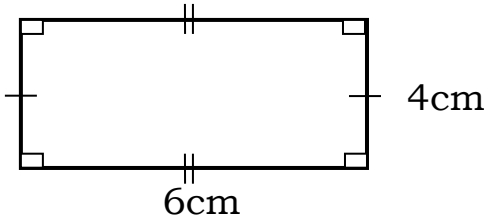
LEARNER'S ACTIVITY

Find the perimerimeter of the following rectangle

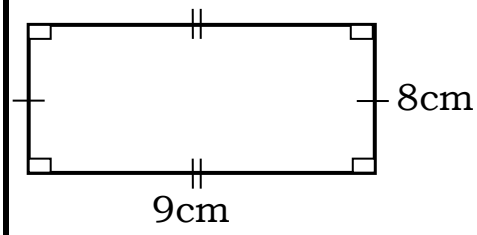
1.



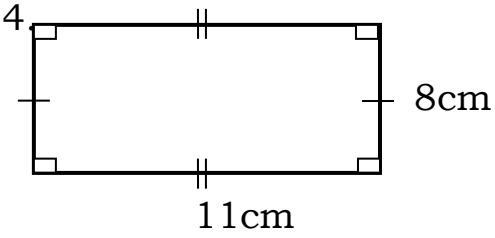
2.

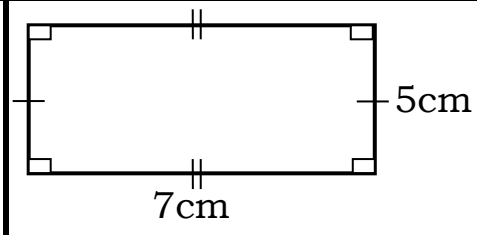


3.



4.





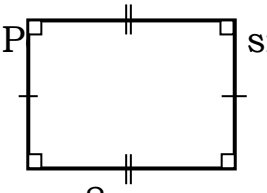
Date : _____

LESSON 25: Perimeter of a square

Steps taken

- ✓ Identifying the features of a square.
- ✓ Writing the formula.
- ✓ Adding the sides.
- ✓ Indicating the units used

Example

P 

side + side + side + side

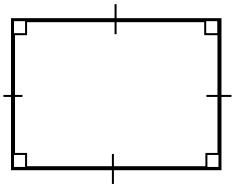
= 8cm + 8cm + 8cm + 8cm

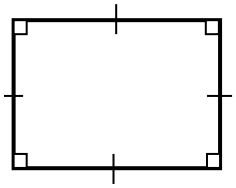
= 16cm + 16cm

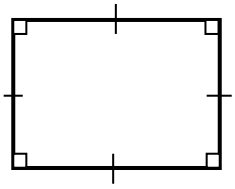
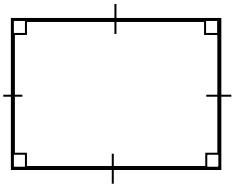
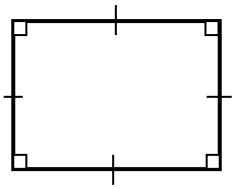
= 32cm

LEARNER'S ACTIVITY

Find the perimeter of the following square

1. 

2. 

3.	 6cm	4.  9cm
5	 7cm	
	Correction working space	

Date : _____

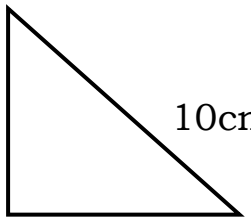
LESSON 26: Perimeter of a triangle

Steps taken

- ✓ Stating the formula.
- ✓ Adding the three sides.
- ✓ Showing the units in the answer.

Example 1

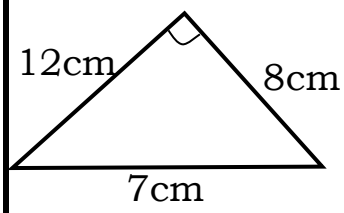
Perimeter = side + side + side



= 10cm + 5cm + 6cm

= 21cm

Example 2



Perimeter = side + side + side

= 7cm + 12cm + 8cm

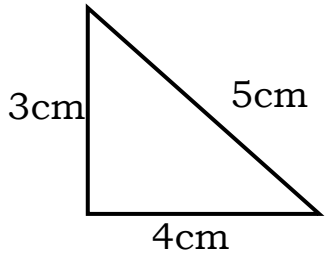
= 19cm + 8cm

= 27cm

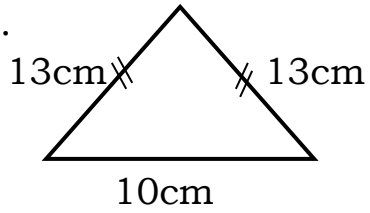
LEARNER'S ACTIVITY

Find the perimeter of the following triangles

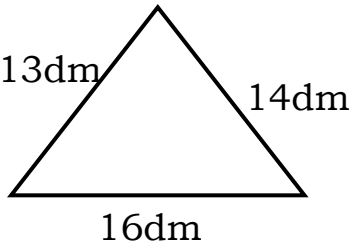
1.



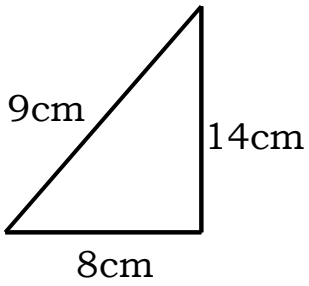
2.



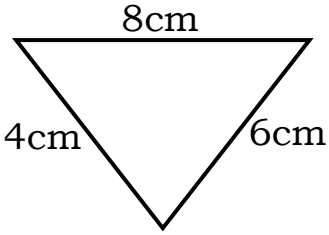
3.



4.



5



Date : _____

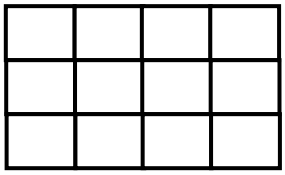
LESSON 27: Finding area of a rectangle

Steps taken

✓ Stating the formula.

✓ Use of standard units

1. **Examples**



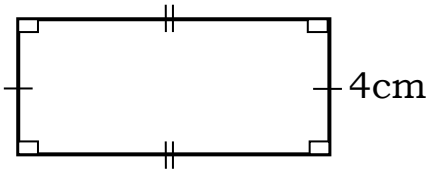
Area = boxes along length x boxes along width

= 4 units x 3 units

= 12 sq. units

or count the boxes and write the answer

= 12 square units.

(b) 

Area = L x W

= 8cm x 4cm

= **32sq. cm**

2. Find the area of a rectangle whose length is 4cm and width 2cm.

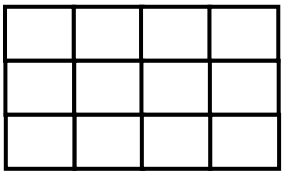
Area = L x W

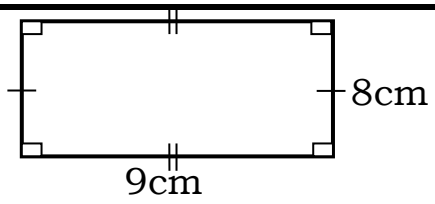
= 4cm x 2cm

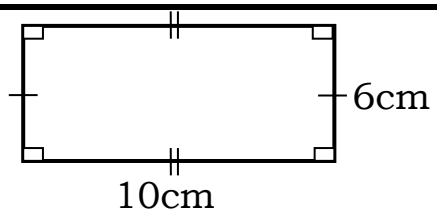
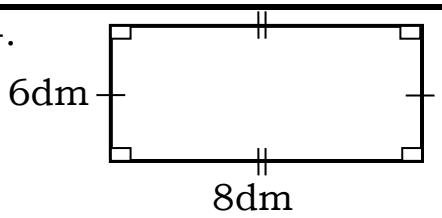
= 8sq.cm

LEARNER'S ACTIVITY

Work out the following

1. 

2. 

3.		4. 
5.	Calculate the area of a triangle whose length is 8cm and width is 3cm.	
6.	A rectangular garden measures 10m by 9m. Find its area.	

Date : _____

LESSON 28: Finding area of a square

Steps taken

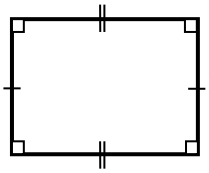
- ✓ Stating the formula.
- ✓ Use of standard units

Examples

1. Find the area of the square

1	2	3
4	5	6
7	8	9

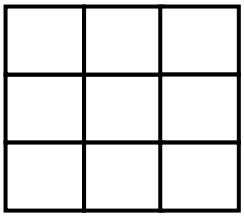
Area = 9square units

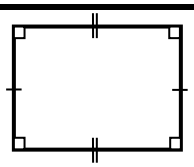
2. 

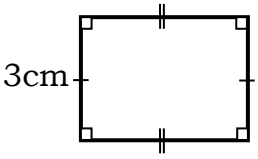
Area = L x W

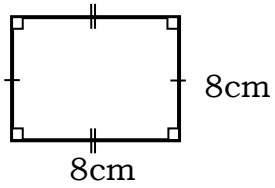
= 12cm x 12cm

= **144sq. cm**

1. 

2. 

3. 

4. 

5. Find the area of a square whose side is 6cm.

Date : _____

LESSON 29: Measuring mass using kilograms and grams.

- ✓ Mass is the measure of heaviness or lightness of an object or somebody.
- ✓ The standard units of measuring mass are in kilograms and grams.
- ✓ One kilogram has 1000grams.
- ✓ Half a kilogram has 500grams.
- ✓ A quarter a kilogram has 250 grams.
- ✓ We use a weighing machine in measuring mass.
- ✓ Heavier objects or items are measured in kg.
- ✓ Lighter objects or items are measured in grams.

LEARNER'S ACTIVITY

1.	**Give the fraction in kg equivalent to mass in gm.**	
(a)	500gm	(b) 250gm
2.	Two half grams make ____kg	3. Two a quarter gms make ___kg.
4.(a)	Give the value of mass in grams in; $\frac{1}{2}$kg - _____	(a) $\frac{1}{4}$kg = _____
5.	Add: 500gm + 500gm.	

Date : _____

LESSON 30: Solving word problems involving mass in kg and gm

Note: One kilogram has 1000gm

$\frac{1}{2}$ kg has 500gm

$\frac{1}{4}$ kg has 250gm

Example 1:

The mass of Jimmy is 62kg and mass of Joseph is 50kg. Work out their total mass.

62kg
+ 50kg
112kg

Example II:

The mass of Suzan is 43kg and mass of Judith is 49kg. Find the difference in their mass.

4 9kg
-4 3kg
6 kg

Example III:

Simon bought 2000gm of meat. How many half kg did he buy?

~~2,0ØØ~~ = **4 half kg.**
5ØØ

LEARNER'S ACTIVITY

1. *Moses bought 1kg and 500gm of sugar. Write the mass he bought in mixed number.*

2.	*How many half kg make up 3kg?*	
3.	***Teddy weighs 65kg and Ruth weighs 72kg.***	
(a)	Calculate the sum of their mass	(b) Find the difference in their mass.
4.	**Add:** **kg** **gm** 2 300 + 3 400	5. **Subtract:** **kg** **gm** 8 870 - 7 250
	Correction working space	

Date : _____

LESSON 31: Measuring capacity using litres and millilitres

Lesson hint

Note: Capacity is the measure of liquids (fluids)

- ✓ The basic standard units of measuring capacity is litres (L)
- ✓ One litre has 1000ml.
- ✓ Half a litre has 500ml.
- ✓ A quarter a litre has 250ml.

Example 1: What fraction is represented by 500ml

500ml $= \frac{1}{2}$L

2. How many milliliters are in $\frac{1}{2}$litres.

1L = 1000ml

$\frac{1}{2}$L $= \frac{1}{2}$x 1000ml

$\frac{1}{2}$L = 500ml

LEARNER'S ACTIVITY

1.	**Write the fraction equivalent to capacity.**	
(a)	500ml	(b) 250ml
2.	How many milliliters make up $\frac{1}{4}$ a litre?	

3.	How many half litres make up one litre?
4.	Find the number of milliliters that make up $\frac{1}{5}$ a litre.
	Correction working space

Date : _____

LESSON 32: Solving word problems involving capacity in L and ml.

Note:

- ✓ One litre has 1000ml.
- ✓ $\frac{1}{2}$litre has 500ml
- ✓ $\frac{1}{4}$litre has 250ml.

Example 1: Tony has 500ml and Ronald has 300ml. Find the capacity both have together?

300ml
+ 500ml
800ml

Example 2: A tin has 2,000ml. How many 500ml bottles can be obtained?

$\frac{2,000}{500}$ = 4 bottles (500ml bottles).

LEARNER'S ACTIVITY

1. Betty bought 4 litres and 500ml. State the capacity he bought in mixed number of litres.

2. How many half litres make up 2 litres?

3.	***Kenneth collected 3 litres and 200ml of milk and Robinah collected 4 litres and 300ml of milk.***	
(a)	Find the sum of capacity of milk collected together.	(b) Write the total capacity collected in a mixed number in litres.
4(a)	**Add:** **L** **ML** 6 400 + 2 100 _____	(b) **Subtract:** **L** **ML** 7 800 - 2 300 _____

Date : _____

LESSON 33:

TOPIC 11: ALGEBRA

Topic: Equations with and without letters

Solving equations without letters in addition

Algebra is the topic that deals with known and unknown results. Simple equations involving operation of addition with unknown.

Steps taken

- ✓ *Subtract the given value of the sum of the known and unknown.*
- ✓ *The difference is the value of the unknown.*

Example I: Fill in the blank space if;

$\square + 6 = \boxed{10}$

$= (10 - 6)$

$= 4$

$\square + 6 = 10 \quad \boxed{4}$

Example II: Complete the blank space.

$7 + \square = 12$

$= 12 - 7$

$= 5$

$7 + \boxed{5} = 12$

LEARNER'S ACTIVITY		
1.	***Fill in the missing value. (number)***	
(a)	$\square + 3 = 7$	(b) $13 + \square = 20$
(c)	$15 + \square = \boxed{17}$	(d) $\square + 6 = 14$
(e)	$\square + 7 = 9$	(f) $6 + \square = 11$
(g)	$\square + 11 = 14$	(h) $4 + \square = 13$

(i)	19 + ☐ = 23	(j) ☐ + 14 = 41

Date : _____

LESSON 34: Solving equations without letters in subtraction

Steps taken

- ✓ *Add the given known to the difference of the two.*
- ✓ *The sum obtained is the value of the blank space.*

Example I: Find the missing values.

☐ - 4 = 13

= 13 + 4

= 17

Therefore ☐17☐ - 4 = 13

Example II: Fill in the blank space

- 9 = 21

☐ = 21 + 9

= 30

☐30☐ - 9 = **21**

LEARNER'S ACTIVITY

1.	***Fill in the missing values.***	
(a)	$\square - 7 = 15$	(b) $\square - 9 = 27$
(c)	$\square - 3 = 5$	(d) $\square - 11 = 18$
(e)	$\square - 14 = 19$	(f) $\square - 23 = 39$
(g)	$\square - 6 = 15$	(h) $\square - 7 = 10$

Date : _____

LESSON 35: Simple equations without letters in multiplication.

Steps taken

- ✓ *Divide the product by the given value.*
- ✓ *The quotient obtained is the value for the unknown.*

Example I: Find the missing value.

$\square \times 3 = 12$

$= 12 \div 3$

$= 4$

Therefore $\boxed{4} \times 3 = 12$

Example II: Fill in the blank spaces

$6 \times \square = 18$

$= 18 \div 6$

$= 3$

$6 \times \boxed{3} = \mathbf{18}$

LEARNER'S ACTIVITY

(a)	$\square \times 4 = 20$	(b) $7 \times \square = 21$
(c)	$8 \times \square = 32$	(d) $5 \times \square = 30$

Date : _____

LESSON 36: Solving equations involving division without letters

Steps taken

- ✓ *Multiply the quotient by the given value.*
- ✓ *The product obtained is the value of unknown.*

Example I:

Fill in the missing value.

$\square \div 3 = 4$

$\square \div 3 = 4 \times 3$

$= 12$

Therefore $\boxed{12} \div 3 = 4$

Example 2:

$\square \div 4 = 20$

$= 20 \times 3$

$= 80$

$\boxed{80} \div 4 = 20$

LEARNER'S ACTIVITY

1. ***Fill in the blank spaces***

(a) $18 \div \square = 9$

(b) $27 \div \square = 4$

(c) $14 \div \square = 2$

(d) $15 \div \square = 5$

(e)	20÷ ☐ = 2	(f)	30÷ ☐ = 6
2.	***Fill in the blank space***		
(a)	☐ ÷4 = 2	(b)	☐ ÷3 = 15
(c)	☐ ÷5 = 4	(d)	☐ ÷5 = 5

Date : _____

LESSON 37 :

Forming *and solving equations in addition without letters using simple word problems.*

Steps taken

- ✓ *Read the questions*
- ✓ *Interpret the question*
- ✓ *Write the equations.*

Examples 1:

Tom had some mangoes, when his father added him 5 more mangoes, he now has 12 mangoes, how many mangoes was he having at first.

☐ + 5 = 12

☐ + 5 - 5 = 12 - 5

☐ + 0 = 7

☐ = 7

Therefore, he had 7 mangoes at first

Examples 2:

When three is added to a certain number, the answer is 9. What is the number?

☐ + 3 = 9

☐ + 3 - 3 = 9 - 3

☐ + 0 = 6

☐ = 6

Therefore, the number is 6.

Examples 3:

The sum of a number plus 5 is 8. Find the number.

$\square + 5 = 8$

$\square + 5 - 5 = 8 - 5$

$\square + 0 = 3$

$\square = 3$

Therefore, the number is 3.

LEARNER'S ACTIVITY

1. What number is added to 6 to get 12?

2. Namukasa picked 2 pens on the way, her teacher added her more pens and she had 9 pens in total. How many pens did the teacher give her?

3. When 3 is added to a number, the result is 13. What is the number?

4.	I think of a number, when 8 is added to the number the answer becomes 24. What is the number?
5.	Kato had 13 goats. his mother added him more goats to make 24. How many goats did the mothergive him?

Date : _____

LESSON 38

Forming and solving equations of subtraction without letters using word problem.

Steps taken

- ✓ *Interpret the word problem.*
- ✓ *Make an equation.*
- ✓ *Solve accurately*

Examples.

1. Subtract 4 from a number, the answer you get is 2. Find the number?

☐ - 4 = 2

☐ - 4 - 4 = 2 + 4

☐ **= 6**

2. Take away 9 from a number. The result you get is 12. What is the number?

☐ - 9 = 12

☐ - 9 - 9 = 12 + 9

☐ **= 21**

3. Subtract 4 from a number, the answer you get is 2. Find the number?

☐ - 10 = 25

☐ - 10 - 10 = 25 + 10

☐ **= 35**

LEARNER'S ACTIVITY	
1.	Take away 6 from a number, the answer is 14. What is the number?
2.	Subtract 9 from a number, the result is 17. What is the number?
3.	Subtract 20 from a number, the answer you get is 43. What is the number?
4.	Stephen sold 24 eggs. If he remained with 16 eggs. How many eggs did he have?
5.	The difference between 7 and another number is 15. What is the other number?

Date : _____

LESSON 39:

Forming and solving equations in multiplication without letters using simple word problems.

Steps taken

- ✓ *Make correct interpretation.*
- ✓ *Form the equation.*
- ✓ *Solve correctly.*

Example 1:

What number can be multiplied by 2 and you get 6 as the answer?

☐ x 2 = 6

☐ = 6 ÷ 2

☐ **= 3**

Example II:

Find the number that can be multiplied by 4 and you get 20 as the result?

☐ x 4 = 20

☐ = 20 ÷ 4

☐ **= 5**

LEARNER'S ACTIVITY	
1.	When a certain number is multiplied by 3, the result is 15. What is the number?
2.	What number is multiplied by 2 and the answer is 10?
3.	Aminah multiplied a number by 6 and her result was 18. What was the number?
4.	The product of two numbers is 36. If one of them is 9, what is other number?
5.	John got a product of two numbers as 32. If one of his number was 4, What is the second number?

Date : _____

LESSON 40:

Forming and solving equations of division without letters using word problems.

Steps taken

- ✓ *Interpret the word problem.*
- ✓ *Make an equation.*
- ✓ *Solve correctly.*

Examples:

1. What number can be divided by 4 and gives5 as the result?

☐ ÷4 = 5

☐ = 5x4

☐ **= 20**

4×☐ =5 ×4

4

☐ =20

2. The quotient of two numbers is 6. If one of the numbers is 3, what is the second number?

☐ ÷3 = 6

☐ = 6x3

☐ **= 18**

3×☐ =6×3

3

☐ =18

3. When a number is divided by 8, the result is 2, what is the number?

☐ ÷ 8 = 2

☐ = 2 x 8

☐ **= 16**

Correction working space

LEARNER'S ACTIVITY	
1.	What number is divided by 4 to give 3?
2.	When a number is divided by 3 the answer is 6. What is the number?
3.	Some sweets were shared among 4 boys and each boy got 6. How many sweets did they share?
4.	The quotient of two numbers is 5, if one of the numbers is 2, find the other number?
5.	What number can be divided by 8 and you get 4 as the result?

MATHEMATICS WORKBOOK 4

TERM III 2022

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