# CREATIVE PRINTERS




# PRIMARY 5

# MATHEMATICS

# TERM III

**NAME: .....**

**SCHOOL: .....**

*0703745068 / 0785681207*

**THEME : MEASUREMENT**

**TOPIC 1 : MONEY**

- ⊕ Exchanging money
- ⊕ Rates of buying and selling
- ⊕ Finding unit price
- ⊕ Finding total price
- ⊕ Shopping bills and balance (change)
- ⊕ Interpretation of tables.
- ⊕ Finding profits
- ⊕ Finding selling prices
- ⊕ Finding loss

**TOPIC 2: LENGTH, MASS AND CAPACITY**

- ○ Conversation of length millimeters to centimeters.
- ○ Conversation of length centimeters to millimeters
- ○ Finding the perimeter of a rectangle.
- ○ Finding the perimeter of a square.
- ○ Finding the perimeter of a triangle
- ○ Finding the area of a rectangle.
- ○ Finding area of a square.
- ○ Finding area of a triangle

**THEME: NEMERACY**

**INTERGERS**

- ❖ Definition And description of integers
- ❖ Arranging integers in ascending order
- ❖ Arranging integers in descending order
- ❖ Comparing of integers using <, =, >
- ❖ Drawing arrows of positive integers.
- ❖ Drawing of arrows of negative integers.
- ❖ Giving the value of arrows.
- ❖ Adding integers without the number line.
- ❖ Subtracting integers without the number line.
- ❖ Solving simple word problems involving integers

**THEME: ALGEBRA.**

- Solving simple equations with addition.
- Solving simple equations with subtraction.
- Solving simple equations with multiplication.
- Solving simple equations with division.
- Collecting like terms.
- Forms algebraic expression.
- Solving simple word problems involving algebra

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**THEME: MEASUREMENTS**

**TOPIC 1: MONEY**

Money is a medium of exchange of goods for goods and services for services.

**LESSON 1:**

**Exchanging money**

- Get many different notes and coins of sh. 1000, sh. 2000, sh 5000, sh. 10,000, sh. 20,000 and sh. 50,000

- Get many different coins e.g. sh. 50, sh. 100, sh 200, sh. 500 and sh. 1000

**Note**: To exchange large notes for small denominations, we divide the value of the large notes by the value of the small notes or coins.

**Example I**

1. Bakiza exchanged a 10,000shilling note for 500 coins. How many coins did he get?

   Sh. 10000 ÷ 500

   $$\begin{array}{r} 20 \\ \hline 5\,00 \\ 1 \end{array}\overline{)\,10000} = \textbf{20coins}$$

2. Find the number of sh 2,000 notes Nakandi received if she exchanged a 50,000 shilling note.

   sh. 50000 ÷ 2000

   $$\begin{array}{r} 25 \\ \hline 2\,000 \\ 1 \end{array}\overline{)\,50\,000} = \textbf{25 notes}$$

**Activity**

1. Rukiri exchanged a 1,000 shilling note for sh. 200 coins. How many coins did he obtain?

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2. Find the number of notes of 1,000 shilling note, Anita got if She exchanged a 10,000 shilling note.

3. Find the number of 5000shilling note Grace will get if she exchanges a 50,000 note.

4. How many 2000 shilling notes can be got from 6,000 shillings?

5. How many 50 shilling coin can one obtain from a 20,000 shilling note.?

6. How many 200 shilling coin make 5000 shillings.

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**Rates of buying and selling.**

**Steps taken**

- *Multiply the quantity given by the unit price.*
- *The product obtained is the total price*

**Example 1**

The cost of one pen is sh. 300. *Find the cost of 4 similar pens.*

Sh. 300
x 4
**Sh. 1200**

***4 pens cost Sh, 1,200***

**Example II**

The hawker sells each ruler at sh. 500. What is the cost of 8 such rulers?

Sh. 500
x 8
**Sh. 4,000**

***8 rulers cost Sh. 4,000***

**LEARNER'S ACTIVITY**

1. The cost of one shirt is Sh. 8,500. Find the cost of 2 similar shirts.

2. If 1 kg of rice cost Sh. 2,800. Find the cost of 3kg of rice

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|---|---|---|---|
| 3. | (a) The cost Sh. 500. Find the cost of 2 similar rulers at the same rate. | | |
| | (b) 6 similar rulers at the same rate. | | |
| 4. | (a) If one kg of sugar cost Shs. 4,800. What is the cost of:<br>3kg of sugar at the same rate? | b | 7kg of sugar at the same rate? |
| 5. | Calculate the amount it will cost 5kg of beans at sh. 2,000 per kg. | 6 | A box of chalk cost Sh, 2,700. How much will 4 similar boxes cost at the same rate? |
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**LESSON 2: Finding the unit price**

**Steps taken**

❖ *Divide the total price by the quantity*

**Example 1:**

John bought 5 exercise books at Sh. 2,500. What was the cost of each book?

| **Method 1** | **Method II** |
|---|---|
| Unit Price = $\frac{\text{Total price}}{\text{Quantity}}$<br>= $\frac{2500\ \text{Sh}}{5}$<br>= 500 Sh per book | 5 books cost Sh. 2,500<br>1 book cost Sh. $\frac{2500}{5}$<br>500 Sh per book. |

**Example 2:**

4 loaves of bread cost Shs. 12,000. Find the cost of a loaf.

| **Method 1** | **Method II** |
|---|---|
| Unit Price = $\frac{\text{Total price}}{\text{Quantity}}$<br>= $\frac{12000\ \text{Sh}}{4}$<br>= 3,000 Sh each loaf | 4 loaves cost Sh. 12,000<br>1 loaf costs Sh. $\frac{12000}{4}$<br>= Sh. 3,000<br>3000 Sh each loaf |

**LEARNER'S ACTIVITY**

| | | | |
|---|---|---|---|
| 1. | Two heaps of tomatoes cost Sh. 1,000. What is the cost of each heap? | 2 | $\frac{1}{2}$ kg of beans cost Sh. 800.<br>Find the cost of 1kg of beans |

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| 3. | 7 dresses cost Sh. 56,000. Find the cost of one dress at the same rate. | | |
| 4. | One dozen of pens cost Sh 3,600. What is the price of each pen? | 5. | 3kg of meat cost Sh. 18,000. Find the cost of a kg of meat at the same rate. |
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**LESSON 3: Finding the total price**

**Steps taken**

- *Divide the given total price by the given quantity.*
- *The quotient obtained is the unit price.*
- *Multiply the unit price by the variable quantity given in the question.*
- *The product obtained is the total price for the variable quantity.*

*If 4 plates cost Sh. 4,800. Find the cost of 6 similar plates.*

**Method 1**

Unit Price = $\frac{\text{Total price}}{\text{Quantity}}$

$= \frac{4800 \text{ Sh}}{4}$

= 1200 Sh per plate

Cost = 1200 Sh x 6

6 plates cost = 7,200 Sh.

**Method II**

4 plates cost Sh. 4,800

1 plate cost Sh. $\frac{4800}{4}$

= Sh. 1200 x 6

Therefore 1200 x 6

= Sh. 7200

6 plates cost sh. 7200.

2. If 4 litres of milk cost Shs. 4,800. What is the cost of 6 similar litres of milk?

4 litres cost Sh. 4800

1 litre costs Sh. $\frac{4800}{4}$

Sh. 1200

6 litres costs 6 x Sh. 1,200 = Sh. 7,200

3. 6 bottles of soda cost Sh. 4,800. Find the cost of 24 bottles of soda at the same rate.

Unit Price = $\frac{\text{Total price}}{\text{Quantity}}$

$= \frac{4800}{6}$ Sh

= 800 Sh per bottle

Therefore 800 Sh. x 24

24 bottles cost = Sh. 19,200

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| | LEARNER'S ACTIVITY | | |
|---|---|---|---|
| 1. | 5kg of beans cost Sh. 6,000. Find the cost of 9kg of beans at the same rate. | 2. | 3 bottles of mineral water cost Sh. 1,800, Find the cost of 7 similar bottles of mineral water |
| 3. | 4 loaves of bread cost Sh. 8,000. What is the cost of 3 loaves of bread? | 4. | Mary paid Sh. 9000 for 3 bars of soap. What will Peter pay if he is to get 2 bars of soap? |
| 5. | Five bottles of mineral water cost Sh. 3,000. What is the cost of 2 same bottles of mineral water? | 6. | A half litre of milk is sold at Shs. 600. How much money will one pay for 2 litres of milk? |

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**LESSON 4: Shopping bills and changes (balance)**

**NOTE:**

- **BILL:** Is the sum for all total prices
- **CHANGE** is the difference of the bill and the money at the beginning .

**Steps taken**

♣ Find the total prices.

♣ Add all the total prices.

♣ The sum of total prices.

♣ The sum of total price is the bill.

♣ Subtract the bill from the money at the beginning.

♣ The difference is that change.

♣ **BILL** is the sum for all total prices.

♣ **CHANGE** is the difference of the bill and the money at the beginning.

1. A. primary five pupil bought 4 pens at Shs. 300 each and 8 books at sh. 500 per book. If the pupil had a ten thousand shilling note. How much change did he have after paying for the items?

Sh 800

| **book** | **Pens** | **BILL** | **Change** |
|---|---|---|---|
| Sh. 5 0 0 | Sh. 3 0 0 | Sh. 4000 | 9 |
| x 8 | x 4 | Sh+ 1200 | Sh. 10,000 |
| Sh. 4,000 | Sh. 1,200 | Sh. 5,200 | - Sh 05,200 |
| | | | Sh. 4,800 |

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2. **Example II**

John bought $\frac{1}{2}$ kg of rice at Sh. 3000 per kg and 2 tins of cooking oil at Sh. 5000 each tin. How much money did he have before if he had change of Sh. 3500?

| **Rice** | **Cooking oil** | **Total Amount spent** | **The amount of money he had** |
|---|---|---|---|
| $\frac{1}{2}$ $x$ 3000<br>$= 1500/=$ | Sh. 5000<br>x 2<br>Sh.10,000 | Sh. 10,000<br>Sh+ 1,500<br>Sh. 11,500 | 1<br>Sh. 11,500<br>- Sh 3,500<br>Sh. 15,000 |

1. **Example 3**

A teacher bought the following items:

2 loaves of bread at Shs 2,500 each and 1 tin of blue band at Sh. 3,000 and 3kg of sugar at 2500/= per kg.

How much did he spend?

(a)

| Sh. 2500(bread) | Sh. 2500(sugar) | **BILL** |
|---|---|---|
| x 2 | x 3 | Sugar 7,500 |
| **Sh. 5000** | **Sh. 7500** | Bread 5,000 |
| | | Blue band + 3,000 |
| | | **Sh. 15500/=** |

(b) If he had a twenty thousand shilling note, calculate the balance.

= 2 0, 0 0 0 – 15,50 0

= **4,500/=**

**LEARNER'S ACTIVITY**

1(a) Opio bought the following items from the market.

4kg of meat at Shs 6,000 each kg.

3 bunches of matooke at Sh. 15,000 each kg.

If Opio had one hundred thousand shillings, how much did he spend on

Meat?

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|---|---|---|---|
| (ii). | Bunches of matooke? | | |
| (b) | Calculate his total expenditure | | (c) What was his change |
| 2 | Jane had Sh. 1000, she bought 3 pencils at Sh. 150 each and 2 sweets at Sh. 200 per sweet. How much money did she remain with after paying for the items? | | |
| 3. | A woman bought 5kg of beans at Sh. 1,600 per kg and $1\frac{1}{2}$ items of paraffin at Sh. 2,800 a litre.<br>If she had a fifty thousand shillings note, What was her change? | | |

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| 5. | The cost of each bag in a certain shop is Sh. 8,500. John buys 3 bags, a pair of bed sheets at Sh. 25,000. How much did John have before if the seller gave him change of sh. 9,500? |
| 6. | If 1kg of salt cost Sh: 1,000 and 2 bags of charcoal at Sh. 50,000. Nalubata has sixty thousand shillings and she needs 2kg of salt and ½ a bag of charcoal. ***How much money will she remain with?*** |

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**LESSON 5: Interpretation of tables**

***Steps taken***

- ❖ Find the total price and fill it correctly (TP=UxQ)
- ❖ Find the unit price and fill it correctly. (u = TP ÷ q)
- ❖ Find the quantity and fill it correctly (Q = T.P ÷ U.P)
- ❖ Add the total prices to get the bill and fill it correctly

**Example 1:**

Complete the bill table below

| **Item** | **Quantity** | **Unit price** | **Total cost** |
|---|---|---|---|
| Bottle of soda | 4 bottles | Sh.800 each | Sh. 3,200 |
| Beans | ½ kg | Sh. 1600 per kg | Sh. 800 |
| Milk | 3 litres | Sh. 1200 each | Sh. 3,600 |
| Book | 6 books | Sh. 500 each | Sh. 3,600 |
| | | **TOTAL** | **Sh. 10,600** |

**Solution**

| **Soda** | **Beans** | **Milk** | **Books** | **Total expenditure** |
|---|---|---|---|---|
| 800=<br>x 4<br>3,200 | 1kg = 1000g<br>$\frac{1}{2}$ x 1600=<br>= 800/= | 1L = 1200<br>3L =3 x1200<br>= 3,600 | 500<br>x 6<br>3,000 | 1<br>3200/=<br>3600/=<br>3000/=<br>800/=<br>10,600/= |

(b) If the buyer of the items was left with a change of Sh. 1400.

How much did he have before?

| | |
|---|---|
| 8 2 0 0/= | 1 4 0 0/= |
| + 1 4 0 0/= | + 9 6 0 0/= |
| 9 6 0 0/= | 11,000/= |

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**LEARNER'S ACTIVITY**

1. ***Complete the etable correctly***

| **Item** | **Quantity** | **Unit price** | **Total cost** |
|---|---|---|---|
| Soda | 3 bottles | Sh.800 @ bottle | Sh. _____ |
| Mineral water | ____ bottles | Sh.600 @ bottle | Sh 2,400 |
| Bread | 4 loaves | Sh. 2,800 a loaf | Sh. _____ |
| Sugar | 1½ kg | Sh. _____ per kg | Sh. 6,000 |
| **EXPENDITURE** | | | **Sh.** _____ |

(b) If Sarah had Sh. 20,000, how much was her change?

***2. The table below shows Akello's expenditure. Use it to answer the questions that follow.***

| **Item** | **Quantity** | **Unit price** | **Total cost** |
|---|---|---|---|
| Glasses | 8 glasses | Sh.1,500 @ glass | _____ |
| Plates | _____ | Sh.2,000 @plate | Sh 10,000 |
| Peas | 3kg of peas | Sh. _____ | Sh. 7,500 |
| Omo | 4 packets of omo | Sh. 2,400 a packet | Sh. _____ |
| **EXPENDITURE** | | | **Sh.** _____ |

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| (b) | If Akello had Shs 72,000, how much balance did she get? |

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**LESSON 6: Finding profit**

Profit is realized when the selling price of an article is greater than the buying price

***Steps taken***

- Subtract the buying price from the selling price.
- The difference obtained is the profit.

**Example:**

1. A man bought a sheep at Sh. 65,000 and sold it at Sh, 70,000. What profit did he make?

Profit – selling price – Buying price.

7 0,0 0 0/=
- 6 5,0 0 0/=
0 5, 0 0 0/=

He made 5000/= profit

2. A business woman bought a dress at Sh 8,000 and sold it at Sh. 9,500.
What profit did she make?

Profit – Selling price – Buying price

9,500 sh
8,000 sh
15,000 sh

She made 1500/= profit

**LEARNER'S ACTIVITY**

1. John sold his radio at Sh. 47,000 if he had bought it at Sh. 40,000. What profit did he make?

2. A trader bought a bag at Sh. 12,000 and sold it at Sh. 15,000. Find his profit.

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|---|---|---|---|
| 3. | A lady bought a tray of eggs at Sh 5,500 and sold it at Sh. 6,000. What profit did she make? | 4. | A man bought a pair of shoes at Shs 20,000 and sold it at Sh. 25,000. Find the profit he made |
| 5. | A farmer sold a box of tomatoes to a trader at Sh. 54,000/=. If he sold the tomatoes to his customers and collected 60,000/=. How much profit did the trader make? | | |
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**LESSON 7: Finding the selling price given both the profit and the buying price.**

***Steps taken***

- Add both the buying price and profit.
- The sum obtained is the selling price.

**Example:**

1. Nalongo bought a bunch of matoke at Sh. **13,000** and sold it making a profit of Sh. **1,500.** How much did she sell the bunch of matoke?

13,000/=
+ 1,500/=
**14,500/=**

**LEARNER'S ACTIVITY**

1. A girl bought a ruler at Sh. 500 and sold it making a profit of Sh. 200. How much did she sell the ruler?

2. Walusimbi bought a goat at Shs. 45,000 and sold it making a profit of Sh 5,000. How much did he sell the goat?

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| 3. | After buying an article at Sh. 19,000, a trader sold it later then realized a profit of Sh. 4,000. How much did the trader sell the article? | 4. | Obote bought a shirt at Sh. 5,000. After selling it he made a profit of Shs, 2,500. What was the selling price of the shirt? |
| 5. | Peter bout 5 litres of milk at shs. 1,200 each. After selling the milk, he made a profit of Shs 2,000 for the whole milk. Find the amount at which he sold the milk. | | |
| (b) | How much did he sell each litre of milk? | | |
| 6. | A trader sold a phone to a customer at Shs. 82,000 and made a profit of Shs. 6,000. How much did the customer pay for the phone? | | |

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**LESSON 8: Finding the loss**

Loss is realized when the buying price is greater than the selling price of the item (an article).

**Steps taken**

- Subtract the selling price from the buying price.
- The difference got is the loss.

**Example 1**

A lady bought a dress at 12,000 sh. and later sold it at 9,500 sh. What loss did she make?

Loss + Buying Price – Selling Price

1 2,0 0 0/= - 9, 5 0 0/=

= 2, 5 0 0 sh

**LEARNER'S ACTIVITY**

| | | | |
|---|---|---|---|
| 1. | A trader bought a bull at Sh. 670,000 which he later sold at 590,000 Sh. Find the loss he made. | 2. | Becca bought a pair of shoes at 25,000/= and later sold to Robinah at Sh. 19,000. Calculate the loss she made. |

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| 3. | Musa bought the television set at 280,000 sh and later sold to a friend at Sh. 245,000. What loss did he make? |
| 4 | A trader sold an article at shs 19,000 which he had bought at sh. 25,000. Find the loss he made. |
| 5. | A teacher bought a text book at sh. 24,000 and sold it to a parent at sh. 21,000. What loss did the teacher make? |
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**LESSON 9: Expressing centimeters as millimetres**

***Steps taken***

- ♣ Multiply the length in cm by 10mm.
- ♣ Divide accurately.
- ♣ The product obtained is the length in mm.

| **Example 1** | **Example II** |
|---|---|
| How many millimeters are in one centimeter?<br>1 cm = 10mm | Express 14cm as millimeters<br>1cm = 10mm<br>14 cm = 14 x 10mm<br>= **140 mm** |
| **Example III**<br>Convert $\mathbf{1\frac{1}{2}}$ cm to millimeters<br>1 cm = 10mm<br>$\mathbf{1\frac{1}{2}}$ cm = $\frac{3}{\cancel{2}}$ x $\cancel{10}^{5}$mm<br>= 3 x 5 mm<br>= **15mm** | **Example IV**<br>Change 2 cm to mm<br>1cm = 10mm<br>2 cm = 2 x 10mm<br>**= 20mm** |

| | **LEARNER'S ACTIVITY** |
|---|---|
| 1. | How many millimeters are in 2cm? |

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|---|---|---|---|
| 2. | Express the centimeters below as millimeters<br>7 cm | | |
| (b) | 30cm | (c) | 2.5 cm |
| (d) | 14cm | (e) | 29 cm |
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**LESSON 10: Changing millimeters to centimetres**

***Steps taken***

- Multiply the length in mm by $\frac{1}{10}$ cm
- Divide accurately.
- The quotient obtained is the length in cm.

**Example 1**:

| | | |
|---|---|---|
| 1. | Change 50 millimetres to centimeters.<br>**Method 1**<br>1 mm = $\frac{1}{10}$ cm<br>Therefore 50mm = 50 x $\frac{1}{10}$ cm<br>= $\frac{50}{10}$ cm<br>= 5cm | **Method 1**<br>**10mm = 1 cm**<br>**50mm** = $\frac{50}{10}$ cm<br>= 5cm |
| 2. | **Convert 23 millimetres to centmetres.**<br>**Method 1**<br>**1 mm** = $\frac{1}{10}$ cm<br>Therefore 23mm = 23 x $\frac{1}{10}$<br>= $\frac{23}{10}$ cm<br>= 2.3cm | **Method II**<br>**10mm = 1 cm**<br>**23mm** = $\frac{23}{10}$ cm<br>= 2.3cm |
| 3. | **How many centimeters are in one millimeter?**<br>10 mm = 1 cm<br>1 mm = $\frac{1}{10}$ cm<br>= **0,1 cm** | |

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| | LEARNER'S ACTIVITY | | |
|---|---|---|---|
| 1. | How many millimeters are in 40 centimetres? | | |
| 2. | ***Convert the following millimeters to centimeters;*** | | |
| (a) | **90mm** | **(b)** | **18mm** |
| (c) | **6 mm** | **(d)** | **280 mm** |
| (e) | **37 mm** | **(f)** | **10 mm** |

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**LESSON 11: Finding perimeter of rectangle**

Perimeter is the total distance round the given figure.

**Perimeter of a rectangle.**

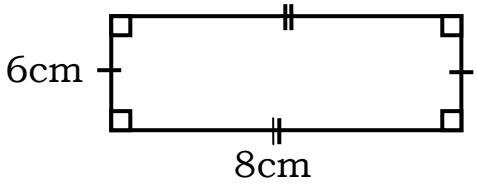
**Steps taken**

- ❖ Add the side, length given.
- ❖ The sum obtained is the distance round the shape.

**Example**

**1.** ***Find the perimeter of the figure below.***

(a)




***Method 1***

P = L + W + L + W

P = (8 + 6 + 8 + 6) cm

**P = 28 cm**

***Method II***

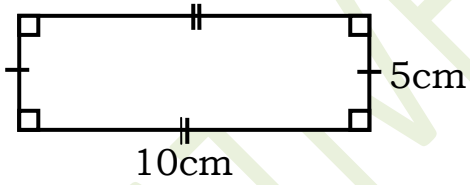
P = 2(L + W)

P = 2(8+6)cm

P = 2 x 14cm

**= 28 cm**

(b)




***Method 1***

P = $S_1 + S_2 + S_3 + S_4$

= 10m + 5m + 10m + 5m

= 30 m

***Method II***

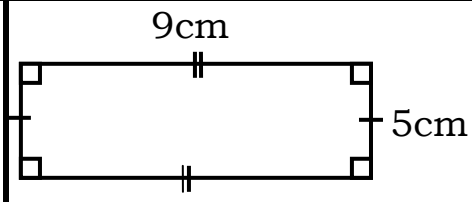
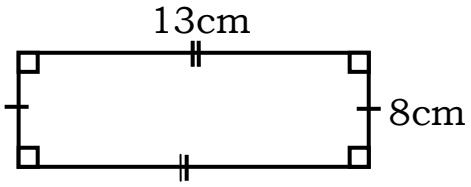
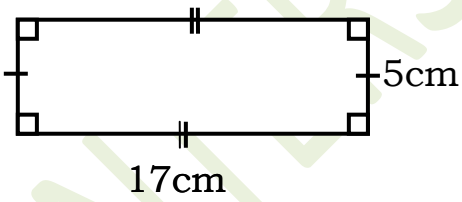
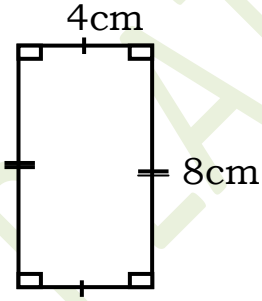
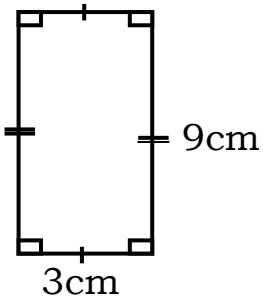
P = 2(L + W)

2(10 + 5)

2 x 15

**= 30 m**

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| | LEARNER'S ACTIVITY |
|---|---|
| 1. | ***Calculate the perimeter of these figures.*** |
| (a) |   |
| (b) |   |
| (c) |   |
| (d) |   |
| (e) |   |

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|---|---|---|---|
| 2. | Calculate the perimeter of a rectangle which measures 12cm long and 8 cm wide. | 3. | Work out the perimeter of a rectangle which measures 15cm by 7cm. |

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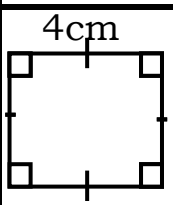
**LESSON 12: Perimeter of a square**

- ✓ A square has four equal sides
- ✓ To get the distance round the square we multiply 4 by the side length.

**Example**

**1.** ***Find the perimeter of the square.***

(a)




***Method 1***

$P = S_1 + S_2 + S_3 + S_4$

$P = (4 + 4 + 4 + 4)$

***Method II***

$P = 4s$

$P = 4 \times 4$ cm

**= 28 cm**

**Example 2**

Find the perimeter of a square whose length is 6cm

***Method 1***

$P = S_1 + S_2 + S_3 + S_4$

$= 6cm + 6cm + 6cm + 6cm$

**= 24cm**

***Method II***

$P = 4s$

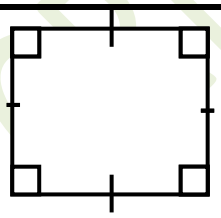
$= 4 \times 6$

**= 24cm**

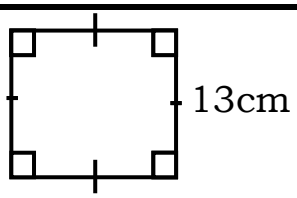
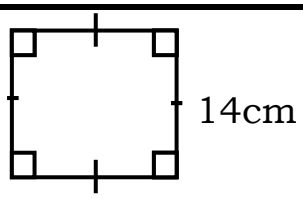
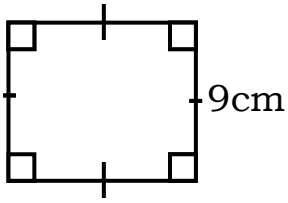
**LEARNER'S ACTIVITY**

**1.** ***Workout the perimeter of the squares drawn.***

(a)




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| | | | |
|---|---|---|---|
| (b) |  | (c) |  |
| (d) |  | | |
| 2. | ***Calculate the perimeter of a square whose;*** | | |
| (a) | Side length is **12cm** | (b) | Side length is 14m |
| (c) | Side length is 15cm | | Side length is 20m |

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**LESSON 13: Perimeter of a triangle**

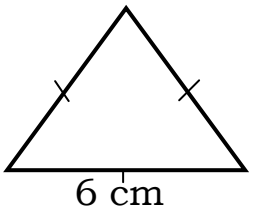
**Steps taken**

✓ Add the side length.

✓ The sum is the distance around the triangle.

**Example**

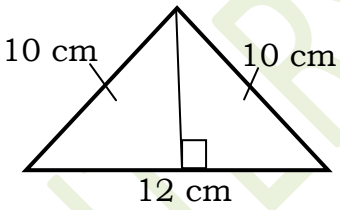
(a)




$P = S_1 + S_2 + S_3$

P = 6cm + 6cm + 6cm

**= 18cm**




$P = S_1 + S_2 + S_3$

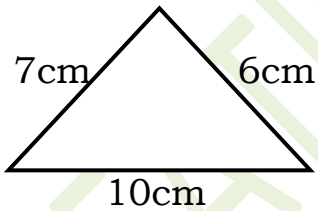
P = 12cm + 10cm + 10cm

**= 32cm**

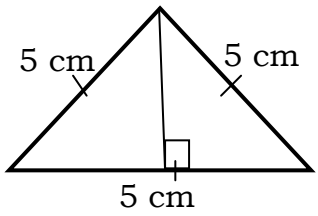
**LEARNER'S ACTIVITY**

**1.** ***Find the perimeter of the figures below:-***

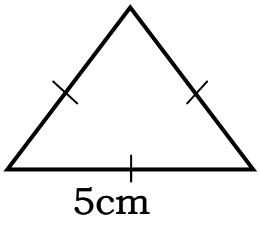
(a)



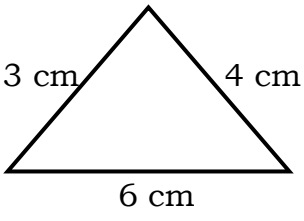

(c)




(b)

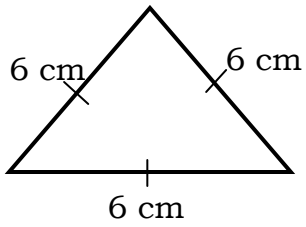



(d)




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(e)




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**LESSON 14: Finding the area of a rectangle**

**Note:**

- A rectangle has two short sides called width.
- A rectangle has two longer sides called length.

**Steps taken**

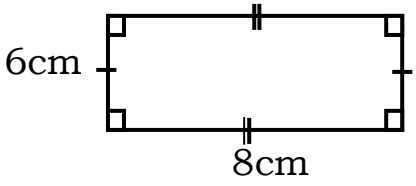
❖ Multiply the given length by width.

❖ The product obtained is area.

**Example**

**1.** ***Find the perimeter of the figure below.***

(a)

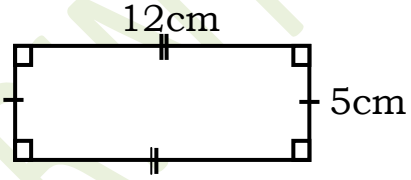



A = L x W

A = 8cm x 6cm

**A = 48 sq. cm**

(b)




A = L x W

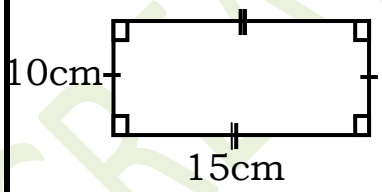
A = 12cm x 5cm

**A = 60 sq. cm**

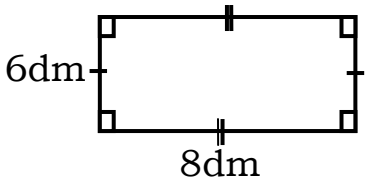
**LEARNER'S ACTIVITY**

**1.** ***Find the areas of the rectangles below***

(a)




(b)




2. A rectangular flower garden measures 9cm by 5cm. What is the area of the flower garden?

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|---|---|---|---|
| 3. | A rectangular piece of cloth measures 14.5cm by 6.5cm. What is its area? | 4. | Workout the area of a rectangle whose length is 12m and width 6m |
| 5. | Find the area of a rectangle whose length is 10dm long and 7dm wider | | |
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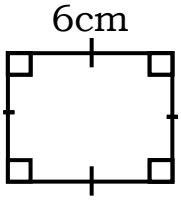
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**LESSON 15: Finding the area of a square**

**Examples**

**1.** ***Find the area of the square below:-***

(a)

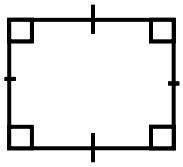



A = S x S

A = 6cm x 6cm

**A = 36 sq. cm**

(b)




A = S x S

A = 12m x 12m

**A = 144 sq. cm**

2. The length of each side of a square is 5m. What is its area?

A = S x S

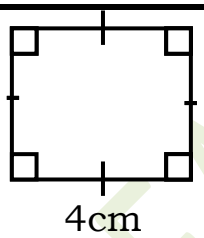
A = 5m x 5m

= **25sq.m**

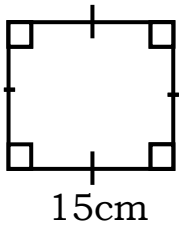
**LEARNER'S ACTIVITY**

**1.** ***Find the area of the squares below:-***

(a)




(b)




2. A square garden has a length of 10cm. What is the area of the flower garden?

3. The length of a flower garden is 9m. What is the area of the square?

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**LESSON 16: Finding the area of a triangle.**

***Steps taken***

- ✓ The area of a rectangle divided by two forms the area of a triangle.
- ✓ Area of a rectangle = L x W
- ✓ Area of a triangle $= \frac{1}{2}$(Lx W)

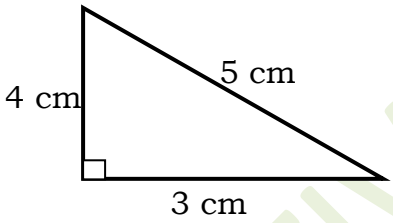
$= \frac{1}{2}$ (b x h)

- ✓ Where h stands for perpendicular height.
- ✓ Where b stands for base of the triangle.

**Example**

Find the aea of the triangles below:-

)

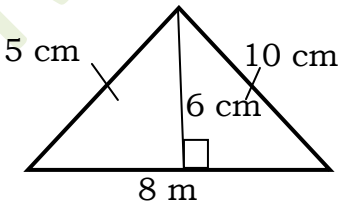



$A = \frac{1}{2}$ x b x h

$= \frac{1}{\cancel{2}}$ x 3cm x $\cancel{4}^{2}$cm

= 3cm x 2cm

= 6sq.m




$A = \frac{1}{2}$ x b x h

$= \frac{1}{\cancel{2}}$ x $\cancel{8}^{4}$cm x 6cm

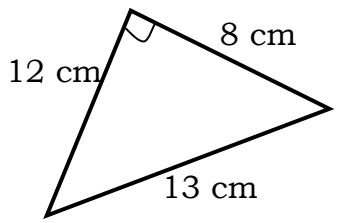
= 4cm x 6cm

= 24sq.m

**LEARNER'S ACTIVITY**

**1.** ***Find the perimeter of the figures below:-***

(a)



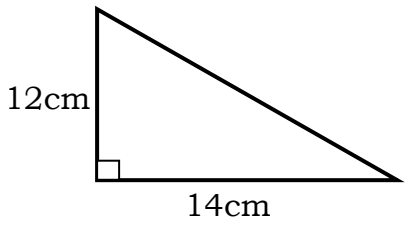
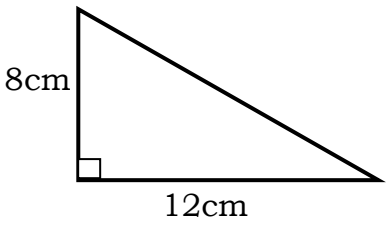
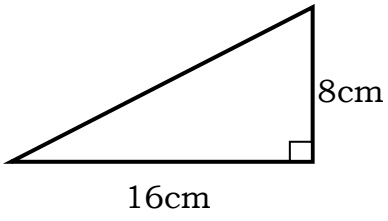
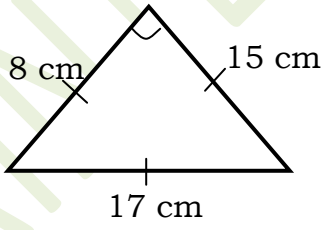

$A = \frac{1}{2}$ x b x h

$= \frac{1}{\cancel{2}}$ x $\cancel{12}^{6}$cm x 5cm

= 6cm x 5cm

**= 30sq.m**

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| | LEARNER'S ACTIVITY | | |
|---|---|---|---|
| 1. | **Find the area of the triangle below:-** | | |
| (a) |  | (b) |  |
| (c) |  | (d) |  |
| (e) | The base of a triangle is 4cm, the height is 3cm. Find it's area. | (f) | *Calculate the area of a triangle whose base is 18m and height of 10m* |

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**LESSON 17: Mass**

❖ The basic unit for mass is grams.

| Kg | Hg | Dg | G | Dg | Cg | Mg |
|---|---|---|---|---|---|---|
| 1 | 0 | 0 | 0 | | | |

**Changing kilograms to grams**

**Note:**

*When changing a big unit to a small unit, we multiply.*

***Steps taken***

❖ Multiply the mass in kg by 1000g.

❖ The product got is the mass in grammes.

1. **Examples:**

**Express 2kg in grams**

1kg = 1,000g

= 2 x 1000g

**= 2,000g**

2. **Change 4.5kg to g**

1kg = 1000g

$= \frac{45}{10}$ x 1000g

**= 4,500g.**

**Change 4.5kg to g**

1kg = 1000g

$= \frac{15}{2}$ x $\overset{500}{\cancel{1000}}$gm

= 15 x 500gm

**= 7500gm.**

**LEARNER'S ACTIVITY**

1. How many grams are in 1kg?

2. Express the following kilograms in grams.

(a) 8kg

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| (b) | 3½ kg | (c) | 5.4kg |
| (d) | 14.25kg | (e) | 10kg |
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**LESSON 18: Expressing grams as kilograms**

**Note:** *When changing a small unit to a big unit we divide.*

***Steps taken***

- Multiply the mass in grams by $\frac{1}{1000}$ g
- Divide accurately.
- The quotient is the mass in kg.

**Example 1:**

How many kilograms are in one gram?

$\frac{1}{1000}$ g = 1kg

1g = $\frac{1}{1000}$ kg

= 0.001kg.

**Example II**

Change 4000g to kg

**METHOD 1**

1000g = 1kg

4000g = $\frac{4000}{1000}$ kg

= **4kg**

**Example III**

Convert 250 grams to kilograms.

**METHOD 1**

1000g = 1kg

250g = $\frac{250}{1000}$ kg

= **0.25kg**

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| LEARNER'S ACTIVITY | | | |
|---|---|---|---|
| Change these grams to kilograms | | | |
| 1.(a) | 7000g | (b) | 24g |
| (c) | 350g | (d) | 8900g |
| (e) | 600g | | |
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CREATIVE PRINTERS

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CREATIVE PRINTERS

**Date :** _____

**LESSON 19: Capacity / changing litres to milliliters**

- Capacity is the amount of liquid contained in a prism,
- Capacity is measured using litres milliliters.

Changing litres to milliliters

| Kl | Hl | Dl | L | dl | Cl | ml |
|---|---|---|---|---|---|---|
| | | | 1 | 0 | 0 | 0 |

1 litre = 1000 milliliters

***Steps taken***

- ❖ Relate litres to milliliters that one litre is equal to 1000ml.
- ❖ Multiply the given quantity by 1000 and get your result in ml.

1.

**Example 1:**

Express 5 litres as milliliters

1L = 1000ml

5L = 5 x 1000ml

= **5,000ml**

**Example 2**

Convert 1½ L to ml

1L = 1000ml

$1\frac{1}{2}$ L = $\frac{3}{\cancel{2}}$ x $\overset{500}{\cancel{1000}}$ml

= 3 x 500ml

= **1500ml**

**Example 3:**

Change 1.5 litres to milliliters

1L = 1000ml

1.5L = 15 x $\frac{1000}{10}$ ml

= 15 x 100ml

= **1500ml**

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| LEARNER'S ACTIVITY | | | |
|---|---|---|---|
| 1. (a) | ***Change these litres to milliliters***<br>3litres | | |
| (b) | 0.9 litres | (c) | 3.5 litres |
| (d) | 48 litres | (e) | 10 litres |
| | | | |

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**Date :** _____

**LESSON 20: Expressing milliliters as litres**

***Steps taken***

- Relate Millilitres to litres i.e. 1000ml = 1L
- Divide the quantity your converting by 1000 and get your result in litres.

1.

**Example 1:**

Change 4000 millilitres to litres

**METHOD 1**

1000ml = 1L

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

= **4L**

**METHOD II**

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

$4000ml = 4000 \times \frac{1}{1000}$

= **4litres**

**Example II**

Express 2,500 millilitres as litres.

**METHOD 1**

1000ml = 1L

$2500ml = \frac{2500}{1000} L$

= **2.5L**

**METHOD II**

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

$2500ml = 2500 \times \frac{1}{1000}$

$= \frac{25}{10}$

= **2.5litres**

2. **Convert 3457 millilitres as litres**

1000ml = 1L

$3457ml = \frac{3457}{1000}$ litres

= **3.457 litres**

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| LEARNER'S ACTIVITY | | | |
|---|---|---|---|
| 1. | ***Change these milliliters to litres*** | | |
| (a) | *5000ml* | | |
| (b) | *6208ml* | (c) | *7,400ml* |
| (d) | *10000ml* | (e) | *800ml* |
| | | | |

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| | **Date :** _____<br>**THEME: NUMERACY**<br>**TOPIC 3: INTEGERS**<br>**LESSON 21: Definition and description of integers**<br><br>**Note:**<br>• Integers are made up of negative numbers, zero and positive numbers.<br>• Zero is neither a negative integer nor positive integer.<br>• Positive integers are written with a plus sign or without.<br>• Negative integers are written with a minus sign.<br>• Integers can be represented on the number line. |
| | **Examples of positive numbers are:-**<br>+1, +2, +3, +10, +100 etc<br>Positive integers can also be written without a sign e.g.<br>1, 2, 3, 4, 5, 100, 200 |
| **LEARNER'S ACTIVITY** | |
| (a) | What are integers? |
| (b) | Write down the two types of integers. |
| (c) | Write any 3 examples of positive integers. |
| (d) | Write down any four examples of negative integers. |
| (e) | Which integer is referred to as the neutral / integer? |

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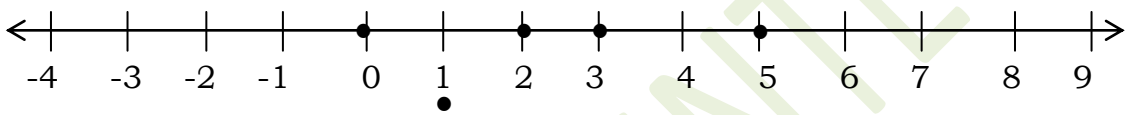
**LESSON 22: Arranging integers in ascending order**

***Lesson hints***

- ✓ Define ascending order as arrangement from the smallest to the biggest.
- ✓ Plot the given integers on a number line
- ✓ Write the integers starting from the left to the right.

**Example1:**

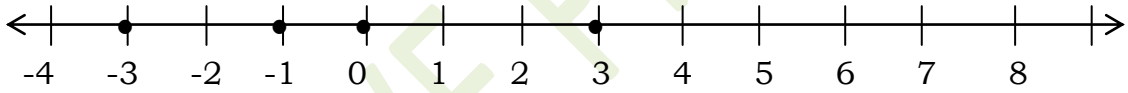
Arrange: 0, 2, 1, 5, 3 in ascending order




0, 1, 2, 3, 5

**Example 2:**

Write -1, -3, 0, 3, 1, starting with the smallest




-3, -1, 0, 1, 3

**LEARNER'S ACTIVITY**

Arrange the following in ascending order using a numberline.

(a) 1, 3, 2, 0, 4

(b) -1, -2, -4, -3, 0

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| | |
|---|---|
| (c) | -1, -2, -4, -3, 0 |
| (d) | 4, 3, 2 0 -1, -3 |
| (e) | -1, 4, -5 -2 0 |
| (f) | -3, +2, +1 0 2 |

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**LESSON 23: Arranging integers in descending order**

***Lesson hints***

- ✓ Descending order means order from the biggest to the smallest.
- ✓ Draw a number line having negative and positives.
- ✓ Plot the given integers on a number line.

**Example1:**

Arrange the integers below in descending order.

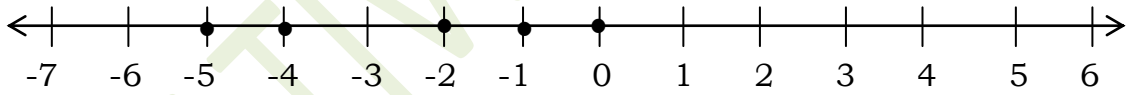
$^{+}4$, $^{+}2$, 0, $^{+}3$




Order: $^{+}4$, $^{+}3$, $^{+}2$, 0

**Example 2:**

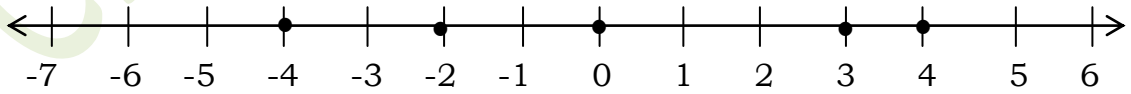
Arrange -4, -5, -1, 0, -2 in descending order




Order: 0, -1, -2, -4, -5

**Example 3:**

Arrange -4, -2, $-^{+}3$, 0, $^{+}4$ from the biggest to smallest.




Order: $^{+}4$, $^{+}3$, 0, -4

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| | LEARNER'S ACTIVITY |
|---|---|
| | Arrange the integers below in descending order |
| (a) | 4, -1, -6, 0, -2 |
| (b) | $^{+}4$, $^{+}2$, $^{+}3$, $^{+}5$, |
| (c) | -2, $^{+}2$, 0, $^{+}3$, $^{+}4$ |
| (d) | $^{+}4$, -4, $^{+}2$, $^{+}3$, -3 |
| (e) | 0, -1, +1, +3 -4, -3 |

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**Date :** _____

**LESSON 24: Comparing integers using < , =, >**

***Lesson hints***

- ✓ All negative integers are smaller than positive integers.
- ✓ The bigger the negative integer, the smaller the value and the smaller the negative integer the bigger the value.

**Example1:**

Use: >, = or < to complete.

(i) 4 > 0

(ii) 4 < 9

(iii) 2 > 4

(iv) 5 = 5

**LEARNER'S ACTIVITY**

Complete the statements below using >, = or <

| | | | |
|---|---|---|---|
| (a) | 4 _____ 2 | (b) | $^{+}4$ _____ $^{+}3$ |
| (c) | 5 _____ $^{+}7$ | (d) | $^{-}4$ _____ 0 |
| (e) | 0 _____ -1 | (f) | $^{+}2$ _____ $^{+}2$ |
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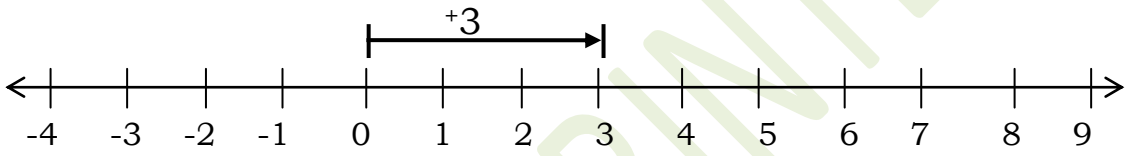
**LESSON 25: Drawing arrows of positive integers.**

***Steps to take***

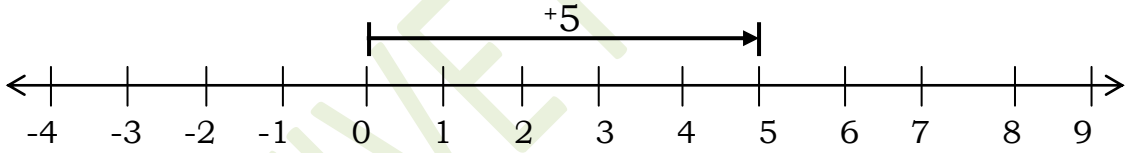
- ✓ Draw a number line.
- ✓ An arrow starts with either dot (,) or bar (I).
- ✓ It should end with an arrow ⟶
- ✓ A complete arrow should be like this. ⟶
- ✓ We count the number of spaces.

**Examples:**

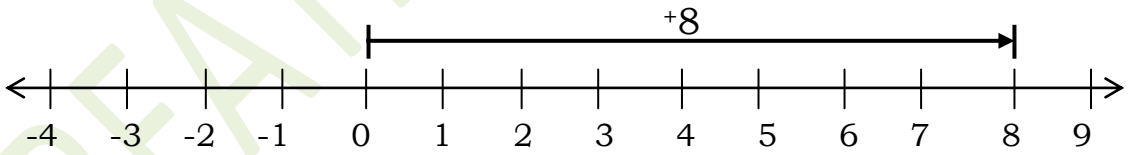
(a) Show +3 on the number line




(b) Show +5 on a number line



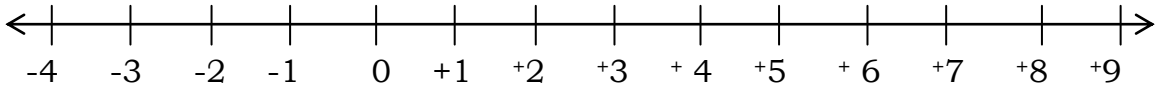

(c) Draw a number line and on it show +8




**LEARNER'S ACTIVITY**

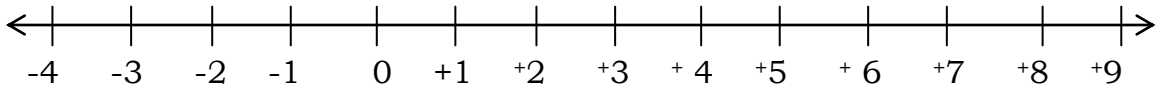
Show the integers below on a number line

(a) +4

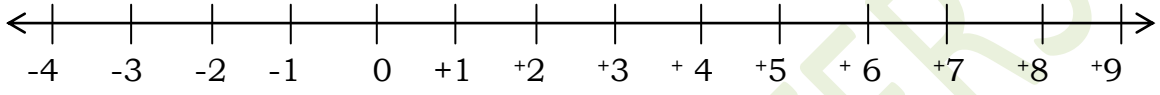



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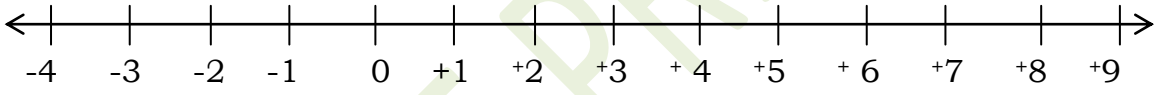
(b) $^{+}7$



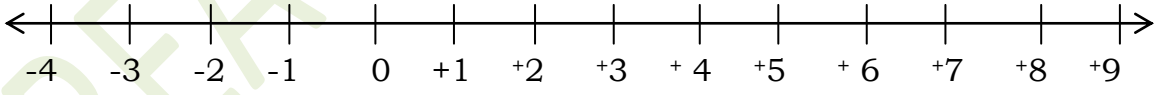

(c) $^{+}3$



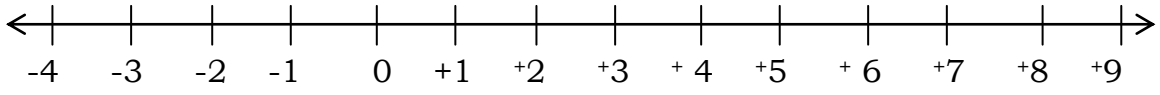

(d) $^{+}1$




(e) $^{+}9$




(f) $^{+}6$




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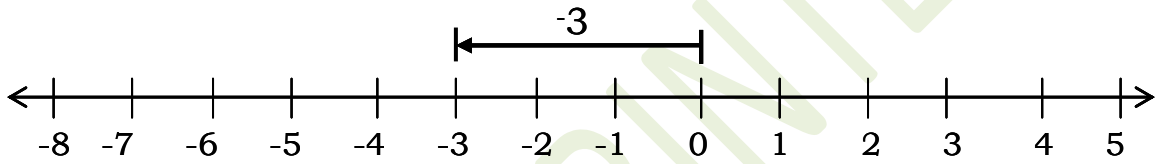
**LESSON 26: Drawing arrows of negative integers.**

***Hints***

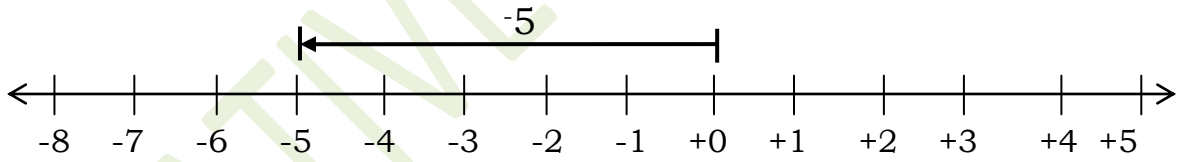
- ✓ An arrow starts with either a dot. (.) or a bar (I)
- ✓ It should end with an arrow. ←
- ✓ A complete arrow should be. ←|
- ✓ We count the number of spaces.

**Example:**

(a) Show -3 on a number line.



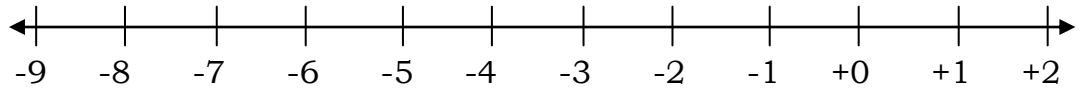
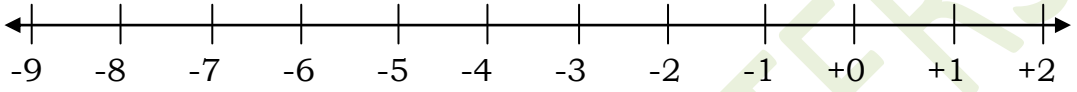
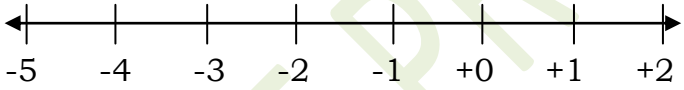
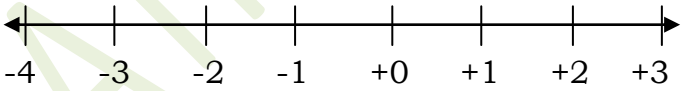
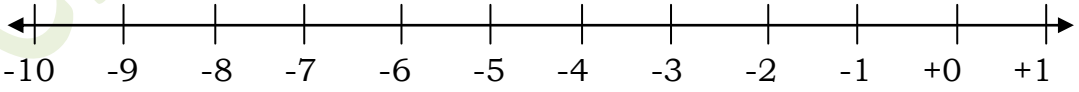
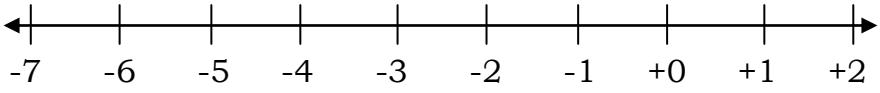

(b) Represent -5 on a number line




(c) Draw a number line and on it show -8




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| | LEARNER'S ACTIVITY |
|---|---|
| | Represent the integers below on a number line |
| (a) | -4   |
| (b) | -7   |
| (c) | -3   |
| (d) | -1   |
| (e) | -9   |
| (f) | -6   |

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**LESSON 27: Giving value of arrows**

***Lesson hint***

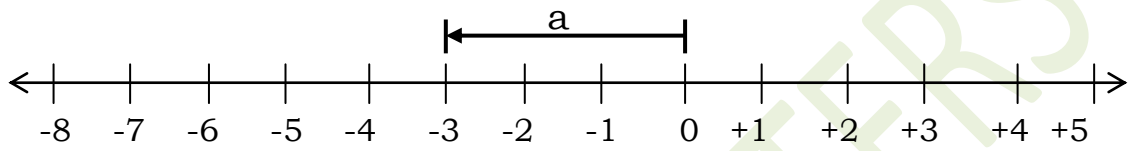
✓ Count the space covered by the arrow.

✓ The sign is given following the direction of the arrow.

(a)

**Example 1:**

What integer is shown by the arrow a.

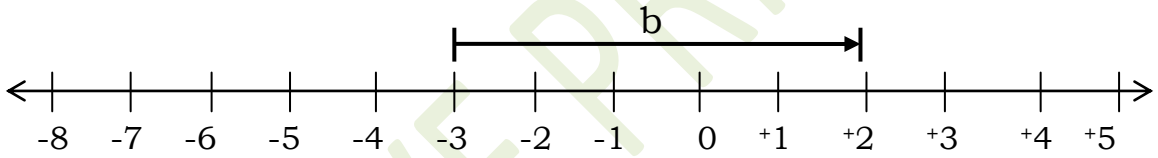



a = -3

(b)

**Example 2:**

What integer is shown by the arrow b?

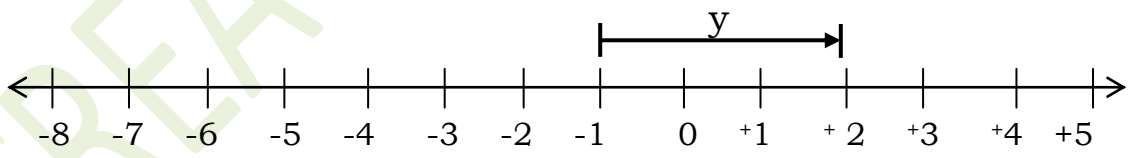



b = +5

(c)

**Example 3:**

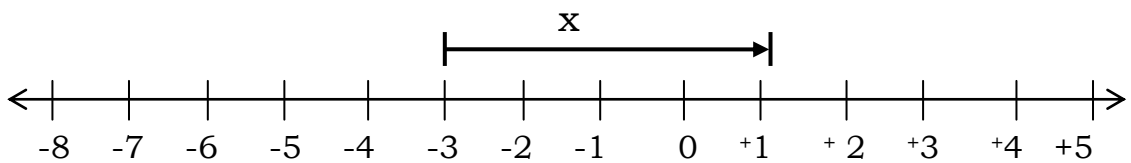
What integer is shown by the arrow y?




y = +3

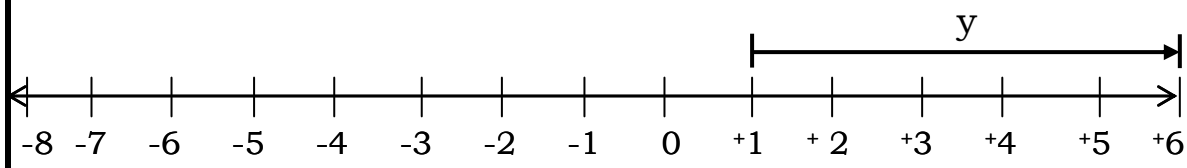
**LEARNER'S ACTIVITY**

(a) Write the integers represented by the arrow.

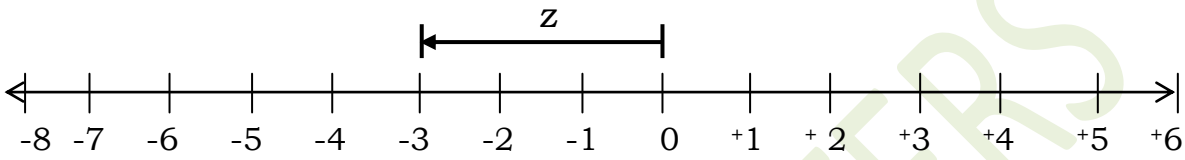



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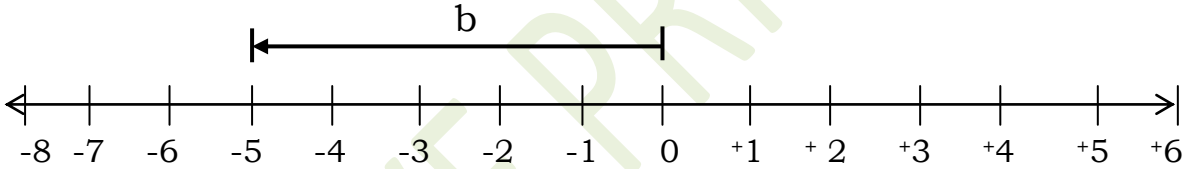
(b)



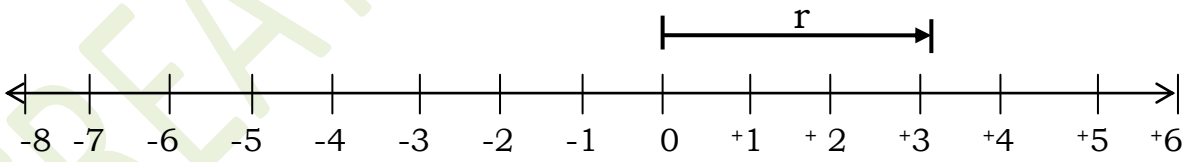

(c)




(d)




(e)




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**LESSON 28: Adding integers without using number line**

***Steps taken***

- ✓ Identify the integers.
- ✓ Pair where applicable.
- ✓ Give the answer by counting.

**Example 1:** Add +3 + 7

+3 + 7 =

+10

| | |
|---|---|
| **+ve** | ⊕⊕⊕ / ⊕⊕⊕⊕⊕⊕ |
| **-ve** | |

**Example II:** Workout: -3 + 8

-3 + 8

+5

| | |
|---|---|
| **+ve** | + + + + + + + + |
| **-ve** | |

**Example III:** Calculate: -7 + 5

| | |
|---|---|
| +ve | + + + + + |
| -ve | |

7 + 5 = -2

**LEARNER'S ACTIVITY**

(a) -7 + 7

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| (b) | -10 + 14 |
| (c) | -2 + 7 |
| (d) | +4 + 2 |
| (e) | +9 + 3 |
| (f) | -6 + 9 |
| (g) | -4 + 5 |

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**LESSON 29: Subtracting without using a number line.**

***Steps taken***

- ✓ Match correctly and pair if applicable.
- ✓ Count to obtain the final outcomes.

**Example 1:** Subtract: -3 - 4

| +ve - - - - - - - |
|---|
| -3 - 4 = -7 |

| | **LEARNER'S ACTIVITY** |
|---|---|
| (a) | +2 - 7 |
| (b) | 6 - 3 |
| (c) | $^{+}$14 - 8 |

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| (d) | $^{+}9 - 9$ |
| (e) | $^{+}8 - 4$ |
| (f) | 20 - 24 |
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**LESSON 30: Solving word problems involving integers**

***Lesson hints***

Words used for positive (+)

⊕ Profits

⊕ AD

⊕ Above sea level

⊕ Increase

⊕ Rise in temperature

Words used in negatives

⊕ Losses

⊕ Discounts

⊕ BC

⊕ Below sea level

⊕ Fall in

**Example 1:**

A man was born in 12 BC and died in 13AD. How old was he when he died.

= 13 - - 12

= 13 + 12

**= 25 years.**

**Example 2:**

The temperature was $20^0$C in the morning. It rose by $5^0$C in the afternoon. What was the temperature in the afternoon?

= $20^0$C + $5^0$C

= **$25^0$C**

**LEARNER'S ACTIVITY**

1. The temperature in the afternoon was $27^0$C. It fell in the evening by $4^0$C. Find the new temperature in the evening.

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| 2. | Musoke bought goods with 24000/=. If he was given a discount of 2300/=. How much money did he pay? |
| 3. | A trader bought a radio at 24,000/=. He sold it making a profit of 4300/=. At what price did he sell it? |
| 4. | Waako was born in 21BC and died in 14AD. At what age did Waako die? |
| 5. | Komando bought a shirt at 13000/= and sold it making a loss of 2000/=. At what price did he sell the shirt? |

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| 6. | The temperature of water was 380C. After being put in fire, the temperature rose by $06^0$c. What is the new temperature of the water? |
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| | **Date :** _____<br><br>**LESSON 31: Solving equations involving addition**<br><br>***Steps tkaen***<br>✓ Study the equation.<br>✓ Subtract from either side with the same value.<br>✓ Simplify correctly.<br>**Examples:** |
| 1. | Solve: p + 4 = 9<br>P + 4 = 9<br>P + 4 - 4 = 9 - 4<br>**P = 5** |
| 2(a) | **Solve the equation:**<br>k + 5 = 13<br>k + 5 = 13<br>k + 5 - 5 = 13 - 5<br>**k = 8** |

| | | | |
|---|---|---|---|
| | **LEARNER'S ACTIVITY** | | |
| 1. | ***Solve the following equations;*** | | |
| (a) | a + 5 = 7 | (c) | k + 7 = 11 |
| (b) | 6 + y = | (d) | P + 3 = 9 |

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|---|---|---|---|
| (e) | q + 4 = 25 | 3. | If the sum of x and 4 is 10. Find the value of x. |
| 3. | The sum of two numbers is 18. If one of the number is 8. Find the second number. | | |
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**LESSON 32: Solving equations involving subtraction**

***Steps tkaen***

- ✓ Study the equation.
- ✓ Add the either side with the same value.
- ✓ Simplify correctly.

**Examples:**

1. **Solve these equations.**

(a)
c – 3 = 7
c – 3 + 3 = 7 + 3
**c = 10**

(b)
g – 14 = 6
g – 14 + 14 = 6 + 14
**g = 20**

(c)
w - 17 = 14
w - 17 + 17 = 4 + 17
**w = 21**

(d)
k – 20 = 13
k – 20 + 20 = 13 + 20
**k = 33**

2. When 5 is subtracted from a number the answer is 15. What is the number?
P - 5 = 15
P – 5 + 5 = 15 + 5
**P = 20**

**LEARNER'S ACTIVITY**

***Solve these equations***

(a) n - 2 = 3

(b) t - 24 = 8

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|---|---|---|---|
| (c) | m - 12 = 8 | (d) | Y – 17 = 13 |
| (e) | P - 1 = 9 | (f) | d – 7 = 25 |
| (g) | x - 2 = 19 | | |
| 2. | When 10 is subtracted from a number, the answer is 9. What is the number? | | |
| 3. | Think of a number, take away 5 from it the result is 8. What is the number? | | |

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**LESSON 33: Solving simple equations with multiplication**

***Lesson hints***

✓ Divide either side by the co-efficient of the unknown.

✓ The quotient is the answer.

| **Example** | **Example 2** | **Example 3** |
|---|---|---|
| *Solve for P* | *Find the value of x* | *Solve for y:* |
| $2p + 4$ | $3x = 9$ | $5y = 25$ |
| $\frac{2p}{2} + \frac{4}{2}$ | $\frac{3x}{3} + \frac{9}{3}$ | $\frac{5y}{5} + \frac{25}{5}$ |
| **P = 2** | **P = 3** | **y = 5** |

**LEARNER'S ACTIVITY**

***Solve for the unknown letter***

| | | | |
|---|---|---|---|
| (a) | $2p = 6$ | (b) | $4p = 8$ |
| (c) | $5m = 10$ | (d) | $3y = 15$ |
| (e) | $7k = 14$ | (f) | $10y = 100$ |

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**LESSON 34: Solving equations by dividing**

***Steps taken***

- ✓ Study the equation.
- ✓ Divide both sides by same value.
- ✓ Simplify correctly.

**Examples**

$\frac{m}{2} = 8$

LCM = 2

$\frac{m}{2} \times 2 = 8 \times 2$

**m = 16**

2(a) **Solve for x**

$\frac{x}{2} + 3 = 15$

$\frac{x}{2} + 3 - 3 = 15 - 3$

$\frac{x}{2} = 12$

LCM = 2.

$\frac{x}{2} \times 2 = 12 \times 2$

LCM = 2

$\frac{x}{2} \times 2 = 12 \times 12$

**x = 24**

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| | LEARNER'S ACTIVITY | | |
|---|---|---|---|
| 1. | ***Solve the equations*** | | |
| (a) | $\frac{k}{3} = 9$ | (b) | $\frac{x}{4} + 7 = 19$ |
| (c) | $\frac{2x}{5} + 6 = 16$ | (d) | $\frac{m}{5} - 7 = 11$ |
| (e) | $\frac{2y}{3} - 7 = 3$ | | |
| 2. | Opio is k years old; James is 4 times as old as Opio. If their total age is 30 years. How old is each? | | |
| 3. | The three sides of a triangle are 2y, 3y and 4y. If the perimeter of the triangle is 36cm. Find the value of y. | | |

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**LESSON 35: Forming algebraic expressions.**

***Lesson hint***

Some words used:

- ✓ twice = 2x __
- ✓ thrice = 3x__
- ✓ double = 2x
- ✓ multiply = → x
- ✓ product = → x
- ✓ sum = → +
- ✓ difference = → -

Give the mathematical algebraic expressions

| **Example 1:** | **Example 2** | **Example 3** |
|---|---|---|
| Twice the value of x<br>= 2 *x* x<br>= 2x | The sum of y and 5<br>(y + 5) | Double p and add 5<br>= (2 *x* p) +5<br>= 2p + 5 |

**LEARNER'S ACTIVITY**

| | | | |
|---|---|---|---|
| 1. | Twice the value of p | 2. | The sum of p and 8 |
| 3. | The difference between k and 5. | 4. | The product of t and p. |
| 5. | Double y. | 6. | The product of x and 2 plus 3 |

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**LESSON 36: Solve simple word problems involved in algebra.**

***Lesson hint***

- ✓ Read the question.
- ✓ Interpret
- ✓ Form the equation.
- ✓ Solve the equation.

**Example 1:**

Amooti had some mangoes and his brother added him more 5 mangoes, if he got 12 mangoes in total, how many mangoes did he have at first?

Let the number be x.

$x + 5 = 12$

$x + 5 - 5 = 12 - 5$

$x = 7$

**He had 7 mangoes at first.**

**Example 2:**

Think of a number, multiply it by 3 and the answer is 12. What is the number?

Let the number be P

$3 \times p = 12$

$\frac{3p}{3} = \frac{12}{3}$

$P = 4$

**Example 3**

**What number is divided by 3 to give 5**

Let the number be k

$\frac{k}{3} = 5$

$3 \times \frac{k}{3} = 5 \times 3$

$k = 15$

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| | The number is 15 |
| **LEARNER'S ACTIVITY** | |
| 1. | Okello had some oranges and his brother Opio gave him 3 more oranges. If he had 10 oranges in total, how many oranges did he have at first? |
| 2. | Think of a number, subtract 5 from it and the answer is 2. What is the number. |
| 3. | James thought of a number, multiplied it by 5 and the product was 20. What was the number? |
| 4. | What number is divided by 2 and gives 7 as the answer |

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| 5. | Find the number which Kakande added to 12 to get 25. |
| 6. | The sum of a number and 7 is 12. What is the number? |
| 7. | The product of x and 7 is 21. Find x. |

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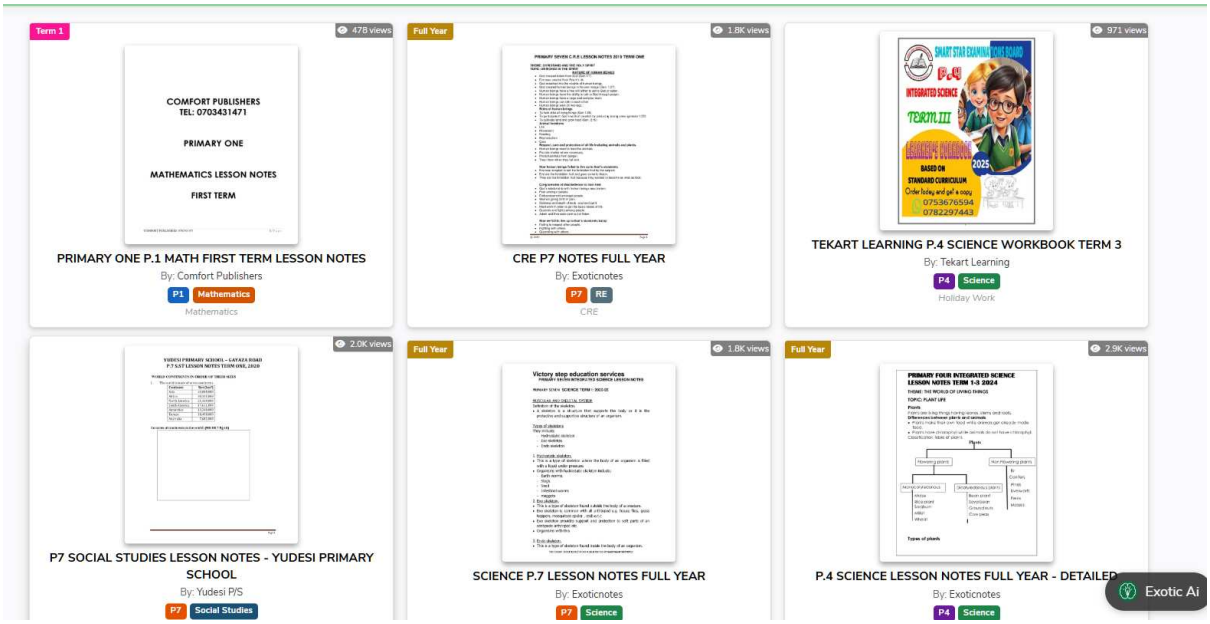
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