


# LESSON NOTES OF MATHEMATICS FOR P.5
# TERM ONE

**Primary Five Mathematics topical breakdown of lesson notes**

| Theme | Topic | Sub topic (content) | Duration | Learning outcomes |
|---|---|---|---|---|
| Sets | • Set Concept | • Reviewed sets concepts<br>  ○ Definition<br>  ○ Describing, shading, listing and forming sets<br>• Types of sets and symbols<br>  ○ Intersection and union sets<br>  ○ Equivalent sets and non-equivalent.<br>  ○ Equal and non-equal sets<br>  ○ Empty/Null sets<br>  ○ Subsets (Proper and improper)<br>• Complement of sets<br>• Shading sets on the venn diagram<br>• Sets on venn diagram<br>  ○ Representing sets | | The learner is able to demonstrate the knowledge of the sets to show problems in real life situations. |

| | | | | |
|---|---|---|---|---|
| | | ○ Interpreting information from the venn diagram<br>• Probability (chance)<br>○ Probability of a coin<br>○ Probability of a dice.<br>○ Probability of days of the week. | | |
| Numeracy | • Whole numbers | • Forming numbers from digits (sum and difference)<br>• Values of numbers<br>• Sum, difference and product of value of numbers.<br>• Expanding whole numbers using<br>○ Place values<br>○ Using values<br>○ Using exponents / powers of 10<br>• Expanded numbers<br>• Writing words in words<br>• Writing words into figures<br>• Rounding off whole numbers up to 10,000(ten thousands)<br>• Roman numerals up to 300 (ccc)- Hindu –Arabic numerals | 2weeks | The learner is able to appreciate the need to counting everyday life and work with whole numbers up to 999,999 |
| Numeracy | • Operation on whole numbers | • addition of whole numbers up to 999,999<br>- with and without regrouping.<br>• Word problem about addition | 3 weeks | The learner is able to use the four basic operations to solve problems. |

| | | | | |
|---|---|---|---|---|
| | | • Subtraction of whole numbers with and without grouping up to 6 digits<br>• Word problems on subtraction.<br>• Multiplication of whole numbers of 4 digits by 2 digits.<br>• Word problems on multiplication<br>• Division of whole numbers up to 5 digits by 2 digits.<br>- Without and with a remainder. | | |
| | | • Word problems involving division of whole numbers.<br>• Combined operations. (BODMAS)<br>• Statistics;<br>- Mean<br>- Mode<br>- Median<br>- Range<br>• Decimal and base five (Quandary base)<br>- Expanding in base five<br>- Writing base five numbers in words.<br>- Converting base five to base ten.<br>- Changing base ten to base five.<br>- Addition of numbers in base five. | | |

| | | | | |
|---|---|---|---|---|
| | | - Subtraction of numbers in base five.<br>• Finite system<br>- Expressing numbers in finite system.<br>- Addition of numbers in finite using a dial and calculus.<br>- Subtraction of numbers infinite system using a dial and calculus.<br>• Application of finite system. | | |
| Numeracy | • Number and sequence | • Types of numbers<br>- Whole numbers<br>- Counting numbers<br>- Even numbers<br>- Odd numbers<br>- Triangular numbers<br>- Prime numbers<br>- Square numbers (composite numbers )<br>- Cube numbers<br>- Square numbers<br>- Finding square of numbers (neglect square roots)<br>• Multiples of numbers<br>• LCM of numbers by listing multiples.<br>• GCF of numbers by listing factors.<br>• Prime factorization of numbers<br>- By ladder method<br>- By use of factor tree.<br>• Listing prime factors using | 2 weeks | The learner is able to relate and apply simple comprehension , skills involving patterns and sequences to real life situations. |

| | | | | |
|---|---|---|---|---|
| | | - Subscript form (set notation)<br>- Power form<br>• Sequences<br>- Increasing progression (addition and multiplication)<br>- Decreasing progression. (subtraction and division) | | |
| Numeracy | • Fractions | • Addition<br>• Subtraction with same and different denominators<br>• Multiplication of fractions<br>- Natural numbers<br>- By proper fractions<br>- By reciprocal<br>• Division of fractions<br>- By proper fractions<br>- By natural numbers and vice versa.<br>- Ordering fractions<br>• Interpreting and solving problems in real life situation about fraction | 1½ weeks | The learner is able to solve problems involving fractions and relating them to real life situations. |

# TERM ONE: TOPIC ONE

**Topic: sets**

Sub topic: types of sets

Content: definition of terms

(a) A set is a well-defined collection of elements or members.

(b) Union of sets is a collection of elements in 2 or more sets without representing common members.

(c) Intersection of sets are common elements in 2 or more sets

**Types of sets**

Equal and equivalent sets e.g. {1, 2, 3,} B {2, 1, 3}

Set A = B

Set K = {a, b, c} set L = {m, n, o}

Set K equivalent to L

$K \Leftrightarrow L$

Equal and unequal sets

P = {5, 4, 6} set N = {a, b, c}

$P \neq N$

Definition of terms

Equal sets (same numbers of elements of same kind)

Equivalent sets (same number of elements of different kinds)

No equivalent sets (different number of elements of different elements)

Examples

(i) A = {a, e, I, o, u} B = {1, 2, 3, 4, 5} $A \leftrightarrow B$

(ii) C = {T, O, P} D = {P, O, T} then C = D

Ref:

Mk New edition Bk5 page one exercise 1:1

Mk Old pg 1

**Lesson two**

Sub topic: Joint and disjoint sets

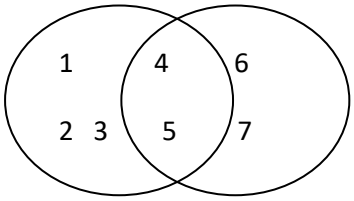
Content: definition of terms

Joint sets have some common elements

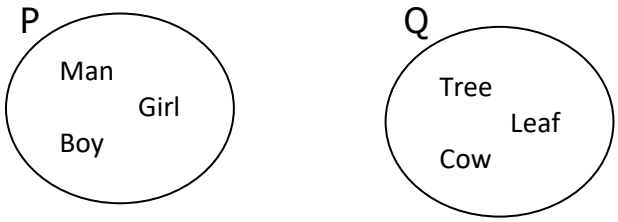
Disjoint sets have no common elements

Examples

(i) Set M = {1, 2, 3, 4, 5}  N = {4, 5, 6, 7,}
MnN = {4, 5}
Set M and N are joint sets




(ii) P = {man, boy, girl} Q = {tree, leaf, cow}
PnQ = { }
P and Q are disjoint sets i.e.




**Empty set/Null set**
**Definitions of terms**
Empty set is a set with no member
Symbol for empty set is { } or Ø
Example
A = {a car which can fly like a helicopter} A = Ø or {  }
K = {animals which lay eggs} K = not empty set

Union and intersection of sets
Intersection of sets. The symbol used to represent intersection set is ∩
Example A = {a, b, c, e, f, g}, B = {b, d, e, f, g}
AnB = {b, e, f, g}
***Note: common elements must be identified i.e. by circling, ticking or crossing them. This is the main subject competence.***
Union of sets the symbol used to represent Union set is U
Examples P = { ⬭ △ □ ⬭ } Q = a, b, △, □}
PuQ = { ⬭ △ □ , a, b }

Ref:
Old mk edition bk5 page 3-4

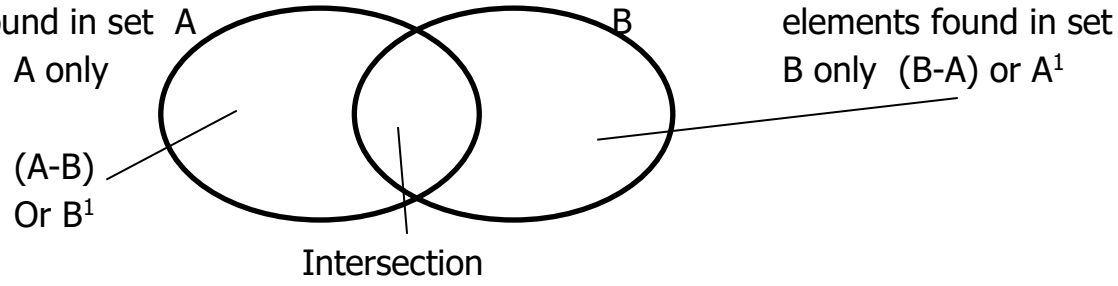
Understanding mtc bk 5 pg 5

Remarks

**Lesson three**

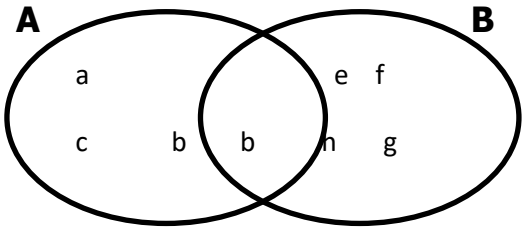
Sub topic: use of Venn diagrams to represent intersection and union sets

Content: naming parts of a Venn diagram

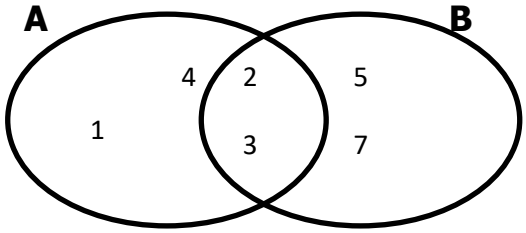



Example : Show the information below on the venn diagram

A = {a, b, c, d} B = {e, b, f, g, h} AnB = {b}



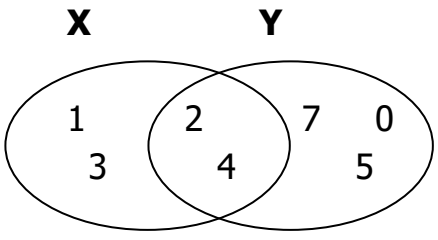

A = {1, 2, 3, 4} B = 2, 3, 5, 7}




AuB = {1, 2, 3, 4, 5, 7}

n(AuB) = 6members

2. Use the venn diagram to answer the questions




List the members of set Y

X = {2,4,7,0,5}

Find

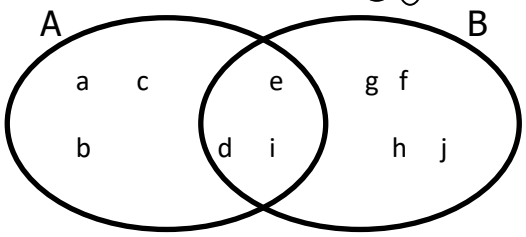
i) X∩Y
ii) (X∪Y)
iii) n(X∪Y) = 7 elements /members

ref:
Mk new edition bk5 page 5
Mk old edition bk5 page 5
Understanding mtc bk 5 pg 5-6
Remarks

**Lesson 4**

Sub topic: difference of sets (complements)

Content: A = {a, b, i, c, d, e} B = {e, d, g, f, i, h, j}




(i) A – B = {a, b, c} of (B)'
(ii) B – A = {g, I, f, h} or (A)'
(iii) N(A – B) = 3members
(iv) N(B – A) = 4members

Note: A – B means members in set A only but not in set B (B complement) $B^1$
B – A means members in set B only but not in set A (A complements) $A^1$
$B^1$ = {a, b, c}
$A^1$ = {g, j, h}
Ref
Mk new edition 2000 bk5 page 13-14
Mk old bk pg 14-17

**Lesson 5**

Sub topic: sub sets

Content: definition of terms

A sub set is small set found in a big set

Universal set is a set that contain other smaller sets

Universal set is a subset itself though not a proper subset.

Symbols used

Sub set ⊂

Not sub set ¢

Universal set Є

Examples

P = {1, 2, 3, 4, 5, 6} K = {2, 4, 6} E = {1, 3, 5} Q = {9, 10}

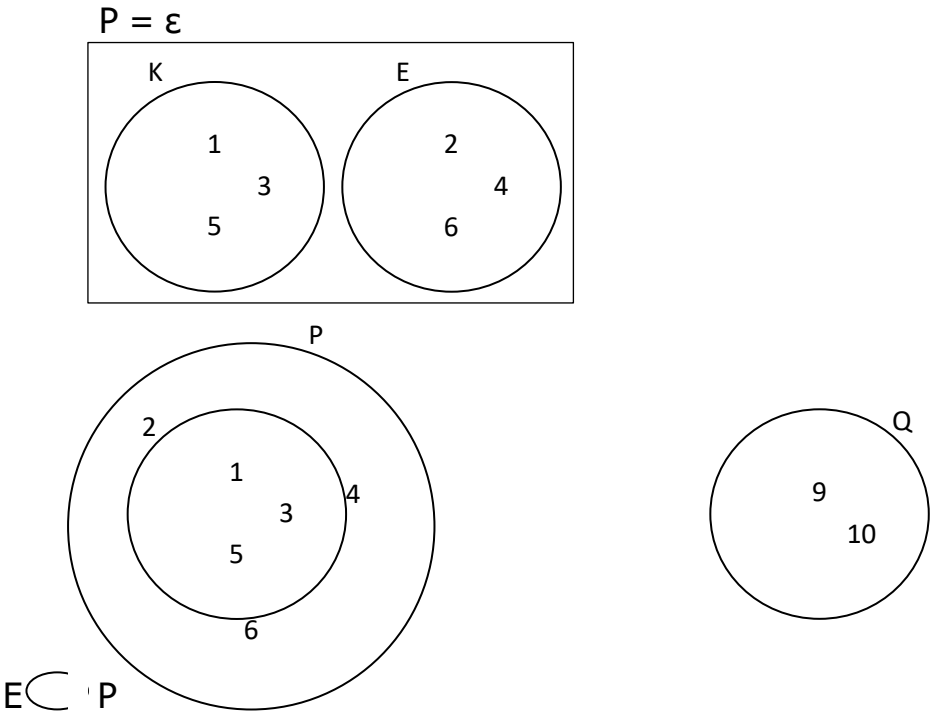
Then

(i) ECP ( E is a sub set of P)

(ii) Q¢P (Q is not a sub set of P0

(iii) P = Є( P is a universal set of K and E)

(iv) Represent the given sets on the Venn diagram




Ref:

Mk old edition exercise 1m book 5 page 19

**Lesson 6**

Sub topic: finding the number of sub sets

(a) By listing

(b) By use of a formula

Content: examples

Set K = {a, b, c}

Sub sets of K = {a, b, c}, {a, b}, {b, c} {a, c}, {a}, {b}, {c}, { }

N(C)K = 8 sub sets

Using the formula to find the number of elements in set K

$n(\subset) K = 2^n$ where n stand for number of element is K

$2^3$

2 x 2 x 2

8 sub sets

Note:

(i) Any set is a sub set of itself

(ii) An empty set is a subset of every set

The curriculum recommends the use of listing method at this level.

The logical would be that at this level the children have not covered indices and prime factorization.

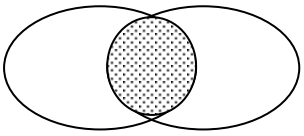
Shading and describing

Shaded regions

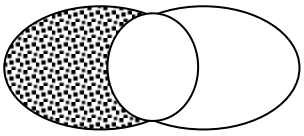
Examples

a) Describe the shaded parts

M N

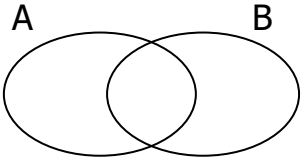


P R



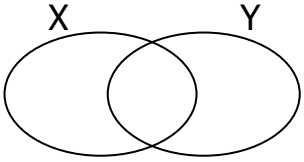
Shade

A B



(A-B)

X Y



$(X \cap Y)'$

Evaluation activity

New MK bk 5 pg 16

**Lesson 8**

Sub topic: probability in sets
Content: idea of probability
Probability of zero e.g. sun setting in the north
Probability of 1 e.g. sun setting in the west
Probability of ½ e.g. tossing a coin to get either head or tail
Tossing a coin
Examples: when you toss a coin, what is the probability of a head showing up
Sample space = {head, tail}
N(S) = 2
Number of events = (head)
= n(E) – 1

Probability of impossibilities occurs when the chances are mutually exclusive.

$$P = \frac{n(E)}{n(S)} = \frac{1}{2}$$

Toss 2 coins probability of getting two head appearing
Samples = (H.H) (H.T), (T, T), (T, H)
Number of event = n (E) two heads 1

$$P = \frac{n(E)}{n(S)} = \frac{1}{4}$$

Ref
Mk old edition bk5 page 22-23
Mk new edition pg 118
Remarks

Lesson 9
Sub topic: tossing a die
Content: examples
What is the chance of 2 appearing when a dice is tossed once?
Sample space = { 1, 2, 3, 4, 5, 6} n(S) = 6
No of events = {2} n(E) = 1

$$P = \frac{n(E)}{n(S)} = \frac{1}{6}$$

Probability of different items e.g there are 10 pencils in a tin, 3 of them are red and the rest are black, what is the probability of picking a black pencil randomly?

**Ref**

Mk old edition bk5 exercise 10 page 23
Remarks

**Topic two**
**Topic: Numeration and place value**
**Sub topic: types of number systems**
Lesson one
Content: (a) Hindu and Roman numerals

| Hindu | | Roman |
|---|---|---|
| 1 | → | I |
| 5 | → | V |
| 10 | → | X |
| 50 | → | L |
| 100 | → | C |
| 500 | → | D |
| 1000 | → | M |

Example
1. Write 19 in Roman numerals
   19 = 10 + 9
   = X + IX
   = XIX
2. Practice changing 4, 9, 6, 11, 40, 60, 90, 99 etc to Roman numerals and vice vasa

**Ref:**
Mk New edition Bk 5 page 24
Understanding mtc pg 31
Old MK pg 50

**Lesson 2**
Content: change the given Roman numerals to Hindu Arabic numerals
Example
1. Write XLIX into Hindu Arabic
   XLIX = XL + IX

XLIX = 40 + 9

XLIX = 49

2. Practice changing iv, vi, ix, lx, xc, xcix etc to Hindu Arabic numerals and vice versa

**Ref**

Mk New edition Bk 5 pg 38

Understanding mtch pg 31

MK Old bk 5 pg 50

Remarks: .....

**Lesson 3**

Sub topic: addition and subtraction of Roman numerals

Content:

Example

1. Add XXIV + XIX

| | | |
|---|---|---|
| XXV = XX + IV | XIX = X + IX | 24 43 = 40 + 3 |
| XXIV = 20 + 4 | XIX = 10 + 9 | 43 = XL + III |
| XXIV = 24 | XIX = 19 | 43 = XLIII |

2. Subtract CV – LV

| | | |
|---|---|---|
| CV = C + V | LV = L + V | 105 |
| CV = 100 + 5 | LV = 50 + 5 | -55 |
| CV =105 | LV = 55 | 50 = L |

Ref

Mk old edition bk 5 pg 53

MK new pg 38

Understanding mtc pf 32

Remarks: .....

**Lesson 4**

Sub topic: place value of whole numbers

Content: Writing place value and finding values

Example

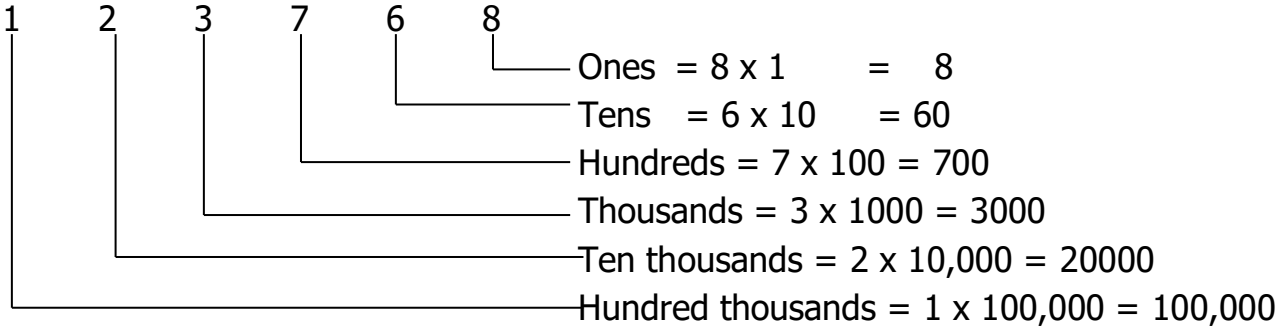
| H/th | T/th | Th | H | T | O |
|---|---|---|---|---|---|
| 1 | 3 | 4 | 6 | 7 | 8 |
| Hundred thousands | Ten thousands | Thousands | Hundreds | Tens | Ones |

The place value of 6 is hundreds

Values of digits in whole numbers

Example

Write the value of each digit in the number 123768




a) Find sum of the place value of 6 and value of 3 in the number 3726
b) Workout the difference between the place value and value of 8 and 2.

Ref

Old edition pg 30-32

New Mk pg 26-27

Understanding math bk 5 pg 15

Remarks: .....

**Lesson 6**

Sub topic: writing figures in words

Content:

Note: we use three zeros '000' to write a thousand

Examples

Write the following figures in words

(a) 62 = sixty two
(b) 108 = one hundred eight
(c) 9405 = nine thousands four hundred five

Ref

New Mk pg 28

Mk Old Edition Pg 33-34

Understanding mtc bk 5 pg 15

Remarks: .....

Lesson 6

Sub topic: writing numbers in figures

Content: writing number in figures
Examples
Write in figures

(a) Four hundred twenty five thousand three hundred seventeen

Four hundred twenty thousand = 425,000
Three hundred seventeen = + 317
425,317

Ref
Mk New edition Bk 5 page 29 and Mk old edition page 34
Understanding mtc bkl 5 pg 7

**Lesson 7**

Sub topic: forming numerals from digits
Content: example
Write down the numbers formed by the digits 3, 7, 5
375, 357, 537,573, 735, 753
Biggest number formed = 753
Smallest number formed = 357
Note: The biggest number is formed using descending order (big to small)
The smallest number is formed using ascending order (small to big)
**Note: use examples with zero as a digit also.**

Ref
Mk New editionBk5 pg 25 and Mk old edition pg 29
Understanding mtc bk 5 pg 19
Remarks:.....

**Lesson 8**

Sub topic: expanding whole numbers

(a) Using values
(b) Using place values
(c) Using exponents (powers)

1. Expand 7394 using values = 7000 + 300 + 90 + 4
2. Expand 3780 using place values: 3780 = (3 x 1000) + (7 x 100) + (8 x 10) + (0 x 1)

Sub topic: expanding numbers

(a) Using power of 10 (exponents)

Expand 7914 using powers of ten (10)

$7914 = (7 \times 10^3) + (9 \times 10^2) + (1 \times 10^1) + (4 \times 10^0)$

Ref
Mk old edition bk5 pg 39
New mk bk 5 pg 31
Remarks: .....

**Lesson 9**

Sub topic: changing form expanded form to single numbers
Content: writing expanded numbers as single numerals
Examples
Write (4 x 1000) + (5 x 100) + (7 x 10) + (3 x 1)

4000 + 500 + 70 + 3

4000
500
70
+ 3
4573

Ref
Mk new edition bk5 pg 32
Mk Old [g 39-41
Understanding mtc bk pg 33

**Lesson 10**

Sub topic: **ROUNDING OFF WHOLE NUMBERS**
Content:
Examples

1. Round off 53 to the tens

   53
   +00
   50

2. Round off 55 to the tens

55
+10
60

Note: 0, 2, 3, 4, you add 0
5, 6, 7, 8, 9 add the value of the required place value

Ref
Mk new edition bk 5 page 39-44
Mk old 54-55
Understanding mtc pg 20-22
Remarks: .....

**TOPIC THREE**
**Topic: OPERATION ON WHOLE NUMBERS**
Lesson one
Sub topic: Addition of large numbers
Content: addition
Example
Add: 473442
+369215
842657

Masinde went to the market and bought 5books at 3500/= and 12 pens at 109000/=. How much did he spend altogether?
109000/=
+ 3500/=
112,500/=

Ref
Mk New edition Bk5 page 48 -49
MK old edition pg 58-60
Understanding mtc bk 5 pg 36-38
Lesson 2
Sub topic: subtraction of large numbers
Content: subtraction
Example
Subtract: 123643

- 14262
109,381

By how much is 367015 greater than 346729?

367015
-346729
20286

Ref
Mk New edition Bk5 page 50-57
Understanding mtc pg 40-44
Remarks

**Lesson 3**

Sub topic: multiplication
Content: multiplication of numbers by one digit
Example
450 x 6

450
X 6
2700

The cost of a book is shs.750/=. Find the cost of 9 similar books at the same rate

750/=
x 9
6750/=

Evaluation activity
Mk New edition Bk5 page 52
Mk old pg 53
Understanding mtc bk 5 pg 45-48
Remarks

**Lesson 4**

Sub topic: multiplication by two digit figures
Content: example
Multiply : 35
x 12

70
+350
420

How many pupils are in 33 classrooms if each classroom has 109 pupils?

109
X 33
327
+3270
3597 pupils

Ref
Mk Old edition Bk5 page 64 – 67
Mk new edition bk pg 53-56
Understanding mtc bk 5 pg 46-50

**Lesson 5**

Sub topic: division of numbers
Content: without remainders
Example
Divide 864 by 6

144
$6\overline{)864}$
$-6$ = 144
26
- 24
24
- 24

A school has 480 pupils. Each classroom can take 40 pupils. How many classrooms are there in the school?

Divide 4824 by 12

402
12 | 4824
-48
002
- 0

24
-24
00

25 bottles hold 1725litres of water, how much does each bottle hold?
Evaluation activity
Mk Old edition Bk5 page 73 and 74 exercise 3N and 30
Remarks

**Lesson 6**
Subtopic : Division of numbers
Content: Division with remainder
Examples
i. Divide 12÷5

```
      02 rem 2
   ____________
5 ) 12
5x2 10
      2
```

$12 \div 5 = 2\ ^{2}/_{5}$

ii) 126 ÷ 2

```
      031rem 2
   ____________
4 ) 126
 4x0 0
      12
4x3  12
     -- 6
4x1   4
      2
```

$126 \div 4 = 31^{2}/_{4}$

Ref: New Mk bk 5 pg 58
Old MK bk pg 72-74
Understanding mtc bk 5 pg 57-63

**Lesson 7**
Sub topic: combined operation of numbers
Content: BODMAS
Example
Workout ½ of 10 + 15 ÷5
(½ of 10) + 15 ÷ 5
(½ x 10) + 15÷5
5 + (15 ÷ 5)
5 + 3 = 8

Ref
Mk New Edition bk 5 page 63
MK old edition pg 75

**Lesson 8**
Sub topic: statistics
Content: definition of terms

(a) Mode
(b) Range
(c) Median

Example
Given 2, 3, 0, 6, 3 and 4
Find

(a) Mode

| No | Frequency |
|---|---|
| 0 | 1 |
| 2 | 1 |
| 3 | 2 |
| 4 | 1 |
| 6 | 1 |

Mode = 3
Modal frequency is 2

(b) Range = biggest – smallest
6 – 0 = 6

(c) Median = 0, 2, 3, 3, 4, 6

$\frac{3 + 3}{2} = \frac{6}{2}$

= **3**

Ref
New Mk pg 64-65
Old MK pg 76

**Lesson 9**

Sub topic: mean/ average

Content: average = $\frac{Sum\ of\ items}{No\ of\ items}$

Example

Find the average (mean) of 0, 2, and 4

Average = $\frac{0+2+4}{3}$

$= \frac{6}{3}$

= 2

Comparing averages and total

The average age of 12pupils is 9years. What is their total age?

Average age of 12 is 9

Total age = (12 x 9) years

Total age = 108years

Ref
Mk Old edition bk5 page 76-79
New MK bk 5 pg 64-65

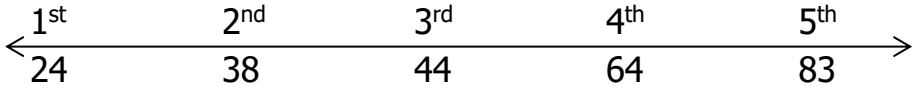
Remarks

**Lesson 10**
Sub topic: comparing numbers using symbols
Content: use >, < , =
375 _____752
5 + 6 _____6 + 5
¼ _____ $^{2}/_{8}$

**Ref**
Teacher's collection
New Mk pg 66
Remarks

**Lesson 11**
Sub topic: ordering the numbers on a number line
Content: ascending and descending order
Example

Given 24, 38, 64, 83 and 44 use a number line to arrange the numbers in ascending order




Ref
Mk new edition bk5 page 67
Remarks:

**Lesson 12**
Sub topic: bases
Content: grouping items in base five and ten
Example
In base ten IIIIIII means 7 ones
In base five IIIIIII means IIIII and II
= 1 group of fives 2ones
= $12_{five}$

Ref
Mk old Edition bk 5 page 81
New MK pg 69
Remarks:

**Lesson 13**
Sub topic: place values of non decimals bases (2, 5, 8)/ reading bases in words
Content:
Example
$423_{five}$ = 4 2 3
Ones = 1
Fives = 5
Five fives (twenty fives) = 25
Reading bases in words
Ref
New MK pg 71
Old Mk 84
Remarks
**Lesson 14**
Sub topic: expanding in base five
Content: example
Expand $13_{five}$
13
Ones
Fives
= (1 x fives) + (3 x ones) = $(1 \times 5^1) + (3 \times 5^0)$
**Ref**
Old Mk pg 85
New MK pg 71
Remarks

**Lesson 15**
Sub topic: changing to base ten/ decimal base
Content: example
Change $14_{five}$ to base ten

$14_{five}$ = (1 x fives) + (4 x ones)

= (1 x $5^1$) + (4 x $5^0$)= 5 + 4 = $9_{ten}$

Ref

Old MK pg 85

New Mk pg 71

Remarks

**Lesson 16**

Sub topic: converting base ten to non-decimal bases

Content: example

Change $56_{ten}$ to base five

| | ÷ | No | Rem |
|---|---|---|---|
| | 5 | 56 | 1 |
| | 5 | 11 | 1 |
| | | 2 | |

= $56_{ten}$ = $211_{five}$

Ref

Olf Mk pg 86

New MK pg 73

Remarks

**Lesson 17**

Sub topic: addition of numbers in bases (2, 4, and 5)

Content: example

Add $3_{five}$ + $4_{five}$

$3_{five}$ 7÷ 5 = 2 rem1

$+4_{five}$

$12_{five}$

Ref

Old MK pg 87

New Mk pg 73

Remarks

**Lesson 18**

Sub topic: subtraction in bases

Content: example

Subtract $123_{five}$ – $24_{five}$

$123_{five}$
$-24_{five}$
$44_{five}$
Ref:
Teacher's collection
Remarks

**Lesson 19**
Sub topic: multiplication of bases
Content: example
Multiply: $421_{five}$ x 3

| | |
|---|---|
| $421_{five}$ | **SDW/side work** |
| x $3_{five}$ | 6 ÷ 5 = 1 rem 1 |
| $2313_{five}$ | 13 ÷ 5 = 2 rem 3 |

**Note:** emphasize should be put on side work.
Ref
Old MK pg 88
New MK pg 74
Remarks:

**Lesson 20**
Sub topic: finite system
Content: counting in finite five and seven
Example
1(finite5) = 6, 11, 16, 21, .....
3 (finite 5) = 8, 13, 18, 23, .....
Table of finite 5 and 7
Ref:
Old Mk pg 89-91

**Lesson 21**
Sub topic: addition in finite system (2, 5, 7)
Content: example
2 + 3 = ___ (finite 5)
5 ÷ 5 = 1 rem 0 (finite 5)

= 0 (finite 5)
Dial method in addition of finite
Ref:
Old MK pg 92-94
Remarks

**Lesson 22**
Sub topic: subtraction in finite system (2, 5, 7)
Content: example
Subtract 3 – 4 = ____(finite 5)
(3 + 5) – 4 = ____(finite 5)
8 – 4 = 4(finite 5)
Dial method 3 – 4 = ___(finite 5)
Ref
Teacher's collection

**Topic: NUMBER FACTS AND SEQUENCE**
**Lesson 1**
**Sub topic: divisibility tests of 2 and 3**
Content: any number which ends with an even, digit i.e. 0, 2, 4, 6, 8 is divisible by 2
A number is divisible by 3 if the sum of its digits is divisible by 3
Example
144 = 1 + 4 + 4 = 9
144 is divisible by 3
Ref
Old Mk pg 68-69
Remarks

**Lesson 2**
Sub topic: divisibility test of 4, 5 and 10

Content: any number ending with 00 or when the last two digits are divisible by 4 is divisible by 4
Example
320, 100, 1540
Any number ending with 0 or 5 is divisible by 5
Example
220,540,725
A number ending with 0 is divisible by 10 e.g. 100, 120, 20
Activity
Teacher's collection
Old MK pg 70

**Lesson 3**
Sub topic: multiples of numbers
Content: definition of terms
(a) A multiple is a product of two numbers
Example
1. $M_5$ = {5, 10, 15, 20, 25, .....}
2. $M_4$ = {4, 8, 12, 16, .....}

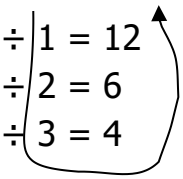
Ref
Old Mk pg 99
New MK pg 79
Remarks
**Lesson 4**
Sub topic: **Lowest Common Multiples** (LCM/ LCD)
Content: listing method
Ladder method
Example
Find LCM of 4 and 6
$M_4$ = {4, 8, (12), 16, 20, (24), 28, 32, (36), .....}
$M_6$ = {6, (12), 18, (24), 30, (36), .....}
Common multiples = {12, 24, 36, ……}
LCM = 12
**Note:** Common members must be identified.
Ladder method

| ÷ | 4 | 6 |
|---|---|---|
| 2 | 2 | 3 |
| 2 | 1 | 3 |
| 3 | 1 | 1 |

2 x 2 x 3
4 x 3 = 12
Ref
New Mk pg 80
Old MK pg 100
Remarks

**Lesson 5**
Sub topic: **Factors of Numbers**
Content: definition
A factor is a number which is multiplied by another number to get a multiple
Example

| Multiplication | | division | |
|---|---|---|---|
| $F_{12}$ | 1 x 12 = 12 | 12 ÷ | 1 = 12 |
| | 2 x 6 = 12 | 12 ÷ | 2 = 6 |
| | 3 x 4 = 12 | 12 ÷ | 3 = 4 |



$F_{12}$ = {1, 2, 3, 4, 6, 12}  $F_{12}$ = {1, 2, 3, 4, 6, 12}

Ref
New Mk pg 82
Old Mk pg 102

**Lesson six**
Sub topic: **Greatest Common Factor (GCF/HCF/HCD)**
Content: GCF and HCF refers to the biggest common factor / divisor
Example: Find the GCF of 12 and 18

| $F_{12}$ | $F_{18}$ |
|---|---|
| 1 x 12 = 12 | 1 x 18 = 18 |
| 2 x 6 = 12 | 2 x 9 = 18 |

3 x 4 = 12 3 x 6 = 18

Identify the common factors
$F_{12}$ = { 1, 2, 3, 4, 6, 12}
$F_{18}$ = {1, 2, 3, 6, 9, 18}
CF = {1, 2, 3, 6}
GCF = 6

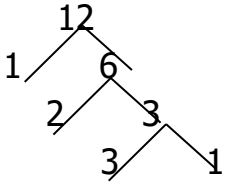
Ref
New Mk pg 82
Old Mk pg 102
Remarks

**Lesson seven**
Sub topic: **Prime and Composite numbers**
Content: definition
Prime number is a number with only two different factors i.e. 1 and a number itself
Composite number is a number with more than two different factors
Examples
13 = 1 x 13
$F_{13}$ = {1, 13}
13 is a prime number

4 = 1 x 4
4 = 2 x 2
$F_4$ = {1, 2, 4}
4 is a composite number

Activity
New MK pg 83
Remarks

**Lesson eight**
Sub topic: prime factorization
Content: we use any prime numbers when prime factorizing
Example
**Prime factorize**




**Ladder method**

| ÷ | 12 |
|---|---|
| 2 | 6 |
| 2 | 3 |
| 3 | 1 |

In multiplication form 12 = 2 x 2 x 2 x 3
In set notation form 12 = $2_1$, $2_2$, $3_1$.
Note: in set notation form we write small numbers (subscripts) below prime factors when listing them to show the number of times a prime factor has appeared.
In powers form 12 = $2^3$ x $3^1$

**Ref**

New MK pg 84-85
Old MK pg 103-105
Remarks

Lesson nine
Sub topic: find GCF using prime factorization method
Find the GCF of 12 and 18 using prime factor and LCM

| ÷ | 12 | 18 |
|---|---|---|
| 2 | 6 | 9 |
| 3 | 2 | 3 |

2 x 3 = 6
GCF = 6

| ÷ | 12 | 18 |
|---|---|---|
| 2√ | 6 | 9 |
| 2 | 3 | 9 |
| 3√ | 1 | 3 |
| 3 | 1 | 1 |

**Note**: identify the common factors

LCM = product of union of factors
LCM = 2 x 2 x 3 x 3
LCM = 4 x 9
LCM = 36

**Ref**

New MK pg 86-87
Old MK pg 106-107

**Lesson ten**

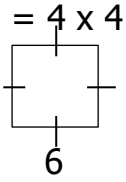
Application of LCM
Content: examples
Find the least number of pens which can be shared among 3 or 4 pupils and the remainder is 1

| 2 | 3 | 4 |
|---|---|---|
| 2 | 3 | 2 |
| 3 | 3 | 1 |
| | 1 | 1 |

= (2 x 2 x 3) + 1
= (4 x 3) + 1
= 12 + 1
= 13pens

Ref:
Teacher's collection

**Lesson eleven**
Sub topic: square numbers
Content: example
Find the square of 4
Find the area of the square
$4^2 = 4 \times 4 = 16$



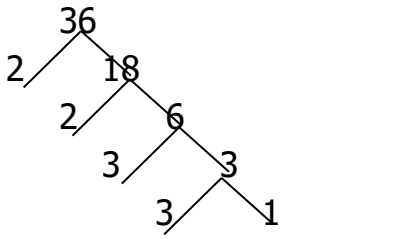

A = 6 x 6
= 36sq units

**Ref**
New MK pg 88
Old Mk pg 108
Remarks

**Lesson twelve**
Sub topic: square roots
Content: definition of terms
A square root is a number that is multiplied by itself to get a square number

Example

Find the square root of 36




(2 x 2) x 93 x 3)

2 x 3 = 6

| | ÷ | 36 |
|---|---|---|
| **2** | 2 | 18 |
| | 2 | 9 |
| **3** | 3 | 3 |
| | 3 | 1 |

(2 x 2√) x (3√ x 3)

2 x 3 = 6

**Ref**

New Mk pg 89

Old Mk pg 108-109

Remarks

**Lesson thirteen**

Sub topic: application of square roots

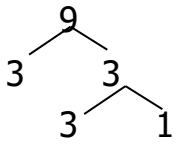
Content: example

If $X^2 = 9$ Find X

$\sqrt{X^2} = \sqrt{9}$

$\sqrt{XXX} = \sqrt{3 \times 3}$

X = 3




The area of a square is 16cm$^2$. Find the length of one side of the square

S x S = Area

$S^2$ = 16cm$^2$

$\sqrt{S \times S}\sqrt{(2 \times 2) \times (2 \times 2)}$

S = 2 x 2

S = 4cm

| | | |
|---|---|---|
| 2 | 16 | |
| 2 | 8 | |
| 2 | 4 | |
| 2 | 2 | |
| | 1 | |

**Lesson 14**

Sub topic: set of numbers

Content:

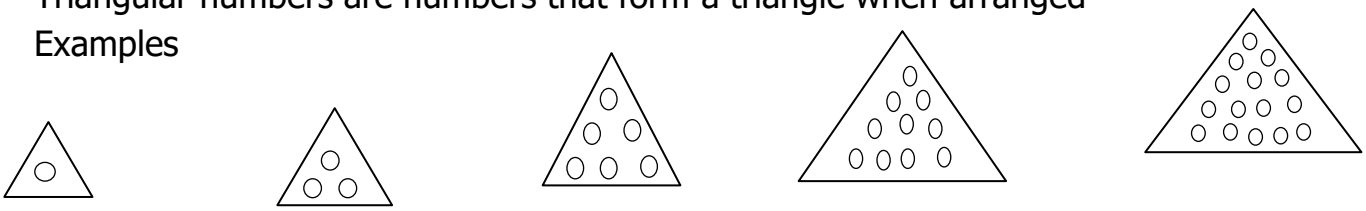
Triangular numbers form triangular patterns when properly arranged

Square numbers are got by multiplying a number by itself

Even numbers are numbers exactly divisible by 2 e.g. 0, 2, 4, 6, 8, .....

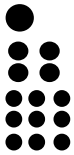
Odd numbers are numbers not exactly divisible by 2 e.g. 1, 3, 5, 7, 9.....

Natural (counting numbers) are numbers used in counting e.g. 1, 2, 3, 4, 5, .....
Triangular numbers are numbers that form a triangle when arranged
Examples



1 3 6 10 15

Square numbers

e.g.  = 1 x 1
= 4 = 2 x 2
= 9 = 3 x 3

**Lesson 15**

Sub topic: number patterns
Content: example
Fill in the missing numbers

(a) 25, 24, 21, 16, ___, ___

25 24 21 16 9 0
-1 -3 -5 -7 -9

(b) 1, 3, 6, 10, 15, ___

1 3 6 10 15 21 28
+2 +3 +4 +5 +6 +7

**2.** Example: find the sum of the missing numbers
1, 4, 9, ___, 25, 36, ___, 64

1 4 9 16 25 36 49 64
+3 +5 +7 +9 +11 +13 +15

Sum = 16 + 49 = 65

**Ref**

Old MK pg 113-114
New Mk pg 91-92
Remarks

**Lesson 16**

Sub topic: completing puzzles
Content: magic square

Example

Complete the magic square below

| | | |
|---|---|---|
| 8 | a | B |
| d | 5 | C |
| 4 | e | 2 |

Magic sum = 8 + 5 + 2 = 15

$d = 15 - (8 + 4) = 15 - 12 = 3$

$c = 15 - (3 + 5) = 15 - 8 = 7$

$b = 15 - (2 + 7) = 15 - 9 = 6$

$e = 15(1 + 5) = 15 - 6 = 9$

Ref

Understanding mtc pg 89-91

Remarks

**Topic: Fractions**

**Lesson one**

Sub topic: types of fractions

Content:

(a) Proper fractions (numerator is less than the denominator ½ )

(b) Improper fractions (denominator is less than the numerator $^4/_3$ )

(c) Mixed fraction (vulgar fractions) includes a whole number and a proper fraction)

(d) Decimal fractions (numbers with a point)

(e) Expressing improper fraction as mixed fraction

(f) Expressing mixed fraction as improper fraction

Example

Express $\frac{9}{5}$as a mixed number

$= 5\sqrt{9}$

$\underline{= -5}$

$4$

$= 1rem4$

$$= 1\frac{4}{5}$$

Express $1\frac{4}{5}$ as a mixed number

$$= \frac{(WxD) + N}{D}$$

$$= \frac{(1x5) + 4}{5}$$

$$= \frac{5 + 4}{5} = \frac{9}{5}$$

**Ref**

Old Mk pg 116-117

New Mk pg pg 115-116

Remarks:

**Lesson two**

Sub topic: equivalent fractions

Content: examples

½ , $^2/_4$, $^3/_6$ , $^4/_8$

Ref:
New MK pg 117
Old MK pg 120
Remarks

**Lesson three**
Sub topic: reducing fractions
Content: example
Reduce $\frac{12}{24}$ to its lowest terms
GCF = 12
$\frac{12 \div 12}{24 \div 12} = \frac{1}{2}$

| | N | D |
|---|---|---|
| 2 | 12 | 24 |
| 2 | 6 | 12 |
| 3 | 3 | 6 |
| | **1** | **2** |

$\frac{12}{24} = \frac{1}{2}$
Use only common factors /divisor

Ref
New Mk pg 118
Old Mk pg 121
Remarks:.....

**Lesson four**
Sub topic: ordering fractions
Content: using ascending and descending order
Examples : arrange $\frac{1}{3}, \frac{1}{2}, \frac{1}{4}$ in ascending order
LCM = 12
$\frac{1}{3} \times 12 = 4$ $\frac{1}{2} \times 12 = 6$ $\frac{1}{4} \times 12 = 3$
In ascending order ¼ ,$^1/_3$ , ½
In descending order ½ ,$^1/_3$ , ¼

Ref
New MK pg 119
Old Mk pg 125
Remark:.....

**Lesson five**

Sub topic: comparing fraction using symbols

Content: >, <, or =

Examples which is greater $^1/_3$ or ¼

LCM of 3 and 4 = 12

$\frac{1}{3} \times 12 = 4$ $\frac{1}{4} \times 12 = 3$

= 4(greater) = 3 (less)

Ref

New MK pg 120

Old Mk pg 126

Remarks:.....

**Lesson six**

Sub topic: Addition of fractions

Content: different denominations

Examples: Add $\frac{5}{6} + \frac{8}{9} = \frac{\left(\frac{5}{6} \times 36\right) + \left(\frac{8}{9} \times 36\right)}{36} = \frac{30+24}{36} = \frac{54}{36} = \frac{3}{2} = 1\frac{1}{2}$

**Ref**

New Mk pg 121

Old MK pg 127

Remarks:.....

**Lesson seven**

Sub topic: Addition of whole numbers and fractions

Content: Examples: $5 + \frac{3}{4} = \frac{5}{1} + \frac{3}{4}$

LCD = 4

$$\frac{\frac{5}{1} \times 4 + \frac{3}{4} \times 4}{4} = \frac{20+3}{4} = \frac{23}{4} = 4\sqrt{\begin{array}{r} 5 \\ \hline 23 \\ -20 \\ \hline 3 \end{array}}$$

= 5 ¾

5 rem 3

Ref:

New Mk pg 122
Old MK pg 128
Remarks

**Lesson eight**

Sub topic: Addition of mixed numbers
Content: examples
½ + 3 ¼
3 + (½ + ¼)
$3 + \left(\frac{2+1}{4}\right) = 3 + \frac{3}{4} = 3\frac{3}{4}$

**Ref**

New MK pg 123
Olf Mk p 129-131
Remarks:.....

**Lesson 9**

Sub topic: Word problems involving addition of fractions
Content: example
John filled ½ of a tank in the morning and $^2/_5$ in the afternoon. What fraction of the tank was filled with water?
$\frac{1}{2} + \frac{2}{5} = \frac{5+4}{10} = \frac{9}{10}$of the tank

**Ref**

New MK pg 125
Old MK pg 131-132
Remarks

**Lesson 10**

Sub topic: Subtraction of fractions
Content: different denominators
Examples: Subtract $\frac{1}{2} - \frac{1}{3}$LCM is 6
$\frac{3-2}{6} = \frac{1}{6}$

**Ref**

New MK pg 126-127

Old MK pg 133
Remarks:.....

**Lesson 11**
Sub topic: Subtraction of fraction from whole numbers
Content: Examples
Subtract 5 – ¾
$\frac{5}{1}-\frac{3}{4}=\frac{20-3}{4}=\frac{17}{4}=4\frac{1}{4}$

**Ref:**
New Mk pg 126
Old MK pg 117-118
Remarks:.....

**Lesson 12**
Sub topic: Subtraction of mixed fractions
Content: Examples
$4\frac{1}{2}-1\frac{1}{3}=\frac{9}{2}-\frac{4}{3}=\frac{\frac{9}{4}\times 6-\frac{4}{3}\times 6}{6}=\frac{27-8}{6}=\frac{19}{6}=3\frac{1}{6}$

**Ref**
New MK pg 126
Old MK pg 133

**Lesson 13**
Sub topic: Word problems in subtraction of fractions
Content: examples
A baby was given $^{5}/_{6}$litres of milk and drunk only $^{7}/_{12}$litres. How much milk remained?
$\frac{5}{6}-\frac{7}{12}=\frac{\frac{5}{6}\times 12-\frac{7}{12}\times 12}{12}=\frac{10-7}{12}=\frac{3}{12}remained$

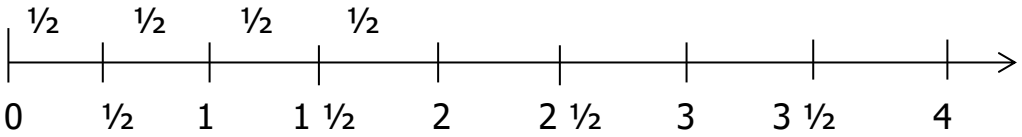
Ref

New Mk pg 127
Old MK pg 134
Remarks:.....

**Lesson 14**
Sub topic: Combined addition and subtraction
Content: example
Workout:
$\frac{5}{6}-\frac{5}{9}+\frac{7}{18}=\frac{5}{6}+\frac{7}{18}-\frac{5}{9}=\frac{15+7-10}{18}=\frac{22-10}{18}=\frac{12\div 6}{18\div 6}=\frac{2}{3}$

**Ref**
New Mk pg 128
Old Mk pg 135 – 136
Remarks

**Lesson 15**
Sub topic: Multiplication of whole and fractions
Content: using repeated addition (number line)
Using factor
Example multiply 4 x ½ = 2
$^4/_1$ x ½
2x 1
1 x 2 = 2




**Ref**
New Mk pg 129
Old Mk pg 137
Understanding mtc pg 119
Lesson 16
Sub topic: Multiplication of fractions by a whole
Using "of"
Example simplify: ½ of 16
½ x 16 = 8
**Ref**

Understanding mtc pg 119-120
New MK pg 129-130
Old Mk pg 137-138
Remarks:.....

**Lesson 18**
Sub topic: multiplication of unit fraction
Content: example
½ x ¾
1 x 3 = 3
2 x 4 8
Application of fractions
What is ¼ of 1hour?
1hr = 60min
1hr = 1 x 60min
4 4
= 15 min.
Ref
New MK pg 131
Old MK pg 138

**Lesson 18**
Sub topic: multiplication of mixed fraction by mixed fraction
Examples
1 ½ x 1 ¼ $\frac{3}{2} \times \frac{5}{4} = \frac{3\ x\ 5}{2\ x\ 4} = \frac{15}{8} = 1\frac{7}{8}$
**Ref**
Old Mk pg 138
Remarks

**Lesson 19**
Sub topic: division of fractions
Content: reciprocals of whole numbers
Example
Find the reciprocal of

(a) 2 Let the reciprocal be k

2 x k = 1

$\frac{2k}{2} = \frac{1}{2} = \frac{1}{2}$

(b) ¼ Let the reciprocal be y

$\frac{1}{4} \times y = 1$

$\frac{y}{4} \times 4 \times = 1 \times 4$

$y = 4$

(c) $1\frac{1}{3} = \frac{4}{3}$Let the reciprocal be x

$\frac{4}{3} \times x = 1$

$3 \times \frac{4x}{3} = 1 \times 3$

$\frac{4x}{4} = \frac{3}{4}$

$x = \frac{3}{4}$

Note: reciprocal is used instead of upside down

**Ref**

New Mk pg 131

Old MK pg 141

Remarks:

**Lesson 20**

Sub topic: Division of wholes by fraction

Content: examples

Workout using reciprocal

$2 \div \frac{1}{3} = \frac{2}{1} \times \frac{3}{1} = \frac{6}{1} = 6$

Using the LCM

$2 \div \frac{1}{3} = \frac{2}{1} \div \frac{1}{3} = \frac{2}{1} \times 3 \div \frac{1}{3} \times 3 = 6 \div 1 = 6$

**Ref**

New Mk pg 135

Old Mk pg 142
Remark:.....

**Lesson 21**
Subtopic: Word problems
Content: examples
(a) How many ¼ loaves of bread can be got from 3 loaves of bread?

$= 3loaves \div \frac{1}{4} loaves$

$\frac{3}{1} \div \frac{1}{4} = \frac{3}{1} \times \frac{4}{1} = \frac{12}{1} = 12quarterloaves$

(b) Using LCM and LCM = 4

$3 \div \frac{1}{4} = \frac{3}{1} \times 4 \div \frac{1}{4} \times 4 = 12 \div 1 = 12quarter\ loaves$

**Ref**
New MK pg 136
Old MK pg 144
Remark.....

**Lesson 32**
Sub topic: Division of fractions by whole numbers and vice versa
Content: example

(a) Divide $\frac{1}{3} \div 4$

$\frac{1}{3} \div \frac{4}{1} = \frac{1}{3} \times \frac{1}{4} = \frac{1 \times 1}{12} = \frac{1}{12}$

(b) Divide $4 \div \frac{1}{3}$

$\frac{4}{1} \div \frac{1}{3} = \frac{4}{1} \times \frac{3}{1} = \frac{4 \times 3}{1 \times 1} = 12$

**Ref**
New Mk pg 137-139
Note: give examples on division of mixed fraction and whole number and vice versa
Remarks

**Lesson 23**

Sub topic: division of a fraction by fraction

Content: example

Divide $\frac{2}{3} \div \frac{1}{5} = \frac{2}{3} \times \frac{5}{1} = \frac{10}{3} = 1\frac{1}{3}$

Old MK pg 144

Teacher's collection

Remarks

**Lesson 24**

Sub topic: Division of mixed numbers

Content: example

Workout:

$2\frac{1}{3} \div 3\frac{1}{2} = \frac{7}{3} \div \frac{7}{2} = \frac{7}{3} \times \frac{2}{7} = \frac{14}{21} = \frac{2}{3}$

Ref

Teacher's collection (see bk6)

# P.5 MTC LESSON NOTES TERM II

**TOPIC: FRACTIONS**

**Lesson 1**

Sub topic: decimals

Content: place values in figures and words

Examples: what is the place value of each digit in 0.75?

0.75 = 0 . 7 5 6

Thousandths $\left(\frac{1}{1000}\right)$

Hundredths $\left(\frac{1}{100}\right)$

Tenths $\left(\frac{1}{10}\right)$

Ones (1)

REF

Mk New edition Bk5 page 67

**Lesson 2**

Sub topic: values of digits in decimals

Content: find the value of each digit in 67.253

67.253

Thousandths $\left(\frac{1}{1000}\right) = 3 \times \frac{1}{1000} = 0.003$

Hundredths $\left(\frac{1}{100}\right) = 5 \times \frac{1}{100} = 0.05$

Tenths $\left(\frac{1}{10}\right) = 2 \times \frac{1}{10} = \frac{2}{10} = 0.2$

Ones (1) = (7 x 1) = 7

Tens (10) = (6 x 10) = 60

Ref

Mk New Edition Bk5 page 68

Old Mk Bk5 page 46

Remarks:.....

**Lesson 3**

Sub topic: writing decimal fractions in words

Content:

Examples

(a) Write 0.75 in words

$0.75 = \frac{75}{100}$

Seventy five hundredths

(b) Write 23.137 in words

23 and $\frac{137}{1000}$

Twenty three and one hundred thirty seven thousandths

Ref

Old MK pg 46

New MK pg 69

Remarks

**Lesson 4**

Sub topic: writing decimal fraction in figures

Content: Write sixty three and twenty five hundredths in figures

36 and $\frac{25}{100}$

63+ 0.25

63.00

+0.25

63.25

Activity

New Mk Bk5 page 70

Old mk Bk5 page 47

Remarks

**Lesson 5**

Sub topic: Expanding decimals

Content: using values

i) Using values

Examples

Expand 6.25

6.25 = 6 + 0.2 + 0.05

$= 6 + \frac{2}{10} + \frac{5}{100}$

ii) Using powers

6.25 = (6 x 1) + (2 x $10^{-1}$) + (5 x $10^{-2}$)

Ref

Old MK pg 48-49

New MK pg 36

Remarks:

**Lesson 6**

Sub topic: Rounding off decimals

Content: round off

0.625 to the nearest tenth

0.625

+ .0

0.6

Round off to the nearest hundredths

10.269

+ 10

10. 27

Ref

Old Mk Maths Bk5 pg 56

Remarks

**Lesson 7**

Sub topic: decimal fractions

Content: Expressing common fractions as decimals

Example (i) $\frac{1}{1} = 1$ (ii) $\frac{1}{10} = 0.1$ (iii) $\frac{1}{100} = 0.01$

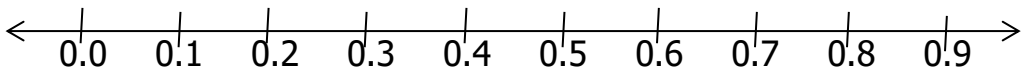
Note: Zero before a decimal point is used to keep the place for the whole number

Ref
Exercise 6:29 and also exercise 5z page 145/ 146 old edition bk5
Remarks

**Lesson 8**
Sub topic: expressing mixed fractions as decimals
Content: examples
$3\frac{1}{10} = \frac{(3 \times 10) + 1}{10} = \frac{31}{10} = 3.1$
Ref
Exercise 6:30 page 142 New Mk Bk5
Exercise 5z page 147 Old Mk Bk5
Remarks

**Lesson 9**
Sub topic: converting decimals to common fractions
Content: examples
Convert 0.5 to a common fraction
$0.5 = \frac{5}{10} = \frac{5 \div 12}{10 \div 12} = \frac{1}{2}$
Ref
Exercise 6:31 page 143 New Mk Bk5

**Lesson 10**
Sub topic: comparing decimals using symbols
Content: using symbols >, < and =
Compare 0.3_____0.5




0.3 > 0.5
**Ref**
Exercise 3:32 page 145 New Mk Bk5
Exercise from teacher's collection
Remarks

**Lesson 11**

Sub topic: Ordering decimals

Content: example

Arrange 0.1, 1.1, 0.11 from smallest to greatest and vice versa

$0.1 = \frac{1}{10}$ , $0.11 = \frac{11}{100}$ , $1.1 = \frac{11}{10}$ $the\ LCM = 100$

$\frac{1}{10} \times 100 = 10$, $\frac{11}{100} \times 100 = 11$, $\frac{11}{10} \times 100 = 110$

0.1, 0.11, 1.1 ascending order

1.1, 0.11, 0.1 descending order

**Ref**

Exercise 6:33 page 145-146 New Mk Bk5

Exercise 5z page 149 Old Mk Bk5

Remarks

**Lesson 12**

Sub topic: addition of decimal fractions

Content: example

Add: 0.45 + 13.2 + 5.2

0.45

13.2

+5.2

18.85

Ref

Exercise 6:34

New Mk pg 77

Remarks

**Lesson 13**

Sub topic: subtraction of decimal fractions

Content: example

Subtract 13.69 from 97.4

97.4 – 13.69

97.40

-13.69

83.71

Ref
Exercise 6:34
New Mk Bk5 pg 79
Remarks

**Lesson 14**

Sub topic: Addition and subtraction of decimals
Content: example
13.75 – 27 + 91.25
BODMAS
13.75 + 91.25 – 27
13.75
+91.25
105.00
-27.00
78.00
Activity
New MK pg 81 / old Mk pg 150

**Lesson 15**

Sub topic: multiplication of decimals by 10, 100 and 1000
Content: examples

6.25 x 10

$\frac{625}{100} \times 10 = \frac{625}{10} = 62.5$

6.25 x 100

$\frac{625}{100} \times 100 = 625$

**Ref**

Exercise 5z page 151 Old Mk Bk5
Remarks

**Lesson 16**

Sub topic: multiplication of decimals by decimals
Example: multiply 0.06 x 0.6=$\frac{6}{100} \times \frac{6}{10} = \frac{36}{1000} = 0.036$
Ref
Exercise 5z page 152 Old Mk Bk5

Remarks

**Lesson 17**

Sub topic: application of decimals in multiplication

Example: One rope measures 4.75metres. How long in metres will 2.5 ropes be if they are joined together?

1 rope measures 4.75m. 2.5ropes measures?

4.75m x 2.5 = $\frac{475}{100} \times \frac{25}{10} = \frac{11875m}{1000} = 11.875m$

475
+25
2375
+9500
11875

Ref

Exercise 5z page 153 to 154 old edition bk5

Remarks

**Lesson 18**

Sub topic: Division of decimals

Content: examples

Divide: 0.12 ÷0.6 = $\frac{12}{100} \div \frac{6}{10} = \frac{12}{100} \times \frac{12}{6} = \frac{2}{10} = 0.2$

Division of decimals by whole number and vice versa

$0.12 \div 6 = \frac{12}{100} \div \frac{6}{1} = \frac{12}{100} \times \frac{1}{6} = 0.02$

$6 \div 0.12 = \frac{6}{1} \div \frac{12}{100} = \frac{6}{1} \times \frac{100}{12} = \frac{100}{2} = 50$

Ref:

Old Mk pg 155

**Lesson 19**

Sub topic: Application of division of decimals

A tailor uses 1.8m to make a pair of shorts. How many pairs of shorts will he make from 12.6m?

Let the number of pairs be y

$1.8 \times y = 12.6m$

$$\frac{18 \times y}{10} = \frac{126m}{10} = \frac{18y}{10} \times 10 = \frac{126}{10} \times 10 = \frac{18y}{18} = \frac{126}{18} = 7\ pairs\ of\ shorts$$

Ref :

Exercise 5z page 156 Old Edition Mk Bk5

**GEOMETRY**

**Lesson one**

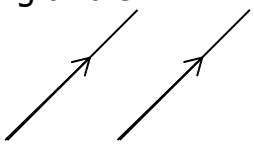
Sub topic: parallel lines

Content: definition

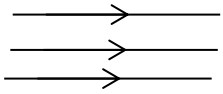
These are lines that are equal distance apart and don't meet when extended in both directions

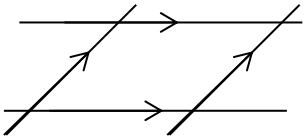
Drawing parallel lines

Using a ruler



Using ruler and set squares





Ref

Old MK pg 228

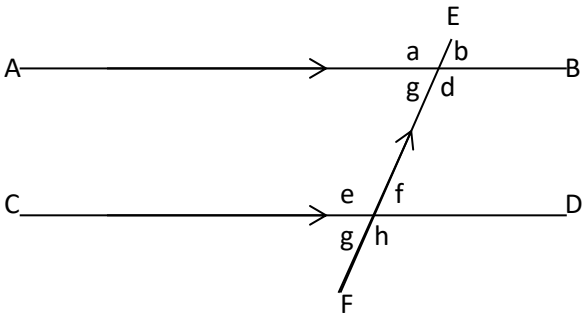
New Mk pg 94

Remarks: .....

**Lesson two**

Sub topic: intersecting and transversal lines

Content: naming points of intersection lines EF and GH are transversal lines




Ref

New MK pg 95

Old Mk pg 231

Remarks:

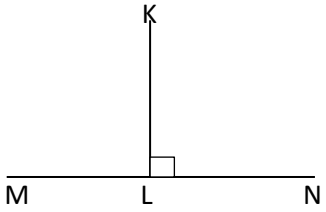
**Lesson three**

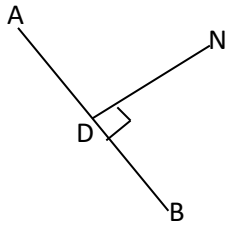
Sub topic: perpendicular lines

Content: definition of perpendicular lines

Naming perpendicular lines from given figures

Drawing or construction of bar lines using pairs of compasses and ruler with pencil only.




KL and ND are perpendicular lines to MN and AB respectively.

Ref

New Mk pg 95-96

**Lesson four**

Sub topic: polygons

Content: naming polygons

Types of triangles

- Equivalent triangles
- Isosceles triangle
- Right angled triangle

Types of quadrilaterals

- Rectangle
- Square
- Trapezium
- Rhombus
- Kite

Other regular polygons up to 12 sided polygons

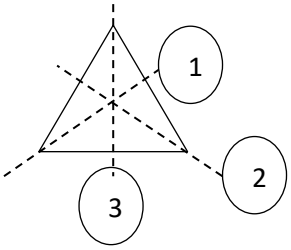
Drawing polygons using ruler and pencils (sketches)

**Types of polygons**

| Name | No of sides |
|---|---|
| Pentagon | 5 |
| Hexagon | 6 |
| Septagon / heptagon | 7 |
| Octagon | 8 |
| Nonagon | 9 |
| Decagon | 10 |
| Nuodecagon | 11 |
| Duodecagon | 12 |

Ref:
Old mkbk 5 page 202 exercise 8d
Remarks: .....

**Lesson five**
Subtopic: lines of symmetry
Content: defining
Lines of symmetry divide figure into two equal or congruent parts
Drawing and counting the lines of symmetry of i.e. triangles, quadrilaterals e.g.




Nb: child draw and labels

Ref
Old MK pg 231
New mk math bk 5 page 184-185
Remarks: .....

**Lesson six**
Sub topic: construction of circles
Content: parts of a circle of different radii and diameter

Drawing circles of radius 3cm

Sub topic: constructing and equilateral triangle in a circle
Content: pupils will use a pair of compasses and a pencil to construct circles equilateral triangles and inscribe
Ref
New Mk pg 186-187
Old Mk pg 250

**Lesson seven**
Sub topic: Constructing an equilateral triangle without a circle
Example:
Construct an equilateral triangle of side 4cm

**Lesson eight**
Sub topic: constructing a regular hexagon
Content: pupil will use a pair of compasses and a pencil to construct a regular hexagon in a circle.
Ref
Old Mk pg 251
New MK pg 188

**Lesson nine**
Sub topic: constructing square in a circle with and without a circle
Content: pupils will construct squares using different radii

Ref
Old MK mtc book 5 pg 252

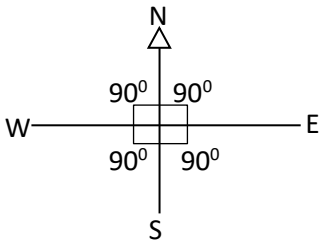
**Lesson ten**
Subtopic constructing a rectangle
Content: construction of a rectangle using a pair of compasses
Ref:
Trs' collection

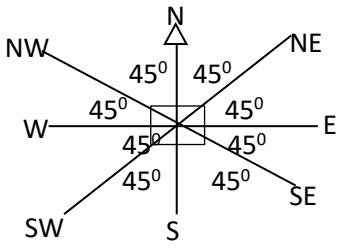
**Lesson 11**

Sub topic: angles and rotation
Content: definition
Angles is the amount of turning, rotation or opening
Rotation (clockwise or anticlockwise turn through $360^0$)
Turn clockwise / anticlockwise more through a given angle
Pupils will find the angles that make up turns, half a turn, and a quarter of a turn.
Revolution (a complete turn throughout $360^0$)

Ref
New MK pg 180-190
Old Mk pg 245-246
Remarks: .....

**Lesson 12**
Sub topic: angles on a compass
Content: pupils will find the different angles between the compass directions
Pupils draw a compass direction



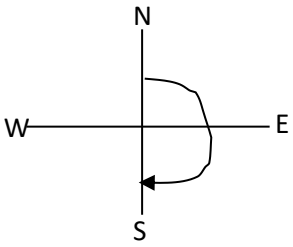




Ref
New MK pg 191
Old MK pg 247

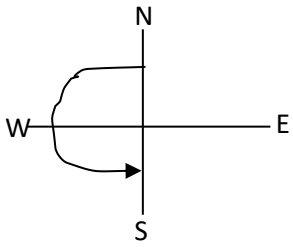
**Lesson 13**

Sub topic: the clockwise and anticlockwise turns

Content: pupils will find the angles made when one turn clockwise and anticlockwise from the given direction




Clockwise turn




anticlockwise turn

Examples: Through what angle does Sara turn from North to North East direction in a clockwise direction. Ref

New MK pg 192

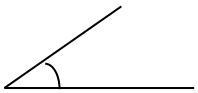
**Lesson 14**

Sub topic: types of angles

Content: pupils will be guided to name the different types of angles and give examples of such angles

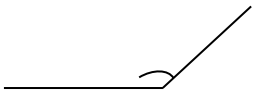
Acute angle, right angle, obtuse angle, straight angle, reflex angle

Acute angle



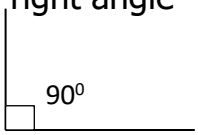
$0^0 < A < 90^0$

obtuse angles



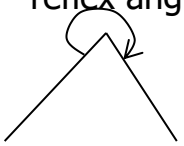
$90^0 < c < 180^0$

right angle



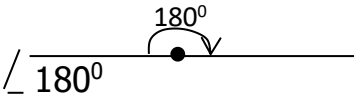

$= 90^0$

reflex angle



$180^0 < d < 360^0$

Straight angles




$= 180^0$

Example

Name the types of angles written below

a) $45^0$ Acute angle

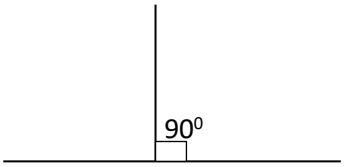
b) $200^0$ reflex angle

Ref
New Mk bk 5 pg 97
Remarks:

**Lesson 15**
Sub topic: measuring angles using a protractor
Content: pupils will measure different angles using outer scale and inner scale on a protractor with the guidance of the teacher.

Ref
New Mk pg 195
Old MK pg 237
Remarks: .....

**Lesson 16**
Sub topic: constructing angles using pair of compasses.
Content: pupils will different angles using paid of compasses, pencil e.g. construct angles of $90^0$, $120^0$ , $60^0$

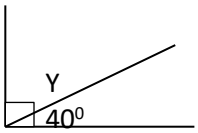



Ref:
New mk math bk 5 pg 98
Old MK pg 237

**Lesson 17**
Sub topic: supplementary angles and complementary angles
Example: what is the supplement of $45^0$
Let the sup$\angle$ be m
$M + 45^0 = 180^0$
$M + 45^0 - 45^0 = 180^0 - 45^0$
$M + 0 = 135^0$
$M = 135^0$

Complementary angles

Examples: find the complement of $40^0$




Let the comp < be Y

$Y + 40 = 90$

$Y + 40 - 40 = 90 - 40$

$Y + 0 = 50$

$Y = 50^0$

Ref

New MK pg 102

Old Mk pg 240

Remarks: .....

**Lesson 18**

Sub topic: application of complementary and supplementary angles

Content: find complement of $30^0$

Let the complement be N

$N + 30^0 = 90^0$

$N + 30^0 - 30^0 = 90^0 - 30^0$

$N + 0 = 60^0$

$N = 60^0$

The complement of x is $50^0$. Find the value of x

$X + 50^0 = 90^0$

$X + 50^0 - 50^0 = 90^0 - 50^0$

$X + 0 = 40^0$

$X = 40^0$

The supplement of an angle is $72^0$. What is the angle

let the angle be x

$X + 72^0 = 180^0$

$X + 72^0 - 72^0 = 180^0 - 72^0$

$X + 0 = 108^0$

$X = 108^0$

Ref

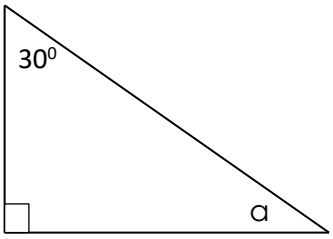
New Mk pg 100

Remarks:

**Lesson 19**

Sub topic: finding angles marked with letters on a triangle

Content: examples find the value of a




$a + 30^0 + 90^0 = 180^0$

$a + 120^0 = 180^0$

$a + 120^0 - 120^0 = 180^0 - 120^0$

$a + 0 = 60^0$

$a = 60^0$

**Ref**

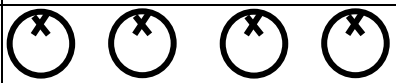
New mk maths bk 5 pg 240

**Topic: DATA HANDLING**

**Lesion one**

Sub topic: pictograph interpretation

Content: Pupils will study the given pictograph and workout numbers about the graphs

| | |
|---|---|
| Musa |  |
| Mark |  |
| Jack |  |

Key  represents 20 oranges

(i) How many oranges did Musa get?

1 picture represents 20 oranges

3 pictures represent 20 x 3 = 60 oranges

(ii) How many more oranges did Jack get than Mark?

Jack got 4 x 20 = 80 oranges

80 oranges – 40 oranges = 40 oranges

Jack got 40 more oranges than Mark

Ref
New Mk: Maths book 5 pg 113-114
Curriculum pg 97-98

**Lesson 2:**
Sub topic: drawing pictographs
Content: drawing pictographs using the given information and scale
Example
If  represents 10 balls. Draw similar pictures to represent 30 balls

Ref
New MK bk 5 pg 115

**Lesson 3:**
Sub topic: reading and interpretation of tables
Content: pupils will read and interpret given information then answer questions that follow
Example: Draw the table)

(i) How many eggs were collected on Tuesday?
10 eggs

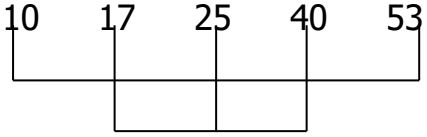
(ii) How many eggs were collected in a week?
40 + 10 + 25 + 17 + 53 = 78 + 67 = 145 eggs

(iii) Find the average number of collected eggs.

$$\frac{Total}{No\ of\ eggs} = \frac{145}{5} = 29eggs$$

(iv) Range
Range = highest – lowest
Range = 53 – 10 = 43 eggs

(v) Median



25

Ref

New Mk Maths Bk 5 pg 115

Remarks: .....

**Lesson 5**

Sub topic: bar graphs – interpretation

Content: pupils will study given bar graphs and answer the questions that follow

Evaluation activity

New mk maths bk 5 page 116

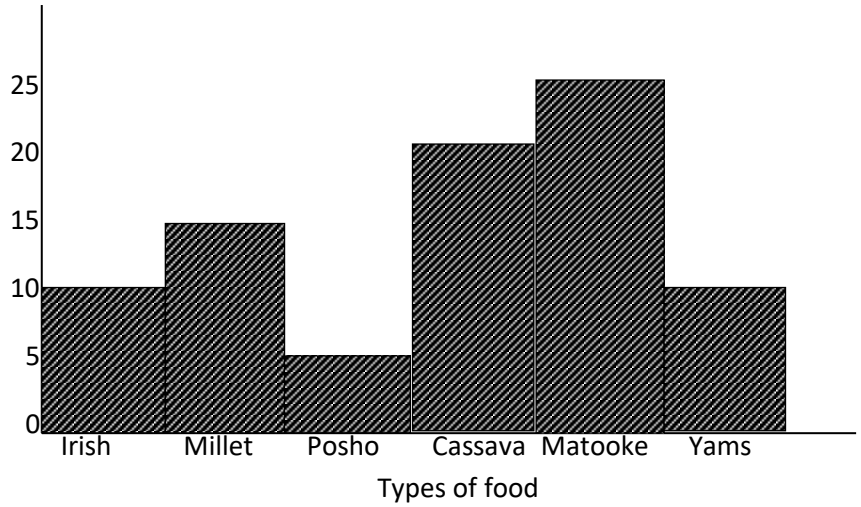
Curriculum pg 97-98

**Lesson 6:**

Sub topic: drawing bar graphs from tables

Content: pupils will use given tables and scale to draw bar graphs and answer questions that follow

| Number of pupils | 10 | 15 | 5 | 20 | 25 | 10 |
|---|---|---|---|---|---|---|
| Types of food | Irish | Millet | Posho | Cassava | Matooke | Yams |




Ref

New MK maths bk 5 pg 116-120

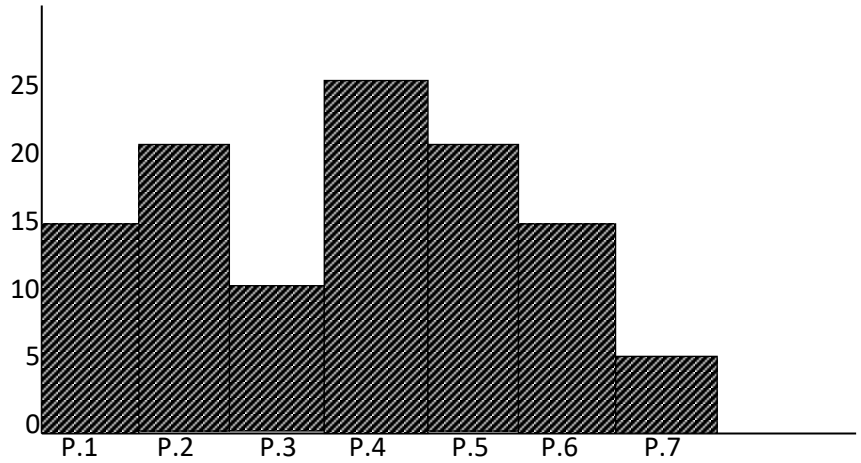
Remarks: .....

**Lesson 7**

Sub topic: recording information from a bar graph to a table

Content: pupils will study given bar graphs and record given information on a table

| Class | P.1 | P.2 | P.3 | P.4 | P.5 | P.6 | P.7 |
|---|---|---|---|---|---|---|---|
| Number of pupils | 15 | 20 | 10 | 25 | 20 | 15 | 5 |




Ref

New Mk Maths Bk 5 Pg 116-120

Teacher guides pupils through example on page 230 and evaluate them

Remarks:

**Lesson 8**

Sub topic: bar line graphs (interpretation)

Content: pupils will study given bar line graphs and answer the questions that follow

Evaluation activity

New Mk Bk 5 Pg 124-127

Remarks: .....

**Lesson 9**

Sub topic: drawing bar line graphs

Content: pupils will study given tables and use information to draw bar line graphs

Evaluation activity

Teacher's guidance (do as in bar graph) as in lesson 6 and 7

New Mk Maths bk 5pg 121-123 exercise 8:16

Remarks

**TOPIC: TIME**

**Lesson 1**

Sub topic: telling time using am and pm (12hour clock system)

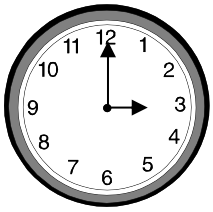
Content:

Example

What is the time in

(a) The morning 3.00am

(b) The afternoon 3.00pm




Ref

New MK maths bk5 pg 129-133

Curriculum pg 98-99

Remarks:.....

**Lesson 2**

Sub topic: Addition and subtraction of time

Content:

Examples

| Add hrs | min | side work | |
|---|---|---|---|
| 6 | 25 | 25 | 65 = 1.05 |
| +2 | 40 | 40 | 60 |
| 9 | 05 | 65 | |

| Subtract | hr | min | | |
|---|---|---|---|---|
| | 34 | 10 | 60 + 10 = | 70 |
| | - 22 | 55 | | - 55 |
| | 11 | 15 | | 15 |

11hours and 15mins

Ref

Tr's collection

Understanding mtc pg 228-229

**Lesson 3**

Sub topic: finding duration of time

Content

Mugole started walking from home at 7.15am and reached town at 9:15am. How long did it take him?

| | | |
|---|---|---|
| Reached | 9 | 15am |
| Started | -7 | 15am |
| He took | 2 | 00 |

Namata started crying at 7.15am and stopped at 8.00am. How long did it take her?

| | | | |
|---|---|---|---|
| 8 | 00am | 60 | |
| -7 | 15am | -15 | |
| | :45 | 45 | She took 45 minutes |

Ref
New mk maths bk5 pg 136
Old mk maths bk5 pg 219
Remarks:.....

**Lesson 4**
Sub topic: finding distance
Content:
Example
Find the distance a driver covers in 2hours at a speed of 90km/hr
Distance = speed x time
Distance = 90km/hr x 2hrs
Distance = 180km

Ref
New MK maths bk5 pg 138-139
Remarks:.....

**Lesson 5**
Sub topic: finding time
Content: time = $\frac{\text{distance}}{\text{Speed}}$

Example
Calculate the time taken by a car travelling at 60km/hr to cover a distance of 480km

$$T = \frac{D}{S} = \frac{480km}{\frac{60km}{hr}} = 8hrs$$

Ref
New MK maths bk5 pg 140
Remarks:.....

**Lesson 6**
Sub topic: finding speed

Content

Example

What is the average speed of a cyclist travelling a distance of 150km in 3hours?

$S = \frac{D}{T} = \frac{150km}{3hrs} = 50km/hr$

Ref

New MK maths bk5 pg 141

Remarks:

# TERM III

**Topical breakdown**

| Theme | Topic | Sub-topic | Duration | Learning outcome |
|---|---|---|---|---|
| Measurements | Money | • Recognition of money<br>• Simple rates<br>• Buying and selling (shopping bill)<br>• Table<br>• Listing<br>• Find profits and losses<br>• Cost price and selling price | 1 ½ | The learner is able to solve practical problems related to utilization of Ugandan currency in everyday life. |
| | Length, Mass, Capacity | • Conversion of length into cm/ km to ma and vice versa.<br>• Calculating perimeter and area of figures i.e. squares, triangles and rectangles only.<br>• Perimeter of a square, triangle and rectangle<br>• Conversion of mass; kg to grams and vice versa.<br>• Solving mathematical problems involving mass. (addition and subtraction)<br>• Conversion of units in capacity.<br>• Solving problems in measurement of capacity.<br>• Addition and subtraction of capacity. | 2 ½ weeks | The learner is able to recognize and use standard instruments and units for measuring length, mass and capacity. |
| Numeracy | Integers | • Drawing numberlines and identifying positive and negative integers<br>• Arranging integers<br>• Comparing integers using symbols ≤,≥<br>• Addition and subtraction of integers | 2 weeks | The learner is able to solve mathematical problems and puzzles using the knowledge of integers. |

| | | | | |
|---|---|---|---|---|
| | | • Mathematical statements and interpreting numberlines.<br>• Solving word problems involving integers. | | |
| | Algebra | • Forming algebraic expressions<br>• Collecting like terms<br>• Substitution<br>• Solving equations by (subtracting , adding)<br>• Word problems involving addition and subtraction.<br>• Solving by dividing<br>• Solving by multiplying<br>• Word problems involving division and multiplication<br>• Solving equations involving mixed equations.<br>• Solving equations involving square roots<br>• Application of algebra in (perimeter, area and volume) | 2 weeks | The learner is able to solve mathematical problems and puzzles using the knowledge of algebra. |

**TOPIC: MONEY**

**Lesson 1**

Sub topic: money

Content: denominations

Types of money

Coins, e.g. 50, 100, 200, 500

Notes e.g. 1000, 2000, 5000, 10000, 20000, 50000

Examples

Peter had 3notes of 1000/= each. How much money did he have?

1 note = 1000/=

3 notes = (3 x 1000)/=

3notes = 3000/=

NB: do also calculations on a number of coins and notes of different denominations

REF

Teacher's collections

**Lesson 2**

Sub topic: buying and selling

Content: using price list

Example

1 book costs 200/= what is the cost of 5 similar books?

1book = 200/=

5books = (5 x 200)/=

5books = 1000/=

Ref

New MK maths bk 5 pg 143

Old Mk pp 222

**Lesson 3**

Sub topic: buying and selling

Content: more simple rates

Examples

Find the cost of 12 similar books

5books cost 1000/=

1bk costs $\frac{1000}{5}$

1bk = 200/=

12bks costs (200 x 12)

12bks costs 2400/=

Ref

New MK pg 239

Old MK pg 222

**Lesson 4**

Sub topic: shopping bills and change

Content:

Examples

Kiyaga had 10,000/= he bought 2kg of sugar at shs.1600 per kg, 3bars of sopa at 1000/= each bar, ½ kg of salt at 400/= @ kg

(a) How much did he spend altogether?

(b) How much did he spend altogether?

(c) What was his balance

10,000

\- 6400

3600/=

| Item | Method | Amount |
|---|---|---|
| 2kg of sugar at 1600/= @ | 2 x 1600/= | 3200/= |
| 3bars of soap at 1000/=@ | 3 x 1000/= | 3000/= |
| ½ kg of salt at 400/=@ | ½ x 400/= | 200/= |
| Total | | 6400/= |

Ref

New mkmaths bk5 pg 145-146

Old MK pg 223

**Lesson 5**

Sub topic: completing bill tables

Content:

Examples

A father gave the shopping list below to his children

| **Item** | **Quantity** | **Unit cost** | **Total** |
|---|---|---|---|
| Blue band | ½ kg | Shs. 4600 each kg | Shs.2300 |
| Bread | .....loaves | Shs. 800 each loaf | Shs.2400 |
| Tea leaves | ¼ kg | Shs.....@kg | Shs.1500 |
| Sugar | 4kg | Shs.1800 @ kg | Shs..... |
| | | Total | Shs..... |

Complete the shopping bill

Show all the calculations and fill in later and add

Bread

800/= can buy 1 loaf

1/= buys 1/800 x 2400/=

2400/= buy 3 loaves

tea leaves

¼ kg cost 1500/=

1kg costs 1500 ÷ ¼

1kg cost 1500 x 4

= 6000/=

sugar

1kg cost 1800/=

4kg = 1800/=

x 4

7200/=

Ref

New mk maths bk 5 pg145-146

Old MK pg 224

Remarks: .....

**Lesson 6**

Sub topic: transport fare

Content:

Example

A taxi driver charges shs5000 for a trip from Kampala to Jinja per person

How much will 7 people pay for the trip?

1person pays shs.5000/=

7 people pay = 5000 x 7

= 35000/=

Ref

New MK pg 243

Old Mk pg 225-226

**Lesson 7**
Content: profit and loss
Examples
Andrew bought a goat at 20,000/= and sold it at shs.25000/=. What profit did he make?
Profit = selling price – cost price
Profit = 25000 – 20000
Profit = 5000/=
Matovu bought a goat at 30,000/= and sold it at shs20000/= how much was his loss?
Loss = buying price – selling price
Loss = 30000 – 20000
Loss = 10000/=

Ref
New mk maths bk5 pg 147-149
Curriculum pg 100

**Lesson 8**
Sub topic: finding cost price using profit and selling price
Content:
Examples
Nambi sold a radio set at 50000/= she made a profit of 10000/=. What was his cost price?
Selling price = 50000/=
Profit = 10000
Cost price = selling price – profit
Cost price = 50000 – 10000
Cost price = 40000/=

Ref
New MK maths bk 5 pg 152

**Lesson 9**
Sub topic: finding cost price using loss

Content:
Examples
Oketch sold a goat at 15,000 and made a loss of 3000. How much did he buy the goat?
Selling price = 15000
Loss = 3000
Buying price = selling price + loss
Buying price = 15000 + 3000
Buying price = 18000/=
Ref
New mkmathsbk 5 pg 151
Remarks:.....

**Lesson 10**
Sub topic: finding selling using profit and cost price
Content
Examples
A trader bought a shirt at 7500/= and sold it making a profit of shs.3500. what was his selling price?
Buying price shs.7500
Profit = 3500
Selling price = buying price + profit
Selling = 7500 + 3500
Selling price = 11000/=
Ref
New MK maths bk5 pg 150-152
Remarks: .....

**Lesson 11**
Sub topic: finding selling price using loss
Content:
Examples
A pupil bought a ball at 15000/= and sold it at a loss of 3000/=. What was the selling price of the ball?
Buying price = 15000/=
Loss = 3000/=
Selling price = buying price – loss

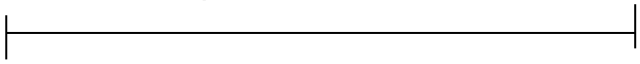
Selling price = 15000 – 3000
Selling price = 12000/=

Ref
New MK maths bk 5 pg 150-152
Remarks:.....

**Theme : MEASUREMENT**

**Topic: Length, Mass, Capacity**

Sub topic: length (distance from one point to another



$\overline{AB}=3cm$

Content
Estimate in cm and mm
Pupils will measure objects / lines in centimetres and milimetres and record the answers (group activity)

Ref
New MK maths bk 5 151 and 152
Old MK pg 198
Remarks:

**Lesson 2**

Subtopic: conversion of metric units
Content: expressing cm to mm and vice versa
Examples
How many mm are 8cm
1cm = 10mm
8cm = (8 x 10)mm
8cm = 80mm
Convert 120mm to cm
10mm = 1cm

$1mm = \left(\frac{1}{10}\right)cm$

$120mm = \left(\frac{1}{10}x120\right)cm$

$120mm = 12cm$

Ref
New MK maths bk pg 157
Remarks: .....

**Lesson 3**
Sub topic: conversion of metres to cm and vice versa
Content
Examples 1
Change 5m to cm
5m = 100cm
5m = (5 x 100)cm
5m = 500cm

Example 2: Express 1.5m to cm
1m = 100cm
$1.5m = \left(\frac{15}{10} x 100\right) cm$
$1.5m = 150cm$

Example 3:
Change 200cm to m
100cm = 1m
1 cm =( $\frac{1}{100}$ ) m

$200cm \left(\frac{1}{100} x 200\right) m$

200cm = 2m

Ref
New MK maths bk 5 pg 157
Old Mk pp 198

Remarks:

**Lesson 4**

Sub topic: Addition of m and cm

Content

Examples

Add

a)

| | m | cm |
|---|---|---|
| | 8 | 45 |
| + | 1 | 55 |
| | | |

b)

| | M | cm |
|---|---|---|
| | 2 | 73 |
| + | 3 | 13 |
| | | |

Ref:

Understanding MTC bk 5 pg 144-145

Trs' collection

**Lesson 5**

Subtopic: Subtraction of m and cm

Content :

Examples: subtract

a)

| | M | cm |
|---|---|---|
| | 4 | 93 |
| - | 2 | 22 |
| | | |

b)

| | M | cm |
|---|---|---|
| | 9 | 45 |
| - | 3 | 65 |
| | | |

Ref:

Understanding mtc bk 5 pg 142-146

**Lesson 6**

Sub topic: expressing km to m

Content
Example
Express 2km as metres
1km = 1000m
2km = (2 x 1000)m
2km = 2000m

Change 15km to m
1km = 1000m
15km = (15 x 1000)m
15km = 15000m

Convert 0.5km to m
1km = 1000m
$0.5km = \left(\frac{5}{10}x1000\right)m$
= 5 x 100m
= 500m

Ref
New mk maths bk 5 pg 158 / Old Mk pp 199

**Lesson 7**
Sub topic: converting metres to km
Content:
Examples
Change 5000m to km
1000m = 1km
$1m = \frac{1}{10}km$
$5000m = \frac{1}{1000}kmx5000$
$5000m = 5km$

Change 16500m to km

$1m = \frac{1}{1000} km$

$16500m = \left(\frac{1}{1000} x16500\right) km$

$16500m = \left(\frac{165}{10}\right) km$

$16500m = 16.5km$

Ref
New mk maths bk 5 pg 156
Old MK pp 199
Remarks:

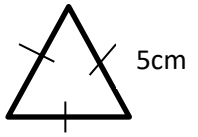
**Lesson 8**
Sub topic: comparing units of measures
Content: using>, < or =
Examples
60mm____20cm
1cm = 10mm
20cm = (20 x 10)mm
20cm = 200mm
60mm < 200mm
60mm < 20cm

Do comparison examples with m and cm and vice vasa, km and m and vice vasa

Ref
New Mk Maths Bk 5 Pg 156

**Lesson 9**
Sub topic: perimeter
Content: finding perimeter of polygons
Regular figures are polygons with all sides equal
Perimeter is the distance around the figure
**Example**

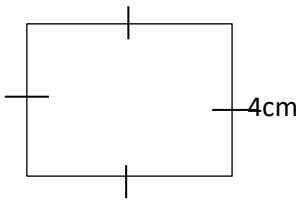
Find the perimeter of the equilateral triangle below




P = s + s + s
P = 5 + 5 + 5
P = 15cm

Do examples of squares, pentagon, octagons, heptagons etc

Square




P = s + s + s + s
P = 4 + 4 + 4 + 4
P = 8cm + 8cm
P = 16cm

Ref

New Mk maths bk 5 pg 159-161

Old edition Mk pp 203-204

Curriculum pg 101-102

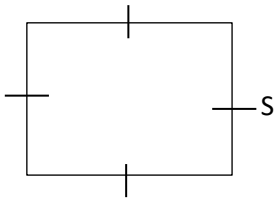
**Lesson 10:**

Sub topic: finding sides using perimeter

Content:

The perimeter of a square is 12cm. what is the length of each side?

A square has 4sides




$\frac{4s}{4} = \frac{12}{4} cm$

$s = 3cm$

Each side = 3cm

The perimeter of a square is 40cm find the length of each side

A square has four sides

P = s + s + s + s

P = 4s

$\frac{40cm}{4} = \frac{4s}{4}$

$10cm = s$

S = 10cm

The perimeter of a regular pentagon is 20cm. how long is one of its sides?

A pentagon has 5 sides

P = s + s + s + s + s

$\frac{20cm}{5} = \frac{5s}{5}$

4cm = s

One side = 4cm

Ref

Old MK pp 205-206

New MK pp 284

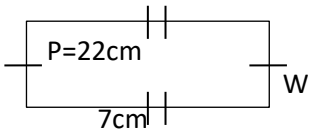
**Lesson 11**

Sub topic: finding one side of a rectangle using perimeter

Content:

Examples

The perimeter of a rectangle is 22cm and its length is 7cm find its width.




P= 2(L + W)

22=2(7 + W)

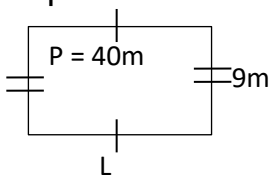
22 = 14+2w

22 – 14 = 14 – 14 + 2W

8 = 0 + 2W

$\frac{8}{2} = \frac{2W}{2} = 4cm$

The perimeter of a rectangle is 40m if its width is 9m find its length




P = L + W + L + W

40 = L + 9 + L + 9

40 = L + L + 9 + 9

40 = 2L + 18

40 – 18 = 2L + 18 - 18

22 = 2L + 0

$\frac{22}{2} = \frac{2L}{2} = 11m$

Ref

New MK pg 284

Old Mk pg 205-206

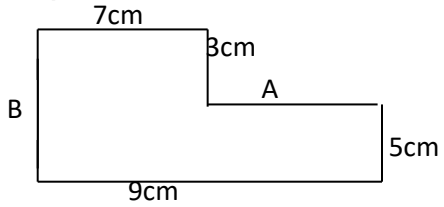
Remarks: .....

**Lesson 12**

Sub topic: perimeter of irregular shapes

Content:

Examples




Find the missing sides

| Side A | Side B |
|---|---|
| A = (9 – 7)cm | B = 5cm + 3cm |
| A = 2cm | B = 8cm |

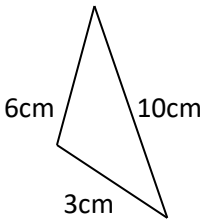
Find the perimeter of the figure

P = S + S + S +S + S + S

P = 7cm + 3cm + 2cm + 5cm + 9cm + 8cm

P = 34cm

Find the perimeter of the scalene triangle below




P = S + S + S

P = 6cm + 3cm + 10cm

P = 19cm

Example 3

Consider

Trapezium

Pentagons

Hexagons

Ref

Teacher's collections and refer to Bk 4

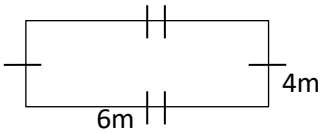
**Lesson 13**

Sub topic: area of a rectangle

Content

Example

Find the area of the rectangle below




A = L x W

A = 6m x 4m

A = 24m$^2$.

The area of a rectangle is 40dm$^2$ and its width is 8dm. find the length

L x W = 40dm$^2$

8 x L = 40dm$^2$

$$\frac{8xL}{8} = \frac{40dm^2}{8} = 5dm^2$$

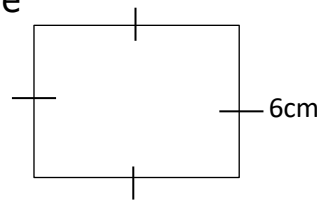
Ref

Exercise 11:7 pg 162-163 Mk new edition / Exercise 8h pg 208 old edition

**Lesson 14**

Sub topic: area of a square

Find the area of a square




A = S x S

A = 6 x 6

A = 36cm$^2$.

The area of a square is 36cm$^2$ find its sides

S x S = A

$S^2$ = A

$$\sqrt{S^2} = \sqrt{36cm^2} = 6cm$$

Ref

New Mk maths Bk 5 pg 160 7.9 and pg 281 exercise 12.17

Old MK pg 207

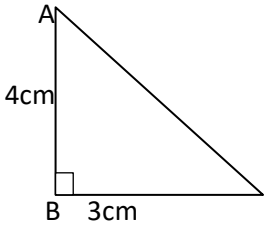
**Lesson 15**

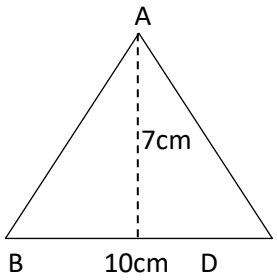
Sub topic: area of a triangle

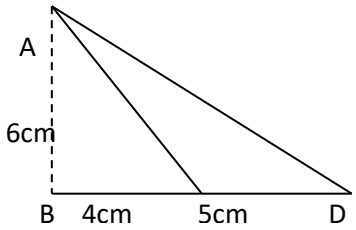
Content:

Examples

Find the area of the triangles below




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

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

$A = 3cm\ x\ 2cm$

$A = 6cm^2$

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

$A = \frac{1}{2}\ x\ 10cm\ x\ 7cm$

$A = 5cm\ x\ 7cm$

$A = 35cm^2$

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

$A = \frac{1}{2}\ x\ 9cmx6cm$

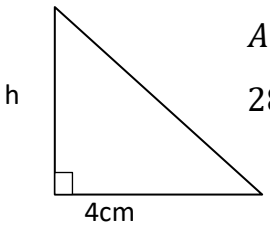
$A = 9cm\ x\ 3cm$

$A = 27cm^2$

Ref
New MK maths bk5 pg 164
Old mk bk5 page 209-210

**Lesson 16**
Sub topic: word problems involving area of triangles
Content:

Examples
The base of a triangle is 4cm and its area is 28cm$^2$. Find its height




$A = \frac{1}{2}xbxh$

$28cm = \frac{1}{2}x4cmxh$

$\frac{28}{2} = \frac{2h}{2} = 14$

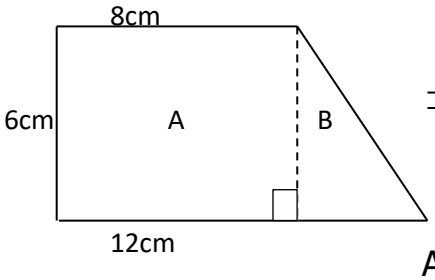
Ref
New mk math bk5 pg 163

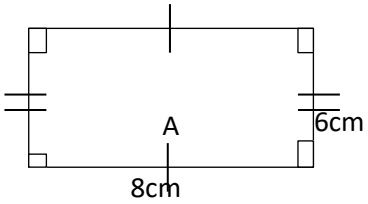
**Lesson 17**

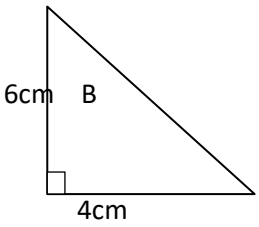
Sub topic: area of combined figures

Content:

Find the area of the figures below




A = L x W

A = 8cm x 6cm

A = 48cm$^2$

Total area = 48cm$^2$ + 12cm$^2$

Total area = 60cm$^2$

$A = \frac{1}{2} xbxh$

$A = \frac{1}{2} x4x3$

$A = 4cmx3cm$

$A = 12cm^2$

Ref

New mk maths bk5 pg 164-165

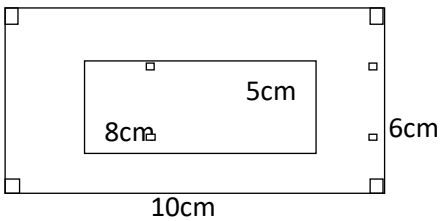
Old Mk pp 210-211

**Lesson 18**

Sub topic: area of shaded and unshaded regions

Content

Examples




Area of big rectangle – area of small rectangle

= (L x W) – (L x W)

= (10x 6)cm$^2$ – (8 x 5)cm$^2$

= 60cm$^2$ – 40cm$^2$

=20cm$^2$

Ref

Old mk maths bk5 pg 212 to 213 exercise 8k

New MK pp 166-167

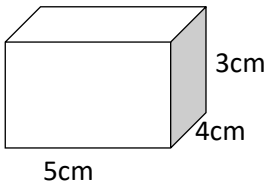
**Lesson 19**

Sub topic: volume

Content: definition (volume) amount of space inside a container, cubes and cuboids

Examples

Find the volume of the cuboid




Volume

V = L x W x H

V = (5 x 4 x 3)$cm^3$

V = 60$cm^3$

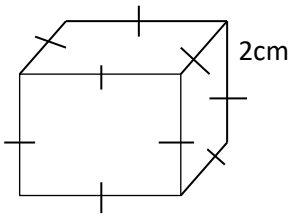
shaded area

A = L x W

A= (4 x 3)$cm^2$

A = 12$cm^2$

Find the volume of the cube below




V = S x S x S

V = 2 x 2 x 2

V = 8$cm^3$

Ref

New MK pp 168-171

Trs' collection

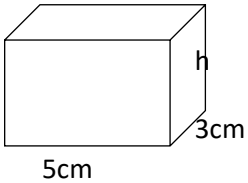
**Lesson 20**

Sub topic: application of volume

Content:

Examples

Find the missing side of the cuboid given the volume = 50$cm^3$.




V = L x W x h

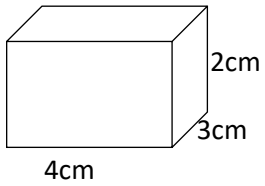
60$cm^3$ = 5cm x 3cm x h

$\frac{60cm^3}{15} = \frac{15cm^2h}{15cm^2}$

$4cm = h$

Ref
New mk bk5 pg 287 exercise 12.22

**Lesson 21**
Sub topic: total surface area
Content:
Example
A cuboid has faces




TSA = 2(L x W) + 2(L x h) + 2(h x W)
TSA= 2(4 x 3) + 2(4 x 2) + 2(2 x 3)
TSA = 2 x $12cm^2$ + 2 x $8cm^2$ + 2 x $6cm^2$
TSA = $24cm^2$ + $16cm^2$ + $12cm^2$
TSA = $52cm^2$

Ref
Teacher's collection

**Lesson 22**
Sub topic: capacity
Content: measuring in litres and millilitres
1L = $1000cm^3$ or 1000Ml
Examples
Express 5litres of water as

(a) Cubic centimetres
1L = $1000cm^3$
5L = (5 x 1000)$cm^3$
5L = $5000cm^3$

(b) as millilitres
1L = 1000ML
5L = (5 x 1000)ML
5L = 5000ML

Ref
New mk bk 5 page 168 exercise 11:12

**Lesson 23**
Sub topic: comparing metric units
Content: comparing length to weight to capacity
Example

| Place value | Kilo | Hector | Deca | Basic | Deci | Centi | Milli |
|---|---|---|---|---|---|---|---|
| Meaning | 1000m | 100m | 10m | Metre gram litre | $^1/_{10}$of m | $^1/_{100}$ x m | $^1/_{1000}$ x m |

Change 3000ML to Litres

1000ML = 1L

$3000ML = \frac{3000}{1000}L$

3000ML = 3Litres

change 3litres to ML

1L = 1000ML

3L = (3 x 1000)ML

3L = 3000ML

Ref

New mk math bk5 pg 263 exercise 11.25

New mk math bk 5 page 263 exercise 11:24

**MASS**

**Lesson 24**

Sub topic: expressing grams to kilograms vice versa

Content:

Examples

Change 4000gm to kg

1000g = 1kg

$4000g = \left(\frac{4000}{1000}\right)kg$

4000g = 4kg

Example 2

Change 3kg to g

1kg = 1000g

3kg = (3x1000)g

3kg = 3000g

Ref

New mk maths bk5 pg 262 exercise 11.23

**Lesson 25**

Subtopic: Addition of kg and g

Content

Example 1

| a) | kg | g |
|---|---|---|
| | 5 | 456 |
| + | 2 | 204 |
| | | |

| b) | kg | g |
|---|---|---|
| | 4 | 596 |
| + | 2 | 405 |
| | | |

Ref:
New Mk pp 263
Tr's collection

Subtopic: Subtraction of kg and g
Example

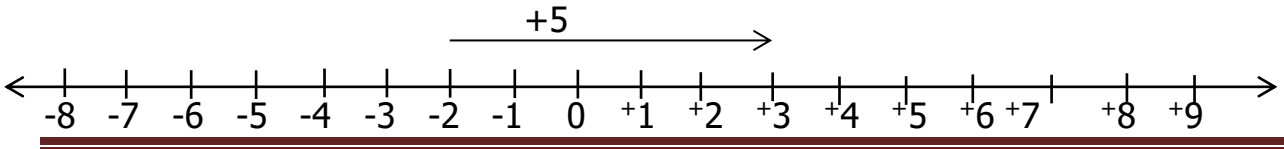
| a) | kg | g |
|---|---|---|
| | 8 | 765 |
| + | 3 | 273 |
| | | |

| b) | kg | g |
|---|---|---|
| | 9 | 576 |
| + | 3 | 623 |
| | | |

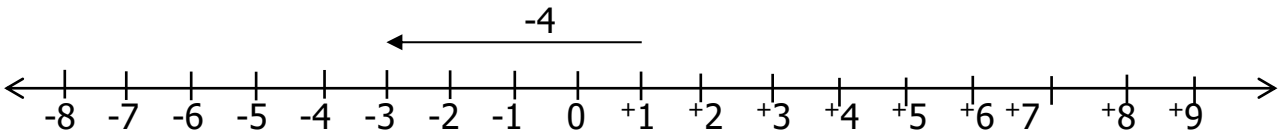
Ref:
Tr's collection

**Theme: INTEGERS**
**Lesson 1**
Sub topic: Definition
Content:
Integers are numbers represented using a numberline.
(a) Integers – positive and negative numbers including a zero on a numberline.
(b) Identifying positive integers
Positive integers have an arrowhead pointing to the right.
Negative integers have an arrowhead pointing to the left.

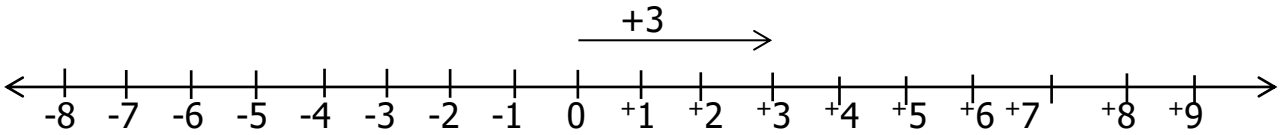
Examples
i)



ii)




Example: show +3 on a number line




Ref

Exercise 5: New MK mtc bk5 pg 83-84

**Lesson 2**

Subtopic: Expressions using integers

Content

(a) A boy who got no marks in a test is represented by = 0.

(b) A profit of shs 300 - +300

(c) 3 metres below the ground = -3m

Ref

Exercise: Class discussion 3 page 96 New MK bk5

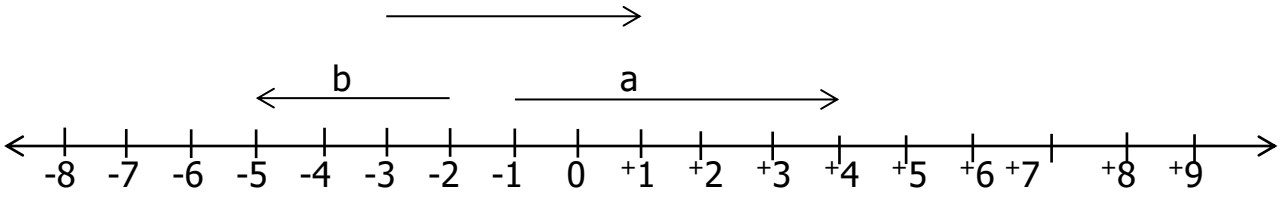
Exercise: Class discussion 2 page 158 old MK bk5

Teachers' collection

**Lesson 3**

Subtopic: Writing integers represented on a number line

Content:




a = +5 b = -3 c = +4

Ref

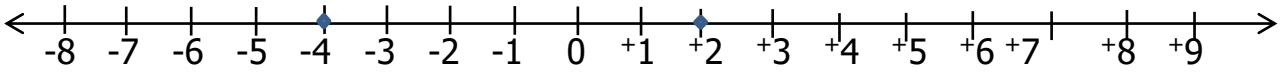
New Mk bk5 pg 85

**Lesson 4**

Subtopic: Comparing integers

Content: comparing integers

Examples: i) Which is smaller -4 or +2?




The one on the left side is always smaller.

∴-4 is smaller than +2

ii) Use >, <, = to complete

+3 > -3

Ref

Exercise 6:2 pg86 New MK mtc bk5

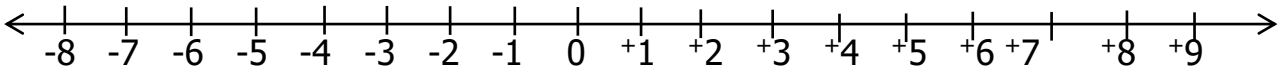
Exercise 6e pg 169 old Mtc bk5

**Lesson 5**

Subtopic: ordering integers

Content: In ascending and descending order

Examples: Arrange -3, +1, -2, 0 and 3 in ascending/ descending orders

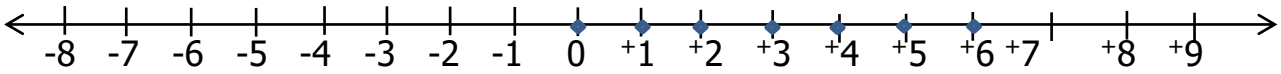



{-3, -2, 0, +1, +3}: ascending order

{+3, +1, 0, -2, -3}: descending order

**Ref:**
Exercise 6:4 pg 85-86
Exercise 6e pg 169 old mtc bk5

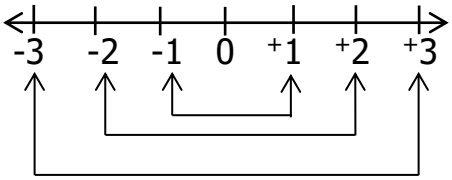
**Lesson 6**
Subtopic: solution sets
Content: Using >, <, $\underline{\geq}$,$\underline{\leq}$
Y $\underline{\geq}$ 0 (means Y are integers greater than or equal to 0)




Y = {0 +1, +2, +3, +4, +5, +6, ……..}

Ref
Exercise 5:3 pg99 New Mtc bk5

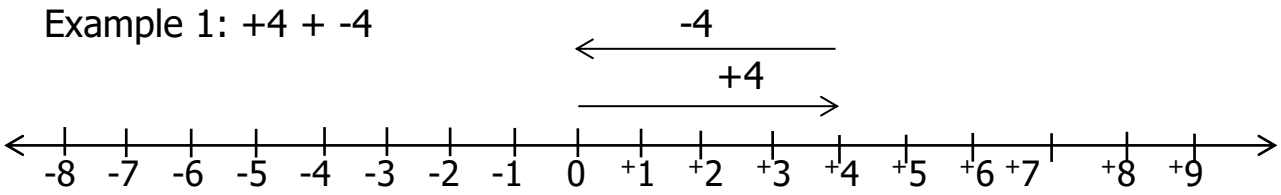
**Lesson 7**
Subtopic: Inverse of integers
Content: Pairs of inverse




The inverse of -1 is +1
The inverse of +1 is -1

Additive inverse

Example 1: +4 + -4




Note: The additive inverse is a number which gives 0 when added to a number.

Example 2: Calculations

What is the additive inverse of +4:

Let the inverse be x

$x + 4 = 0$

$x + 4 - 4 = 0 - 4$

$x + 0 = -4$

$x = -4$

Ref

Exercise 5:4 and 5:5 pages 100 – 102 New MK mtc bk5

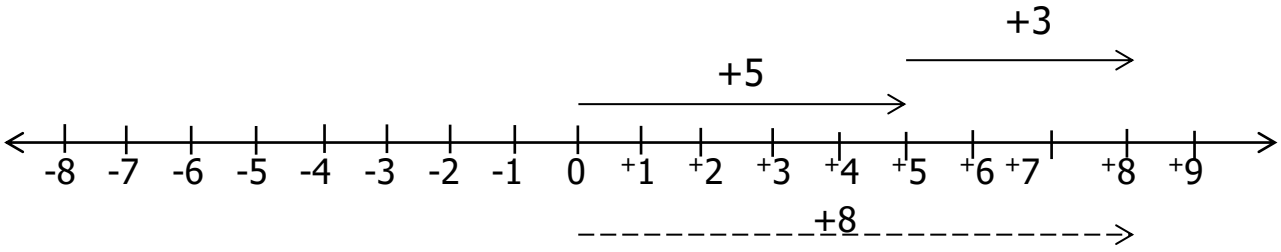
Teachers' collection: Use calculations to find the inverses of 1, -3, 2, +5, 3, -6, 4, x

**Lesson 8 (a)**

Subtopic: Addition of integers

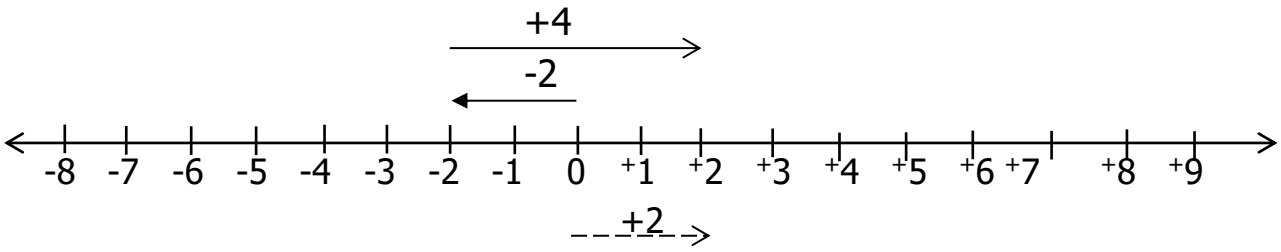
Content: Using a numberline

Example: Add +5 + +3




$\therefore +5 + +3 = +8$

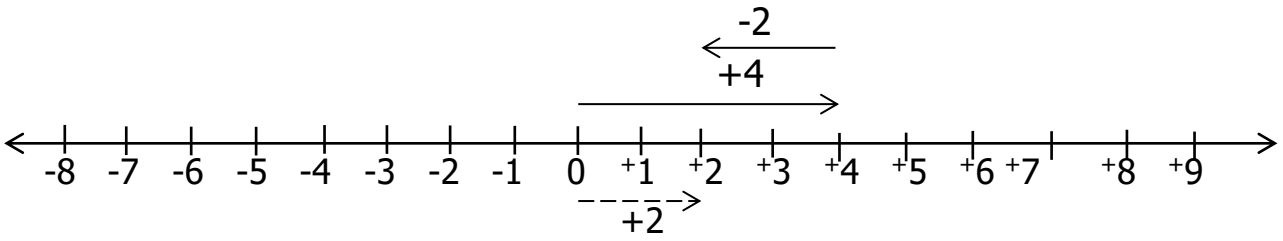
Example 2




$\therefore -2 + 4 = +2$

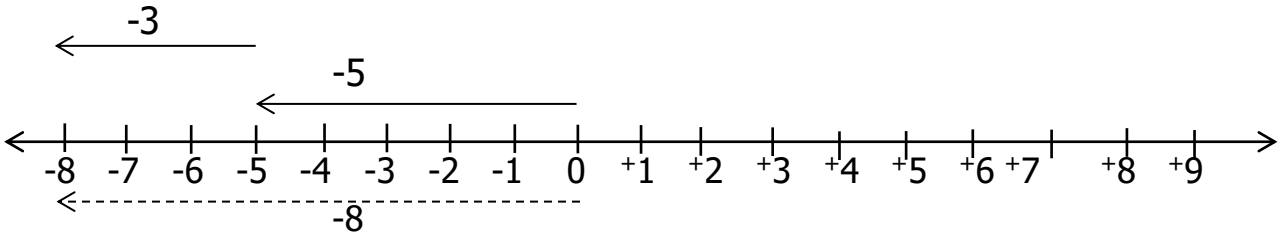
Ref
Exercise 5:6 and 5:7 and 5:8 pg 102 – 104 New MK mtc bk5
Exercise pg 96 Oxford pri Mtc bk5 pg96

**Lesson 8 (b)** Addition of +ve and –ve integers on a number line.
Example: Add +4 + -2



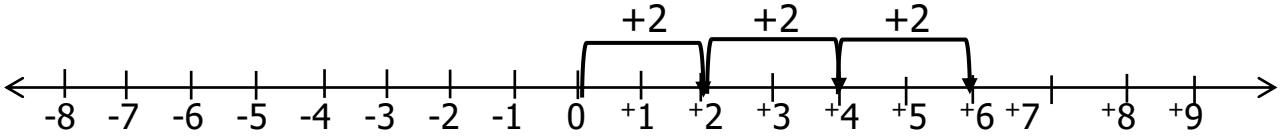

∴+4 + -2 = +2
Exercise 5:7 New Mk edition pg104
NB: Addition of –ve and +ve integers on a numberline

**Lesson 8 (c)**
Example: -5 + -3



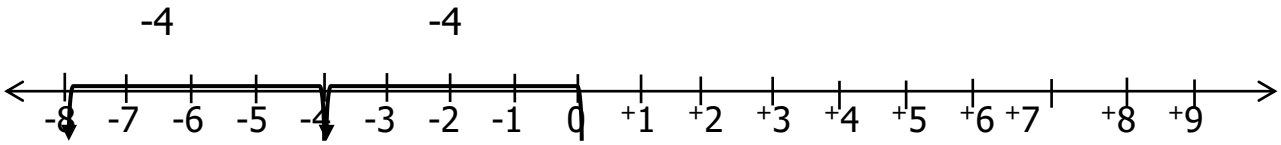

∴-5 + -3 = 8
Ref
New Mk (New edition) pg 104

**Lesson 8 (d)** Multiplication of integers (repeated addition)
Example 3 x +2




∴3 x +2 = +6

2 x -4




∴ 2 x -4 = -8

Ref

Exercise 8 pg102 Oxford primary Mtc bk5

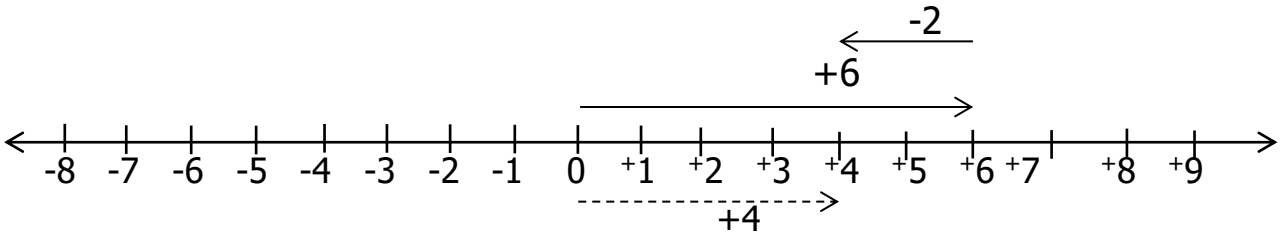
Trs' collection

Subtraction of integers on a numberline

**Lesson 9a: Positive and positive**

Example: Subtract +6 - +2

= +6 – 2



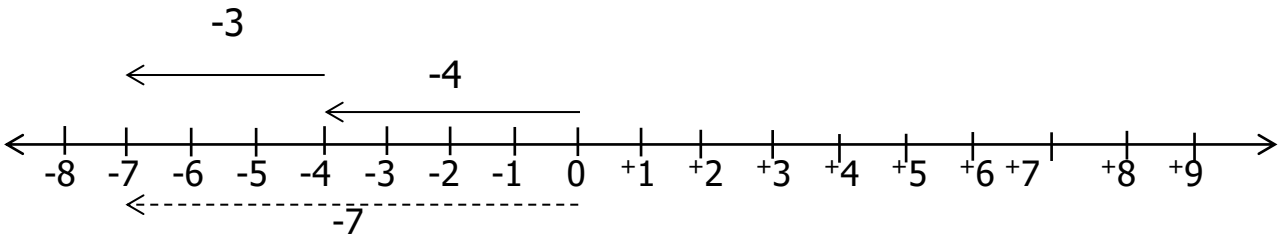

+6 - +2 = +4

Ref

Exercise 5:15 pg 105-108

**Lesson 9b: Negative and positive**

Example 1: -4 - +3 = -4 − +3




-4 - +3 = -7

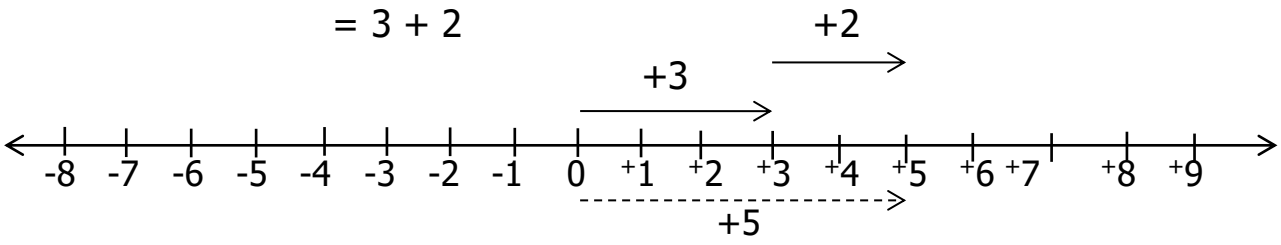
Ref

Exercise 5:9 and 5:10 pgs105 and 106 new Mtc bk5

**Lesson 10a: More subtraction of integers**

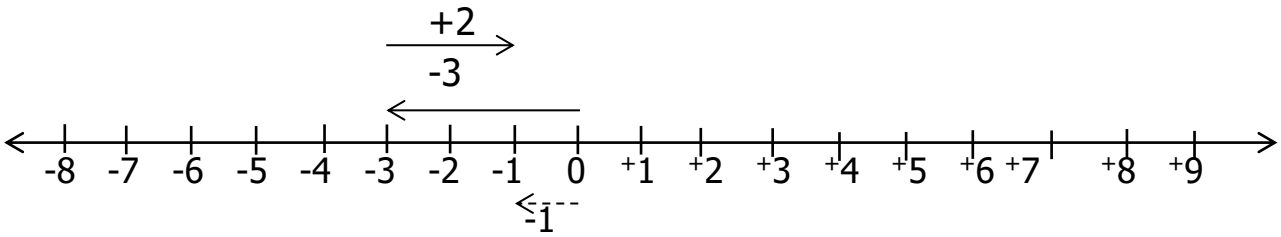
Content: Positive and negative

Example +3 - - 2 = +3 + 2 = 3 + 2




**Lesson 10b: Negative and negative**

Example: Subtract -3 - - 2 = -3 + 2 = -3 + 2




∴ -3 - - 2 = -1

Ref

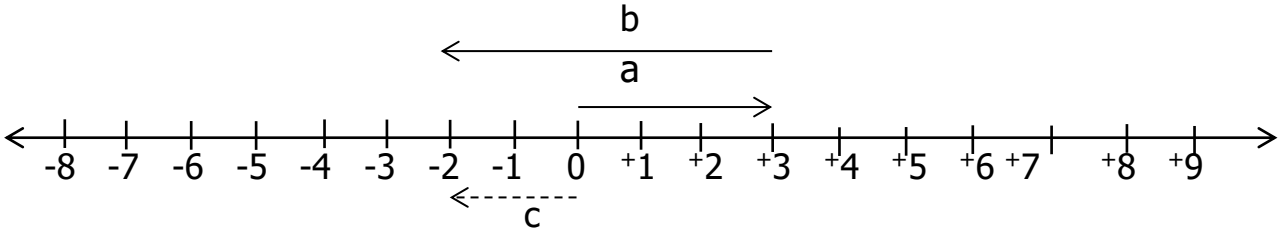
Exercise 5:11 and 5:12 pg 107 – 108 New Mk bk5

**Lesson 11**

Subtopic: Forming mathematical statements

Numberlines

Content: Write the mathematical statement shown on the numberline



a = +3, b = -5 and c -2
Statement: +3 + -5 = -2
Nb: Teach also situation when arrow starts from a –ve side and crosses zero to positive and vice versa
Ref
Exercise 5:13 pg109-110 New MK bk5
Exercise 6c pg106 old edition bk5

**Lesson 12a**
Subtopic: Addition of integers without using a numberline
Content: Addition
Note:
i) (+) + (+) = (+)
ii) (-) + (-) = (-)
iii) (-) + (+) = (-) if –ve figure is greater
iv) (-) + (+) = (+) if +ve figure is greater
Example
Simplify: +7 + -3
= +7 -3
= +4
(b) -3 + -4 = -3 + -4
= -7
(d) -7 + + 3
= -7 + 3
= -4
(e) +3 + +4
+3 + 4
= +7
Ref: 5:15 pg111 New Mk bk5

**Lesson 12b**
Subtopic: Subtraction of integers without using a numberline
Content note
i) (+) - (+) = (-) if the 2nd figure is greater
ii) (+) - (+) = (+) if the 2nd figure is greater
iii) (-) - (-) = (+) if the 2nd figure is greater

iv) (-) - (+) = (-)

Examples

a) i) +3 - +7 = 3 – 7 = -4 ii) +7 - +3 = 7 – 3 = +4

b) i) -3 - -7 = -3 + 7 = +4 ii) -7 - -3 = -7 + 3 = -4

c) i) -3 - +7 = -3 – 7 = -10 ii) -7 - +3 = -7 – 3 = -10

d) i) +7 - -3 = +7 +3 = +10 ii) +3 - -7 = +3 +7 = +10

Ref: Exercise 5:15 pg112 new MK bk5

## ALGEBRA

### Lesson 1

Sub topic: forming algebraic expressions

Content

Example

1. 4 boys visited my home and later other 2 boys. Later 5 of them left. Form an algebraic equation and simplify it
   2 boys + 4 boys – 5 boys
   2b + 4b – 5b
   6b – 5b
   = b
2. A number multiplied by 3 gives 15 let the number be represented by x
   3x = 15

Ref

New MK pp 267-270

### Lesson 2

Sub topic: simplifying algebraic expressions

Content

Examples

Write in short

q+ 7q + 4q = 12q 4b + 3b – t = 7b-t 10x – 3x + x

10x + x – 3x

11x – 3x = 8x

Ref: New MK pp 268

### Lesson 3

Sub topic: collecting like terms and simplifying

Content:

Example : collect like terms and simplify

4b – 3b + 3t + t

4b – 3b + 3t + t

B + 4t

7y – 8m + y + 10m – 6

7y + y + 10m – 8m – 6

8y + 2m – 6

Ref

New mk bk 5 pg 269 exercise 12.4

Old Mk pp 174-175

Remarks: .....

**Lesson 4**

Sub topic: substitution

Example

If a = 1, b = 3 , c = 5

Find the value of 5c + 4b – 8a

(5 x 5) + (4 x 3) – (8 – 1)

25 + 12 – 8

37 – 8

29

find the value of $\frac{2b}{a+c} = \frac{2xb}{a+c} = \frac{2x3}{1+5} = \frac{6}{6} = 1$

abc = a x b x c

abc = 1 x 3 x 5

abc = 3 x 5

abc = 15

Ref

Exercise 12.6 pg 271 new mk bk5 new edition

MK old edition bk5 pp 177

**Lesson 5**

Sub topic: solving equations by subtracting

Content

Example

(i) Find the value of a

16 + a = 20

16 – 16 + a = 20 – 6

0 + a = 4
a= 4

(ii) There are 50 pupils in a class 30 are boys. How many girls are there?
Let the number of girls be g
Boys + girls = 50
30 + g = 50
30 – 30 + g = 50 – 30
0 + g = 20
G = 20
Ref
New Mk Bk 5 Pg273 exercise 12.8
Old MK pp 179

**Lesson 7**
Sub topic: solving equations by adding
Content
Example
(1) Solve n – 5 = 3
N – 5 + 5 = 3 + 5
N – 0 = 8
N = 8

(2) A boy used 3 of his exercise books and remained with 4 books
How many books did he have at first?
B – 3 = 4
B – 3 + 3 = 4 + 3
B – 0 = 7
B = 7
He had 7 books

Ref
New mk bk5 pg 275 exercise 12.10
Old MK pp 180
Remarks: .....

**Lesson 8**

Sub topic: solving equations by dividing

Content

Example

(1) Solve 5a = 20

$\frac{5a}{5} = \frac{20}{5} = 4$

(2) The length of a rectangle is 9cm. the width is Ycm. If its area is 72cm$^2$ find its width.

L x W = area

9cm x y = 72cm$^2$ $\frac{9cmY}{9cm} = \frac{72cm2}{9cm}$

Y = 8cm

Ref

New Mk Bk5 Pg276 exercise 12.11, 12.12

Old Mk pp 181

Remarks: .....

**Lesson 10**

Sub topic: more equations involving dividing

Content

Solve x + x + x = 24

3x = 24

$\frac{3x}{3} = \frac{24}{3}$

X = 8

solve 2p + 5p = 14

7p = 14

$\frac{7p}{7} = \frac{14}{7}$

p = 2

Ref

New mk bk5 pg 277 exercise 12.13

Old MK pp 182-183

Remarks: .....

**Lesson 11**

Sub topic: solving equations involving mixed operations

Content

Example

Solve

(a) $4a + 2a + 5 = 23$

$6a + 5 - 5 = 23 - 5$

$6a + 0 = 18$

$\frac{6a}{6} = \frac{18}{6}$

$a = 3$

(b) $2x + 5 = 17$

$2x + 0 = 17 - 5$

$2x + 0 = 12$

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

$x = 6$

Ref

New mk bk5 pg 278 exercise 12.14

**Lesson 12**

Sub topic: equations involving squares

Content: Applying square roots

Example

Solve $b^2 = 4$

$\sqrt{b^2} = \sqrt{4}$

$\sqrt{bxb} = \sqrt{2x2}$

B = 2

Ref

New mkbk 5 pg 280 exercise 12.16

Old MK pp 187

Remarks: .....

**Lesson 13:**

Sub topic: equations with fractions

Content:

Example

(1) What number when divided by 4 gives 3?

Let the number be x

$\frac{x}{3} = 4$

$\frac{x}{3} = 4x3$

X = 4 x 3

X = 12

(2) A man divided his money among his three children and each got 450/=. How much money did he give out?

Let the amount of money be represented by m

$\frac{m}{3} = 450 \neq$

$3x\frac{m}{3} = 450x3$

$m = 1350 \neq$

Ref

New MK pp 282-283

**Lesson 16**

Sub topic: equations involving two fractions

Content:

Example (involving use of LCM)

Find the value of the unknown

$\frac{3}{5} = \frac{a}{10} \; LCM = 10$

$\frac{3}{5}x10 = \frac{a}{10}x10$

$3x2 = a$

$a = 6$

$\frac{8}{n} = \frac{1}{2} \; LCM = 2n$

$\frac{8}{n}x2n = \frac{1}{2}x2n$

$8x2 = n$

$n = 16$

Ref

Exercise 7q pg 185 old mk edition bk5

Remarks: .....

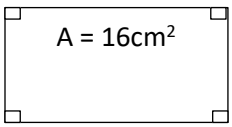
**Lesson 17**

Sub topic: application of square roots in algebra

Content

Example (Word problems)

The area of a square is 16cm$^2$. Find its side




$sxs = 16cm^2$

$s^2 = 16cm^2$

$\sqrt{s^2} = \sqrt{16cm}$

$s = \sqrt{2x2x2x2}$

$s = 2x2cm$

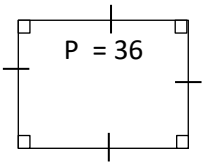
$s = 4cm$

| | |
|---|---|
| 2 | 16 |
| 2 | 8 |
| 2 | 4 |
| 2 | 2 |
| | 1 |

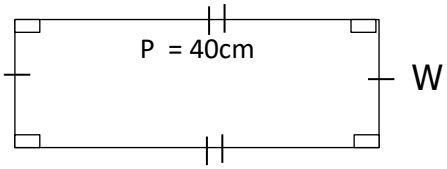
Ref
Exercise 12.17 pg 281 new edition mkbk 5
Exercise 7x pg 191 old edition mk bk65
Remarks: .....

**Lesson 18**
Sub topic: application of algebra (perimeter)
Content
Find the unknown side of a figure when perimeter is given

Example
The perimeter of a square is 36cm find its side in cm
Let side be s
s + s + s + s = 36cm
4s = 36cm




$\frac{4s}{4} = \frac{36}{4}$
$s = 9cm$
The perimeter of a rectangle is 4cm. if its length is 15cm. calculate its width
Let the width be represented by w
2(L x W) = P
2(15cm + W) = 40cm
(2 x 15cm) + (2 + W) = 40cm



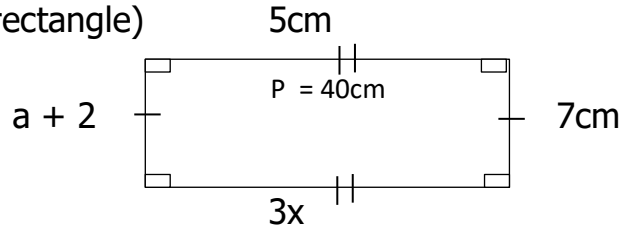

30cm + 2W = 40
30 – 30 + 2W = 40 - 30cm
0 + 2W = 10cm
2W = 10cm
2 2
W = 5

Ref
Exercise 12.20 page 284 / 285 New Edition Mk Bk 5
Exercise 7z (ii) page 195 old edition mk bk5

**Lesson 19**

Sub topic: finding unknown side when given area (rectangle)

Content: rectangle




A long the length

3x = 15cm (opposite sides of rectangle are equal)

3x = 15cm

3 3

X = 5cm

Along the width

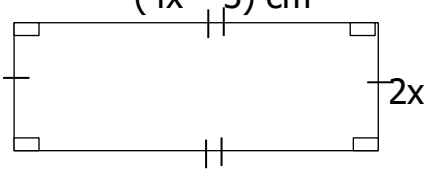
A + 2 = 7cm (2 opposite sides of a rectangle are equal)

A + 2 – 2 = 7 – 5

A + 0 = 5

A = 5cm

Find (i) x (ii) length




Ref

Teacher's collections

**Lesson 20**

Sub topic: finding unknown sides when given area

Content

Example

The area of a rectangle is $32cm^2$ its length is 8cm. what is its width?

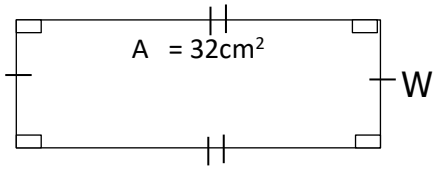
Let the width be represented by w

L x w = area

8cm x w = $32cm^2$

$\frac{8cmW}{8cm} = \frac{32cm}{8cm}$

W = 4cm




Ref

Exercise 12.21 pg 286 new edition mk bk5

**Lesson 21**

Sub topic: finding unknown sides of cuboids when given volume

Content: example

The volume of a box is $60cm^3$. Its length is 5cm and width is 4cm. find its height

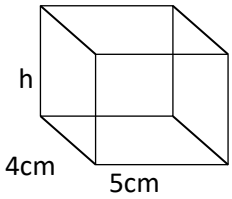
Let h be height

L x W x h = volume

5cm x 4cm x h = $60cm^3$

$\frac{20cm^2h}{20cm^2} = \frac{60cm^3}{20cm^2}$

H = 3cm



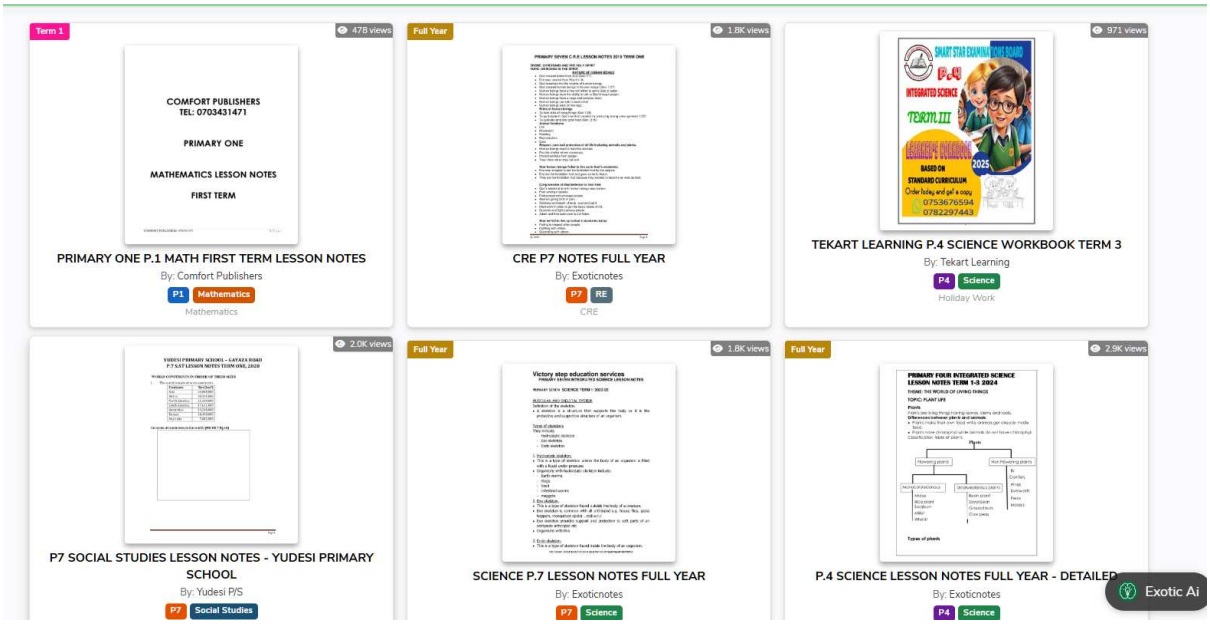

NB: do the same for unknown width and length

Ref

Exercise 12.22 pg 287 new edition MK bk 5

Exercise 7z (iii) pg 196 old edition MK bk 5

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