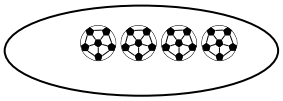
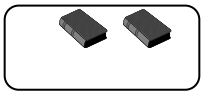
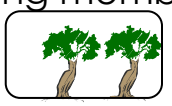
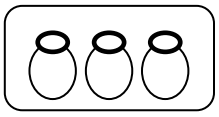
LESSON NOTES FOR PRIMARY THREE 2016
TERM I MATHEMATICS TOPICAL BREAKDOWN FOR P.3

Topical breakdown

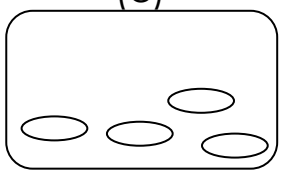
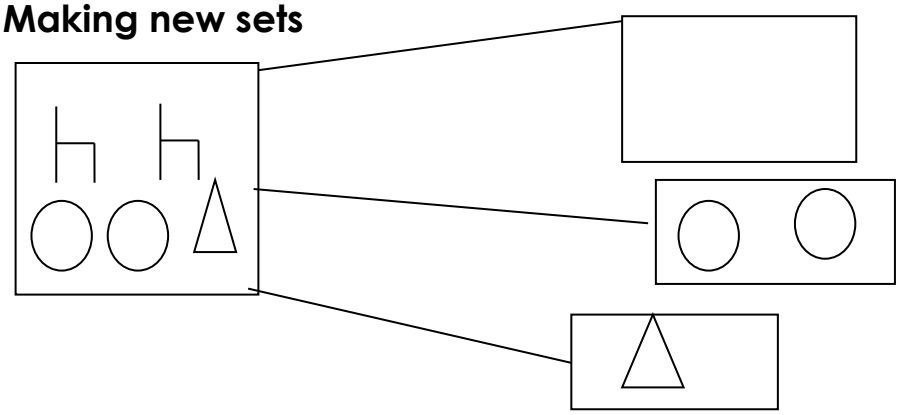
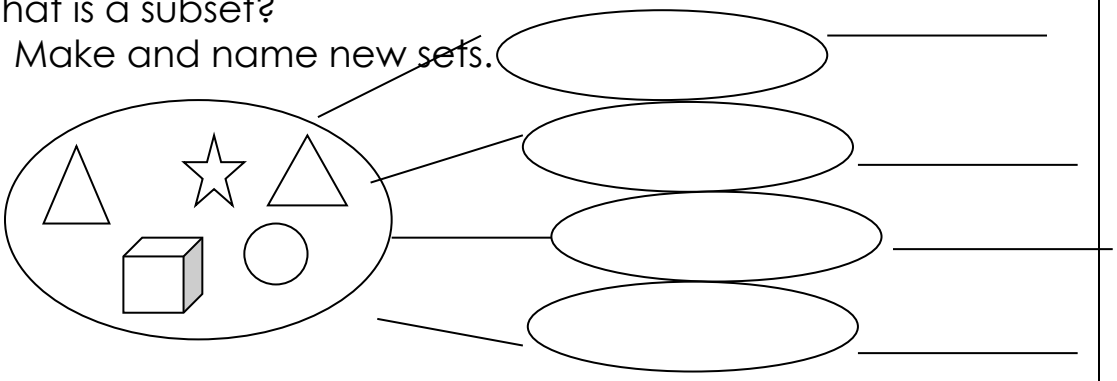
1. Sets
   i) Naming and drawing sets
   ii) Grouping members in a set
   iii) Comparing sets
   iv) Types of sets; equal sets, union set, intersection set, empty set, equivalent , subsets etc
   v) Listing members of a set
   vi) Answering questions about the venn diagram
2. Numeration system and place values
   i) Finding missing numbers
   ii) Writing numbers shown on the abacus
   iii) Drawing and showing numbers on abacus
   iv) Writing place values and values of numbers
   v) Writing numbers in words
   vi) Writing numbers in figures
   vii) Expanding numbers
   viii) Writing expanded numbers
3. Operation on whole numbers
   i) Addition
      - Addition of 2 digit number with and without carrying
      - Addition of 3 digit number with and without carrying
      - Addition of 4 digit number with and without carrying
   ii) Subtraction
      - Subtraction of 2 digit number with and without carrying
      - Subtraction of 3 digit number with and without carrying
      - Subtraction of 4 digit number with and without carrying
   iii) Multiplication – multiplying by 2,3,4,5,6,7,8,9,10,11,12
   iv) Division – dividing by 2, and 3 (simple numbers)

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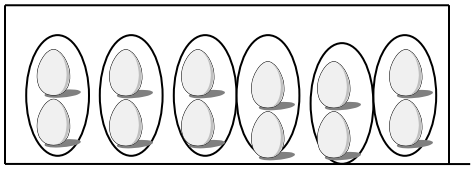
P.3 MATHEMATICS LESSON NOTES TERM 1 2016

Theme Sub-theme Content	**Our Division** **Name and location of our Division** **Counting and finding missing numbers** Numbers between 0 - 99 e.g. a) 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 b) 11, 12, 13, 14, 15, 16, 17, 18, 19, 20 c) 52, 53, 54, 55, 56, 57, 58 d) 30, 40, 50, 60, 70, 80, 90, 100
Evaluation activity	Pupils will do a filling in exercise 1. 5, 10, 15, ____, 25, 30, 35, ____, 45, 50, ____, 60 2. 10, 9, 8, 7, 6, ____, 3, 2, ____, 0 3. 45, 46, 47, 48, ____, 50, 51, ____, 53 4. 100, 90, ____, 70 60, 50, ____, 30, 10 (a) 52, 54, 56, ____, 60, 62, ____, 66
Theme Sub-theme Content	**Our Division** **Name and location of our Division** **Sets** Definition a set is a collection of well defined objects. Naming sets e.g. e.g A set of vowel letters {a, e i, o, u} A set of balls  Forming sets e.g. Draw a set of numbers 1, 2, 3, 4, 5, 6 b) Draw a set of books  Counting members in a set e.g. a)  A set of two trees b)  A set of 3 pots.
Evaluation activity	1. Draw these sets a) A set of 2 bottles

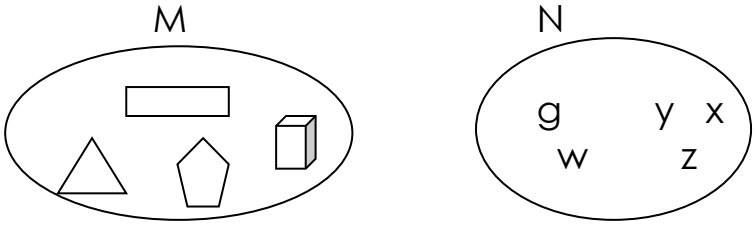
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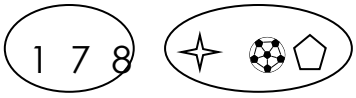
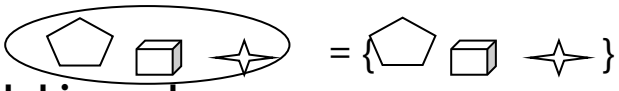
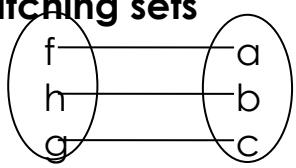
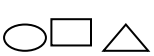
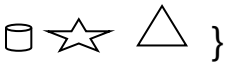
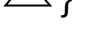
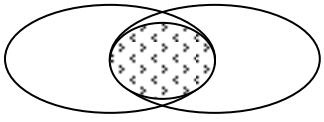
	b) A set of 5 huts c) A set of 6 chairs 2. Name the sets below (a) b, c, f, b) Tina, Elizabeth, Mary (c) 
Theme Sub-theme Content	**Our Division** **Name and location of our Division** **Making new sets** 
Evaluation activity	Subset – A subset s a small set got from a big set. Symbol for subset C and not subset $\not\subset$ What is a subset? 1. Make and name new sets. 
Theme	**Our Division**

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Sub-theme Content Evaluation activity	**Name and location of our Division** **Empty sets / null set** Definition An empty set is a set with no members. The symbol for empty set is { } or ∅ Using empty or not empty a) A set of men who breastfeed babies. Empty set b) A set of birds with two eyes. Not empty set c) A set of animals eaten as food. Not empty set 1. What is an empty set? 2. Use empty or not empty a) A set of flies which are as big as flies. b) A set of people who are women. c) A set of homes with 10 people. d) A set of cows with 3 eyes. e) A set of 7 books. 3. Name the symbol given. { }
Theme Sub-theme Content Evaluation activity	**Our Division** **Name and location of our Division** **Grouping members in a set** a) Grouping in twos b) Grouping in threes c) Grouping in fives **Example**  There are 6 groups of two eggs. Group and fill the gaps. Exercise 1g of MK old edition pg8
Theme	**Our Division**

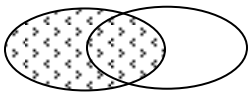
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Sub-theme Content Evaluation activity	**Name and location of our Division** **Comparing sets using more or less** Examples  Set M has 4 members Set N h as 5 members Set N has more members than set M. Exercise 1d of MK old edition pg4
Theme Sub-theme Content Evaluation activity	**Our Division** **Name and location of our Division** **Types of sets** a) Equal sets : these are sets with same members and same number of objects. e.g. A B  Set A has 3 members Set B as 3 members Since the members are the same, therefore they are equal sets. Symbols are; = equal to ≠ not equal to Exercise 1n Mk old edition pg18.
Theme Sub-theme Content   <

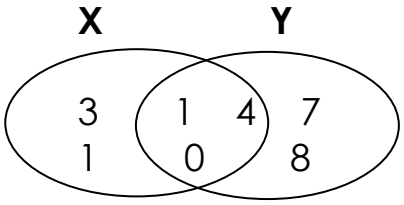
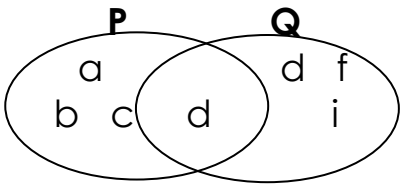
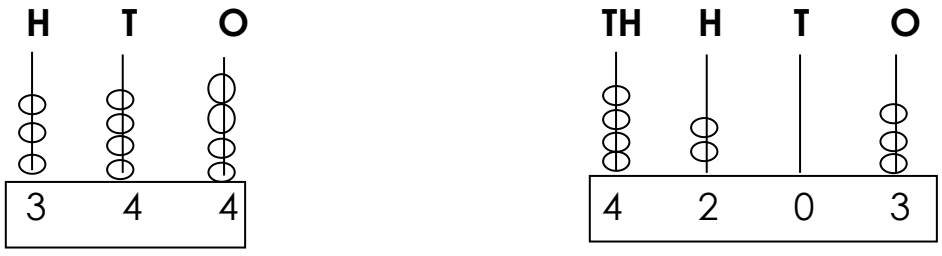
Evaluation activity	 Set X and set Y are equivalent sets. Define equivalent sets Exercise 1n Mk old edition pg 18.
Theme Sub-theme Content	**Our Division** **Name and location of our Division** **Listing members in a set** e.g. 1, 2, 3, 0, 5 = {0, 1, 2, 3 5}  = {} **Matching sets** 
Evaluation activity	Exercise 1m of MK old edition pg 16.
Theme Sub-theme Content	**Our Division** **Name and location of our Division** **Finding common numbers (intersection)** Intersection symbol; ∩ e.g. A = {1, 2, 3, 4} B = {0, 1, 2, 5} A ∩ B = {1, 2} R = {  } S = {  } R ∩ S = {  }
Evaluation activity	Exercise from a textbook Identifying the intersection part on a venn diagram Eg. A B 
Theme	**Our Division**

Sub-theme Content Evaluation activity	**Name and location of our Division** **The union set** Finding members in the union set using curry brackets. e.g. A ={a, b, c, d, f, e} B = {d, e, f, a} P = {1, 2, 3, 4} Q = {3, 5, 7, 9} A ∪ B = {a, f, e, b, c, d} P ∪ Q = {1, 2, 3, 4, 5, 7, 9} An exercise from a text book Union symbol = ∪ Identifying the union part on a venn diagram Eg. A B
Theme Sub-theme Content Evaluation activity	**Our Division** **Name and location of our Division** **Finding number of members in a given set using symbol (n)** e.g. P = {1, 4, 7} Find n (P) P = {1,4,7} n (P) = 3 members M = {a, e, i, o, u} Find n(M) M = {a,e,i,o,u} n(M) = 5 members An exercise from a textbook
Theme	**Our Division**

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Sub-theme	**Name and location of our Division** **Finding the number of members in the intersection set using symbol (n)** e.g. P = {a, b, c} Q = {c, f, a} Find n (P∩Q) P∩Q = {a} n(P∩Q) = 1 member A = {1, 2, 3, 5} B = {2, 3, 5, 7, 9} Find n(A∩B) A∩B = {2, 3, 5} n(A∩B) = 3 members
Theme Sub-theme Content **Evaluation activity**	**Our Division** **Name and location of our Division** **Finding number of members in the union set** e.g. S = {1, 2, 3, 4} J = {6, 7, 8} Find n (S∪J) S∪J = {1, 2, 3, 4, 6, 7, 8} n(S∪J) = 7 members A = {a, b, c, d, e} B = {a, e, i, o, u} Find n(A∪B) A∪B = {a, b, c, d, e, i, o, u} n(A∪B) = 8 members An exercise from the textbook.
Theme Sub-theme Content	**Our Division** **Name and location of our Division** a) Shading given sets e.g shade set A A B 

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	b) Representing information on a venn diagram Examples given; X = {0, 1, 2, 3, 4} Y = {1, 4, 7, 8, 0}  P = {a, b, c, d} Q = {d, e, f, g, i}  c) Answering questions about a venn diagram A B 1 3 5 6 4 0 7 find; (i) AUB (ii) A∩B (iii) A only etc
Evaluation activity	An exercise from the textbook
Theme Sub-theme Content	**Our Division** **Physical features in our division** **Numeration system and place values (abacus)** Writing numbers on the abacus 
Evaluation activity	An exercise from the MK 2000 bk3 pg21
Theme	**Our Division**

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Sub-theme Content **Evaluation activity**	**Physical features in our division** **Place values** Filling in missing numbers in their place values e.g. 1. 603 = 6 hundreds 0 tens 3 ones 2. 14 = 1 tens 4 ones 3. 348 = 3 hundreds 4 tens 8 ones Write these numbers 1. 3 hundreds 4 tens 5 ones = 345 2. 2 tens 6 ones = 26 An exercise from the MK 2000 Bk3 pg 222 and 223
Theme Sub-theme Content **Evaluation activity**	**Our Division** **Physical features in our division** **Finding place values** e.g. TH T H O 1 2 3 4 4 is ones, 3 is tens, 2 is hundreds, 1 is thousands Find the place value of 8 in the number: 4789 Solution: 478<u>9</u> tens The place value of 8 is tens An exercise from primary MTC Bk3 page 35
Theme Sub-theme Content	Our division Physical features in our division Finding values of given numbers e.g find the value of 6 in the number 469 H T O 469 = 4 6 9 (6x10) = 60 The value of 6 is 60
Theme	Livelihood in our division

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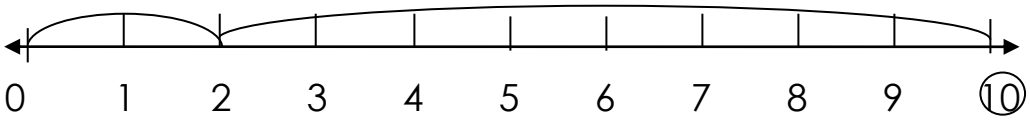
Sub-theme Content	Social services and their importance Finding sum of values e.g find the sum of the values of 7 and 8 in the number shown above ThHTO 4789 = 4789 (8x10)=80 (7x100)=700 700 +80 780
Theme Sub-theme Content	Livelihood in our division Social services and their importance Expanding numbers using place values Eg. Expand 234 HTO 234 = (2x100)+(3x10)+(4x1)
Theme Sub-theme Content	Livelihood in our division Social service and their importance Eg. Expand 234 using values 234= 200+30+5
Theme Sub-theme Content	Livelihood in our division Social services and their importance Writing expanded numbers in short form Eg. What number has been expanded? 700+20+3 = 700 20 + 3 723
Theme Sub-theme Content **Evaluation activity**	**Livelihood in our division** **Social services and their importance** **Writing figures in words** e.g. Write 48 in words solution: 48 = 40 forty + 8 eight 48 forty eight An exercise from MK 2000 Bk3 pg23
Theme	**Livelihood in our division**

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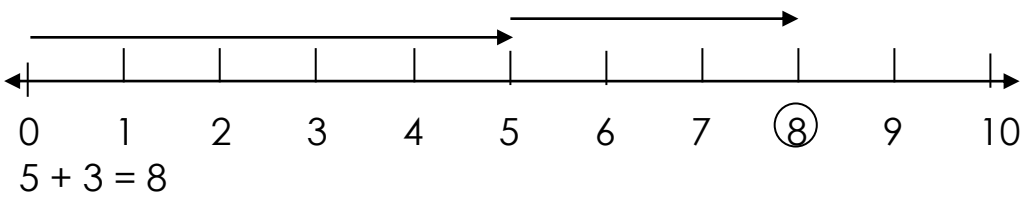
Sub-theme Content **Evaluation activity**	**Social services and their importance** **Writing numbers in figures** e.g. Write 'Two hundred twelve' in figures Two hundred = 200 Twelve = +12 Two hundred twelve 212 An exercise 2g Mk Bk3 pg24
Theme Sub theme Content **Evaluation activity**	Livelihood in our division Social services and their importance Roman Numerals (I,II, III, IV, V, VI, VII, VIII, IX, X, L, -----) Converting Hindu Arabic numerals to Roman numerals Converting Hindu Arabic numerals to Roman numerals e.g. Convert 42 into Roman numerals 42 = 40 + 2 = XL + II = XLII Convert 15 into Roman numerals 15 = 10 + 5 = X + V = XV An exercise from MK old edition pg 44
Theme Sub-theme Content **Evaluation**	**Livelihood in our division** **Social services and their importance** **Roman numerals** Converting Roman numerals to Hindu Arabic numerals e.g. Change VIII to Hindu Arabic numerals VIII = 8 Change XXIV to Hindu Arabic numerals XXIV = XX + IV = 20 + 4 = 24 An exercise from MK old edition pg44

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activity	
Theme Sub-theme Content **Evaluation activity**	**Livelihood in our division** **Challenges in social services and their solutions** Definition Even numbers are numbers which are exactly divisible by 2. **Types of numbers** Even numbers e.g. 0, 2, 4, 6, 8, 10, 12, 14, …….. An exercise from MK 2000 Bk3 pg20
Theme Sub-theme Content **Evaluation activity**	**Livelihood in our division** **Challenges in social services and their solutions** Definition of odd numbers: are numbers which are not exactly divisible by 2. **Types of numbers** Odd numbers e.g. 1, 3, 5, 7, 9, 11, 13, 15, …….. An exercise from MK 2000 Bk3 pg20
Theme Sub-theme Content **Evaluation activity**	**Livelihood in our division** **Challenges in social services and their solutions** **Operation on whole numbers** Addition of tens and ones vertically without carrying 1 1 add ones = 1 + 2 = 3 +1 2 add tens = 1 + 1 = 2 2 3 **Word problems** Ashabe had 32 mangoes, she picked 17 more mangoes. How many mangoes did she have altogether? Solution 3 2 mangoes + 1 7 mangoes 4 9 An exercise from MK 2000 bk3 pg 40 and 41
Theme	**Livelihood in our division**

Sub-theme Content **Evaluation activity**	**Soil** **Addition with carrying (vertically)** e.g. 8 6 6 + 4 = 10 + 2 4 1 1 0 **Word problems** Tushabe had 27 litres of milk. His mother gave him more 14 litres of milk. How many litres of milk did he have altogether? Solution 2 7 litres 7 + 4 = 11 + 1 4 litres 4 1 litres Exercise 3c from MK 2000 Bk3 pg 42
Theme Sub-theme Content **Evaluation activity**	**Livelihood in our division** **Soil** **Addition up to 4 place vales with and without carrying** e.g. Add **TH H T O** 1 41 3 + 23 0 1 64 3 **Word problems** A train carried 20 children, 23 men and 125 women. How many people did it carry altogether? Solution Children 2 0 Men 2 3 Women + 2 5 Altogether 1 68 people Exercise 3d from MK 2000 Bk3 pg43
Theme Sub-theme Content	**Livelihood in our division** **Soil** **Addition using a number line** e.g. Add: 2 + 8 =  0 1 2 3 4 5 6 7 8 9 10 2 + 8 = 10

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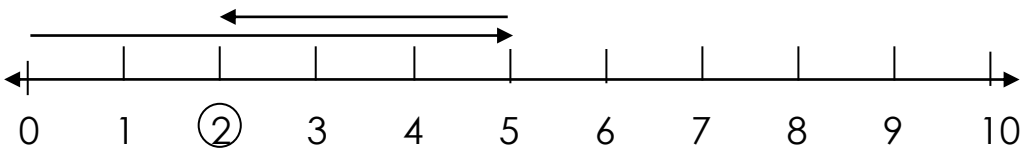
	Add: 5 + 3 =  5 + 3 = 8
Evaluation activity	Exercise 4k from Mk old edition Pg 55
Theme Sub-theme Content	**Livelihood in our division** **Soil** **Word problems** e.g. Sungura had 65 cows. He sold off 35. How many cows remained? soln 6 5 5 – 5 = 0 - 3 5 6 – 3 = 3 3 0 cows
Evaluation activity	Exercise 4b from Mk 2000 bk3 pg49
Theme Sub-theme Content	**Livelihood in our division** **Soil** **More subtraction** e.g. 1 2 7 7 – 2 = 5 - 3 2 12 – 3 = 9 9 5
Evaluation activity	Exercise 4c from Mk 2000 Bk3 Pg50
Theme Sub-theme Content	**Livelihood in our division** **Soil** **More subtraction** e.g. Take away 53 from 91 8 ~~9~~ $^{1}1$ - 5 3 3 8
Evaluation	Exercise 4d from Mk 2000 Bk3 Pg51

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<tr><td>Theme
Sub-theme
Content

Evaluation activity</td><td>Livelihood in our division
Soil
Subtraction of 4 digit numbers
e.g. 3 6 4 2
- 3 2 1
3 3 2 1
Word problems e.g. on Pg 54 of MK 2000

Evaluation activity
Exercise 4e from Mk 2000 bk3 Pg 52</td></tr>
<tr><td>Theme
Sub-theme
Content

Evaluation activity</td><td>Livelihood in our division
Soil
Subtracting using a number line
e.g. 5 - 3 =


5 - 3 = 2

An exercise from Trs resource book</td></tr>
<tr><td>Theme
Sub-theme
Content

Evaluation activity</td><td>Livelihood in our division
Soil
Multiplication table (x2)
(a) Complete the table
<table><tr><td>No of pairs</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr><tr><td>No. of legs</td><td>2</td><td>4</td><td>6</td><td>8</td><td>10</td></tr></table>3 4 3
x 2
6 8 6

Exercise 5a from Mk 2000 Bbk3 Pg 55</td></tr>
<tr><td>Theme</td><td>Livelihood in our division</td></tr>
</table>

<table>
<tr><td>Sub-theme
Content

Evaluation activity</td><td>Soil
Multiplication x2
Word problems
e.g. How many eyes do 5 boys have?
Solution 5 x 2 = 10eyes

Exercise 6e from Mk Old edition pg65</td></tr>
<tr><td>Theme
Sub-theme
Content

Evaluation activity</td><td>Livelihood in our division
Soil
Multiplication table (x3)
Complete the table
<table><tr><td>No of stools</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr><tr><td>No. of legs</td><td>3</td><td>6</td><td>9</td><td>12</td><td>15</td></tr></table>1 4 4 x 3 = 12
X 3 3 x 1 = 3
4 2 3 + 1 = 4

Exercise 5d from Mk 2000 Bk3 Pg58</td></tr>
<tr><td>Theme
Sub-theme
Content

Evaluation activity</td><td>Livelihood in our division
Soil
Multiplication x3
Word problems
e.g. One book has 12 pages. How many pages do 3 similar books have?
Solution
1 2 2 x 3 = 6
X 3 1 x 3 = 3
3 6 pages
Exercise 5e from Mk 2000 Bk3 pg 58</td></tr>
<tr><td>Theme
Sub-theme
Content</td><td>Livelihood in our division
Soil
Multiplication table (x4)
Complete the table
<table><tr><td>No of cows</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr><tr><td>No. of legs</td><td>4</td><td>8</td><td>12</td><td>16</td><td>20</td></tr></table>1 5 5 x 4 = 20</td></tr>
</table>

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<table>
<tr><td></td><td>X 4   1 x 4 = 4
6 0   (4 + 2) = 6</td></tr>
<tr><td>Evaluation activity</td><td>Exercise 5g from Mk 2000 Bk3 Ppg61</td></tr>
<tr><td>Theme
Sub-theme
Content</td><td>Livelihood in our division
Soil
Multiplication table (x6 and x5)
Complete the table
<table>
<tr><td>No of insects</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr>
<tr><td>No. of legs</td><td>6</td><td>12</td><td>18</td><td>24</td><td>30</td></tr>
</table>
Multiply
1 2 3   3 x 6 = 18
X 6   2 x 6 = 12
7 3 8   (12 + 1) = 13
1 x 6 = 6
(1 + 6) = 7</td></tr>
<tr><td>Evaluation activity</td><td>Exercise 5L from Mk 2000 Bk3 Pg 65</td></tr>
<tr><td>Theme
Sub-theme
Content</td><td>Livelihood in our division
Soil
Multiplication x6   Word problems
e.g. 1 kg of sugar costs 1200/=. What will be the cost of 6kg?
1 2 0 0 0 x 6 = 0
X 6 0 x 6 = 0
7 20 0 2x 6= 12
1 x 6 = 6
(6 + 6) = 7</td></tr>
<tr><td>Evaluation activity</td><td>An exercise from Trs resource book</td></tr>
<tr><td>Theme</td><td>Livelihood in our division</td></tr>
</table>

Sub-theme Content **Evaluation activity**	**Soil** **Multiplication x7** e.g. Multiply 2 3 — 3 x 7 = 21 x 7 — 2 x 7 = 14 1 6 1 — (14 + 2) = 16 Exercise 5n from Mk 2000 Bk3 Pg66
Theme Sub-theme Content **Evaluation activity**	**Livelihood in our division** **Natural causes of challenges in our environment** (a) Complete the table No of weeks | 1 | 2 | 3 | 4 | 5 | 6 No. of days | 7 | 14 | 21 | 28 | 35 | 42 (b) Word problems e.g How many days are there in 3 weeks? Solution : 3 x 7 = 21 days An exercise from Trs resource book
Theme Sub-theme Content **Evaluation activity**	**Livelihood in our division** **Natural causes of challenges in our environment** **Multiplication x8** e.g. Multiply 3 2 — 2 x 8 = 16 x 8 — 3 x 8 = 24 2 5 6 — (24 + 1) = 25 Exercise 5p from Mk 2000 Bk3 Pg 67
Theme Sub-theme Content **Evaluation**	**Livelihood in our division** **Natural causes of challenges in our environment** Complete the table No of spiders | 1 | 2 | 3 | 4 | 5 | 6 No. of legs | 8 | 16 | 24 | 32 | 40 | 48 How many legs do 2 spiders have? 2x 8= 16 legs

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<table>
<tr><td>activity</td><td>An exercise from Trs resource book</td></tr>
<tr><td></td><td>Livelihood in our division
Natural causes of challenges in our environment
Word problems
An exercise book has 36 pages. How many pages do 9 exercise books have?
e.g. Multiply
3 6 6 x9 = 54
x 9 3x 9 = 27
32 4 (27 + 5) = 32

An exercise from teacher's resource book.</td></tr>
<tr><td>Theme
Sub-theme
Content

Evaluation activity</td><td>Livelihood in our division
Natural causes of challenges in our environment
Multiplication table 10
e.g. Multiply 32 x 10
12x10=120
32x10=320
48x10=480
53x10=530
Complete the table
<table><tr><td>X</td><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr><tr><td>10</td><td>0</td><td>10</td><td>20</td><td>30</td><td>40</td><td>50</td><td>60</td><td>70</td><td>80</td><td>90</td><td>100</td><td>110</td><td>120</td></tr></table>
Exercise 5t from Mk 2000 Bk3 Pg 69</td></tr>
<tr><td>Theme
Sub-theme
Content</td><td>Livelihood in our division
Natural causes of challenges in our environment
Word problems
Complete the table
<table><tr><td>No of girls</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr><tr><td>No. of fingers</td><td>10</td><td>20</td><td>30</td><td>40</td><td>50</td><td>60</td></tr></table>How many toes do 5 boys have?
1 0
x 5
5 0 toes
Multiplication table 11</td></tr>
</table>

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<table>
<tr><td>Evaluation activity</td><td>E.g multiply 2 x 11
11
<u>X2</u>
<u>22</u>
Exercise from Mk Bk3 Pg 97</td></tr>
<tr><td>Theme
Sub-theme
Content

Evaluation activity</td><td>Livelihood in our division
Natural causes of challenges in our environment
Multiplication by 12
Complete the table
<table><tr><td>No of years</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr><tr><td>No. of months</td><td>12</td><td>24</td><td>26</td><td>48</td><td>60</td></tr></table>How many books are there in 3 dozens of books?
1 2
<u>x 3</u>
<u>3 6</u> books
An exercise from Trs collection</td></tr>
<tr><td>Theme
Sub-theme
Content</td><td>Livelihood in our division
Changes in the environment through human activities
Division of simple numbers
e.g.
i) 36 ÷ 4 = 9
ii) 25 ÷ 5 = 5
iii) 15 ÷3 = 5 etc</td></tr>
</table>

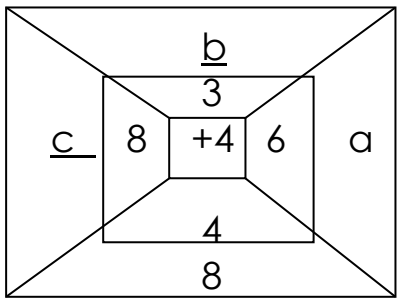
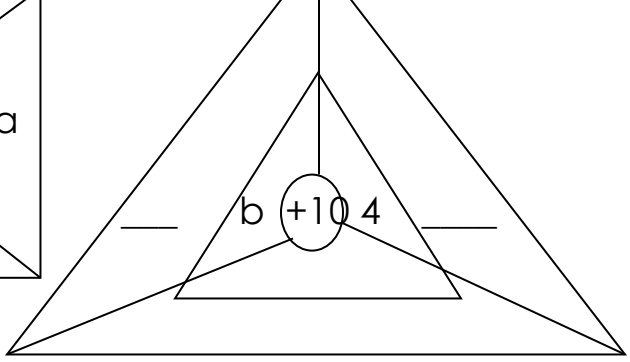
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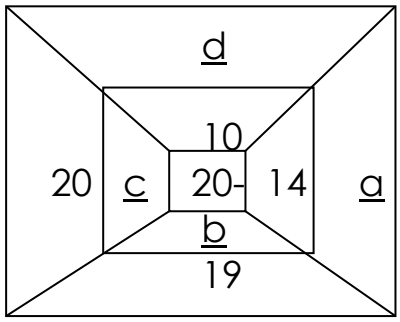
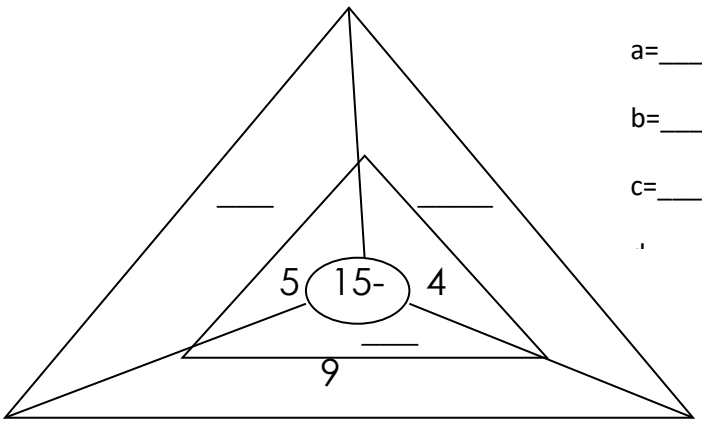
Term II 2016

Topical breakdown

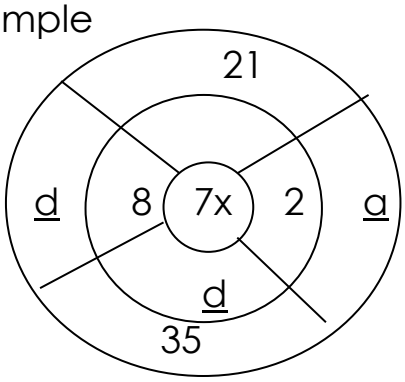
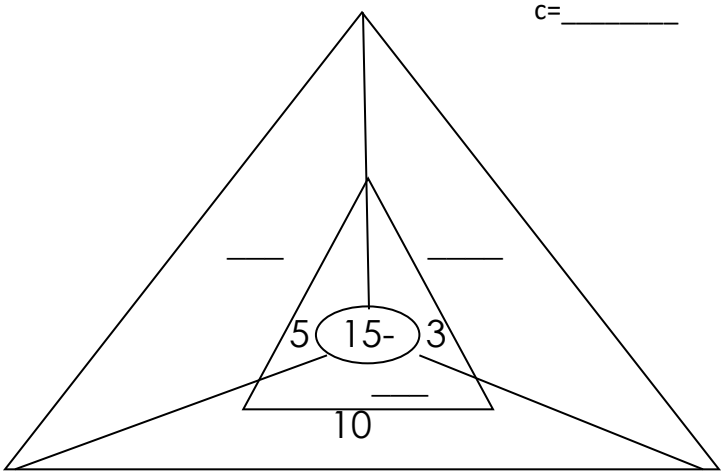
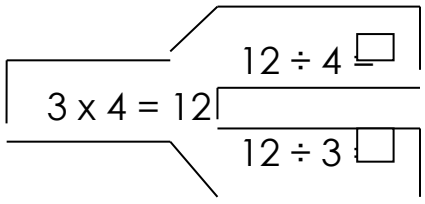
1. Number patterns and sequence
   i) Finding missing numbers
   ii) Counting in twos, threes, fours, fives and tens
   iii) Completing tables – addition, subtraction, multiplication, division
   iv) Addition of magic square
2. Fractions
   i) Naming fractions
   ii) Drawing fractions
   iii) Comparing fractions
   iv) Addition of fractions
   v) Subtraction of fractions
   vi) Finding shaded and unshaded
3. Graphs
   i) Pictographs
   ii) Bar graph
   iii) Drawing graphs

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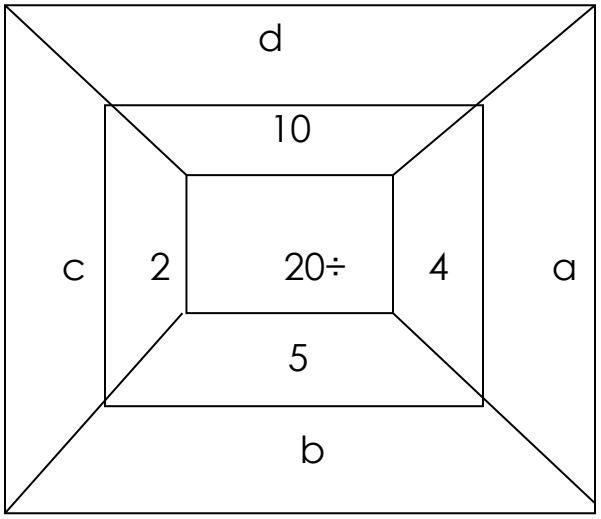
P.3 MATHEMATICS LESSON NOTES TERM 2 2016	
	Lesson I **Number facts and sequences** **Filling in the missing numbers** **Content: Counting in twos, threes, fours, fives and tens (ascending)** Examples a) 0, 2, 4, 6, ___, 10, ___, 14 b) 0, 3, 6, 9, _____, _____, 18 c) 4, 8, _____, 16, _____, 24, _____, 32 d) 0, ___, 10, 15, _____, 25, _____ e) 10, 20, 30, ___, 50, _____ An activity in MK bk3 pg84
Topic Subtopic content **Evaluation activity**	Lesson 2 Number patterns and sequence Filling in the missing numbers Counting in twos, threes , fours , fives and tens in a ascending and descending order **Examples:** 16 , ___ , 12 , _____ , 8 , 6 , ___ , 2 , 0 a) 9, ___, 3, 0 b) 60, ____, 40, ____, 20, 100 An activity MK bk3 pg85
Topic Subtopic content **+**	**Lesson 3:** **Number facts and sequences** **Completing tables** **Filling in the missing numbers (tables of addition)** e.g.   7

Evaluation activity	a=_____b=_____c=_____d=_____ MK bk3 pg81
Topic Subtopic content	**Lesson 4** **Number facts and sequences** **Completing tables** **Tables of subtraction** example   a=_____ b=_____ c=_____
Evaluation activity	Written exercise
Topic Subtopic content	**Lesson 5** **Number facts and sequences** **Completing tables** **Tables involving multiplication and division**

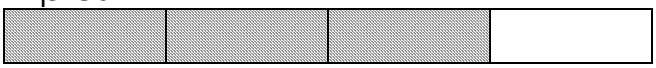
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Evaluation activity	Example  9 = 7 x 2 = 14 b = 21 ÷ 7 = 3 a=_____ b=_____ c=_____  Written exercise
Topic Subtopic content	**Lesson 6** **Number facts and sequences** **Filling in the missing numbers** **Relationship between multiplication and division** Examples 

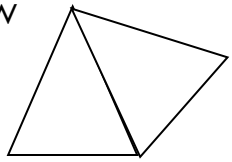
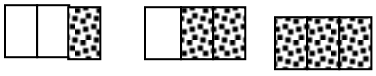
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Evaluation activity	 a=20÷4=a where a is 5 b=20÷5=b where b is 4 c=20÷2=a where c is 10 d=20÷10=a where d is 2 An activity from MK bk3 pg86
Topic Subtopic content   <

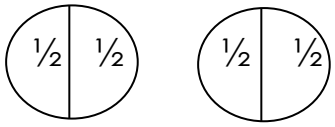
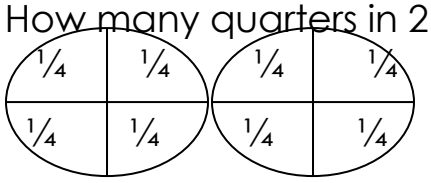
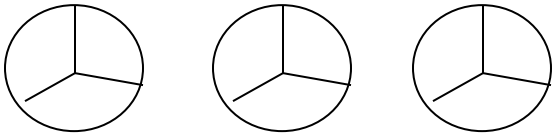
Evaluation activity	Examples 7 a 5 2 4 c b 8 1 Magic sum = 7 + 4 + 1 = 12 b + 9 + 7 = 12 b + 9-9 =12-9 b = 3 An activity from MK bk3 pg87
Topic Subtopic content   <

Topic Subtopic content **Evaluation activity**	**Lesson 12** **Fractions** **Comparing fractions** **Comparing fractions using greater than or less than** ½ $^1/_3$  ½ is greater than $^1/_3$ An activity from MK BK3 pg99-100
Topic Subtopic content	**Lesson 13** **Fractions** **Comparing fractions** **Comparing fractions using symbols** i.e. >, < or = a) $^1/_{10} < {}^1/_9$ b) ¼ = ¼ c) $^1/_5 > {}^1/_6$
Topic Subtopic content **Evaluation**	**Lesson 14** **Fractions** **Shaded and unshaded fractions** Examples  (i) Shaded fraction = ¾ (ii) Unshaded fraction = ¼  (i) Shaded fraction = $^2/_5$ (ii) Unshaded fraction = $^3/_5$ An activity from MK bk3 pg97

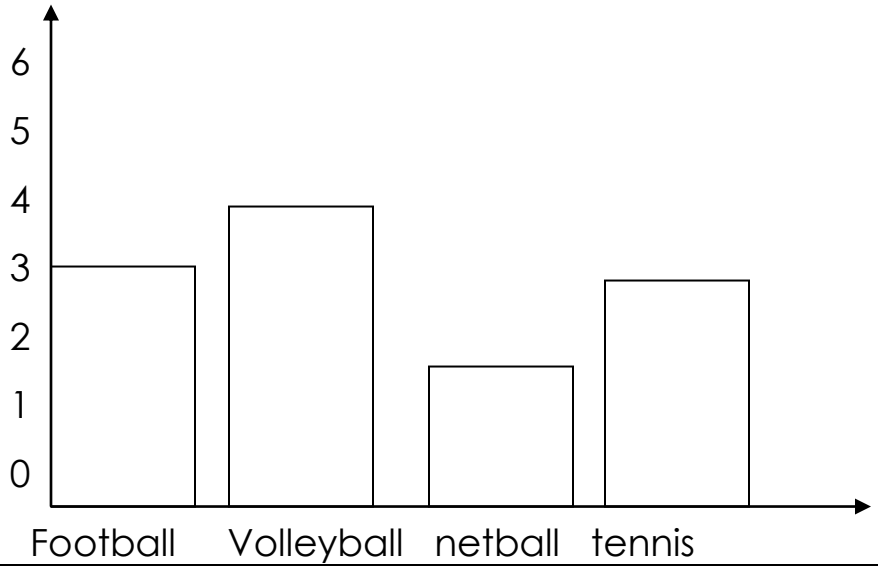
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Topic Subtopic content **Evaluation**	**Lesson 15** **Fractions** **Drawing and shading fractions** **Examples** Draw and shade the fractions below ¾   ½ An activity from pg98
Topic Subtopic content **Evaluation**	**Lesson 16** **Fractions** **Addition of fractions** **Examples** a) $\frac{1}{4} + \frac{2}{4} = \frac{1+2}{4} = \frac{3}{4}$ b) $\frac{5}{10} + \frac{4}{10} = \frac{5+4}{10} = \frac{9}{10}$ Word problems c) Find the sum of $^{7}/_{15}$ and $^{4}/_{15}$ $\frac{7}{15} + \frac{4}{15} = \frac{7+4}{15} = \frac{11}{15}$ d)  $\frac{1}{3} + \frac{2}{3} + \frac{3}{3} = 1$ An activity from MK bk3 pg104 and 103.
Topic Subtopic content	**Lesson 17** **Fractions** **Subtraction of fractions** **Examples** $\frac{3}{10} - \frac{2}{10} = \frac{3-2}{10} = \frac{1}{10}$ Word problems Find the difference between $^{13}/_{16}$ and $^{9}/_{16}$. $\frac{13}{16} - \frac{9}{16} = \frac{13-9}{16} = \frac{4}{16}$

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Evaluation	A boy had $^5/_6$ of a cake. He ate $^2/_6$ of it. What fraction remained? $\frac{5}{6} - \frac{2}{6} = \frac{5-2}{6} = \frac{3}{6}$ An activity from MK bk3 pg108
Topic Subtopic content **Evaluation**	**Lesson 18** **Fractions** **Finding number of fractions in a whole** **Examples** a) How many halves are in 2 wholes?  = 4 halves An activity from teachers' collection
Topic Subtopic content	**Lesson 19** **Fractions** **Finding number of fractions in a whole** How many quarters in 2 wholes?  = 8 quarters How many thirds are in three wholes?  =9 thirds
Topic Subtopic content	**Lesson 20** **Fractions** **Fractions of a group** **Examples** What is a ½ of 8? **Note:** The word 'of' changes to multiply ½ of 8 = ½ x 8 = $\frac{1 \times 8}{2} = \frac{8}{2}$ = 8÷2 = 4

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Evaluation	An activity from teachers' collection
Topic Subtopic content	**Lesson 21** **Graphs** **Pictographs (**with a scale and without a scale) **Example** The pictograph below shows the number of books given to the five best pupils in different games. Study it and use it to answer the questions below.  = 2 books Moses  Alex  Jose  Teo  Harna  **Questions**: a) What is the scale on the graph? b) How many books has Moses? 3 x 2 = 6 books An activity from MK bk3 pg115
Evaluation	
Topic Subtopic Content	**Graphs** Bar graphs Example 

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<table>
<tr><td></td><td>a) How many pupils play football?
b) Which game is played by most children?
c) How many more pupils play football than netball?</td></tr>
<tr><td>Evaluation activity</td><td>Activity from MK bk 3 pg 113-115</td></tr>
<tr><td>Topic
Subtopic
Content</td><td>Lesson 24
Graphs
Pictographs
Example: the pictograph below shows the number of books given to five best pupils in different games. Study it and use it to answer questions that follow
<table><tr><td>Moses</td><td></td></tr><tr><td>Alex</td><td></td></tr><tr><td>Josephine</td><td></td></tr><tr><td>Teo</td><td></td></tr><tr><td>Haruna</td><td></td></tr></table> Stands for 10 books
a)how many books did Josephine get?
b) how many books did Teo get?
c) How many more books did Haruna get than Alex?
d) Who has the least number of books?</td></tr>
<tr><td>Evaluation activity</td><td>Mk 2000 MT bk 3 pg 110-111</td></tr>
<tr><td>Topic
Subtopic
Content</td><td>Lesson 25
Graphs
Pictographs
Drawing pictographs
Example: five girls were told to pick flowers from the garden and each picked the follow</td></tr>
</table>

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	Rose picked 6 flowers Jamila picked 3 flowers Annet picked 2 flowers Sarah picked 6 flowers **Questions** a) Make a picture graph and show the information above b) Which two girls picked the same number of flowers?
Evaluation activity	Activity in MK 2000 MTC Bk 3 pg 112

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Term III 2016

Breakdown for term III 2016

1. Geometry

i) Naming and drawing shapes

ii) Counting shapes

2. Measures

i) Days of the week

ii) Telling time

iii) Months of the year

iv) Length

- Addition of metres and centimeters
- Subtraction of metres and centimeters
- Changing from metres to centimeters
- Changing from centimeters to metres
- Finding perimeter and area

v) Capacity

- Changing from ltires to centiliters
- Changing from centiliters to litres
- Addition of litres and centilitres
- Subtraction of litres and centiliters

vi) Weight

- Estimation of weight
- Comparing weight
- Changing from kilograms to grams
- Changing from grams to kilograms
- Addition of kilograms and grams
- Subtraction of kilograms and grams

vii) Money

- Addition of money
- Subtraction of money
- Shopping
- Multiplication of money
- Division of money

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viii) Algebra
- Finding unknown
- Addition
- Subtraction
- Multiplication
- Division
- Word problems

ix) Collecting like terms

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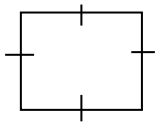
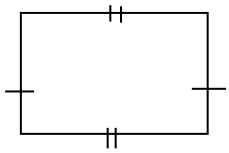
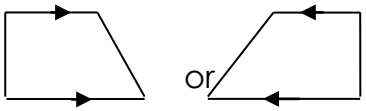
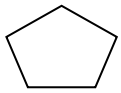
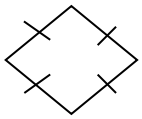
MTC P.3 LESSON NOTES Term III 2016

Topic
Subtopic
content

Lesson 1
Geometry
Types of shapes
Definition

Geometry is a branch of mathematics that deals with the study of shapes and their properties.

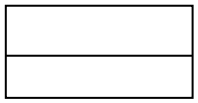
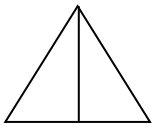
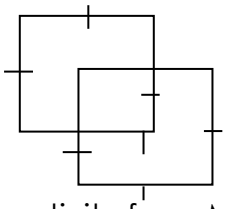
Types of shapes

Shape	Name	Properties
	Square	- All sides are equal - Has 4 sides
	Rectangle	- Two opposite sides are equal - Has 4 sides
	Trapezium	- Two opposite sides are parallel - Has 4 sides
	Pentagon	- Has 5 sides
	Rhombus	- All sides are equal - Has 4 sides

Evaluation Activity

An activity from Understanding Mathematics BK3 pg63 and MK bk3 p117.

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Topic Subtopic content	**Lesson 2** **Geometry** **Counting shapes** **Example** a) Count the rectangles  = 3 rectangles b) Count the triangles  = 3 triangles c) Count the squares  = 3 squares
Evaluation activity	An activity from MK bk3 pg118
Topic Subtopic content	**Lesson 3** **Measures** **Days of the week** **Listing the days of the week** Sunday Monday Tuesday Wednesday Thursday Friday Saturday **Questions** a) What is the first day of the week? b) What is the last day of the week? c) Which day of the week comes after the first day of the week? d) Name the day of the week that comes before a day Muslims go for prayers?
Evaluation Activity	**An activity from MK Bk 3 Pg 126**
Topic Subtopic content	**Lesson 4** **Measures** **Changing weeks to days** **Examples** How many days are there in 2 weeks?

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Evaluation activity

1 week has 7 days
2 weeks have (2 x 7)
= 14 days
An activity from MK bk3 pg126

Topic
Subtopic content

Lesson 5
Measures
Changing days to weeks
Example
Convert 21 days to weeks
Solution 7 days make a week
21 days make $\frac{21}{7}$ = 3 weeks

Evaluation

An activity from teachers' own collection

Topic
Subtopic content

Lesson 6
Measures
Completing tables about days and weeks
Examples

Weeks	1	2	3	4			7
Days	7	14			35	42	

1 x 7 2 x 7 35÷ 7
1 - 7 days 14 5

Evaluation

An activity from MK bk3 pg126

Topic
Subtopic content

Lesson 26
Measures
Months of the year with their days
Listing months of the year

1. January - 31
2. February - 28/29
3. March - 31
4. April - 30
5. May - 31
6. June - 30
7. July - 31
8. August - 31
9. September - 30
10. October - 31
11. November - 30
12. December - 31

Evaluation

Formulated questions by the teacher
Mk bk3 pg138

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Lesson 9

Topic **Measures**

Subtopic **Changing years to months**

content **Example**

There are 12 months in a year. How many months are in 2 years?

1 year has 12 months

2 years have (2 x 12)

= 24 months

Evaluation Mk bk3 pg139

Lesson 28

Topic **Measures**

Subtopic **Changing months to years**

content **Example**

How many years are in 36 months? (use repeated subtraction)

$$\begin{array}{r} 36 \\ -12 \\ \hline 24 \\ -12 \\ \hline 12 \\ -12 \\ \hline 00 \end{array}$$ (1 year)

(1 year)

(1 year)

$\therefore$ 3 years are in 36 months.

Evaluation An activity from teacher's own collection

Lesson 10

Topic **Measures**

Subtopic **Completing tables about months and years**

content **Example**

Complete the table below

Years	1	2	3	4	……
Months	12	24	36	…….	60

2 x 12 = 24 months

36 ÷ 12 = 3 years

Evaluation An activity from MK bk3 pg139

Lesson 11

Topic **Measures**

Subtopic **How old: (Finding one's age)**

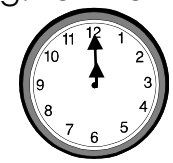
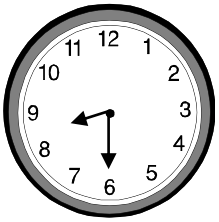
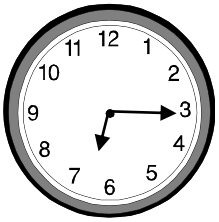
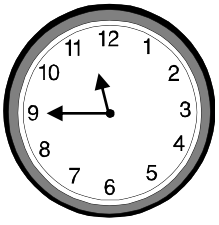
content **Example**

Mike was born in 1989. How old was he in 1997?

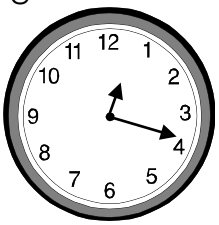
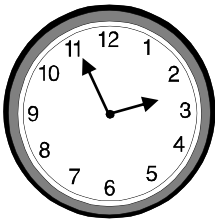
$$\begin{array}{r} 1997 \\ -1989 \\ \hline 0008 \end{array}$$ years

Mike was 8 years old

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Evaluation	An activity from MK bk3 pg140
Topic Subtopic content **Evaluation**	**Lesson 13** Measures Telling time Telling time in hours Eg. Tell the time  It is 12 o'clock 01 12:00 MK bk 3 pg 127
Topic Subtopic content **Evaluation**	**Lesson 14** Telling time Telling time in a half past e.g. tell the time  It is a half 8 o'clock or 8:30 MK bk 3 pg 129
Topic Subtopic content **Evaluation**	**Lesson 15** Telling time Telling time using a quarter past e.g. tell the time  it is a quarter past 7 o'clock or 7:15 MK bk 3 pg 128-129
Topic Subtopic content	**Lesson 16** Telling time Telling time using a quarter to e.g. tell the time  it is a quarter to 12 o'clock or 11?45

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Evaluation	MK bk 3 pg 132
Topic Subtopic content **Evaluation**	**Lesson 17** Measures Telling time Telling time in minutes past e.g. it is 20 minutes past 12 o'clock  MK 2000 bk 3 pg 133-134
Topic Subtopic content **Evaluation**	**Lesson 18** Measures Telling time Telling time in minutes to e.g. it is 5 minutes to 3 o'clock or 2:55  MK 2000 MTC bk 3 pg 136-137
Topic Subtopic content **Evaluation**	**Lesson 19** Telling time Word problem e.g change 2 hours to minutes 2 hours = minutes 1hour = 60 minutes 1 hour = 60minutes or 2 hours = 60 x 2 = 120 minutes 2 hours = 60 x 2 60 X2 120 Convert 3 hours to minutes Change 4 hours to minutes How many minutes are there in 5 hours?
Topic Subtopic content	**Lesson 20** Telling time Word problem Changing from minutes to hours

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	e.g. convert 120 minutes to hours 120 minutes = hours 60 minutes = 1 hour 120 minutes = 120 ÷ 60 $\frac{120}{60}$ = 2hours
Evaluation	Change 360 minutes to hours Convert 120 minutes to hours
Topic Subtopic content	**Lesson 21** Measures Drawing and showing on a clock face Represent e.g. a half past 3 o'clock a quarter to 8 o'clock a quarter past 2 o'clock
Evaluation	MK 2000 MTC bk 3 pg 137
Topic Subtopic content	**Lesson 22** **Measures** **Money** **Recognition of money** Notes: 1000 note; 50,000 note; 5000 note; 10000 note; 20000 note Coins: 50 coin; 100 coins; 200 coins; 500 coins Addition of money (1) Shs 200 + Shs 50 = Shs 250 (2) shs 1000 + shs 500 + shs 100 = Shs 1600
Evaluation	An activity from MK bk3 pg176 and 178
Topic Subtopic content	**Lesson 23** **Measures** **Money** **Addition of money (word problems)** Examples I had 100 shillings. My father gave me 50 shillings more. How much money do I have altogether? I had 100 shillings

	Father gave me + 50 shillings I have 150 shillings
Evaluation	Mk bk3 pg178
Topic Subtopic content	**Lesson 24** **Measures** **Money** **Subtraction of money (word problems)** Example Mukooza had shs 350. He gave away shs 100. How much money did he remain with? Shs 350 - shs 100 Shs 250
Evaluation	Mk bk3 pg180
Topic Subtopic content	**Lesson 25** **Measures** **Money** **Shopping** Example The table below shows the price list in Mrs. Yiga's shop. Use it to answer the questions that follow

Item	**Price**
A book	shs 100
A pencil	shs 250
An egg	shs 300
A bar of soap	shs 500
A kg of rice	shs 800
A pen	shs 200

Questions

a) How much does a pencil cost?
b) What is the cost of an egg and a pen?

Evaluation Mk bk3 pg181

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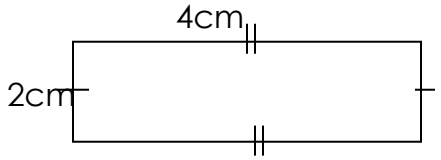
Topic Subtopic content	**Lesson 26** **Topic: Measures** **Subtopic: Money** **Content: Shopping with pictorial** Example A bag  Shs 500 an apple  shs 800 A pencil  shs 100 a book  shs 300 a) What is the cost of 2 pencils? Shs 100 x 2 = shs 200 b) What is the cost of 3 bags and 2 books? Bags = 3 x 500 = shs 1500 Books = 2 x 300 = + shs 600 Shs 2100
Evaluation	From understanding mathematics bk 3 pg 73.
Topic Subtopic content	**Lesson 27** **Measures** **Money** **Division of money** Examples Divide shs 1200 by 3 0400 3| 1200 0 x 3 = 0 12 4 x 3 = 12 00 ∴ shs 1200 ÷ 3 = shs 400
Evaluation	MK bk3 pg187
Topic Subtopic content	**Lesson 28** **Measures** **Money** **Word problems involving division of money** Example Mr. Kasule had shs 800. He shared it equally between his two children. How much did each child get?

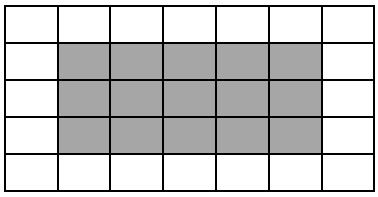
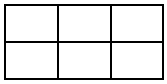
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Evaluation	400 2 ⟌ 800 4 x2 = 8 000 2 x 0 = 00 00 ∴ Each child gets shs 400 Mk bk3 og187
	Lesson 29
Topic	Measures
Subtopic	Length
Content	Units for length e.g centimeter , metres, decimeter, hectometers , kilograms changing from metres to centimeter e.g. convert 3 metres to centimeters 3m = cm 1m = 100cm 3m = 100 100 +100 300cm
Evaluation	Activity in MK 2000 Mtc bk 3
	Lesson 30
Topic	Measures
Subtopic	Changing from centimeters to metre
Content	Example Change 200cm to metres 100cm = 1 m 200cm = $\left(\frac{200cm}{100}\right)$ = 2metres
Evaluation	Activity MK bk 3
	Lesson 31
Topic	Measures
Subtopic	Addition of metres and centimeters
Content	Examples Add; M cm 2 45 + 6 36 8 81

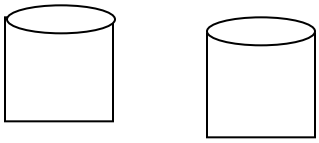
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Evaluation	Activity in Mk 2000 Mtc bk 3 pg 14
Topic Subtopic Content Evaluation	**Lesson 32** Measures Word problem involving addition of metres and centimeters Example; A shopkeeper has 2m 38cm of nylon cloth and 6m 30cm of cotton cloth. What is the total length of the pieces of cloth. M cm 4 38 + 6 30 10 68 Activity in MK 2000 bk 3 pg 148
Topic Subtopic Content Evaluation	**Lesson 33** Measures Subtraction of metres and centimeters Example M cm 6 50 - 4 30 2 20 Activity Mk 2000 MTC bk 3 pg 149
Topic Subtopic Content Evaluation	**Lesson 34** Measures Word problem involving subtraction of metres and centimeters Example Musa had a string of 8m 47cm. he cut off 2m 16cm. what length of the string was left? M cm 8 47 - 2 16 6 31 Activity in Mk bk 3 pg 150
Topic Subtopic Content	**Lesson 35** Measures Finding perimeters Perimeter Definition: perimeter is the total distance around any give figure

Evaluation	Example Find the perimeter of the figure below  P = s+s+s+s 4cm +2cm+4cm+2cm 6cm +6cm =12cm Activity in MK bk 3
Topic Subtopic Content   <

	Lesson 38
Topic	Measures
Subtopic	Finding area of the shaded part
Content	Example; area = number of sq units = 15 sq. units 
Evaluation	Activity in MK MTC bk 3 pg 155
	Lesson 39
Topic	Measures
Subtopic	Finding the area by multiplying
Content	Example; area = number of sq. units = (3 squares across)x(2sqaures down)  = 3 x 2 = 6 squares units or 6 sq. units Example 2; area = length x width 8cm 8cm x 3cm $24cm^2$ or 24 sq. centimeters  3cm
Evaluation	Activity in MK bk 3 pg 155-156
	Lesson 40
Topic	Measures
Subtopic	Word problem involving finding area
Content	Example Mary's note book is 4cm long and 3cm wide Find its area 4cm area = L x W  = 4cm x 3cm 3cm = $12cm^2$
Evaluation	Activity in Mk MTC bk 3 pg 157-158
	Lesson 41
Topic	Capacity
Subtopic	Energy in our sub county
Content	

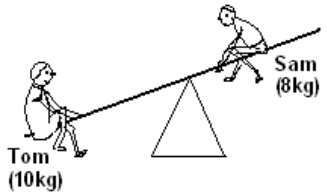
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Evaluation	Example: How many ½ litres make a litre.  ½ litre + ½ litre = 1 litre Therefore, 1 litre = 2 halves New MK bk 3 pg 161
Topic Subtopic Content Evaluation	**Lesson 42** Capacity Changing litres to centilitres 1 litre = 100cl 3 litres = (3x100)cl 3litres = 300cl Teachers collection
Topic Subtopic Content Evaluation	**Lesson 43** Capacity Changing centiliters to litres Example: How many litres are in 500cl? 1 litre = 100cl ? = 500cl $\frac{500cl}{100cl}$ litres = 5 litres Teacher's collection
Topic Subtopic Content Evaluation	**Lesson 44** Capacity Adding litres and centiliters Example; Add; 1 5 0 litres + 3 5 0 litres 5 0 0 litres Example 2 Add; Litres centiliters 3 25 +2 60 5 85 Teachers' collection

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	Lesson 45
Topic	Capacity
Subtopic	Word problem involving addition of litres.
Content	Mr. Lubega made 24 litres of juice and Kato made 78 litres. How much juice did the two men make? 2 4 litres +7 8 litres 10 2 litres Therefore, they made 102 litres of juice
Evaluation	New MK nk 3 pg 163
	Lesson 46
Topic	Capacity
Subtopic	Subtraction of ltires and centiliters
Content	Example: 2 4 7 litres - 2 5 litres 2 2 2 litres
Evaluation	
	Lesson 47
Topic	Measures
Subtopic	Weight
Content	Definition : weight is the lightness or heaviness of an object. Units measuring weight Examples Kilograms Grams Hectogram Changing kilogram to grams Example Change 3kg to grams 1kg = 1000g 1kg = 1000g 3kg = 1000g 3kg = 1000g 1000g x 3 1000g 3000g + 3000g
Evaluation	Activity in MK MTc bk 4
	Lesson 48
Topic	Measures
Subtopic	Weight
Content	Changing from grams to kilograms Example Change 2000g to kilograms

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Evaluation	1000g = 1kg 2000g = $\left(\frac{2000g}{1000g}\right)$ kg = 2kg
	Lesson 49
Topic	Measures
Subtopic	Weight
Content	Comparing weight Who is heavier? Example 
Evaluation	Activity in MK MTC bk 3 pg 168
	Lesson 50
Topic	Measures
Subtopic	Weight
Content	Addition of kilograms and grams Example Kg g 4 250 +2 300 6 550
Evaluation	Activity in MK bk 3 pg 171
	Lesson 51
Topic	Measures
Subtopic	Weight
Content	Word problem involving addition of kilograms and grams Example Kato weighs 17kg 280 g. his sister weighs 20kg 250g. find their total weight. Kg g 17 280 +20 250 37 530
Evaluation	Activity in MK bk 3 pg 172
	Lesson 52
Topic	Measures
Subtopic	Weight
Content	Subtraction of kilograms and grams

	Example Kg g 9 650 -7 200 2 450
Evaluation	Activity in Mk bk 3 pg 173
	Lesson 53
Topic	Measures
Subtopic	Weight
Content	Word problems involving subtraction of kilograms and grams Example Akot had 5kg 750g of salt. She gave 3kg 250g to her friend. How much salt was left? Kg g 5 750 -3 250 2 500
Evaluation	Activity in Mk bk 3 pg 174
	Lesson 54
Topic	Algebra
Subtopic	Finding missing numbers
Content	Example $\square$ + 3 = 8 $\square$ + 3 – 3 = 8 – 3 $\square$ + 0 = 5
Evaluation	= 5 Activity Mk bk 3 pg 192
	Lesson 55
Topic	Algebra
Subtopic	Word problems involving algebra
Content	Example Nakito had some books. She was given 12 more books. Now she has 20 books. How many books had Nakito had at first? $\square$ + 12= 20 + 12 – 12 = 20 – 12 + 0 = 8 = 8 Nakito had 8 books first
Evaluation	Activity MK bk 3 pg 192

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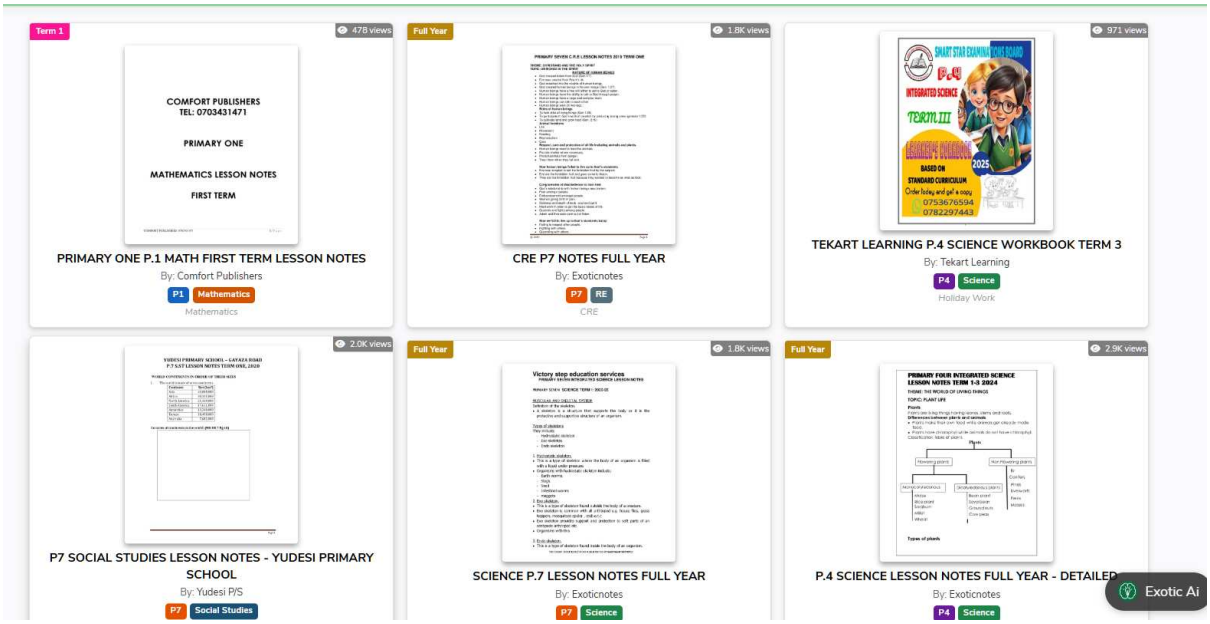
	Lesson 56
Topic	Algebra
Subtopic	Finding unknowns involving subtraction
Content	Example M – 5 = 3 M – 5+5= 3+5 M – 0 = 8 M = 8
Evaluation	Activity in Mk mtc bk 3 p 194
	Lesson 57
Topic	Algebra
Subtopic	Word problems involving subtraction of unknowns
Content	Example Father had some mangoes. He gave 5 mangoes to his son. He remained with 7 mangoes. How many mangoes did he have at first? □ -5 = 7 □ - 5+5= 7+5 □ - 0 = 12 = 12 He had 12 mangoes at first.
Evaluation	Activity in Mk mtc bk 3 pg 194
	Lesson 58
Topic	Algebra
Subtopic	Finding missing numbers in multiplication
Content	Example □ X 2 = 10 □ x 2÷2= 10÷2 □ x 1 = 5 = 5
Evaluation	Activity in MK bk 3 pg 196
	Lesson 59
Topic	Algebra
Subtopic	Finding missing numbers involving division
Content	Example 6 ÷ □ =3 □ = 6÷3 □ = 2
Evaluation	Activity in Mk mtc bk 3 pg 197

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	Lesson 60
Topic	Algebra
Subtopic	Word problems involving finding missing numbers with division
Content	Example Auma had some bananas. He shared them among 6 boys. Each boy got 8 bananas. How many bananas had Auma had before? ÷ 6 = 8 ☐ =8x6 ☐ =48 Auma had 48 bananas before
Evaluation	Activity in Mk mtc bk 3 pg 198
	Lesson 61
Topic	Algebra
Subtopic	Collecting like terms
Content	Example Collect like terms 3 cups + 2 books + 4 cups + 3 books 3cups + 4 cups + 2 books + 3 books 7 cups + 5 books
Evaluation	Activity in MK mtc bk 4

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