P.3 MATHEMATICS LESSON NOTES FOR TERM I

Date	Time	No. of pupils

THEME : Our sub - county

SUB-THEME : Set Concept

SUB- TOPIC : Naming and writing sets

COMPETENCES : The learner

- Tells the meaning of a set
- Names and writes sets

Methods : Explanation – Question and answer technique

T/ L AIDS : Real objects like pencils, counter books

Ref : MK book 3 page 1

Content : Naming and writing sets

A set is a collection of well defined members or elements

Naming sets

Name these sets

1. Set A {a, e, i, o, u }

   Set A is a set of vowel letters

2. A set of 3 cars

3. Activity
4.

Date	Time	No. of pupils

THEME : Culture and gender in our sub – county

SUB-THEME : Measures

SUB- TOPIC : Days of the week

COMPETENCES : The learner

- Identifies the days of the week.
- Pronounces and reads the days of the week.
- Finds the day before and after each day of the week

Ref: MK book 3 page 126

Content: Days of the week

7 days make a week therefore

1 week = 7 days 2 weeks = a fortnight

a) What is the first day of the week?
b) What is the fourth day of the week?
c) What is the second of the week?
d) What is the last day of the week?
e) What day comes after Saturday?
f) Which day comes before Thursday?
g) How many days are there in 5 weeks?
h) Last term we spent 12 weeks at school convert these weeks to days.

Date	Time	No. of pupils

THEME : Culture and gender in our sub – county

SUB-THEME : Measuring time

SUB- TOPIC : Changing weeks in days

COMPETENCES : The learner

- Calculate the weeks in days given.
- Fills the missing number in table.

- Converts days given to weeks

Ref: MK book 3 page 126

Content: Changing days to week

Example

How many weeks are in 42 days

7 days = 1 week

42 days = 42 ÷ 7

$$
\begin{array}{r}
6 \\
7\,\overline{)\,42} \\
6 \times 7 \quad -\,42 \\
\hline
00
\end{array}
$$

Activity

1. How many weeks are in 14 days?
2. How many weeks are in 35 days?
3. Mary spent 56 days at school. convert these days to weeks.
4. Complete the table below

Weeks	1	3	___	___	6	11	___
Days	7	___	35	49	___	___	84

5. How many days are in 3 weeks?
6. How many days are in 5 weeks?

Date	**Time**	**No. of pupils**

THEME : Culture and gender in our sub – county

SUB-THEME : Measuring time

SUB- TOPIC : Addition of days and weeks

COMPETENCES : The learner

- Adds the number of days weeks.
- Solves and comprehends word application
- Arranges the days and weeks vertically

Ref: MK book 4 page 154

Content:

Example 1

Wk	Days
5	3
+ 2	2
7	5

3 + 2 = 5

5 + 2 = 7

Examples 2

Maria spent 7 weeks and 3 days going to school and 2 weeks and 4 days on holiday. Find the total number of weeks and days spent altogether.

Wk	Days	Days
7	3	3 + 4 = 7
+ 2	4	7 ÷ 7 = 1 or 0
10	0	wks = 1 + 7 + 2 = 10

Activity

1. Add

Wks	Days
2	3
+ 1	2

wks	days
3	4
+2	2

2. Mary spent 8 weeks and 5 days planting beans and 4 weeks. 1 day planting potatoes. How long did Mary spend planting?
3. What is the sum of 4 weeks , 3 days and 2 weeks, 2 days
4. Add:

Wks	Days
4	3 6
+2	3

Wks	Days
	4
+2	1

5. Change 4 weeks to days.
6. What is the second day of the week?
7. How many weeks that are 42 days

Date	Time	No. of pupils

THEME : Culture and gender in our sub – county

SUB-THEME : Measuring time

SUB- TOPIC : Addition of days and weeks with regrouping

COMPETENCES : The learner

- Adds the number of days and weeks with regrouping
- Solves and comprehends word application.
- Arranges the days and weeks vertically

Ref: MK book 4 page 180

Content: Addition of days and weeks with re – grouping

Examples 1

Wks	Days	
7	4	4 + 5= 9
+1	5	9 ÷ 7 = 1 r 2
9	2	1 + 7 + 1 = 9

Examples 2

1. Tom spent 4 weeks and 2 days planting bean and 1 week and 3 days planting potatoes. Find the total number of days and weeks spent planting his crops.

Wks	Days	
4	2	2 + 3 = 10
+1	8	10 ÷ 7 = 1 r 3
6	3	1 + 4 + 1 = 6

Activity

1. **Add**

Wks	**Days**	**Wk**	**Days**
2	**4**	**9**	**5**
+1	**5**	**+2**	**2**

2. **Add**

Wks	**Days**	**Wk**	**Days**
9	**4**	**5**	**3**
+2	**8**	**+3**	**5**

3. **How many days are in 6 weeks**
4. **Find the difference between 4 wk 3 days and 2 weeks 1 day**
5. **Complete the table below**

Weeks	2	3	___	___

Days	__	___	84	42

Date	Time	No. of pupils

THEME : Culture and gender in our sub – county

SUB-THEME : Measuring time

SUB- TOPIC : Month of the year

COMPETENCES : The learner

- Finds the months in a year.
- Gives the months of the year in English.
- Finds the number of months in a year
- Finds the number of days in each month.

Ref: MK book 4 page 161 Mk Bk 4 pg 139

Content: Months of the year

4 weeks = 1 month

12 months = 1 year

1 year = 12 months

Months	**Number of days**
January	has 31 days
February	has 28 or 29 days
March	has 31 days
April	has 30 days
May	has 31 days
June	has 30 days
July	has 31 days

August	has 31 days
September	has 30 days
October	has 31 days
November	has 30 days
December	has 31 days

Note:

12 months make a year.

52 weeks make a year.

4 weeks make a month.

365 days make a year or 366 days.

Activity

1. What is the first month of a year?
2. What is the fourth month of the year?
3. List the months which have 30 days
4. How many months have 31 days?
5. What is the last month of the year?
6. Which month comes after March?
7. What is the third month of the year?
8. How many months make a year?
9. What is the second last month of the year?
10. How many days has the month of September?

Date	Time	No. of pupils

THEME : Culture and gender in our sub – county

SUB-THEME : Measuring time

SUB- TOPIC : Month of the year

COMPETENCES : The learner

- Finds the months in a year.
- Tells the months in a year.
- Finds the days found in each month.
- Tells the important days on a month.

Ref: understanding Mtc book 3page 82 Mk Bk 4 pg 139

Content: The Calendar

Use the calendar below to answer questions 1 to 5

March 2001

SUN	MON	TUE	WED	THUR	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Examples

1. What is the date of the first Monday of the month?
   The date is March 5th 2001

Activity

1. What date was the first Friday of the month?
2. What day was the last day of the month?
3. How many Wednesdays were in March 2001.
4. How many Sundays were in March 2001?
5. Which month is shown above?
6. How many days are in 6 weeks?
7. How many weeks are in 35 days.

Date	Time	No. of pupils

THEME : Culture and gender in our sub – county

SUB-THEME : Measuring time

SUB- TOPIC : The Calendar

COMPETENCES : The learner

- Finds the age of a person
- Identifies the units in word application
- Subtracts to find the number of the year

Ref: understanding MK book 3 page 83 Mk Bk 3 pg 140

Content: How old

Example 1

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

If the year is 1 9 9 7

Year of birth - **1 9 8 9**
0 8

He was 8 years old in 1997

Activity

1. My mother was born 1967. How old was she in 1982?
2. Baker was born in 1998. How old is he now.
3. My brother was born in 2006. How old is he now?
4. Tr. Opio started teaching in 2005. How long has he taught up to now?
5. Grand mother was born in 1947. How old was she in 1983?

6. Ntungamo primary school was built in 1952 and it was repaired in 1974. After how long was it repaired?

Date	Time	No. of pupils

THEME : Culture and gender in our sub – county

SUB-THEME : Measuring II time

SUB- TOPIC : Telling time

COMPETENCES : The learner

- Tells time in hours and minutes
- Identifies the hour hand and minute hand

Ref: understanding MK book 3 page 127

Content: Telling time

We tell time in hours and minutes

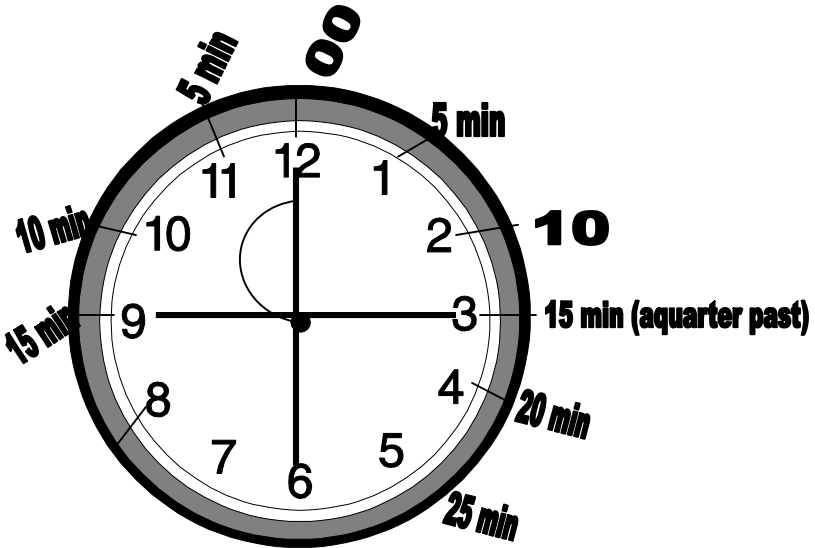
The long hand on the clock face shows minutes while the short hand shows hours

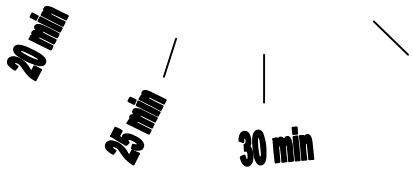
1 hour = 60 minutes

$\frac{1}{2}$ hour = 30 minutes

$\frac{1}{4}$ hour = 15 minutes

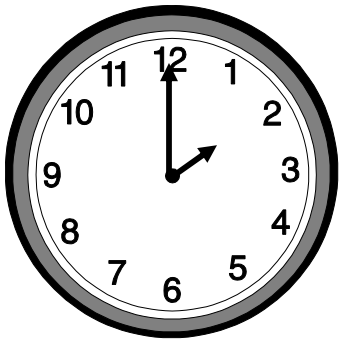
Minutes of a clock face





Example

1. Tell the time on clock face below.



Activity

Draw clock faces to show the time below

a) 12 O'clock
b) 9 O'clock
c) 6 O'clock
d) 3 O'clock

2. Compare the following using >< **or =**
   a) 3 x 2 _____ 3 + 2
   b) 3kg ____ 40g
   c) 1 hour _____ 20 minutes
   d) $\frac{1}{2}$ hour _____ 30 minutes

Date	Time	No. of pupils

THEME : Culture and gender in our sub – county

SUB-THEME : Measuring II time

SUB- TOPIC : Telling time using past

COMPETENCES : The learner

- Tells time in hours and minutes
- Identifies the hour hand and minute hand
- Tells time using past

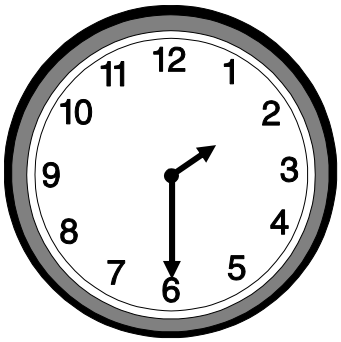
Ref: understanding MK book 3 page 128

Content: Telling time using past

When the long hand (minute hand) reaches 6, we say that it is half past. The short hand (hour hand) will point between two numbers.

Examples 1

Tell the time



A half past 2

Activity

1. Draw clock faces and show
   a) A half past 5
   b) A half past 6
   c) A half past 9
   d) 4 O'clock
2. Complete the magic square below

a	5	8
b	2	c
4	d	1

a _____
b _____
c _____

Date	Time	No. of pupils

THEME : Culture and gender in our sub – county

SUB-THEME : Measuring II time

SUB- TOPIC : Telling time using a quarter past

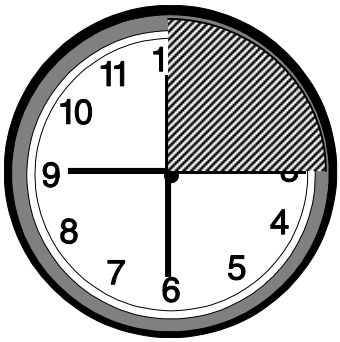
COMPETENCES : The learner

- Tells time in hours and minutes
- Identifies the hour hand and minute hand
- Draws circle to show clock faces

Ref: understanding MK book 3 page 131

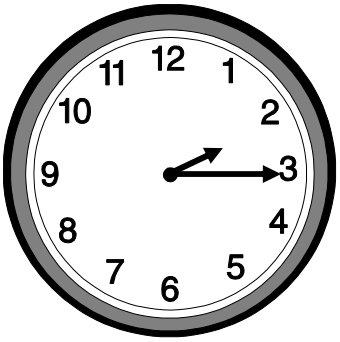
Content: Telling time using past a quarter past or 15 minutes past

When the minute hand points to 3. We say a quarter past or 15 minutes past the hour.



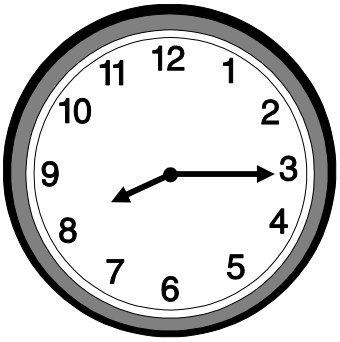
Examples 1

1. Tell the time on the clock face below



A quarter past 2 or

15 minutes past 2 o'clock



A quarter past 8 15 minutes

past 8 O'clock

Activity

1. Draw clock faces to show
   a) A quarter past 5.
   b) A quarter past 6

c) 8 o'clock
d) A half past 3 o'clock

2. Write the following numbers in words
   a) 1019
   b) $\frac{1}{9}$
   c) 392
   d) 648
3. Add 8 tens and 3 ones
4. Draw the following shapes
   a) Square
   b) Cylinder
   c) Oval

Date	Time	No. of pupils

THEME : Culture and gender in our sub – county

SUB-THEME : Measuring II time

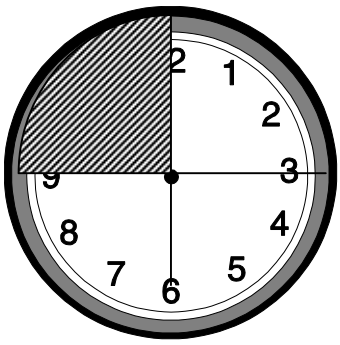
SUB- TOPIC : Telling time using a quarter past

COMPETENCES : The learner

- Tells time in hours and minutes
- Identifies the hour hand and minute hand
- Draws circle to show clock faces

Ref: understanding MK book 3 page 132

Content: Telling time using past a quarter to



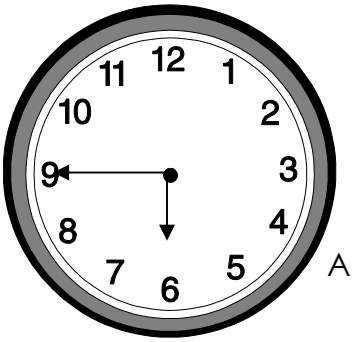
Note:

The time after half past can be told using to. When using to we count the remaining minutes to 60 minutes.

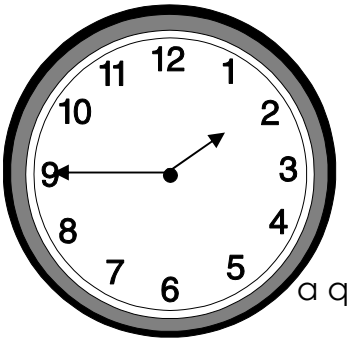
We then write the number in the next to the next hour.

When using A quarter to or 15 minutes to the minute hand (long hand) points at nine.

Examples
Tell the time



A quarter to 6



a quarter to 2

Activity

a) A quarter to 3

b) A quarter to 8

c) A half past 3

d) A half past 6

e) 4 O'clock

2. What is the value of the underlined number

   a) 3 **4** 69

   b) 13**2** 5

   c) 63 **4**

   d) **7** 468

   e) 20 **6**9

Date	Time	No. of pupils

THEME : Culture and gender in our sub – county

SUB-THEME : Measuring II time

SUB- TOPIC : Finding time using past

COMPETENCES : The learner

- Tells time in hours and minutes
- Tells the time using past
- Draws circles to form clock faces

Ref: understanding MK book 3 page 133

Content: Telling time using past

There are 60 minutes in an hour.

60 minutes = 1 hour

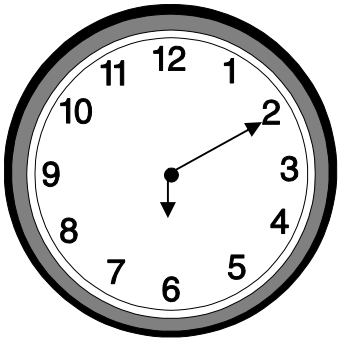
When the minute hand move from 12 to 1

We continue to say past till we reach 6 which is half past or or 30 minutes past

Minutes on a clock face.

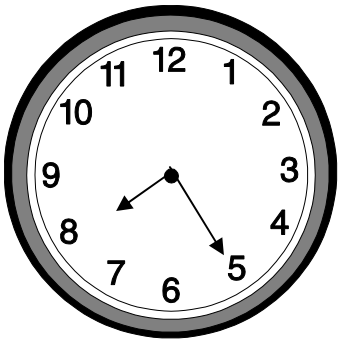
Example 1

Tell the time



It is 10 minutes past 6

it is 25 minutes past

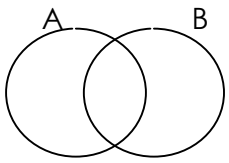


Activity

1. Draw clock face to show
   a) 20 minutes past 2.
   b) A quarter past 3
   c) It is 5 minutes past 9
   d) It is 30 minutes past 4
2. Given that set A = { 1, 2, 3, 4, 5, 6, 7}

   B= {0, 2, 4, 6, 8 }

   a) Represent the above information on a venn diagram



   b) Find A∩ B

A U B

B only

A – B

c) How many members are in AUB

Date	Time	No. of pupils

THEME : Culture and gender in our sub – county

SUB-THEME : Measuring II time using to

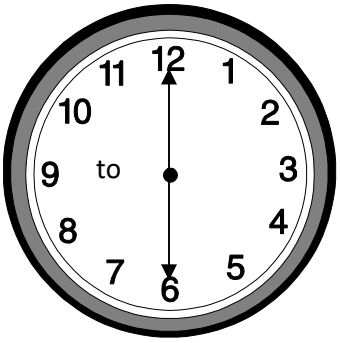
SUB- TOPIC : Finding time using past

COMPETENCES : The learner

- Tells the time in hours and minutes
- Tells the using to
- Draws circle to form clock face

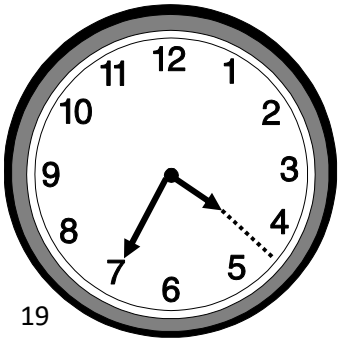
Ref: understanding MK book 3 page 135

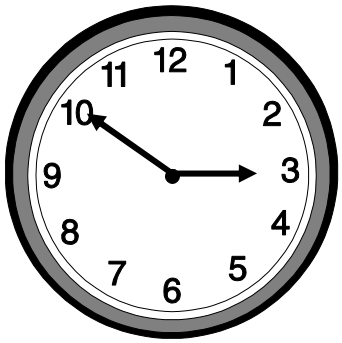
Content: Telling time using past



Note: when the minute hand points to 7 we say 35 minutes past or 25 minutes to. We get 25 minutes to by subtracting 35 from 60.

Example 1





It is 25 minutes to 5 o'clock It is 10 minutes to 3

Activity

1. Draw clock faces to show
   a) A quarter to 4
   b) 25 minutes to 5
   c) 10 minutes to 7
2. write numbers in roman numerals
   49
   19
   24
   14
3. draw bundles and sticks for the following
4. a) 216
5. 42
6. 60

Date	Time	No. of pupils

THEME : Culture and gender in our sub – county

SUB-THEME : Measuring II

SUB- TOPIC : Finding time using digital watches

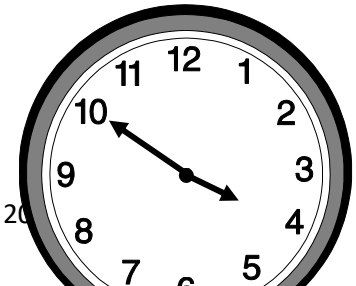
COMPETENCES : The learner

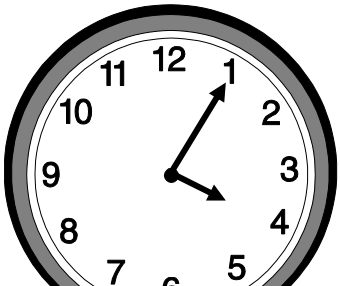
- Tells time in digital form
- Identifies the time in digital form
- Writes the time in digital form

Ref: understanding MK book 3 page 136

Content: Telling time using digital watches

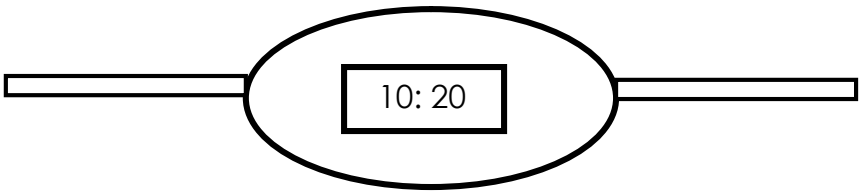
Example 1





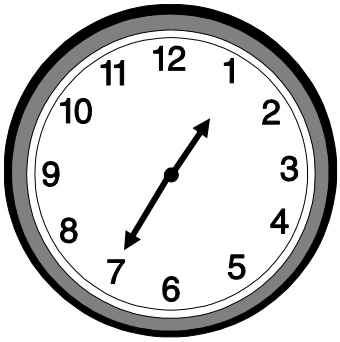
It is 20 minutes past 10

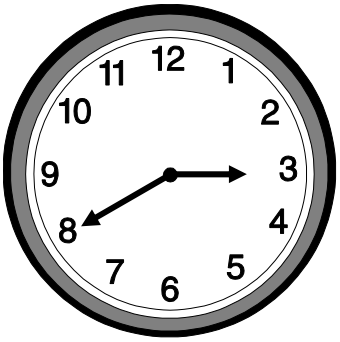
Digital form 4:05

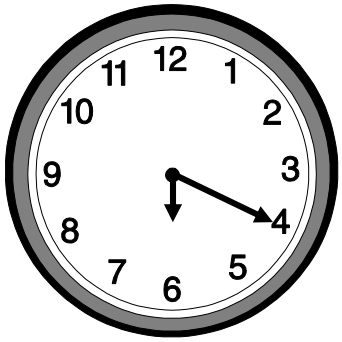


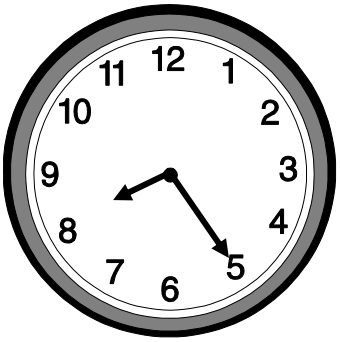
Activity

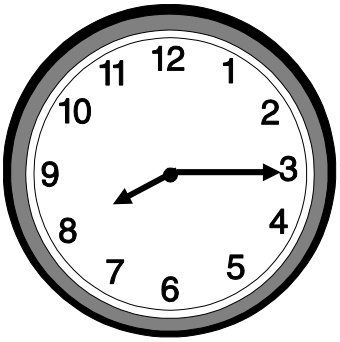
1. Tell the time below in digital form

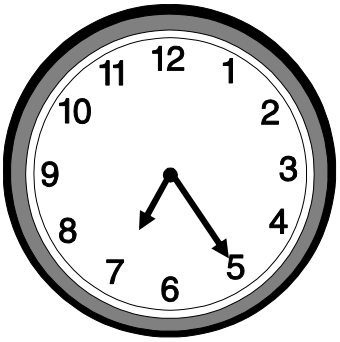












2. Draw clock faces to show the digital time shown
   a) 8: 15
   b) 6: 30
   c) 5: 20

Date	Time	No. of pupils

THEME : Culture and gender in our sub – county

SUB-THEME : Measuring II

SUB- TOPIC : Adds hours and minutes

COMPETENCES : The learner

- Adds time in hours and minutes
- Solves and comprehends word application
- Identifies units

Ref: understanding MK book 4 page 165

Content: Telling time using digital watches

Example 1

Adds :	**Hrs**	**Min**	
	4	**20**	**0 + 0 = 0**
	+ 1	**30**	**2 + 3 = 5**
	5	**50**	**4 + 1 = 5**

Example 2

I spent 3 hours 20 minutes cooking beans and 4 hours 20 minutes cooking meat. How many hours did I spend cooking?

Adds :	**Hrs**	**Min**	
	3	**20**	**0 + 0 = 0**

+ 4	20	2 + 2 = 4
7	40	3 + 4 = 7

Example 3

Adds :

Hrs	Min		
1			
4	40	40	
+ 3	30	30	70 ÷ 60 = 1 r 10
8	10	70	1 + 4 + 3 = 8

Activity

1. **Add the hours and minutes**

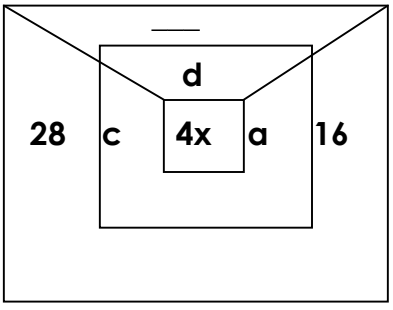
Hrs	Min
4	35
+ 2	10

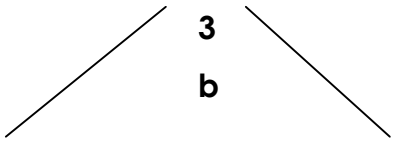
Hrs	mins
3	30
+ 4	20

1. Mother spent 5 hours 30 minutes cooking matooke and 2 hours 20 minutes cooking meat. How long did mother cook her food altogether?
2. Father drives from Kampala to Soroti for 3 hours 20 minutes from Soroti to Kapchorwa for 1 hour 30 minutes. How long did father drive altogether?
3. Complete the table below

Weeks	**1**	**2**	**5**	__	_____
Days	**7**	**14**	___	**56**	**28**

4. **Complete the table below**





Date	Time	No. of pupils

THEME : Culture and gender in our sub – county

SUB-THEME : Measures

SUB- TOPIC : Addition of hours and minutes

COMPETENCES : The learner

- Arranges the number vertically
- Adds correctly
- Re – group correctly

Ref: understanding MK book 4 page 165

Content: Addition of time with re – grouping

Example 1

Adds :	**Hrs**	**Min**		
	3	**45**	**45**	
	+ 1	**15**	**15**	**60 ÷ 60 = 1 r 0**
	5	**00**	**60**	

Example 2

My father spent 5 hours 36 minutes driving from the village to Kampala and 2 hours 35 minutes from Kampala to Masaka. How long did my father drive?

Adds :	**Hrs**	**Min**		
	5	**35**	**35**	
	+ 2	**35**	**35**	**70 ÷ 60 = 1 r 10**

8	10	70

Activity

1. **Add the hours and minutes**

Hrs	Min
4	20
+ 3	50

Hrs	mins
3	50
+ 4	30

2. My father spent 5 hours 35 minutes from the village to Kampala and 2 hours 35 minutes from Kampala to Masaka. How long did my father drive?
3. Baker did exams of Science for 4 hours 40 minutes and 3 hours 30 minutes doing an English exam. How long did Baker take doing the exam.
4. Mike was born in 2001. How old is Mike now?
5. Write the following numbers in words

   3016

   4119

   396

   9641

Date	Time	No. of pupils

THEME : Culture and gender in our sub – county

SUB-THEME : Measures

SUB- TOPIC : Subtracting of hours and minutes

COMPETENCES : The learner

- Arranges the number vertically
- Subtracting correctly
- Identifies the units for time

Ref: understanding MK book 4 page 169

Content: Subtracting of hours and minutes

Example 1

Subtracting :	**Hrs**	**Min**
	9	**50**
	- 3	**10**
	6	**40 mins**

Examples 2

A pupil spent 8 hours 30 minutes at school and 5 hours 20 minute in the classroom. Find the difference of the time spent?

Subtracting :	**Hrs**	**Min**
	8	**30**
	- 5	**20**
	3	**10 mins**

Activity

Subtracting :	**Hrs**	**Min**	**Hrs**	**Min**
	6	**35**	**6**	**40**
	- 3	**20**	**- 2**	**20**

2. Bamwine spent a total of 5 hours 20 minutes at school. she played for 1 hour 10 minutes. How long did she stay in class?
3. Nansubuga used 6 hours 15 minutes to prepare her meals, if she spent 2 hours 10 minutes preparing sauce.
4. Circle the even numbers

   41 42 43 44 45 46 47 48

   5. compare the following using >< or =

   a) 1 hour _____ 60 min

   b) 3 x 0 _____ 3 + 0

   c) $\frac{1}{2}$ _____ $\frac{1}{5}$

   d) 1 hour _____ 3 hours

Date	Time	No. of pupils

THEME : Culture and gender in our sub – county

SUB-THEME : Measures

SUB- TOPIC : Changing from hours to minutes

COMPETENCES : The learner

- Identifies the time given.
- Comprehends and solves word problem.
- Multiples to change to minute

Ref: understanding MK book 4

Content: Changing

Example 1

Change 2 hours to minutes

1 hour = 60 minutes

2 hours = (12 x 60)

1 2

x 6 0 **(12 x 60)**

7 2 0 **2 x 60 = 120**

= 720 minutes

Examples 2

Apolot spends 12 hours eating food. Convert this time to minutes.

1 hour = 60 minute

12 hours = (12 x 60) minutes

= 720 minutes

$$\begin{array}{r} 12 \\ \times\ 60 \\ \hline 720 \end{array}$$

Activity

1. Our cook spent 8 hours cooking food. How long did the cook spend cooking food in hours.
2. Change 4 hours to minutes
3. Convert 6 hours to minutes.
4. Fill the missing numbers in the table below

Month	12	_____	_____	48
year	1	2	3	_____

5. Divide 318 by 5
6. Work out $\begin{array}{r} 508 \\ \times\ 6 \\ \hline \\ \hline \end{array}$
7. Find the difference between 4321 and 1457

Date	**Time**	**No. of pupils**

THEME : Culture and gender in our sub – county

SUB-THEME : Measures

SUB- TOPIC : Changing from minutes to hours

COMPETENCES : The learner

- Converts from minutes to minutes to hours
- Divides minutes to get hours
- Identifies the units used

Ref: understanding MK book 4 pg 168

Content: Changing minutes to hours

Example 1

Change 180 minutes to hours

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

180 minutes = $\frac{1}{60}$ **x 180**

$\frac{1}{6}$ **x 18**

$\frac{18}{6}$ **= 3 hours**

Example 2

Peter ran for 240 minutes. Convert this time to hours.

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

180 minutes = $\frac{1}{60}$ **x 240**

$\frac{1}{6}$ **x 24**

$\frac{24}{6}$ **= 4 hours**

Activity

1. Change 360 minutes to hours
2. Father spent 480 minutes driving from Kampala to Jinja. Change this time to hours '

3. Convert 5 weeks to days
4. Our teacher spent 5 hours at school. convert this time to minutes
5. Change 42 days to weeks.
6. Expand 473
7. Multiply 1 4 8

   x 5

8. One tray holds 6 cups. How many cups will 5 trays hold?

Date	Time	No. of pupils

THEME : Basic technology

SUB-THEME : Geometry

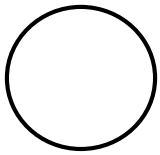
SUB- TOPIC : Changing from minutes to hours

COMPETENCES : The learner

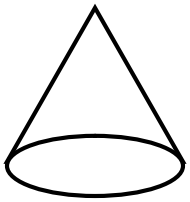
- Identifies simple shapes
- Draws simple shapes
- Identifies the properties in different shapes

Ref: understanding MK book 3pg 118

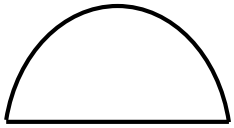
Content: Identifying simple shapes



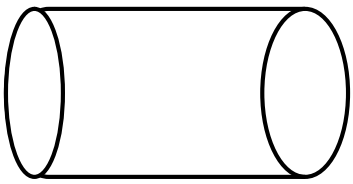
Circle

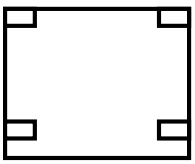


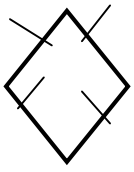
cone



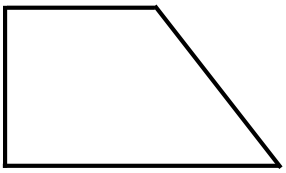
semi – circle

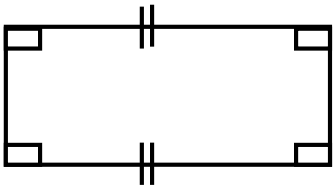


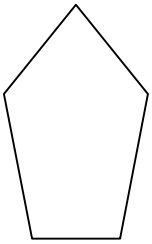




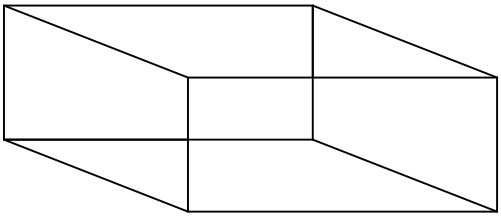
Cylinder square kite

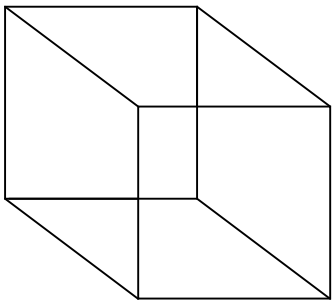






Trapezium rectangle pentagon





Cuboid cube

<u>Properties of a rectangle</u>

Has 4 right sides.

Has 4 right angles

Two opposite sides are equal

Examples of things which are rectangle

- chart - benches - tables

Draw the shapes below

a) Cuboid
b) Cube
c) Pentagon
d) Kite
e) Trapezium
f) Cylinder
3. What is the value of 8tens
4. Use multiplication to work out

4 + 4 + 4

5. There are 5 stools with 3 legs each. What is the total number of legs.

Date	Time	No. of pupils

THEME : Basic technology

SUB-THEME : Measuring Length

SUB- TOPIC : finding perimeter of a rectangle

COMPETENCES : The learner

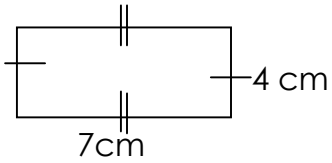
- Finds the length of a rectangle.
- Finds the perimeter of the rectangle
- identifies the length and width of the rectangle.

Ref: understanding MK book 4 pg 205

Content: Finding perimeter of a rectangle

Examples

Find the perimeter of the rectangle below



Perimeter = Add all sides

= L + W + L + W

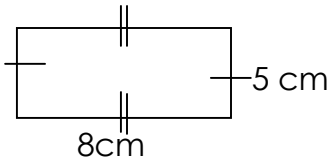
= 7cm + 4 cm + 7 cm + 4 cm

= 11 + 11cm

= 22cm

Example 2

Our classroom has a length of 8 cm and width of 5 cm. find the perimeter of our classroom.



Perimeter = Add all sides

= L + W + L + W

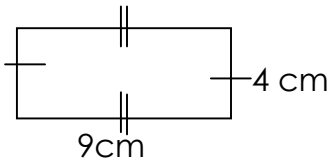
= 8cm + 5 cm +8 cm + 5 cm

= 13 + 13cm

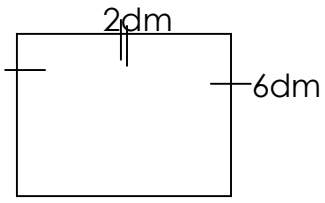
= 26cm

Activity

1. Musa's note book measures 8 cm long and 3 cm wide. Find the distance around the note book.
2. Find the perimeter of the rectangle below



3. Find the distance around the figure below



8. Find the perimeter of the garden whose length is 19 m and width is 6 m
9. Mises made a mat whose length is 15dm and length is 5 dm. find it's perimeter.
10. How many days are there in 6 weeks
11. Baguma was born in 1969
    a) How old is he this year?
    b) How old will he be in the year 2007

Date	Time	No. of pupils

THEME : Health in our sub – county

SUB-THEME : Measuring area

SUB- TOPIC : finding area of a rectangle

COMPETENCES : The learner

- Counts the squares to get area.
- States the area of the rectangle

Ref: understanding MK book 3 pg 152

Content: Finding area by counting square

Examples

Area is the space occupied by

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15

3 units

5 units

Length = 5 units

Width = 3 units

Area = (5 x 3) square units

15 square units

Example 2

Find the area of the rectangle



4 cm

7cm

Area = Length x Width

= 7cm x 4 cm

= 28cm^2

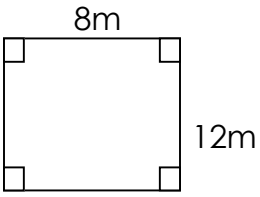
Activity

1. Find the area of the rectangle below

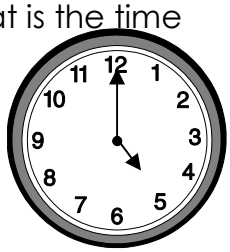
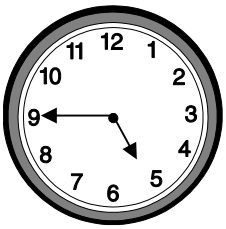
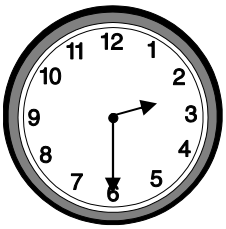


=

2. Find the area of a mat whose length was 9m and width 6m. find it's area.
3. Find the area of the rectangle below



4. Find the area of a garden whose length is 15m and width is 8m
5. Peace garden is 12 dm long and 6dm wide. Find the area of the flower garden.
6. Find the perimeter of the garden whose length is 9cm and 3 cm
7. What is the time

Date	Time	No. of pupils

THEME : Health in our sub – county

SUB-THEME : Measuring Length

SUB- TOPIC : finding distance around shape

COMPETENCES : The learner

- Finds the perimeter of different shapes.
- Identifies the number of sides of each figure.

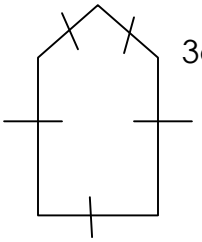
- Comprehends and solves word application.

Ref:

Content:

Examples

Find the perimeter of the figure below



Perimeter = Add all sides

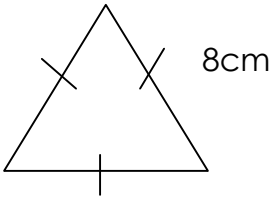
s + s + s +s + s

3 cm + 3cm + 3cm +3cm + 3cm

15cm

Example 2

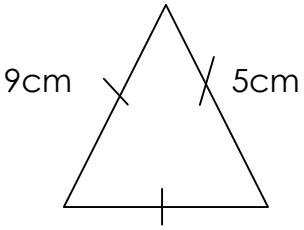
Find the perimeter of the figure below



Perimeter = Add all sides

8cm + 8 cm + 8 cm

24cm



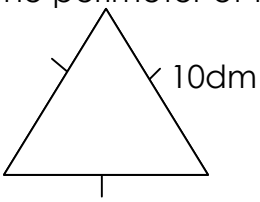
Perimeter = Add all sides

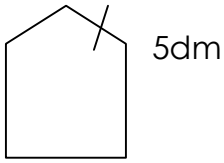
9cm + 5 cm + 6 cm

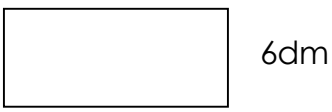
20 cm

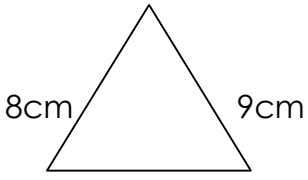
Activity

1. Find the perimeter of the figure below









15dm 6cm

2. The length of our cupboard is 20m long and 6m wide find the area.
3. The length of a rectangle field is 20 cm long and 3m wide. Work out the perimeter.
4. Find the perimeter of a square where length is 3m
5. Give the place value of the underlined figures

   4 **6**82 36 **9** 9**0**6 **8** 175
6. Fill in the missing numbers

   $\square$ + 6 = 8 18 ÷ $\square$ = 2

   $\square$ x 6 = 24 9 - $\square$ = 3

If  represent 4 apples, how many apples will  represent

Take away 20 from 100

Date	Time	No. of pupils

THEME : Health in our sub – county

SUB-THEME : Algebra

SUB- TOPIC : Finding missing number in addition

COMPETENCES : The learner

- Interprets the question given
- Solves and comprehends the word application.

Ref: understanding MK book 3 pg92

Content: Finding missing numbers in addition

Examples

+$\square$ 6

= 6 – 3 

= 3

Examples 2

6 + ☐ = 8

☐ = 8 – 6

☐ = 2

Example 3

Kato has some hens. He was given more hens. He now has 15 hens. How many hens had kato at first?

☐ + 10 = 15

☐ + 10 – 10 = 15 – 10

☐ = 5

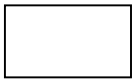
He had 5 hens at first

Activity

☐ + 9 = 12 **☐ + 3 = 15** **7 + ☐ = 13**

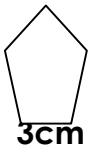
1. Mr. Letu had some goats. He bought 18 more goats. He now has 32 goats. How many goats had Mr. Letu before
2. There were 32 pupils in our class more pupils joined us now . our class has 44 pupils. How many pupils joined us?
3. What number has been expanded

   5000 + 30 + 6
4. **How many halves are in 8**
5. **Find the perimeter of the figures below**



4 cm

6cm



3cm

6. **Change 240 minutes in to hours**
7. **Write 49 in Roman numerals**
8. **Multiply 268**

   x 4

9. **What is the difference between $\frac{7}{11}$ from $\frac{9}{11}$**

Date	Time	No. of pupils

THEME : Health in our sub – county

SUB-THEME : Algebra

SUB- TOPIC : Finding missing number in subtraction

COMPETENCES : The learner

- Interprets the question given
- Solves and comprehends the word application.
- Identifies the operation sign

Ref: understanding MK book 3 pg144

Content: Finding missing numbers in subtraction

Examples 1

8 - ☐ = 4

☐ = 8 – 4

☐ = 4

Example 2

Mum had 12 oranges. She gave some oranges to joy and remained with 12 oranges. How many oranges did she give out

12 - ☐ = 12

☐ = 12 – 12

☐ = 0

Activity

1. **Find the missing number**

☐ - 4 = 15 **8 - ☐ = 5** **☐ - 9 = 20**

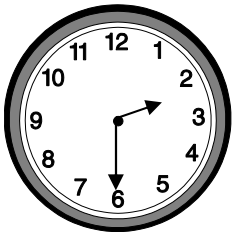
7 + 4 = 13

2. Akello had some eggs. Her mother gave her 24 more eggs. She now has 40 eggs. How many eggs had she before?
3. David had some eggs. He sold 32 eggs. He remained with 25 eggs. How many eggs had he before?
4. Write the next two numbers in

   2, 4, 6, 8, _____
5. How many twos are in 18
6. What fraction has been shaded



7. Write 8456 in words
8. What is the time?



9. What is the third month of the year
10. Multiply

    3 4 5

    x 8

    _____

Date	Time	No. of pupils

THEME : Health in our sub – county

SUB-THEME : Algebra

SUB- TOPIC : Finding missing number in multiplication

COMPETENCES : The learner

- Interprets the question given
- Solves and comprehends the word application.
- Identifies the operation sign

Ref: understanding MK book 3 pg196

Content:

Examples 1

□ X 2 = 10

□ = 10 ÷ 2

□ = 5

Example 2

8 x □ = 32

□ = 32 ÷ 8

□ = 4

Activity

1. Find the missing number.

   6 ÷ □ = 3 64 ÷ □ = 8 48 ÷ □ =12

2. Namona had 12 oranges. She shared item equally between some children. Each child got 6 oranges. How many children were they?
3. My sister had 15 pan cakes. She shared their equally among some children. Each child got 5 pan cakes. How many children were they?
4. write the place value of 4 in the number 416
5. Work out $3\overline{)9\ 1\ 93}$
6. Fill in the missing numbers in the magic square to get 12

7	a	5
b	4	c
3	d	1

7. Sugar costs sh. 1200 a kilogram. What is the cost of
   a) 3kg
   b) 7kg

c) $\frac{1}{2}$ kg

8. Compare the following using >< or =

a) $\frac{1}{5}$ ——— $\frac{1}{4}$

b) $\frac{1}{3}$ ——— $\frac{1}{2}$

c) $\frac{1}{3}$ ——— $\frac{1}{4}$

9. What is the difference between $\frac{8}{12}$ and $\frac{3}{12}$

10. Expand 4753 using values

11. What is 10 times 4?

12. Amina is 24 years old and Anisha is 7 years old

13. Write the following in words

$\frac{1}{8}\ \frac{1}{12}\ \frac{1}{9}\ \frac{1}{4}$

14. Write the following in ascending order

15. A boy had $\frac{5}{6}$ of a cake. He gave $\frac{2}{6}$ of it. What fraction remained.

16. How many triangles can we get?

17. Fill in the missing numbers

☐ X 2 = 16 ☐ - 9 = 4 ☐ ÷ 3 = 4 8 + ☐ =12

18. Add. Sh. 200 + sh. 500

19. One book costs sh. 8000. Find the cost of 4 books

20. Mukisa had shs. 350. He gave Aaron sh. 50. How much did he remain with.

Soap = shs. 500 book = shs. 800 bread = 900

a) What is the cost of 2 balls?

b) What is the cost of 3 book

21. Use the correct symbol to complete the mathematics statements below

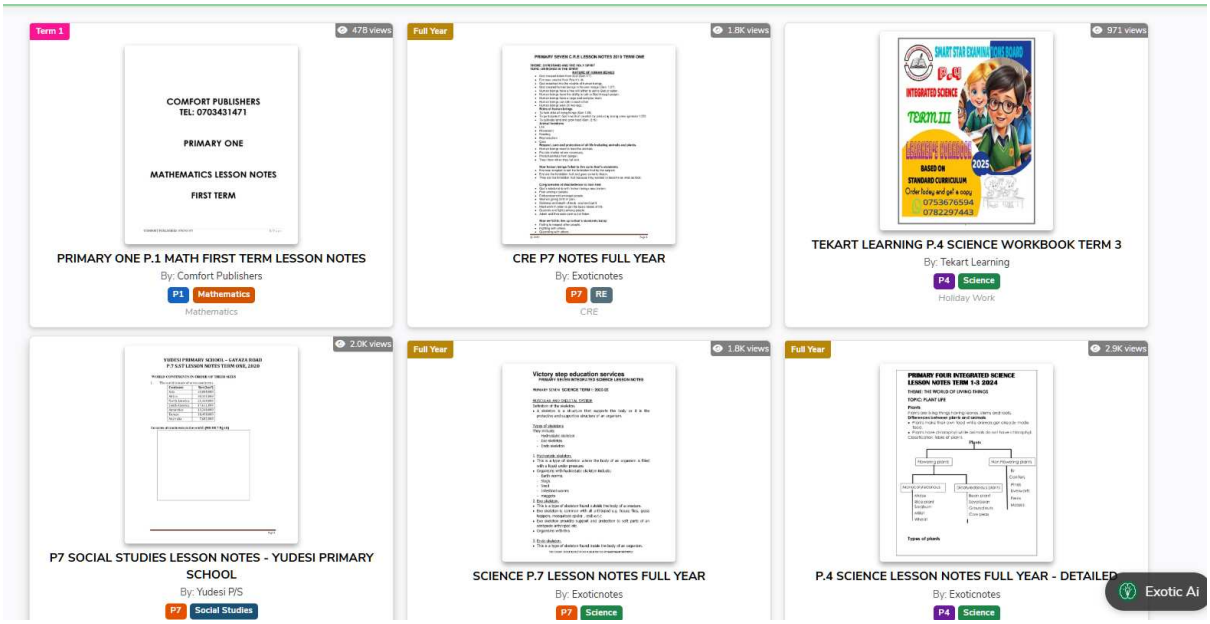
13kg of salt _____ 13 kg of salt $\frac{5}{6}$

42m _____ 312 litres $\frac{5}{6}$

1 x _____ x 1

$\frac{1}{8}$ _____ $\frac{1}{2}$

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