P5 MATHEMATICS SCHEME OF WORK TERM ONE

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Wk	Pd	The me	T p	S p	Content	L/SK L	Competer	ices	Activity	Methods / tech	Learnin g material s	RS	R m
							Subject	Language					
1	1	7		U					10		2 5		
2	2	SET CONCEPTS	EQUAL SETS, EQUIVALENT SETS	Types of s ets	TYPES OF SETS i) Definition of a set. ii) Types of sets EQUAL SETS i) Definition of an equal set. ii) Symbol of an equal set iii) Examples of equal sets EQUIVALENT SETS i) Definition of equivalent sets ii) Symbol of equivalent sets iii) Examples of equivalent sets iii) Examples of equivalent sets	Critical thinking and problem solving.	Learners should be able to: i) Define a set. ii) Name different types of sets. iii) Define an equal set iv) Give the symbol of equal sets v) Give examples of equal sets. Learners should be able to: i) Define an equivalent set ii) Write the symbol of an equivalent set iii) Form examples of equivalent sets through own experiences.	Leaners should: 1) Read vocabularies with correct intonation and pronunciation. 2) Spell the vocabularies correctly	Naming types of sets. Drawing set symbols Shading sets Applying symbols in given sets Reading applied symbols Doing some exercises	1) Class discussio n and Demonstr ation. Explanati on Discovery Question and answer.	Pens, sets, pencil. & Other real objects charts showing types of sets.	New Mk Primar y mathe matics 2000, Page 1 New Mk Prim ary math ematics 2000, Page 1 - 2	

		1011) · · · · · · · · · · · · · · · · · · ·		1 W W W.semoorporte.ec		Learners should be able	Leaners should:	Drawing set			
				NON F	OUNTAL ENT CETC	Critica				Class	Dono	Now
					QUIVALENT SETS	41. 1 1	to:	3)Read	symbols		Pens,	New
2				i)	Definition of non-	thinki	Define a non-	- vocabularies	Shading sets	discussio	sets,	Mk
					equivalent sets.	ng	equivalent set.	with correct	Applying	n.	pencil.	Primar
				ii)	Symbol of non-	and	Write the symbol of a	intonation and	symbols in	Demonstr	& Other	У
					equivalent sets	proble	non- equivalent set	pronunciation.	given sets	ation.	real	mathe
				iii)	Examples of non-	m	Form non-equivalent	4) Spell	Reading	Explanati	objects.	matics
					equivalent sets.	solvin	sets	vocabularies	applied	on	chart	2000,
					Y SETS	g	Learners should be	correctly	symbols	Discovery	showing	Page 2
				i)	Definition of an empty		able to:		Doing some		types of	
					set.		i) Define an empty set.		exercises		sets.	
				ii)	Symbol of non-		ii) Write and identify the					
					equivalent set		symbols of an empty					
				iii)	Examples of an empty		set.					New
					set.		iii) Identify empty sets.					Mk
							Learners should be					Primar
		ဟ			SECTION SETS		able to:					У
		F	sets	i)	Definition of		i) Define intersection of					mathe
		핒	Se		intersection of sets.		sets					matics
		Ž	of	ii)	The symbol of		ii) Identify and Draw the					2000,
		CONCEPTS	Types		intersection of sets.		symbol of intersection					Page 3
		Ĕ	'Z	iii)	Finding number of		of sets.					
		SET	_		elements in		iii) State the number of					
		"			intersection.		intersection of sets.					
				iv)	Shading and		iv) Shade and represent					New
	2				representing		intersection on a venn					Mk
					intersection on a		diagram.					Primar
					Venn diagram.		v) Identify members of					У
				(v)	Identifying members of		intersection.					mathe
					intersection.		vi) Derive members					matics
				vi)	Deriving members of		ofintersection from a					2000,
					intersection from a		venn diagram.					Page 4
					venn diagram.							- 7

	1	1 0	Uni)	www.semeerperte.ce	Byst		Leaners should:	Drawing set	Class	1	
2	2		on		UNION OF SETS	Critical	Learners should be able	3) Read	symbols	discussio	Pens,	New
	_		of		i) Definition of union of sets.	thinkin	to:	vocabularies	Shading sets	n.	sets,	Mk
			se t		ii) Symbol for union of sets.	g and	i) Define union of sets.	with correct	Applying	Demonstr	pencil.	Primar
			s		iii) Finding union of sets.	putting	ii) Write the symbol for	intonation and	symbols in	ation.	& Other	y
			3		iv) Number of elements in the	inform	union of sets.	pronunciation.	given sets	Explanati	real	mathe
					union of sets.	ation	iii) Form union of sets	4)Spell	Reading	on	objects.	matics
					v) Representing union sets on	on the	from given sets.	vocabularies	applied	011	chart	2000,
					a Venn diagram.	Venn	iv) Write the number of	correctly.	symbols		showing	Page 8
					a veriii diagram.	diagra	elements in the union	Correctly.	Doing some		types of	- 12
					THE DIFFERENCE OF SETS	m	of sets.		exercises		sets.	- 12
					i) Definition of difference	'''	v) Represent union of		CACICISCS		3013.	
					of sets.		sets on a Venn					
					ii) How difference of sets		diagram.					
					is represented		vi) Derive members of					
					symbolically.		union of sets from a					
					iii) Diagrammatic		Venn diagram.					
					representation of		Learners should be able					
		ဟ			difference of sets.		to:					
		CEPTS			iv) Listing members of the		i) Define difference of					
		빙			difference of sets.		sets.					
		ı			v) Number of members in		ii) Represent difference					
	2	ᆸ			the difference of sets.		of sets symbolically.					
		CONCEPTS					iii) Represent difference					New
		Ž					of sets					Mk
		၂ ႘					diagrammatically.					Primar
		늅					vi) Identify and list					y
		SE					members of the					mathe
							difference of sets.					matics
							iv) Write number of					2000,
							members in the					Page
							difference of sets.					13 - 14
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				of s								
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				Set			Critica	Learr	ners sh'd be able	Leaners should:	Drawing set	Class		
			<u>S</u>	ele		SUB SETS OF A SET	I	to:		3) Read	symbols	discussio	Pens,	New
			SET	me		i) Description of a sub -	thinki	i)	Shade the	vocabularies	Shading sets	n	sets,	Mk
				nts		set.	ng	,	required set on a	with correct	Applying	Demonstr	pencil.	Primar
		2	2				and		Venn diagram.	intonation and	symbols in	ation.	& Other	y
			죠				puttin	ii)	Identify elements	pronunciation.	given sets	Explanati	real	mathe
			CONCEPTS				g	,	from a given set	4) Spell	Reading	on on	objects.	matics
			ST				inform		on the Venn	vocabularies	applied		chart	2000,
						iv) Finding number of sub	ation		diagram.	correctly.	symbols		showing	Page
						sets in a given set.	on the	iii)	State number of		Doing some		Venn	14 –
						v) Representing subsets	Venn		elements in a		exercises		diagrams	16
						on a Venn diagram	diagra		given set.		Carrying out		with	
						vi) Using the formula	m	Learr	ners sh'd be able		some		illustration	
								to:			demonstratio		s of	
								i)	Define a sub set.		ns by tossing		elements	
:	3							ii)	Write the symbol		the coins and		in a set	
									for a sub set.		the dice.		and	
						PROBABILITY		iii)	List sub sets of a				subsets	
		2				i) Definition of			given set.					
						probability.		iv)	State number of					
						ii) Formula to find			sub sets in a					
						probability.			given set.					
						iii) Probability using a		v)	Represent sub					
						coin. iv) Probability using a			sets on a Venn					
						Dice.		Dofin	diagram. e probability.					New
						Dice.		i)	State the formula					Mk
								'')	used to find					Primar
		2							probability.					y
		-						ii)	Solve probability				Coin and	mathe
								")	involving a coin				a dice.	matics
									and a dice by				d dioc.	2000,
									using the					Page
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		1011	Pla			<u> </u>		Learners sh'd be ship		Class			
		_		Pla		UMERATION SYSTEM	Critical thinkin	Learners sh'd be able	Leaners should:		Chalkboar	- Chalk	New
		T	ce	ce.	Introd			to:	3) Read	discussion in			
		H	val	val	i)	Meaning of a	g and	i) State the meaning	vocabular	lesson ,	d	board	Mk
3		E	ues	ues		numeration system	proble	of Numeration	ies with	answering	illustration	illustration	Primar
				of	ii)	The numeric symbols.	m	system.	correct	oral	Explanati	- chart	y
				wh		E.g. 0, 1, 2, 3	solving	ii) Give examples of	intonation	questions	on	showing	mathe
		N		ole	iii)	Formation of numerals	_	numeric symbols.	and	Doing an	Oral	place	matics
	2	U		nu	_ ′	from digits. The largest		iii) Use given digits to	pronuncia	exercise	questionin	values.	2000,
		М		mb		and smallest.		form larger and	tion.		g and		Page
		E		ers	iv)	The difference		smaller numbers	Spell	Learners'	answer.		24 - 25
		R		CIS	10)			iv) Work out the	vocabularies		Mental		24-25
		_				between the smallest		1 ,		participation			
		A				and largest numbers.		difference between	correctly.	in lesson as	work		
		T						the smallest and		guided by the	Discussio		
		l				E VALUES OF WHOLE		largest numbers		teacher.	n.		
		0			<u>NUMB</u>			formed.		Doing an			
		N			i)	Place values of each		Learners sh'd be able		exercise			
					-	digit in a given number		to:					
						of up to hundreds of		i) State place values of					New
	2					thousands.		each digit in a given					Mk
		S			ii)	Place values of		number of up to					Primar
		Y			",	underlined digits in a		hundreds of					y
		s				given number.		thousands.					mathe
		T				given number.		l .					matics
								ii) Identify place values					
		E						of underlined digits in					2000,
		M				ES OF WHOLE		a given number.					Page
					NUMB			Learners sh'd be able					26
					i)	Finding values of each		to:					New
	2					digit in a given		i) Work out values of					Mk
						number.		each digit in a given					Primar
					ii)	Finding values of		number.					y
					,	underlined digits in a		ii) Work out values					mathe
						given number.		of underlined					matics
						9		digits in a given					2000,
								number.					Page
								number.					27
													21
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		1011	VA/=:				This developed by: Tule 0732			Ole all de a - ::		
		_	Wri	Wri		Critical		Leaners should:		Chalkboar		
		T	ting	ting	WRITING FIGURES IN	thinkin	Learners should be able	4) Read	. Learners'	d	Chart	New
		Н	figu	figu	<u>WORDS</u>	g and	to:	vocabular	participation	illustration	showing	Mk
		E	res	res	i) Use of the place value	proble	i) Use the place	ies with	in lesson as		Place	Primar
			in	in	table to write figures	m	value table to	correct	guided by the	Explanati	values	y
			wor	wor	up to hundreds of	solving	write figures of up	intonation	teacher	on		mathe
		N	ds	ds	thousands in words.		to hundreds of	and	Doing an	Oral		matics
		Ü	40	40	anousanus in words.		thousands in	pronuncia	exercise	questionin		2000,
		M					words.	tion.	CACIGISC	g and		Page
							words.	Spell		answer.		28
		E										20
		R						vocabularies		Mental		
		A					Learners should be able	correctly.	Learners	work		
		T					to:		'participation	Discussio		
					WRITING NUMBER WORDS		i) Use the place		in lesson as	n.		
		0			<u>IN FIGURES</u>		value table to		guided by the		Chart	
	2	N			i) Use of the place value		write number		teacher.		showing	
4					table to write number		word up to		Doing an		Place	
					word up to hundreds		hundreds of		exercise		values	New
					of thousands in		thousands in					Mk
		s			figures.		figures.		Learner s			Primar
		Y							participation			v
		S					Learners should be able		in lesson as			mathe
		T					to:		guided by the			matics
		Ė					i) Arrange up to six		teacher.			2000,
		M			COMPARING NUMBERS		, ,					
		IVI					digit numbers		Doing an		Ob all de a a a	Page
	_				i) Arranging up to six		from the smallest		exercise		Chalkboar	29
	2				digit numbers from the		to the highest.				d	
					smallest to the		ii) Arrange upto six				illustration	
					highest.		digit numbers					New
					ii) Arranging up to six		from the highest					Mk
					digit numbers from the		to the smallest.					Primar
					highest to the							y
					smallest.							mathe
												matics
												2000,
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												29
												49

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		_	Exp	Exp		Critical		Leaners should:	Learners'	Chalkboar		
		T	and	and		thinkin	Learners should be able	5) Read	participation	d	Chart	New
		Н	ed	ing		g and	to:	vocabular	in lesson as	illustration	showing	Mk
		E	for	wh	l ,	proble	i) Work out the	ies with	guided by the		Place	Primar
			m	ole	, ,	m	values of digits in	correct	teacher.	Explanati	values	у
			of	nu		solving	a given number.	intonation	Doing an	on	Chalkboar	mathe
	2	N	wh	mb	ii) Expanding numbers		ii) Expand numbers	and	exercise	Oral	d	matics
		U	ole	ers	using values		with the help of	pronuncia		questionin	illustration	2000,
		M	nu				values	tion.		g and		Page
		E	mb					Spell		answer.		30
		R	ers					vocabularies		Mental		
		Α						correctly.		work		
4		T							Learners	Discussio		
		ı							participation	n.		
		0							in lesson as	Learners'		
		N							guided by the	participati		
					EXPANDING WHOLE				teacher.	on in		
					NUMBERS AS MULTIPLES		Learners should be able		Doing an	lesson as		
	2				OF TEN		to:		exercise	guided by		
		s			i) Revision of values of		i) Solve the values			the		New
		Y			digits in a given		of digits in a given			teacher.		Mk
		s			number in multiples of		number in			Doing an		Primar
		Т			ten.		multiples of ten.			exercise		y
		E			ii) Expanding whole		ii) Expand whole					mathe
		M			numbers using		numbers using					matics
					multiples of ten.		multiples of ten.					2000,
					manapies or ton.		maniples of term					Page
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			Exp	Exp		Critical			Leaners should:	Learners'	Chalkboar		
		Т	and	and	EXPANDING NUMBERS	thinkin	Learn	ers sh'd be able	6) Read	participation	d	Chalkboar	
		Н	ed	ed	USING POWERS/	g and	to:		vocabular	in lesson as	illustration	d	
4		Ε	for	for	<u>EXPONENTS</u>	proble	i)	Supply powers to	ies with	guided by the		illustration	
	2		m	m	i) Supplying powers to	m		digits in a given	correct	teacher.	Explanati		
			of	of	digits in a given	solving		number to aid	intonation		on		
		N	wh	wh	number to aid			expansion.	and		Oral		
		U	ole	ole	expansion.		ii)	Expanding	pronuncia		questionin		
		M	nu	nu	ii) Expanding numbers			numbers using	tion.	Learner s	g and		
		Е	mb	mb	using powers.			powers.	Spell	participation	answer.		
		R	ers	ers			Learn	ers should be able	vocabularies	in lesson as	Mental		
		Α					to:		correctly.	guided by the	work		
		Т					i)	Derive numbers		teacher.	Discussio		New
5		ı			FINDING EXPANDED			that were		Doing an	n.		Mk
		0			NUMBERS			expanded using		exercise.		Chart	Primar
	2	N			i) Numbers expanded			values.				showing	y
					using values.		ii)	Derive numbers				Place	mathe
					ii) Numbers expanded			that were				values	matics
					using powers.			expanded using				including	2000,
		S			iii) Numbers expanded			powers.		Learner s		Decimal	Page
		Υ			using multiples of ten.		iii)	Derive numbers		participation		numbers.	32
		S						that were		in lesson as			
		Т						expanded using		guided by the			
		Е						multiples of ten.		teacher.			
		M					Learn	ers should be		Doing an			
					PLACE VALUES OF		able t	o:		exercise.			
					<u>DECIMALS</u>		i)	State the place					New
	2				i) Finding the place			values of digits in				Chart	Mk
					values of digits in			decimal numbers.				showing	Primar
					decimal numbers.		ii)	State the place				Place	y
					ii) Finding the place			values of				values	mathe
					values of underlined			underlined digits				including	matics
					digits in given decimal			in decimal				Decimal	2000,
					numbers.			numbers.				numbers	Page
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			De	Val			Critical			Leaners should:	Identifying	Chalkboar		
		Т	cim	ues	VALUES OF DIG	GITS IN	thinkin	Learne	ers should be able	7) Read	place values	d	Chart	New
5		Н	al	of	DECIMAL		g and	to:		vocabular	of each digit.	illustration	showing	Mk
	2	E	nu	dec			proble	i)	Work out the	ies with	Doing an		Place	Primar
	_	_	mb	ima	digits in o		m	'/	values of digits in	correct	exercise.	Explanati	values	
				iiiia							CACICISC.			y
			ers	1	numbers		solving		decimal numbers.	intonation		on	including	mathe
		N		nu	,	t the values of		ii)	Work out the	and		Oral	Decimal	matics
		U		mb		ed digits in			values of	pronuncia		questionin	numbers	2000,
		M		ers	decimal ı	numbers.			underlined digits	tion.		g and	Chalkboar	Page
		Е							in given decimal	Spell		answer.	d	34 –
		R							numbers.	vocabularies		Mental	illustration	35
		A								correctly.		work	machanon	
		Ť						Loorna	ers should be able	Correctly.		Discussio	•	
		•			WDITING BEGIL				ers should be able					
	_	1			WRITING DECIM			to:				n.		
	2	0			NUMBERS IN W			i)	State the place					
		N				lues of digits			values of digits in					
						al numbers.			decimal numbers.					New
					ii) Writing d	decimal		ii)	Write decimal					Mk
						s in words.			numbers in words					Primar
		S							up to hundredth					у
		Y							correctly.					mathe
		s							correctly.					matics
		T												
														2000,
		E						_						Page
		M			WRITING DECIM			Learne	ers should be able					35
	2				FRACTIONS IN	FIGURES		to:						
					i) Writing d	decimal		i)	Write decimal					New
						in figures.		,	fractions in words					Mk
					ii) Writing u				to figures up to					Primar
						th decimal			hundredth.					y
						in figures.			nunareatii.					mathe
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		_				thinkin	1	ara ahaada aa ahla			Idontifica		Challchaan	Nou	
		T	cim	and				ers should be able	0)	Read	Identifying	d	Chalkboar	New	
6	_	H	al	ing		g and	to:			vocabular	place values	illustration	d	Mk	
	2	E	nu	dec		proble	i)	Expand decimal		ies with	of each digit.		illustration	Primar	
			mb	ima	numbers.	m		numbers.		correct	Doing an	Explanati		y	
			ers	1	ii) Expanding wholes and	solving	ii)	Expand wholes		intonation	exercise.	on		mathe	
		N		nu	decimal numbers.	•	,	and decimal		and		Oral		matics	
		U		mb				numbers.		pronuncia		questionin		2000,	
		М		ers	ROMANS AND HINDU		Learn	ers should be		tion.		g and		Page	
		E			ARABIC NUMERALS.		able to		Spell			answer.		36	
		R			i) Hindu Arabic		i)	Write the Hindu	vocabu	laries		Mental			
		A			Numerals and their		'/	Arabic Numerals	correct		Learner's	work			
		Ť			equivalents			and their	COTTCCL	ıy.	participation	Discussio			
		;			ii) Expressing Hindu			eguivalents			in as guided	n.			
		Ö			Arabic Numerals as		::\	Express Hindu				11.			
		N					ii)	Arabic Numerals			by the		Chalkboar		
		IN			Roman Numerals up						teacher.				
	2				to 500.			as Roman			Learners will		d , ,,	. .	
								Numerals up to			do an		illustration	New	
		_					_	500.			exercise.			Mk	
		S			EXPRESSING ROMAN			ers should be						Primar	
		Υ			NUMERALS AS HINDU		able to							у	
		S			ARABIC NUMERALS		i)	Use the given						mathe	
		Т	Ro		i) The rules used in			rules when writing						matics	
		E	ma	Ro	writing Roman			Roman Numerals						2000,	
		M	n	ma	numerals.			correctly.						Page	
			nu	n	ii) Converting Roman		ii)	Convert Roman						37	
			mer	nu	Numerals to Hindu		,	Numerals as							
			als	mer	Arabic Numerals up to			Hindu Arabic						New	
	2			als	500.			Numerals.						Mk	
	-				iii) Solve word problems		iii)	Solve word						Primar	
					in relation to Roman		,	problems in						y	
					Numerals.			relation to Roman						mathe	
					ivallicials.			Numerals.						matics	
								Nulliciais.						2000,	
														Page3	
														8	

			Ro	Ro		Critical		Leaners should:	Learners'	Chalkboar			
6		Т	und	und	ROUNDING OFF WHOLE	thinkin	Learners should be		participation	d	Chalkboar	New	
"		H	1		NUMBERS		to;	vocabular	in lesson as	illustration	d	Mk	
			ing off	ig off		g and				illustration	illustration	Primar	
		E	OII	1	i) Using a number line to	proble	i) Use a numbe		guided by the		illustration		
				wh	aid in rounding off	m	line to aid in	correct	teacher.	Explanati		У	
	2			ole	numbers.	solving	rounding off	intonation	Responding	on		mathe	
		N		nu	ii) Rounding off to the		numbers.	and	to oral	-Oral		matics	
		U		mb	nearest tens.		ii) Round off	pronuncia	questions	questionin		2000,	
		M		ers	iii) Rounding off to the		numbers to th	ne tion.	Learners will	g and		Page	
		E			nearest Hundreds		nearest tens.	Spell	do an	answer.		39 –	
		R			iv) Rounding off to the		iii) Round off	vocabularies	exercise.	Discussio		44	
		Α			nearest thousands.		numbers to th			n.			
		Т					nearest		Learners'				
		i					Hundreds.		participation				
		Ö					iv) Round off		in lesson as				
		N					numbers to th	100	guided by the				
	2	14					nearest		teacher.				
	4				BOUNDING OFF BECIMAL								
					ROUNDING OFF DECIMAL		thousands.		Responding		Ob all the arm		
		_			NUMBERS				to oral		Chalkboar		
		S			i) Rounding off numbers				questions		d		
		Υ			to the nearest tenth.						illustration	New	
		S			ii) Rounding off numbers							Mk	
		Т			to the nearest							Primar	
		Е			Hundredth.		Learners should be	able				y	
		M					to:					mathe	
							i) Round off					matics	
							numbers to th	ne				2000,	
							nearest tenth					Page	
							ii) Round off	•				44	
							numbers to th						
								ie					
							nearest						
							hundredth.						

			Ad	Ad	www.senoorporto.ee	Critical		ers should be able	1					
_		_			ADDITION LIDTO CIV DICITO	1	1	iers siloulu be able		Challchaand	Laarmara,	Challchaar	Nou	
7		0	diti	diti	ADDITION UPTO SIX DIGITS	thinkin	to:	A 11 14	10) Read	Chalkboard	Learners'	Chalkboar	New	
		P	on	on	i) Arranging digits	g and	i)	Arrange digits	vocabular	illustration.	participati	d	Mk	
		Ε	of	of	vertically in respect of	proble		vertically in	ies with	Explanation	on in	illustration	Primar	
		R	nu	wh	place values before	m		respect of place	correct	Oral	lesson as		y	
	2	Α	mb	ole	adding.	solving		values before	intonation	questioning	guided by		mathe	
		Т	ers	nu	ii) Adding numbers with			adding.	and	and answer.	the		matics	
		1		mb	up to six digits.		ii)	Add numbers with	pronuncia	Mental work	teacher.		2000,	
		0		ers	iii) Regrouping numbers		′	up to six digits.	tion.	Discussion.	Learners		Page	
		N			by carrying when		iii)	Regroup numbers	Spell		will do an		47 –	
					adding.		,	by carrying when	vocabularies		exercise.		49	
					iv) Carrying out addition			adding.	correctly.		ONOTOIOO.		'	
		0			involved in word		iv)	Carry out addition	Correctly.					
					problem.		10)	involved in word						
		N			problem.									
								problem.			Learners'			
							I	ers should be able			participati			
		N					to:				on in			
		U					i)	Arrange digits			lesson as	Chalkboar		
		M			SUBTRACTION OF			vertically in			guided by	d		
	2	В			NATURAL NUMBERS			respect of place			the	illustration	New	
		E			i) Arranging digits			values before			teacher.		Mk	
		R			vertically in respect of			subtracting.			Learners		Primar	
		S			place values before		ii)	Subtract numbers			will do an		y	
					subtracting.		,	with up to six			exercise.		mathe	
					ii) Subtract numbers with			digits.					matics	
					up to six digits.		iii)	Subtract numbers					2000,	
					iii) Apply borrowing when		,	involved in word					Page	
					subtracting.			problem.					50 - 51	
					iv) Carrying out		iv)	Interpret the					00 01	
					subtraction involved in		10)	questions						
			Su	Su										
					word problem.			correctly.						
			btra	btra										
			ctio	ctio										
			n of	n of										
			nu	nat										
			mb	ural										
			ers	nu										
				mb										
				ers										

		1011	Mul	Mul	Seneor www.seneorperto.ee	Critical	-	ners should be able	1					
		_		1	MULTIPLICATION BY A TWO	thinkin		ileis siloulu be able		Chalkboard	Loornoro,	Chalkboar	New	
_		0	tipli	tipli	MULTIPLICATION BY A TWO		to;	A man and all aits	11) Read		Learners'			
7		P	cati	cati	DIGIT NATURAL NUMBER	g and	i)	Arrange digits	vocabular	illustration.	participati	d	Mk	
		E	on	on	i) Arranging digits	proble		vertically in	ies with	Explanation	on in	illustration	Primar	
		R		of a	vertically in respect of	m		respect of place	correct	Oral	lesson as		у	
		Α		two	place values before	solving		values before	intonation	questioning	guided by		mathe	
	2	T		by	multiplying.			multiplying.	and	and answer.	the		matics	
		ı		two	ii) Multiplying two digit		ii)	Multiply two digit	pronuncia	Discussion.	teacher.		2000,	
		0		digi	numbers.			numbers.	tion.		Learners		Page	
		N		t	iii) Applying carrying		iii) C	Carry when	Spell		will do an		52 –	
				nu	when multiplying two		,	multiplying two digit	vocabularies		exercise.		56	
				mb	digit numbers.			numbers.	correctly.					
		0		er	iv) Carrying out		iv)	Solve numbers						
		N			multiplication involved		,	involving						
					in word problem.			multiplication in						
								word problem.						
		N					Lear	ners should be able						
		Ü					to:				Learners'			
		M					1	Apply divisibility test			participati			
		В			DIVISION OF NUMBERS.		,	to easily divide			on in			
	2	E			i) Divisibility test.			numbers.			lesson as	Chalkboar		
	_	R			ii) Comparing		v)	Compare			guided by	d		
		S			multiplication with			multiplication with			the	illustration	New	
					division.			division.			teacher.	illustration	Mk	
					iii) Dividing three digit		vi)	Divide numbers			Learners		Primar	
					numbers with and			by multiples of 10			will do an		y	
					without remainders.			with remainder.			exercise.		mathe	
					iv) Dividing numbers by		v)	Divide three digit			exercise.		matics	
					, ,		,	numbers with and					2000,	
					multiples of 10.									
							1	without remainders.					Page	
							vi)	Solve numbers					57 - 59	
								involving division in						
								word problems.						

			Со	Со		Critica		Leaners should:					
		0	mb	mb	COMBINED OPERATION	I	Learners should be able	12) Read	Chalkboard	Respondi	Chart	New	
7		P	ine	ine	i) Solving mixed	thinki	to:	vocabular	illustration.	ng to oral	showing	Mk	
'		E	d	d	operation numbers.		i) Solve numbers	ies with	Explanation	questions	BODMAS	Primar	
	ا م ا					ng	with mixed			Learners	and what		
	2	R	ор	op	ii) Use of BODMAS	and		correct	Oral			y	
		A	era	era		proble	operation.	intonation	questioning	will do an	it means.	mathe	
		T	tio	tio		m	ii) State what each	and .	and answer.	exercise.	Chalkboar	matics	
		I	ns	ns		solvin	letter for	pronuncia	Mental work		d	2000,	
		0				g	BODMAS stands	tion.	Discussion.		illustration	Page	
		N					for.	Spell				63	
							iii) Use BODMAS	vocabularies					
							when solving	correctly.			Chalkboar		
		0					numbers with				d		
8		N					mixed operation.			Learners	illustration		
					AVERAGE (MEAN) OF		Learners should be able			will do an			
	2				NUMBERS		to:			exercise.			
		N			i) Formula for finding		i) State the Formula						
		U			average		for finding average.				Chalkboar	New	
		M			ii) Finding_average		ii) Work out the				d	Mk	
		В		Fin	(mean) of numbers by		average (mean) of				illustration	Primar	
		E		din	adding the items given		numbers by adding					v	
		R		g	and divide them by the		the items given					mathe	
		S		me	number of items.		and divide them by					matics	
			Ме	an			the number of					2000,	
			an	۵			items.			Learner's		Page	
			u.,				iii) Apply the idea of			participati		64 –	
					COMPARING MEANAND		averages in solving			on in		65	
	2				TOTAL		daily life situations			lesson as		New	
	-				i) Find the total when		Work out the total when			guided by		Mk	
					number and the					the		Primar	
							number and the average						
					average are given.		are given.			teacher.		y	
												mathe	
												matics	
												2000,	
												Page	
												65	
								1			I	1	

1 Owered by: -11 oscilooi- www.sellooiporto.com System developed by: late 0/3207/211	
Critical Learners should be able Leaners should:	
O SYMBOLS >, <, ≥, ≤ AND = thinkin to: 13) Read Chalkboard Respondi Chart of	New
8 P i) The meaning of each g and i) State the vocabular illustration. Ing to oral symbols	Mk
E symbol. proble meaning of each ies with Explanation questions with wh	Primar
2 R ii) Applying each symbol m symbol. correct Oral Learners they	y
A in different solving iii) Apply each intonation questioning will do an mean.	mathe
T mathematical phrases. symbol in a given and and answer. exercise.	matics
I mathematical pronuncia Mental work	2000,
Demonstratio	Page
N Learner's should be able Spell n.	66
BASE FIVE AND TEN to: vocabularies Discussion.	
i) Meaning of decimal i) State the correctly. Chalkbo	ır
2 O system. meaning of d	
N ii) Meaning of non- decimal system. illustrati	n
decimal system. ii) State the .	New
iii) Counting in base five. meaning of non-	Mk
N Ba iv) The basic digits of decimal system.	Primar
U ses base five. iii) Count in base	V
M M in the state of the state o	mathe
B iv) Mention the basic	matics
E PLACE VALUE digits of base five.	2000,
R i) Place values of each Learners should be able	Page
S Ba digit in base five to:	68 –
se ii) Finding the values of i) Work out the	69
2 five each digit in base five place values of Chart	
an numbers with up to each digit in a showing	
d three digits. base five number. place	
bas iii) Work out the values of	New
values of each base	Mk
ten digit in base five number	Primar
numbers with up	y
to three digits.	mathe
	matics
	2000,
	Page
	70

					1	Critical			Leaners should:				
				WDITI	NG BASE FIVE	thinkin	Loarn	ers should be able	14) Read	Chalkboard	Learners'	Chalkboar	New
9					BERS IN WORDS		to:	ers sillould be able	vocabular	illustration.		d	Mk
9						g and		Convert base five			participati		
				i)	Converting base five	proble	i)		ies with	Explanation	on in	illustration	Primar
	2			•••	numbers to words.	m		numbers to	correct	Oral	lesson as		у
				ii)	Reading digit in a base	solving	l	words.	intonation	questioning	guided by		mathe
					five.		ii)	Reading each	and	and answer.	the		matics
								digit in a base five	pronuncia	Mental work	teacher.		2000,
								number	tion.	Discussion.	Respondi		Page
								separately so as	Spell		ng to oral		70
								to easily write in	vocabularies		questions		
								words.	correctly.		Learners		
							Learn	ers should be able			will do an		New
	2						to:				exercise		Mk
				EXPA	NDING IN BASE FIVE		i)	State the place					Primar
				i)	The place values of		,	value of each digit				Chalkboar	v
		Ва		,	each digit in base five			in a base five				d	mathe
		ses			number.			number.				illustration	matics
				ii)	Expanding in base five		ii)	Expand in base					2000,
				,	, , ,		′	five by applying					Page
								multiplication and					71
								addition.			Learners'		' '
								additioni			participati		
				CHAN	GING BASE FIVE TO						on in		
	2			BASE	TEN			ers should be able			lesson as		
	-			<u> </u>	Application of		to:				guided by		New
			Со	1)	expanding in bases		i)	Expand in base			the	Chalkboar	Mk
			nve		five by multiplication			five by using			teacher.	d	Primar
					and addition.			multiplication and			leacher.	•	_
			rsio	::\				addition.				illustration	y
			n of	ii)	Adding the expanded		ii)	Add the				Ob and	mathe
			nu		expression to find		'	expanded				Chart	matics
			mb		base ten.			expression to find				showing	2000,
			ers					base ten.				base	Page
			to									number	71
			diff									place	
			ere									values.	
			nt										
			bas										
			es										

		10,,,					111 40 ,	e10pea 0y: 1a1e 0722					
			_			Critical	١.		Leaners should:		l		
		0	Ва	Co	CHANGING BASE TEN TO	thinkin		ers should be able	15) Read	Chalkboard	Learners'	Chalkboar	New
		P	ses	nve	BASE FIVE	g and	to:		vocabular	illustration.	participati	d	Mk
9		E		rsio	i) Using division to	proble	i)	Use division to	ies with	Explanation	on in	illustration	Primar
		R		n of	change base ten to	m		change base ten	correct	Oral	lesson as		y
	2	Α		nu	base five.	solving		to base five.	intonation	questioning	guided by		mathe
		T		mb	ii) Finding the remainder		ii)	Obtain the	and	and answer.	the		matics
		ı		ers	after each consecutive		,	remainder after	pronuncia	Mental work	teacher.		2000,
		0		to	division carried out.			each consecutive	tion.	Discussion.	Learners		Page
		Ň		diff	iii) Reading the answer			division carried	Spell	2.000.00	will do an		72
		'`		ere	from the remainder			out.	vocabularies		exercise		' -
				nt	column.		iii)	Read the answer	correctly.		CACIOISC		
		0		bas	Column.		''' <i>)</i>	from the	Correctly.				
		N		es				remainder column					
		''		62							Loornoro,		
								from down up			Learners'		
								wards.			participati		
	_	N					_				on in	Chalkboar	
	2	U			ADDITION IN BASE FIVE			ers should be able			lesson as	d	
		M			i) Digits applied in base		to:				guided by	illustration	New
		В			five.		i)	Name the			the		Mk
		E			ii) Use of division to get			operational digits			teacher.		Primar
		R			the remainder.			of base five when			Respondi		y
		S			iii) Regrouping the whole			adding.			ng to oral		mathe
					number and the		ii)	Use division to			questions		matics
					remainders to obtain		,	get the			Learners		2000,
					he answer.			remainder.			will do an		Page
							iii)	Regroup the			exercise		73
							,	whole number			02101010		
				Ad				and the					
				diti				remainders to					
				on				obtain he answer.					
							iv						
				in			iv)	Add in base five.					
				bas									
				es									

			Ва	Ĭ	Sendor www.sendorporto.ed	Critical		Leaners should:					
10	2	O P E R A T I O N O N	ses	Mul tipli cati on in bas e five	MULTIPLICATION IN BASE FIVE i) Carry out simple multiplication. ii) Maintaining the operational digits in base five by division and a remainder obtained. iii) Multiplying numbers in base five.	thinkin g and proble m solving	Learners should be able to: i) Carry out simple multiplication. ii) Maintain the operational digits in base five by division and a remainder obtained. iii) Multiply numbers in base five.	16) Read vocabular ies with correct intonation and pronuncia tion. Spell vocabularies correctly.	Chalkboard illustration. Explanation Oral questioning and answer. Rote Discussion.	Learners answer oral questions in time of discussio n Chalk board illustration	Chalkboar d illustration	New Mk Primar y mathe matics 2000, Page7 4	
	2	NUMBERS	Fin ite sys te m	Clo ck arit hm etic	CLOCK ARITHMETIC EXPRESSING NUMBERS IN FINITE 5 AND 7. i) Explanation of clock arithmetic. ii) Explanation of finite system. iii) Application of division in the finite system. iv) Finding the remainder after division as the answer		Learners should be able to: i) Explain clock arithmetic. ii) Explain finite system. iii) Divide in the finite system. iv) Read the remainder after division as the answer v) Express numbers in finite 5 and 7.				Chalkboar d illustration	New Mk Primar y mathe matics 2000, Page 204 and 208 - 9	

		1011)	osenoor www.senoorporto.eo	Critical	in de verep		Leaners should:					
		_											l	
		0			ADDITION USING A DIAL	thinkin		should be able	17) Read	Chalkboard	Drawing	Chalkboar	New	
10		P			i) Drawing a dial.	g and	to:		vocabular	illustration.	dials	d	Mk	
		E			ii) Identifying the digits	proble	i) Dr	aw a dial.	ies with	Explanation	Demonstr	illustration	Primar	
	2	R			applied in base 5 and	m	ii) lde	entify the digits	correct	Oral	ation of		v	
		Α			7 respectively.	solving		plied in base 5	intonation	questioning	mov't of		mathe	
		T			iii) Inserting the digits of a	9		nd 7	and	and answer.	the dial		matics	
		l i			particular finite in a			spectively.	pronuncia	Mental work	clock and		2000,	
		Ö			dial.			sert the digits of	tion.		anticlock			
				Clo						Demonstratio			Page 211	
		N			,			particular finite	Spell	n.	wise			
			Fini	ck	for addition in positive			a dial.	vocabularies	Discussion.				
		_	te	arit	integers.		,	emonstrate	correctly.					
		0	sys	hm	v) Applying addition of			ockwise						
		N	tem	etic	numbers in the finite		mo	ovement on a						
					system.		dia	al for addition in						
					_		po	sitive integers.						
		N						oply addition on						
		U						dial for numbers			Learners'			
		M						the finite			participati			
		В						stem.			on in oral			
		Ē			ADDITION IN FINITE		Зу	Sterri.			questions			
		R			WITHOUT USING A DIAL.						and	Chalkboar		
		S			i) Carrying out simple						answer.	d	l .	
					addition in finite			should be able			Respondi	illustration	New	
					system.		to:				ng to oral		Mk	
	2				ii) Applying division to			arry out simple			questions		Primar	
					get the remainder		ad	Idition in finite			Learners		y	
					considered to be the		sy	stem.			will do an		mathe	
					answer.		ii) Ar	oply division to			exercise		matics	
								t the remainder					2000,	
								nsidered to be					Page	
								e answer					212	
							CIN	c answer					2 1 2	
1														

					Series W.W.Series percent	Critical		rners should be able	Leaners should:				
					INTEGERS	thinkin	to:		18) Read	Chalkboard	Mental	Chalkboar	New
10					i) Definition of integers.	g an d	i)	Define integers.	vocabular	illustration.	work	d	Mk
					ii) Description of positive	proble	ii)	Describe positive	ies with	Explanation	Learners'	illustration	Primary
					integers.	m	'	integers.	correct	Oral	participati		mathe
	2				iii) Representing positive	solving	iii)	Represent positive	intonation	questioning	on in	Chart	matics
		1			integers on a number		'	integers on a	and	and answer.	class	showing	2000,
		N		Arr	line.			number line.	pronuncia	Rote	discussio	parts of a	Page
		Т		ang	iv) Description of negative		vi)	Describe negative	tion.	Discussion.	n.	number	95 – 96
		E		ing	integers.		,	integers.	Spell			line.	
		G		inte	v) Writing expressions		iv)	Give expressions	vocabularies				
		E		ger	that represent		,	that represent	correctly				
		R		s	negative integers.			negative integers.	-				
		S		on			Lea	rners should be able					
			Inte	а			to:						
			ger	nu			i)	Identify negative and					
			S	mb				positive integers.					
				er	THE NUMBER LINE AND		ii)	Describe the			Drawing		
				line	ORDERING INTEGERS			Symbols used for			number		
					i) Integers on a number			the positive and			lines		New
					line.			negative integers.			Ordering		Mk
	2				ii) Symbols used for the		iii)	Draw a number line.			integers		Primary
					positive and negative		iv)	Place integers on a			on a		mathe
					integers respectively.			number line.			number		matics
					iii) Drawing a number		v)	Order integers using			line.		2000,
					line.		٠.,	a number line.			Doing a		Page
					iv) Placing integers on a		vi)	Compare the			given		97 - 98
					number line.			directions of			exercise.		
					v) Ordering integers			integers on a					
					using a number line.			number line					
					vi) Comparing the								
					directions of integers on a number line.								
					on a number line.								
									l		1		

				J -	Senoor www.senoorporto.eo			p					
						Critical			Learners should:	.			
					ORDERING INTEGERS	thinkin		ers should be able	19) Read	Chalkboard	Mental	Chalkboar	New
11					<u>USING SYMBOLS</u> <, >, <u><</u> , ≥	g an d	to:		vocabular	illustration.	work	d	Mk
					i) The meaning of each	proble	i)	State The	ies with	Explanation	Learners'	illustration	Primary
	2				symbol.	m		meaning of each	correct	Oral	participati		mathe
					ii) Ordering the integers	solving		symbol.	intonation	questioning	on in	Chart	matics
		ı			using the symbols		ii)	Order the integers	and	and answer.	class	showing	2000,
		N			iii) Using the number line		,	using the symbols	pronuncia	Mental work	discussio	parts of a	Page
		Т			to get the required set		iii)	Use a number	tion.	Demonstratio	n.	number	99
		Ė			of integers.		,	line to get the	Spell vocabularies	n.	Drawing	line.	
		G		Ord	or integere.			required set of	correctly	Discussion.	number		
		E		erin				integers.	Correctly	Discussion.	lines		
		R						integers.			111163		
		S		g inte									
		ာ	14	1									
			Inte	ger	INVERSE OF INTEGERS			ers should be able					
			ger	S	INVERSE OF INTEGERS		to:	5 .					
			S		AND ADDITIVE INVERSE		i)	Define an inverse.					
					i) Definition of inverse.		ii)	Match inverses					
					ii) Marching inverses on			on a number line.					
					a number line.		iii)	Give examples of					
					iii) Giving examples of			inverses of given				Chalkboar	
	2				inverses of given			integers.				d	New
					integers.		iv)	State the				illustration	Mk
					iv) Meaning of additive			meaning of					Primary
					inverse.			additive inverse.				Chart	mathe
					v) The inverse property.		v)	State the inverse				showing	matics
					vi) Working out the			property.				parts of a	2000,
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11					USING A NUMBERLINE.	thinki	i)	Identify positive	vocabular	illustration.	work	d	Mk
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					INTEGERS USING A		to:				number		
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					iii) Showing the answer			on the number				line.	105
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11	2	INTEGERS	Inte ger s	For min g mat he mat ical stat em ent s fro m a nu mb erli ne	FORMING MATHEMATICAL STATEMENTS FROM NUMBER LINES. i) Starting from zero when writing a mathematical statement. ii) Locating the answer from the number line.	Proble m solving	Learners should be able to: i) Identify where to start from when writing a mathematical statement from a number line. ii) Locate the answer from the number line. iii) Interpret and write statements on a number line	Leaners should: 21) Read vocabular ies with correct intonation and pronuncia tion. Spell vocabularies correctly	Chalkboard illustration. Explanation Oral questioning and answer. Mental work Discussion.	Mental work Learners' participati on in class discussio n. Drawing number lines Interpretin g statement s on a number line.	Chalkboar d illustration	New Mk Primary mathe matics 2000, Page10 9 – 110	
	2				ADDITION OF INTEGERS WITHOUT USING A NUMBER LINE. i) Some important points to note when adding integers. ii) Carrying out addition without using a number line. iii) Use of the additive inverse.		Learners should be able to: i) State some important points to note when adding integers. ii) Carry out addition of integers without using a number line. iii) Easily use the additive inverse property when adding integers.			Mental work Learners' participati on in class discussio n.	Chalkboar d illustration	New Mk Primary mathe matics 2000, Page11	

11	2	INTEGERS	Inte ger s	Su btra ctio n of inte ger s	SUBTRACTION OF INTEGERS WITHOUT USING A NUMBER LINE. i) Subtraction of integers without using a number line. ii) Making use of greater or less than to determine the answer. iii) Transforming [] into as positive. iv)	Proble m solving	Learners should be able to: i) Subtract integers without using a number line. ii) Making use of greater or less than to determine the answer. v) Transforming [] into as positives o as to carry out subtraction easily.	Leaners should: 22) Read vocabular ies with correct intonation and pronuncia tion. Spell vocabularies correctly	Chalkboard illustration. Explanation Oral questioning and answer. Mental work Discussion.	Mental work Learners' participati on in class discussio n.	Chalkboar d illustration	New Mk Primary mathe matics 2000, Page11 2

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		0				NG BASE FIVE	m	Learn	ers should be able	23) Read	Chalkboard	Learners'	Chalkboar	New
9		Р			NUMBI	ERS IN WORDS	solving	to:		vocabular	illustration.	participati	d	Mk
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		N		five		each digit in base five		iii)	State the place				d	Primary
		U				number.			value of each digit				illustration	mathe
		M			iv)	Expanding in base five			in a base five					matics
		В			'''	Expanding in base into			number.				-	2000,
		Ē						iv)	Expand in base					Page
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		S			CHANG	GING BASE FIVE TO			multiplication and					'
		3							addition.			participati		
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	2				iii)	Application of		l <u>.</u>				lesson as		
						expanding in base five			ers should be able			guided by		
						by multiplication and		to:				the	Chalkboar	New
						addition.		iii)	Expand in base			teacher.	d	Mk
					iv)	Adding the expanded			five by using				illustration	Primary
					,	expression to find			multiplication and				1.	mathe
						base ten.			addition.				Chart	matics
								iv)	Add the				showing	2000,
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									expression to find				number	71
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TERM TWO

<u>WK</u>	PD	THM	TPC	S/TP	L/SKL	COMPETENCE		CONTENT	MET H	A) S/ACT	L/AID	REF	RE
						SUBJECT	LANGUAGE		П				
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2	1	ALGEBRA	ALGEBRA	COLLECTING LIKE TERMS	Critical thinking and problem solving	 The learner Sorts and groups similar items. Uses an appropriate letter to represent the items. Collects like terms considering application of BODMAS. Collects like terms involved in word problems 	Read words correctly. Writes BODMAS in full.	COLLECTING LIKE TERMS Example: Write the following in short: 1pen + 1pen + 1pen + 1pen Let each pen be p p + p + p + p = 4p = 4 pens	DemonstrationDiscussion	Collecting like terms	Chalkboard illustration, pens, pencils, rubbers, stones, books etc.	A NEW MK PRIMARY MTC BK 5 PAGE 267 – 268	
	2	ALGEBRA	ALGEBRA	SIMPLIFYING ALGEBRAIC EXPRESSION	Critical thinking and problem solving	The Learner: 1. Writes an algebraic expression by either adding or subtracting 2. Collects like terms and simplify where necessary.	Read words correctly. Writes BODMAS in full.	SIMPLIFYING ALGEBRAICEXPRESS ION Example: Write in short form: q + 7q + 4q = 12q	Discussion	Collecting like terms	Chalkboard illustration, pens, pencils, rubbers, stones, books etc.	A NEW MK PRIMARY MTC BK 5 PAGE	
	3	ALGEBRA	ALGEBRA	FORMING ALGEBRAIC EXPRESSIONS	Critical thinking and problem solving	The Learner: 1. Uses alphabetical letters to help in forming algebraic expression 2. Forms simple equations from given algebraic expressions.	Read words correctly. Writes BODMAS in full.	FORMING ALGEBRAIC EXPRESSIONS Examples i) 4 more less than a = a + 4 ii) x less than 12 = 12 - x iii) A number added to 10 = 10 + n	Discoverydiscussion	Collecting like terms	Chalkboard illustration	A NEW MK PRIMARY MTC BK 5 PAGE 270	

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	4	ALGEBRA	SUBSTITUTION OF NUMBERS ALGEBRA	Critical thinking and problem solving	 The Learner: Defines substitution. Solves numbers involving substitution. Expands given expressions before substituting. 	The meaning of substitute Expansion.	SUBSTITUTION OF NUMBERS Example If a = 3, b = 4; Find: i) a + b = 3 + 4 = 7 ii) 2a + 5b = 2 x a + 5 x b = 2 x 3 + 5 x 4 = 6 + 20 = 26	DiscoveryDiscussion	Solving problems involving substitution	Chalkboard illustration	A NEW MK PRIMARY MTC BK 5 PAGE 271	
	5	ALGEBRA	BY CHETEACTION ALGEBRA	Critical thinking and problem solving	The Learner: 1. Collects like terms correctly. 2. Uses the inverse operation to eliminate the unwanted number from either sides of an equation 3. Solves for the unknown.	Collecting like terms. Reading mathematical statements.	SOLVING EQUATIONS BY SUBTRACTION Example n + 7 = 13 n + 7 - 7 = 13 - 7 n = 13 - 7 n = 6	DiscussionExplanation.	Solving simple equations of one variable.	Chalkboard illustration, pens, pencils, rubbers, etc.	A NEW MK PRIMARY MTC BK 5 PAGE 272	
3	1	ALGEBRA	ALGEBRA	nroblom	The learner: 1. Derives equations from given word problems. 2. Solves for the unknown.	Collecting like terms. Reading mathematical statements.	WORD PROBLEMS Example What number when added to 5 gives 11 Let the number be x $x + 5 = 11$ $x + 5 - 5 = 11 - 5$ $x = 11 - 5$ $x = 6$	DiscoveryDiscussion	i)Forming algebraic expression s. ii) solving simple problems involving algebra.	Chalkboard illustration, pens, pencils, rubbers, etc	A NEW MK PRIMARY MTC BK 5 PAGE 273	

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2	ALGEBRA	<u>ALGEBRA</u>	SOLVING EQUATIONS BY ADDITION	Critical thinking and problem solving	 Collects like terms correctly. Uses the inverse operation to eliminate the unwanted number from either sides of an equation Solves for the unknown. 	Collecting like terms. Reading mathematical statements.	SOLVING EQUATIONS BY ADDITION Example Find the value of n: $n - 5 = 3$ $n - 5 = 3$ $n - 5 + 5 = 3 + 5$ $n = 3 + 5$ $n = 8$	Class discussion	solving simple problems involving algebra.	Chalkboard illustration.	A NEW MK PRIMARY MTC BK 5 PAGE 274	
3	ALGEBRA	ALGEBRA	WORD PROBLEMS	Critical thinking and problem solving	The Learner: 1. Derives equations from given word problems. 2. Solves for the unknown.	Collecting like terms. Reading mathematical statements	WORD PROBLEMS Example A boy used 3 of his exercise books and remained with 4books. How many books did he have first? Let the number of books he had be x n-3=4 n-3+3=4+3 n=4+3 n=7 He had 7 books at first.	DiscoveryDiscussion	i)Forming algebraic expression s. ii) solving simple problems involving algebra.	Chalkboard illustration.	A NEW MK PRIMARY MTC BK 5 PAGE 275	
4	ALGEBRA	ALGEBRA	SOLVING MIXED EQUATIONS	Critical thinking and problem solving	The learner: 1. Collects like terms correctly. 2. Uses the inverse operation to eliminate the unwanted number from either sides of an equation 3. Solves for the unknown.	Read mathematical statements involving algebra. Collecting like terms.	SOLVING MIXED EQUATIONS Example 8a + 4 = 3a + 14 8a - 3a + 4 = 3a - 3a + 4 5a + 4 = 14 5a + 4 - 4 = 14 - 4 5a = 10 5a = 10 ² 5 5 a = 2	DiscoveryDiscussion	solving simple problems involving algebra.	Chalkboard illustration.	A NEW MK PRIMARY MTC BK 5 PAGE 279	

	5	ALGEBRA	y: -110s ALGEBRA	SOLVINGEQUATIONS BY DIVIDING	Critical thinking and problem solving	The learner: 1. Solves for the unknown in the given equation by dividing. 2. Forms equations from a given text and solve for the unknown.	Read mathematical statements involving algebra. Cross multiplication.	SOLVING EQUATIONS BY DIVIDING Example Solve: 5a = 20 5a = 20 5 5 a = 4	Class discussion	solving simple problems involving algebra.	Chalkboard illustration.	A NEW MK PRIMARY MTC BK 5 PAGE 276 – 278
4	1	ALGEBRA	ALGEBRA	SOLVING EQUATIONS WITH FRACTIONS	Critical thinking and problem solving	 The learner: Solves equations involving fractions using the LCM. Derives equations from given word problems. Solves equations involving fractions in word problems. 	Read mathematical statements involving algebra. Cross multiplication.	SOLVING EQUATIONS WITH FRACTIONS Example Solve: $\underline{x} = 4$ 3 $\underline{x} = \frac{4}{3}$ 1 $3 \times \underline{x} = 4 \times 3$ 3 1 $x = 4 \times 3$ $x = 12$	Class discussion.	solving simple problems involving algebra.	Chalkboard illustration	A NEW MK PRIMARY MTC BK 5 PAGE 282 –
	2	ALGEBRA	ALGEBRA	APPLICATION OF ALGEBR AT AREA, PERIMETER AND VOLUME	Critical thinking and problem solving	 The learner: Defines perimeter is. State the formulae of finding perimeter of different figures. Derives an equation in order to solve the value of the required side of any shape. Solves for the unknown side of a figure by substituting correctly. 	Meaning of perimeter. Formula used to find perimeter.	PERIMETER: i) Explanation of perimeter. ii) Formulae for finding perimeters of different figures. Example The perimeter of a square is 36cm. Find its P=36 s+s+s+s=36 4s=36 s=9cm 4 4 one side is 9cm	ExcursionDiscussion	i)Forming algebraic expression s. ii) solving simple problems involving algebra.	The school playground, assembly ground, etc. chalkboard illustration.	A NEW MK PRIMARY MTC BK 5 PAGE284 – 285

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3	ALGEBRA	ALGEBRA	APPLICATIO OF ALGEBRA IN AREA, PERIMETER AND	Critical thinking and problem solving	 Gives the formula of area of a rectangle, square and triangle. Derives an equation in order to solve the value of the required side of any shape. Solves for the unknown side by involving substitution. Solves for the unknown side of a figure in given word problems. 	Meaning of area. Formula used to find area.	AREA Example The area of a rectangle below is 32cm^2 . And its length is 8cm, find its base. Sketch $A = 32\text{cm}^2$ 8cm Area = $1 \times \text{w}$ $32 = 8 \times \text{w}$ $32 = 8\text{w}$ $.8\text{w} = 32$ 8 w = 4cm	Class discussion	i)Forming algebraic expression s. ii) solving simple problems involving algebra.	Chalkboard illustration.	A NEW MK PRIMARY MTC BK 5 PAGE 286	
4	ALGEBRA	ALGEBRA	APPLICATIO OF ALGEBRA IN AREA, PERIMETER AND VOLUME	Critical thinking and problem solving	The Learner: 1. States the formula for finding volume. 2. Applies substitution to aid in solving for the unknown side of a cuboid. 3. Derives an equation in order to solve the value of the required side of the cuboid 4. Solves for the unknown side of a cuboid	Meaning of volume. Formula used to find volume.	VOLUME Example The volume of a box is 60cm^3 . Its length is 5cm and the width is 4cm. Find its length. Sketch V = 60cm^3 H W = 4cm L = 8cm I x w x h = volume $5 \text{ x 4 x h} = 60$ 20 h = 3cm	Class discussion	i)Forming algebraic expression s. ii) solving simple problems involving algebra.	Boxes of different sizes, chalkboard illustration.	A NEW MK PRIMARY MTC BK 5 PAGE 287	

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	5	NUMERACY	NUMBER PATTERNS AND	MULTIPLES OF WHOLE	Critical and Creative thinking	 The learner: Works out the multiples of given numbers. Works out the multiples of a required range of numbers. 	Meaning of Multiples of numbers	MULTIPLES OF WHOLE NUMBERS Example Multiples of 5 = (1 x 5),(2 x 5),(3 x 5). = 5, 10, 15, M5 = {5, 10, 15, 20, 25,}	Class discussion Rote	Listing multiples of numbers.	Chalkboard illustration, multiplication tables.	A NEW MK PRIMARY MTC BK 5 PAGE 79	
5	1	NUMERACY	NUMBER PATTERNS AND SEQUENCES	FACTORS AND COMMON FACTORS OF NUMBERS	Critical and Creative thinking	 The learner: Defines a factor. Write factor of a number in short. Works out the factors of a given numbers by carrying out simple multiplication. Finds the greatest and lowest common factors of given numbers. 	Meaning of factors Meaning of common factors.	FACTORS OF NUMBERS AND COMMON FACTORS. A factor is a number that divides another in an exact number of items. Example Find the factors of 12. F ₁₂ . = 1 x 12 = 12 = 2 x 6 = 12 = 3 x 4 = 12 F ₁₂ = {1, 2, 3, 4, 12}	Class discussion Rote	Listing factors of numbers.	Chalkboard illustration	A NEW MK PRIMARY MTC BK 5 PAGE 81 – 82	
	2	NUMERACY	NUMBER PATTERNS AND SEQUENCES	TYPES OF NUMBERS	Critical and Creative thinking	The learner: 1. Names some types of numbers. 2. Gives examples of each type of numbers. 3. Uses the knowledge of types of numbers to solve problems related to number pattern and sequence	Name the types of numbers from the number pattern.	TYPES OF NUMBERS. Example Odd numbers Even numbers Whole numbers Counting numbers	Class discussion	Identifying and listing the types of numbers.	Chalkboard illustration	A NEW MK PRIMARY MTC BK 5 PAGE 83 & 91	

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3	ES JMERACY	PRIME AND COMPOSITE NUMBERS	Critical and Creative thinking	 The learner: Defines prime numbers. Gives examples of prime numbers. Defines composite numbers. Gives examples of composite numbers. Determines whether a number is or composite by prime factorising. The learner: 	Meaning of Prime numbers. Meaning of composite numbers.	PRIME AND COMPOSITE NUMBERS a) Prime numbers are numbers with two factors. b) Composite numbers are numbers are numbers with more than two factors.	Class discussion	Identifying and listing the types of numbers.	Chalkboard illustration	A NEW MK PRIMARY MTC BK 5 PAGE 83	
4		TION	Critical and Creative thinking	1. Lists the numbers used when factorising. 2. Primes factorise by tree method. 3. Presents the prime factors in multiplication and notation (subscript) form.	Meaning of prime factorisation. Prime numbers.	USING A FACTOR TREE. Example Prime factorise 12 2 2 3 4 PF12 = {2 x 2 x 3}or PF 12 = {21, 22, 31}	Class discussion	factors of numbers.	Chalkboard illustration	A NEW MK PRIMARY MTC BK 5 PAGE 84	
5	~ ~ ~ ~	PRIME FACTORISATION USING A LADDER AND LCM NUMBER PATTERNS AND	Problem- solving	The Learner: 1. Prime factorises given numbers of together using the ladder. 2. Multiplies the prime factors to get the LCM.	Describe what LCM is.	USING A LADDER. Example Prime factorise 216 FF	Class discussion	Finding the LCM of numbers.	Chalkboard illustration	A NEW MK PRIMARY MTC BK 5 PAGE 85	

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6	1	NUMERACY	NUMBER PATTERNS AND SEQUENCES	SQUARE NUMBERS	Problem- solving	 The learner: States what a square number is. Calculates the square of a given number. Solves word problems involving square numbers. 	Meaning of a square number.	SQUARE NUMBERS These are numbers got by multiplying two equal numbers. Example What is the square of 5? $5^2 = 5 \times 5$ $= 25$ The square of 5 is 25	Class discussion	Uing the types of numbers to form and solve patterns	Chalkboard illustration	A NEW MK PRIMARY MTC BK 5 PAGE 88 – 89	
6	2	NUMERACY	NUMBER PATTERNS AND SEQUENCES	SQUARE ROOTS OF NUMBERS	Problem- solving	 The learner: States what a square root is. Finds the square roots of given square numbers. Solves word problems involving square roots. Works out the side of a square using the square root knowledge. 	Meaning of a square root.	SQUARE ROOTS OF NUMBERS A square root is a number that is multiplied by itself to get a square number. 3 x 3 = 9 Square Find the square root of 25 5 25 5 5 1 √25 = (5 x 5) = 5 The square root of 25 is 5	Class discussion	Uing the types of numbers to form and solve patterns	Chalkboard illustration	A NEW MK PRIMARY MTC BK 5 PAGE 89	

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	3	NUMERACY	NUMBER PATTERNS AND SEQUENCES	TRIANGIULAR NUMBERS	Problem- solving	 The learner: States what triangular numbers mean. Forms patterns of triangular numbers. 	Description of triangular numbers.	TRIANGIULAR NUMBERS These are numbers when whose dot are arranged form a triangular pattern Example 1 3 6 10 15 Adding consecutive numbers starting from 1 can get triangular numbers.	Class discussion	Uing the types of numbers to form and solve patterns	Chalkboard illustration	A NEW MK PRIMARY MTC BK 5 PAGE 90	
6	4	NUMERACY	NUMBER PATTERNS AND SEQUENCES	OPERATION ON PATTERNS AND SECULENCES	Problem- solving	The learner: Uses the operations to find the next or missing number in a given sequence	Write and describe the next number in the sequence.	Example What is the next number in the sequence? 1, 4, 7, 10, 13	Class discussion	Uing the types of numbers to form and solve patterns	Chalkboard illustration	A NEW MK PRIMARY MTC BK 5 PAGE 92	
	5	NUMERACY	FRACTIONS	EXPRESSING IMPROPRE FRACTIONS AS MIXED FRACTIONS	Effective communica tion and problem solving	The Learner: 1. States what a fraction is. 2. Names the parts of a fraction. 3. Names the types of a fraction. 4. Describes each type of fraction 5. Gives examples of each type of fraction. 6. Expresses improper fraction as a mixed fraction	i) Defining fractions ii) Expressing improper fractions as mixed fractions	FRACTIONS A fraction is part of a whole PARTS OF A FRACTION Numerator and denominator TYPES OF FRACTIONS a) Proper fractions b) Improper fractions c) Mixed fractions EXPRESSING IMPROPER AS MIXED FRACTION Example Express 9/5 as a fraction. 9 ÷ 5 = 1 rem. 4 = 14/5	DemonstrationDiscussion	Writing definitions of fractions.	Chalkboard illustration, oranges etc.	A NEW MK PRIMARY MTC BK 5 PAGE 115-116	

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7	1	NUMERACY	FRACTIONS	MIXED FRACTIONS AS IMPROPER	communica tion and problem solving	Expresses mixed fraction as improper fraction.	improper fractions as mixed fractions ii) Expressing mixed fractions as improper fractions	MIXED FRACTIONS AS IMPROPER Example Express $4^2/_3$ as an improper fraction $4^2/_3 = \frac{W \times D + N}{D}$ $= \frac{4 \times 3 + 2}{3}$ $= \frac{12 + 2}{3}$ $4^2/_3 = \frac{14}{3}$	Class discussion	mixed fractions to improper fractions.	Chalkboard illustration	A NEW MK PRIMARY MTC BK 5 PAGE 116	
	2	NUMERACY	FRACTIONS	EQUIVALENT FRACTION	Effective communica tion and problem solving	Learner: 1. Represents equivalent fractions diagrammatically. 2. Works out equivalent fractions by calculation.	Finding eqivalent fractions	EQUIVALENT FRACTION Diagrammatic representation of equivalent fractions $1/2 = 1/2$ $2I_{\underline{A}} = 1/2$ $3I_{\underline{6}} = 1/2$ Equivalent fractions by calculation Example Write four fractions equivalent to $1/2$ $1/2 = 1\times2$, 1×3 , 1×4 , 1×5 2×2 2×3 2×4 2×5 $1/2 = 2I_{\underline{A}}$, $3I_{\underline{6}}$, $4I_{\underline{8}}$, $5I_{\underline{10}}$	Class discussion	Finding equivalent fractions	Chalkboard illustration	A NEW MK PRIMARY MTC BK 5 PAGE 117	

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	3	NUMERACY	FRACTIONS	REDUCING FRACTIONS	Effective communica tion and problem solving	 The learner: Derives common factors of given parts of a fraction. Uses the GCF to reduce the given fraction 	Reducing fractions	REDUCING FRACTIONS Example Reduce ${}^{12}/_{24}$ to its simplest term $F_{12} = \{1, 2, 3, 4, 6, 12\}$ $F_{24} = \{1, 2, 3, 4, 6, 8, 12, 24\}$ $CF = \{1, 2, 3, 4, 6, 12\}$ GCF = 12 $12 \div 12$ $24 \div 12$ $= \frac{1}{2}$	Class discussion	Reducing fractions using GCF.	Chalkboard illustration	A NEW MK PRIMARY MTC BK 5 PAGE 118	
8	4	NUMERACY	FRACTIONS	ORDERING FRACTIONS	Effective communica tion and problem solving	The learner: 1. States the meaning of arrange. 2. Defines ascending. 3. Defines descending. 4. Uses LCM to determine the size of a fraction. 5. Arranges the fractions in the required order.	Ordering fractions use LCM as a determinant	ORDERING FRACTIONS To arrange fractions is to arrange fractions in ascending or descending order. Example Arrange ¹ / ₃ , ½, ¼ in a) Ascending order. b) Descending order. LCM of 2, 3 and 4 = 12 ¹ / ₃ , x 12 = 4 (2 nd) ½ x 12 = 6 (3 rd) ¼ x 12 = 3 (1 st) Asc. Order = ½, ½, ½, ½ Desc. Order = ½, ½, ½	Class discussion	Ordering fractions using the LCM.	Chalkboard illustration	A NEW MK PRIMARY MTC BK 5 PAGE 119 – 120	

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	5	NUMERACY	FRACTIONS	ADDITION OF WHOLES TO FRACTIONS	Effective communica tion and problem solving	 Carries out addition of whole numbers to fractions. Adds wholes alone and later the fraction. 	Addition of fractions with whole numbers.	ADDITION OF WHOLES TO FRACTIONS Example $\frac{3}{4} + 5 = 5 + \frac{3}{4} = 5 \frac{3}{4}$ Example II $\frac{3^{2}}{5} + 7 = 3 + 7 + \frac{2}{5} = 10 + \frac{2}{5} = \frac{10^{2}}{5}$	Class discussion	Addition of fractions with a whole numbers.	Chalkboard illustration	A NEW MK PRIMARY MTC BK 5 PAGE 122	
9	1	NUMERACY	FRACTIONS	ADDITION OF SIMPLE FRACTIONS	Effective communic ation and problem solving	 The learner: Adds simple fractions using the LCM. Changes mixed fractions to improper fractions before adding the fractions Reduces the fractions to simpler terms. 	Addition of fractions with fractions	ADDITION OF FRACTIONS Example Add: ¼ + ½ LCM of 2 and 4 = 4 = 1 + 2 4 = ¾.	Class discussion	Addition of fractions with different denominat ors	Chalkboard illustration	A NEW MK PRIMARY MTC BK 5 PAGE 121-	
	2	NUMERACY	FRACTIONS	WORD PROBLEMS IN ADDITION OF FRACTIONS	Effective communica tion and problem solving	The Learner: 1. Solves word problems involving addition of fractions 2. Changes mixed fractions to improper fractions before adding the fractions 3. Reduces the fractions to simpler terms or change it to mixed fractions	i)Reading and interprets word ii)Addition of fractions with fractions problems.	WORD PROBLEMS IN ADDITION OF FRACTIONS Example John filled $\frac{1}{2}$ a tank with water in the morning and $\frac{2}{5}$ in he afternoon. what fraction of the tank was full of water? $\frac{1}{2} + \frac{2}{15}$ LCM of 2 and 5 = 10 = $\frac{5}{10} + \frac{4}{10}$ = $\frac{9}{10}$. The tank was filled with $\frac{9}{10}$	Class discussion	Subtraction of fractions with different denomina.	Chalkboard illustration, oranges.	A NEW MK PRIMARY MTC BK 5 PAGE 125	

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	3	NUMERACY	FRACTIONS	SUBTRACTION OF FRACTIONS	Effective communica tion and problem solving	 Subtracts simple fractions using the LCM. Changes mixed fractions to improper fractions before adding the fractions Reduces the fractions to simpler terms or change improper fraction to mixed fraction 	Subtraction of fractions with different different denominators	SUBTRACTION OF FRACTIONS Example 1/2 - 1/3 LCM of 2 and 3 = 6 = 3 - 2 6 = $\frac{1}{1}$ ₆ Example II $5 - 2^{5}/_{12}$ = $\frac{5}{1} - \frac{2^{9}}{_{12}}$ LCM = 12 = $\frac{60 - 29}{_{12}}$ = $\frac{31}{_{12}}$ = $\frac{2}{_{12}}$	Class discussion	Subtraction of fractions with different denominat	Chalkboard illustration, oranges	Chalkboard illustration, oranges.	Chalkboard illustration
9	4	NUMERACY	FRACTIONS	WORD PROBLEMS IN SUBTARACTION OF	Critical thinking and problem solving	The learner: 1. Solves word problems involving subtraction of fractions 2. Changes mixed fractions to improper fractions before adding the fractions 3. Reduces the fractions to simpler terms or change it to mixed fractions	Subtraction of fractions with different different denominators	WORD PROBLEMS IN SUBTARACTION OF FRACTIONS Example A baby was given $5/_{6}$ litres of milk and drunk $7/_{12}$ litres. How much milk remained? Given – Drunk $= 5/_{6} - 7/_{12}$ $= 10 - 7 $	Class discussion	Subtraction of fractions with different denominat ers	Chalkboard illustration	A NEW MK PRIMARY MTC BK 5 PAGE 127	

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	5	NUMERACY	FRACTIONS	ADDITION AND SUBTRACTION OF FRACTIONS	Effective communica tion and problem solving	 Solves fractions by adding and subtracting. Applies the knowledge of BODMAS when adding and subtracting fractions Changes mixed fractions to improper fractions before adding the fractions Reduces the fractions 	Subtraction and addition of fractions with different denominators	ADDITION AND SUBTRACTION OF FRACTIONS Example $\frac{1}{2} + \frac{1}{3} - \frac{1}{4}$ $= \frac{6 + 4 - 3}{12}$ $= \frac{10 - 3}{12}$ $= \frac{7}{12}$	Class discussion	Mixed addition and subtraction of fractions with different denominat ors	Chalkboard illustration	A NEW MK PRIMARY MTC BK 5 PAGE 128	
10	1	NUMERACY	FRACTIONS	MULTIPLICATION OF FRACTIONS	Effective communica tion and problem solving	The learners: 1. Multiplies fractions by wholes. 2. Converts of to a times sign. 3. Reduces the answers to simpler terms.	Reading and solving problems involving multiplication of fractions by whole nbers.	MULTIPLICATION OF FRACTIONS Example I $\frac{1}{4} \times 3$ = $\frac{1}{4} \times \frac{3}{1}$. = $\frac{1}{4} \times 3$ = $\frac{3}{4} \times 1$ = $\frac{3}{4} \times 1$ Example II $\frac{1}{2} \text{ of } 16$ 'of' becomes x = $\frac{1}{2} \times 16$ = $\frac{1}{2} \times 16$ = $\frac{1}{2} \times 16$ Reduce 2 × 1 2 = 8	Class discussion		Chalkboard illustration	A NEW MK PRIMARY MTC BK 5 PAGE 129 – 130	

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10	2	NUMERACY		WORD PROBLEMS INMULTIPLICATION OF FRACTIONS	Effective communica tion and problem solving	The learner: 1. Solves word problems involving multiplication of fractions 2. Changes mixed fractions to improper fractions before adding the fractions 3. Reduces the fractions to simpler terms or change it to mixed fractions	Reading and solving problems involving multiplication of fractions by whole nbers.	WORD PROBLEMS IN MULTIPLICATION OF FRACTIONS Example A mathematics book contains 200 pages. A pupil reads $^{3}/_{5}$ of the book. How many pages did the pupil read? A pupil reads $^{3}/_{5}$ of 200 pages. $= ^{3}/_{5} \text{ of } 200 \text{ pages}$ $= ^{3}/_{5} \text{ x } ^{200}/_{1}. \text{ Pages}$ $= \frac{3 \times 200}{^{40}} \text{ pages}$ $= \frac{3 \times 40}{1 \times 1}$ $= 120 \text{ Pages}$	Class discussion		Chalkboard illustration	A NEW MK PRIMARY MTC BK 5 PAGE 131 - 132	
	3	NUMERACY	FRACTIONS	RECIPROCALS OF FRACTION	Effective communica tion and problem solving	 The learner: Give the reciprocal of a fraction given. Give reciprocals of whole numbers. 	Reading and solving problems involving multiplication of fractions by whole nbers.	RECIPROCALS OF FRACTION Example a) The recip. of $6 = {}^6/_1$ b) The recip. of ${}^2/_3 = {}^3/_2$ c) The recip. of ${}^5/_8 = {}^8/_5$ d) The recip. of $1\frac{1}{2} = {}^2/_3$	Class discussion	ii)Multiplica tion of fractions by fractions.		A NEW MK PRIMARY MTC BK 5 PAGE 133	

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4	NUMERACY	FRACTIONS	RECIPROCAL BY CALCULATION	Effective communica tion and problem solving	The learner: 1. States the underlying principle of when a fraction is multiplied by its reciprocal, the answer is always 1. 2. Works out the reciprocal of a fraction. 3. Solves related problems involving reciprocals	Reading and solving problems involving multiplication of fractions by whole numbers.	RECIPROCAL BY CALCULATION We should take note that a number multiplied by its reciprocal gives 1 Example What is the reciprocal of ${}^{3}/{}_{5}$? Let the recip. be y ${}^{3}/{}_{5} \times y = 1$ ${}^{3}/{}_{5} \times y = 1$ ${}^{3}/{}_{5} \times y / {}_{1} = 1$ ${}^{3}/{}_{5$	Class discussion	Multiplicati on of fractions by fractions.	Chalkboard illustration	A NEW MK PRIMARY MTC BK 5 PAGE 133	
5	NUMERACY	FRACTIONS	DIVISION OF FRACTIONS	Effective communica tion and problem solving	The learner: 1. Carries out division of fractions making necessary changes involving use of reciprocal. 2. Simplifies the fractions by canceling using the common factors.	Reading and solving problems involving division of fractions	DIVISION OF FRACTIONS Example I Divide: $\frac{1}{5} \div 4$ = $\frac{1}{5} \div \frac{4}{1}$ = $\frac{1}{5} \times \frac{1}{4}$ = $\frac{1}{5} \times \frac{1}{4}$ = $\frac{1}{5} \times 4$ = $\frac{1}{20}$	Class discussion	Division of fractions by whole numbers	Chalkboard illustration	A NEW MK PRIMARY MTC BK 5 PAGE 134 -	

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11	1	NUMERACY	FRACTIONS	EXPRESSING FRACTIONS AS DECIMAL FRACTIONS	Effective communica tion and problem solving	 The learner: Describes decimal places. Converts fractions whose denominators are multiples of ten to decimal fractions. Uses the number of zeros a denominator has to determine the number of decimal places. Expresses mixed fractions as decimals by changing the mixed fraction to an improper fraction first. 	Reading and solving problems involving division of fractions	EXPRESSING FRACTIONS ASDECIMAL FRACTIONS Example a) Write ²⁵ / ₁₀ as a decimal fraction 25/ ₁₀ = 2.5 (1 zero 1 dec. place) b) Write ²⁵ / ₁₀₀ as a dec. fraction 25/ ₁₀₀ = 0.25 (2 zeros, 2 dec.places)	Class discussion	Converting fractions to decimals	Chalkboard illustration	A NEW MK PRIMARY MTC BK 5 PAGE 141 - 142	
	2	NUMERACY	FRACTIONS	CHANGING DECIMALS TO FRACTIONS	Effective communica tion and problem solving	The learner: 1. Uses the number of decimal places to determine the denominators. 2. Converts decimals to common fractions. 3. Reduces fractions where necessary.	Reading and solving problems involving division of fractions ersa	CHANGING DECIMALS TO FRACTIONS Example Express 6.9 as a common fraction. $6.9 = {}^{69}/_{10}$. (1 dec. place gives 1 zero on the denominator). $= {}^{69}/_{10}$. Change to mixed. $= {}^{69}/_{10}$	Class discussion	Converting decimals to fractions and vice	Chalkboard illustration	A NEW MK PRIMARY MTC BK 5 PAGE 143	

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3	NUMERACY	FRACTIONS	ORDERING FRACTIONS	Effective communica tion and problem solving	 Changes the given set of decimal fractions to common fractions first. Calculates the size of each fraction by using the LCM. Arranges the decimals from the smallest to the highest and vise versa. 	Reads aloud and solve problems involving decimals	ORDERING DECIMAL FRACTIONS Example Arrange from smallest to biggest. 0.1, 1.1, 0.11 $= \frac{1}{10}, \frac{11}{10}, \frac{11}{100}$ $LCM = 100$ $= \frac{1}{10} \times 100 = 10$ 10 $= 11 \times 100 = 11$ 100 $= \frac{1}{10} \times 100 = 11$ 100 $= \frac{1}{10} \times 100 = 11$ 100 $= \frac{1}{10} \times 100 = 11$ Use < or >. $= \frac{2}{10}, \frac{1}{10}.$ $LCM = 10$ $= \frac{2}{10} \times 10 = 1$ 10 $0.2 > 0.1$	Class discussion	Ordering fractions using the LCM	Chalkboard illustration	A NEW MK PRIMARY MTC BK 5 PAGE 145 – 146	

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	4	NUMERACY	FRACTIONS	ADDITION OF DECIMAL FRACTIONS	Critical thinking and problem solving	The learner: Arranges the decimals vertically considering decimal points in line. Creates decimal places to keep place value.	Reads aloud and solve problems involving addition of decimals.	ADDITION OF DECIMAL FRACTIONS Example. Add: 14.9 + 8.02 + 36.48 14 . 90 8. 02 + 36.48 59.40	Class discussion	Finding place values of decimals. Adding decimals	Chalkboard illustration	A NEW MK PRIMARY MTC BK 5 PAGE 147	
	5	NUMERACY	FRACTIONS	SUTRACTION OF DECIMAL FRACTIONS	Effective communica tion and problem solving	The learner: 1. Balances up the decimal places before actually subtracting. 2. Arranges the decimals vertically putting the points in line.	Reads aloud and solve problems involving subtraction of decimals.	SUTRACTION OF DECIMAL FRACTIONS Example Subtract: 97.4 – 13.69 97 . 40 - 13 . 69 83 . 71	Class discussion	Subtracting decimals. With decimals	Chalkboard illustration	A NEW MK PRIMARY MTC BK 5 PAGE 147	
12	1	NUMERACY	FRACTIONS	ADDITION AND SUBTRACTION OF DECIMALS	Effective communica tion and problem solving	The learner: 1. Uses BODMAS to re-arrange the expression starting with the addition first. 2. Arranges the numbers vertically when solving the given problem maintaining the points in line.	Reads aloud and solve problems involving subtraction and addition of decimals.	ADDITION AND SUBTRACTION OF DECIMALS Example. Work out: 13.7 – 27 + 91.25 Collect positive terms first. = 13.75 + 91.25 – 27 (First add) = 13.75 105.00 - 27.00 78.00	Class discussion	Adding and subtracting decimals using BODMAS	Chalkboard illustration	A NEW MK PRIMARY MTC BK 5 PAGE 148	









TERM THREE

<u>WK</u>	<u>PD</u>	THM	TPC	S/TP	L/SKL	COMPETE	NCES	CONTENT	METH	ACT	L/AID	REF	RE
						SUBJECT	LANGUAGE						
1									0		3		
2	1 & 2	Graphs	Pictographs	TABLES	Critical thinking and problem solving	The leaner: 1. Represents and interpret the information on the pictograph. 2. Answers the questions about the pictograph.	The leaner: 1. Reads the involved vocabularie s in the lesson correctly in correct intonation and pronunciati on. 2. Spells the vocabularie s correctly.	PICTOGRAPH Information is represented in pictorial form. It always has a title and scale. Example: Study the pictograph below and answer the questions that follow. Number of pupils who scored different grades: (Refer to Pictograph in notes pg.1) a) How many sat for the test? b) How many are in excellent grade? Exc = 2 ½ @ star = 10 pupils 2 ½ = 5/ 2 x 40-5 = 25 pupils.	Demonstr ation Discussio n Observati on	Drawing a pictograph Learners will do exercise A1 in the lesson notes.	Mk text books Real objects e.g. pens	New Mk Bk. 5 Page 214– 217	

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	3				Critical	The leaner :	The leaner:	READING AND INTERPRETING				
					thinking and	Answers questions	 Reads the 	<u>TABLES</u>	Discovery	Learner's		Mk
	&				Problem	about the table.	involved		Discussio	participati	uc	2000
2					solving.		vocabularie	Example:	n	on in class	stration	(new)
							s in the	A farmer recorded the number of	Observati	discussion	str	Bk. 5 Pg
	4						lesson	pineapples he harvested each month	on		n	218-
							correctly in	as shown in the table below;		Learners	5	219
							correct			will do	oa	
				(0			intonation	Month J F M A M 1		exercise	Кb	
		hs	٠,	Щ			and			A2 in the	Chalkboard illu	
		Graphs	<u>8</u>	TABLES			pronunciati			lesson	S	
		ច	Tables	₹			on.	Ppls 420 360 330 380 400 480		notes		
			-				2. Spells the	Highest number of pineapples				
							vocabularies	was harvested in June.				
							correctly.	2. The lowest harvest was in June.				
								The difference between the				
								highest and the lowest was;				
								480 – 330 = 150.				
								d) The sum of all pineapples Harvested was 2370.				
								Harvested was 2370.				
					Critical	The leaner:	The leaner:	DRAWING AND INTERPRETING				
	5				thinking and	Draws tables	Reads the	TABLES	Discovery	Learner's		Mk
2					problem	and represent	involved	Example	Discussio	participati		2000
	&				solving.	the information	vocabularie	A farmer collected 20eggs on	n	on in class		(new)
						given	s in the	Monday, 25 on Tuesday, 15 on	Observati	discussion	ırd	Bk. 5
	6		တ္ဆ			2. Solves	lesson	Wednesday, 30 on Thursday and 25	on		Chalkboard	Page22
		"	g			problems	correctly in	on Friday.		Learners	훜	0 – 221
		Graphs	ta e	Tables		related to the	correct	Draw a table to represent the		will do	;he	
		<u>a</u>	ng n	<u> </u>		table.	intonation	above information.		Exercise	0	
		ര	Ĭ	<u> </u>			and	Day Mon. Tue Wed. Thur. Fri		A3 in		
			Drawing tables				pronunciati			Lesson		
			"				on.	Eggs 20 25 15 30 25		notes.		
							2. Spells the	Questions.			on	
							vocabularie	On which day was the highest			ati	
							s correctly.	number of eggs collected?			illustration	
								Etc.			≝	
								LIU.				

						perce em 5 / 5 / 5 / 5 / 5 / 5 / 5 / 5 / 5 / 5							
2	7				Drawing and problem	The leaner: 1. Names the	The leaner: 1. Reads the	BAR GRAPH: Features of a bar graph	Discovery Guided	Interpretin		New Mk	
	&				solving.	features of a bar	involved	Title	discussion	g a bar		2000	
	Α				Solving.		vocabularie	Vertical axis	uiscussion	graph by	<u>۾</u> ج	Bk. 5	
	8			<u>o</u>		graph. 2. Solves	s in the	Horizontal axis	•	identifying	atic Dia	Pg 221	
	°			뒽		problems	lesson	HOHZOHIAI AXIS		features of	stra	– 223	
		્ર	graphs	graphs		related to the	correctly in	(Refer to the graph in notes pg.4)		a bar	Chalkboard illustration. A chart showing a bar	- 223	
		효	<u> </u>)al		bar graph.	correct	Interpretation of a bar graph		graph.	sho		
		Graphs	ar c				intonation	Example:		Learners	9 <u>1</u>		
			Ba	∣ -ું			and	<u>LXample</u> .		will do	울		
				Drawing bar			pronunciati on.	(Refer to the graph in notes pg.4)		exercise A4	ე გ		
				-			2. Spells						
							the	On which day were more eggs			ج ا		
							vocabularie	collected? etc			graph		
							s correctly.				5	1	
2	9				Drawing	The leaner:	The leaner:	DRAWING A BAR GRAPH FROM					
					and	1. Represents the	1. Read	TABLES.	Class	Drawing a	_	Mk	
	&				problem	information on	s the		discussion	bar graph	Ę	2000	
					solving	the bar graph.	involved	Example:		Learners	tra tra	(new)	
						2. Draws a bar	vocabularie	The table below shows types of food		will do	<u> sn</u>	Bk. 5	
	10			graphs		graph using a	s in the	liked by pupils in a P.5 class.		exercise	≔	Pg 224–	
			ဟ	de.		scale.	lesson			A5 in the	arc	226	
		Graphs	graphs	15 15		3. Solves	correctly in correct	Food I M P C Mt Y		lesson	Chalkboard illustration		
		اع ا	9	Drawing bar		problems related to the	intonation	I – Irish, M – Millet, P – Potatoes,		notes	ha		
		้	Bar	l g		bar graph	and	C – Cassava, Mt – Matooke, Y–			O		
			Δ.	E		Dai grapii	pronunciati	Yams.					
							on.	Graph					
							2. Spells	(Refer to the graph in notes pg.5)					
							the	(1.1515) to the graph in hotes pg.o/					
							vocabularie	Which type of food do most pupils					
							s correctly.	prefer?					
							5 correctly.	Which food is least liked by pupils?					

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3	1 & 2	Graphs	Bargraphs	Recording information from a bar graph to a table	Recording information and problem solving.	The leaner: 1. Records the information from the bar graph to the table. 2. Solves problems related to the graph given.	The leaner: 1. Read s the involved vocabularie s in the lesson correctly in correct intonation and pronunciati on. 2. Spells the vocabularie	RECORDING INFORMATION FROM A BAR GRAPH TO A TABLE Example Study the graph bellow and answer the questions that follow (Refer to the graph and table in notes pg.6) What is the graph about? What is shown on the horizontal axis? What is the scale on the vertical axis	Discovery Discussio n	Recording information from a bar graph to a table Learners will do exercise A6 in the lesson notes	Chalkboard illustration	Mk 2000 (new) Bk. 5 Pg 227 - 228
	3 & 4	Graphs	Bar line graph	Drawing bar line graphs	Recording information and problem solving	The leaner: 1. Interprets bar line graph. 2. Solves problems related to the bar graph.	s correctly. The leaner: 1. Read s the involved vocabularie s in the lesson correctly in correct intonation and pronunciati on. 2. Spells the vocabularie s correctly.	BAR LINE GRAPH Instead of bars, we can use lines to form bar line graphs. Example The graphs bellow show the age and weight of five pupils; A: Age of pupils Refer to the graph and table in notes pg.9) B: Weight of pupils; Refer to the graph and table in notes pg.9) A: Name the pupils with same age. How old is the youngest pupil? How old is Aisha? Who is 10 years old? Etc. B: How heavy is Ronald? Name the pupils with same weight. How much heavier is Hakim than Ronald? Etc.	Guided discussion Discovery	Interpreti ng bar line graphs given. Learners will do exercise A7 in the lesson notes	Chalkboard illustration Chart of a bar line graph	Mk 2000 (new) Bk. 5 Pg 229– 230

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3	5				Critical thinking and problem	The leaner: 1. Draws bar line graphs	The leaner: 1. Read s the	DRAWING BAR LINE GRAPHS USING INFORMATION IN TABLES Example:	Demonstr ation	Drawing bar line		Mk 2000	
	&			graph	solving	using the information in	involved vocabularie	A driver recorded the amount o fuel he used through out the week	Guided discussion	graphs Solving	ation	(new) Bk. 5	
	6	오	graphs	line gr		the table. 2. Solves problems	s in the lesson correctly in	Day M T W T F Amount 10 20 25 15 5		problems related to bar line	Chalkboard illustration	Page23 0	
		GRAPHS	ne gr	Drawing bar line		related to the bar graph.	correct intonation	Bar line graph		graphs. Learners	board		
			Bar line	awing			and pronunciati	Refer to the graph in notes pg.11) Which day did he use least amount of		will do exercise	Chalk		
				Dra			on. 2. Spells	fuel? etc		A8 in the lesson			
							the vocabularie			notes			
					F.(((71. 1	s correctly.	MEASURING TEMPERATURE					
	7				Effective communicati	The leaner: 1. Defines	The leaner: 1. Reads the	MEASURING TEMPERATURE Definition of temperature;	Discussio	-Solving		Mk	
3	&				on and	temperature. 2. Names	involved vocabularie	An instrument used to measure	n Observati	some numbers	L C	2000	
3	8			Щ	problem solving	the instruments	s in the	temperature Units used to measure temperature (on	related to	Chalkboard illustration New Mk text books	(new) Bk. 5	
				T L		used to measure	lesson correctly in	°C and °F) Solving problems related to		temperatu re.	illus ct bo	Pg 233– 234	
		RS	URE	IRA.		temperature. 3. Names	correct	temperature by subtracting.		- Discussin	oard k tex		
		MEASURERS	TENPERATURE	MPE		the units for	and	Example The temperature of food at the time of		g work on	alkb		
		EAS	AP E	E		measuring temperature.	pronunciati on.	serving was 95 °C. After leaving it on		page 233 of new Mk	5 월		
		Σ	臣	READING TEMPERATURE		4. Solves problems	Spells the vocabularie	the plate for 10 minutes, its temperature was 48°C		Bk. 5. -Learners			
				ZEA		related to	s correctly.	What was the fall in temperature?		will do			
				_		temperature by subtraction.		Temp. at serving = 95° C After 10 minutes = 48° C		exercise B1 in the			
										lesson notes			
								Fall in temperature = 95°C – 48°C = 47°C		110163			

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3	9	Measures	Temperature	Reading maximum and minimum temperature.	Effective communicati on and problem solving.	The leaner: 1. Reads the maximum and minimum temperature. 2. Solves problems related to maximum and minimum temperature.	The leaner: 1. Reads the involved vocabularie s in the lesson correctly in correct intonation and pronunciati on. 2. Spells the vocabularie s correctly.	READING MAXIMUM AND MINIMUM TEMPERATURE Example: Study the maximum and minimum thermometer below; Refer to the thermometer in notes pg.13) Maximum Temp. = 40° c Minimum Temp. = -20° c Difference between max. & Min. temp. = 40° - 20° = 40 + 20 = 60° Discussio n Oral questionin g and answer. -Drawing thermomet ers and reading temperatu re on themLearners will do exercise B2 in the lesson notes
3	10	Measures	TEMPERATURE	MAXIMUM AND MINIMUM TEMPERATURE	Critical thinking and problem solving	1. The leaner: 2. Draws a bar graph to represent the maximum and minimum temperature. 3. Interprets the temperature graph. 4. Solves simple problems related to the temperature graphs.	The leaner: 1. Reads the involved vocabularie s in the lesson correctly in correct intonation and pronunciati on. 2. Spells the vocabularie s correctly.	DRAWING AND INTERPRETING A BAR GRAPH TO REPRESENT MAXIMUM AND MINIMUM TEMP. Example Draw a bar graph to represent the maximum and minimum temp. below Time 10pm 11pm 12midnight Max. 5 10 10 Min. 10 20 15 Refer to the graph in notes pg.14) Guided discussion Guided discussion From given rates of temperatu re1111111111

	'		,						1	1	1	1
					Critical	The leaner:	The leaner:	BUYING AND SELLING.				
					thinking and	1. Applies	1. Read		Guided	Learners	Coins	Mk
4	1				problem	formula for	s the	PROFIT	discussion	will do	of	2000
					solving	finding profit.	involved		Use of	exercise	500,	(new)
					3	2. Calculates	vocabularie	PROFIT = Selling price – Buying	examples	B4 in the	200,	Bk. 5
	&					profit for a given	s in the	Price Or	Champioo	lesson	100.	Page
	Œ			(Profit)		business	lesson			notes	50.	245
		w		ું 5				P = SP – CP (BP)		Tioles	50.	245
	_	Щ	_	<u>G</u>		transaction.	correctly in					
	2	<u> </u>	Щ				correct	<u>Example</u>				
		MEASURES	MONEY	SELLIND			intonation	John bought a bucket for 2000/= and				
		I ∀	Ž	=			and	sold it at 2,400/=. Find his profit.				
		Ī		I Ш			pronunciati					
							on.	Cost price = 2,000/=				
				AND			2. Spells	Selling price = 2,400/=				
				4			the	_,				
				Ö			vocabularie	Profit = SP – CP				
				BUYING			s correctly.	= 2,400 – 2,000				
				<u> </u>			S correctly.	= 2,400 = 2,000 = 400/=				
				_ B				1				
	_							Profit = 400/=				
	3				Critical	The leaner:	The leaner:	<u>LOSS</u>				
				ကြွ	thinking	1. Applies	1. Reads the	Loss = Cost price –Selling Price	Guided	Tr./ Pupils	Chalk	Mk
4	&			SELLING (LOSS)	and	the formula of	involved	Or = CP - SP	discussion	participati	board	2000
				<u> </u>	problem	finding loss.	vocabularie	Example		on in the	illustr	(new)
	4			()	solving	2. Calculates	s in the	The cost of a radio is sh. 100,000 If it		lesson.	ation	Bk. 5
		ပ္ပ		Ž	• •	loss in a given	lesson	is sold at sh 80,000, Find the loss		Learners		Page
		MEASURES	MONEY	∣⊒		transaction.	correctly in	made?		will do		245
		5	l ≝	□		transaction.	correct	Loss = cost prise – selling price		exercise		240
		ΔS	□	S			intonation	= PC – SP		B5 in the		
		ш	≥	AND				1				
					1	1	and	= 100,000 - 80,000		lesson		1
		Σ		₹								
		Σ		G A			pronunciati	= 20,000		notes		
		Σ		ING AI			on.	= 20,000 Loss = sh. 20,000.		notes		
		×		UYING AI				,		notes		
		×		BUYING AI			on.	,		notes		

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4	5 & 6	MESURES	MONEY	FINDING COSTPRICE	Critical thinking an d problem solving.	The leaner: 1. Applies the formula for finding the cost price when profit and selling g price are given. 2. Calculates cost price in a given business transaction.	The leaner: 1. Reads the involved vocabularie s in the lesson correctly in correct intonation and pronunciati on. 2. Spells the vocabularie s correctly.	FINDING COST PRICE WHEN PROFIT AND SP ARE GIVEN Example Kitanda sold a cow at sh. 225,000 and made a profit of sh. 35,000. What was his cost price? Cost price = SP - Profit = 225,000 - 35,000 = 190,000 Cost price = sh. 190,000	Guided discussion	Learners will do exercise B6 & B7 in the lesson notes	Chalk board illustr ation	Mk 2000 (new) Bk. 5 Page 246
4	7 & 8	MESURES	MONEY	FINDING SELLING PRICE WHEN PROFIT OR LOSS IS GIVEN	Critical thinking and problem solving.	The leaner: 1. Applies the formula of finding selling price when profit and loss are given. 2. Calculates selling price in a given business transaction.	The leaner: 1. Read s the involved vocabularie s in the lesson correctly in correct intonation and pronunciati on. 2. Spells the vocabularie s correctly.	SELLING PRICE WHEN PROFIT/LOSS IS GIVEN. Example A trader bought a shirt at sh. 7,500. She sold it and made a profit of sh. 3,500. What was her selling price? SP = Buying price + Profit = 7,500 + 3,500 = 11,000 She sold it at sh. 11,000	Guided discussion	Learners will do exercise B8 & B9 in the lesson notes	Chalk board illustr ation	Mk 2000 (new) Bk. 5 Page 247
4	9	MEASURES	SIMPLE RATES	SIMPEL RATE 1	Critical thinking and problem solving.	The leaner: Finds the simple rates and proportions in a given business transaction.	The leaner: 1. Reads the involved vocabularie s in the lesson correctly in correct intonation and pronunciati on. 2. Spells the vocabularie s correctly.	SIMPLE RATES I Example A book costs sh.500. What is the cost of 3 similar books? 1 book = sh500 3books= (3 x 500) Sh. = sh. 1,500 3 books = sh. 1,500	Discussio n Demonstr ation of shopping.	Learner/ Tr. participati on in the lesson. Learners will do exercise B10 in the lesson notes	Chalk board illustr ation	New Mk mtc pg 238

		vereu o	,			porto.com bystem	- 					
4	10	MEASURES	SIMPLE RATES	SIMPLE RATE II.	Critical thinking and problem solving.	The leaner: Finds the simple rates and proportions in a given business transaction.	The leaner: 1. Reads the involved vocabularie s in the lesson correctly in correct intonation and pronunciati on.	SIMPLE RATES II	Discussio n Demonstr ation of shopping.	Learner/ Tr. participati on in the lesson. Learners will do exercise B11 in the lesson notes	Chalk board illustr ation	New Mk mtc pg 238
5	2	MEASURES	SIMPLE RATES	SIMPLE RATES III	Critical thing and problem solving.	The leaner: Finds the simple rates and problem solving in a given business transaction.	The leaner: 1. Reads the involved vocabularie s in the lesson correctly in correct intonation and pronunciati on.	SIMPLE RATES III Example 5 books cost sh. 1000. Find the cost of 12 similar books. 5 books = 1,000 1 book = 1,000 5 1book = 200 12 bk. = 12 x 200 = 2,400	Discussio n Demonstr ation of shopping.	Learner/ Tr. participati on in the lesson. Learners will do exercise B12 in the lesson notes	Chalk board illustr ation	New Mk mtc pg 238

		, crear o	, 1105			porto.com System	<u> </u>					I I	$\overline{}$
	3				Critical	The leaner:	The leaner:	SHOPPING BILLS (TABLES)					
					thinking and	1. Draws a	1. Read		Discussio	Drawing	Chalk	New Mk	
	&				problem	bill table to	s the	Example	n	and	board	Mtc pg	
					solving	represent the	involved	Brenda bought the following items	Discovery	completin	illustr	243	
5	4				Conting	transaction.	vocabularie	from a shop;	Diocovery	g bill	ation.		
"	_					2. Uses	s in the	2 loaves of bread at sh 600 @		tables	ation.		
						appropriate	lesson	4 sodas for sh. 500 @		Learners			
						working	correctly in	2 kg of sugar at sh. 1,000 @		will do			
						methods to	correct	A bag of maize flour at sh. 9,000		exercise			
				23		complete the bill	intonation	a) What was his expenditure?		B14 in the			
		ဟ္		🚽		table.	and	ITEM QTY M'THD AMN'T		lesson			
		W		<u> </u>			pronunciati			notes			
		Ŭ		9			on.	Bread 2 2 x 600 1,200					
		AS		₹			2. Spells						
		MEASURES		<u> </u>			the	Soda 4 4 x 500 2,000					
		2		SHOPPING BILLS			vocabularie	Sugar 2 2 × 1000 2,000					
				S			s correctly.	Flour 1bg 1 x 9,000 9,000					
								Total 14,200					
								b) If she went with sh. 15,000, how					
								much did she remain with as her					
								balance?					
								Balance = 15,000					
			BILLS					-14,200					
			I⊒										
			Δ.					<u>800</u>					
	5				Critical	The leaner:	The leaner:	TRANSPORT CHARGES (WORD)					\dashv
					thinking and	Computes	1. Reads the		Guided	Tr./learner	Chalk	New	
	&				problem	transport	involved	Example I	discussion	Participati	board	Mk Mtc	
5	O.				1 .			A Taxi driver charges sh. 2,000 for	uiscussion	•		l l	
9	_				solving	charges in	vocabularie	trip from Kampala to Jinja per person.		on in	illustr	pg 243	
	6		(BILLS)			relation to daily	s in the	How much will 7 people pay?		lesson	ation.		
				Ø		real life situation.	lesson	4 0.000/		-Learners			
			🔚	🔀			correctly in	1 person = 2,000/=		will do			
		MEASURES	=	WORD PROBLEMS			correct	7 people = 7 x 2,000		exerciseB			
		<u>~</u>	ဟု) B			intonation	= <u>14,000/=</u>		15 in the			
		<u>7</u>	15	 			and	Example II		lesson			
		Ιĕ	<u>&</u>	<u> </u>			pronunciati			notes			
		∣ ₩	≰				on.	Kagoda travelled from Kampala to					
		=	さ	6			2. Spells the	Jinja and then back to Kampala. How					
			Ė	≩				much will he pay if the return fare is					
			K				vocabularie	sh. 2,000?					
			TRANSPORT CHARGES				s correctly.	Online 0.000					
			2					Going = 2,000					
			∣ ব					Back = 2,000					
			ା ଜୁ					Total = 4,000					
			-					He will use sh. 4,000					
		I			l .	I	1			1		l l	

	101	merea e	<i>y</i> . 1105	CIICOI	** ** ** .5 C 11001	porto.com bysten	i de veloped by.	1416 0752057211				
	7				Problem	The leaner:	The leaner:	TRANSPORT CHARGES (TABLE)				
					solving.	 Interprets 	1. Read	<u>Example</u>	Discovery	-Learners	Chalk	Mk
	&			်		transport	s the	The table below shows transport charges	Discussio	participati	board	(new)
5				Ш		charges using a	involved	by bus between different towns in	n	on in	illustr	Bk. 5
	8			9		table.	vocabularie	Uganda. Use it to answer the questions		lesson	ation.	pg. 243.
				(TABLE		2. Solves	s in the	that follow:				
		S		S		problems	lesson	TOWN CHARGES KAMPALA - KASESE 3,500				
		₹		H.		related to the	correctly in	1 3 3 1 3 1 3 1				
		ASURES	BILLS	CHARGES		table.	correct	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1				
		l ∰	∣⊭	₹			intonation	KAMPALA – LUGAZI 1,500 MUTUKULA – K'LA 3.000				
		ΜĒ	ш	Ö			and					
				₩			pronunciati	a) How much will 3 people pay from				
				TRANSPORT			on.	Kampala to Kasese?				
				S			2. Spells	1person = 3,500				
				Z			the	$3people = 3 \times 3,500$				
				₹			vocabularie	= 10,500				
				<u> </u>			s correctly.	3 People will pay sh. 10,500				
	9				Problem	The leaner:	The leaner:	TRANSPORT CHARGES (GRAPH)				
	_				solving	1. Interprets	1. Reads the	Example	Discovery	Interpretin		Mk
5	&					the cost charges	involved	The Graph below shows bus	Discussio	ga		(new)
				(0		from the graph	vocabularies in	transport charges along Mukono –	n	transport		Bk. 5
	10	w		Щ		in relation to the	the lesson	Kampala road:		graph	_	pg. 244
		₩	ဟု	&		distance.	correctly in	'		Learners	jo jo	
		SURES	BILLS	CHARGES		2. Solves	correct	(Refer to the graph in the lesson notes		will do	illustration	
		ΔA	ω	さ		problems in	intonation and	pg 27)		exercise	nst	
		MEA		F		relation to the	pronunciation.	a) How much will one pay for a		B16 in the		
		2		P P		cost and	2. Spells the	distance of 15Km?		lesson	ard	
				TRANSPORT (GAPHS)		distance on the	vocabularies	b) What distance will require me to		notes	board	
				ĮžΞ		graph.	correctly.	pay sh. 400?			¥	
				\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \				c) What is the difference in the cost			Chalk	
				= 9				of a journey of 15Km and 5Km?			O	

		vereu e	7. 1105	CIIOOI		Pritical The learner: The learner: INITS OF TIME						
6	1				Critical	The leaner:	The leaner:	UNITS OF TIME				
					thinking and	1. Mentions the	The leaner:	1 Hour - 60 minutes	Discussio	Learner/		Du ∫
	&				problem	units of time.	1. Reads the	1 Minute – 60 seconds	n	Tr.		
	-				solving.	2. Converts hours	involved	1 Hour - 3,600 seconds		Participati		5 pg. 226 – 7. •(new) -3; •(new) Understanding 240:
	2				oorving.	to minutes.	vocabularies in	Converting from one unit to another.		on in the		l st
	_					Converts minutes	the lesson	Converting from one unit to another.		lesson.		g e
				丘		to hours.	correctly in	Example I		Learners		'
		ဟ		≥		to flours.		Convert 2 hours to minutes				6
		│₩	빝	E			correct			will do		ex
		5	TIME	7			intonation and	1 hour = 60 minutes		exerciseB		pg. 226 - 3; •(new) 40:
		\ \ \ \	•	ō			pronunciation.	2 hours = 2 x 60		17 in the	Ä.	9 4
		MEASURES		$\mathbf{\tilde{s}}$			2. Spells the	= 120		lesson	ĕ	ا تن إل
		≥		UNITS OPF TIME			vocabularies	2 Hours = 120 minutes		notes) ţt	X 2 4
				5			correctly.				<u> </u>	S S
								Example II			= 5	id gg f
								Convert 240 minutes to hours			ar	_ <u>წ</u> მ_
								1 minute = 1/60 hours			Q	8 4 4
								240minutes = 1/60 x 240			¥	G S S E
								= 4			Chalk board illustration.	ᅙᄎ 라뷰
								240 minutes = 4hours.			0	•(old) MK 2000 Pupils BK.5 p Pupils BK5 pg. 250 –3; MTh RK5 Pg. 228 – 24
	3				Critical	The leaner: 1.	The leaner:	TELLING TIME USING AM. AND PM				
6				TELLING TIME USING AM AND PM	thinking and	Tells time using Am	1. Reads the	Example	Guided	Reading	Clock	Mk MTh
				4	problem	and PM.	involved	<u> </u>	discussion	time from	face	(new)
	&			Ž	solving.	2. Reads time	vocabularies in	(Refer to clock faces on page 40 of	aloodoololl	a clock	Chalk	Bk. 5
	_ ~			<u></u>	Joiving.	using quarter past	the lesson	the lesson notes)		face	board	pg. 250
	4			⊃		or to.	correctly in	It is 2 O'clock in the morning or 2.00		Learners	illustr	– 3 (old)
	4	· · ·	ш	J		3. Draws a clock	correct	_		will do	ation	226-7.
		MEASURES	TIME	∣ ≓				am.			allon	220-7.
		폭	⊢	⊙ =		face showing time.	intonation and	T. III		exercise		
		เรา		≥ €			pronunciation.	Telling time using ½, ¼, "Past"		B18 in the		
		≰		╛┟			2. Spells the	or"To"		lesson		
		Ξ		삗			vocabularies			notes		
				<u> </u>			correctly.					
					Problem	The leaner:	The leaner:	ADDITION OF TIME				
					solving	Adds time using	1. Reads the		Guided	Tr./	Chalk	Underst
	5					finite system.	involved	<u>Example</u>	discussion	Learner	board	anding
		ဟ	ш	ш			vocabularies in	Workout:		participati	illustr	MTh
6		₩	TIME	≥			the lesson			on in the	ation	Pupils
		5	_	 			correctly in	Hours Min		discussion		Bk. 5
		MEASURES		P			correct	10 50		Learners		Pg. 228-
		₩		Ž			intonation and	+ 2 30		will do		240
		≥		○			pronunciation.	13 20 { 80 =1 r 20}		exercise		
				∣ <u></u> ≒			2. Spells the	60		B19 in the		
				ADDITION OF TIME			vocabularies			lesson		
				₹			correctly.	= 13 Hours 20 Minutes.		notes		
					I.	1	Correctly.	- 13 HOUIS 20 MIIIIU163.		110103		

lk Understa
d nding
tra MTh
Pupils
Bk. 5 Pg
240
alk (New)
rd Mk Bk.
tr 5 pg.
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				5	Problem	The leaner:	The leaner:	FINDING DURATION INVOLVING					
				₽	solving.	Finds duration	1. Read	"AM AND "PM"	Guided	Finding	Chalk	(New	
				(1)		of activities	s the	<u>Example</u>	discussion	the	board	Mk) Bk.	
	8			∣ <u>ĕ</u>		involved the Am	involved	The bus started its journey to Mbale		duration	illustr	5 page	
6				│ ⋝		and PM.	vocabularie	at 9 : 00 am and reached its		involving	ation	252	
				INVOLVING M .		Subtracts and	s in the	destination at 1 : 30 p.m. How long		am /p.m.			
		S	TIME	≩ _:		add to find time	lesson	did the journey take?		Learners			
		l <u>≅</u>	⋛			duration.	correctly in			will do			
		MEASURES		δ –			correct	Subtract 12:00 noon		exercise			
		<u>K</u>		ĔĐ			intonation	- <u>9 : 00 am</u>		B22 in the			
		Ξ		≥ &			and	3 Hours		lesson			
				DURATION AND P			pronunciati			notes			
							on.	Next add 3 Hours 00min					
				ΙŽ			2. Spells	+ <u>1 Hour 30 min</u>					
				FINDING			the	4 Hours 30 min					
				€			vocabularie						
							s correctly.						
					Problem	The leaner:	The leaner:	TIME TABLES					
					solving	Interprets the	 Reads the 	<u>Example</u>	Guided	Drawing	Chalk	(new)	
						distance on the	involved	The table below is a distance	discussion	and	board	Mk Bk.	
	9					timetable.	vocabularie	timetable for a bus travelling from	Discovery	interpretin	illustr	5 pg.	
				l		2. Solves	s in the	Masindi to Kitgum. Use it to answer		g tables	ation	253	
	&	SURES		TABLE		problems	lesson	questions that follow.		Learners			
		포	ш	B		related to the	correctly in			will do			
6		เร	TIME			timetable.	correct	(Refer to table on page 35 of the		exercise			
	10	MEA	-			Comprehends	intonation	lesson notes)		B23 in the			
		Ξ		TIME		the distance	and			lesson			
				-		timetable and	pronunciati	a) At what time did the bus reach		notes			
						solve the given	on.	Kamudni?					
						problems.	2. Spells the	b) What time did the bus leave					
							vocabularie	Lira?					
							s correctly.						

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7	1 & 2	MEASURES	HIME	12 HOUR CLOCK SYSTEM UNITS	Critical thinking. and problem	The leaner: 1. Reads time in the 12-hour clock system. 2. Uses pm and am correctly.	The leaner: 1. Read s the involved vocabularie s in the lesson correctly in correct intonation and pronunciati on. 2. Spells the vocabularie s correctly. The leaner:	12 Hour clock syste Morning am (ant Afternoon p.m. (The use of "to" a A new day begin A day has 24 hour	i meridian) Post meridian) nd "past" is at midnight	Guided discussion	Reading time in 12 hour time. Learners will do exercise B24 in the lesson notes	Chalk board illustr ation Clock face	Underst anding MTh Pupils Bk. 5 Pg 250	
7	& 4	MEASURES	TIME	24 HOUR CLOCK	thinking and problem solving	1. Reads time in the 24-hour system. 2. Uses hours correctly.	1. Read s the involved vocabularie s in the lesson correctly in correct intonation and pronunciati on. 2. Spells the vocabularie s correctly.	i) Units used 12 Hr Clock 12:00am (midnight) 1:00 am 2:00 am 3:00 am 4:00 am 5:00 am 6:00 am 7:00 am 8:00 am 9:00 am 10:00 am 11:00 am 12:00 p.m. (mid day) 1:00 p.m.	24 Hr Clock 0000Hrs 0100 Hrs 0200 Hrs 0300 Hrs 0400 Hrs 0500 Hrs 0600 Hrs 0700 Hrs 0800 Hrs 0900 Hrs 1000 Hrs	Guided discussion	Learners participati on in lesson	Chalk board illustr ation Clock face	Underst anding MTh Pupils Bk. 5 Pg 250-1	

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7	5	MEASURES	TIME	12 HOUR CLOCK TO 24 HOUR CLOCK TIME	Problem solving	The leaner: 1. Converts 12-hour clock time to 24-hour clock time. 2. Writes 24- hour clock time using hours without using points.	The leaner: 1. Read s the involved vocabularie s in the lesson correctly in correct intonation and pronunciati on. 2. Spells the vocabularie s correctly.	CONVERTING 12 HR TIME TO 24 HR TIME Example What is 1.00pm in 24hour time? 1.00 +12.00 1300 hours So 1.00pm = 1300hours	Guided discussion Observati on.	Learners participati on in lesson Learners will do exercise B25 in the lesson notes	Chalk board illustr ation Clock face	Underst anding MTh Pupils Bk. 5 Pg 182	
7	6	MEASURES	TIME	24 HOUR CLOCK TO 12 HOUR CLOCK TIME	Problem solving	The leaner: 1. Converts 24 hours to 12 hours. 2. Writes 12 hours in am or pm.	The leaner: 1. Reads the involved vocabularie s in the lesson correctly in correct intonation and pronunciati on. 2. Spells the vocabularie s correctly.	CONVERTING 12 HR TIME TO 24 HR TIME Example Change 1545hours to 12 hour time 15.45 -12.00 3.45pm So 1545hours = 3.45pm.	Guided discussion Observati on.	Learners participati on in lesson Learners will do exercise B26 in the lesson notes	Chalk board illustr ation Clock face	Underst anding MTh Pupils Bk. 5 Pg 183	

	100	vereu by	y. - 1103	CHOO1-		porto.com System	i developed by.	1010 0732097211				
	7				Problem	The leaner:	The leaner:	DISTANCE, TIME AND SPEED		Learner /		
					solving	1. Finds the	 Reads the 		Guided	Tr.	Chalk	(new)
	&			i iii		distance.	involved	DISTANCE:	discussion	participati	board	Mk Bk.
			40	SPEED		2. Calculates	vocabularie	Distance = Speed x Time		on in the	illustr	5
7	8		ES .	S		the speed.	s in the	Example:		lesson.	ation	Pg. 254
			CHARGES	AND			lesson	Find the distance covered by a driver		Learners		- 258
		4.0	₽	₹			correctly in	for 2 hours at a speed of 60 km/hr		will do		200
		Si	픗	빝			correct	Total at a speed of so killing		exercise		
		폭		∣€			intonation	Distance = Speed x Time		B27 in the		
		MEASURES	Р	ш			and	= 60km/hr x 2 hrs		lesson		
		₩	ပ္သ	2			pronunciati	= 60 km x 2		notes		
		Σ	F	₹			on.	= 120km		110103		
			RATES	DISTANCE TIME			_	He covered 120 km.		Learners		
				⊟≅			2. Spells the	The covered 120 km.		will do		
							vocabularie			exercise		
							s correctly.			B28 in the		
										lesson		
					Problem	The leaves	The leaves	CDEED	Cuidad	notes		
						The leaner: 1. Finds the	The leaner: 1. Read	SPEED Speed = Distance	Guided discussion	Learner / Tr.	Chalk	(2011)
	9				solving.	distance.	s the	Time	uiscussion			(new) Mk Bk.
	9			Δ				1		participati	board	1VIK DK.
7				SPEED		2. Calculates the	involved vocabularie	Example:		on in the lesson.	illustr ation	-
'				<u> </u>		speed.		At what speed does a cyclist travel			alion	Pg. 254
		(n		80			s in the	if he completes a distance of		Learners		– 258
		Щ	ü	AND			lesson	150km in 3 hrs?		will do		
		MEASURES	SPEED	₹			correctly in	Speed = Distance		exercise		
		YS.	R	SPEED			correct	Time		B27 in the		
		<u>□</u>		٣			intonation	50		lesson		
		≥		S			and	= 150 km		notes		
							pronunciati	3hrs				
							on.	1				
							2. Spells	= <u>50km/hr</u>				
							the					
							vocabularie					
							s correctly.					

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7	10	MEASURES	TIME	TIME	Critical thinking and problem solving	The leaner: Calculates the time taken by a moving object to cover a given distance	The leaner: 1. Reads the involved vocabularie s in the lesson correctly in correct intonation and pronunciati on. 2. Spells the vocabularie s correctly.	TIME Time = Distance Speed Example: Calculate the time taken by a car travelling at 60km/hr to cover a journey of 480 km. Time = Distance Speed = 480 km 60km/hr 8 = 48 6hr = 8hrs	Guided discussion	Learner / Tr. participati on in the lesson. Learners will do exercise B29 in the lesson notes	Chalk board illustr ation	(new) Mk Bk. 5 Pg. 254 – 258
8	1	MEASURES	CAPACITY	MEASURES IN LITERS AND MILLILITRES	Critical thinking and problem solving.	The leaner: 1. Uses ml or cc as the same units for measuring liquids. 2. Compares cc to ml.	The leaner: 1. Reads the involved vocabularie s in the lesson correctly in correct intonation and pronunciati on. 2. Spells the vocabularie s correctly.	MEASURING IN LITRES AND MILLILITRES. ii) Comparing soda bottles 300ml 300cc 500ml 500cc Comparing milk packets 1 litre and 1000 ml (Refer to diagrams in the lesson notes Pg.55)	Guided discussion	Learner / Tr. participati on in the lesson. Comparin g cc to ml Learners will do exercise B30 in the lesson notes	Chalk board illustr ation Empt y soda bottle s tins bottle s.	(New) Mk 5 pg. 260- new) Mk Bk. 5 pg. 259 -64.3
8	2 & 3	MEASURES	CAPACITY	CHANGING LITRES TO MI	Critical thinking and problem solving.	The leaner: 1. Changes litres to mi. 2. Converts litres to ml with fractions or decimals.	The leaner: 1. Reads the involved vocabularie s in the lesson correctly in correct intonation and pronunciati on. 2. Spells the vocabularie s correctly.	CHANGING LITRES TO ML. Example Change 7 litres to ml 1litre = 1000ml 7litres = 7 x 1000 = 7000 ml	Guided class discussion	Learner / Tr. Participati on in class -Learners will do exercise B31 in the lesson	Chalk board illustr ation	(New) Mk 5 pg. 263

The leaner: 1. Expresses ml to litres. 2. Reduces fractions by cancelling then with the LDC. Spells the vocabularie s correctly. The leaner: 1. Reads the involved vocabularie s in the lesson correct intonation and pronunciati on. 2. Spells the vocabularie s correctly. The leaner: 1. Reads the involved vocabularie s in the lesson correct intonation and pronunciati on. 2. Spells the vocabularie s correctly.	ded Learners participati on in lesson -Learners will do exercise B32 in the lesson	rd Mk 5 str pg. 263
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	6,				Critical	The leaner:	The leaner:	COMPARING MET					
					thinking and	States the	1. Read	Meaning of metric	: names	Guided	Comparin	Chalk	(new)
					problem	meaning of the	s the			discussion	g metric	board	Mk Bk.
8	7				solving.	given metric	involved	 Place value 	b) Meaning	Discovery	units	illustr	5 pg.
						names.	vocabularie	Kilo	1000m		-Learners	ation	261
	&					2. Names the	s in the	Hecto	100m		will do		
						basic units for	lesson	Deca	10m		exercise		
	8					weight, length	correctly in	Deci	¹ / ₁₀ m		B33 in the		
	°					and capacity. 3. Recites the	correct intonation	Centi milli	¹ / ₁₀₀ m ¹ / ₁₀₀₀ m		lesson		
						standard	and	1111111	71000111				
						ordering of	pronunciati	Basic measure un	nits for				
						given measures.	on.	Weight – Gra					
						4. Compares	2. Spells	Length – Met					
						units with	the	Capacity – Litre					
				ပ		standard units.	vocabularie						
				COMPARING METRIC UNITS			s correctly.	Ordering Weight, le					
				<u> 2</u>				Km Hm Dm M d					
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		MEASURES	CAPACITY	Ш В				Kl Hl Dl L dl	l Cl Ml				
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								1M - 1m 1G	G – 1g]			
								1dm - 0.1m 1d	dg – 0.1g				
									Cg – 0.01g				
								1Mm - 0.001 1N	Mg – 0.001g				
								1Kltr - 1000ltr		-			
								1Hltr - 1000ltr		-			
								1Dltr - 10ltr		-			
								1ltr - 1ltr		1			
								1dltr - 0.1ltr		1			
								1Cltr - 0.01ltr		1			
								1Mltr - 0.001ltr		1			

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8	9 &	MEASURES	MASS	CHANGING KG TO GMS	Critical thinking and problem solving.	The leaner: 1. Converts KG to grams. 2. Performs calculations involving fractions.	The leaner: 1. Reads the involved vocabularie s in the lesson correctly in correct intonation and pronunciati on. 2. Spells the vocabularie s correctly. The leaner:	Example Express 5kg to grams 1kg = 1000gm 5kg = 5 x 1000 gms = 5000gms	Guided discussion	Learner/Tr .participati on in the lesson. -Learners will do exercise B34 in the lesson	Chalk board illustr ation	(new) Mk bk. 5 pg. 262
9	1	MEASURES	MASS	GMS TO KMS	solving.	Expresses grams to Kg. Expresses grams to Kg using fractions.	1. Reads the involved vocabularie s in the lesson correctly in correct intonation and pronunciati on. 2. Spells the vocabularie s correctly.	EXPRESSING GRAMS TO KG Example Express 4000g in Kg 1000g = 1kg 1g = 1 kg 1000 4 4000g = 1 x 4000 1000 4000 g = 4kg	Guided class discussion	Learners participati on in class -Learners will do exercise B35 in the lesson	Chalk board illustr ation	(New) Mk Bk. 5 Pg. 262
9	3	GEOMETRY	LINES	LINES	Critical and creative thinking	 The leaner: Defines a line. Defines a line segment. Names the types of lines. Draws each type. Identify the types of lines. 	The leaner: 1. Reads the involved vocabularie s in the lesson correctly in correct intonation and pronunciati on. 2. Spells the vocabularie s correctly.	LINES 5. Definition of a line. 6. Definition of a line segment. 7. Naming the types of lines. 8. Describing each type of line. 9. Drawing each type of line. 10. Identifying the types of lines.	Guided discussion	Learners' participati on in the lesson.	M,Ch alkbo ard illustr ation Desks Walls	A new Mk Math page 175-176

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9	4	GEOMETRY	LINES	INTERSECTING LINES	Problem solving.	The leaner: 1. Defines intersecting lines. 2. Forms intersecting lines. 3. Identifies points of intersection of a given line . 4. Names the points of intersection.	The leaner: 1. Reads the involved vocabularie s in the lesson correctly in correct intonation and pronunciati on. 2. Spells the vocabularie s correctly.	 INTERSECTING LINES 5. Definition of intersecting lines. 6. Forming intersecting lines using straight objects. 7. Identifying points of intersection. 8. Naming the points of intersection. 	Guided discussion	Drawing intersectin g lines. Learners will do Exercise C1	Pencil s Rubb er Band s Chalk board illustr ation	A new Mk Math page 179	
9	5	GEOMETRY	LINES	PARALLEL LINES.	Critical thinking and problem solving.	The leaner: 1. Defines a parallel line. 2. Draws the symbol for parallel lines. 3. Draws parallel lines. 4. Identifies parallel lines from a set of a given lines.	The leaner: 1. Reads the involved vocabularie s in the lesson correctly in correct intonation and pronunciati on. 2. Spells the vocabularie s correctly.	PARALLEL LINES Definition of parallel lines. The symbol for parallel lines. Drawing parallel lines. Identifying parallel lines.	-Guided discussion observatio n	Drawing parallel lines. Identifying parallel lines from immediate surroundin g.	Objec ts in and out of the class rooms eg desks	A new Mk Math page 175-176	

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9	6 & 7	GEOMETRY	LINES	PERPENDICULAR LINES.	Critical thinking and problem solving	The leaner: 3. Describe perpendicular lines. 4. Draw a symbol for perpendicular lines. 5. Name some shapes with perpendicular lines.	The leaner: 1. Read s the involved vocabularie s in the lesson correctly in correct intonation and pronunciati on. 2. Spells the vocabularie s correctly.	PERPENDICULAR LINES 1) Description of perpendicular lines. 2) The symbol for perpendicular lines. 3) Identifying perpendicular lines. 4) Identifying perpendicular lines. 5) Naming some shapes with perpendicular lines.	-Guided discussion - observatio n	Learners will do Exercise C 3	Objects in and out of the class rooms eg desks, walls, books, sets, rulers, etc.	A new Mk Math page 180-185
9	8 & 9	GEOMETRY	LINES	LINES OF SYMETRY	Critical thinking and problem solving.	The leaner: 1. Defines folding lines of symmetry. 2. Identifies symmetric and non-symmetric shapes. 3. Uses the given shapes to find out the number of folding symmetry.	The leaner: 1. Reads the involved vocabularie s in the lesson correctly in correct intonation and pronunciati on. 2. Spells the vocabularie s correctly.	LINES OF SYMETRY 4. Definition of line of symmetry. 5. Meaning of symmetric and non-symmetric figures. 6. Figures and lines of symmetry. 7. The number of folding symmetry in different shapes.	-Practical lesson - Discussio n	Learners will do Exercise C4	Pairs of scisso rs, sheet s of rectan gular paper	A new Mk Math page 184-185
9	10	GEOMETRY	LINES	CIRCLES	Problem solving.	The leaner: 1. Defines a circle. 2. Names parts of the circle. 3. Identifies the types of a circle.	The leaner: 1. Reads the involved vocabularie s in the lesson correctly in correct intonation and pronunciati on. 2. Spells the vocabularie s correctly.	A CIRCLE 3. Definition of a circle. 4. Naming parts of a circle. 5. Identifying the parts of a circle.	-Guided discussion	Learners will write some informatio n about the Circle in their notes.	Chalk board illustr ation	A new Mk Math page 186

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10	1 & 2	GEOMETRY	FINDING RADIUS WHEN DIMETER IS GIVEN	RADIUS WHEN DIAMETER IS GIVEN.	Critical thinking and problem solving.	The leaner: 1. Defines radius. 2. Identifies radius on a circle. 3. Calculates the radius of a circle when diameter is given.	The leaner: 1. Reads the involved vocabularie s in the lesson correctly in correct intonation and pronunciati on. 2. Spells the vocabularie s correctly.	FINDING RADIUS WHEN DIAMETER IS GIVEN Definition of radius. Example Calculating the radius of a circle when diameter given is 8cm. Radius = Diameter 2 = 8cm 2 Radius = 4cm	-Guided discussion - observatio n	Learners will do Exercise C5	Chalk board illustr ation	Underst anding mtc pg 184
10	3	GEOMETRY	FIND DIAMETER WHEN RADIUS IS GIVEN		Problem solving.	The leaner: 1. States the relationship between the radius and the diameter. 2. Calculates the radius of a circle when diameter is given. 3. Applies the right units for the answer.	The leaner: 1. Read s the involved vocabularie s in the lesson correctly in correct intonation and pronunciati on. 2. Spells the vocabularie s correctly.	FINDING DIAMETER WHEN RADIUS IS GIVEN 3. Definition of diameter. 4. Identifying diameter from a circle. 5. The relationship between the diameter and the radius. Example Calculating the diameter of a circle when radius given is 13cm. Diameter = 2r = 2 x r = 2 x 13cm Diameter = 26cm	-Guided discussion - observatio n	Learners will do Exercise C6	Chalk board illustr ation	Underst anding mtc pg 185
10	4 & 5	GEOMETRY	CIRCLES	CONSTRUCTING CIRCLES	Drawing	The leaner: 1. Constructs a circle when radius is given. 2. Constructs a circle when diameter is given.	The leaner: 1. Reads the involved vocabularie s in the lesson correctly in correct intonation and pronunciati on. 2. Spells the vocabularie s correctly.	CONSTUCTING A CIRCLE Constructing a circle when radius is given. Constructing a circle when diameter is given.	Demonstr ation Observati on	Learners will do Exercise C7& C8	- ruler - pair of comp asses chalk board illustr ation	A new Mk Math page 186

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10	6	GEOMETRY	EQUILATERALS	CONSTRUCTING EQUILATERALS	Drawing	The leaner: 1. Constructs an equilateral triangle using a ruler and a pair of compasses. 2. Constructs an equilateral triangle in a circle.	The leaner: 1. Reads the involved vocabularie s in the lesson correctly in correct intonation and pronunciati on. 2. Spells the vocabularie s correctly.	CONSTRUCTING EQUILATERAL TRIANGLE 4. Constructing equilateral triangles using a ruler and pair of compasses only. 5. Constructing an equilateral triangle in a circle.	Demonstr ation Observati on	Learners will do Exercise C9 &C10	- ruler - pair of comp asses - chalk board illustr ation	A new Mk Math page 186-189
10	7 & 8	GEOMETRY	HEXAGON	A REGULAR HEXAGON	Critical thinking and problem solving	The leaner: 1. Constructs a regular hexagon in a circle. 2. Carries out accurate measurement.	The leaner: 1. Read s the involved vocabularie s in the lesson correctly in correct intonation and pronunciati on. 2. Spells the vocabularie s correctly.	A REGULAR HEXAGON IN A CIRCLE Constructing a regular hexagon in a circle	Demonstr ation Observati on	Learners will do Exercise C11	- ruler - pair of comp asses chalk board illustr ation	A new Mk Math page 188
10	9	GEOMETRY	ANGLES	TYPES OF ANGLES	Critical thinking and problem solving.	The leaner: 1. Defines an angle. 2. Describes the relation and revolution. 3. Relates angles made to each turn.	The leaner: 1. Reads the involved vocabularie s in the lesson correctly in correct intonation and pronunciati on. 2. Spells the vocabularie s correctly.	 ANGLES. 3. Definition of an angle. 4. Description of a rotation and revolution. 5. Demonstration of rotation and revolution. 	Demonstr ation Observati on	Learners will do Exercise C12	Chalk board illustr ation. Body move ments	A new Mk Math page 189-190

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10	10	GEOMETRY	COMPASS	DIRECTION	Critical thinking and problem solving.	The leaner: 1. Names parts of a compass. 2. Estimate angles between two given directions. 3. Establishes small and big angles between two given directions.	The leaner: 1. Read s the involved vocabularie s in the lesson correctly in correct intonation and pronunciati on. 2. Spells the vocabularie s correctly.	Naming parts of a compass. Stimating angles between two given directions. Establishing smaller and bigger angles between two given directions.	Demonstr ation Observati on	Learners will do Exercise C13	-Chart showi ng comp ass directi on.	A new Mk Math page 191-192	
11	1	GEOMETRY	COMPASS DIRECTION	TURNS	Critical thinking and problem solving.	The leaner: 1. Finds angles made on a compass direction on making a turn. 2. Finds direction made on a compass from an angle of turn.	The leaner: 1. Reads the involved vocabularie s in the lesson correctly in correct intonation and pronunciati on. 2. Spells the vocabularie s correctly.	CLOCKWISE AND ANTICLOCKWISE TURNS 1. Finding angles made on a compass direction on making a turn. 2. Finding directions made on a compass direction from an angle of turn.	Demonstr ation Observati on	Learners will do Exercise C14	Chalk board illustr ation. Body move ments	A new Mk Math page 192	
11	2	GEOMETRY	ANGLES	TYPES OF ANGLES	Problem solving.	The leaner: 1. Names types of angles. 2. Describes each type of angles. 3. Draw each type of angles.	The leaner: 1. Reads the involved vocabularie s in the lesson correctly in correct intonation and pronunciati on. 2. Spells the vocabularie s correctly.	TYPES OF ANGLES 4. Naming types of angles. 5. Describing each type of angle. 6. Drawing each type of angle. 7. Identifying each type of angle. angle.	Demonstr ation Observati on	Learners will do Exercise C15	Chalk board illustr ation	A new Mk Math page 193	

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11	3	GEOMETRY	ANGLES	MEASURING ANGLES USING A SCALE	Problem solving.	The leaner: Names the two types of scales. States when each scale is used.	The leaner: 1. Reads the involved vocabularie s in the lesson correctly in correct intonation and pronunciati on. 2. Spells the vocabularie s correctly.	MEASURING ANGLES USING A PROTRACTOR. 4. The inner and outer scale of a protractor. 5. When the outer scale is used. 6. When the inner scale is used. 7. Using a protractor to measure given angles.	Discussion Observation	Learners will do Exercise C16	- Protra ctor - Pencil	A new Mk Math page 194-196
11	4	GEOMETRY	ANGLES	CONSTRUCTING ANGLES	Problem solving	The leaner: 1. Constructs angles using a protractor. 2. Labels and name the constructed angles.	The leaner: 1. Reads the involved vocabularie s in the lesson correctly in correct intonation and pronunciati on. 2. Spells the vocabularie s correctly.	CONSTRUCTING ANGLES. Constructing angles using a protractor.	Discussio n - Observati on	Learners will do Exercise C17	- Protra ctor -Ruler - Pencil	A new Mk Math page 197
11	5	GEOMETRY	ANGLES	MEASURING ANGLES	Problem solving.	The leaner: 1. Measures angles on a straight line using a protractor. 2. Uses inner and outer scale of a protractor to measure angels on both sides of a straight line	The leaner: 1. Reads the involved vocabularie s in the lesson correctly in correct intonation and pronunciati on. 2. Spells the vocabularie s correctly.	MEASURING ANGLES 5. Measuring angles on a straight line using a protractor. 6. Use of the inner and outer scales.	- Discussio n - Observati on	Learners will do Exercise C18	Protra ctor	A new Mk Math page 198

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		6				Critical	The leaner:	The leaner:	FINDING ANGLES MARKED BY	Discussio				
					B	thinking and	1. Finds the	 Reads the 	<u>LETTERS</u>	n	Learners	Chalk	A new	
					1	problem	value of the	involved	Example	Observati	will do	board	Mk	
					KED	solving.	unknown	vocabularie		on	Exercise	illustr	Math	
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