

MATHEMATICS ACTIVITIES
PUPIL'S BOOK
GRADE 3

FOR LEARNERS
WITH PHYSICAL IMPAIRMENT



MINISTRY OF EDUCATION

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Foreword

The focus of education in any country is the provision of quality and inclusive education and training to all its citizens. The Government of Kenya is committed to this goal as one of the Sustainable Development Goals (SDGs), a contributor to other core SDGs and a right for all, irrespective of their physical status, according to the 2010 Constitution of Kenya. Quality education is paramount to any country in the development and building of a just and cohesive society that enjoys inclusive and equitable social development. In an effort to realise national aspirations of education as envisioned in all policy documents, the Government has provided a policy framework to offer direction in modernising and re-branding the country's education and training system including that of learners with special needs. These documents include *Vision 2030*, *the National Education Sector Strategic Plan 2018 – 2022 (NESSP)* and *Sessional Paper No. 1 of 2019*.

It is the focus of the Government to ensure maintenance and improvement of inclusive, equitable and quality education to avoid persistent regional disparities in the learning outcomes, as well as access to education based on gender, diverse needs, location and region. The basis of the ongoing education reform is to make education in Kenya competitive internationally and socio-economically viable. The Government is ensuring that education strives to stimulate innovation and enhance the acquisition of 21st Century skills through the provision and adaptation of content for learners with special needs.

The Ministry of Education, in partnership with Global Partnership for Education and other development partners, has invested heavily in the provision of educational materials, infrastructure, and human resources in order to enhance the quality of education delivered in Kenyan schools. Evidence-based interventions and global best practices have been adopted in teaching numeracy in early grades.

This adapted mathematics pupil's book for learners with special needs and disability is based on the Competency Based Curriculum and is approved by the Kenya Institute of Curriculum Development for use in schools. It will no doubt inform and guide the teaching and learning of mathematics in early grades. The design of the book ensures that all Kenyan learners with special needs and disability can perform arithmetic operations accurately and efficiently.



Prof. George A. O. Magoha, EGH,
Cabinet Secretary,
Ministry of Education

Preface

The goal of the Ministry of Education is to provide quality and inclusive education to all learners irrespective of their socio-economic and physical status. Over time, reforms have been undertaken to improve the education sector with a view to making it globally competitive. The Competency Based Curriculum that has been rolled out emphasises nurturing every learner's potential to ensure they are engaged, empowered and ethical. Its focus is on the provision of quality inclusive education and relevance.

Research initiatives such as National Assessment Monitoring Learning Achievement (NASMLA) and Southern and Eastern Africa Consortium for Monitoring Education Quality (SACMEQ) indicate the need for improved achievement in literacy and numeracy competencies among learners with special needs. Recent developments in the education reform process emphasize the role of literacy and numeracy competencies in supporting learning, especially in the foundational early grades. The increasing focus on the quality of education has resulted in interventions that have shown a positive impact on literacy and numeracy outcomes.

The Ministry of Education has had an increasing focus on the quality of education in lower primary, particularly in the areas of literacy and numeracy. The Early Grade Mathematics component of the Kenya GPE's Primary Education Development (PRIEDE) Project is a scale-up of the Primary Mathematics and Reading (PRIMR), which was supported by USAID and DFID.

The overarching goal of Early Grade Mathematics is to improve early grade mathematics competency among learners. The programme aims at improving teacher capacity for effective delivery of classroom instruction, improving access to appropriate mathematics textbooks, teachers guides, and enhancing instructional support and supervision of teachers by Curriculum Support Officers and head teachers.

This adapted pupil's textbook for learners with special needs and disability is based on the Competence-Based Curriculum and approved by Kenya Institute of Curriculum (KICD) for use in the teaching of Mathematics in Early Grades. This book aims at helping pupils with special needs and disability to learn a variety of mathematical skills and concepts.



Dr/Belio R. Kipsang, CBS
Principal Secretary
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Acknowledgements

This adapted pupil's book for learners with special needs and disabilities has been adapted as a result of the generous financial support from the Global Partners in Education (GPE). The book was initially developed based on the 8-4-4 curriculum after a successful USAID/Kenya and DFID/Kenya funded pilot programme, the Primary Math and Reading Program (PRIMR). The book was reviewed in alignment with the Competency Based Curriculum and is approved by the Kenya Institute of Curriculum Development.

The Principal Secretary, State Department of Early Learning and Basic Education, Ministry of Education, Dr Belio Kipsang, and Dr Julius Jwan, were instrumental in tirelessly directing the technical efforts of the relevant directorates at MoE, the Kenya National Examinations Council (KNEC), Kenya Education Management Institute (KEMI), Kenya Institute of Special Education (KISE) and the Teacher's Service Commission (TSC).

In a special way, we thank the Global Partnerships for Education (GPE) for funding the implementation of the PRIEDE Project, and World Bank for effective supervision. We also express our deepest appreciation to Ruth Charo, the Task Team Leader (World Bank), who provided invaluable guidance and support in the adaptation process of this book.

Special recognition to MoE Director General Elyas Abdi, PRIEDE Project National Coordinator Martha Ekirapa, and KICD Senior Deputy Director Jacqueline Onyango for their outstanding support to the team during the process of the adaptation of this book. Further, we acknowledge the role of the PRIEDE Project Component 1 Lead, Hellen Boruett, PRIEDE staff Juma Munyiri and Mr Joshua Kilundo for effective coordination of the whole process, and the crucial role of the relevant MoE Directorates: the Directorate of Quality Assurance and Standards, the Directorate of Primary Education, the Directorate of Special Needs Education, the Directorate of Field and other Services, CEMASTEAM, KNEC, and KICD, and the TSC for providing all the required technical support

More fundamentally, we wish to also recognise members of the multi-sectoral members of KICD Mathematics Panel and Early Grade Mathematics Technical Team for their invaluable commitment, support, immense individual contribution and sacrifice towards the completion of the adaptation of the content of this book.

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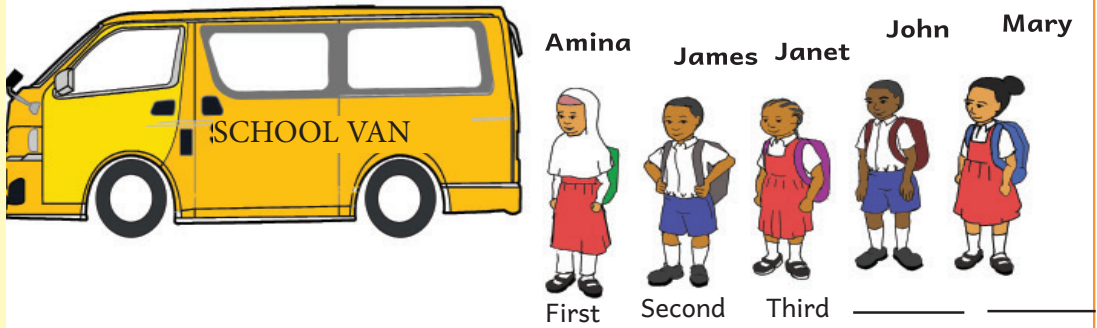
TERM I





Activity 1

Identify John's position



John is in the fourth position.

Amina is in the **first** position.

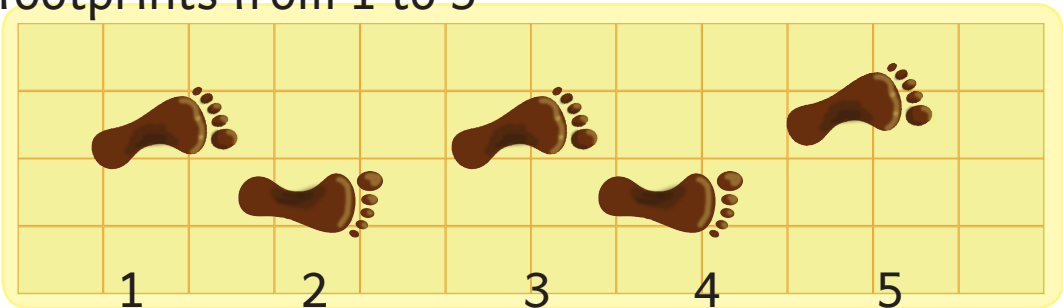
James is in the **second** position.

Janet is in the _____ position.

Mary is in the _____ position.

Activity 2

Name or sign or point the position of the footprints from 1 to 5



First _____

Work to do

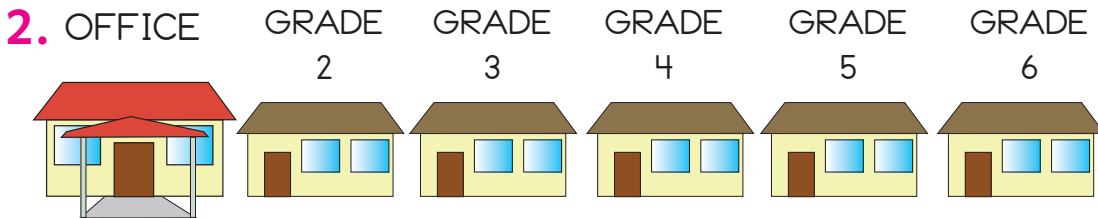
I. Match

School days

- Tuesday
- Friday
- Monday
- Wednesday
- Thursday

Position

- First
- Second
- Third
- Fourth
- Fifth



What is the position of the classrooms from the office?

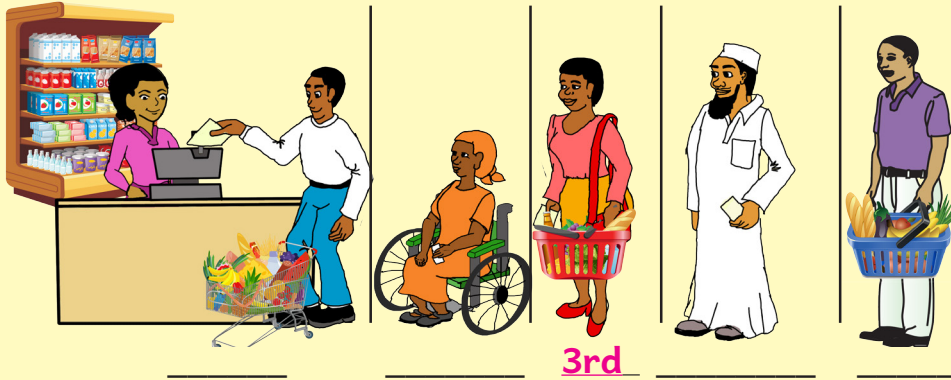
Grade	Position
2	First
3	_____
4	_____
5	Fourth
6	_____



Position

Activity

Write or type or stamp the position



Work to do

1. Match the rally cars colours to position



Colour	Position
Red	3rd
Blue	4th
Green	2nd
Yellow	5th
Orange	1st

2. Match months of the year

April

1st

May

2nd

January

3rd

March

4th

February

5th



Position

Activity

Use the picture to fill in the position



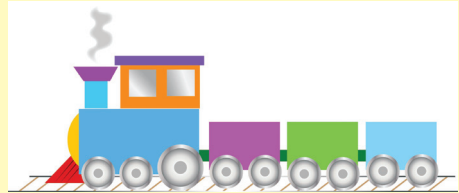
First



Second



Third



Fourth



Fifth



Sixth



Seventh



Eighth



Ninth



Tenth

Vehicle	Position
Bus	Sixth
Lorry	_____
Tractor	_____
Car	_____
Van	_____

Work to do

Match

January

February

March

April

May

June

July

August

September

October

November

December

Position

tenth

first

sixth

fourth

second

ninth

seventh

fifth

third

eighth

eleventh

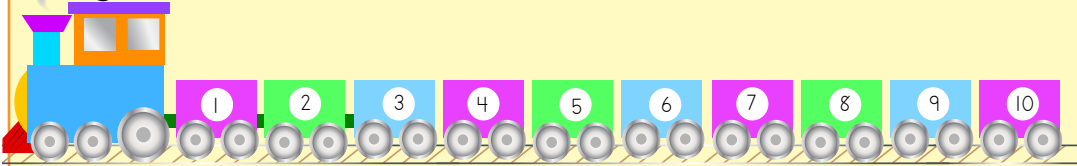
twelfth



Positions

Activity 1

Name or sign or point to the positions of the wagons



Wagon	Position
1	_____
2	_____
3	_____
4	_____
5	5th
6	_____
7	_____
8	_____
9	_____
10	10th

Activity 2

Fill in by writing or tying or stamping the position



Pineapple

1st



Banana



Orange



Mango

4th



Lemon



Pawpaw



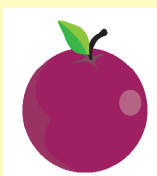
Apple



Tomato



Onion



Passion

10th

Work to do

Fill in by writing or tying or stamping the position

January is the _____ month of the year

February is the 2nd month of the year

March is the _____ month of the year

April is the _____ month of the year

May is the _____ month of the year

June is the _____ month of the year

July is the _____ month of the year

August is the _____ month of the year

September is the _____ month of the year

October is the 10th month of the year

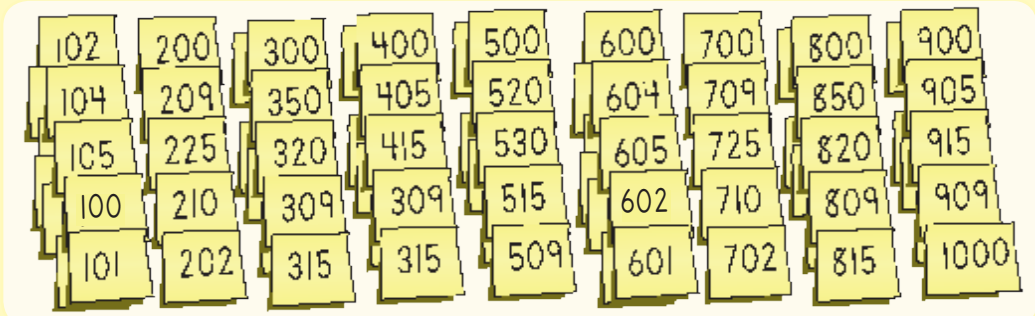
November is the 11th month of the year

December is the 12th month of the year

Counting or signing in ones

Activity

Arrange the number cards in order



Fill in by writing or typing or stamping the missing numbers

1. 105, 106, 107, _____, _____, 110, 111
2. 312, 313, 314, _____, 316, _____, 318
3. 600, 599, 598, _____, _____, 595, 594
4. 825, 824, 823, _____, _____, 820
5. 900, 901, 902, _____, _____, 905, 906
6. 1000, 999, 998, _____, _____, 995

Work to do

Fill in by writing or typing or stamping the missing numbers

1. 100, 99, 98, _____, _____, _____, _____
2. 270, 269, 268, _____, _____, _____, _____
3. 720, 721, 722, _____, _____, _____, _____
4. 515, 514, 513, _____, _____, _____, _____
5. 431, 430, 429, _____, _____, _____, _____

Counting in twos

Example 1

Counting or signing forward

302, 304, 306, 308, 310, 312

601, 603, 605, 607, 609, 611

914, 916, 918, 920, 922, 924

Example 2

Counting or signing backwards

730, 728, 726, 724, 722, 720

565, 563, 561, 559, 557, 555

480, 478, 476, 474, 472, 470

Work to do

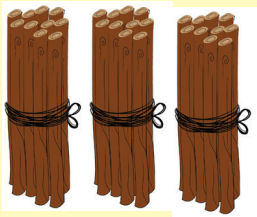
Write or type or stamp the next two numbers

1. 511, 513, 515, _____, _____
2. 610, 612, 614, _____, _____
3. 325, 323, 321, _____, _____
4. 755, 753, 751, _____, _____
5. 998, 996, 994, _____, _____
6. 100, 102, 104, _____, _____
7. 81, 77, 75, _____, _____
8. 30, 32, 34, _____, _____

Place value

Example 1

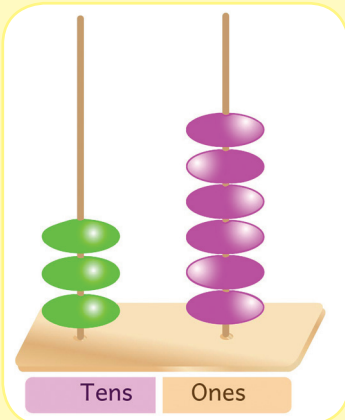
36 can be shown using bundles of sticks as shown



3 tens and 6 ones

Example 2

The number 36 can also be shown on an abacus as **3 tens and 6 ones**



Example 3

Tens	Ones
4	5

Using a place value chart 45 is shown as **4 tens and 5 ones**

Work to do

How Many **Ones** and **Tens** ?

1. $29 = 2 \text{ tens and } 9 \text{ ones}$

2. $36 = 3 \text{ tens and } 6 \text{ ones}$

3. $97 = \underline{\hspace{2cm}} \text{ tens and } \underline{\hspace{2cm}} \text{ ones}$

4. $4 = \underline{\hspace{2cm}} \text{ tens and } \underline{\hspace{2cm}} \text{ ones}$

5. $84 = \underline{\hspace{2cm}} \text{ tens and } \underline{\hspace{2cm}} \text{ ones}$

6. $49 = \underline{\hspace{2cm}} \text{ tens and } \underline{\hspace{2cm}} \text{ ones}$

7. $75 = \underline{\hspace{2cm}} \text{ tens and } \underline{\hspace{2cm}} \text{ ones}$

Numbers in symbols

Activity 1

Let us read or sign

1	11	21	31	41	51	61	71	81	91
2	12	22	32	42	52	62	72	82	92
3	13	23	33	43	53	63	73	83	93
4	14	24	34	44	54	64	74	84	94
5	15	25	35	45	55	65	75	85	95
6	16	26	36	46	56	66	76	86	96
7	17	27	37	47	57	67	77	87	97
8	18	28	38	48	58	68	78	88	98
9	19	29	39	49	59	69	79	89	99
10	20	30	40	50	60	70	80	90	100

Activity 2

Read or sign

28, 60, 17, 99, 100, 82,
 45, 64, 33, 47, 55, 70,
 69, 20, 13, 8, 3, 27,
 32, 91



Numbers in words

Activity : Reading or signing numbers one to fifty in words

Number	Words
8	eight
17	seventeen
25	twenty five
38	thirty eight
42	forty two
50	fifty

Work to do

1. Write or type or stamp the number

two _____
 nine _____
 eighteen _____
 twenty seven _____
 thirty two _____
 forty four _____
 fifty _____

2. Match

Number	Words
18	five
48	fourteen
14	twenty three
5	eighteen
23	forty eight

Numbers in words

Activity

Reading or signing numbers one to fifty in words

Number	Words
13	thirteen
21	twenty one
37	thirty seven
45	forty five
49	forty nine
50	fifty

Work to do

1. Write or type or stamp the number name

Number

Words

33

29

50

44

14

26

12

2. Match

Number	Words
29	thirty two
9	seventeen
32	forty
17	twenty nine
40	nine



Number patterns

Example 1

What is the missing number?

1, 2, 3, 4, , 6, 7

By counting or signing on, the missing number is **5**

Example 2

10, 9, 8, 7, 6, ,

By counting or signing backwards, the next two numbers are **5, 4**

Work to do

What is the next number?

1. 1, 3, 5, 7, _____

2. 2, 4, 6, 8, _____

3. 10, 8, 6, 4, _____

4. 9, 7, 5, 3, _____

5. 4, 5, 6, 7, _____

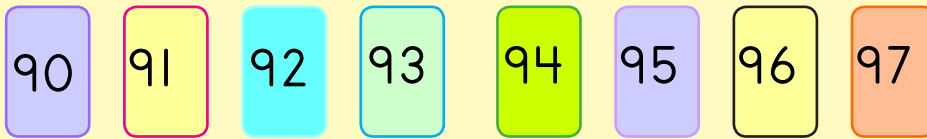
6. 8, 7, 6, 5, _____

7. 6, 7, 8, 9, _____

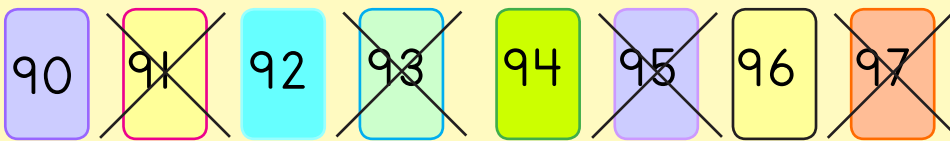
Number patterns

Activity 1

Arrange the cards with numbers 90 to 100 in order



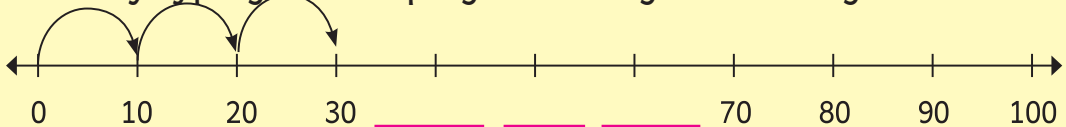
Remove the cards with numbers 91, 93, 95 and 97



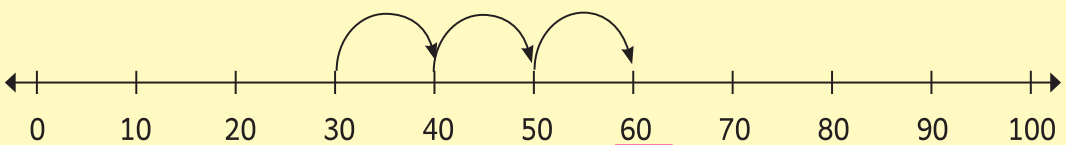
We have formed the pattern 90, 92, 94, 96
To get the next number, we count in twos.

Activity 2

Fill in by typing or stamping or writing the missing numbers



To get the next number, skip once on the number line from 30. This gets you to 40. Following the same steps, we can get the missing numbers as **50 and 60**



Work to do

Fill in by typing or stamping or writing the missing numbers

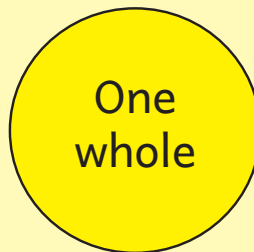
1. 91, 93, 95, _____, _____
2. 81, 82, 83, _____, _____
3. 61, 64, 67, _____, _____, _____
4. 41, 46, 51, 56, _____, _____
5. 30, 32, 34, 36, _____, _____
6. 17, 15, 13, _____, _____, _____

Half as part of a whole

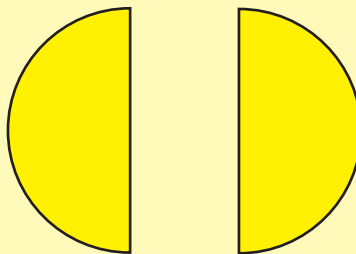
A fraction tells us how many parts of a whole we have.

Activity 1

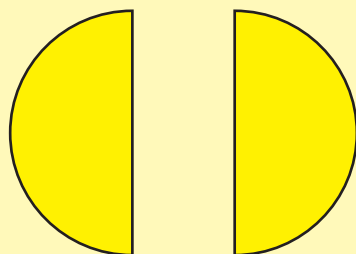
In purposive groups cut circular cut-outs from manilla paper.



Fold the circular cut-out into two equal parts and cut.



One part is called a half written as $\frac{1}{2}$.

 $\frac{1}{2}$ $\frac{1}{2}$

Activity 2

In purposive groups cut a rectangular cut-out from manilla paper.

One whole

Fold the rectangular cut-out into two equal parts and cut. Each part is a **half**.

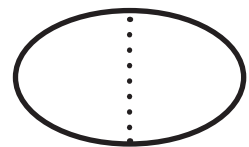
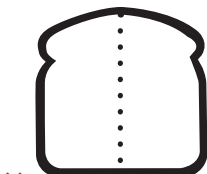
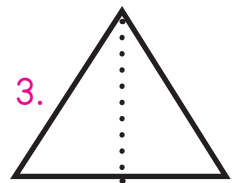
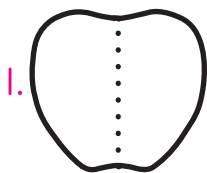
$\frac{1}{2}$

$\frac{1}{2}$

When an object is cut into 2 equal parts each part is called a **half**. $\frac{1}{2}$ is a **fraction**.

Work to do

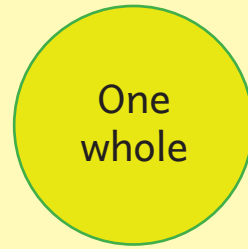
Draw or stamp or mount and shade half



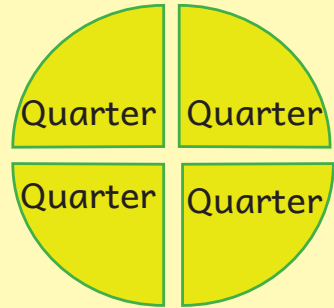
Quarter as part of a whole

Activity 1

In purposive groups cut circular cut-outs from manilla paper.



Fold the cut-out and cut into 4 equal parts. One part is called a **quarter**, written as $\frac{1}{4}$.

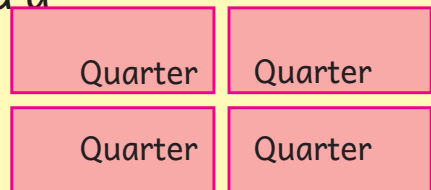


Activity 2

In purposive groups cut rectangular cut - outs from manilla paper.

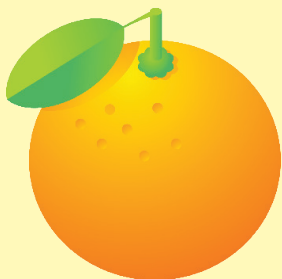


Fold the cut-out and cut into 4 equal parts. One part is called a **quarter**, written as $\frac{1}{4}$.

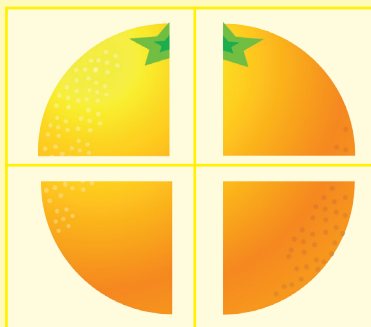


When an object is cut into four equal parts each part is called a $\frac{1}{4}$. A quarter is a **fraction**.

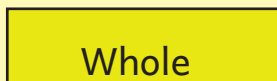
Example



Whole

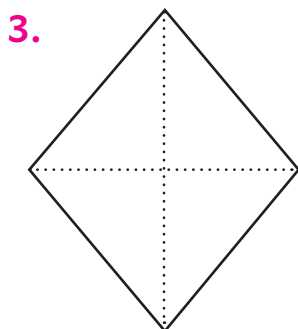
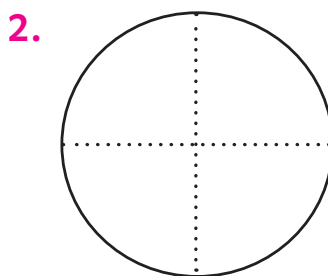
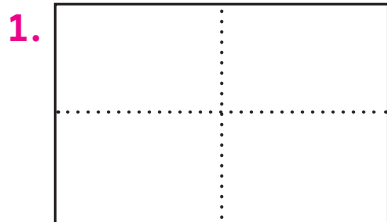


Quarter or $\frac{1}{4}$



Work to do

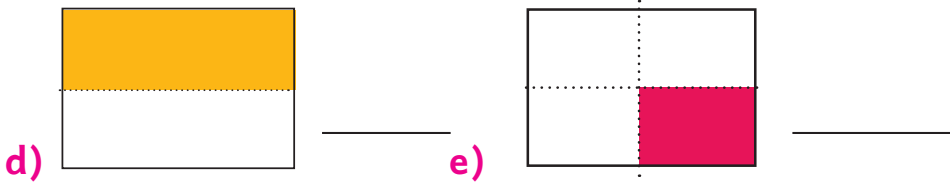
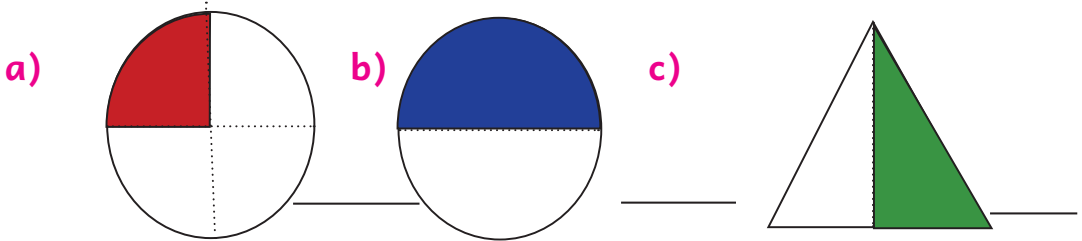
Draw or mount or stamp the following and shade a quarter



Comparing $\frac{1}{2}$ and $\frac{1}{4}$

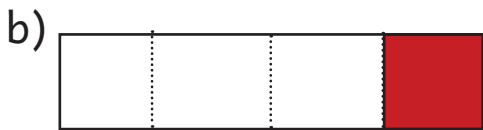
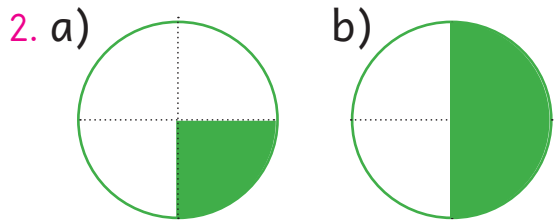
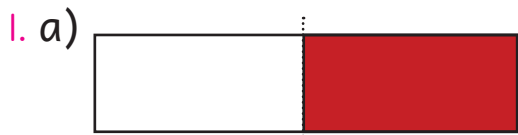
Activity

Write or type or stamp $\frac{1}{4}$ or $\frac{1}{2}$



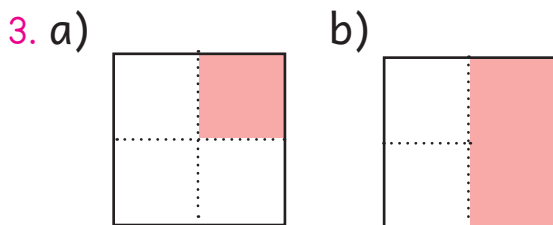
Work to do

Which shaded part is bigger ?



a or b _____

a or b _____



a or b _____



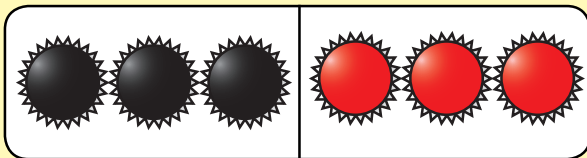
Fraction as part of a group

We have learnt that a fraction is a part of a whole. A fraction can also be a part of a group.

Activity 1

Form a group of 6 bottle tops with three black and three red.

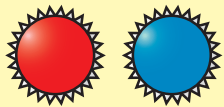
We have two small groups. Out of the two, one group is shaded red.



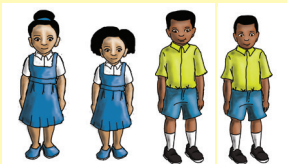
The fraction shaded red is $\frac{1}{2}$.

The fraction shaded black is $\frac{1}{2}$.

Activity 2



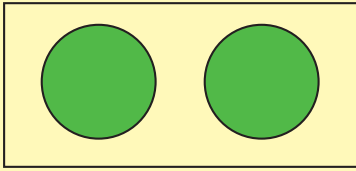
What part of the group is red? _____



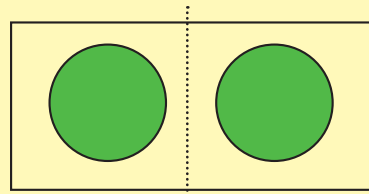
What part of the group is girls? _____

What part of the group is boys? _____

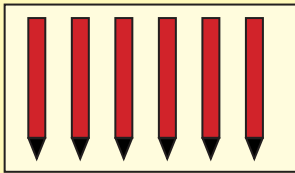
Activity 3



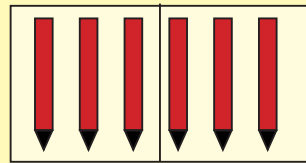
Whole group



half of 2 is 1



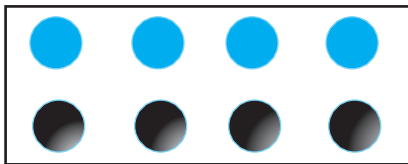
Whole group



half of 6 is 3

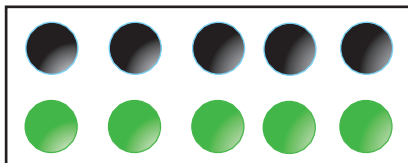
Work to do

1.



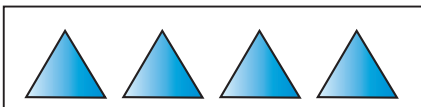
What fraction is shaded blue? _____

2.



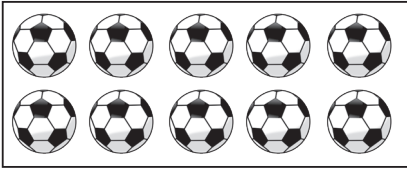
What fraction is shaded green? _____

3.



Half of 4 = _____

4.



Half of 10 = _____

5. Half of 8 = _____

6. Half of 12 = _____

7. Half of 6 = _____

8. Half of 10 = _____

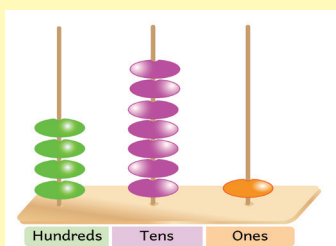
9. Half of 20 = _____

Adding a 3 - digit number to a 1 - digit number

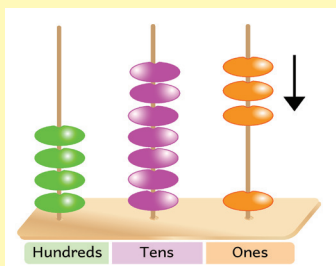
Activity

Using an Abacus

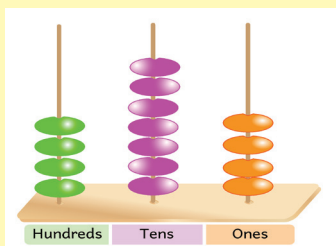
$$\begin{array}{r} 471 \\ + \quad 3 \\ \hline \hline \end{array}$$



i) Represent 471 as 1 ring in the ones spike, 7 rings in the tens spike and 4 rings in the hundreds spike.



ii) Add 3 rings in the ones spike to get 4 rings.



iii) The results is 4 rings in the ones spike, 7 rings in the tens spike and 4 rings in the hundreds spike.

$$\begin{array}{r} 471 \\ + \quad 3 \\ \hline 474 \end{array}$$

Example 1

$$324 + 5 = \boxed{}$$

Arrange as:

$$\begin{array}{r} 324 \\ + \downarrow \downarrow 5 \\ \hline 329 \\ \hline \end{array}$$

Steps

1. Add 4 ones to 5 ones to get 9 ones.
2. Record 9 in the ones column.
3. Bring down 2 in the tens column.
4. Bring down 3 in the hundreds column.

Example 2

$$\begin{array}{r} 892 \\ + \quad 5 \\ \hline 897 \\ \hline \end{array}$$

Steps

1. Add 2 ones to 5 ones to get 7 ones.
2. Bring 9 ones down and 8 hundreds down to get the answer.

Example 3

$$456 + 3 = \boxed{}$$

Count 3 steps from 456, 457, 458, 459

$$456 + 3 = 459$$

Work to do

Add

1.
$$\begin{array}{r} 990 \\ + 7 \\ \hline \\ \hline \end{array}$$

2.
$$\begin{array}{r} 287 \\ + 2 \\ \hline \\ \hline \end{array}$$

3.
$$\begin{array}{r} 672 \\ + 5 \\ \hline \\ \hline \end{array}$$

4.
$$\begin{array}{r} 441 \\ + 6 \\ \hline \\ \hline \end{array}$$

5.
$$\begin{array}{r} 791 \\ + 7 \\ \hline \\ \hline \end{array}$$

6.
$$\begin{array}{r} 904 \\ + 3 \\ \hline \\ \hline \end{array}$$

7. $344 + 3 = \square$

8. $950 + 5 = \square$

9. $342 + 3 = \square$

10. $510 + 8 = \square$

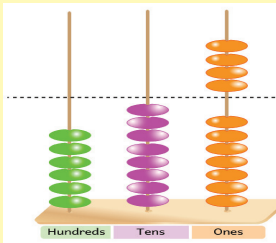


Adding a 3 - digit number to a 1 - digit number

Activity

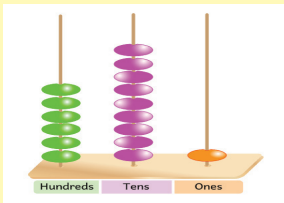
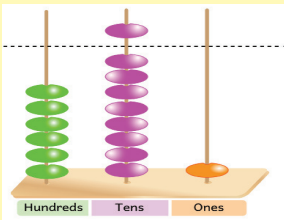
Using an abacus

$$\begin{array}{r} 687 \\ + \quad 4 \\ \hline \\ \hline \end{array}$$



Steps

1. Represent 687 as 7 rings in ones spike, 8 rings in the tens spike and 6 rings in the hundreds spike.
2. Add 4 rings in the ones spike to get 11 rings.
3. Remove 10 rings from the ones spike and replace them with 1 ring in the tens spike, to get 9 rings in the tens spike.
4. You have 6 rings in the hundreds spike 9 rings in the tens spike and 1 ring in the ones spike (691)



$$\begin{array}{r} 687 \\ + \quad 4 \\ \hline 691 \\ \hline \end{array}$$

Example

$$\begin{array}{r} | \\ 687 \\ + \quad 8 \\ \hline 695 \\ \hline \end{array}$$

Steps

1. Add Ones $7 + 8 = 15$
2. Regroup 15 as 1 tens and 5 ones.
3. Write or type or stamp 5 and take 1 to Tens
4. Add tens $1 + 8 = 9$.
5. Write 9 in Tens place.
6. Bring down 6 hundreds.

Work to do

Add

1.
$$\begin{array}{r} 784 \\ + \quad 7 \\ \hline \\ \hline \end{array}$$

2.
$$\begin{array}{r} 188 \\ + \quad 4 \\ \hline \\ \hline \end{array}$$

3.
$$\begin{array}{r} 543 \\ + \quad 9 \\ \hline \\ \hline \end{array}$$

4.
$$\begin{array}{r} 342 \\ + \quad 9 \\ \hline \\ \hline \end{array}$$

5.
$$\begin{array}{r} 615 \\ + \quad 8 \\ \hline \\ \hline \end{array}$$

6.
$$\begin{array}{r} 813 \\ + \quad 7 \\ \hline \\ \hline \end{array}$$

7. $223 + 8 = \square$

8. $138 + 4 = \square$

9. $876 + 6 = \square$

10. $309 + 3 = \square$



Adding a 3 - digit number to a 2 - digit number

Activity 1

$$\begin{array}{r} 423 \\ + 14 \\ \hline \\ \hline \end{array}$$

Arrange in the place value chart as :

Steps

Hundreds	Tens	Ones
4	2	3
+	1	4
4	3	7

1. Add 3 ones to 4 ones to get 7 ones.
2. Record 7 in the ones column.
3. Add 2 tens to 1 ten to get 3 tens. record 3 in the tens column.
4. Bring down 4 in the hundreds column.

Activity 2

$$852 + 34 = \boxed{}$$

Arrange in the place value chart as :

Hundreds	Tens	Ones
8	5	2
+	3	4
8	8	6

Steps

1. Add 2 Ones to 4 ones to get 6 ones. Record 6 in the ones column
2. Add 5 tens to 3 tens to get 8 tens. Record 8 in the tens column.
3. Bring down 8 in the hundreds column

Work to do

1. Add

$$\begin{array}{r} 1. \quad 324 \\ + \quad 15 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 416 \\ + \quad 22 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 934 \\ + \quad 24 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 102 \\ + \quad 71 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 823 \\ + \quad 45 \\ \hline \\ \hline \end{array}$$



6. $801 + 84 =$

7. $920 + 43 =$

8. $744 + 25 =$

9. $123 + 52 =$

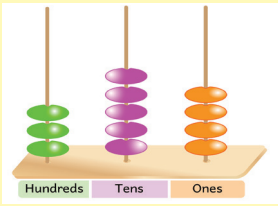
10. $432 + 63 =$

Adding a 3 - digit number to a 2 - digit number

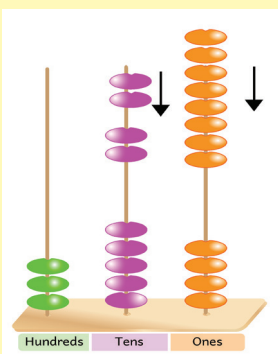
Activity 1

Using an abacus

$$354 + 28 = \square$$

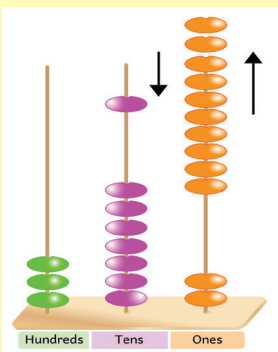


1. Represent 354 as 4 rings in the ones spike, 5 rings in the tens spike and 3 rings in the hundreds spike.

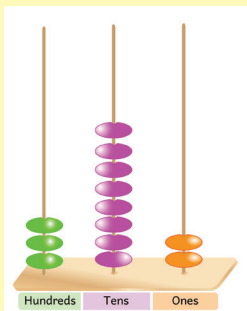


2. Represent 28 as 8 rings on the ones spike 2 rings in the tens spike

3. Add 4 rings to 8 rings in the ones spike to get 12 rings in the ones spike.



4. Regroup 12 rings as 1 ten and 2 ones. Remove 10 rings from the ones spike and add one ring in the tens spike to get 8. 2 rings remain in the ones spike.



5. The result is 2 rings in the ones spike, 8 rings in the tens spike and 3 rings in the hundreds spike.

$$354 + 28 = 382$$



Example 1

$$246 + 37 = \square$$

Hundreds	Tens	Ones
2	4	6
+	3	7
2	8	3

Example 2

$$472 + 54 = \square$$

Hundreds	Tens	Ones
4	7	2
+	5	4
5	2	6

Steps

1. Add Ones $6 + 7 = 13$.
2. Regroup 13 as 1 tens and 3 ones.
3. Take 1 ten to the tens column.
4. Write or type or stamp 3 in ones column add 1 to 4 in the tens column.
5. Add tens $1 + 4 + 3 = 8$. Write or type or stamp 8.
6. Bring down 2 hundreds.

Steps

1. Add ones $2 + 4 = 6$.
2. Add tens $7 + 5 = 12$
3. Regroup 12 tens as 1 hundreds and 2 tens. Take 1 hundred to the hundreds column
4. Write 2 and carry 1 hundreds.
5. Add hundreds $1 + 4 = 5$

Work to do

Add

$$\begin{array}{r} 1. \quad 342 \\ + \quad 49 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 467 \\ + \quad 25 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 275 \\ + \quad 16 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 862 \\ + \quad 29 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 657 \\ + \quad 52 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 758 \\ + \quad 81 \\ \hline \\ \hline \end{array}$$

$$7. \quad 263 + 35 = \underline{\quad}$$

$$496 + 72 = \underline{\quad}$$

$$9. \quad 827 + 91 = \underline{\quad}$$

$$10. \quad 196 + 32 = \underline{\quad}$$



Adding 3-single digit numbers

Activity 1

$$3 + 4 + 2 = \square$$

This can be done using the number line



Steps

1. Start at 0 and skip 3 steps forward.
2. Skip another 4 steps forward.
3. Skip another 2 steps forward.
4. The final point is 9.

$$3 + 4 + 2 = 9$$

Example

$$3 + 4 + 2 = \square$$

$$3 + 4 = 7$$

$$7 + 2 = 9$$

$$3 + 4 + 2 = 9$$

Work to do

Add

1. $3 + 3 + 4 = \square$

2. $2 + 1 + 5 = \square$

3. $2 + 3 + 4 = \square$

4. $3 + 3 + 3 = \square$

5. $3 + 1 + 2 = \square$

6.
$$\begin{array}{r} 2 \\ + 4 \\ 4 \\ \hline \end{array}$$

7.
$$\begin{array}{r} 4 \\ + 3 \\ 2 \\ \hline \end{array}$$

8.
$$\begin{array}{r} 5 \\ + 2 \\ 2 \\ \hline \end{array}$$

9.
$$\begin{array}{r} 4 \\ + 1 \\ 3 \\ \hline \end{array}$$

10.
$$\begin{array}{r} 6 \\ + 1 \\ 3 \\ \hline \end{array}$$

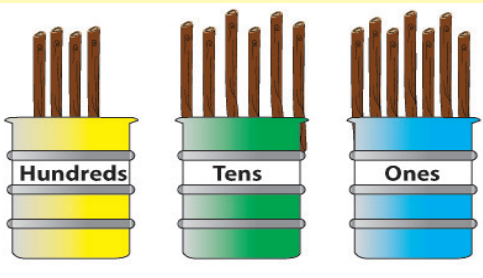
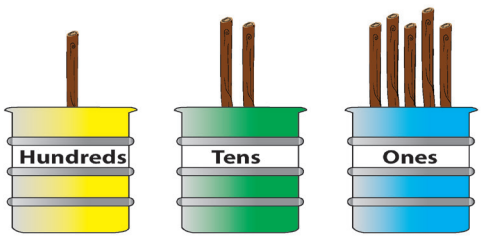
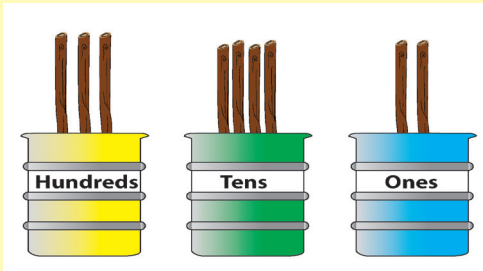


Adding two 3 - digit numbers

Activity

Using place value tins

$$\begin{array}{r} 342 \\ + 125 \\ \hline \end{array}$$



Steps

1. Represent 342 as 2 sticks in ones tin, 4 sticks in tens tin and 3 sticks in hundreds tin.
2. Add 125 as 5 sticks in the ones tin, 2 sticks in the tens tin and 1 stick in the hundreds tin.
3. Count or sign the sticks to get, 7 sticks in the ones tin, 6 sticks in the tens tin and 4 sticks in the hundreds tin.

$$\begin{array}{r} 342 \\ + 125 \\ \hline 467 \\ \hline \end{array}$$

Example 1

$$\begin{array}{r} 246 \\ + 132 \\ \hline 378 \end{array}$$

Ones : $6 + 2 = 8$ Write 8
Tens : $4 + 3 = 7$ Write 7
Hundreds : $2 + 1 = 3$ Write 3

Example 2

$157 + 232 = \boxed{}$

Write as or +
type or stamp

$$\begin{array}{r} 157 \\ + 232 \\ \hline 389 \end{array}$$

Add Ones
Add Tens
Add Hundreds

Work to do

1. Add

a)
$$\begin{array}{r} 324 \\ + 135 \\ \hline \\ \hline \end{array}$$

b)
$$\begin{array}{r} 144 \\ + 351 \\ \hline \\ \hline \end{array}$$

c)
$$\begin{array}{r} 266 \\ + 232 \\ \hline \\ \hline \end{array}$$

d)
$$\begin{array}{r} 372 \\ + 120 \\ \hline \\ \hline \end{array}$$

e)
$$\begin{array}{r} 274 \\ + 124 \\ \hline \\ \hline \end{array}$$

f)
$$\begin{array}{r} 375 \\ + 121 \\ \hline \\ \hline \end{array}$$

2. Add

a) $126 + 232 = \boxed{}$ b) $342 + 143 = \boxed{}$

c) $318 + 181 = \boxed{}$ d) $372 + 122 = \boxed{}$



Adding two 3 - digit numbers

Example 1

$$\begin{array}{r} 235 \\ + 147 \\ \hline \\ \hline \end{array}$$

hundreds	tens	ones
2	3	5
+ 1	4	7
3	8	2

Steps

1. Add 5 ones to 7 ones to get 12 ones.
2. Regroup 12 as 1 tens and 2 ones.
3. Write or type or stamp 2 in the ones column and take 1 tens to the tens column.
4. Add 1 tens to 3 tens and 4 tens to get or type or stamp 8 tens. Write 8 in the tens column.
5. Add 2 hundreds to 1 hundreds to get 3 hundreds.

Example 2

$$\begin{array}{r} 267 \\ + 452 \\ \hline \\ \hline \end{array}$$

hundreds	tens	ones
2	6	7
+	4	5
7	1	9

$$267 + 452 = \square$$

Steps

1. Arrange in columns.
2. Add 7 ones to 2 ones to get 9 ones.
3. Add 6 tens to 5 tens to get 11 tens. Regroup 11 tens as 1 hundreds and 1 tens.
4. Write or type or stamp 1 in the tens column.
5. Take 1 hundreds to the hundreds column.
6. Add 1 hundreds to 2 and 4 hundreds to get 7 hundreds.

Work to do

1. $\begin{array}{r} 126 \\ + 348 \\ \hline \\ \hline \end{array}$

2. $\begin{array}{r} 257 \\ + 234 \\ \hline \\ \hline \end{array}$

3. $\begin{array}{r} 363 \\ + 129 \\ \hline \\ \hline \end{array}$



4.
$$\begin{array}{r} 227 \\ + 256 \\ \hline \\ \hline \end{array}$$

5.
$$\begin{array}{r} 122 \\ + 181 \\ \hline \\ \hline \end{array}$$

6.
$$\begin{array}{r} 281 \\ + 136 \\ \hline \\ \hline \end{array}$$

7. $227 + 256 = \boxed{}$ 8. $161 + 278 = \boxed{}$

9. Juma had 468 party chairs. He bought 125 party chairs. How many party chairs does he have altogether?

10. Asha had 135 kg of flour. Fatuma gave her 180 kg. How many kg does she have altogether?

Number patterns

Activity

Fill in by writing, by typing or by stamping the missing numbers

1	2		4	5	6	7			10
		13	14	15			18	19	
21		23			26				30
31	32			35		37	38		
41	42	43				47		49	50
51			54	55			58		
	62	63			66	67		69	
71			74	75			78		80
81	82		84		86		88		90
			94	95		97		99	100

Example 1

Fill in by writing or by typing or by stamping the missing numbers

422, 424, 426, 428, _____, _____ **Steps**

1. Get the rule by getting the difference through addition between two numbers following each other.
2. The rule is add 2 to the previous number.
3. To get the next number, add 2 to 428.
The next number is 430.
4. To get the next missing number, add 2 to 430. The number is 432.

Example 2

Fill in by writing or by typing or by stamping the missing numbers

450, 460, 470, _____, _____, 500.

Steps

1. Get the rule by getting the difference through addition between two numbers following each other.
2. The rule is 10 more than the previous number.
3. To get the missing number, add 10 to 470.
The next number is 480.
4. To get the next missing number, add 10 to 480. The number is 490.

Work to do

Work out the missing numbers

1. 125, 150, 175, _____, _____, 250

2. 320, 325, 330, _____, _____, 345

3. 415, 430, 445, 460, _____, _____

4. 200, 250, 300, 350, _____, _____

5. 75, 150, 225, 300, _____, _____



Subtracting a 1 - digit number from a 2 - digit number

Example 1

$$\begin{array}{r} 28 \\ - 3 \\ \hline \\ \hline \end{array}$$

tens	ones
2	8
-	3
2	5

Steps

1. Subtract 3 ones from 8 ones to get 5 ones.
2. Bring down 2 tens

Example 2

Work out

$$79 - 5 = \boxed{}$$

arrange as

tens	ones
7	9
-	5
7	4

Steps

1. Subtract 5 ones from 9 ones to get 4 ones.
2. There is no tens in the second number.
3. Bring down 7

Work to do

Subtract

1.
$$\begin{array}{r} 27 \\ - 5 \\ \hline \\ \hline \end{array}$$

2.
$$\begin{array}{r} 78 \\ - 3 \\ \hline \\ \hline \end{array}$$

3.
$$\begin{array}{r} 45 \\ - 4 \\ \hline \\ \hline \end{array}$$

4.
$$\begin{array}{r} 64 \\ - 1 \\ \hline \\ \hline \end{array}$$

5.
$$\begin{array}{r} 19 \\ - 6 \\ \hline \\ \hline \end{array}$$

6.
$$\begin{array}{r} 83 \\ - 3 \\ \hline \\ \hline \end{array}$$

7. $98 - 7 = \boxed{}$

8. $48 - 5 = \boxed{}$

9. A box contains 25 pieces of soap. Grade 3 learners used 5 pieces to wash their hands. How many pieces remained?

10. A poultry keeper had 83 chicken. She ate two. How many remained?

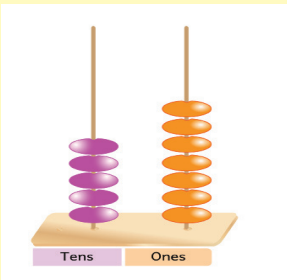


Subtracting two 2 - digit numbers

Activity

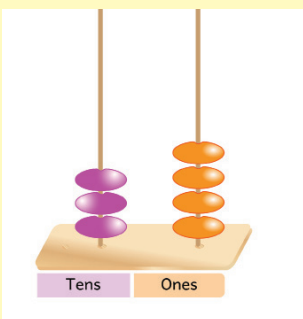
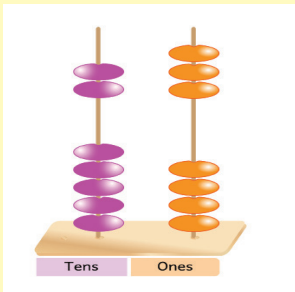
Using an abacus

$$\begin{array}{r} 57 \\ - 23 \\ \hline \end{array}$$



Steps

1. Represent 57 as 7 rings in the ones spike and 5 rings in the tens spike.
2. Remove 3 rings from the ones spike and 2 rings from the tens spike.
3. Count or sign the remaining rings in the ones spike and record in ones place. Count the remaining rings in the tens spike and record in tens place.



$$\begin{array}{r} 57 \\ - 23 \\ \hline 34 \\ \hline \end{array}$$

Example 1

$$\begin{array}{r} 36 \\ - 12 \\ \hline \\ \hline \end{array}$$

tens	ones
3	6
- 1	- 2
2	4

Steps

1. Subtract **2** ones from **6** ones to get **4** ones.
2. Subtract **1** tens from **3** tens to get **2** tens.

Example 2

$$86 - 54 = \boxed{}$$

arrange as

tens	ones
8	6
- 5	- 4
3	2

Steps

1. Subtract **4** ones from **6** ones to get **2** ones.
2. Subtract **5** tens from **8** tens to get **3** tens.



Work to do

1.
$$\begin{array}{r} 42 \\ - 31 \\ \hline \\ \hline \end{array}$$

2.
$$\begin{array}{r} 29 \\ - 12 \\ \hline \\ \hline \end{array}$$

3.
$$\begin{array}{r} 17 \\ - 14 \\ \hline \\ \hline \end{array}$$

4.
$$\begin{array}{r} 31 \\ - 21 \\ \hline \\ \hline \end{array}$$

5. $85 - 61 = \square$

6. $66 - 44 = \square$

7. $75 - 43 = \square$

8. A class has 45 pupils. The number of boys is 30. How many girls are in that class?

9. Andrew bought 88 story books. He gave 43 to Grade 3 learners. How many remained?

10. Morris had 54 bags of cement. Violet borrowed 32 bags. How many were left?

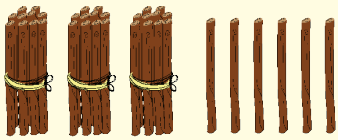
Subtracting a 1 - digit number from a 2 - digit number

Activity

Using Bundles of sticks

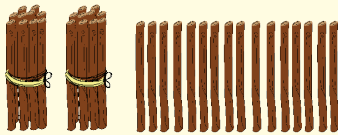
$$\begin{array}{r} 36 \\ - 7 \\ \hline \end{array}$$

Steps

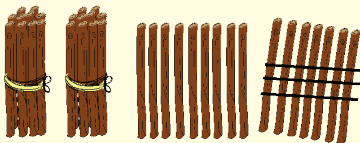


1. Represent 36 as 3 bundles of tens and 6 single sticks.

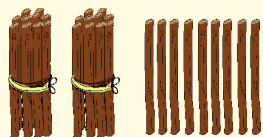
2. Take 7 single sticks away from 6 single sticks. Since we cannot take 7 sticks from 6 sticks.



3. Untie 1 bundle of tens to get 10 single sticks. Add to the 6 single sticks to get 16 single sticks.



4. Remove 7 single sticks from 16 single sticks.



5. Count or sign the remaining bundles of tens and single sticks to get 2 bundles of ten and 9 singles.

$$\begin{array}{r} 36 \\ - 7 \\ \hline 29 \\ \hline \end{array}$$



Example

$$\begin{array}{r} 63 \\ - 4 \\ \hline 59 \\ \hline \end{array}$$

Steps

1. Since you can not subtract 4 ones from 3 ones, regroup 6 tens as 5 tens and 10 ones. Add 10 ones to 3 ones to get 13 ones.
2. Subtract 4 ones from 13 ones to get 9 ones.
3. Bring down the remaining 5 tens

Work to do

Subtract

1.
$$\begin{array}{r} 87 \\ - 9 \\ \hline \\ \hline \end{array}$$

2.
$$\begin{array}{r} 26 \\ - 7 \\ \hline \\ \hline \end{array}$$

3.
$$\begin{array}{r} 14 \\ - 5 \\ \hline \\ \hline \end{array}$$

4.
$$\begin{array}{r} 31 \\ - 3 \\ \hline \\ \hline \end{array}$$

5.
$$\begin{array}{r} 62 \\ - 6 \\ \hline \\ \hline \end{array}$$

6.
$$\begin{array}{r} 75 \\ - 6 \\ \hline \\ \hline \end{array}$$

7.
$$\begin{array}{r} 90 \\ - 8 \\ \hline \\ \hline \end{array}$$

8.
$$\begin{array}{r} 48 \\ - 9 \\ \hline \\ \hline \end{array}$$

9. Boaz had 16 rabbits. He gave nine to his friends. How many was he left with?
10. A shopkeeper had a tray of 30 eggs. He sold five eggs. How many eggs remained?

Subtracting a 1 - digit number from a 2 - digit number

Example 1

$$\begin{array}{r} 44 \\ - 27 \\ \hline \\ \hline \end{array}$$

tens	Ones
4	4
- 2	7
1	7

Steps

1. Since you can not subtract 7 ones from 4 ones, regroup 4 tens as 3 tens and 10 ones. Add 10 ones to 4 ones to get 14 ones.
2. Subtract 7 ones from 14 ones to get 7 ones.
3. Subtract 2 tens from the remaining 3 tens to get 1 tens

Example 2

$$\begin{array}{r} 88 \\ - 29 \\ \hline \\ \hline \end{array}$$

tens	ones
8	8
- 2	9
5	9

Steps

1. Since you can not subtract 9 ones from 8 ones, regroup 8 tens as 7 tens and add 10 ones to 8 ones to get 18 ones.
2. Subtract 9 ones from 18 ones to get 9 ones.
3. Subtract 2 tens from the remaining 7 tens to get 5 tens.



Work to do

Subtract

1.
$$\begin{array}{r} 42 \\ - 17 \\ \hline \\ \hline \end{array}$$

2.
$$\begin{array}{r} 34 \\ - 28 \\ \hline \\ \hline \end{array}$$

3.
$$\begin{array}{r} 98 \\ - 69 \\ \hline \\ \hline \end{array}$$

4.
$$\begin{array}{r} 35 \\ - 27 \\ \hline \\ \hline \end{array}$$

5.
$$\begin{array}{r} 53 \\ - 36 \\ \hline \\ \hline \end{array}$$

6.
$$\begin{array}{r} 92 \\ - 46 \\ \hline \\ \hline \end{array}$$

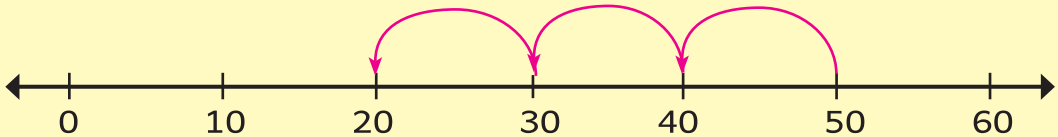
7.
$$\begin{array}{r} 74 \\ - 58 \\ \hline \\ \hline \end{array}$$

8. A teacher bought 82 mangoes to give to pupils on athletics day. The teacher gave out 49 mangoes. How many mangoes remained?
9. A mobile phone shop had 82 phones in the morning. By evening, 53 phones had been sold. How many phones remained?
10. Ouma bought 83 bananas to sell. Seventeen bananas were spoilt. How many bananas did he sell?

Subtracting multiples of 10

Example

$$50 - 30 = \boxed{}$$



On the number line, start at 50 and skip backwards 3 steps in tens, to land at 20.

Work to do :

Subtract

$$\begin{array}{r} 1. \quad 30 \\ - 10 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 40 \\ - 30 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 50 \\ - 50 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 50 \\ - 40 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 40 \\ - 20 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 70 \\ - 40 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 80 \\ - 60 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 90 \\ - 70 \\ \hline \\ \hline \end{array}$$

9. A school had 90 plates. Thirty plates were broken. How many remained?
10. Alex had 20 shirts. He gave 10 shirts to his brother. How many was he left with?



Subtracting a 2 - digit number from a 3 - digit number

Example 1

What is 539 take away 16?

Represent the numbers in a place value chart.

Hundreds	Tens	Ones
5	3	9
—	1	6
5	2	3

Steps

1. Subtract 6 ones from 9 ones to get 3 ones.
2. Subtract 1 tens from 3 tens to get 2 tens.
3. Record 5 in the hundreds column.

Example 2

$$\begin{array}{r} 852 \\ - 20 \\ \hline \\ \hline \end{array}$$

Hundreds	Tens	Ones
8	5	2
—	2	0
8	3	2

Steps

1. Subtract 0 ones from 2 ones to get 2 ones. Record 2 in the ones column.
2. Subtract 2 tens from 5 tens to get 3 tens. Record 3 in the tens column.
3. Record 8 in the hundreds column.

Work to do :

Subtract

$$\begin{array}{r} 1. \quad 462 \\ - \quad 31 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 589 \\ - \quad 16 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 666 \\ - \quad 145 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 786 \\ - \quad 73 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 585 \\ - \quad 72 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 749 \\ - \quad 35 \\ \hline \\ \hline \end{array}$$

7. Muga has sh. 896. He spent sh. 64. How much money was he left with?
8. Albert's shop had 572 pairs of trousers. He sold 51 pairs. How many remained?
9. Judy had 158 litres of paraffin to sell. She sold 33 litres. How many litres remained?
10. The total number of teachers and learners in a school is 265. There are 12 teachers. How many learners are there in the school?



Number patterns

Example 1

What is the next number in the pattern?

40, 35, 30, 25 _____

Steps

1. Get the rule by getting the difference through subtraction between two numbers following each other.
2. The rule is subtract 5.
3. To get the next number, subtract 5 from 25. The next number is 20.

Example 2

What are the missing numbers in the pattern?

68, 64, 60, _____, _____, 48

Steps

1. Get the rule by getting the difference through subtraction between two numbers following each other
2. The rule is subtract 4.
3. To get the next number, subtract 4 from 60. The next number is 56.
4. To get the next missing number, subtract 4 from 56. The number is 52.

Work to do

Fill in by writing or by typing or by stamping the missing numbers

1. 12, 10, 8, 6, _____, _____
2. 20, 17, 14, _____, _____, 5
3. 60, 50, 40, _____, _____, 10
4. 75, 70, 65, 60, _____, _____
5. 90, 70, 50, _____, _____



Multiplying numbers

Example 1

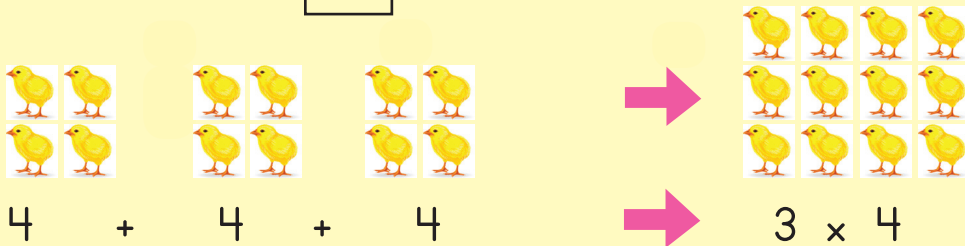
$$2 \times 3 = \square$$



$$2 \times 3 = 6$$

Example 2

$$3 \times 4 = \square$$



$$3 \times 4 = 12$$

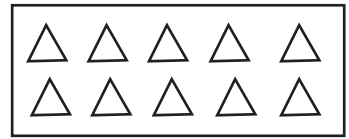
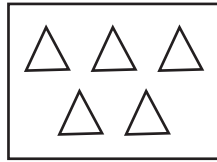
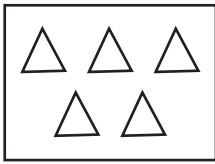
Work to do :

Fill in by writing, typing or by stamping the missing numbers

1.   

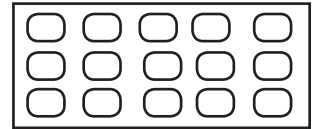
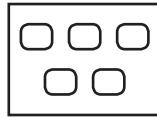
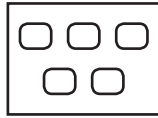
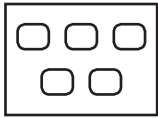
_____ + _____ \rightarrow $2 \times 4 =$ _____

2.



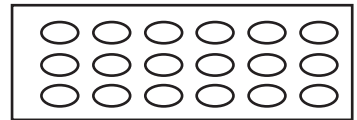
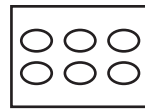
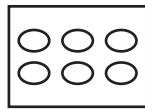
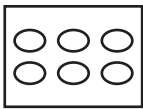
$$5 + 5 \rightarrow \underline{\quad} \times \underline{\quad} = 10$$

3.



$$\underline{\quad} + \underline{\quad} + \underline{\quad} \rightarrow \underline{\quad} \times \underline{\quad} = 15$$

4.



$$\underline{\quad} + \underline{\quad} + \underline{\quad} \rightarrow \underline{\quad} \times \underline{\quad} = 18$$

5.

$$7 + 7 \rightarrow \underline{\quad} \times \underline{\quad} = 14$$

6.

$$7 + 7 + 7 \rightarrow \underline{\quad} \times \underline{\quad} = \underline{\quad}$$

7.

$$8 + 8 \rightarrow \underline{\quad} \times \underline{\quad} = \underline{\quad}$$



Multiplying numbers

Multiplication table

X	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10
2	2	4	6	8	10	12	14	16	18	20
3	3	6	9	12	15	18	21	24	27	30
4	4	8	12	16	20	24	28	32	36	40
5	5	10	15	20	25	30	35	40	45	50
6	6	12	18	24	30	36	42	48	54	60
7	7	14	21	28	35	42	49	56	63	70
8	8	16	24	32	40	48	56	64	72	80
9	9	18	27	36	45	54	63	72	81	90
10	10	20	30	40	50	60	70	80	90	100

Examples

$$7 \times 5 = \square$$

Steps

1. Identify number 7 along the first row and number 5 along the first column.
2. Move along the row and the column indentified until they meet.
3. Identify the number where they meet as 35.

$$7 \times 5 = 35$$

Work to do:

Multiply

1. $5 \times 1 = \square$

2. $4 \times 2 = \square$

3. $6 \times 3 = \square$

4. $7 \times 8 = \square$

5. $9 \times 10 = \square$

6. $5 \times 5 = \square$

7.
$$\begin{array}{r} 9 \\ \times 4 \\ \hline \\ \hline \end{array}$$

8.
$$\begin{array}{r} 5 \\ \times 7 \\ \hline \\ \hline \end{array}$$

9.
$$\begin{array}{r} 8 \\ \times 4 \\ \hline \\ \hline \end{array}$$

10.
$$\begin{array}{r} 5 \\ \times 8 \\ \hline \\ \hline \end{array}$$



Multiplying numbers

x	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10
2	2	4	6	8	10	12	14	16	18	20
3	3	6	9	12	15	18	21	24	27	30
4	4	8	12	16	20	24	28	32	36	40
5	5	10	15	20	25	30	35	40	45	50
6	6	12	18	24	30	36	42	48	54	60
7	7	14	21	28	35	42	49	56	63	70
8	8	16	24	32	40	48	56	64	72	80
9	9	18	27	36	45	54	63	72	81	90
10	10	20	30	40	50	60	70	80	90	100

Example

$$7 \times 10 = \square$$

Steps

1. Identify the number 7 in the first row and number 10 in the first column.
2. Move along the identified row and column until they meet.
3. Identify the number where they meet as 70.

$$7 \times 10 = 70$$

Work to do

Multiply

1. $10 \times 2 =$

6. $10 \times 6 =$

2. $10 \times 3 =$

7. $10 \times 7 =$

3. $10 \times 4 =$

8. $10 \times 8 =$

4. $10 \times 5 =$

9. $10 \times 9 =$

5. $10 \times 10 =$

10. $10 \times 1 =$



Dividing numbers

Example

$$8 \div 2 = \square$$

How many can we subtract 2 from 8?

$$8 - 2 - 2 - 2 - 2 = 0 \text{ time}$$

$$8 - 2 = 6 = 1 \text{ time}$$

$$6 - 2 = 4 = 2 \text{ times}$$

$$4 - 2 = 2 = 3 \text{ times}$$

$$2 - 2 = 0 = 4 \text{ times}$$



We can subtract 2 from 8 four times.

$$8 \div 2 = 4$$

Work to do

Divide

1. $4 \div 2 = \square$

5. $9 \div 3 = \square$

2. $6 \div 2 = \square$

6. $6 \div 2 = \square$

3. $8 \div 2 = \square$

7. $4 \div 1 = \square$

4. $8 \div 4 = \square$

8. $5 \div 1 = \square$

Dividing Numbers

Example 1

$$15 \div 5 = \square$$

$$15 - 5 = 10 \longrightarrow 1 \text{ time}$$

$$10 - 5 = 5 \longrightarrow 2 \text{ times}$$

$$5 - 5 = 0 \longrightarrow 3 \text{ times}$$

We can subtract 5 from 15 three times

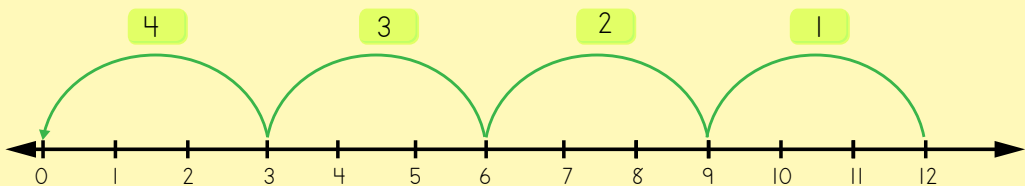
$$15 \div 5 = 3$$

Division as repeated subtraction on a number line

Example 2

Work out

$$12 \div 3 = \square$$



From 12 skip backwards in 3's until you get to zero.

Count or sign the number of skips made

$$12 \div 3 = 4$$

Work to do

Divide

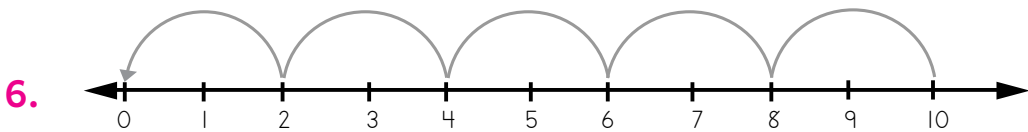
1. $12 \div 3 =$

2. $15 \div 3 =$

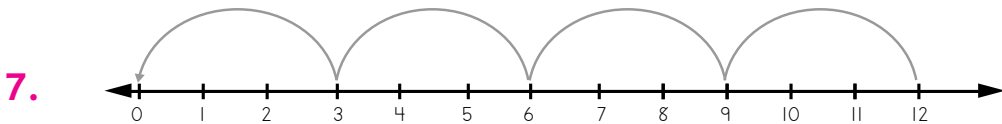
3. $20 \div 4 =$

4. $25 \div 5 =$

5. $16 \div 4 =$

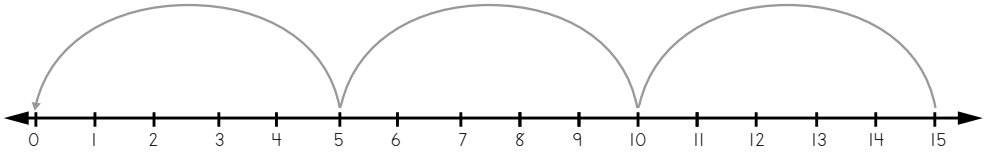


$10 \div 2 =$



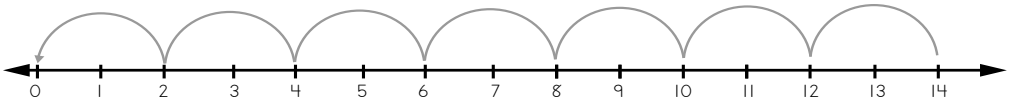
\div $=$

8.



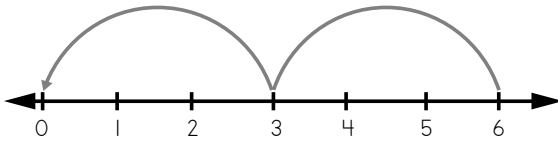
$$\underline{\hspace{2cm}} \div \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

9.



$$\underline{\hspace{2cm}} \div \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

10.



$$\underline{\hspace{2cm}} \div \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$



Relationship between division and multiplication using multiplication table

×	1	2	3	4	5	6	7	8	9
1	1	2	3	4	5	6	7	8	9
2	2	4	6	8	10	12	14	16	18
3	3	6	9	12	15	18	21	24	27
4	4	8	12	16	20	24	28	32	36
5	5	10	15	20	25	30	35	40	45
6	6	12	18	24	30	36	42	48	54
7	7	14	21	28	35	42	49	56	63
8	8	16	24	32	40	48	56	64	72
9	9	18	27	36	45	54	63	72	81

Example

Steps

$$24 \div 6 = \underline{\quad}$$

$$6 \times \underline{\quad} = 24 \rightarrow$$

$$6 \times 4 = 24$$

1. From 24 move up to 4
from 24 move across to 6.

2. Therefore

$$6 \times 4 = 24 \text{ and } 24 \div 6 = 4$$

Work to do

Divide

1. $20 \div 4 = 5$
 $\underline{\quad} \times \underline{\quad} = 20$

10. $\underline{\quad} \div 4 = 2$

2. $12 \div \underline{\quad} = \underline{\quad}$
 $4 \times \underline{\quad} = 12$

3. $12 \div \underline{\quad} = 4$

4. $25 \div \underline{\quad} = 5$

5. $10 \div \underline{\quad} = 5$

6. $15 \div 3 = \underline{\quad}$

7. $8 \div \underline{\quad} = 4$

8. $\underline{\quad} \div 5 = 4$

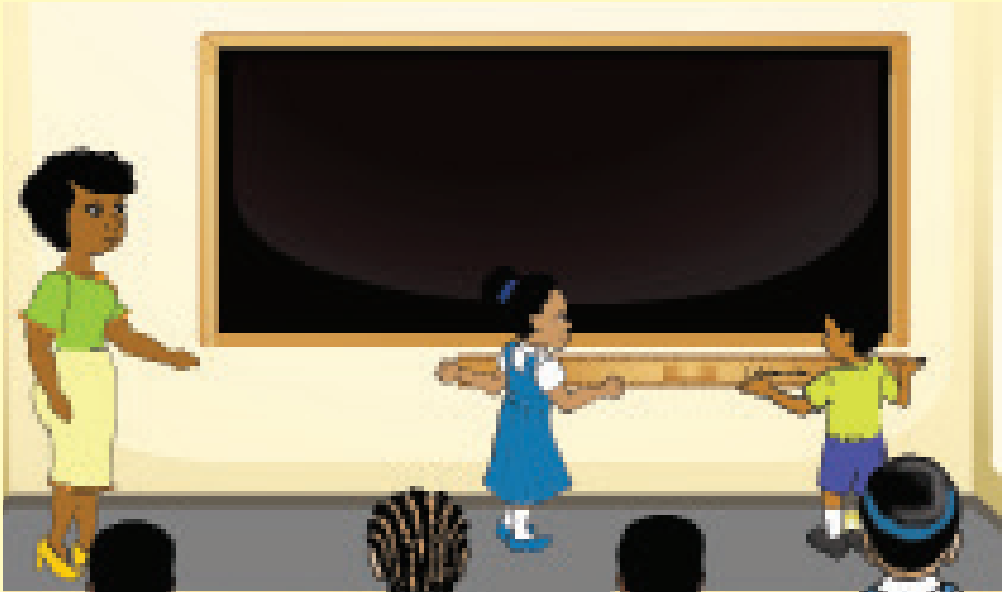
9. $\underline{\quad} \div 5 = 1$



Measuring length in metres

Activity 1

What is the length of the chalkboard?



Work to do

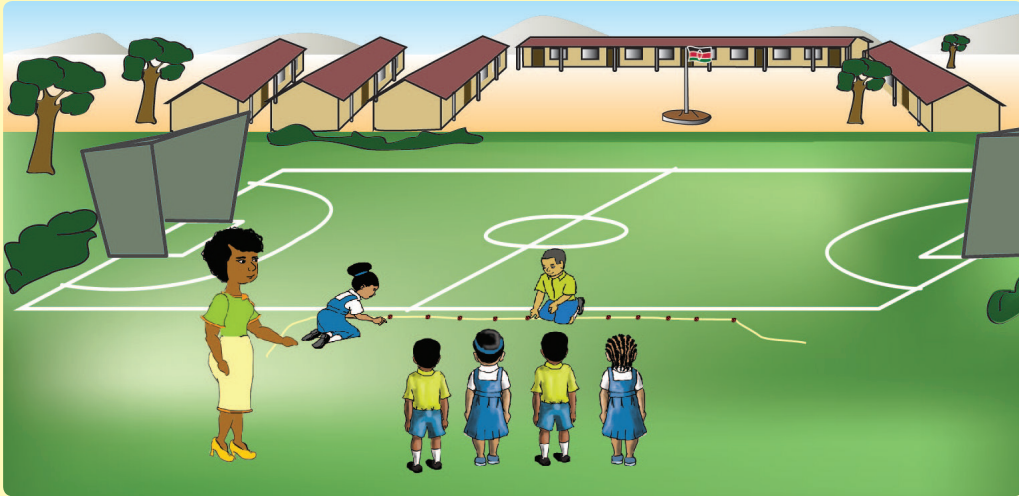
Measure

	Objects	Lengths in metres
1	Longer side of the classroom cupboard	
2	Shorter side of the classroom door	
3.	Length of classroom window	
4.	The shorter length of the football field	
5.	The length of the school garden	

Estimating length

Our School Activity

Estimate then measure



1. The distance from the head teacher's office to the flag post.
2. The shorter length of the football pitch.
3. The school garden.

Distance	Estimate in metres	Actual distance in metres	was the estimate close
1.			
2.			
3.			

Activity



Work to do

Estimate and measure the distance

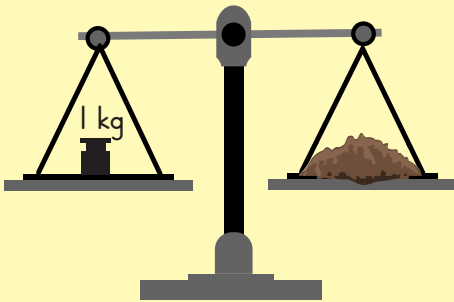
	Distance	Estimate in metres	Measurement in metres	How close was the estimate
1.	Staffroom to class			
2.	Flag post to the nearest tree			
3.	Between two trees			
4.	Between two classes			
5.	Between headteacher's office and flagpost			
6.	The shorter length of the pitch.			
7.	The length of the school garden			

Measuring mass in kilograms

The kilogram (kg) is used for measuring mass. A shopkeeper measures the mass of sugar, rice and flour in kilograms.

Activity 1

Make 1 kg masses of sand or soil using a beam balance



Activity 2

Using the beam balance and two 1-kg masses, guide learners to measure 2 kg of beans.

Work to do

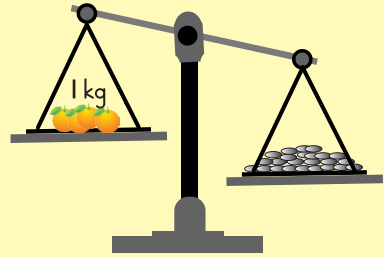
Measure the masses of other objects using the 1 kg mass.

	Objects	Mass in kg
a)	Mathematics textbooks	
b)	Chalkboard duster	
c)	Boxes of chalk	
d)	A packet of maize	
e)	A packet of beans	

Estimating mass

Activity 1

Using 1 kg masses estimate and measure the mass of pebbles. How close was the estimate?









Activity 2

Using soil of unknown mass, use 1 - kg masses to determine the mass of the soil. How close was the estimate?

Work to do

Estimate and measure mass in kg.

	Object	Estimated Mass	Actual Mass	How close was the estimate?
a)				
b)				
c)				
d)				
e)				
f)				

Measuring Capacity in Litres



Capacity is measured in litres. Liquids such as water, milk and petrol can be used to measure the capacity of different containers.




Activity 1

Measure the capacity using 1 litre container of water

Container	How many 1 litre containers	How many litres?
Pot		
Jerrican		
Sufuria		

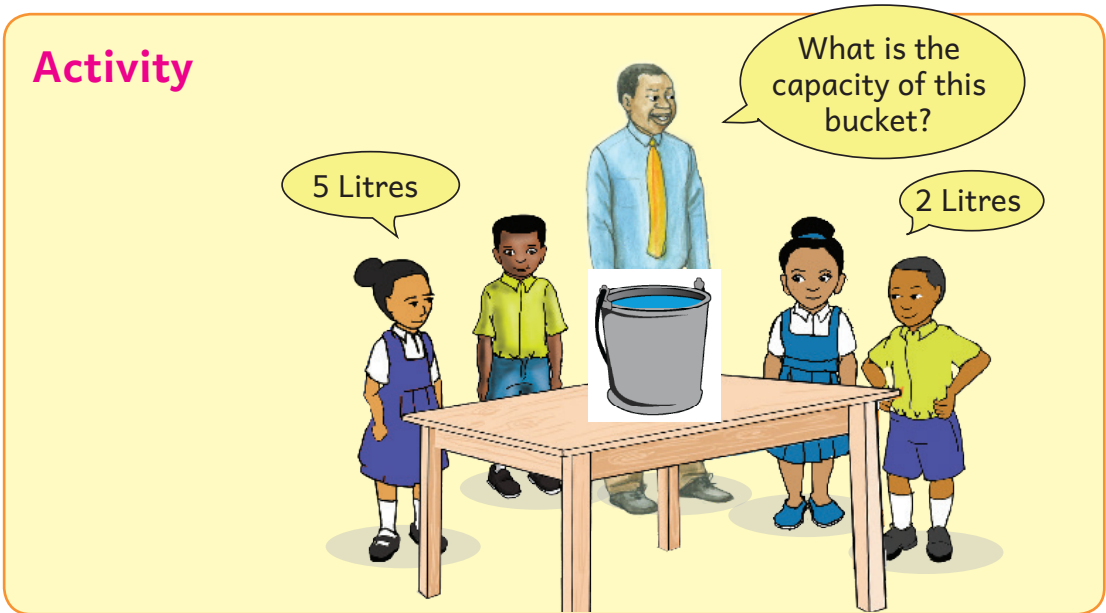
Work to do

How many litres?

1.		The bucket can be filled by 14 one litre containers. The bucket holds _____ litres.
2.		The bottle can be filled by 5 one litre containers. The bottle holds _____ litres.
3.		The jug can be filled by 8 one litre containers. The jug holds _____ litres.





Estimating capacity

Activity



Work to do

Estimate and measure the capacity of the containers

Containers	Estimate	Actual	How close was the Estimate?
1. 			
2. 			
3. 			
4. 			

Hour hand and minute hand

Activity 1



This is a picture of a

1. Read or sign or point the numbers it has.
2. The long hand is called the _____ hand
3. The short hand is the _____ hand.

Activity 2

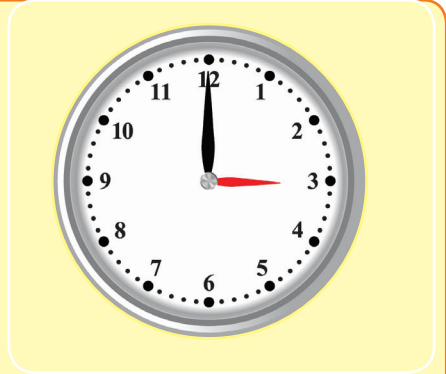
Using the manila paper provided make a clock face of at least 15 cm wide

Work to do

Draw or stamp or mount a clock face in your exercise books name the hour hand and the minute hand.

Relationship between hour hand and minute hand

1. The clock face has 12 equal divisions marked 1 to 12.
2. Each division between two numbers is an hour
3. Between two numbers are five smaller equal divisions. Each small division is a minute.



Activity

1. How many big divisions can you see on the clock face?
2. How many small divisions can you see on the clock face?

Work to do

Draw or stamp or mount a clock face with

1. Hour hand pointing between 8 and 9, minute hand pointing at 4.
2. Hour hand pointing between 10 and 11, minute hand pointing at 6.
3. Hour hand pointing between 12 and 1, minute hand pointing at 8.
4. Hour hand pointing between 2 and 3, minute hand pointing at 9.

Time by the hour

Activity 1: Read or sign and tell or sign time



The time is
3 o'clock



The time is
8 o'clock



The time is
6 o'clock



The time is
12 o'clock

Work to do

1. What is the time?

a)



___ o'clock

b)



___ o'clock

c)



___ o'clock

d)



___ o'clock

2. Show the time

a)



11 o'clock

b)



2 o'clock

c)



4 o'clock

d)



1 o'clock

Time past the hour

Example



Quarter past 12 o'clock
15 minutes past 12 o'clock



Half past 2 o'clock.
30 minutes past 2 o'clock

Work to do

What is the time ?

1.



2.



3.



4.



5.



6.



7.



8.



Kenya currency notes

Activity

Identify your shilling notes



50

100

200



500

1000



Work to do

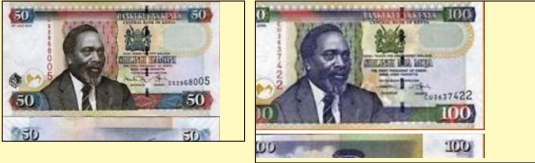
Write or type or stamp what you can see in the Kenyan currency notes.

Counting money

Activity

How much money?

1.



$$\text{Sh. } 50 + \text{Sh. } 100 = \text{Sh. } 150$$

2.



$$\text{Sh. } 200 + \text{Sh. } 500 = \text{Sh. } 700$$

3.



$$\text{Sh. } 500 + \text{Sh. } 100 = \text{Sh. } 600$$

4.



$$\text{Sh. } 50 + \text{Sh. } 200 + \text{Sh. } 500 = \text{Sh. } 750$$

Work to do

How much money?

1.



2.



3.



4.



Shopping activities involving change.

Activities

Using the classroom shop.



Example

1. John has a sh.100 note. How many sh. 50 notes will be get?

John will get two sh.50 notes

Change is getting the same amount of money in smaller value

2. Jane has a sh. 200 note. How many sh. 50 notes will she get?

Jane will get four sh. 50 notes

Work to do

How much money?

1. Asha has a sh. 1000 note. How many sh. 500 notes will she get? _____
2. Salim has a sh. 200 note. How many sh. 100 notes will he get? _____
3. James has a sh. 500 not. How many sh. 100 notes will he get? _____
4. Judy has a sh. 100 note. How many sh. 50 notes will she get? _____

Shopping activities involving balance.

Kenya currency notes



Examples

- Jane has a sh. 500 note. She bought a book at sh. 300. How much money did she get back?

$$\text{sh. } 500 - \text{sh. } 300 = \text{sh. } 200.$$

She got sh. 200 back.

Money she got back is called **balance**.

- Peter had a sh. 200 note. He bought a bag at sh. 180. What was his balance?

$$\text{Sh. } 200 - \text{sh. } 180 = \text{sh. } 20.$$

His balance is sh. 20.

Work to do

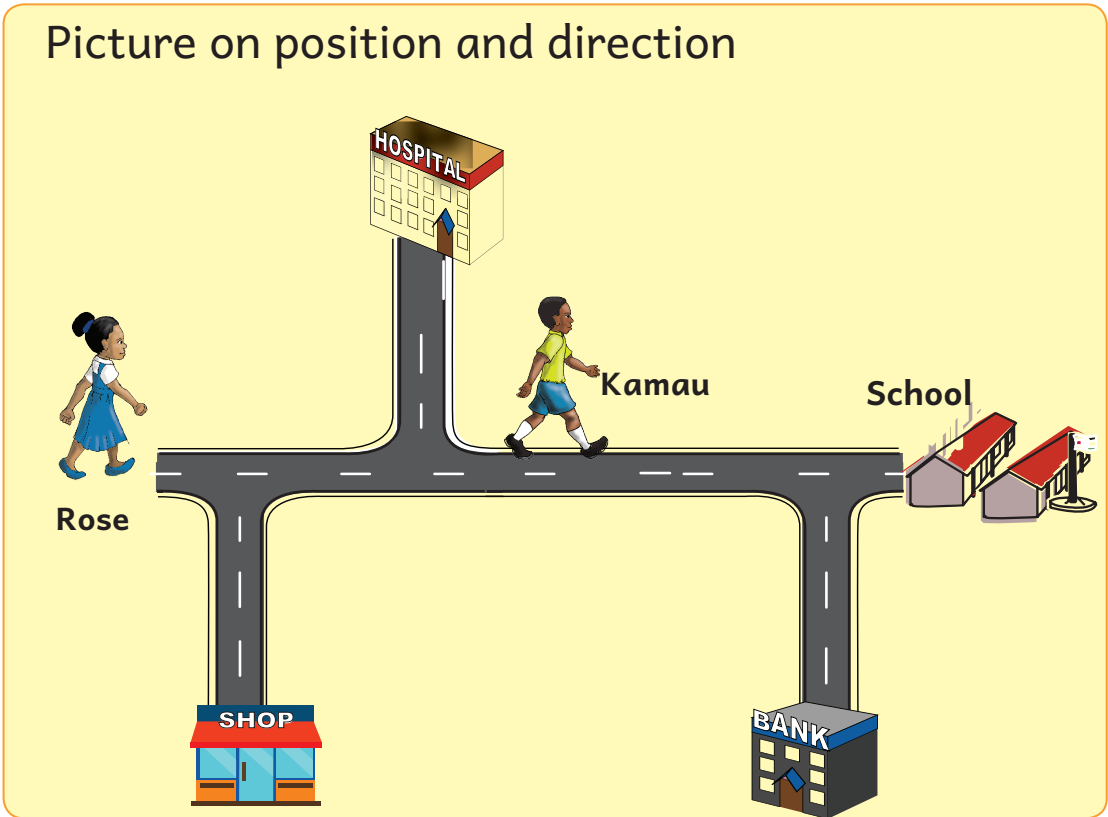
How much balance?

- Salim had a sh. 1000 note. He bought a chair for sh. 600. What was his balance?
- James had a sh. 500 note. He bought a table at sh. 450. What was the balance?
- Asha had a sh. 200 note. She bought a book at sh. 125. What was her balance?
- Mary has a sh. 1000 note. She bought a dress for sh. 800. What was her balance?
- Judy had sh. 100 note. She bought a pencil at shs. 30. What was her balance?



Turning to the right

Picture on position and direction



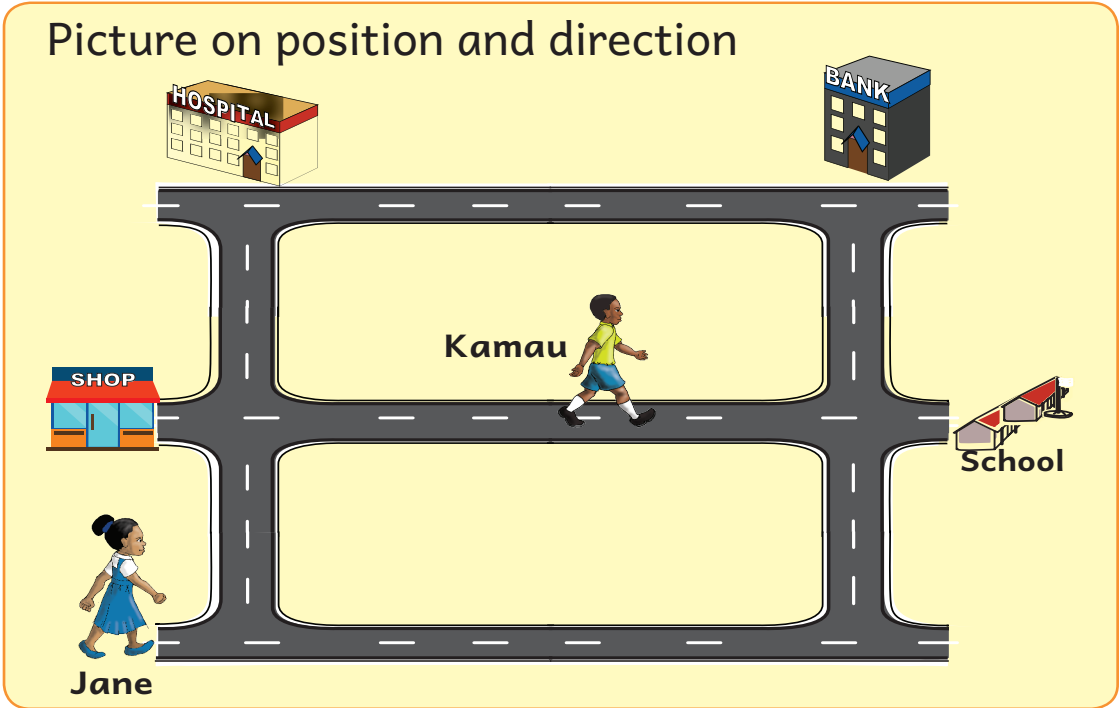
Work to do

Use the picture to fill in the spaces

1. To go to the school, Kamau will move _____.
2. To visit the bank, Kamau will walk straight then turn _____.
3. To visit the shop, Rose will walk straight and turn _____.
4. To visit Kamau, Rose will walk _____.
5. From the bank to the school one will walk straight then turn _____.

Turning to the left

Picture on position and direction



Work to do

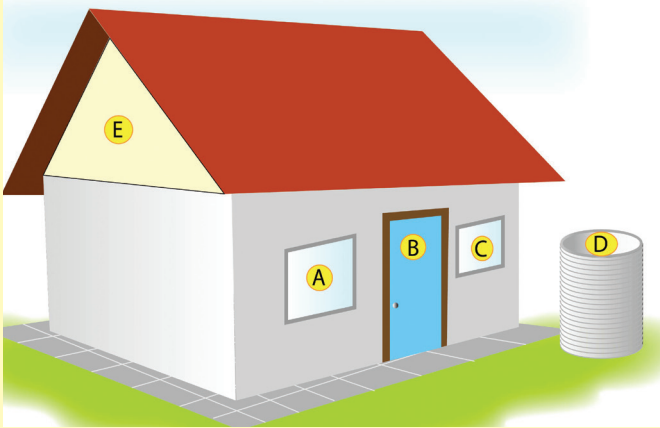
Use the picture to fill in the space

1. To go to the bank Kamau will walk straight and then turn to the _____.
2. To go to the bank, Jane will walk straight then turn _____.
3. To visit the hospital, Jane will walk straight then turn _____.
4. From the shop, Kamau will turn _____ to the hospital.
5. From the hospital to the bank you walk _____.

Geometric shapes

Activity

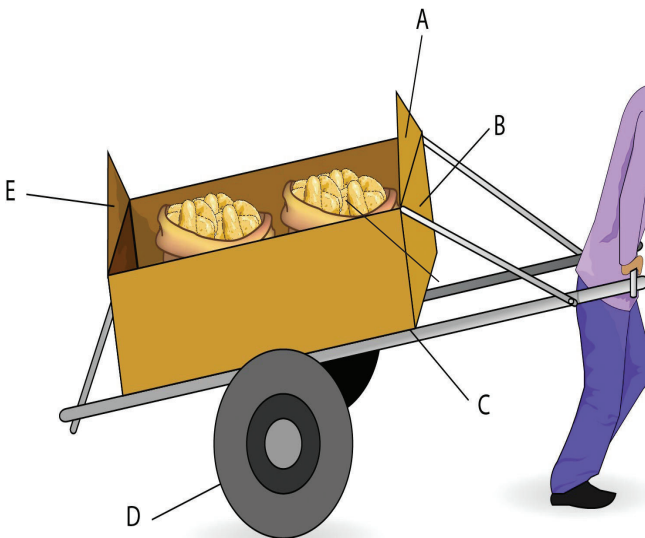
Name the shapes



- A is a _____
- B is a _____
- C is a _____
- D is a _____
- E is a _____

Work to do

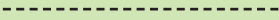
1. Name or sign the shapes



- A is a _____
- B is a _____
- C is a _____
- D is a _____
- E is a _____

2. write or stamp or type straight or curved

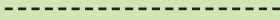
a)



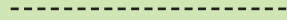
b)



c)



d)



e)




f)



3. Write or type or stamp straight or curved

a) A rectangle  is made of _____ lines

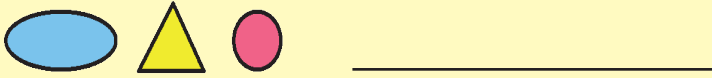
b) A triangle  is made of _____ lines

c) An oval  is made of _____ lines

Patterns

Example

Complete the pattern to the right



the pattern is 



the pattern is 

Work to do

Add the pattern to the right





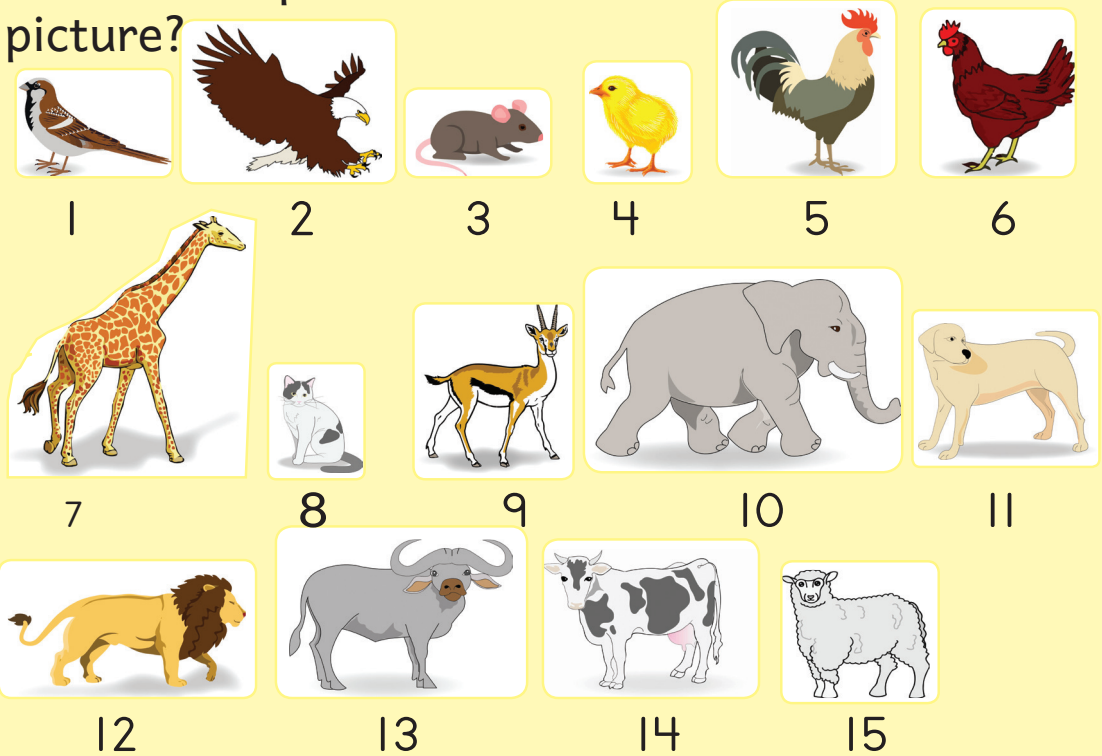
TERM 2



Position

Activity

What is the position of the animals in the picture?



The weaver bird is in the **first** position. The eagle is in the **second** position. The rat is in the **third** position.

Work to do

Use the picture above to fill in the spaces

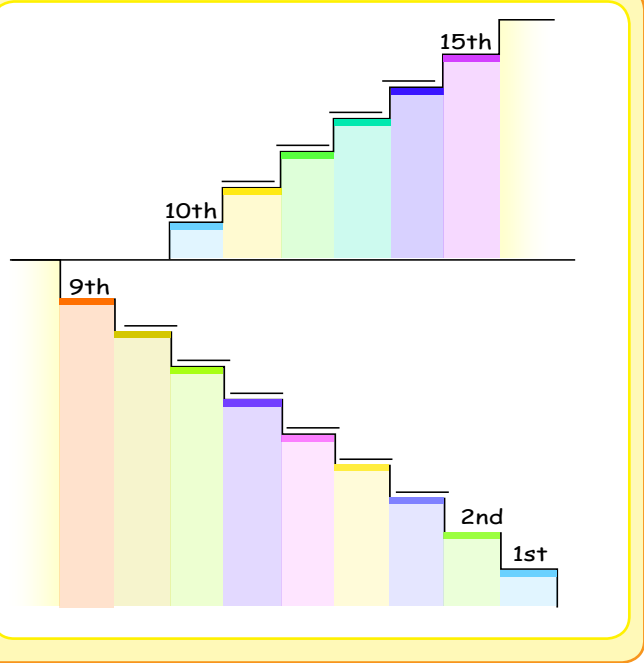
Animal	Position
Elephant	Tenth
Lion	Twelfth
Buffalo	
Cow	

Giraffe	
Gazelle	
Sheep	
Cat	

Positions symbols

Activity

Fill in by writing or by typing or by stamping the missing positions



	Position
<p>1st</p>	13th
<p>1st</p>	
<p>1st</p>	
<p>1st</p>	
<p>1st</p>	



Counting in fives**Activity**

Count or point or sign

1. 800, 805, 810, 815, 820, 825, 830
2. 220, 225, 230, 235, 240, 245, 250
3. 400, 395, 390, 385, 380, 375, 370
4. 105, 100, 95, 90, 85, 80, 75, 70

Work to do

Count or point or sign and fill in the missing numbers

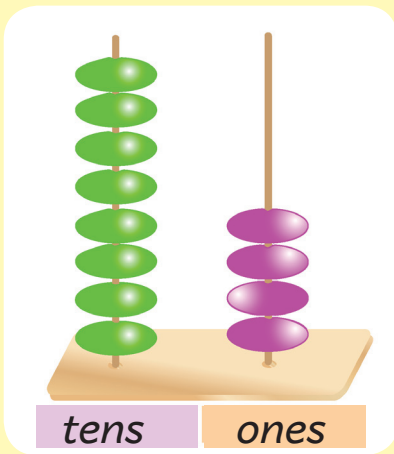
1. 327, 332, 337, 342, 347, 352.
2. 713, 718, 723, _____, _____, _____.
3. 625, 630, 635, _____, _____, _____.
4. 905, 910, 915, _____, _____, _____.
5. 1000, 995, 990, _____, _____, _____.
6. 581, 576, 571, _____, _____, _____.
7. 470, 465, 460, _____, _____, _____.

Place value

The chart shows the place value of digits in the number 84

tens	ones
8	4

The same number 84 can also be shown using an abacus as



$$84 = 8 \text{ Tens and } 4 \text{ Ones}$$

Work to do

Fill in by writing or by stamping or by typing the missing numbers

- 17 = 1 tens 7 ones
- 9 = tens ones
- 65 = tens ones
- 30 = tens ones

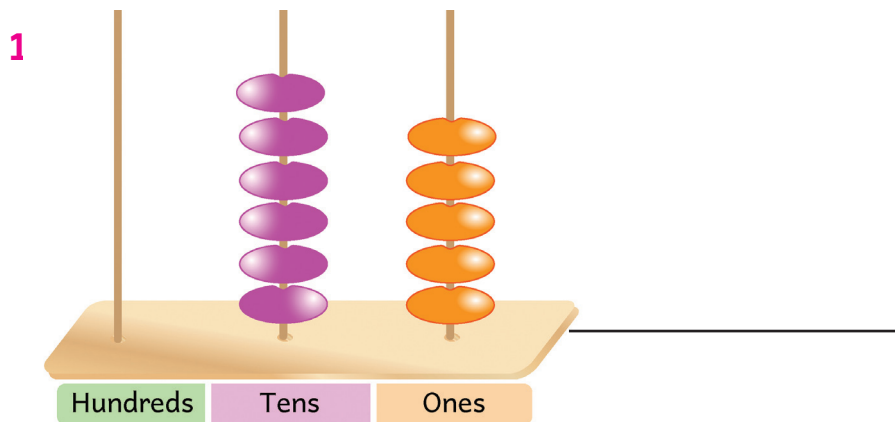
5. 54 = ___ tens ___ ones

6. ___ = 7 tens 5 ones

7. ___ = 9 tens 2 ones

8. ___ = 4 tens 1 ones

9. ___ = 3 tens 7 ones



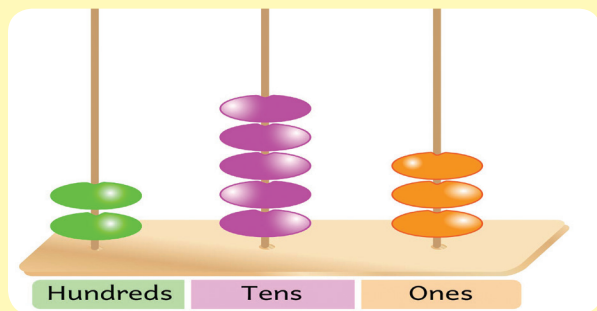
Place value

Example

The chart shows the place value of digits in the number 253

Hundreds	Tens	Ones
2	5	3

The same number 253 can also be shown using an abacus as



$$253 = 2 \text{ Hundreds } 5 \text{ Tens } 3 \text{ Ones}$$

Work to do

Fill in by writing or by stamping or by typing the missing numbers

1. $125 = \underline{\quad}$ hundreds 2 $\underline{\quad}$ tens 5 $\underline{\quad}$ ones

2. $695 = \underline{\quad}$ hundreds $\underline{\quad}$ tens $\underline{\quad}$ ones

3. $741 = \underline{\quad}$ hundreds $\underline{\quad}$ tens $\underline{\quad}$ ones

4. $825 = \underline{\quad}$ hundreds $\underline{\quad}$ tens $\underline{\quad}$ ones



5. 970 = ___ hundreds ___ tens ___ ones

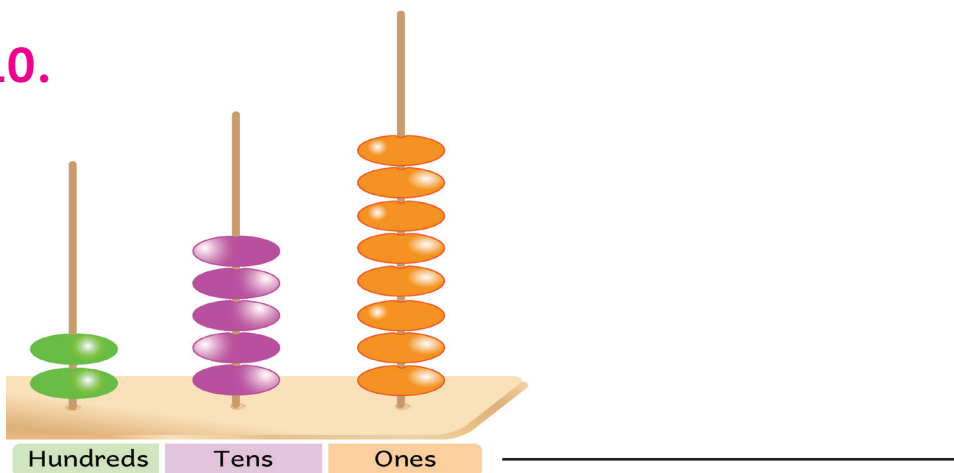
6. 53 = ___ hundreds ___ tens ___ ones

7. _____ = 9 hundreds 8 tens 6 ones

8. _____ = 7 hundreds 3 tens 1 ones

9. _____ = 1 hundreds 0 tens 4 ones

10.



Reading in symbols

Activity

Let us read or sign or point

798, 191, 289, 80, 75,

72, 63, 560, 654, 51,

49, 44, 332, 30, 427,

921, 19, 816, 14, 710.

Work to do

1. Learners in purposive pairs or in groups to read number symbols 1 - 1000, both forward and backwards



Reading Numbers

Activity

Let us read

Number	Words
54	Fifty four
63	Sixty three
79	Seventy Nine
84	Eighty Four
90	Ninety
98	Ninety Eight
100	Hundred

Work to do

- sixty nine 69

- seventy six

- seventy five

- eighty nine

- ninety three

- ninety nine

- one hundred

Numbers

Activity

Write or type or stamp number in words

Number	Words
80	eighty
75	seventy five
66	sixty six
78	seventy eight
89	eighty nine
99	ninety nine
100	hundred

Work to do

Write or type or stamp the numbers in words

1. 81 Eighty One
2. 77 _____
3. 64 _____
4. 87 _____
5. 98 _____
6. 90 _____
7. 93 _____
8. 100 _____



Number Patterns

Examples

Identify the missing numbers in the number patterns

30, 35, 40, 45 _____

To get the missing number count forward in 5s

The missing number is 50

199, 193, 187, 181 _____

To get the next number, subtract 6 from the number before. $181 - 6 = 175$

The missing number is 175

Work to do

Fill in by writing, typing or by stamping the missing number

1. 100, 96, 92, 88, _____, _____.
2. 321, 324, 327, _____, 333, _____, _____.
3. 76, 70, 64, _____, _____, 46
4. 410, 430, 450, _____, _____.
5. 410, 430, 450, _____, _____.
6. 365, 361, 357, _____, _____.

Number Patterns

Examples

Identify the missing numbers in the number patterns

600, 650, 700, 750, ____.

To get to the next number count forward in 50s or add 50 to the number before. $750 + 50$

The missing number is **800**

424, 422, 420, ____, ____.

To get the next number, count backwards in twos

The missing numbers are **418, 416**

Work to do

Fill in by writing or by typing or by stamping the missing number

1. 866, 864, 862, ____, 858, ____

2. 218, 219, ____, 221, 222, ____

3. 717, 719, 721, ____, 725, 727

4. 540, 535, 530, ____, ____, ____

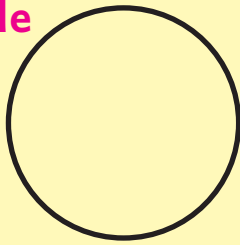
5. 580, 530, 480, ____, 380, ____

6. 370, ____, 410, 430, 450, ____

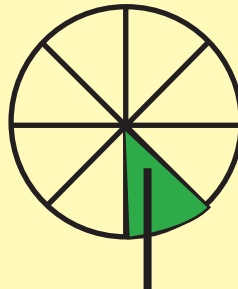


Eighth as part of a whole

Example



Whole

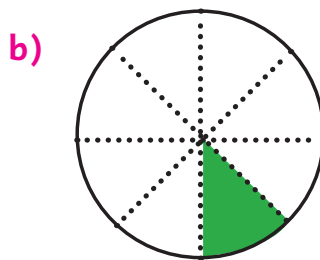


One eighth written as $\frac{1}{8}$

Work to do

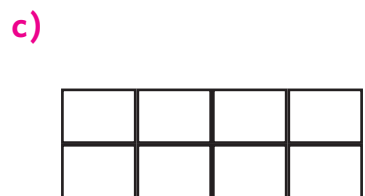
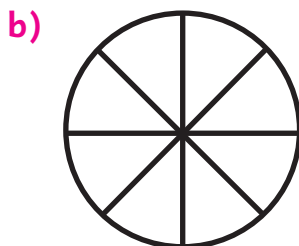
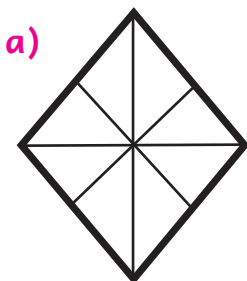
1. What fraction is shaded?







2. Shade $\frac{1}{8}$ of the whole

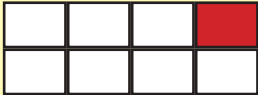


Comparing $\frac{1}{4}$ and $\frac{1}{8}$

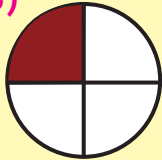
Example

What fraction is shaded. $\frac{1}{4}$ $\frac{1}{8}$

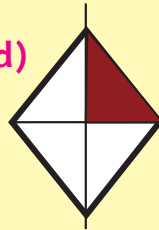
a)



b)



d)



e)



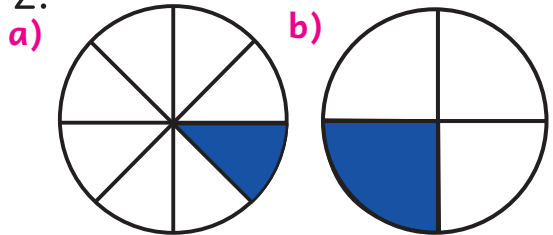
Work to do

Which fraction is bigger?

1.

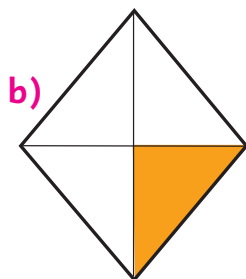
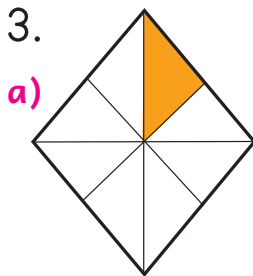


2.



Which fraction is smaller?

3.

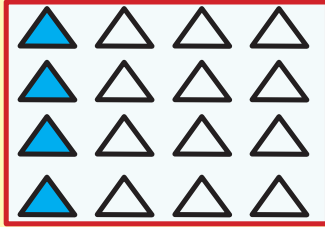


4.

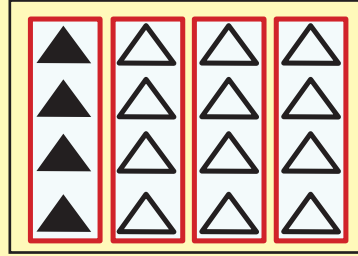


Quarter as part of a group

Example



Whole group of 16

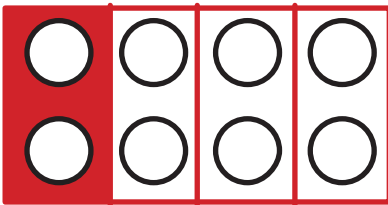


A quarter of 16 = 4

- We have a group of 16.
- Put them into four equal groups.
- These are four groups. One group is shaded.
- The shaded is a quarter.

Work to do

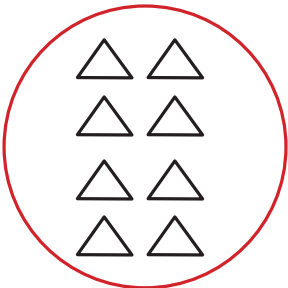
1. What is a quarter of 8 ?



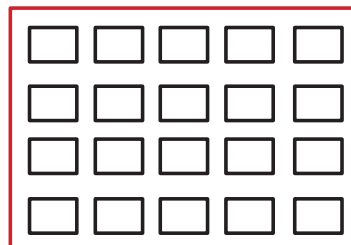
A quarter of 8 is

2. Draw or stamp or mount and shade $\frac{1}{4}$ of the group

a)



b)



3. What is

a) A quarter of 24 is

b) A quarter of 32 is

c) A quarter of 36 is

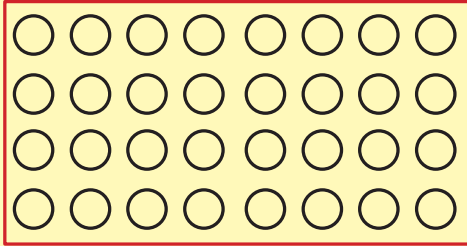
d) A quarter of 48 is



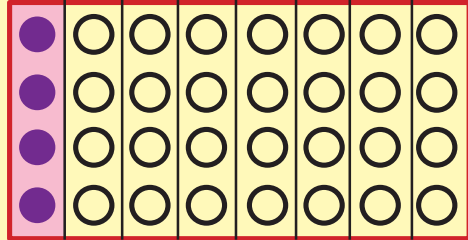
Eighth as part of a group

Example

What is an eighth of 32?



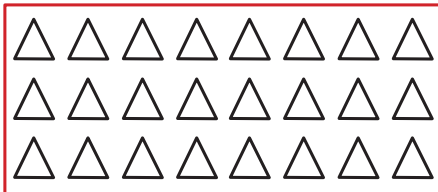
Whole group of 32



An eighth of 32 is 4

Work to do

1. What is an eighth of 24?



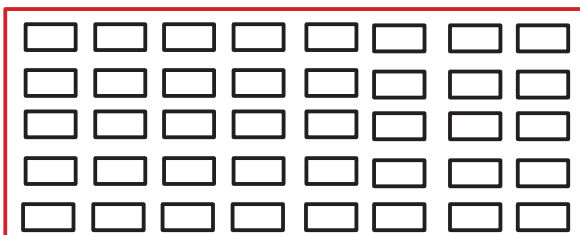
An eighth of 24 is

2. What is

a) An eighth of 16 is? b) $\frac{1}{8}$ of 16 is?

c) $\frac{1}{8}$ of 40 is?

3. Draw and shade $\frac{1}{8}$



Adding a 3-digit number to a 2-digit number

Example 1

$$\begin{array}{r} 346 \\ + 53 \\ \hline \\ \hline \end{array}$$

Steps

1. Add ones $6 + 3 = 9$ ones
2. Add tens $4 + 5 = 9$
3. Bring down the 3 hundreds

$$\begin{array}{r} 346 \\ + 53 \\ \hline 399 \\ \hline \end{array}$$

Example 2

$$\begin{array}{r} 532 \\ + 46 \\ \hline \\ \hline \end{array}$$

Steps

1. Add ones $2 + 6 = 8$
2. Add tens $3 + 4 = 7$
3. Bring down 5 hundreds in the hundreds place

$$\begin{array}{r} 532 \\ + 46 \\ \hline 578 \\ \hline \end{array}$$

Work to do

Add

1.
$$\begin{array}{r} 246 \\ + 32 \\ \hline \\ \hline \end{array}$$

2.
$$\begin{array}{r} 318 \\ + 81 \\ \hline \\ \hline \end{array}$$

3.
$$\begin{array}{r} 425 \\ + 64 \\ \hline \\ \hline \end{array}$$



$$\begin{array}{r} 4. \quad 861 \\ + \quad 26 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 972 \\ + \quad 26 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 555 \\ + \quad 22 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 617 \\ + \quad 42 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 734 \\ + \quad 35 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 9. \quad 181 \\ + \quad 17 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 10. \quad 802 \\ + \quad 95 \\ \hline \\ \hline \end{array}$$

Adding a 3 - digit number to a 2 - digit number

Example 1

$$472 + 26 = \square$$

Steps

1. Add ones $2 + 6 = 8$
2. Add tens $7 + 2 = 9$
3. Write 4 hundreds in hundreds place

$$472 + 26 = 498$$

Example 2

$$312 + 65 = \square$$

Steps

1. Add ones $2 + 5 = 7$
2. Add tens $1 + 6 = 7$
3. Write 3 hundreds in hundreds place

$$312 + 65 = 377$$

Work to do

Add

$$1. \quad 253 + 36 = \square$$

$$6. \quad 900 + 84 = \square$$

$$2. \quad 765 + 21 = \square$$

$$7. \quad 482 + 10 = \square$$

$$3. \quad 155 + 43 = \square$$

$$8. \quad 501 + 57 = \square$$

$$4. \quad 661 + 12 = \square$$

$$9. \quad 230 + 61 = \square$$

$$5. \quad 315 + 73 = \square$$

$$10. \quad 873 + 26 = \square$$



Add a 3 - digit number to a 2- digit number

Example 1

$$\begin{array}{r} 352 \\ + 29 \\ \hline \end{array}$$

—————

$$\begin{array}{r} | \\ 352 \\ + 29 \\ \hline 381 \\ \hline \end{array}$$

Steps

1. Add 2 ones to 9 ones to get 11 ones
2. Regroup 11 as 1 tens and 1 ones
3. Write 1 in the ones column and take 1 tens to the tens column
4. Add 1 tens to 5 tens and 2 tens to get 8 tens.
5. Bring down the 3 hundreds

Example 2

$$413 + 77 = \square$$

Steps

1. Arrange vertically
2. Add 3 ones to 7 ones to get 10 ones
3. Regroup 10 as 1 tens and 0 ones
4. Write 0 in the ones column and take 1 tens to the tens column
5. Add 1 tens to 1 tens and 7 tens to get 9 tens.
6. Bring down the 4 hundreds

$$\begin{array}{r} | \\ 413 \\ + 77 \\ \hline 490 \\ \hline \end{array}$$

Work to do

Add

$$\begin{array}{r} 1. \quad 246 \\ + \quad 48 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 367 \\ + \quad 24 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 406 \\ + \quad 55 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 555 \\ + \quad 39 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 724 \\ + \quad 36 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 848 \\ + \quad 13 \\ \hline \\ \hline \end{array}$$

$$7. \quad 826 + 58 = \boxed{}$$

$$8. \quad 914 + 69 = \boxed{}$$

$$9. \quad 876 + 19 = \boxed{}$$

$$10. \quad 653 + 29 = \boxed{}$$



Add a 3 - digit number to a 2 - digit number

Example 1 Steps

$$\begin{array}{r} 367 \\ + 52 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 367 \\ + 52 \\ \hline 419 \\ \hline \end{array}$$

1. Add 7 ones to 2 ones to get 9 ones.
2. Add 6 tens to 5 tens to get 11 tens. Regroup 11 tens as 1 hundreds and 1 tens.
3. Write 1 in the tens column and take 1 hundreds to the hundreds column.
4. Add 1 hundreds to 3 to get 4 hundreds.

Example 2

$$782 + 47 = \boxed{}$$

Steps

1. Arrange vertically.
2. Add 2 ones to 7 ones to get 9 ones.
3. Add 8 tens to 4 tens to get 12 tens. Regroup 12 tens as 1 hundreds and 2 tens.
4. Write 2 in the tens column and take 1 hundreds to the hundreds column.
5. Add 1 hundreds to 7 hundreds to get 8 hundreds.

$$\begin{array}{r} 782 \\ + 47 \\ \hline 829 \\ \hline \end{array}$$

Work to do

Add

$$\begin{array}{r} 1. \quad 263 \\ + \quad 75 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 384 \\ + \quad 35 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 680 \\ + \quad 47 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 652 \\ + \quad 93 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 567 \\ + \quad 40 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 781 \\ + \quad 55 \\ \hline \\ \hline \end{array}$$

$$7. \quad 856 + 63 = \boxed{}$$

$$8. \quad 475 + 63 = \boxed{}$$

$$9. \quad 160 + 45 = \boxed{}$$

10. Peter had 246 bottles of soda in his shop. He bought another 70 bottles. How many bottles of soda does he have altogether?



Add 3 single digit number

Example 1

$$3 + 6 + 7 = \square$$

Steps

1. Count or sign on 6 steps from 3 steps to get 9.
2. Count or sign on 7 steps from 9 to get 16

OR



1. Using a number line. Start from 0, skip 3 steps forward, then 6 steps and lastly 7 steps to get to 16

$$3 + 6 + 7 = 16$$

Work to do

Add

1. $2 + 4 + 6 = \square$

4. $6 + 7 + 5 = \square$

2. $7 + 6 + 5 = \square$

5. $3 + 6 + 9 = \square$

3. $5 + 4 + 8 = \square$

6. $3 + 6 + 9 = \square$

7.

$$\begin{array}{r} 5 \\ 7 \\ + 6 \\ \hline \hline \end{array}$$

8.

$$\begin{array}{r} 9 \\ 5 \\ + 3 \\ \hline \hline \end{array}$$

9.

$$\begin{array}{r} 3 \\ 8 \\ + 7 \\ \hline \hline \end{array}$$

10.

$$\begin{array}{r} 4 \\ 8 \\ + 6 \\ \hline \hline \end{array}$$

Example 1

$$\begin{array}{r} 273 \\ + 116 \\ \hline \end{array}$$

$$\begin{array}{r} 273 \\ + 116 \\ \hline 389 \end{array}$$

Steps

1. Add 3 ones to 6 ones to get 9 ones
2. Add 7 tens to 1 tens to get 8 tens
3. Add 2 hundreds to 1 hundreds to get 3 hundreds

Example 2

$$502 + 496 = \square$$

Steps

1. Arrange the numbers vertically
2. Add 2 ones to 6 ones to get 8 ones
3. Add 0 tens to 9 tens to get 9 tens
4. Add 5 hundreds to 4 hundreds to get 9 hundreds

$$\begin{array}{r} 502 \\ + 496 \\ \hline 998 \end{array}$$



Work to do

Add

1.
$$\begin{array}{r} 186 \\ + 202 \\ \hline \\ \hline \end{array}$$

2.
$$\begin{array}{r} 214 \\ + 375 \\ \hline \\ \hline \end{array}$$

3.
$$\begin{array}{r} 382 \\ + 417 \\ \hline \\ \hline \end{array}$$

4.
$$\begin{array}{r} 406 \\ + 511 \\ \hline \\ \hline \end{array}$$

5. $215 + 340 =$

6. $431 + 422 =$

7. $600 + 392 =$

8. $812 + 161 =$

9. $710 + 281 =$

10. $827 + 172 =$

Add Two 3 - digit numbers

Example 1

$$\begin{array}{r}
 625 \\
 + 247 \\
 \hline
 \\
 \hline
 \begin{array}{r}
 | \\
 625 \\
 + 247 \\
 \hline
 872 \\
 \hline
 \end{array}
 \end{array}$$

Steps

1. Add 5 ones to 7 ones to get 12 ones
2. Regroup 12 ones as 1 tens and 2 ones
3. Write or type or stamp 2 ones in the ones column and take 1 tens to the tens column.
4. Add 1 tens to 2 and 4 to get 7 tens
5. Add 6 hundreds to 2 hundreds to get 8 hundreds

Example 2

$463 + 528 = \boxed{}$

Steps

1. Arrange vertically
2. Add 3 ones to 8 ones to get 11 ones
3. Regroup 11 ones as 1 tens and 1 ones
4. Write or type or stamp 1 ones in ones column and take 1 tens to tens column.
5. Add 1 tens to 6 and 2 to get 9 tens
6. Add 4 hundreds to 5 hundreds to get 9 hundreds

$$\begin{array}{r}
 | \\
 463 \\
 + 528 \\
 \hline
 991 \\
 \hline
 \end{array}$$



Work to do

1.
$$\begin{array}{r} 226 \\ + 154 \\ \hline \\ \hline \end{array}$$

2.
$$\begin{array}{r} 371 \\ + 209 \\ \hline \\ \hline \end{array}$$

3.
$$\begin{array}{r} 465 \\ + 128 \\ \hline \\ \hline \end{array}$$

4.
$$\begin{array}{r} 345 \\ + 236 \\ \hline \\ \hline \end{array}$$

5.
$$\begin{array}{r} 514 \\ + 239 \\ \hline \\ \hline \end{array}$$

6.
$$\begin{array}{r} 427 \\ + 353 \\ \hline \\ \hline \end{array}$$

7.
$$\begin{array}{r} 729 \\ + 231 \\ \hline \\ \hline \end{array}$$

8.
$$\begin{array}{r} 648 \\ + 117 \\ \hline \\ \hline \end{array}$$

9.
$$\begin{array}{r} 856 \\ + 128 \\ \hline \\ \hline \end{array}$$

10.
$$\begin{array}{r} 183 \\ + 207 \\ \hline \\ \hline \end{array}$$

Add Two 3 - digit numbers

Example 1

$$\begin{array}{r} 365 \\ + 452 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 365 \\ + 452 \\ \hline 817 \\ \hline \end{array}$$

Steps

1. Add 5 ones to 2 ones to get 7 ones
2. Add 6 tens to 5 tens to get 11 tens. Regroup 11 tens as 1 hundreds and 1 tens
3. Write or type or stamp 1 in the tens column and take 1 hundreds to the hundreds column.
4. Add 1 hundreds to 3 and 4 hundreds to get 8 hundreds.

Example 2

$$614 + 295 = \square$$

Steps

1. Add 4 ones to 5 ones to get 9 ones
2. Add 1 tens to 9 tens to get 10 tens. Regroup 10 tens as 1 hundreds and 0 tens
3. Write or type or stamp 0 in the tens column and take 1 hundreds to the hundreds column.
4. Add 1 hundreds to 6 hundreds and 2 hundreds to get 9 hundreds

$$\begin{array}{r} 614 \\ + 295 \\ \hline 909 \\ \hline \end{array}$$



Work to do

$$\begin{array}{r} 1. \quad 179 \\ + 340 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 264 \\ + 485 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 346 \\ + 382 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 473 \\ + 356 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 667 \\ + 252 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 782 \\ + 176 \\ \hline \\ \hline \end{array}$$

$$7. \quad 449 + 290 = \boxed{}$$

$$8. \quad 236 + 193 = \boxed{}$$

$$9. \quad 527 + 281 = \boxed{}$$

Number Patterns

Example 1

Work out the missing numbers

550, 600, 650, 700, _____, _____.

Steps

1. Get the rule by getting the difference between two numbers following each other.
2. The rule is 50 more than the previous number.
3. To get the next number, add 50 to 700. The next number is 750.
4. To get the next missing number, add 50 to 750. The number is 800.

Example 2

425, 430, _____, 440, _____, 450, 455

Steps

1. The rule is count or sign on in 5s to get the next number.
2. By counting or signing on the first missing number after 430 is 435 and the second missing number is 445.



Work to do

Fill in by writing or by typing or by stamping the missing numbers

1. 310, 385, 460, 535 _____, _____
2. 460, 520, 580, 640 _____, _____
3. 200, 250, 300, 350 _____, _____
4. 300, 325, _____, 375, 400, _____
5. 570, 590, _____, 630, 650, _____
6. 250, 400, 550, 700, _____, _____
7. 280, 360, 440, 520 _____, _____

Subtracting Two 2 - digit Numbers

Examples

$$\begin{array}{r} 1. \quad 98 \\ - 67 \\ \hline \end{array}$$

$$\begin{array}{r} 98 \\ - 67 \\ \hline 31 \\ \hline \end{array}$$

Steps

1. Subtract 7 ones from 8 ones to get 1 ones.
2. Subtract 6 tens from 9 tens to get 3 tens.

$$2. \quad 72 - 30 = \square$$

$$\begin{array}{r} 72 \\ - 30 \\ \hline 42 \\ \hline \end{array}$$

Steps

1. Arrange vertically.
2. Subtract 0 ones from 2 ones to get 2 ones.
3. Subtract 3 tens from 7 tens to get 4 tens.

Work to do

Subtract

$$1. \quad \begin{array}{r} 57 \\ - 36 \\ \hline \end{array}$$

$$2. \quad \begin{array}{r} 64 \\ - 22 \\ \hline \end{array}$$

$$3. \quad \begin{array}{r} 85 \\ - 60 \\ \hline \end{array}$$



$$\begin{array}{r} 4. \quad 79 \\ - \quad 55 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 38 \\ - \quad 26 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 96 \\ - \quad 74 \\ \hline \\ \hline \end{array}$$

7. A school had 56 clean cups, thirty two cups were used. How many were not used? _____
8. A head teacher had 49 mathematics books. She gave 25 to grade three learners. How many remained? _____
9. A class of 55 learners visited an old peoples' home. Twenty learners cleaned the rooms. The rest washed utensils. How many learners washed the utensils? _____
10. A school had 77 learners in one year. 25 learners were transferred. How many were left? _____

Subtracting a single digit number from a 3 - digit number

Example 1

$$\begin{array}{r} 476 \\ - \quad 5 \\ \hline \\ \hline 476 \\ - \quad 5 \\ \hline 471 \\ \hline \end{array}$$

Steps

1. Subtract 5 ones from 6 ones to get 1 ones.
2. Bring down 7 tens and 4 hundreds.

Example 2

$$546 - 3 = \boxed{}$$

$$\begin{array}{r} 546 \\ - \quad 3 \\ \hline \\ \hline \end{array}$$

Steps

1. Arrange vertically.
2. Subtract 3 ones from 6 ones to get 3 ones.
3. Bring down 4 tens and 5 hundreds.

Work to do

Subtract

1.
$$\begin{array}{r} 138 \\ - \quad 4 \\ \hline \end{array}$$

2.
$$\begin{array}{r} 234 \\ - \quad 1 \\ \hline \end{array}$$

3.
$$\begin{array}{r} 308 \\ - \quad 5 \\ \hline \end{array}$$



4.
$$\begin{array}{r} 449 \\ - 7 \\ \hline \\ \hline \end{array}$$

6.
$$\begin{array}{r} 506 \\ - 6 \\ \hline \\ \hline \end{array}$$

7.
$$\begin{array}{r} 676 \\ - 2 \\ \hline \\ \hline \end{array}$$

8.
$$\begin{array}{r} 789 \\ - 2 \\ \hline \\ \hline \end{array}$$

9. Eight hundred and ninety nine bags of maize were given to a zone. Kaloleni primary school received 6 bags. How many bags were left for the other schools? _____

10. During a school tree planting day 349 trees were planted. Teachers planted 8 trees. How many trees did pupils plant? _____

Subtract two 2 - digit numbers

Example 1

$$\begin{array}{r} 82 \\ - 47 \\ \hline \\ \hline \end{array}$$

Steps

1. Since you cannot subtract 7 ones from 2 ones, regroup 8 tens as 7 tens and 10 ones.
2. Add 10 ones to 2 ones to get 12 ones.
3. Subtract 7 ones from 12 ones to get 5 ones.
4. Subtract 4 tens from the remaining 7 tens to get 3 tens.

$$\begin{array}{r} 82 \\ - 47 \\ \hline 35 \\ \hline \end{array}$$

Example 2

$$70 - 34 = \boxed{}$$

Steps

1. Arrange vertically.
2. Regroup 7 tens as 6 tens and 10 ones.
3. Subtract 4 ones from 10 ones to get 6 ones.
4. Subtract 3 tens from the remaining 6 tens to get 3 tens.

$$\begin{array}{r} 70 \\ - 34 \\ \hline 36 \\ \hline \end{array}$$



Work to do

Subtract

1.
$$\begin{array}{r} 72 \\ - 48 \\ \hline \\ \hline \end{array}$$

2.
$$\begin{array}{r} 51 \\ - 32 \\ \hline \\ \hline \end{array}$$

3.
$$\begin{array}{r} 67 \\ - 18 \\ \hline \\ \hline \end{array}$$

4.
$$\begin{array}{r} 20 \\ - 19 \\ \hline \\ \hline \end{array}$$

5.
$$\begin{array}{r} 33 \\ - 27 \\ \hline \\ \hline \end{array}$$

6.
$$\begin{array}{r} 85 \\ - 56 \\ \hline \\ \hline \end{array}$$

7. A shopkeeper has 42 packets of biscuits. He sells 27 packets. How many packets were left?

8. A farmer harvested 64 bags of maize. He gave out 38 bags to a childrens home. How many bags of maize were left?

9. A Grade 3 class had 80 learners. One day 32 learners went for a trip. How many were left?

10. A matchbox had 32 sticks. In one week 14 were used. How many were left?

Subtract a single digit number from a 3 - digit number

Example 1

$$\begin{array}{r} 684 \\ - \quad 5 \\ \hline 679 \\ \hline \end{array}$$

Steps

1. Since you can not subtract 5 ones from 4 ones, regroup 8 tens as 7 tens and 10 ones. Add 10 ones to 4 ones to get 14 ones.
2. Subtract 5 ones from 14 ones to get 9 ones.
3. Bring down the remaining 7 tens and 6 hundreds.

Example 2

$$\begin{array}{r} 172 \\ - \quad 3 \\ \hline 169 \\ \hline \end{array}$$

Steps

1. Since you can not subtract 3 ones from 2 ones, regroup 7 tens as 6 tens and 10 ones. Add 10 ones to 2 ones to get 12 ones.
2. Subtract 3 ones from 12 ones to get 9 ones.
3. Bring down the remaining 6 tens and 1 hundreds



Work to do

Subtract

1.
$$\begin{array}{r} 346 \\ - 7 \\ \hline \\ \hline \end{array}$$

2.
$$\begin{array}{r} 553 \\ - 5 \\ \hline \\ \hline \end{array}$$

3.
$$\begin{array}{r} 460 \\ - 4 \\ \hline \\ \hline \end{array}$$

4.
$$\begin{array}{r} 271 \\ - 6 \\ \hline \\ \hline \end{array}$$

5.
$$\begin{array}{r} 892 \\ - 8 \\ \hline \\ \hline \end{array}$$

6.
$$\begin{array}{r} 934 \\ - 7 \\ \hline \\ \hline \end{array}$$

7. Abdi had 615 kg of flour in his shop. He sold 6 kg. How many were left?

8. Alex had 783 goats. 4 died. How many were left?

9. A class had 150 textbooks. 2 got lost. How many were left?

10. A shopkeeper had 124 packets of milk. She sold 5 packets. How many packets were left?

Subtracting two 3 - digit numbers

Example 1

1.

$$\begin{array}{r} 738 \\ - 526 \\ \hline \\ \\ \hline \end{array}$$

$$\begin{array}{r} 738 \\ - 526 \\ \hline 212 \\ \hline \end{array}$$

Steps

1. Subtract 6 ones from 8 ones to get 2 ones.
2. Subtract 2 tens from 3 tens to get 1 tens
3. Subtract 5 hundreds from 7 hundreds to get 2 hundreds

Example 2

$$482 - 381 = \boxed{}$$

Steps

- $$\begin{array}{r} 482 \\ - 381 \\ \hline 101 \\ \hline \end{array}$$
1. Subtract 1 ones from 2 ones to get 1 ones.
 2. Subtract 8 tens from 8 tens to get 0 tens
 3. Subtract 3 hundreds from 4 hundreds to get 1 hundreds



Work to do

Subtract

1.
$$\begin{array}{r} 264 \\ - 152 \\ \hline \end{array}$$

2.
$$\begin{array}{r} 986 \\ - 731 \\ \hline \end{array}$$

3.
$$\begin{array}{r} 697 \\ - 224 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 455 \\ - 340 \\ \hline \end{array}$$

5.
$$\begin{array}{r} 347 \\ - 105 \\ \hline \end{array}$$

6.
$$\begin{array}{r} 888 \\ - 777 \\ \hline \end{array}$$

7. A garden had 719 seedlings. In one day 616 seedlings were sold. How many were left?

8. A wholesale shop had 328 bags of fertilizer. In one month, 120 bags were sold. How many were left?

9. Ole Sakida had 478 sheep. He sold 324. How many were left?

10. A tank had 566 litres of water. A family used 323 litres. How many were left?

Subtract 2 - digit numbers from 3 - digit numbers

Example 1

$$\begin{array}{r} 442 \\ - 36 \\ \hline 406 \\ \hline \end{array}$$

Steps

1. Since you can not subtract 6 ones from 2 ones, regroup 4 tens as 3 tens and 10 ones. Add 10 ones to 2 ones to get 12 ones.
2. Subtract 6 ones from 12 ones to get 6 ones.
3. Subtract 3 tens from 3 tens to get 0 tens.
4. Bring down the 4 hundreds.

Example 2

$$\begin{array}{r} 753 \\ - 26 \\ \hline 727 \\ \hline \end{array}$$

Steps

1. Since you can not subtract 6 ones from 3 ones, regroup 5 tens as 4 tens and 10 ones. Add 10 ones to 3 ones to get 13 ones.
2. Subtract 6 ones from 13 ones to get 7 ones.
3. Subtract 2 tens from the remaining 4 tens to get 2 tens.
4. Bring down the 7 hundreds.



Work to do

Subtract

1.
$$\begin{array}{r} 426 \\ - 71 \\ \hline \\ \hline \end{array}$$

2.
$$\begin{array}{r} 914 \\ - 37 \\ \hline \\ \hline \end{array}$$

3.
$$\begin{array}{r} 836 \\ - 58 \\ \hline \\ \hline \end{array}$$

4.
$$\begin{array}{r} 632 \\ - 18 \\ \hline \\ \hline \end{array}$$

5.
$$\begin{array}{r} 619 \\ - 34 \\ \hline \\ \hline \end{array}$$

6.
$$\begin{array}{r} 708 \\ - 72 \\ \hline \\ \hline \end{array}$$

7.
$$\begin{array}{r} 257 \\ - 82 \\ \hline \\ \hline \end{array}$$

8. A fish pond had 508 fish. On one day, 67 died. How many were left?

9. A farmer harvested 335 bags of beans. In June he sold 82 bags. How many were left?

10. A shopkeeper had 124 packets of milk. She sold 5 packets. How many packets were left?

Subtract multiples of 10

Example 1

$$\begin{array}{r} 300 \\ - 100 \\ \hline 200 \\ \hline \end{array}$$

Steps

1. Subtract 0 ones from 0 ones to get 0 ones.
2. Subtract 0 tens from 0 tens to get 0 tens.
3. Subtract 1 hundreds from 3 hundreds to get 2 hundreds.

OR

1. Count or sign backwards by hundreds from 300 to 100.
2. Get how many hundreds you have counted, which is 2 hundreds (200).

Example 2

$$670 - 520 = \boxed{}$$

Steps

1. Arrange vertically.
2. Subtract 0 ones from 0 ones to get 0 ones.
3. Subtract 2 tens from 7 tens to get 5 tens.
4. Subtract 5 hundreds from 6 hundreds to get 1 hundreds.

$$\begin{array}{r} 670 \\ - 520 \\ \hline 150 \\ \hline \end{array}$$



Work to do

Subtract

$$\begin{array}{r} 1. \quad 90 \\ - 40 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 120 \\ - 110 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 360 \\ - 30 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 880 \\ - 440 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 790 \\ - 690 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 650 \\ - 50 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 240 \\ - 220 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 70 \\ - 60 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 9. \quad 430 \\ - 430 \\ \hline \\ \hline \end{array}$$

10. A school took 80 learners for a music festival. 30 learners performed a traditional dance and the rest recited a poem. How many learners recited a poem?

Number patterns

Example 1

Work out the missing numbers

200, 195, 190, 185, _____, _____

Steps

1. Get the rule by getting the difference through subtraction between two numbers following each other.
2. The rule is subtract 5 from the number before.
3. To get the next number, subtract 5 from 185. The next number is 180.
4. To get the next missing number, subtract 5 from 180. The number is **175**.

Example 2

900, 800, 700, _____, _____, 400

Steps

1. Get the rule by getting the difference through subtraction between two numbers following each other.
2. The rule is 100 less.
3. To get the next number, count or sign backwards from 700 to get **600** and **500**.



Work to do

Fill in by writing or by typing or by stamping the missing numbers

1. 55, 50, 45, 40, _____, _____
2. 117, 115, 113, _____, _____, 107
3. 170, 160, 150, _____, _____, 120
4. 288, 284, 280, _____, _____, 268
5. 390, 387, 384, _____, _____, 375
6. 800, 750, 700, 650, _____, _____.
7. 520, 420, 320, 220, _____, _____
8. 713, 710, 707, _____, _____, 698

Multiplying numbers

Example



$$3 + 3 + 3 + 3 + 3 = 15$$

$$5 \times 3 = 15$$

Work to do

Multiply



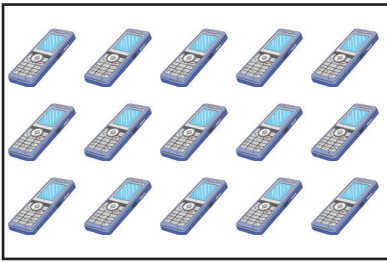
$$5 \times 1 = \boxed{}$$



$$5 \times \boxed{} = \boxed{}$$

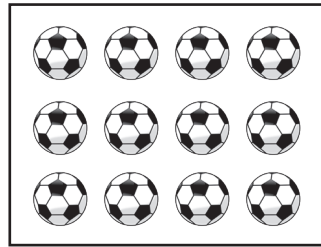
Write in multiplication

3.



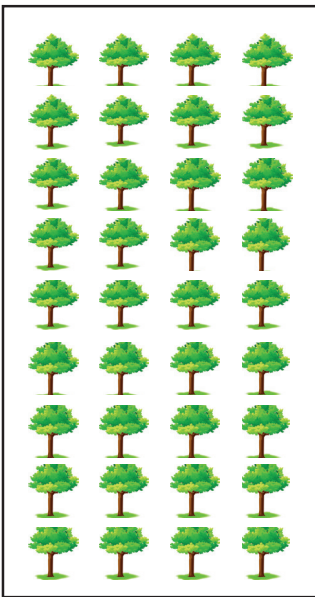
_____ x _____ = _____

4.



_____ x _____ = _____

5.



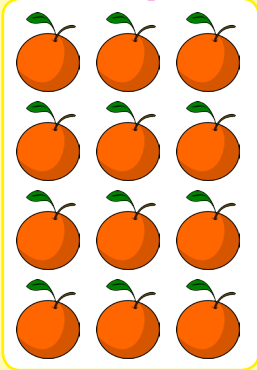
_____ x _____ = _____

6. Complete the table

×	1	2	3	4	5	6	7	8	9
1									
2					10				
3								24	
4									
5						30			

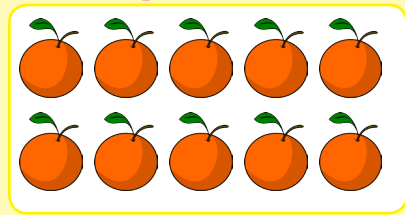
Multiplying numbers

Example 1



$$4 \times 3 = 12$$

Example 2

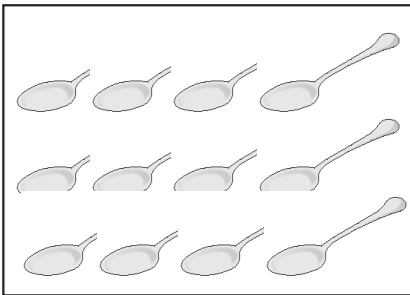


$$2 \times 5 = 10$$

Work to do

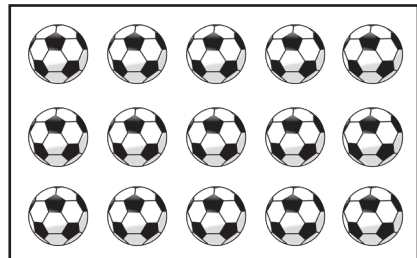
1. Write or type or stamp the following multiplication

a)



$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

b)



$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

2. Multiply

a)

$$\begin{array}{r} 3 \\ \times 2 \\ \hline \\ \hline \end{array}$$

b)

$$\begin{array}{r} 5 \\ \times 2 \\ \hline \\ \hline \end{array}$$

c)

$$\begin{array}{r} 3 \\ \times 5 \\ \hline \\ \hline \end{array}$$

d)

$$\begin{array}{r} 5 \\ \times 5 \\ \hline \\ \hline \end{array}$$

3. Multiply

a) $5 \times 4 =$

b) $3 \times 4 =$

c) $5 \times 1 =$

d) $4 \times 4 =$

e) $4 \times 2 =$

f) $4 \times 1 =$

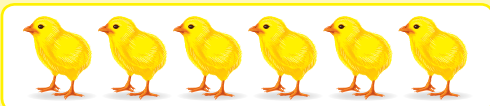
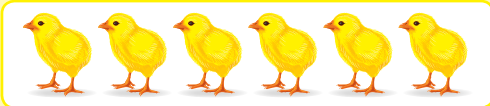
4. Fill in by writing or by typing or by stamping the multiplication table

\times	1	2	3	4	5
1					
2					
3		6			
4					
5					25

Multiplying numbers

Example

$3 \times 6 = \square$



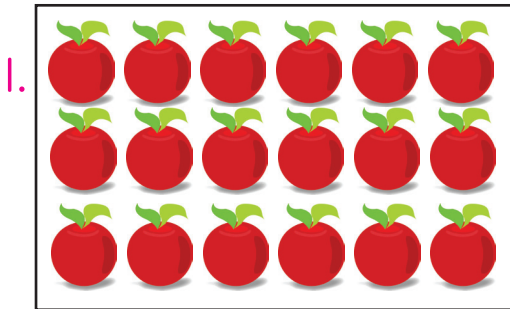
There are 3 groups each with 6 chicks.

The multiplication is

$3 \times 6 = 18$

Work to do

There are 3 groups each with 6 tomatoes. Write as multiplication.



$\underline{\quad} \times \underline{\quad} = \underline{\quad}$

2. Multiply

a) $6 \times 6 = \square$

b) $6 \times 7 = \square$

c) $6 \times 8 = \square$

3. Multiply

$$\begin{array}{r} \text{a)} \quad 9 \\ \times \quad 6 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{b)} \quad 10 \\ \times \quad 6 \\ \hline \\ \hline \end{array}$$

4. Peter works out 6 mathematics questions each day. How many questions will he work out in 5 days?
5. Kaunda eats 5 bananas each day. How many bananas will he eat in 6 days?

Multiplying numbers

Example

$$4 \times 7 = \square$$



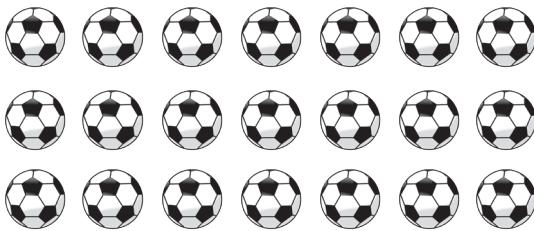
There are 4 groups of 7 birds each.

The multiplication is

$$4 \times 7 = 28$$

Work to do

- There are 3 groups each with 7 balls Write as multiplication.



$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

- Multiply

a) $7 \times 5 = \square$

b) $7 \times 4 = \square$

c) $7 \times 7 = \square$

3.

a)

$$\begin{array}{r} 7 \\ \times 8 \\ \hline \\ \hline \end{array}$$

b)

$$\begin{array}{r} 7 \\ \times 9 \\ \hline \\ \hline \end{array}$$

4. A teacher uses 2 pieces of chalk each day. How many pieces will she use in 7 days?

5. John plants 3 trees at home each month. How many trees does John plant in 7 months?

Dividing numbers

Multiplication table

X	1	2	3	4	5	6	7	8	9
1	1	2	3	4	5	6	7	8	9
2	2	4	6	8	10	12	14	16	18
3	3	6	9	12	15	18	21	24	27
4	4	8	12	16	20	24	28	32	36
5	5	10	15	20	25	30	35	40	45
6	6	12	18	24	30	36	42	48	54
7	7	14	21	28	35	42	49	56	63
8	8	16	24	32	40	48	56	64	72
9	9	18	27	36	45	54	63	72	81

Example 1

$$18 \div 6 = \boxed{}$$

From 18 move up to find 6 in the first row.

From 18 move across to find 3 in the first column

$$18 \div 6 = 3$$

Example 2

$$15 \div 3 = \boxed{}$$

From 15 move up to find 3 in the first row.

From 15 move across to find 5 in the first column

$$15 \div 3 = 5$$



Work to do

Divide

1. $9 \div 3 = \square$

5. $18 \div 9 = \square$

2. $10 \div 2 = \square$

6. $20 \div 4 = \square$

3. $12 \div 6 = \square$

7. $25 \div 5 = \square$

4. $16 \div 8 = \square$

8. A mother shared 24 oranges equally among 4 children. How many oranges did each child get?
9. A class teacher shared 18 pencils between 3 groups of learners. How many pencils did each group get?
10. A farmer put 15 water melons into 3 baskets equally. How many water melons were put in each basket?

Dividing numbers

Multiplication table

X	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10
2	2	4	6	8	10	12	14	16	18	20
3	3	6	9	12	15	18	21	24	27	30
4	4	8	12	16	20	24	28	32	36	40
5	5	10	15	20	25	30	35	40	45	50
6	6	12	18	24	30	36	42	48	54	60
7	7	14	21	28	35	42	49	56	63	70
8	8	16	24	32	40	48	56	64	72	80
9	9	18	27	36	45	54	63	72	81	90
10	10	20	30	40	50	60	70	80	90	100

Example

$$72 \div 8 = \square$$

From 72 move up to find 8 \longrightarrow $72 \div 8 =$
in the first row.

$$72 \div 8 = 9$$

From 72 move across to
find 9 in the first column.



Work to do

Divide

1. $72 \div 9 = \square$

5. $21 \div 7 = \square$

2. $90 \div 10 = \square$

6. $27 \div 3 = \square$

3. $14 \div 7 = \square$

7. $36 \div 6 = \square$

4. $15 \div 5 = \square$

8. Bakari had 36 mathematics books. He shared equally among 9 groups in his grade. How many did each group get?

9. Wavinya had 64 rubbers. She shared equally among 8 of her friends. How many did each friend get?

10. A shopkeeper had 72 bags of rice. He shared them equally among 8 other shopkeepers. How many bags did each shopkeeper get?

Dividing numbers

Multiplication table

×	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10
2	2	4	6	8	10	12	14	16	18	20
3	3	6	9	12	15	18	21	24	27	30
4	4	8	12	16	20	24	28	32	36	40
5	5	10	15	20	25	30	35	40	45	50
6	6	12	18	24	30	36	42	48	54	60
7	7	14	21	28	35	42	49	56	63	70
8	8	16	24	32	40	48	56	64	72	80
9	9	18	27	36	45	54	63	72	81	90
10	10	20	30	40	50	60	70	80	90	100

Example 1

$$32 \div 4 = \boxed{}$$

Steps

1. Write or type or stamp $32 \div 4$ in long form.
2. From 32 move up to find 4, in the first row.
3. From 32 move across to find 8, in the first column.
4. Write 8 on top of the long division sign
5. Multiply 8 by 4 to get 32 and subtract 32 to get 00.

$$\begin{array}{r} 4 \overline{) 32} \\ \underline{8} \\ 4 \overline{) 32} \\ \underline{- 32} \\ 00 \end{array}$$



Example 2

$$9 \overline{)90}$$

$$\begin{array}{r} 10 \\ 9 \overline{)90} \\ - 90 \\ \hline 00 \end{array}$$

Work to do

Divide

1. $6 \overline{)48}$

5. $8 \overline{)32}$

2. $8 \overline{)64}$

6. $9 \overline{)45}$

3. $9 \overline{)27}$

7. $8 \overline{)24}$

4. $7 \overline{)63}$

8. Eight learners shared 72 mangoes equally. How many mangoes did each learner get?
9. A father shared 54 biscuits among his 6 children. How many biscuits did each child get?
10. Seven teachers shared 35 bottles of mineral water equally. How many bottles of mineral water did each teacher get?

Adding and subtracting length



Activity 1

Measure the longer and the shorter lengths of your classroom floor.

Floor distance	Length in metres
Longer length	
Shorter length	
Longer length	
Shorter length	

Add the lengths

Longer length shorter length
 _____ + _____ = _____

Longer length longer length
 _____ + _____ = _____

Shorter length shorter length
 _____ + _____ = _____

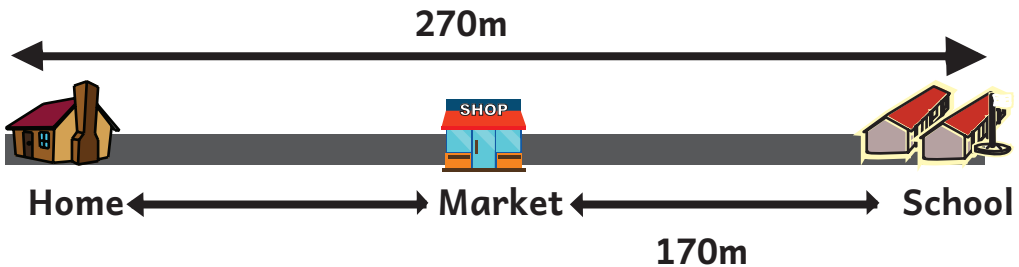
Activity 2

Measure the lengths

	Longer length	Shorter length
Teacher table		
Learner desk/ bench		
The classroom window		

Work to do:

1. Look at the following



- Asha walks from home to the school. How many metres does she walk altogether?

- Asha walks from school to the market. How many metres does she walk altogether? _____
- How many metres does Asha walk from the market to her home? _____

-
2. Mercy had a string measuring 64 metres. She used 31 metres to make a basket. How many metres of string was she left with?

 3. Joshua ran 240 metres on Monday morning. He also ran 155 metres in the evening. How many metres did he run altogether?



Estimating length



Activity 1

Measure the lengths

Object	Length in metres
Length of class room	
Length of chalkboard	
Length of a block of classrooms	

Work to do

Estimate and measure

Object	Estimate	Actual	How close was the estimate
Width of class			
Length of tables			
Length of desk			
Length of classroom floor			
Length of football pitch			



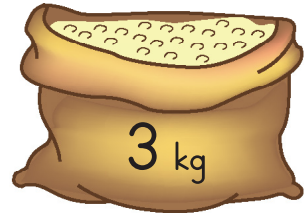
Adding mass in kilograms

Example

What is the total mass of potatoes and maize?



potatoes



maize

$$5\text{kg} + 3\text{kg} = 8\text{kg}$$

The total mass of potatoes and maize is **8kg**

Work to do

1. Jane has 2 kg of beans and 7 kg of maize. How many kg does she have altogether?
2. Peter has 4 kg of coffee and 3 kg of tea leaves. How many kg does he have altogether?
3. Halima has 2 kg of meat and 3 kg of potatoes. How many kg does she have altogether?
4. In a hotel, there are 20 kg of rice and 14 kg of vegetables. How many kg are there altogether?
5. A school has 12 kg of sugar and 5 kg of coffee. How many kg are there altogether?

Subtracting mass in kilograms

Example

Halima has 18 kg of potatoes, she gave Jacinta 5 kgs. How many kgs were left?



$$18\text{kg} - 5\text{kg} = 13\text{kg}$$

Halima is left with **13 kg** of potatoes

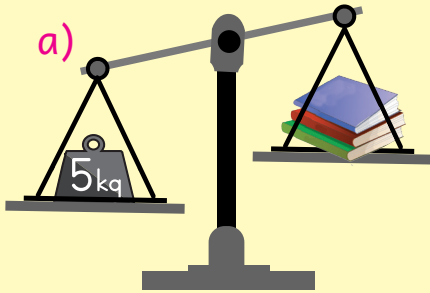
Work to do:

1. James bought 25 kg of meat. He gave 10 kg to John. How many kg was he left with?
2. Mary had 16 kg of beans. She cooked 9 kg. how many kg were left?
3. Jane has 22 kg of sugar. She gave Asha 10 kg. How many kg of sugar was she left with?

Estimating mass

Activity

1. Estimate the mass in kilograms.



Estimate mass of wood _____





Estimate mass of sand _____




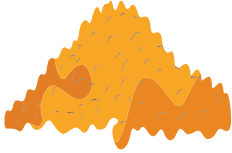
2. Measure Mass of wood is _____?
 Mass of sand is _____?
3. How close were the estimates?

Work to do

Activity

Estimate and measure

Object	Estimate in kg	Actual in kg	How close was the estimate
Books 			
Bags 			

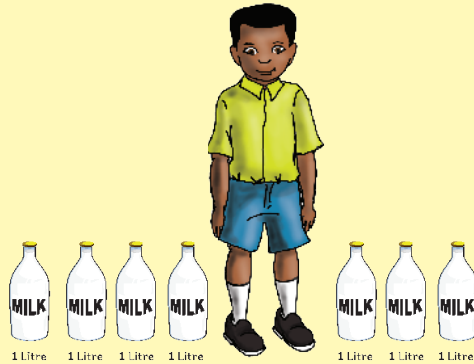
Object	Estimate in kg	Actual in kg	How close was the estimate
Shoes 			
Stones 			
Soil 			
sand 			

Adding capacity

Example

John bought 4 litres of milk. His grandmother brought him

3 litres of milk. How many litres does he have altogether? $4 \text{ litres} + 3 \text{ litres} = 7 \text{ litres}$



Work to do

1. Jane wanted to make tea. She used 2 litres of milk and 5 litres of water. How many litres of tea did she make?
2. Juma had 23 litres of water. He was given 8 more litres. How many litres of water does he have altogether?
3. A tank had 134 litres of water. Helen added 57 litres of water into the tank. How many litres does it have altogether?
4. A cook prepared 14 litres of porridge in the morning. He prepared 9 litres of porridge in the afternoon. How many litres of porridge did he prepare altogether?
5. Mary bought 12 litres of juice. Ann bought 9 litres of juice. How many litres of juice did they have altogether?

Subtracting capacity

Example

A car had 26 litres of petrol. It used 14 litres. How many litres were left?

26 litres – 14 litres = 12 litres.

Work to do

1. Juma had 43 litres water. He used 5 litres. How many litres of water was left?
2. A shopkeeper had 93 litres of milk. He sold 38 litres. How many litres of milk were left?
3. A school tank had 532 litres of water. The school used 117 litres. How many litres of water were left?
4. Amina had 749 litres of diesel. She sold 63 litres. How many litres of diesel were left?
5. A bucket had 26 litres of water. Mwau used 15 litres. How many litres were left.



Estimating capacity

Activity








Estimate capacity of each container.

How many litres can each container hold?



Work to do

Estimate and measure.

Containers	Estimate in litres	Actual in litres	How close was the Estimate?
1. 			
2. 			
3. 			
4. 			
5. 			
6. 			
7. 			

Reading and telling time "to" the hour

Examples

1.

Quarter to
12 o'clock

2.

20 minutes
to 10 o'clock

Work to do

What is the time?

- | | | |
|-------|-------|-------|
| 1. | 2. | 3. |
| _____ | _____ | _____ |
| 4. | 5. | 6. |
| _____ | _____ | _____ |
| 7. | 8. | |
| _____ | _____ | |

Reading and telling time

Examples

What is the time?

Time within the day time



half past 1



quarter past 12



half past 4

Time within the night



8 o'clock



half past 1



half past 4

Work to do

What is the time?

During the day time

1.



2.



3.



4.



5.



6.



During the night

7.



8.



9.

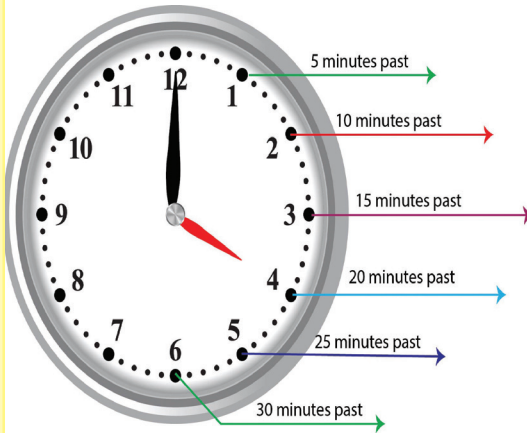


10.



Writing time "past" the hour

Examples



3 o'clock



15 minutes past 1 o'clock



25 minutes past 1 o'clock

Work to do

What is the time?



___ minutes past 11



___ minutes past ___



___ minutes past ___



___ minutes past ___

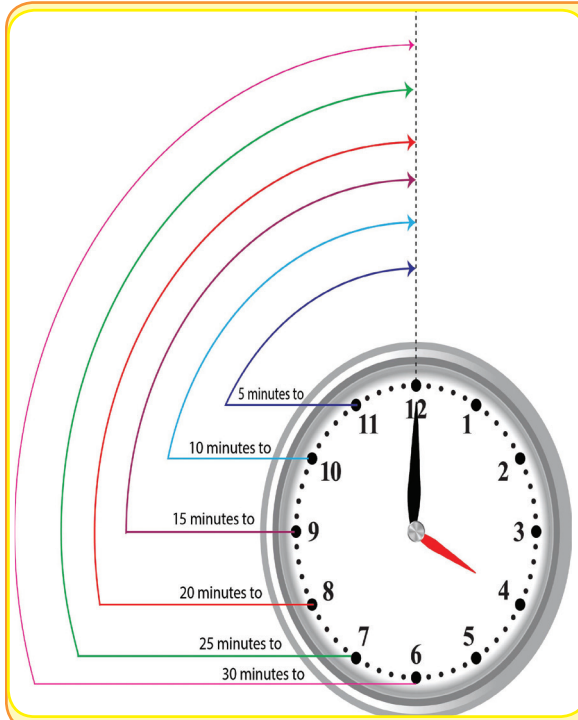


___ minutes past ___




___ minutes past ___

Writing time "to" the hour



Examples


1.  15 minutes to 8 o'clock

2.  20 minutes to 2 o'clock


Work to do

What is the time?

1.  _____ minutes to 11

2.  _____ minutes to _____

3.  _____ minutes to _____

4.  _____ minutes to _____

5.  _____ minutes to _____

6.  _____ minutes to _____



Shopping activities involving change.

Use the classroom shop.

Examples



1. Peter has a sh.1000 note. How many sh.500 notes will he get?



Peter gets two sh.500 notes as change.

Change is the same amount of money but in different denominations.

2. Hellen has five sh.100 notes. How many sh.500 notes will she get?



Hellen gets one sh. 500 note as change.

Work to do

1. Juma has a sh.200 note. How many one hundred shillings notes will he get as change?
2. Judy has a sh.100 note. How many sh.50 notes will she get as change?
3. Abdi has a sh.200 note. How many sh.50 notes will he get as change?
4. Moses has a sh.500 note. How many sh.100 notes will he get as change?
5. Asha has a sh.1000 note. How many sh.200 notes will she get as change?
6. Mary has five sh.200 notes. How many sh.1000 notes will she get as change?
7. Tom has a sh.1000 note. How many five hundred shillings notes will he get as change?



Shopping activities involving balance.

Examples

Using the classroom shop

1. Tom had a sh.1000 note. He bought a bag for sh.600. How much money was he left with?

$$\text{Sh.}1000 - \text{sh.}600 = \text{sh.}400$$

sh 400 **is the balance.**

2. Asha had a sh.500 note. She bought a book for sh.320. What was the balance?

$$\text{sh.}500 - \text{sh.}320 = \text{sh.}180$$

A balance is the amount of money that remains after paying for the items you have

Work to do

1. Martin had a sh.500 note. He bought a stool for sh.300. What balance did he get?
2. David had a sh.1000 note. He bought a school bag for sh.950. What balance did he get?
3. Joan has a sh.500 note. She bought petrol for her care for sh.350. What balance did she get?



Adding and subtracting money

Example 1

Mary had sh. 345. Her mother gave her sh. 225 more. How much money did she have altogether?

$$\begin{array}{r}
 \text{sh.} \\
 345 \\
 + 225 \\
 \hline
 \mathbf{570}
 \end{array}$$

Example 2

Maurice had sh. 32 He spent sh 16. How much money was he left with?

$$\begin{array}{r}
 \text{sh.} \\
 32 \\
 - 16 \\
 \hline
 \mathbf{16}
 \end{array}$$

Work to do

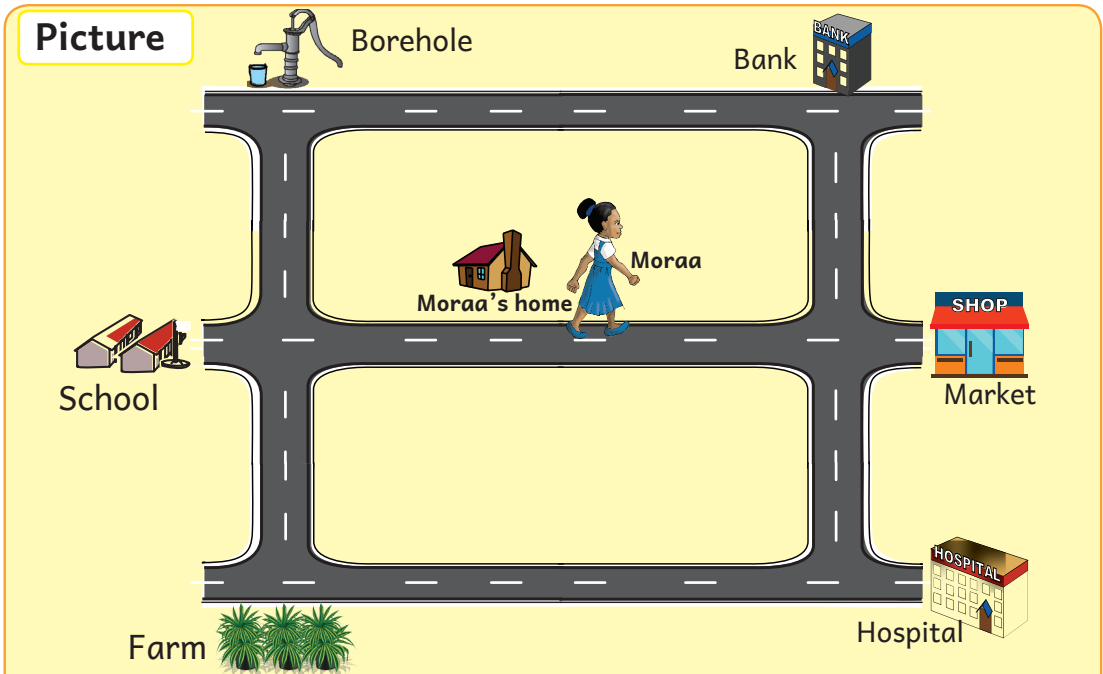
1. Peter bought sugar for sh.176. He also bought flour for sh 206. How much did he spend altogether?
2. Babu spent sh 341 at the market. He spent sh.270 on transport. How much did he spend altogether?
3. A family spends sh.514 on lunch. It also spends sh.275 on super. How much does it



spend altogether?

4. A watchman is paid sh.626 a day. A sweeper is paid sh.302 a day. How much are they paid altogether?
5. Peris had sh. 714. She used sh.220 to buy a dress. How much money was she left with?
6. Joshua has sh 403. He uses sh 53 to buy a toy. How much money is he left with?
7. Onesmus was given sh.256. He used sh 141. How much money was he left with?

Turning to the Right



Example

Using the picture

To visit the bank from the hospital, a person moves straight then turns **RIGHT**

Work to do

Fill in by writing or by typing or by stamping

1. To visit the bore hole from the hospital, one walks straight then turns _____
2. From the market to the bank one will walk straight then turn _____
3. From the farm to Moraa's home you walk straight then turn _____

Turning to the Left

Picture

Example
Using the picture
To fetch water from the borehole Kamau walks straight then turns to the **LEFT**

Work to do

Fill in by writing or by typing or by stamping

1. For Mwende to visit Amina she walks straight then turns _____
2. From the hotel to the market the farmer will move straight then turn _____
3. To reach Mwende's home from the bank, a person moves straight then turns _____

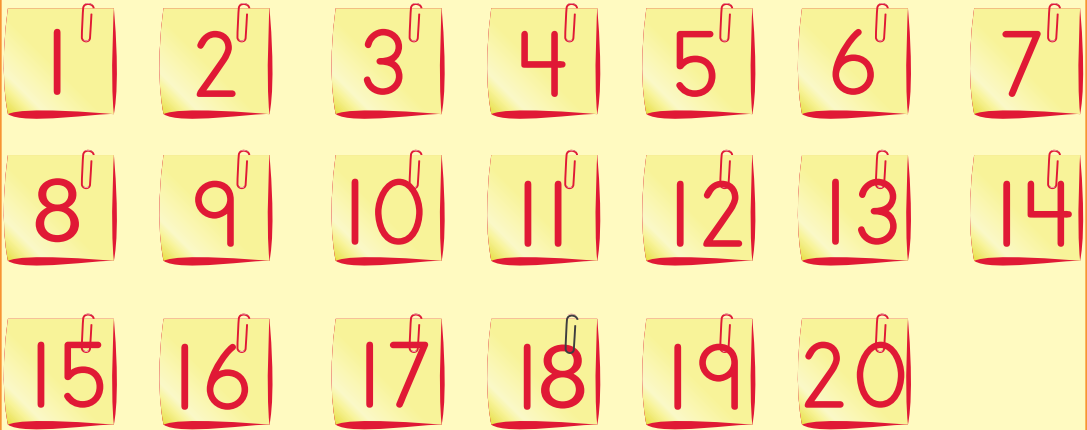


TERM 3



Position names

Number cards



Activity

Match the number cards above with their position.

eleventh 11 fifteenth _____

twelfth _____ sixteenth _____

thirteenth _____ seventeenth _____


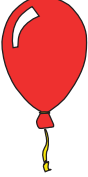


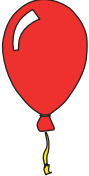




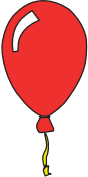


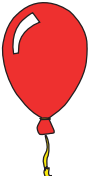







fourteenth _____ eighteenth _____

nineteenth 19 twentieth _____

Work to do

What is the position of the red balloons?

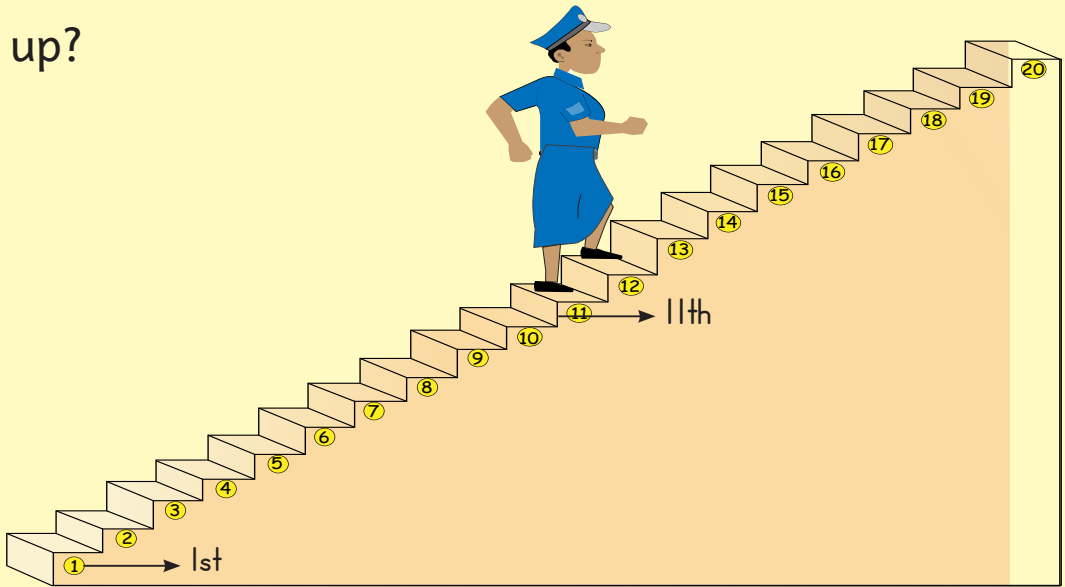
Balloons

1		6		11		16	
2		7		12		17	
3		8		13		18	
4		9		14		19	
5		10		15		20	

Position 1st to 20th

Example

What is the position of policewoman as she moves up?



Work to do

Complete the table

Number	Position
11	11th
12	12th
13	13th
14	14th
15	15th
16	
17	
18	
19	
20	

Counting in Tens

Activity

Count

80, 90, 100, 110, 120, 130, 140

310, 320, 330, 340, 350, 360, 370

520, 530, 540, 550, 560, 570, 580

920, 930, 940, 950, 960, 970, 980, 990

810, 800, 790, 780, 770, 760, 750

1000, 990, 980, 970, 960, 950, 940

600, 590, 580, 570, 560, 550, 540

Work to do

Fill in by writing or typing or by stamping the missing numbers

1. 280, 290, 300, 310, _____, _____, _____

2. 360, 350, 340, 330, _____, _____, _____

3. 580, 570, 560, 550, 540, _____, _____, _____

4. 780, 790, 800, _____, _____, _____

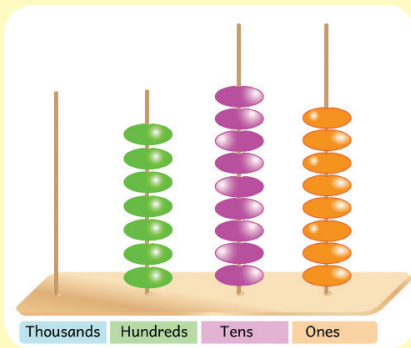
5. 890, 900, 910, _____, _____, _____



Place value

Example 1

798 can be shown as follows



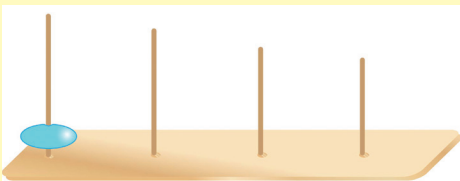
Thousands	Hundreds	Tens	Ones
	7	9	8

7 hundreds, 9 Tens , 8 Ones

Example 2

1000 is shown on the place value chart as

Thousands	Hundreds	Tens	Ones
1	0	0	0

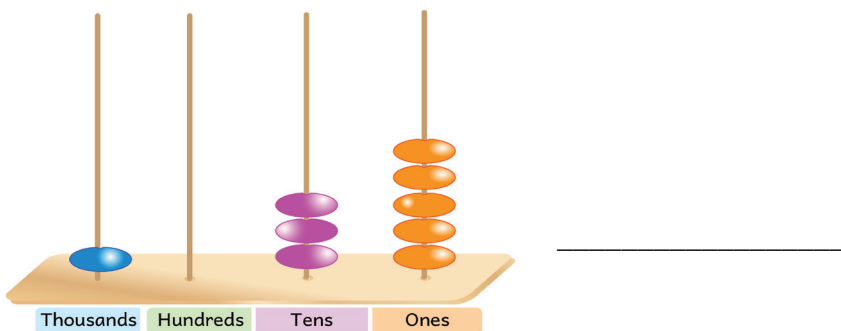


That is 1 thousands 0 hundreds, 0 tens and 0 ones.

Work to do

Fill in by writing or by typing or by stamping the missing numbers

1. 205 = ___ hundreds ___ tens ___ ones
2. 983 = ___ hundreds ___ tens ___ ones
3. ___ = 4 hundreds 5 tens 6 ones
4. 7291 = ___ thousands ___ hundreds ___ tens ___ ones
5. 8457 = ___ thousands ___ hundreds ___ tens ___ ones
6. ___ = 1 thousands 3 hundreds 4 tens 9 ones
7. ___ = 5 thousands 9 hundreds 8 tens 6 ones
8. 3546 = ___ thousands ___ hundreds ___ tens ___ ones
9. 521 = ___ thousands ___ hundreds ___ tens ___ ones
- 10.



Reading Numbers 1 to 1000

Read

101	204	350	427	505
687	790	812	855	900
999	1000	10	20	35
40	45	50	65	70
11	12	13	33	47
67	89	93	26	555
452	835	326	142	742

Work to do

1. In turns learners pair out and read whole numbers using number cards.
2. In groups purposive learners read whole numbers using number cards.

Reading and writing numbers in words

Activity

Match

Number

Words

12	fifteen
15	thirty five
23	eighty
35	twelve
57	fifty seven
69	ninety four
70	One hundred
80	twenty three
94	sixty nine
100	seventy

Work to do

Write or type or stamp the numbers

Number

Words

- | | | |
|----|-------|-------------|
| 1. | 66 | Sixty six |
| 2. | 27 | _____ |
| 3. | 58 | fifty eigh |
| 4. | 98 | _____ |
| 5. | 19 | _____ |
| 6. | _____ | Fifty nine |
| 7. | 99 | _____ |
| 8. | _____ | One hundred |



Number Patterns 1 to 1000

Example 1

Work out the missing numbers

20, 25, 30, _____, _____, _____, 50

Counting or signing on in 5's the missing numbers are

35, 40, 45

Example 2

Work out the missing numbers

1, 5, 9, _____, _____, 21, _____, 29

The rule is adding 4 to get the next number.

From 9 the next numbers is $9 + 4$ to get 13

The next number is $13 + 4$ to get 17.

From 17 the next is $17 + 4$ to get 21.

From 21 the next number is $21 + 4$ to get 25

Example 3

Work out the missing numbers

403, 413, 423, _____, _____

By counting or signing on in 10's the missing numbers are

433, 443.

Work to do

Fill in by writing, by typing or by stamping the missing numbers

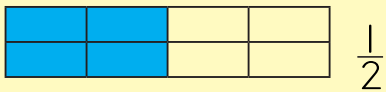
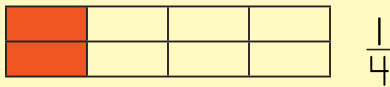
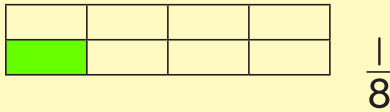
1. 30, 29, 28, 27, _____, _____, _____
2. 128, 129, 130, _____, _____, _____
3. 432, 434, 436, _____, _____, _____
4. 770, 760, 750, _____, _____, _____
5. 630, 680, 730, _____, _____, _____
6. 228, 223, 218, _____, _____, _____



Comparing $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{1}{8}$

Example

Which fraction is bigger?

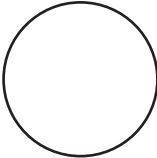
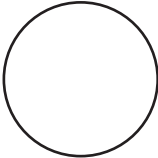
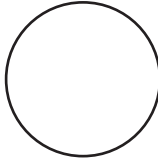


$\frac{1}{4}$ is bigger than $\frac{1}{8}$

$\frac{1}{2}$ is bigger than $\frac{1}{4}$

$\frac{1}{2}$ is bigger than $\frac{1}{8}$

Work to do

1. Shade  $\frac{1}{8}$  $\frac{1}{4}$  $\frac{1}{2}$

2. Which is bigger?

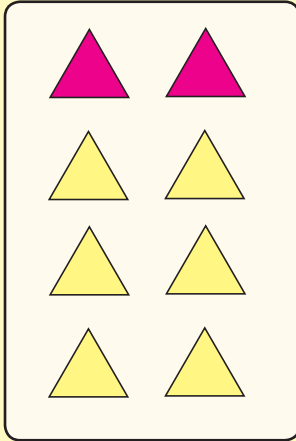
a) $\frac{1}{8}$ or $\frac{1}{2}$? _____ b) $\frac{1}{2}$ or $\frac{1}{4}$? _____

c) $\frac{1}{2}$ or $\frac{1}{4}$? _____

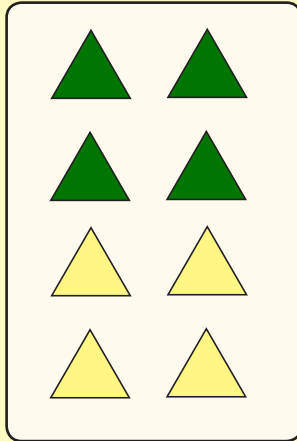
Comparing $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{1}{8}$

Example

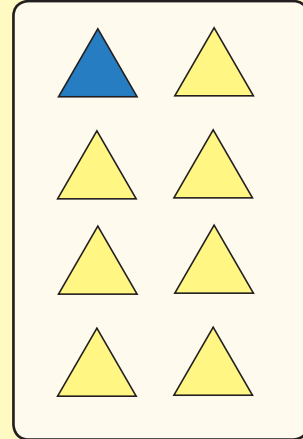
Which fraction is bigger?



$$\frac{1}{4} \text{ of } 8 = 2$$



$$\frac{1}{2} \text{ of } 8 = 4$$



$$\frac{1}{8} \text{ of } 8 = 1$$

$\frac{1}{2}$ is greater

$\frac{1}{4}$

$\frac{1}{4}$ is greater

$\frac{1}{8}$

$\frac{1}{2}$ is greater

$\frac{1}{8}$

Work to do

Which fraction is bigger?

1. $\frac{1}{2}$ of 20 or $\frac{1}{4}$ of 20 ?

2. $\frac{1}{4}$ of 16 or $\frac{1}{8}$ of 16?

3. $\frac{1}{4}$ of 12 or $\frac{1}{2}$ of 12?

Which is the biggest fraction?

1. $\frac{1}{4}$ of 24 or $\frac{1}{2}$ of 24 or $\frac{1}{8}$ of 24 ?

5. $\frac{1}{2}$ of 32 or $\frac{1}{8}$ of 32 or $\frac{1}{4}$ of 32 ?

Adding a 3 - digit number to a 1 - digit number

Examples

$$\begin{array}{r}
 1. \quad 472 \\
 + \quad 6 \\
 \hline
 478 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 2. \quad 690 + 8 = \square \\
 690 \\
 + \quad 8 \\
 \hline
 698 \\
 \hline
 \end{array}$$

Work to do

Add

$$\begin{array}{r}
 1. \quad 436 \\
 + \quad 3 \\
 \hline
 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 2. \quad 247 \\
 + \quad 2 \\
 \hline
 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 3. \quad 452 \\
 + \quad 7 \\
 \hline
 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 4. \quad 650 \\
 + \quad 9 \\
 \hline
 \\
 \hline
 \end{array}$$

$$5. \quad 256 + 3 = \square$$

$$6. \quad 621 + 7 = \square$$

$$7. \quad 784 + 5 = \square$$

$$8. \quad 923 + 6 = \square$$

9. Ali had 800 goats. He bought 8 more goats. How many goats does he have now?
10. Mary had 102 packets of unga. She bought 7 more packets. How many packets does she have altogether?



Adding a 3 - digit number to a 2 - digit number

Example

$$\begin{array}{r} 1. \quad 670 \\ + \quad 28 \\ \hline 698 \end{array}$$

$$2. \quad 572 + 27 = \boxed{}$$

$$\begin{array}{r} 572 \\ + \quad 27 \\ \hline 599 \end{array}$$

Work to do

Add

$$1. \quad \begin{array}{r} 625 \\ + \quad 34 \\ \hline \\ \hline \end{array}$$

$$2. \quad \begin{array}{r} 216 \\ + \quad 52 \\ \hline \\ \hline \end{array}$$

$$3. \quad \begin{array}{r} 400 \\ + \quad 60 \\ \hline \\ \hline \end{array}$$

$$4. \quad \begin{array}{r} 608 \\ + \quad 40 \\ \hline \\ \hline \end{array}$$

$$5. \quad \begin{array}{r} 900 \\ + \quad 99 \\ \hline \\ \hline \end{array}$$

$$6. \quad 921 + 65 = \boxed{}$$

$$7. \quad 862 + 34 = \boxed{}$$

$$8. \quad 743 + 51 = \boxed{}$$

$$9. \quad 600 + 90 = \boxed{}$$

10. Otieno had 125 bottles of juice. He bought 72 more bottles of juice. How many bottles of juice does he have altogether?

11. Muso had 200 packets of pencils. He bought 66 more packets of pencils. How many packets of pencils does he have altogether?

Adding a 3 - digit number to a 1 - digit number

Example

$$\begin{array}{r} 1. \quad | \\ \quad 172 \\ \quad + 9 \\ \hline \quad 181 \\ \hline \end{array}$$

$$2. \quad 409 + 8 = \square$$

$$\begin{array}{r} | \\ 409 \\ + 8 \\ \hline 417 \\ \hline \end{array}$$

Work to do :

Add

$$1. \quad \begin{array}{r} 126 \\ + 7 \\ \hline \\ \hline \end{array}$$

$$2. \quad \begin{array}{r} 214 \\ + 8 \\ \hline \\ \hline \end{array}$$

$$3. \quad \begin{array}{r} 326 \\ + 9 \\ \hline \\ \hline \end{array}$$

$$4. \quad \begin{array}{r} 484 \\ + 6 \\ \hline \\ \hline \end{array}$$

$$5. \quad \begin{array}{r} 688 \\ + 7 \\ \hline \\ \hline \end{array}$$

$$6. \quad \begin{array}{r} 714 \\ + 8 \\ \hline \\ \hline \end{array}$$

$$7. \quad 525 + 8 = \square$$

$$8. \quad 672 + 9 = \square$$

$$9. \quad 918 + 8 = \square$$

$$10. \quad 982 + 8 = \square$$

11. Fatuma had 105 buttons in her shop. She bought another 6 buttons. How many buttons does she have altogether?

12. A box of mangoes weighs 126 kg. Another 48kg of mangoes were added. How many kilograms are there altogether?



Adding a 3 - digit number to a 2 - digit number

Example

$$\begin{array}{r} | \\ 1. \quad 462 \\ + \quad 73 \\ \hline \quad 535 \\ \hline \end{array}$$

$$2. \quad 782 + 47 = \square$$

Re-write this as

$$\begin{array}{r} | \\ \quad 782 \\ + \quad 47 \\ \hline \quad 829 \\ \hline \end{array}$$

Work to do

Add

$$1. \quad \begin{array}{r} 260 \\ + \quad 57 \\ \hline \\ \hline \end{array}$$

$$2. \quad \begin{array}{r} 384 \\ + \quad 35 \\ \hline \\ \hline \end{array}$$

$$3. \quad \begin{array}{r} 672 \\ + \quad 47 \\ \hline \\ \hline \end{array}$$

$$4. \quad \begin{array}{r} 652 \\ + \quad 93 \\ \hline \\ \hline \end{array}$$

$$5. \quad 567 + 42 = \square$$

$$6. \quad 784 + 55 = \square$$

$$7. \quad 856 + 63 = \square$$

8. Peter had 246 bottles of soda in his shop. He bought 70 more bottles of soda. How many bottles of soda does he have altogether?

9. Juma has 256 oranges. Amina has 71 oranges. How many oranges do they have altogether?

10. Lesiampe has 174 goats. His brother Leshere has 92 goats. How many goats do they have altogether?

Adding a 3 - single digit numbers

Example 1

$$7 + 6 + 9 = \square$$

Write 6 as 5 + 1

$$7 + 5 + 1 + 9 =$$

$$7 + 5 + 10 =$$

Write 5 as 3 + 2

$$7 + 3 + 2 + 10 =$$

$$10 + 2 + 10 =$$

$$2 + 20 = 22$$

Example 2

$$5 + 8 + 6 = \square$$

$$13 + 6 = 19$$

Work to do

Add

1. $3 + 4 + 8 = \square$

2. $6 + 7 + 5 = \square$

3. $7 + 4 + 6 = \square$

4. $7 + 8 + 6 = \square$

5. $8 + 9 + 7 = \square$

6. $9 + 9 + 9 = \square$

7.
$$\begin{array}{r} 6 \\ 4 \\ + 3 \\ \hline \end{array}$$

8.
$$\begin{array}{r} 7 \\ 6 \\ + 8 \\ \hline \end{array}$$

9.
$$\begin{array}{r} 9 \\ 8 \\ + 4 \\ \hline \end{array}$$

10.
$$\begin{array}{r} 6 \\ 9 \\ + 9 \\ \hline \end{array}$$



Adding two 3-digit numbers

Example

$$\begin{array}{r} 1. \quad 467 \\ + \quad 221 \\ \hline 688 \end{array}$$

$$2. \quad 159 + 740 = 899$$

$$\begin{array}{r} 769 \\ + \quad 220 \\ \hline 989 \end{array}$$

Work to do

Add

$$\begin{array}{r} 1. \quad 375 \\ + \quad 423 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 854 \\ + \quad 135 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 695 \\ + \quad 302 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 632 \\ + \quad 103 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 191 \\ + \quad 806 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 329 \\ + \quad 260 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 807 \\ + \quad 191 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 275 \\ + \quad 310 \\ \hline \\ \hline \end{array}$$

$$9. \quad 737 + 251 = \square$$

$$10. \quad 426 + 302 = \square$$

Adding two 3 - digit numbers

Example

$$\begin{array}{r} 1. \quad 235 \\ + 147 \\ \hline \end{array}$$

$$\begin{array}{r} \\ 235 \\ + 147 \\ \hline 382 \\ \hline \end{array}$$

Steps

1. Add 5 ones to 7 ones to get 12 ones. Write 2 in ones column, and take 1 tens to tens column.
2. Add 1 tens to 3 tens to 4 tens to get 8 tens. write 8 in tens column.
3. Add 2 hundreds to 1 hundreds to get 3 hundreds Write 3 in the hundreds column.

$$\begin{array}{r} 2. \quad 281 \\ + 136 \\ \hline \end{array}$$

$$\begin{array}{r} \\ 281 \\ + 136 \\ \hline 417 \\ \hline \end{array}$$

Steps

1. Add 1 ones to 6 ones to get 7 ones.
2. Add 8 tens to 3 tens to get 11 tens. Write 1 in tens column and take 1 hundreds to the hundreds column.
3. Add 1 hundreds to 2 hundreds to 1 hundreds to get 4 hundreds.
4. Write 4 in hundreds column.



Work to do

Add

1.
$$\begin{array}{r} 426 \\ + 348 \\ \hline \\ \hline \end{array}$$

2.
$$\begin{array}{r} 257 \\ + 234 \\ \hline \\ \hline \end{array}$$

3.
$$\begin{array}{r} 363 \\ + 129 \\ \hline \\ \hline \end{array}$$

4.
$$\begin{array}{r} 227 \\ + 292 \\ \hline \\ \hline \end{array}$$

5.
$$\begin{array}{r} 122 \\ + 181 \\ \hline \\ \hline \end{array}$$

6.
$$\begin{array}{r} 479 \\ + 214 \\ \hline \\ \hline \end{array}$$

7. $546 + 219 = \boxed{}$

8. $127 + 292 = \boxed{}$

9. $248 + 171 = \boxed{}$

10. $567 + 182 = \boxed{}$

Number patterns

Example 1

Create a pattern in 5s starting at 150

You make 5 dashes _____, _____, _____, _____, _____

The pattern in 5s starting at 150 is

150, 155, 160, 165, 170, 175

Example 2

Create a pattern in 10's starting at 300

You make 5 dashes _____, _____, _____, _____, _____

The pattern in 10's starting at 300 is

300, 310, 320, 330, 340, 350

Work to do

Create patterns

1. Create a pattern in 10's starting at 320
320 _____
2. Create a pattern in 100's starting at 550
550 _____
3. Create a pattern in 50's starting at 630
630 _____
4. Create a pattern in 5's starting at 811
811 _____
5. Create a pattern in 20's starting at 460
460 _____



Subtracting a 2 - digit number from a 3 - digit number

Example 1

$$\begin{array}{r} 537 \\ - 24 \\ \hline 513 \\ \hline \end{array}$$

Steps

1. Subtract 4 ones from 7 ones to get 3 ones
2. Subtract 2 tens from 3 tens to get 1 tens.
3. Bring down 5 hundreds

Example 2

$$897 - 25 = \square$$

$$\begin{array}{r} 897 \\ - 25 \\ \hline 872 \\ \hline \end{array}$$

Steps

1. Arrange vertically
2. Subtract 5 ones from 7 ones to get 2 ones
3. Subtract 2 tens from 9 tens to get 7 tens.
4. Write 8 in the hundreds place

Work to to

Subtract

$$\begin{array}{r} 378 \\ - 52 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 267 \\ - 23 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 146 \\ - 15 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 489 \\ - 63 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 596 \\ - 42 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 985 \\ - 14 \\ \hline \\ \hline \end{array}$$

8. $689 - 72 =$

9. $689 - 65 =$

10. A town has 196 adults. There are 84 men.
How many are women?



Subtracting a 2 - digit number from a 3 - digit number

Example 1

$$\begin{array}{r}
 266 \\
 - 82 \\
 \hline
 \\
 \\
 | \\
 \cancel{2}66 \\
 - 82 \\
 \hline
 184 \\
 \hline
 \end{array}$$

Steps

1. Subtract 2 ones from 6 ones to get 4 ones.
2. Since you can not subtract 8 tens from 6 tens, regroup 2 hundreds as 1 hundreds and 10 tens. Add 10 tens to 6 tens to get 16 tens.
3. Subtract 8 tens from 16 tens to get 8 tens.
4. Bring down the remaining 1 hundreds.

Example 2

$$\begin{array}{r}
 646 \\
 - 73 \\
 \hline
 \\
 \\
 5 \\
 \cancel{6}46 \\
 - 73 \\
 \hline
 573 \\
 \hline
 \end{array}$$

Steps

1. Subtract 3 ones from 6 ones to get 3 ones.
2. Since you can not subtract 7 tens from 4 tens, regroup 6 hundreds as 5 hundreds and 10 tens. Add 10 tens to 4 tens to get 14 tens.
3. Subtract 7 tens from 14 tens to get 7 tens.
4. Bring down the remaining 5 hundreds.

Work to do

Subtraction

$$\begin{array}{r} 1. \quad 135 \\ - \quad 72 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 347 \\ - \quad 62 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 349 \\ - \quad 52 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 734 \\ - \quad 63 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 456 \\ - \quad 75 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 839 \\ - \quad 43 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 923 \\ - \quad 72 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 527 \\ - \quad 94 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 9. \quad 337 \\ - \quad 54 \\ \hline \\ \hline \end{array}$$

10. A farmer harvested 425 oranges. He gave 64 of them to children. How many oranges were left?



Subtracting a 3 - digit number from a 3 - digit number

Example 1

$$\begin{array}{r} 416 \\ - 245 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \cancel{4}16 \\ - 245 \\ \hline 171 \\ \hline \end{array}$$

Steps

1. Subtract 5 ones from 6 ones to get 1 ones.
2. Since you can not subtract 4 tens from 1 tens, regroup 4 hundreds as 3 hundreds and 10 tens. Add 10 tens to 1 tens to get 11 tens.
3. Subtract 4 tens from 11 tens to get 7 tens
4. Subtract 2 hundreds from the remaining 3 hundreds to get 1 hundreds

Example 2

$$\begin{array}{r} 518 \\ - 457 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \cancel{5}18 \\ - 457 \\ \hline 61 \\ \hline \end{array}$$

Steps

1. Subtract 7 ones from 8 ones to get 1 ones.
2. Since you can not subtract 5 tens from 1 tens, regroup 5 hundreds as 4 hundreds and 10 tens. Add 10 tens to 1 tens to get 11 tens.
3. Subtract 5 tens from 11 tens to get 6 tens
4. Subtract 4 hundreds from the remaining 4 hundreds to get 0 hundreds

Work to do

Subtract

$$\begin{array}{r} 1. \quad 527 \\ - 241 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 306 \\ - 245 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 675 \\ - 193 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 736 \\ - 373 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 957 \\ - 562 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 489 \\ - 197 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 778 \\ - 593 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 807 \\ - 432 \\ \hline \\ \hline \end{array}$$

9. A forester had 638 seedlings. He gave out 475 seedlings. How many seedlings was he left with?
10. A school bought 535 pencils. The headteacher gave 365 pencils to his learners. How many pencils were left?



Subtracting multiples of 10

Example 1

$$\begin{array}{r} 680 \\ - 130 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 680 \\ - 130 \\ \hline 550 \\ \hline \end{array}$$

Steps

1. Subtract 0 ones from 0 ones to get 0 ones.
2. Subtract 3 tens from 8 tens to get 5 tens
3. Subtract 1 hundreds from 6 hundreds to get 5 hundreds

Example 2

$$770 - 40 = \square$$

$$\begin{array}{r} 770 \\ - 40 \\ \hline 730 \\ \hline \end{array}$$

Steps

1. Arrange vertically
2. Subtract 0 ones from 0 ones to get 0 ones.
3. Subtract 4 tens from 7 tens to get 3 tens
4. Bring down 7 hundreds

Work to do

Subtract

$$\begin{array}{r} 1. \quad 190 \\ - \quad 30 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 780 \\ - \quad 70 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 670 \\ - \quad 550 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 380 \\ - \quad 160 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 940 \\ - \quad 230 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 880 \\ - \quad 370 \\ \hline \\ \hline \end{array}$$

$$7. \quad 440 - 320 = \boxed{}$$

$$8. \quad 590 - 160 = \boxed{}$$

$$9. \quad 680 - 150 = \boxed{}$$

10. On Monday, 750 passengers got onto a train from Mombasa to Nairobi. At Voi, 30 passengers got off the train. How many passengers were left in the train?



Numbers in patterns

Example 1

Work out missing numbers

800, 750, 700, 650, _____, _____

Steps

1. Get the rule by getting the difference through subtraction between two numbers following each other.
2. The rule is subtract 50.
3. To get the next number, subtract 50 from 650. The next number is 600.
4. To get the next missing number, subtract 50 from 600. The number is 550.

Example 2

975, 825, _____, 525, 475, _____

Steps

1. Get the rule by getting the difference through subtraction between two numbers following each other.
2. The rule is subtract 150.
3. To get the missing number, subtract 150 from 825. The next number is 675.
4. To get the next missing number, subtract 150 from 475. The number is 325.

Work to do

Work out the missing numbers

1. 535, 460, 385, 310, _____, _____
2. 640, 580, 520, 460, _____, _____
3. 450, 300, 250, 200, _____, _____
4. 500, 425, _____, 275, 200, _____
5. 650, 630, _____, 590, 570, _____
6. 850, 700, 550, 400, _____, _____
7. 520, 440, 360, 280, _____, _____



Multiplying 8, 9 and 10

Example 1

$$3 \times 8 = \square$$

There are 3 groups of 8 toy cars each

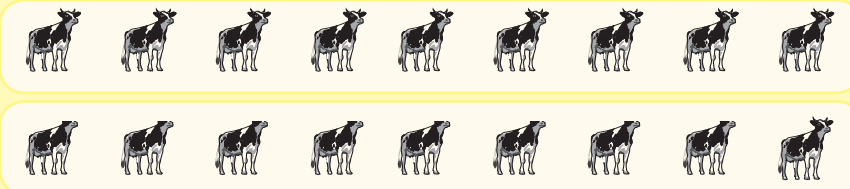


$$3 \times 8 = 24$$

Example 2

$$2 \times 9 = \square$$

There are 2 groups of 9 cows each



$$2 \times 9 = 18$$

Work to do

Multiply

1. $8 \times 4 = \boxed{}$

5. $9 \times 3 = \boxed{}$

2. $8 \times 10 = \boxed{}$

6. $9 \times 7 = \boxed{}$

3. $10 \times 5 = \boxed{}$

7. $8 \times 9 = \boxed{}$

4. $8 \times 8 = \boxed{}$

8.
$$\begin{array}{r} 10 \\ \times 2 \\ \hline \\ \hline \end{array}$$

9.
$$\begin{array}{r} 9 \\ \times 2 \\ \hline \\ \hline \end{array}$$

10.
$$\begin{array}{r} 9 \\ \times 1 \\ \hline \\ \hline \end{array}$$



Multiplying 8, 9 and 10

Use multiplication table to multiply

X	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10
2	2	4	6	8	10	12	14	16	18	20
3	3	6	9	12	15	18	21	24	27	30
4	4	8	12	16	20	24	28	32	36	40
5	5	10	15	20	25	30	35	40	45	50
6	6	12	18	24	30	36	42	48	54	60
7	7	14	21	28	35	42	49	56	63	70
8	8	16	24	32	40	48	56	64	72	80
9	9	18	27	36	45	54	63	72	81	90
10	10	20	30	40	50	60	70	80	90	100

Examples

1. $8 \times 7 = 56$
2. $10 \times 9 = 90$

Work to do

Complete the multiplication table below

1.

X	1	2	3	4	5
8				32	
9		18			
10					50

Multiply

2. $8 \times 9 =$

3. $9 \times 5 =$

4. $10 \times 8 =$

5. $9 \times 9 =$



Multiplying 8, 9 and 10 by 1 - 10

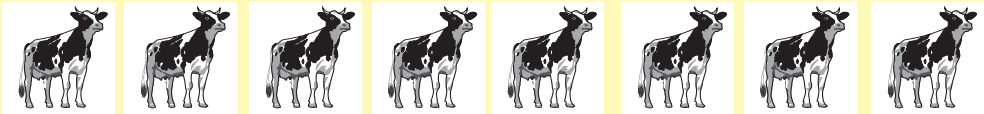
Examples



1. A pencil costs sh.10. How much do I pay for 5 pencils?

$$\begin{aligned} & \text{Sh.10} + \text{sh.10} + \text{sh.10} + \text{sh.10} + \text{sh.10} \\ & = 5 \times \text{Sh.10} = \text{sh.50} \end{aligned}$$

2. A cow has four legs. How many legs do 8 cows have?



$$8 \times 4 = 32 \text{ legs}$$

Work to do

Multiply

- Jane sells 10 apples every day. How many apples will she sell in 9 days?
- A cow produces 8 litres of milk in a day. How many litres will it produce in 5 days?
- James sells 9 packets of milk every day. How many packets of milk will he sell in 8 days?

4. A farmer planted 10 rows of cabbage in one hour. How many rows of cabbage did he plant in 5 hours?
5. There are 4 windows in a classroom. How many windows are there in 8 classrooms?



Dividing numbers

X	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10
2	2	4	6	8	10	12	14	16	18	20
3	3	6	9	12	15	18	21	24	27	30
4	4	8	12	16	20	24	28	32	36	40
5	5	10	15	20	25	30	35	40	45	50
6	6	12	18	24	30	36	42	48	54	60
7	7	14	21	28	35	42	49	56	63	70
8	8	16	24	32	40	48	56	64	72	80
9	9	18	27	36	45	54	63	72	81	90
10	10	20	30	40	50	60	70	80	90	100

Example

1. $54 \div 6 = \square$

Steps

1. Read or sign identify the number 54 on the multiplication table.

2. Move horizontally on the row to identify 6.

3. Move vertically on the

$$54 \div 6 = 9$$

$$\begin{array}{r} 9 \\ 6 \overline{)54} \\ \underline{-54} \\ 00 \end{array}$$

2. $9 \overline{)90}$

$$\begin{array}{r} 10 \\ 9 \overline{)90} \\ \underline{-90} \\ 00 \end{array}$$

$90 \div 9 = 10$

Work to do

Divide

1. $48 \div 6 = \square$

2. $63 \div 7 = \square$

3. $81 \div 9 = \square$

4. $72 \div 8 = \square$

5. $54 \div 6 = \square$

6. $7 \overline{) 49}$

7. $10 \overline{) 60}$

8. $9 \overline{) 63}$

9. $8 \overline{) 64}$



Word questions involving division

Example

45 pupils were shared equally among 5 cars.
How many pupils did each car carry.

$$45 \div 5 = \square$$

$$45 \div 5 = 9$$

Work to do

1. John shared sh 72 equally among 9 children.
How much money did each get?
2. Nasieku shared 64 oranges equally among 8 children. How many oranges did each child get?
3. Halima had 36 fish. She shared them equally among her 4 daughters. How many fish did each daughter get?
4. Perez shared 24 biscuits equally among 6 children. How many biscuits did each child get?
5. An egg tray has 24 eggs. The eggs are shared equally among 3 people. How many eggs did each person get?
6. Mother had 56 bananas. She shared them equally among her 8 children. How many bananas did each child get?

Adding Lengths in Metres

Example

Add the lengths



Longer length shorter length

_____ + _____ =

Longer length longer length

_____ + _____ =

Shorter length shorter length

_____ + _____ =

Work to do

- The distance from grade 3A to grade 3B is 5 metres. The distance from grade 3B to the staffroom is 8 metres. What is the distance from grade 3A to the staffroom.

2. The distance from the gate to the office is 10 metres. John walked from the gate to the office and back. How many metres did he walk?

3. The distance from Ben's home to the market is 450 metres. The distance from the market to the school is 360 metres. What is the distance in metres from Bens home to the school.

Subtracting lengths in metres

Example 1

John has a 5m rope. He gives Paul 4m of the rope. How many metres of rope was John left with?

$$5\text{m} - 4\text{m} = 1\text{m}$$



Example 2

Subtract 450m from 625m. Arrange as follows

$$\begin{array}{r} 625\text{m} \\ - 450\text{m} \\ \hline 175\text{m} \end{array}$$

$$625\text{m} - 450\text{m} = 175\text{m}$$

Work to do

1. A piece of timber is 27m long. 7m is cut from it. How long is the remaining timber?
2. The length of a classroom block is 87m. A worker painted 58m. How many metres remained?

-
3. Maria's home is 687m from the market. After walking for 397m from the market towards home, maria rested. How far was she from home when she rested?
 4. Peter left home for school, which is 200m away. After walking for 70m, Peter stopped. How far was he from the school?
 5. Mwende walked to the hospital which is 870m away from home. After walking for 630m, mwende rested. What was the remaining distance?

Adding and subtracting mass in kilograms

Example 1

What is the total mass of beans and maize?



Beans



Maize

$$26\text{kg} + 11\text{kg} = 37\text{kg}$$

The mass of beans and maize is 37kg

Example 2

Brandon has 28kg of sugar. He gave Jusper 19kg. How many kg were left?



$$28\text{kg} - 19\text{kg} = 9\text{kg}$$

Brandon is left with 9kgs of potatoes

Work to do

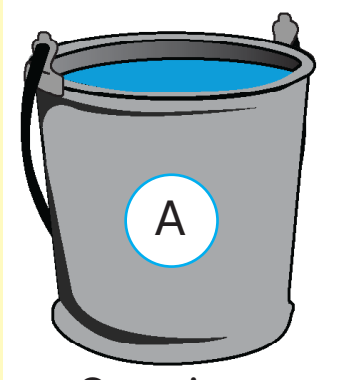
Add and subtract

1. Maina has 4kg of beans and 18kg of maize. How many kg does she have altogether.
2. Kuria has 37kg of coffee and 16kg of tea leaves. How many kg does he have altogether?
3. Kefa has 62kg of meat and 7 kg of potatoes. How many kg does he have altogether?
4. A shopkeeper has 158kg of sugar. He sells 28kg. How many kg of sugar are left?
5. Patel had 120kg of rice. he sold 75kg. How many kg were left.
6. Jerry bought 25kg of meat. He gave Elijah 17kgs. How many kg was he left with?
7. Cyprine had 56kg of beans. She cooked 9kg. how many kg were left?
8. Juma has 42kg of potatoes. She gave Fatuma 20kg. How many kg of potatoes was she left with?

Measuring capacity in litres

Activity

Measure to find out how much each can hold.
Use the 1 litre container to measure.



Container

A = _____ litres



Container

B = _____ litres

Work to do

Measure the capacity of the following containers using 1 litre container.

Container	Capacity in litres
Bucket	_____
Jerrican	_____
Sufuria	_____
Basin	_____
Jug	_____

Subtract capacity in litres

Example

A lorry was transporting 81 litres of water. On the way, 7 litres spilled. How many litres of water were remained?

Litres in the lorry = 81

Litres poured = 7

Litres left =

81 litres - 7 litre = 74 litres

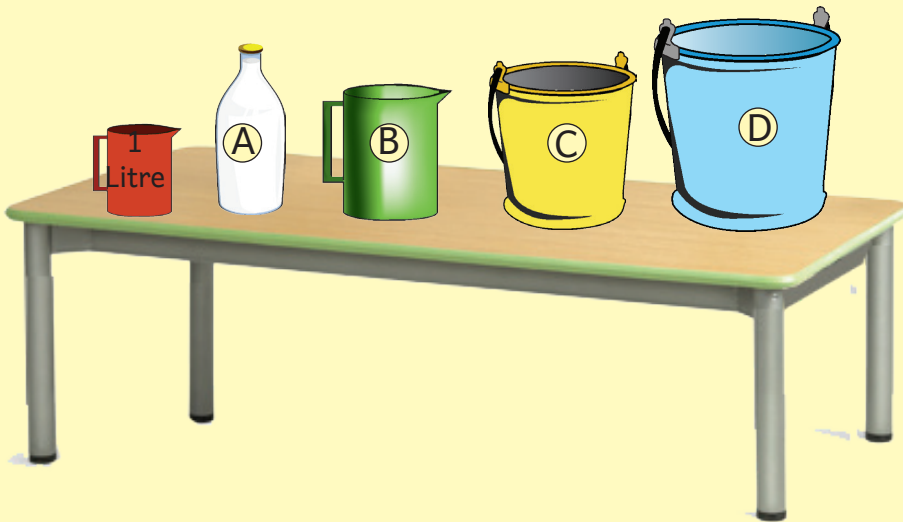
Work to do :

1. Wambua has 53 litres of milk. He sold 19 litres. How many litres was he left with?
2. Wafula has 443 litres of cooking oil. He used 72 litres. How many litres was he left with?
3. A family had 773 litres of water at a party. They used 429 litres. How many litres were left?
4. A vehicle had 517 litres of petrol. It used 134 litres. How many litres were left?
5. A school tank had 896 litres of water. Learners used 524 litres. How many litres were left?

Estimating capacity

Activity

1. How many litres can container a, b, c and d hold? Record your estimates in the table.
2. Measure the actual capacity using 1 Litre container and record alongside the estimates.



Work to do

Estimate and measure the capacity of containers

Containers	Estimate in Litres	Actual Litres	How close
A			
B			
C			
D			

Add time in hours and minutes

Example

1. John used 2 hours and 45 minutes to cycle to the market. Rose used 4 hours and 5 minutes to walk to the same market. How many hours and minutes did they use altogether?

John used 2 hours and 45 minutes

Rose used 4 hours and 5 minutes

$$\begin{array}{r} 2 \text{ hrs} \quad 45 \text{ mins} \\ + 4 \text{ hrs} \quad 5 \text{ mins} \\ \hline 6 \text{ hrs} \quad 50 \text{ mins} \\ \hline \end{array}$$

2. A bus used 4 hours and 51 minutes to move to Nairobi. A lorry used 5 hours and 4 minutes to move to Nairobi. How many hours and minutes did the bus and the lorry use altogether?

Bus used 4 hours and 51 minutes

Lorry used 5 hours and 4 minutes

$$\begin{array}{r} 4 \text{ hrs} \quad 51 \text{ mins} \\ + 5 \text{ hrs} \quad 4 \text{ mins} \\ \hline 9 \text{ hrs} \quad 55 \text{ mins} \\ \hline \end{array}$$

Work to do

1. A tailor used 4 hours and 22 minutes to make a pair of trousers. He used 2 hours and 17 minutes to make a shirt. How many hours and minutes did he use altogether?
2. Perpetua used 2 hours and 34 minutes to wash clothes. She used 2 hours and 15 minutes to clean the compound. How many hours and minutes did she use altogether?
3. Teacher Joy used 1 hour and 15 minutes to teach language activities. She used 1 hour and 20 minutes to teach mathematics activities. How many hours and minutes did she use in teaching altogether?



Subtract time in hours and minutes

Example

- Mr. Omolo used 1 hour and 45 minutes to run a race. Miss Claire used 1 hour and 15 minutes to run the same race. By how many hours and minutes was Miss Claire faster than Mr. Omolo?

Mr. Omolo used 1 hour and 45 minutes

Miss Claire used 1 hour and 15 minutes

$$\begin{array}{r}
 1 \text{ hr} \quad 45 \text{ mins} \\
 - 1 \text{ hr} \quad 15 \text{ mins} \\
 \hline
 \quad \quad 30 \text{ mins} \\
 \hline
 \end{array}$$

Work to do

- A cook used 3 hours and 44 minutes to roast meat. He used 2 hours and 12 minutes to bake a cake. How many more hours and minutes did he use in roasting?
- A bus took 8 hours and 20 minutes to reach Nakuru. A matatu took 7 hours and 15 minutes. By how many hours and minutes was the matatu faster than the bus?

-
3. A boda boda rider used 2 hours and 35 minutes to Pondamali market. A car used 1 hour and 25 minutes to reach the same market. By how many hours and minutes was the car faster than the boda boda?



Relating money to goods and services

Picture showing goods and services



Unga

Sh 130



Matatu

Sh 200



Doctor

Sh 400



School bag

Sh 900



Barber

Sh 50



Chair

Sh 850

Work to do :

Fill in as a good or a service

Item	Good or Service	Amount
Hair cut	Service	sh.50
Flask	Good	sh. 300
Transport		sh. 200
Cloth repair		sh. 100
Book		sh 400
Pencil		sh. 20
School Sweater		sh. 800
Shoe repair		sh. 50

Needs and wants

Example

Complete the table using the following items: phone, car, clothes, toy, house, bus, radio, food, TV.

Needs	Wants

Fill in by writing or by typing or by stamping as needs and wants

Item	Needs	Wants
a) Bicycle		
b) Car		
c) Chair		
d) Table		
e) Pencil		
f) Duster		
g) Watch		
h) Clothes		
i) Toy		
j) House		
k) Book		
l) Food		



Spending and saving

Example

John received sh.300 from his uncle. He spent sh. 50 on a book. How much did he save?

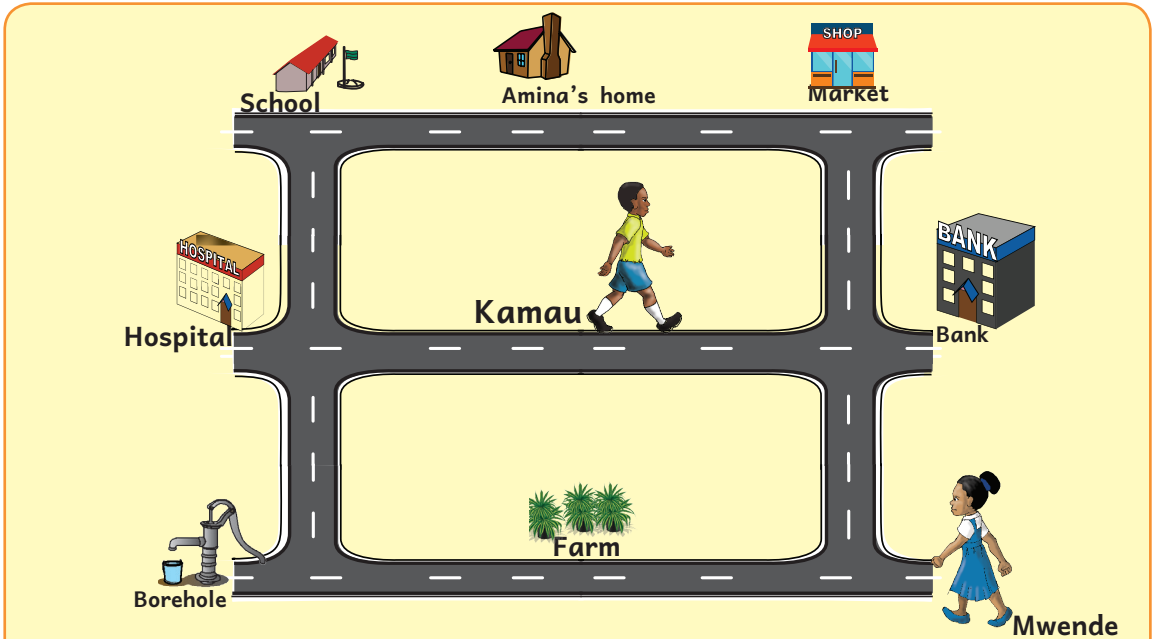
Shillings	Spending in shillings	Saving in shillings
300	50	250

Work to do

Fill in by writing or by typing or by stamping as a spending or saving

Shillings before spending	Spending in shillings	Saving in shillings
1. 500	300	200
2. 1000	400	_____
3. 650	250	_____
4. 500	400	_____
5. 200	150	_____
6. 400	350	_____
7. 1000	700	_____
8. 700	_____	400
9. 800	_____	300
10. 900	_____	500

Turning to the right and left from a point



Example

To get to the hospital from school, a learner will walk straight then turn right

Work to do

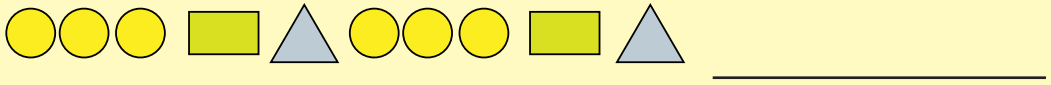
Use the map above to fill in

1. To get to school Mwende moves straight then turns _____
2. To visit the market Mwende will walk straight then turn _____
3. To walk to the market, Kamau will move straight then turn _____
4. From the school to the borehole, learners will walk _____
5. To visit the farm from school, a teacher will walk straight then turn _____

Pattern making using shapes

Example

This is a pattern. On the right we put?



We put ○ ○ ○ □ ▲

Work to do

Complete the pattern

