PRIMARY FOUR
SELF STUDY MATERIALS

THE REPUBLIC OF UGANDA
Ministry of Education and Sports

NCDC
NATIONAL CURRICULUM DEVELOPMENT CENTRE

ENGLISH LANGUAGE

LESSON 1: Describing People

At the end of this lesson you should be able to;

- talk about yourself using the Present Simple tense.
- describe what other people look like using the present Simple tense.

You will need

- an exercise book, a pen/a pencil

What to learn
You will talk about yourself and other people using the Present Simple tense.

Introduction
We use the present simple tense to describe the things that happen every day in your home.
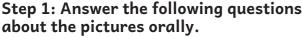
i) I greet my parents every day.
ii) John greets his parent's **every day.**

Step 1: Answer the following questions about the pictures orally.
i) What can you see in the pictures?
ii) In which picture is the tall boy?
iii) Talk about the girl in picture C.

Step 2: Choose the correct word from the brackets to complete the sentence.
1. I am a ....girl. (short, tall)
2. I am a...............boy. (short, tall)
3. I am a ....boy. (smart, shabby)
4. I am............girl (smart, shabby)

Note: Use **I** and **am** to describe yourself.
Step 3: Describe the people you know using the following words:
strong, lazy, bad, good, polite, rude, big, kind, cruel

Examples

i) My parents are **kind** people.
ii) Our neighbour is a **polite** man.

Note Use **is** to describe one person and use **are** to describe two or more people.
Do this exercise in your notebook
Use the following words in sentences to describe yourself and others.
Examples

i) is brown.

My mother is a brown woman.

ii) are hardworking

My parents are hardworking people.

iii) am strong

I am a strong girl.

1. am good
2. am bright
3. are lazy
4. are funny
5. 5. is cruel

6. is beautiful
7. are careful.

Meaning of words

beautiful-a girl or woman who is pleasing to see.
cruel- one who makes others feel pain.
describe-to tell what someone or something is like.
Introduction- writing at the beginning of an activity to make you know what you are going to learn
guardian- an adult who is taking care of you as a parent.
loving- a person who **is** either nice, beautiful or good.
polite-having pleasing manners.
shabby-someone who is wearing dirty, old and torn clothes.

LESSON:2 Describing People

At the end of this lesson you should be able to:
- read a poem.
- answer questions about a poem.
- recite a poem to another person.

You will need
- an exercise book and a pen/a pencil

What to learn
You will learn to recite a poem.

Introduction
A poem is a piece of writing arranged in lines of the same length. When you learn to recite a poem, you can recite to other people.

Study the picture below

i) What can you see in the picture?
ii) How many people can you see in the picture?
iii) What do you think they are talking about?

Step 3: Read the poem below.
Loving friend
What a loving friend!
With long black hair,
Stay home, stay safe,
COVID 19 kills, all ages.

What a loving friend!
In a striped T-shirt,
Keep safe by washing hands with soap,
COVID 19 kills, all ages.
What a loving friend!
Be careful,
Avoid hugging and shaking hands.
COVID 19 kills, all ages.
(By Brenda Kaudha)

Answer the following questions about the poem.
1. What is the poem about?
2. Say what the friend's hair looks like.
3. Write any one describing word that starts with letter 's' in the poem.
 4. How many stanzas are in the poem?
5. Who is the poet?

Step 4:
a) Read the poem again but loudly.
b) Try to remember what you have read.
c) Cover the poem with a book and learn to say it.
d) If you have forgotten any word, remove the book and read it.
e) If you have learnt the poem by heart, say it to yourself for the last time before reciting it to other people.

Exercise
Recite the poem to your friend.

Meaning of words
   poet- a person who writes poems.
   polite- one who respects other people.
    pretty- what is pleasing to see.
    stanza- group of lines in a poem.
    striped- marked with a pattern of lines with different colours.

LESSON: 3
What I like
At the end of this lesson, you should be able to;

- Use…. prefer ….to….in sentences.
- Rewrite sentences using …prefer…. to….

You will need
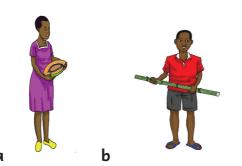
- an exercise book and a pen/a pencil

What to learn
 You will learn how to use ….prefer…. to….in sentences.

Introduction
We use…prefer…to… when talking about what we like more than the other. For example:
1. I prefer beans to fish.
2. She prefers sweets to biscuits.
Step 1: Study the pictures

a   b

Step 2: Answer the following questions about the pictures

i)   What can you see in   the picture?
ii)   Why do you think the boy is holding a sugar cane?
iii)   What would you like eat from the picture?
iv)   Why do you say so?

Step 5. Say   these sentences using…. prefer…to…
2 examples have been given to you.

- I like   beef more than meat.
- **I prefer   beef to meat.**
- Katooko likes football more than netball.
- **Katooko prefers football to netball.**

i)   Adia likes running more than singing.
Adia prefers running to singing.
ii)   Bucu and Sisye like rice more than millet.
Bucu and Sisye prefer rice to millet.

Exercise
Rewrite the following sentences using ….prefer…to…
1. I like lemon juice more than orange juice.
2. We like reciting the Koran more than poems.
3. Musamba likes reading the **Bible** more than a newspaper.
4. You enjoy dancing more than singing.
5. We love drumming more than singing.
6. They enjoy listening to a radio more than watching a television.
7. I like chicken more than   meat.
8. Baseke   likes fish more than   meat.
9. Tumwebaze likes swimming   more than football.
10. Aluma likes cassava more than rice.

LESSON 4: Describing Objects
Use of comparative and superlative degrees
You will;

- identify the difference between comparatives and superlatives.

You will need
real objects like bricks, tables, pens, exercise books

Introduction:
 Comparative is used to describe or weigh two different things for example where one is better than the other.

Examples:

- A cup is **more expensive** than a plate.
- Water is **heavier** than air.
- A rubber is **soft**er than an iron.

Superlative is used **when** we compare more than two objects.

Examples:

- Our bell is the **best** of the eleven bells.
- This is the **shortest** tree in the school.
- Of the five chairs, his is the **strongest**.

Exercise
Fill in the gaps using the correct form. An example has been given to you.

Comparative	Superlative
faster	fastest
shorter	
thinner	
prouder	
smaller	
	most serious
	lightest
	rudest
	politest
	kindest
more expensive	

less difficult	
luckier	
	juicest

LESSON: 5 Describing Objects
Reciting riddles
You will;

- Recite your own riddles.

You will need
pens or pencils and an exercise book

Introduction:
A riddle is a type of question that describes something in a difficult and confusing way. It has a clever or funny answer.

Example
I have four legs with a flat top. Some people serve food and drinks on me. Who am I?
I am a table.

Exercise:
Complete the riddles correctly

1. I am made of wood. I have four legs. People sleep on me. Who am I?
_____
2. We started chasing each other long time ago and up to now we have not got ourselves. What are we?
_____
3. A white hen chases the black one from its eggs. What is it? _____
4. I am a new disease. I am dangerous but you can avoid me by washing hands with soap and distancing. Who am I? _____
5. When there is light, I always move with my friend but when there is no light, I always move alone. What am I? _____
6. I started from Jinja, I pass through many countries and I never come back.
What am I? _____

LESSON 6: How I feel
At the end of this lesson, you should be able to;
Express your own feelings especially bad or good
You will need your thoughts, a book and a pen or pencil

INTRODUCTION: Talk about yourself in a given period of time.
Activity:

Read the friendly letter below and fill in the missing words correctly from the words given in the table below.

friend	difficult	family
How	Feb	letter
Dear	eating	corona
	Primary	

St. Jude _____ school
P.O Box 79, Wakiso
13th _____, 2020
_____ Leticia
I am very glad to write this _____ to you.
_____ are you? How are your _____ members? And how do you feel in this _____ time of the_____ virus? I am okay but bored because there is nothing I can do apart from _____ and sleeping.
Thanks and stay safe
From your loving _____
Nambi Juliet

LESSON 7: Directing People to Places
HEALTH TIP: Wash your hands frequently with soap and clean water!
At the end of this lesson, you should be able to:

a) to read a passage about giving directions
b) be able to identify and describe main features of familiar places

INTRODUCTION

Try to practice the meaning and usage of these words:

near, next to, across, in front, behind, roundabout, signpost, after, before, junction, close to, left hand side, right hand side, opposite to, corner, close to and far.

Read the passage below and answer the questions about it.

Our Sub county Headquarters
My name is Kakai Ruth. I am a nine year old girl. I live in Budaka District. My home is located near the sub county headquarters. Our sub county is just after the district headquarters. Behind the district headquarters, there is a marram road. When you get close to that marram road, you will see a signpost reading TO KIZIKE SUB COUNTY, 4KM.
Turn to the left hand side and move for about one kilometer. You will find a mosque. There is also a borehole in front of the mosque. After the mosque, you will see a junction. At the junction, move to the right hand side until you come across a roundabout.
The district headquarters is not far from the roundabout. Just turn right and you will see a big building painted green. That is Budaka District Headquarters. Next to the headquarters is my home. The walls are painted yellow with red iron sheets.
Questions

a) How old is Kakai Ruth?
b) In which district does she live in?
c) According to the passage, what is found in front of the mosque?
d) How far is it from the mosque to the sub-county?
e) What do you find after the junction?
f) What is next to Budaka District Headquarters?

LESSON: 8 Directing People to Places

At the end of this lesson, you should be able to:

a) Read a dialogue about giving directions

b) Interpret and follow directions to specific places

INTRODUCTION

Try to practise the meaning and usage of these words:

near, next to, across, in front, behind, roundabout, signpost, after, before, junction, close to, left hand side, right hand side, opposite to, corner, close to and far

Read the dialogue below and answer the questions about it.

Read the dialogue and answer the questions

Esther: Excuse me, can you help me? I'm lost.

Paul: Yes, please. Where would you like to go?

Esther: I would like to go to Mulago Hospital. Is it far?

Paul: No, it is not far. It is about one kilometer from here. Let me direct you.

Esther: That's very kind of you. Please, go ahead.

Paul: Go along this road to the roundabout. Turn left and go straight to the bus stop. Opposite the bus stop, you will see a signpost with a writing MULAGO HOSPITAL. Immediately after that signpost, you will find the hospital. It is located near a church.

Esther: Thank you very much.

Paul: You are welcome.

Answer these questions.

a) Who needed the directions?

b) Where was she going?

c) What was across the bus stop?

d) How many people are talking?

e) What is close to the hospital?

INTEGRATED SCIENCE

LESSON 1: Germination of Beans and Maize Seeds

INTRODUCTION

In this project, you will compare the germination and growth of maize and beans. You will need at least one bean seed and one maize seed, and two tins where to plant these seeds. Remember to keep a record of every change and record the date for every change you see.

 Activity 1

1. Fill the 2 tins with soil from a garden. If you cannot get the tins, feel free to mark out a small corner of your compound for this project experiment.

2. Plant a maize seed in one of the tins and a bean seed in the other tin.

3. Pour some water on the planted seeds to keep the soil wet.

4. Record the date on which you planted the seeds.

5. Draw a table similar to the one shown below in your notebook and use it to keep a record of everything you see and do on your planted seeds.

Date	Maize seed	Bean Seed
17/04/2020	i) Planted the maize seed ii) Poured some water to make the soil wet	i) Planted the bean seed ii) Poured some water to make the soil wet

6. Keep checking on your tins daily and write down any new changes you see.

7. Draw in your exercise book the first three stages in the development of each seedling.

8. Continue taking record of all your observations until your plants are ready for harvesting. In case of any pests and diseases, describe the signs of the disease.

9. What have you learnt about the cotyledons of the maize seed and bean seed at germination?

How long does each of the seeds take to grow to maturity?

LESSON 2: Weather Changes Around Us

Introduction

In Primary One and Primary Three, you learnt about weather. What is the weather now? Look up in the sky. Sometimes the sun shines bright, or the wind blows. If not, it rains or clouds cover the sky.

The types of weather are:

• Sunny

• Windy

• Cloudy

• Rainy

Activity 2

In this activity, you are going to record the types of weather in your area three times a day for a period of 10 days. Record the weather as rainy, sunny, windy or cloudy in the table below.

Name of your District _____ Your village_____

LESSON 2: Weather Changes Around Us

Introduction

In Primary One and Primary Three, you learnt about weather. *What is the weather now?* Look up in the sky. Sometimes the sun shines bright, or the wind blows. If not, it rains or clouds cover the sky.

The types of weather are:

- Sunny
- Windy
- Cloudy
- Rainy

Activity 2

In this activity, you are going to record the types of weather in your area three times a day for a period of 10 days. Record the weather as rainy, sunny, windy or cloudy in the table below.

Name of your District_____ Your village _____

Day	9:00 am	12:00 pm	5:00 pm	General weather

Day	9:00 am	12:00 pm	5:00 pm	General weather

Identify the most common weather condition over the ten days.
1. Mention an activity that could best be done during this period (in 1 above) according to the weather.
2. List any three dangers of this type of weather to a farmer if it lasted a long period.

LESSON 3: Personal Hygiene

Introduction

In Primary One and Two, you learnt about Personal hygiene. Personal hygiene is how you take care of your body. The care includes bathing, washing your hands, brushing your teeth, cleaning your clothes and many more. Our hands can be a source of germs if not washed clean. This is because we use them to touch may things, some of which may be dirty. Personal hygiene practices can help you and the people around you prevent illnesses. They can also help you feel good about your appearance.

Activity 3

Identify one thing you can use to keep the following parts of your body clean. Draw the part of the body and write down the importance of keeping it clean.

Body part	Things used to keep clean	Drawing of the body part	Importance of keeping that part clean
Skin			
Teeth			
Hair			
Hands			

1. Why are people advised not to wash their hands in a basin that contains the water?

2. Why should one wash hands with soap regularly.

SOCIAL STUDIES

Revision Activity I: Location of Our District

You should be able to:
i) find out the name of your district and region where your home is found.
ii) find out the names of sub-counties/ divisions/municipalities that form your district.

You will need:
- pen
- pencil
- notebook
- P4 textbook for SST

Introduction
Dear learner, welcome to our new activity.
In this activity you are going to learn about "Your District". You will learn about the name of your district, the region where it is found, the counties or municipalities and sub-counties/ divisions found in that district.

Procedure
Step 1:
- *With the help of your parents/ guardians find out the meaning of the name of your village, parish, sub-county and county or municipality.*
- *All the areas you have mentioned above are found in a bigger area known as "district". Can you now give the name of your district where your home and school are found?*

Step 2:
Now that you know the name of your district, tell your parents the region of Uganda in which your school or home is located.

Step 3:
- *Can you now have a look at Namukasa's area of stay and study.*
- *The name of her village is Kayanja in Namagunga Parish, Nagojje sub-county, Nakifuma county, Mukono District.*
- *Districts make up a region, regions make up a country. The name of our country is Uganda. Remember that villages make up a parish, parishes make up a sub-county, sub-counties make a county or municipality, counties/municipalities make up a district.*

Activity
Fill in the spaces given in the text below correctly.

My name is ………...

I live in ………… village,

My parish is.........in the sub–county of...............
My county is.....................in............ District.

Revision Activity 2: Physical Features in Our District

You should be able to:
i)   identify physical features (rivers, lakes, valleys, mountains, hills) in your local area.
ii) explain the uses of different physical features.

You will need:
- a pen
- pencil,
- exercise books

Introduction
In this lesson, you are going to learn about physical features. These are hills, rivers, plains and many others. Move around your local environment and identify some of the physical features in your local area.

Procedure
Step 1:
Name some of the physical features you have seen around your home, village or local area.

Step 2:
iii) *Can you find out some of the uses of rivers, lakes, valleys, mountains, hills to the people in your local area.*

Revision Activity 3: Comparing The Size of Our District with the Neighbouring Districts

You should be able to:
i)   identify districts that neighbour your district.
ii) study the map of Uganda showing the current districts.

You will need:
- pen
- pencil
- notebook,
- Primary SST Atlas for Uganda (if possible)

Introduction
In this lesson you will study more about your district in terms of size, where you find it on the map of Uganda and districts that surround it.
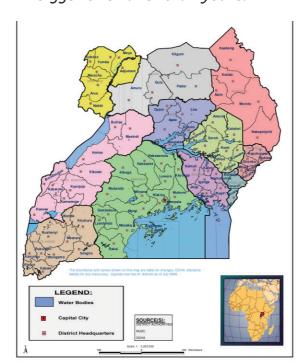
Procedure
Step 1:
Using your home location, ask your parents or guardians to help you name the homes that neighbour yours in the different directions. Find out which of those homes are bigger or smaller than yours.

Step 2:
- *Now, looking at your district on the map of Uganda, can you identify districts that are neighbours with yours?*
- *Find out which of those districts are bigger or smaller than yours.*

Note: *Uganda is made up of many districts. Some of these districts are big and others are small in size. The difference in sizes of these districts comes from the history of particular districts.*

Activity
1. Study the map of Uganda and locate your district.
2. Ask your parents to help you find distance from your home to the district headquarters.

Revision Activity 4: History of Our District

You should be able to:
i)   tell the year your district was formed.
ii) find out how your district was created.
iii) find out why your district was created.

You will need:
- pen
- pencil

- notebook

Introduction
You will learn about the meaning of the name of your district, the year it was created, the mother district, the reasons why it was created and the importance of the district to the people.

Procedure

Step 1:
Find out from your parents/guardians when your district was formed and the meaning of the name that was given to it.

Step 2:
Ask your parents/guardians how your district was created or how it started.

Step 3:
Let the adults around explain to you why your district was created. You should be helped to know why your district was created.

Note: *The number of districts in Uganda increases from time to time. There are many reasons why this happens. Big population, size of the mother districts and requests by the people are some of the reasons why districts are created.*

Activity
1. Fill in the spaces correctly.
   The name of my district is _____. It was created in the year _____. My current district was created from the mother district called _____.
2. Discuss with your parents why your district was formed.

Revision Activity 5: Important Places in Our District

You should be able to:
i)   suggest names of important places in your district.
ii) tell the uses of important places in your district.

You will need:
- pen
- pencil
- notebook

Introduction
In this activity you should be able to learn about the important places in

your district. You should also be able to give examples and importance of these places.

Procedure:

Step 1:
Find out from your parents about important places in your community and try to locate them.

Step 2:
Now that you have known important places in your community, name those that are found in your district.

Step 3:
With the help of your parents tell the different ways in which important places are useful.

Note: *Towns, district headquarters, hospitals, health centres, markets and places of worship, roads, and schools, police stations, post office and banks are some of the important places in our district.*

Activity

1. Find out the names of important places in your district.
2. Model some of these importance places below; you can use banana fibres, sticks, old boxes, newspapers, clay, red soil, used bottles, strays
   i) police station
   ii) market
   iii) bank
3. Ask your parents the different ways of preventing corona virus:
   - at home
   - in the community
   - at the market
   - at school

MATHEMATICS

Theme 1: Sets

Topic: Set concepts

Lesson 1: Equivalent sets

By the end of this lesson, you will:

- Draw equivalent sets
- Describe equivalent sets

You will need:

- Seeds
- Fruits
- Sticks
- Pencils, pens, books

Introduction

A set is a collection of well-defined objects. In this lesson, you will learn about equivalent sets.

Step 1:

a) Get four tomatoes and four onions.
b) Make a set for each.
c) Observe and say what you notice.

One set has 4 members and the other also has 4 members. Sets which have the same number of members are equivalent sets. We use the set symbol   to represent equivalent sets.

Step 2:

Now study these examples

Example 1

A = {mango, orange, guava}

B = {pineapple, pawpaw, jackfruit}

Set A has 3 members and set B also has 3 members. These two sets have the same number of members. They are equivalent sets.

Example 2
Set G = {2, 4, 6, 8, 10}
Set H = {1, 3, 5, 7, 9}
n (G) = 5
n (H) = 5
So   G ←→ H

Example 3
E = {dog, cat}
F= {cow, sheep, goat}
n (E) =2
n (F) =3
So E ←/→ F

Sets E and F are

equivalent

n stands for number of members in set and we use to represent equivalent sets.

Step 3:

Now try this exercise.

Find out whether the sets are equivalent or not.

1. C={a, e, i, o, u}   D= {2, 4, 6, 8, 10}
2. J ={1, 2, 3, 4, 5}   I= {10, 20, 30,50}
3. K ={one, two, three} L= {first, second, third,}
4. M ={7, 14, 21, 28, 35, 42}   O= {8, 16, 24, 32, 40}
5. N ={tent, hut, bungalow} P= {market, school, hospital, bank, church, mosque}
6. S ={maize, cassava, potatoes} T= {chicken, beef, fish}
7. P ={black, yellow, green} Q= {eyes, ears, mouth, hands, head}
8. W ={fork, spoon, knife}   Y= {saucepan, flask, kettle}
9. X ={10, 20, 30, 40, 50, 60, 70, 80,90, 100}Z= {3, 6, 9, 12, 15, 18, 21, 24, 27, 30}
10. A = {2, 4, 6, 8, 10, 12, 14, 16, 18, 20} W= {5, 10, 15, 20, 25, 30, 35}

Lesson 2: Empty sets

You will

- Draw empty sets
- Describe empty sets

You will need

- Seeds
- Fruits

- Stones
- Pencils, pens, books
- Empty boxes, tins, bottles, sacks, bags, baskets

Introduction

There are times when we don't have members in a set. We call sets without members empty sets. In this lesson, you will learn about empty sets
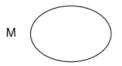
Step 1:

- Get two empty baskets
- Put 10 bananas in one basket and nothing in the second basket
- Describe the two baskets
  The basket with nothing represents the empty set.

Remember an empty set is a set without members. We use the set symbol∅ or {} to show empty sets.

Now study the examples.

Example 1

Set M has no members
Set N has 3 members
Set M is an empty set
We write M = { } or ∅

Example 2

Set P = {new born babies learning about sets in a p.4 class} New born babies cannot learn about sets in a P.4 class. This set has no members. So it is an empty set

Step 3
Now try this exercise.
Write empty or not empty for each set.

1. A={2, 4, 6, 8, 10}
2. Z= ⬭
3. X={cups, plates, spoons, knives, forks}
4. Y= { ☆, △ , ○, ☀ }
5. W= lion's playing football.
6. M= monkeys playing in the trees.
7. O= ▢
8. S={ }
9. T= ▭
10. V={ten, twenty, thirty}

Lesson 3: Common members in given sets

You will:

- Identify and name common members in given sets

You will need

- Seeds
- Fruits
- Empty boxes, tins, bottles, sacks, bags, baskets

Introduction

Sometimes we find same things like food in different places. For example, we may find beans and rice in your home and beans and millet in your neighbour's home. In this lesson, you are going to learn about common members in given sets.

Step 1

- Get two empty boxes and name them A and B
- Put a pen, pencil, crayon and a book in box A and a pen, a pencil, a crayon and a book in box B.
- Describe the two boxes

You will notice that we have members that are common in the two boxes. The common members are pen and pencil

Sets with common members are called intersecting sets and those without common members are non- intersecting sets.

Step 2:

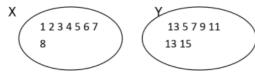Now study the examples below.

Example 1

Set D= {carrot, cucumber, cabbage, peas}

Set E= {rice, peas, beans, maize}

Common members= {peas}

Sets D and E are intersecting sets

Example 2

The common members are {1, 3, 5, 7}
Sets X and Y are intersecting

Example 3
P= {Juma, Omar, Zain
Q= {Sara, Esther, Amaal}
There are no common members in sets P and Q
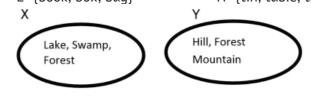Sets P and Q are non-intersecting sets

Step 3:

Now try out this exercise.

1. A={one, two, three, four, five}   C={eleven, three, five, seven}
2. B={donkey, camel, horse}   E={horse, bull, elephant}
3. C={5, 10, 15, 20, 25, 30}   F={2, 4, 6, 8, 10, 12, 14, 16, 18, 20}
4. D={lion, tiger}   G={leopard, hyena, fox}
5. E={book, box, bag}   H={tin, table, tree, torch}

6.

7.

8. U={David, Denis, Daniela}

   V={Christen, Constance, Crispus}
9. I={   }   J={   }
10. K={100, 200, 300, 400, 500}

    L={50, 100, 150, 200, 250, 300,350, 400}

Theme: Numeracy

Topic: Whole numbers

Lesson 1: Reading whole numbers up to 99,999

You will:

- Read and count numbers up to 99,999

You will need:

- Counters such as straws, sticks, bottle tops and others
- Number chart
- Pen and a notebook

Introduction

You were already introduced to whole numbers up to 4 digits in Primary 3. Now you are going to look at numbers up to 5 digits
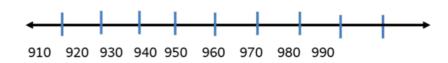
Procedure

Step 1

- Get sticks or straws and make bundles of 100
- Put the bundles together and say the number they make Notice that you are counting in hundreds. How many sticks are in 10 bundles?

Step2:

Study the examples

Example 1

The numbers on the number line above are in 100s. You can read and count the numbers. What are the next 3 numbers after 1000?
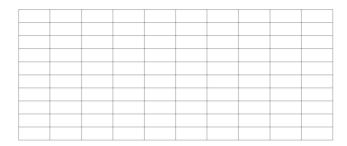
The next 3 numbers are 1100,1200 and 1300

Example 2

You can count and read the numbers in 1000s too! Fill in the missing numbers

1000	2000	3000	4000	5000	6000	7000	8000	9000	10000
11000	12000	13000	14000	15000	16000	17000	18000	19000	20000
21000	22000	23000	24000	25000	26000	27000	28000	29000	30000
31000	32000	33000	34000	35000	36000	37000	38000	39000	40000
41000	42000							49000	50000
51000	52000								60000
61000	62000	63000	64000	65000					70000
71000	72000	73000	74000						80000
81000	82000	83000							90000
91000	92000								

Step 3:

Read the numbers and fill in the missing ones

Lesson 2: Place Values

You will:

- Name the place value from ones to ten thousands

You will need:

- A place value chart
- Number cards from 0 to 9
- Counters

Introduction

You were already introduced to Place Values in Primary 3

Now you are going to look at larger numbers up to five places. Place values help us to recognize and understand large numbers for example number of people who have been infected with COVID 19 from January to April.

Step 1:

Draw a place value chart like the one below

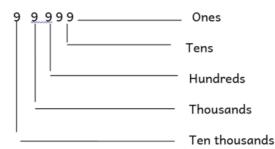| Ten	thousands	Hundreds	tens	Ones
2	8	6	4	5

Read the place value for each digit

a. What number is shown on the place value chart? Remember; place value is the position of a digit in a number

Step 2:

Study the examples below

What is the place value of each digit in 99,999?

Read the place value of each digit

Example 2

Write the place value of 2 in 72822

Ten thousands	Thousands	Hundreds	Tens	Ones
7	2	8	2	2

Read the place value of 2

Step 3:

Now try this exercise

1. Write the place value of each digit in 94520?
2. What is the place value of 3 in each of these numbers?
   a) 24,395
   b) 53,249
   c) 32,495
   d) 95,423

3. Find the missing place values

Ten thousands				Ones
1	3	9	8	6

Write the place value of the underlined digits.
   a) 19724
   b) 73888
   c) 90156
   d) 57613
4. Write the place value of each digit.

   a. 72,56 8   b. 56,473   c. 77,986   d. 23035

Lesson 4: Value of digits of 5 digits numbers

You will:

- Name the place value and the values of numbers up to 5 digits.

You will need:

- A place value chart
- Number cards from 0 to 9
- Counters

Introduction

You were already introduced to Values of 4 digits numbers in Primary 3

Now you are going to look at larger numbers up to five digit or places. Place values help us recognize and understand large numbers for example number of people in Uganda who have been infected by COVID-19 from January to April.

Step 1:

Draw a place value chart like the one below

Ten thousands	Thousands	Hundreds	Tens	Ones
2	8	6	4	5
2x 10,000	8 x 1000	6x100	4x 10	5 x 1
20,000	8000	600	40	5

Look carefully at the number.

The number is 28,645

See how we multiply each digit by the place value to get the value.

- Can you tell the value of each digit in the number?
- Mention the number of zeros.

Step 2:

Study the examples below.

Example 1

Ten thousands	Thou-sands	Hun-dreds	Tens	Ones
3	4	9	9	9
3x10,000	4x 1,000	9x 100	9x10	9x1
30,000	4,000	900	90	9

The value of 3 is 30,000

4 is 4,000

9 is 900

9 is 90

9 is 9

Observe and say how many zeroes are for each place value.

Example 2

Write the value of each digit in 75,261.

75261

7 5 2 6 1

Ones   1x1= 1

Tens   6 x 10 =60

Hundreds   2 x 100= 200

Thousands   5 x 1000= 5000

Ten thousands   7 x 10,000 = 70000

- See how the number of zeros increases as the place value gets bigger.

You can now tell the value of each digit in the number 16,257

Step 3:

Now try this exercise.

1. Write the value of each digit in19278?
2. What is the value of 5 in each of these numbers?

a. 99,395
b. 53,049
c. 62,495
d. 95,428
e. 16,587
f. 98250
g. 52,264
h. 39,215
i. 77,250
j. 98,715
k. 56,999
l. 42,578

Lesson 5: Expanding 5 digit numbers

You will:

- Use values to write numbers up to 5 digits in expanded form.

You will need:

- A place value chart
- Number cards from 0 to 9

Introduction

The expanded form is a way of writing numbers by showing the value of each digit. In this lesson, you are going to learn how to write numbers in expanded form. Writing numbers in expanded form will help you to read and write numbers.

Step 1:

Now that you know how to get values, writing numbers in an expanded form will be much easier.

Draw a place value chart like the one below.

Ten thousands	Thousands	Hundreds	Tens	Ones
9	9	9	9	9
9 x 10,000	9 x 1000	9x100	9x 10	9 x 1
90,000	9000	900	90	9

Look carefully at the number.

Read the number shown.

See how we multiply each digit by the place value to get the value.

- Can you tell the value of each digit in the number?
- How many zeros can you see for each place value?

Step 2

Study the examples below

Example 1

You are going to use values of digits to expand numbers.

Ten thousands	Thousands	Hundreds	Tens	Ones
8	4	9	3	5
8x10,000	4x 1,000	9x 100	3x10	5x1
80,000	4,000	900	30	5

The value of 8 is 80,000

4 is 4,000

9 is 900

3 is 30

5 is 5

Now you can use the values to write the number in expanded form.

80,000 + 4,000 + 900 + 5

Example 2

Find the value of each digit in 55,555 and then write in expanded form

50,000 + 5,000 + 500 + 50 + 5

You can add to find the number that has been expanded. This is writing the expanded numbers in short form.

Example 3

What number has been expanded?

80000 + 3000 + 400 + 20 + 9

Arrange vertically and add.

```
    80,000
     3,000
       400
        20
+        5
    _____
    83,425
```

83425 has been expanded

Step 3:

Now try this exercise.

1. Write each number in expanded form.
   a. 79,325
   b. 56,005
   c. 26,487
   d. 63,550
   e. 47,169

2. Add and write the number that has been written in expanded form.

   a. 50,000 + 4,000 + 300 + 20 + 2
   b. 90,000 + 6,000 + 800 + 50 + 5
   c. 20,000 + 8,000 + 700 + 30 + 1
   d. 10,000 + 5,000 + 400 + 90 + 3
   e. 70,000 + 2,000 + 400 + 10 + 8

NCDC

NATIONAL CURRICULUM
DEVELOPMENT CENTRE