**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | THREE |  |  |  |

**STRAND/THEME/TOPIC:****NUMBERS**

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Number****concept (Position names***)*

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be to use ordinal number names to identify position from 11 to 15

**KEY INQUIRY QUESTION (s)**

 How do you identify positions?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Imagination and creativity**
* **Problem solving**
 | * **Unity**
* **Respect**
* **Patriotism**
* **responsibility**
 | **Self-awareness****Self-esteem**  |

**LEARNING RESOURCES**

Flash cards.

Felt pens.

Picture cards.

Mathematics pupil’s book 3 pg.101.

Mathematics teachers guide grade 3 pg. 88-89.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to form groups and engage in a running competition.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Prepare 15 numbers cards with ordinal number names and arrange them on the Teacher’s desk randomly, face down.

***Step 2:*** Ask learners to pick a card from the teacher’s desk one at a time until they are finished. Ask the learners to say the positions of the learners picking the cards. E.g. the first learner picked…

***Step 3:*** Draw a table and ask learners to fill in their names against the position number they have picked from the first, second, third up to fifteenth.

***Step 4:*** Guide learners to read the ordinal number names first, second, third up to fifteenth while emphasizing positions eleventh, twelfth, thirteenth, fourteenth and fifteenth.

***Step 5:*** Using the example in the learners book page 99, guide the learners to use ordinal number names to identify the positions.

**SUMMARY**

Review the lesson on reading numbers

**CONCLUSION (Assessment of Learning)**

Learners to play digital games involving position.

**EXTENSION OF ACTIVITIES**

Learners to practice listening to stories of the elderly at home on how they used to count their possessions.

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | THREE |  |  |  |

**STRAND/THEME/TOPIC: NUMBERS**

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Number****concept (Position 1st to 15th)**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be to use ordinal number names to identify position from 11 to 15.

**KEY INQUIRY QUESTION (s)**

 How do you identify positions?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Imagination and creativity**
* **Problem solving**
 | * **Unity**
* **Respect**
* **Patriotism**
* **responsibility**
 | **Self-awareness****Self-esteem**  |

**LEARNING RESOURCES**

Flash cards

Felt pens

Picture cards

Mathematics pupil’s book 3 pg.102

Mathematics teachers guide grade 3 pg. 90

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups

**INTRODUCTION**

Learners to form groups and engage in a running competition.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Prepare 15 numbers cards showing different types of cutlery found at home. Also prepare 15 numbers cards with ordinal number names on one side and corresponding number symbols on the other. Guide learners in pairs or in groups to arrange the 15 picture cards from the right of their desks.

***Step 2:*** Learners to place number cards with ordinal number names first, second, third up to fifteenth on the picture cards.

***Step 3:*** Guide learners to turn over the number cards with ordinal number symbols 1st, 2nd, 3rd, up to 15th and read the symbols while placing emphasis on 11th, 12th, 13th, 14th, and 15th.

***Step 4:*** Using the activity in the learners book page 100, guide the learners to use ordinal number symbols 1st, 2nd, 3rd, up to 15th.

**SUMMARY**

Review the lesson on reading numbers

**CONCLUSION (Assessment of Learning)**

Learners to play digital games involving position.

**EXTENSION OF ACTIVITIES**

Learners to practice listening to stories of the elderly at home on how they used to count their possessions.

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | THREE |  |  |  |

**STRAND/THEME/TOPIC:****NUMBERS**

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Whole Numbers (Counting in fives)**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be to count in fives forward and backwards from 1 to 1000

**KEY INQUIRY QUESTION (s)**

 How do you count numbers?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Imagination and creativity**
* **Problem solving**
 | * **Unity**
* **Respect**
* **Patriotism**
* **responsibility**
 | **Self-awareness****Self-esteem**  |

**LEARNING RESOURCES**

Number cards.

Number line.

Numbers charts.

Mathematics pupil’s book 3 pg. 103.

Mathematics teachers guide grade 3 pg. 91-92.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to count objects in fives forward.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide learners in pairs or in groups to count objects in fives both forward and backward.

***Step 2:*** Learners in groups to place number cards on the groups to show number of objects in the group.

***Step 2:*** Using the example in the learner’s book page 101, guide learners to count in fives forward and backwards from 1 to 1000

**SUMMARY**

*Review the lesson on counting numbers.*

**CONCLUSION (Assessment of Learning)**

Learners to play digital games involving counting

**EXTENSION OF ACTIVITIES**

*Learners to arrange chairs on tables in rows and columns in community functions as a way of promoting learning outside the school.*

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | THREE |  |  |  |

**STRAND/THEME/TOPIC: NUMBERS**

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Place Value**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be to identify place value up to tens.

**KEY INQUIRY QUESTION (s)**

 How do you identify place value?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Imagination and creativity**
* **Problem solving**
 | * **Unity**
* **Respect**
* **Patriotism**
* **responsibility**
 | **Self-awareness****Self-esteem**  |

**LEARNING RESOURCES**

Bundles of sticks.

Abacus.

Place value tins.

Mathematics pupil’s book 3 pg.104-105.

Mathematics teachers guide grade 3 pg. 92-93.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to collect sticks in bundles for use in identifying place value.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide learners in pairs or in groups to represent various numbers using bundles of sticks.

***Step 2:*** Ask the learners in pairs or in groups to identify ones and tens from the bundles of sticks and loose ones.

***Step 3:*** Guide learners in pairs or in groups to represent various numbers using place value apparatus and identify ones and tens.

***Step 4:*** Using the example in the learner’s book page 102, guide learners to identify place value up to tens.

**SUMMARY**

Review the lesson on counting numbers.

**CONCLUSION (Assessment of Learning)**

Learners to play digital games involving counting

**EXTENSION OF ACTIVITIES**

Learners to arrange chairs on tables in rows and columns in the school.

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | THREE |  |  |  |

**STRAND/THEME/TOPIC:****NUMBERS**

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Place Value**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be to identify place value up to hundreds.

**KEY INQUIRY QUESTION (s)**

 How do you identify place value?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Imagination and creativity**
* **Problem solving**
 | * **Unity**
* **Respect**
* **Patriotism**
* **responsibility**
 | **Self-awareness****Self-esteem**  |

**LEARNING RESOURCES**

Bundles of sticks.

Abacus.

Place value tins.

Mathematics pupil’s book 3 pg.106-107.

Mathematics teachers guide grade 3 pg. 93-94.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to collect sticks in bundles for use in identifying place value.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide learners in pairs or in groups to represent various numbers using bundles of sticks and loose ones.

***Step 2:*** Ask the learners in pairs or in groups to identify ones, tens and hundreds from the bundles of sticks and loose ones.

***Step 3:*** Guide learners in pairs or in groups to represent various numbers using place value apparatus and identify ones, tens and hundreds.

***Step 4:*** Using the example in the learner’s book page 104, guide learners to identify place value of ones, tens and hundred.

**SUMMARY**

Review the lesson on counting numbers.

**CONCLUSION (Assessment of Learning)**

Learners to play digital games involving counting

**EXTENSION OF ACTIVITIES**

Learners to arrange chairs on tables in rows and columns in the school*.*

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | THREE |  |  |  |

**STRAND/THEME/TOPIC:****NUMBERS**

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Reading numbers in symbols**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to read numbers in symbols 1 to 100 .

**KEY INQUIRY QUESTION (s)**

What do we use to represent groups of objects?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Imagination and creativity**
* **Problem solving**
 | * **Unity**
* **Respect**
* **Patriotism**
* **responsibility**
 | **Self-awareness****Self-esteem**  |

**LEARNING RESOURCES**

Flash cards.

Number chart.

Mathematics pupil’s book 3 pg.108.

Mathematics teachers guide grade 3 pg. 95

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to sing a song involving numbers.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide learners in pairs or in groups to read the numbers in turns using the number chart.

***Step 2:*** Ask the learners in pairs or groups to read numbers from number cards or flash cards.

***Step 3:*** Using the example in the learners book pg. 106, guide the learners in reading whole numbers 1 to 100.

**SUMMARY**

Review the lesson on counting numbers

**CONCLUSION (Assessment of Learning)**

Learners to play digital games involving counting

**EXTENSION OF ACTIVITIES**

Learners to arrange chairs on tables in rows and columns in the school and at home.

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | THREE |  |  |  |

**STRAND/THEME/TOPIC:****NUMBERS**

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Reading numbers in words**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to read numbers in symbols 1 to 100 in words.

**KEY INQUIRY QUESTION (s)**

How do we read numbers in words?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Imagination and creativity**
* **Problem solving**
 | * **Unity**
* **Respect**
* **Patriotism**
* **responsibility**
 | **Self-awareness****Self-esteem**  |

**LEARNING RESOURCES**

Number charts with number symbols and number names.

Flash cards with number symbols.

Flash card with number name.

Mathematics pupil’s book 3 pg.109.

Mathematics teachers guide grade 3 pg. 95-96.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to sing a song involving numbers.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide learners in pairs or in groups to read the numbers 1 to 100 in words.

***Step 2:*** Ask the learners in pairs or groups to match number words with number symbols (1 to 100).

***Step 3:*** Using the example in the learners book pg. 107, guide the learners in reading whole numbers 1 to 100.

**SUMMARY**

Review the lesson on counting numbers.

**CONCLUSION (Assessment of Learning)**

Learners to play digital games involving counting

**EXTENSION OF ACTIVITIES**

Learners to arrange chairs on tables in rows and columns in the school and at home.

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | THREE |  |  |  |

**STRAND/THEME/TOPIC:****NUMBERS**

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Writing Numbers in words**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to read numbers 1 to 100 in words.

**KEY INQUIRY QUESTION (s)**

How can numbers in symbols be written in words?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Imagination and creativity**
* **Problem solving**
 | * **Unity**
* **Respect**
* **Patriotism**
* **responsibility**
 | **Self-awareness****Self-esteem**  |

**LEARNING RESOURCES**

Number charts with number symbols and number names.

Flash cards.

Mathematics pupil’s book 3 pg.110.

Mathematics teachers guide grade 3 pg. 96-97.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to sing a song involving numbers.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide learners in pairs or in groups to read the numbers 1 to 100 in words.

***Step 2:*** In pairs or groups, a learner displays flash cards with number symbols while others write the number name.

***Step 3:*** Using the example in the learners book pg. 108, guide the learners in writing whole numbers 1 to 100 in words.

**SUMMARY**

Review the lesson on counting numbers.

**CONCLUSION (Assessment of Learning)**

Learners to play digital games involving counting.

**EXTENSION OF ACTIVITIES**

Learners to arrange chairs on tables in rows and columns in the school and at home….

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | THREE |  |  |  |

**STRAND/THEME/TOPIC: NUMBERS**

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Number patterns**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to work out missing numbers in number patterns involving numbers 1 to 500.

**KEY INQUIRY QUESTION (s)**

How do we identify missing numbers in number pattern?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Imagination and creativity**
* **Problem solving**
 | * **Unity**
* **Respect**
* **Patriotism**
* **responsibility**
 | **Self-awareness****Self-esteem**  |

**LEARNING RESOURCES**

Number cards.

Number charts.

Number line.

Mathematics pupil’s book 3 pg.111.

Mathematics teachers guide grade 3 pg. 97-98.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to sing a song involving numbers using skipping rope.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide the learners in pairs or groups to arrange numbers using number cards in an increasing order 1 to 500 (from any point to a maximum of 10 numbers)

***Step 2:*** Guide the learners to create a pattern by removing a card(s) and skipping one or more to the next. Learners to write the resulting pattern from activity two and share with other groups.

***Step 3:*** Guide learners in pairs or groups to arrange numbers using number cards in a decreasing order 500 to 1 (from any point to a maximum of 10 numbers)

***Step 4:*** Using the example in the learner’s book page 109, guide the learners in identifying the missing numbers in a number pattern.

**SUMMARY**

Review the lesson on number patterns.

**CONCLUSION (Assessment of Learning)**

Learners to play digital games involving Numbers

**EXTENSION OF ACTIVITIES**

Learners to arrange chairs on tables in rows and columns in the school and at home.

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | THREE |  |  |  |

**STRAND/THEME/TOPIC: NUMBERS**

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Number patterns**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to work out missing numbers in number patterns involving numbers 1 to 1000.

**KEY INQUIRY QUESTION (s)**

How do we identify missing numbers in number pattern?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Imagination and creativity**
* **Problem solving**
 | * **Unity**
* **Respect**
* **Patriotism**
* **responsibility**
 | **Self-awareness****Self-esteem**  |

**LEARNING RESOURCES**

Number cards.

Number charts.

Number line.

Mathematics pupil’s book 3 pg.111.

Mathematics teachers guide grade 3 pg. 98-99.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to sing a song involving numbers using skipping rope.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide the learners in pairs or groups to arrange numbers using number cards in an increasing order 1 to 1000 (from any point to a maximum of 10 numbers)

***Step 2:*** Guide the learners to create a pattern by removing a card(s) and skipping one or more to the next. Learners to write the resulting pattern from activity two and share with other groups.

***Step 3:*** Guide learners in pairs or groups to arrange numbers using number cards in a decreasing order 1000 to 1 (from any point to a maximum of 10 numbers)

***Step 4:*** Guide learners to create a pattern by removing a card(s) and skipping one or more to the next. Learners to write the resulting pattern and share with other groups.

***Step 4:*** Using the example in the learner’s book page 110, guide the learners to work out missing numbers in a number pattern involving numbers 1 to 1000

**SUMMARY**

Review the lesson on number patterns.

**CONCLUSION (Assessment of Learning)**

Learners to play digital games involving Numbers.

**EXTENSION OF ACTIVITIES**

Learners to arrange chairs on tables in rows and columns in the school and at home.

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | THREE |  |  |  |

**STRAND/THEME/TOPIC:****NUMBERS**

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Fractions (Eighth as part of a whole)**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to identify eighth as part of a whole.

**KEY INQUIRY QUESTION (s)**

How do we represent a eighth as part of a whole?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Imagination and creativity**
* **Problem solving**
 | * **Unity**
* **Respect**
* **Patriotism**
* **responsibility**
 | **Self-awareness****Self-esteem**  |

**LEARNING RESOURCES**

Manilla cutouts

Pair of scissors

Mathematics pupil’s book 3 pg.113

Mathematics teachers guide grade 3 pg. 100-101

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups

**INTRODUCTION**

Learners to prepare cut outs of different objects

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide learners in pairs or in groups to cut rectangular cut outs. Discuss the safety precautions when handling sharp objects.

***Step 2:*** Learners in pairs or groups to discuss how to get 1/8 of a cutout.

***Step 3:*** Guide learners to fold the rectangular cutouts into 8 equal parts and identify one part as a 1/8 of the whole

***Step 4:*** Using the example in the learner’s book page 111, guide learners to identify 1/8 as part of a whole.

**SUMMARY**

Review the lesson on fractions: eighth as part of whole.

**CONCLUSION (Assessment of Learning)**

Learners to play digital games involving fractions.

**EXTENSION OF ACTIVITIES**

Learners to practice sharing of items in eighths and quarters at home and at school with their friends.

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | THREE |  |  |  |

**STRAND/THEME/TOPIC:****NUMBERS**

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Fractions (Comparing a Quarter and an Eighth)**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to compare a quarter and an eighth as part of a whole.

**KEY INQUIRY QUESTION (s)**

How do we compare ¼ and 1/8 of a whole?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Imagination and creativity**
* **Problem solving**
 | * **Unity**
* **Respect**
* **Patriotism**
* **responsibility**
 | **Self-awareness****Self-esteem**  |

**LEARNING RESOURCES**

Manilla cutouts.

Pair of scissors.

Mathematics pupil’s book 3 pg.114.

Mathematics teachers guide grade 3 pg. 100-101.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to prepare cut outs of different objects.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide learners in pairs or in groups to cut circular rectangular cut outs. Discuss the safety precautions when handling sharp objects.

***Step 2:*** Learners in pairs or groups to discuss how to get a quarter and an eighth of a whole using the cut-outs prepared in activity one (1)

***Step 3:*** Guide learners to fold circular and rectangular cutouts into 4 and 8 equal parts and identify a quarter and an eighth as part of a whole

***Step 4:*** Using the example in the learner’s book page 112, guide learners to identify and compare a quarter and an eighth as part of a whole.

**SUMMARY**

Review the lesson on fractions.

**CONCLUSION (Assessment of Learning)**

Learners to play digital games involving fractions.

**EXTENSION OF ACTIVITIES**

Learners to practice sharing of items in eighths and quarters at home and at school with their friends.

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | THREE |  |  |  |

**STRAND/THEME/TOPIC: NUMBERS**

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Fractions (quarter as part of a group)**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to identify quarter as part of a group.

**KEY INQUIRY QUESTION (s)**

How do we represent a quarter of a group?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Imagination and creativity**
* **Problem solving**
 | * **Unity**
* **Respect**
* **Patriotism**
* **responsibility**
 | **Self-awareness****Self-esteem**  |

**LEARNING RESOURCES**

Bottle tops.

Sticks.

Mathematics pupil’s book 3 pg.115-116.

Mathematics teachers guide grade 3 pg. 102-103.

**ORGANIZATION OF LEARNING.**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to prepare cut outs of different objects.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Demonstrate the sharing of bottle tops in four equal groups guide learners to identify one group as a quarter of the whole group.

***Step 2:*** Group learners in fours. Give each group a number of counters and let the share the bottle tops equally.

***Step 3:*** Guide learners to identify that one group of the four groups represent a quarter of the group.

***Step 4:*** Using activities in the learner’s book page 113, guide learners to identify quarter as part of the group.

**SUMMARY**

Review the lesson on fractions: quarter as part of group.

**CONCLUSION (Assessment of Learning)**

Learners to play digital games involving fractions.

**EXTENSION OF ACTIVITIES**

Learners to practice sharing of items in halves and quarters at home and at school with their friends.

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | THREE |  |  |  |

**STRAND/THEME/TOPIC:****NUMBERS**

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Fractions Eighth as part of a group)**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to identify eighth as part of a group.

**KEY INQUIRY QUESTION (s)**

How do we represent an eighth of a group?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Imagination and creativity**
* **Problem solving**
 | * **Unity**
* **Respect**
* **Patriotism**
* **responsibility**
 | **Self-awareness****Self-esteem**  |

**LEARNING RESOURCES**

Bottle tops.

Sticks.

Mathematics pupil’s book 3 pg.117.

Mathematics teachers guide grade 3 pg. 103-104.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to prepare cut outs of different objects.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Demonstrate the sharing of bottle tops in eight equal groups guide learners to identify one group as an eighth of the whole group.

***Step 2:*** Group learners in eighths. Give each group a number of counters and let the share the bottle tops equally.

***Step 3:*** Guide learners to identify that one group of the eight groups represent an eighth of the group

***Step 4:*** Using activities in the learner’s book page 115, guide learners to identify an eighth as part of a group.

**SUMMARY**

Review the lesson on fractions: Eighth as part of group.

**CONCLUSION (Assessment of Learning)**

Learners to play digital games involving fractions.

**EXTENSION OF ACTIVITIES**

Learners to practice sharing of items in halves and quarters at home and at school with their friends*.*

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | THREE |  |  |  |

**STRAND/THEME/TOPIC: NUMBERS**

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Addition (Adding a 3-digit number to a 2- digit number)**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to add a 3 digit number to a 2-digit number without regrouping vertically with a sum not exceeding 1000.

**KEY INQUIRY QUESTION (s)**

How do we add a 3-digit number to a 2-digit number?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Imagination and creativity**
* **Problem solving**
 | * **Unity**
* **Respect**
* **Patriotism**
* **responsibility**
 | **Self-awareness****Self-esteem**  |

**LEARNING RESOURCES**

Place value tins.

Place value chart.

Abacus.

Mathematics pupil’s book 3 pg. 118-119.

Mathematics teachers guide grade 3 pg105.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to prepare count total number of desks in their class.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide learners in in pairs or groups in using place value apparatus to add a 3-digit number to a 1-digit number without regrouping vertically and horizontally. Discuss the safety precautions when handling the resource materials.

***Step 2:*** Guide learners in groups to discuss how to add a 3-digit number to a 2-digit number without regrouping vertically with a sum not exceeding 1000

***Step 3:*** Using the example in the learner’s book page 116, guide the learners to add a 3-digit number to a 2-digit number without regrouping.

**SUMMARY**

Review the lesson on addition by asking learners questions.

**CONCLUSION (Assessment of Learning)**

Learners to play digital games involving addition

Give an assessment.

**EXTENSION OF ACTIVITIES**

Learners to practice working out total number of different items in their homes.

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | THREE |  |  |  |

**STRAND/THEME/TOPIC: NUMBERS**

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Addition (**Adding a 3-digit number to a 2- digit number**)**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to add a 3 digit number to a 2-digit number without regrouping horizontally with a sum not exceeding 1000.

**KEY INQUIRY QUESTION (s)**

How do we add a 3-digit number to a 2-digit?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Imagination and creativity**
* **Problem solving**
 | * **Unity**
* **Respect**
* **Patriotism**
* **responsibility**
 | **Self-awareness****Self-esteem**  |

**LEARNING RESOURCES**

Place value tins.

Place value chart.

Abacus.

Mathematics pupil’s book 3 pg. 120.

Mathematics teachers guide grade 3 pg. 106.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to prepare count total number of desks in their class.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide learners in in pairs or groups in using place value apparatus to add a 3-digit number to a 2-digit number without regrouping. Discuss the safety precautions when handling the resource materials.

***Step 2:*** Guide learners in groups to discuss how to add a 3-digit number to a 2-digit number without regrouping horizontally with a sum not exceeding 1000

***Step 3:*** Using the example in the learner’s book page 118, guide the learners to add a 3-digit number to a 2-digit number horizontally without regrouping.

**SUMMARY**

Review the lesson on addition by asking learners questions.

**CONCLUSION (Assessment of Learning)**

Learners to play digital games involving addition

Give an assessment.

**EXTENSION OF ACTIVITIES**

Learners to practice working out total number of different items in their homes*.*

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | THREE |  |  |  |

**STRAND/THEME/TOPIC:****NUMBERS**

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Addition (**Adding a 3-digit number to a 2- digit number**)**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to add a 3 digit number to a 2-digit number with regrouping from ones vertically and horizontally with a sum not exceeding 1000.

**KEY INQUIRY QUESTION (s)**

How do we add a 3-digit number to a 2-digit number involving regrouping?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Imagination and creativity**
* **Problem solving**
 | * **Unity**
* **Respect**
* **Patriotism**
* **responsibility**
 | **Self-awareness****Self-esteem**  |

**LEARNING RESOURCES**

Place value tins.

Place value chart.

Abacus.

Mathematics pupil’s book 3 pg. 121-122.

Mathematics teachers guide grade 3 pg. 107.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to prepare count total number of desks in their class.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide learners in in pairs or groups in using place value apparatus to add a 3-digit number to a 2-digit number with regrouping from ones with sum not exceeding 1000. Discuss the safety precautions when handling the resource materials.

***Step 2:*** Guide learners in groups to discuss how to add a 3-digit number to a 2-digit number with regrouping from ones vertically and horizontally with a sum not exceeding 1000

***Step 3:*** Using the example in the learner’s book page 119, guide the learners to add a 3-digit number to a 2-digit number vertically and horizontally with regrouping with a sum not exceeding 1000.

**SUMMARY**

Review the lesson on addition by asking learners questions*.*

**CONCLUSION (Assessment of Learning)**

Learners to play digital games involving addition

Give an assessment.

**EXTENSION OF ACTIVITIES**

Learners to practice working out total number of different items in their homes.

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | THREE |  |  |  |

**STRAND/THEME/TOPIC:****NUMBERS**

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Addition (**Adding a 3-digit number to a 2- digit number**)**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to add a 3 digit number to a 2-digit number with regrouping from tens vertically with a sum not exceeding 1000.

**KEY INQUIRY QUESTION (s)**

How do you add numbers involving regrouping?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Imagination and creativity**
* **Problem solving**
 | * **Unity**
* **Respect**
* **Patriotism**
* **responsibility**
 | **Self-awareness****Self-esteem**  |

**LEARNING RESOURCES**

Place value tins.

Place value chart.

Abacus.

Mathematics pupil’s book 3 pg. 123-124.

Mathematics teachers guide grade 3 pg. 108.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to prepare count total number of desks in their class.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide learners in in pairs or groups in using place value apparatus to add a 3-digit number to a 2-digit number with regrouping from tens with sum not exceeding 1000. Discuss the safety precautions when handling the resource materials.

***Step 2:*** Guide learners in groups to discuss how to add a 3-digit number to a 2-digit number with regrouping from tens vertically and horizontally with a sum not exceeding 1000

***Step 3:*** Using the example in the learner’s book page 121, guide the learners to add a 3-digit number to a 2-digit number with regrouping vertically with a sum not exceeding 1000.

**SUMMARY**

Review the lesson on addition by asking learners questions.

**CONCLUSION (Assessment of Learning)**

Learners to play digital games involving addition

Give an assessment.

**EXTENSION OF ACTIVITIES**

Learners to practice working out total number of different items in their homes.

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | THREE |  |  |  |

**SUBSTRAND/THEME/TOPIC: NUMBERS**

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Addition (**Adding a 3-single digit numbers**)**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to add a 3 single digit numbers with sum not exceeding 20.

**KEY INQUIRY QUESTION (s)**

How do we add 3-single numbers?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Imagination and creativity**
* **Problem solving**
 | * **Unity**
* **Respect**
* **Patriotism**
* **responsibility**
 | **Self-awareness****Self-esteem**  |

**LEARNING RESOURCES**

Bottle tops.

Sticks.

Grains.

Number line.

Mathematics pupil’s book 3 pg.125.

Mathematics teachers guide grade 3 pg. 109.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to prepare count total number of desks in their class.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide learners in in pairs or groups in using place value chart to add a 3-single digit numbers with sum not exceeding 20 using concrete objects. Discuss the safety precautions when handling the resources and materials.

***Step 2:*** Ask the learners in pairs to discuss how to add a 3-single digit numbers

***Step 3:*** Using the example in the learner’s book page 123, guide the learners to add a 3-single digit numbers with sum not exceeding 20.

**SUMMARY**

Review the lesson on addition by asking learners questions*.*

**CONCLUSION (Assessment of Learning)**

Learners to play digital games involving addition

Give an assessment.

**EXTENSION OF ACTIVITIES**

Learners to practice working out total number of different items in their homes.

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | THREE |  |  |  |

**STRAND/THEME/TOPIC:****NUMBERS**

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Addition (**Adding a two 3- digit numbers**)**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to add a two 3-digit numbers vertically and horizontally without regrouping with sum not exceeding 1000.

**KEY INQUIRY QUESTION (s)**

How do we add two 3-digit numbers?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Imagination and creativity**
* **Problem solving**
 | * **Unity**
* **Respect**
* **Patriotism**
* **responsibility**
 | **Self-awareness****Self-esteem**  |

**LEARNING RESOURCES**

Place value tins.

Place value chart.

Abacus.

Mathematics pupil’s book 3 pg.126-127.

Mathematics teachers guide grade 3 pg. 109-110.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to prepare count total number of desks in their class.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide learners in in pairs or groups in using place value apparatus to add a two 3-digit numbers without regrouping with sum not exceeding 1000. Discuss the safety precautions when handling the resources and materials.

***Step 2:*** learners in pairs to discuss how to add a two 3-digit numbers vertically and horizontally without regrouping with sum not exceeding 1000.

***Step 3:*** Using the example in the learner’s book page 124, guide the learners to add a two 3- digit numbers vertically and horizontally without regrouping with sum not exceeding 1000.

**SUMMARY**

Review the lesson on addition by asking learners questions.

**CONCLUSION (Assessment of Learning)**

Learners to play digital games involving addition

Give an assessment.

**EXTENSION OF ACTIVITIES**

Learners to practice working out total number of different items in their homes.

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | THREE |  |  |  |

**STRAND/THEME/TOPIC:****NUMBERS**

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Addition (**Adding a two 3- digit numbers**)**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to add a two 3-digit numbers with regrouping from ones vertically and horizontally with sum not exceeding 1000.

**KEY INQUIRY QUESTION (s)**

How do we add two 3-digit numbers with regrouping?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Imagination and creativity**
* **Problem solving**
 | * **Unity**
* **Respect**
* **Patriotism**
* **responsibility**
 | **Self-awareness****Self-esteem**  |

**LEARNING RESOURCES**

Place value tins.

Place value chart.

Abacus.

Mathematics pupil’s book 3 pg. 128-129.

Mathematics teachers guide grade 3 pg. 111.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to prepare count total number of desks in their class.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide learners in in pairs or groups in using place value apparatus to add a two 3-digit numbers with regrouping from ones with sum not exceeding 1000. Discuss the safety precautions when handling the resources and materials.

***Step 2:*** learners in pairs to discuss how to add a two 3-digit numbers with regrouping from ones vertically and horizontally with sum not exceeding 1000.

***Step 3:*** Using the example in the learner’s book page 126, guide the learners to add a two 3- digit numbers vertically and horizontally without regrouping from ones with sum not exceeding 1000.

**SUMMARY**

Review the lesson on addition by asking learners questions*.*

**CONCLUSION (Assessment of Learning)**

Learners to play digital games involving addition

Give an assessment.

**EXTENSION OF ACTIVITIES**

Learners to practice working out total number of different items in their homes*.*

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | THREE |  |  |  |

**STRAND/THEME/TOPIC:****NUMBERS**

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Addition (**Adding a two 3- digit numbers**)**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to add a two 3-digit numbers with regrouping from tens vertically and horizontally with sum not exceeding 1000.

**KEY INQUIRY QUESTION (s)**

How do we add with regrouping?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Imagination and creativity**
* **Problem solving**
 | * **Unity**
* **Respect**
* **Patriotism**
* **responsibility**
 | **Self-awareness****Self-esteem**  |

**LEARNING RESOURCES**

Place value tins.

Place value chart.

Abacus.

Mathematics pupil’s book 3 pg. 130-131.

Mathematics teachers guide grade 3 pg. 112.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to prepare count total number of desks in their class.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide learners in in pairs or groups in using place value apparatus to add a two 3-digit numbers with regrouping from tens with sum not exceeding 1000. Discuss the safety precautions when handling the resources and materials.

***Step 2:*** learners in pairs to discuss how to add a two 3-digit numbers with regrouping from tens vertically and horizontally with sum not exceeding 1000.

***Step 3:*** Using the example in the learner’s book page 126, guide the learners to add a two 3- digit numbers vertically and horizontally without regrouping from tens with sum not exceeding 1000.

**SUMMARY**

Review the lesson on addition by asking learners questions*.*

**CONCLUSION (Assessment of Learning)**

Learners to play digital games involving addition

Give an assessment.

**EXTENSION OF ACTIVITIES**

Learners to practice working out total number of different items in their homes.

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | THREE |  |  |  |

**STRAND/THEME/TOPIC: NUMBERS**

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Addition (**Number Patterns**)**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to fill in the missing numbers in number patterns up to 1000 involving addition.

**KEY INQUIRY QUESTION (s)**

How do find missing numbers in number patterns?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Imagination and creativity**
* **Problem solving**
 | * **Unity**
* **Respect**
* **Patriotism**
* **responsibility**
 | **Self-awareness****Self-esteem**  |

**LEARNING RESOURCES**

Number boards/numbers grids.

Number lines.

Hundred charts.

A hundred chart.

Pocket boards.

Mathematics pupil’s book 3 pg.132-133.

Mathematics teachers guide grade 3 pg. 113.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to prepare count total number of desks in their class.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide learners in in pairs or groups to use hundred or number charts/number boards to form number patterns. Discuss the importance of social cohesion as learners work in groups.

***Step 2:*** Discuss with Learners how to work out missing numbers in number patterns up to 1000 involving addition.

***Step 3:*** Using the example in the learner’s book page 130, guide the learners to work out missing numbers in number patterns up to 1000 involving addition.

**SUMMARY**

Review the lesson on addition by asking learners questions.

**CONCLUSION (Assessment of Learning)**

Learners to play digital games involving addition

Give an assessment.

**EXTENSION OF ACTIVITIES**

Learners to practice working out total number of different items in their homes.

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | THREE |  |  |  |

**STRAND/THEME/TOPIC:****NUMBERS**

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Subtraction (subtracting two 2-digit numbers)**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to subtract two 2-digit numbers without regrouping.

**KEY INQUIRY QUESTION (s)**

How do we subtract numbers two 2-digit numbers?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Imagination and creativity**
* **Problem solving**
 | * **Unity**
* **Respect**
* **Patriotism**
* **responsibility**
 | **Self-awareness****Self-esteem**  |

**LEARNING RESOURCES**

Place value tins.

Place value charts.

Pocket boards.

Hundred charts.

Abacus.

Mathematics pupil’s book 3 pg.134-135.

Mathematics teachers guide grade 3 pg114-115

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to prepare count missing students in their class.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide learners in pairs or in groups to use the place value apparatus in subtract two 2-digit numbers without regrouping. Discuss the safety precautions when handling resources and materials.

***Step 2:*** Learners in pairs or in groups to discuss and come up with different ways subtracting two 2-digit numbers without regrouping

***Step 3:*** Using the example in the learner’s book page 132, guide the learners to subtract two 2-digit numbers without regrouping.

**SUMMARY**

Review the lesson on subtraction by asking learners questions*.*

**CONCLUSION (Assessment of Learning)**

Learners to play digital games involving subtraction

Give an assessment.

**EXTENSION OF ACTIVITIES**

Learners to practice cleaning of the environment in their homes and at school

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | THREE |  |  |  |

**SUBSTRAND/THEME/TOPIC:****NUMBERS**

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Subtraction (**subtracting a single digit number from a 3-digit number**)**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to subtract a single digit number from a 3-digit number without single regrouping.

**KEY INQUIRY QUESTION (s)**

How do we subtract a single digit number from a 3-digit number?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Imagination and creativity**
* **Problem solving**
 | * **Unity**
* **Respect**
* **Patriotism**
* **responsibility**
 | **Self-awareness****Self-esteem**  |

**LEARNING RESOURCES**

Place value tins.

Pocket boards.

Hundred charts.

Place value chart.

Abacus.

Mathematics pupil’s book 3 pg.136-137.

Mathematics teachers guide grade 3 pg. 115-116.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Review the previous lesson.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide learners in pairs or in groups to use place value apparatus in subtracting a 1-digit number from a 3-digit number without regrouping.

***Step 2:*** Learners in pairs or in groups to discuss and come up with different ways subtracting a 1-digit number from a 3-digit number without regrouping.

***Step 3:*** Using the example in the learner’s book page 134, guide the learners to subtract a 1-digit number from a 3-digit number without regrouping.

**SUMMARY**

Review the lesson on subtraction by asking learners questions*.*

**CONCLUSION (Assessment of Learning)**

Learners to play digital games involving subtraction

Give an assessment.

**EXTENSION OF ACTIVITIES**

Learners to practice cleaning of the environment in their homes and at school.

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | THREE |  |  |  |

**STRAND/THEME/TOPIC: NUMBERS**

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Subtraction (**subtracting two 2-digit numbers**)**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to subtract two 2-digit numbers with regrouping.

**KEY INQUIRY QUESTION (s)**

How do we subtract two 2-digit numbers with regrouping?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Imagination and creativity**
* **Problem solving**
 | * **Unity**
* **Respect**
* **Patriotism**
* **responsibility**
 | **Self-awareness****Self-esteem**  |

**LEARNING RESOURCES**

Place value tins.

Place value chart.

Pocket boards.

Hundred charts.

Abacus.

Mathematics pupil’s book 3 pg.138-139.

Mathematics teachers guide grade 3 pg. 117.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to count missing students in their class.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide learners in pairs or in groups to use the place value chart to subtract two 2-digit numbers with regrouping. Discuss the safety precautions when handling resources and materials.

***Step 2:*** Learners in pairs or in groups to discuss and come up with different ways subtracting two 2-digit numbers with regrouping

***Step 3:*** Using the example in the learner’s book page 136, guide the learners to subtract two 2-digit numbers with regrouping.

**SUMMARY**

Review the lesson on subtraction by asking learners questions*.*

**CONCLUSION (Assessment of Learning)**

Learners to play digital games involving subtraction

Give an assessment.

**EXTENSION OF ACTIVITIES**

Learners to practice cleaning of the environment in their homes and at school

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | THREE |  |  |  |

**STRAND/THEME/TOPIC: NUMBERS**

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Subtraction (**subtracting a1-digit number from a 3-digit number**)**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to subtract a 1-digit number from a 3-digit number with single regrouping.

**KEY INQUIRY QUESTION (s)**

How do we subtract a 1-digit number from a 3-digit number with regrouping?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Imagination and creativity**
* **Problem solving**
 | * **Unity**
* **Respect**
* **Patriotism**
* **responsibility**
 | **Self-awareness****Self-esteem**  |

**LEARNING RESOURCES**

Place value tins.

Pocket boards.

Hundred charts.

Place value chart

Abacus

Mathematics pupil’s book 3 pg.140-141

Mathematics teachers guide grade 3 pg. 118

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to prepare count missing students in their class.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide learners in pairs or in groups to use place value apparatus in subtracting a 1-digit number from a 3-digit number with regrouping. Discuss safety precautions when handling resources and materials.

***Step 2:*** Learners in pairs or in groups to discuss and come up with different ways subtracting a 1-digit number from a 3-digit number with regrouping.

***Step 3:*** Using the example in the learner’s book page 134, guide the learners to subtract a 1-digit number from a 3-digit number with regrouping.

**SUMMARY**

Review the lesson on subtraction by asking learners questions.

**CONCLUSION (Assessment of Learning)**

Learners to play digital games involving subtraction.

Give an assessment.

**EXTENSION OF ACTIVITIES**

Learners to practice cleaning of the environment in their homes and at school.

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

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| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | THREE |  |  |  |

**STRAND/THEME/TOPIC:****NUMBERS**

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Subtraction (subtracting two 3-digit numbers)**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to subtract two 3-digit numbers without regrouping.

**KEY INQUIRY QUESTION (s)**

How do we subtract two 3-digit numbers without regrouping?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Imagination and creativity**
* **Problem solving**
 | * **Unity**
* **Respect**
* **Patriotism**
* **responsibility**
 | **Self-awareness****Self-esteem**  |

**LEARNING RESOURCES**

Place value tins.

Place value chart.

Abacus.

Mathematics pupil’s book 3 pg.142-143.

Mathematics teachers guide grade 3 pg. 119.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to prepare count missing students in their class.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide learners in pairs or in groups to use the place value apparatus to subtract two 3-digit numbers without regrouping. Discuss the safety precautions when handling resources and materials.

***Step 2:*** Learners in pairs or in groups to discuss and come up with different ways subtracting two 3-digit numbers without regrouping

***Step 3:*** Using the example in the learner’s book page 140, guide the learners to subtract two 3-digit numbers without regrouping.

**SUMMARY**

Review the lesson on subtraction by asking learners questions*.*

**CONCLUSION (Assessment of Learning)**

Learners to play digital games involving subtraction

Give an assessment.

**EXTENSION OF ACTIVITIES**

Learners to practice cleaning of the environment in their homes and at school

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | THREE |  |  |  |

**STRAND/THEME/TOPIC:****NUMBERS**

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Subtraction (subtracting a 2-digit number from a 3-digit number)**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to subtract a 2-digit number from a 3-digit number with regrouping.

**KEY INQUIRY QUESTION (s)**

How do we subtract numbers with regrouping?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Imagination and creativity**
* **Problem solving**
 | * **Unity**
* **Respect**
* **Patriotism**
* **responsibility**
 | **Self-awareness****Self-esteem**  |

**LEARNING RESOURCES**

Place value tins.

Bundles of sticks and loose sticks.

Place value chart.

Abacus.

Mathematics pupil’s book 3 pg.144-145.

Mathematics teachers guide grade 3 pg. 120.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to prepare count missing students in their class.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide learners in pairs or in groups to use place value apparatus in subtracting a 2-diit number from a 3-digit number with regrouping. Discuss safety precautions when handling resources and materials.

***Step 2:*** Learners in pairs or in groups to discuss and come up with different ways subtracting a 2-digit number from a 3-digit number with regrouping.

***Step 3:*** Using the example in the learner’s book page 142, guide the learners to subtract a 2-digit number from a 3-digit number with regrouping.

**SUMMARY**

Review the lesson on subtraction by asking learners questions.

**CONCLUSION (Assessment of Learning)**

Learners to play digital games involving subtraction

Give an assessment.

**EXTENSION OF ACTIVITIES**

Learners to practice cleaning of the environment in their homes and at school.

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | THREE |  |  |  |

**STRAND/THEME/TOPIC:****NUMBERS**

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Subtraction (**Number patterns**)**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to work out missing numbers in number pattern up to 1000 involving subtraction.

**KEY INQUIRY QUESTION (s)**

How do we work out missing numbers in number patterns?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Imagination and creativity**
* **Problem solving**
 | * **Unity**
* **Respect**
* **Patriotism**
* **responsibility**
 | **Self-awareness****Self-esteem**  |

**LEARNING RESOURCES**

Number boards/Number grids.

Number line.

Hundred charts.

Mathematics pupil’s book 3 pg.148-149

Mathematics teachers guide grade 3 pg.122

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to. count missing students in their class

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide learners in pairs or in groups to use hundred chart or number charts/number boards to form number patterns. Discuss the importance of social cohesion as learners work in groups.

***Step 2:*** Discuss with Learners how to work out missing numbers in number patterns up to 1000 involving subtraction.

***Step 3:*** Using the example in the learner’s book page 146, guide the learners to work out missing numbers in number patterns up to 1000 involving subtraction.

**SUMMARY**

Review the lesson on subtraction by asking learners questions.

**CONCLUSION (Assessment of Learning)**

Learners to play digital games involving subtraction

Give an assessment.

**EXTENSION OF ACTIVITIES**

Learners to practice cleaning of the environment in their homes and at school

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | THREE |  |  |  |

**STRAND/THEME/TOPIC:****NUMBERS**

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Multiplication (Multiplying single digit numbers by 1 to 10)**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to multiplying single digit numbers by 1 to 10 through repeated addition up to 5 times.

**KEY INQUIRY QUESTION (s)**

How do we multiply using repeated addition?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Imagination and creativity**
* **Problem solving**
 | * **Unity**
* **Respect**
* **Patriotism**
* **responsibility**
 | **Self-awareness****Self-esteem**  |

**LEARNING RESOURCES**

Counters.

Mathematics pupil’s book 3 pg.150-151.

Mathematics teachers guide grade 3 pg. 123-124.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to prepare bundles of counters.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide learners in pairs or in groups to use counters in multiplying single digit numbers by 1 to 10 using repeated addition up to 5 times. Discuss the safety precautions when handling resources and materials.

***Step 2:*** Learners in pairs or in groups to discuss and come up with different ways of multiplying single digit numbers by 1 to 10 using repeated addition up to 5 times

***Step 3:*** Using the example in the learner’s book page 148, guide the learners how to multiply single digit numbers by 1 to 10 using repeated addition up to 5 times.

**SUMMARY**

Review the lesson on multiplication by asking learners questions*.*

**CONCLUSION (Assessment of Learning)**

Learners to play digital games involving multiplication

Give an assessment.

**EXTENSION OF ACTIVITIES**

Learners to practice arranging items in groups of equal numbers

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | THREE |  |  |  |

**STRAND/THEME/TOPIC: NUMBERS**

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Multiplication (**Multiplying numbers up to 5×5**)**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to multiply numbers up to 5 × 5.

**KEY INQUIRY QUESTION (s)**

How do we multiply numbers?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Imagination and creativity**
* **Problem solving**
 | * **Unity**
* **Respect**
* **Patriotism**
* **responsibility**
 | **Self-awareness****Self-esteem**  |

**LEARNING RESOURCES**

Multiplication table.

Counters.

Mathematics pupil’s book 3 pg.152-153.

Mathematics teachers guide grade 3 pg. 124-125.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to prepare bundles of counters.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide learners in pairs or in groups to use multiplication table or counters in multiplying numbers up to 5×5. Discuss the safety precautions when handling resources and materials.

***Step 2:*** Learners in pairs or in groups to discuss and come up with different ways of multiplying numbers up to 5×5.

***Step 3:*** Using the example in the learner’s book page 150, guide the learners how to multiply numbers up to 5×5.

**SUMMARY**

Review the lesson on multiplication by asking learners questions.

**CONCLUSION (Assessment of Learning)**

Learners to play digital games involving multiplication.

Give an assessment.

**EXTENSION OF ACTIVITIES**

Learners to practice arranging items in groups of equal numbers

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | THREE |  |  |  |

**STRAND/THEME/TOPIC: NUMBERS**

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Multiplication (**Multiplying 6**).**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to multiply 6 by numbers 1 to 10.

**KEY INQUIRY QUESTION (s)**

How do we multiply numbers?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Imagination and creativity**
* **Problem solving**
 | * **Unity**
* **Respect**
* **Patriotism**
* **responsibility**
 | **Self-awareness****Self-esteem**  |

**LEARNING RESOURCES**

Multiplication table.

Counters.

Mathematics pupil’s book 3 pg.154-155.

Mathematics teachers guide grade 3 pg. 125-125.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to prepare bundles of counters.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide learners in pairs or in groups to use multiplication table or counters in multiplying numbers 6 by numbers 1 to 10. Discuss the safety precautions when handling resources and materials.

***Step 2:*** Learners in pairs or in groups to discuss and come up with different ways of multiplying 6 by numbers 1 to 10.

***Step 3:*** Using the example in the learner’s book page 152, guide the learners how to multiply 6 by numbers 1 to 10.

**SUMMARY**

Review the lesson on multiplication by asking learners questions*.*

**CONCLUSION (Assessment of Learning)**

Learners to play digital games involving multiplication

Give an assessment.

**EXTENSION OF ACTIVITIES**

Learners to practice arranging items in groups of equal numbers.

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

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| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | THREE |  |  |  |

**STRAND/THEME/TOPIC: NUMBERS**

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Multiplication (Multiplying 7)**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to multiply 7 by numbers 1 to 10

**KEY INQUIRY QUESTION (s)**

How do we multiply numbers?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Imagination and creativity**
* **Problem solving**
 | * **Unity**
* **Respect**
* **Patriotism**
* **responsibility**
 | **Self-awareness****Self-esteem**  |

**LEARNING RESOURCES**

Multiplication table.

Counters.

Mathematics pupil’s book 3 pg.154-155.

Mathematics teachers guide grade 3 pg. 125-125.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to prepare bundles of counters.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide learners in pairs or in groups to use multiplication table or counters in multiplying numbers 7 by numbers 1 to 10. Discuss the safety precautions when handling resources and materials.

***Step 2:*** Learners in pairs or in groups to discuss and come up with different ways of multiplying 7 by numbers 1 to 10.

***Step 3:*** Using the example in the learner’s book page 152, guide the learners how to multiply 7 by numbers 1 to 10.

**SUMMARY**

Review the lesson on multiplication by asking learners questions.

**CONCLUSION (Assessment of Learning)**

Learners to play digital games involving multiplication

Give an assessment.

**EXTENSION OF ACTIVITIES**

Learners to practice arranging items in groups of equal numbers

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

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| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | THREE |  |  |  |

**STRAND/THEME/TOPIC: NUMBERS**

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Division (**Dividing numbers up to 25**).**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to divide numbers up to 25 based on basic multiplication facts.

**KEY INQUIRY QUESTION (s)**

How do we divide numbers?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Imagination and creativity**
* **Problem solving**
 | * **Unity**
* **Respect**
* **Patriotism**
* **responsibility**
 | **Self-awareness****Self-esteem**  |

**LEARNING RESOURCES**

Counters

Multiplication table.

Mathematics pupil’s book 3 pg.158-159.

Mathematics teachers guide grade 3 pg. 128

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Draw a number line on the blackboard.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide learners in pairs or in groups to use multiplication table or counters in dividing numbers up to 25 on basic multiplication facts. Discuss safety precautions when using resources and material.

***Step 2:*** Learners in pairs or groups to discuss and come up with different ways of handling of dividing numbers up to 25 on basic multiplication facts.

***Step 3:*** Using the example in the learner’s book page 156, guide learners to divide numbers up to 25 on basic multiplication facts.

**SUMMARY**

Review the lesson on division by asking learners questions.

**CONCLUSION (Assessment of Learning)**

Learners to play digital games involving division.

Give an assessment.

**EXTENSION OF ACTIVITIES**

Learners to practice by visiting children’s homes and share fruits.

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | THREE |  |  |  |

**STRAND/THEME/TOPIC:****NUMBERS**

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Division (**Dividing numbers up to 90 by 6, 7, 8 and 9**)**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to divide numbers up to 90 by 6, 7, 8 and 9 using single multiplication table.

**KEY INQUIRY QUESTION (s)**

How do we use multiplication table to work out division?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Imagination and creativity**
* **Problem solving**
 | * **Unity**
* **Respect**
* **Patriotism**
* **responsibility**
 | **Self-awareness****Self-esteem**  |

**LEARNING RESOURCES**

Counters.

Multiplication table.

Mathematics pupil’s book 3 pg.150-161.

Mathematics teachers guide grade 3 pg. 128-129.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Draw a number line on the blackboard.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Learners to identify the number to be divided in the multiplication table.

***Step 2:*** Learners move horizontally from the number to be divided along the row to the end and vertically along the column to the end to identify the two numbers.

***Step 4:*** Guide learners to relate the two numbers identified in activity two to division.

***Step 3:*** Using the example in the learner’s book page 158, guide learners to divide numbers up to 90 by 6, 7, 8 and 9.

**SUMMARY**

Review the lesson on division by asking learners questions.

**CONCLUSION (Assessment of Learning)**

Learners to play digital games involving division

Give an assessment.

**EXTENSION OF ACTIVITIES**

Learners to practice by visiting children’s homes and share fruits.

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | THREE |  |  |  |

**STRAND/THEME/TOPIC: NUMBERS**

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Division (**Dividing numbers up to 90 by 6, 7, 8 and 9 by long division**)**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to divide numbers up to 90 by 6, 7, 8 and 9 using single multiplication tables.

**KEY INQUIRY QUESTION (s)**

How do we use multiplication table to work out division questions?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Imagination and creativity**
* **Problem solving**
 | * **Unity**
* **Respect**
* **Patriotism**
* **responsibility**
 | **Self-awareness****Self-esteem**  |

**LEARNING RESOURCES**

Counters.

Multiplication table.

Mathematics pupil’s book 3 pg.162-163.

Mathematics teachers guide grade 3 pg. 129-130.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Draw a number line on the blackboard.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide learners to write the division question in long division form.

***Step 2:*** using the multiplication table, guide learners to identify how many times the number dividing goes into the number being divided.

***Step 3:*** Guide learners to relate the two numbers identified in activity two to division.

***Step 4:*** Guide learners to write the number found, on top of the last digit of the number being divided and complete the division.

***Step 5:*** Using the example in the learner’s book page 160, guide learners to divide numbers up to 90 by 6, 7, 8 and 9 using multiplication tables.

**SUMMARY**

Review the lesson on division by asking learners questions.

**CONCLUSION (Assessment of Learning)**

Learners to play digital games involving division

Give an assessment.

**EXTENSION OF ACTIVITIES**

Learners to practice by visiting children’s homes and share fruits.

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | THREE |  |  |  |

**STRAND/THEME/TOPIC:****MEASUREMENT**

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Length (**Adding and subtracting Length**)**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to add and subtract length in metres.

**KEY INQUIRY QUESTION (s)**

How do we add and subtract length in metres?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Imagination and creativity**
* **Problem solving**
 | * **Unity**
* **Respect**
* **Patriotism**
* **responsibility**
 | **Self-awareness****Self-esteem**  |

**LEARNING RESOURCES**

Metre rule.

1 metre sticks.

String

Mathematics pupil’s book 3 pg.164-166.

Mathematics teachers guide grade 3 pg. 131-132

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups

**INTRODUCTION**

Leaners to prepare straight sticks in length

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Learners in pairs or in groups to measure lengths of the four walls of their classroom and record. Ask the learners to add the lengths and share their experiences with other groups. Discuss the safety precautions when using resources and materials.

***Step 2:*** Guide learners in pairs to measure the length of a string in metres and record. Ask the learners to cut off a number of metres from the string. Ask learners to measure the length of the string that is left after cutting in activity three.

***Step 3:*** Using examples in the learner’s book page 162, guide learners to add and subtract length in metres.

**SUMMARY**

Review the lesson on length by asking learners questions.

**CONCLUSION (Assessment of Learning)**

Learners to play digital games involving length

Give an assessment.

**EXTENSION OF ACTIVITIES**

Learners to practice measuring by assisting neighbours to measure length during building/rabbit cage, among others*.*

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

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| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | THREE |  |  |  |

**STRAND/THEME/TOPIC: MEASUREMENT**

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Length** (**Estimating length)**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to estimate length up to 20 metres

**KEY INQUIRY QUESTION (s)**

How do we measure length in metres?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Imagination and creativity**
* **Problem solving**
 | * **Unity**
* **Respect**
* **Patriotism**
* **responsibility**
 | **Self-awareness****Self-esteem**  |

**LEARNING RESOURCES**

Metre rule.

1 metre sticks.

Strings marked in metres.

Mathematics pupil’s book 3 pg.167-168

Mathematics teachers guide grade 3 pg. 132-133

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Leaners to prepare straight sticks in length.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide learners to estimate length up to 20 metres and record.

***Step 2:*** Guide learners in pairs or groups to measure length estimated in activity one and record next to the estimates. Discuss safety precautions when using resources and materials.

***Step 3:*** Learners in pairs to discuss how close the estimates were to the measured length and share with other groups.

***Step 4:*** Using the activities in the learner’s book page 165, guide learners to estimate and measure lengths up to 20 metres.

**SUMMARY**

Review the lesson on length by asking learners questions.

**CONCLUSION (Assessment of Learning)**

Learners to play digital games involving length

Give an assessment.

**EXTENSION OF ACTIVITIES**

Learners to practice measuring by assisting neighbours to measure length during building/rabbit cage, among others*.*

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

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| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | THREE |  |  |  |

**STRAND/THEME/TOPIC: MEASUREMENT**

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Mass (Adding mass in Kilograms)**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to measure add mass in kilograms.

**KEY INQUIRY QUESTION (s)**

How can we add mass in kilograms?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Imagination and creativity**
* **Problem solving**
 | * **Unity**
* **Respect**
* **Patriotism**
* **responsibility**
 | **Self-awareness****Self-esteem**  |

**LEARNING RESOURCES**

Items of different masses.

Mathematics pupil’s book 3 pg.169.

Mathematics teachers guide grade 3 pg. 135.

**ORGANIZATION OF LEARNING**

Learners to collect objects of different masses.

**INTRODUCTION**

Review the previous lesson.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Learners in pairs or groups are provided with packets of different items with their masses indicated.

***Step 2:*** Learners in pairs or groups to put together packets and state the total mass. Learners to share their experiences with other groups. Discuss safety precautions when using resources and materials.

***Step 3:*** Using examples in the learner’s book page 167, guide learners to add mass in kilograms in real life situations.

**SUMMARY**

Review the lesson on mass by asking learners questions.

**CONCLUSION (Assessment of Learning)**

Learners to play digital games involving mass.

Give an assessment.

**EXTENSION OF ACTIVITIES**

Learners to practice measuring mass of items in their homes in kilograms.

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | THREE |  |  |  |

**STRAND/THEME/TOPIC:****MEASUREMENT**

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Mass (**Subtracting mass in Kilograms**).**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to measure subtract mass in kilograms in real life situations.

**KEY INQUIRY QUESTION (s)**

How can we subtract mass in kilograms?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Imagination and creativity**
* **Problem solving**
 | * **Unity**
* **Respect**
* **Patriotism**
* **responsibility**
 | **Self-awareness****Self-esteem**  |

**LEARNING RESOURCES**

Sand/soil of different masses.

Mathematics pupil’s book 3 pg.169.

Mathematics teachers guide grade 3 pg. 135.

**ORGANIZATION OF LEARNING**

Group/individual work.

**INTRODUCTION**

Review the previous lesson.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Learners in pairs or groups are provided with sand/soil of different masses in 1 kilogram packets. Discuss the safety precautions when using resources and materials.

***Step 2:*** Learners in pairs or groups are guided to take away some packets of sand/soil in activity one. Learners record the mass of the packets that remains. Learners in airs share their experiences with other groups.

***Step 3:*** Using examples in the learner’s book page 168, guide learners to subtract mass in real life situations.

**SUMMARY**

Review the lesson on mass by asking learners questions.

**CONCLUSION (Assessment of Learning)**

Learners to play digital games involving mass.

Give an assessment.

**EXTENSION OF ACTIVITIES**

Learners to practice measuring mass of items in their homes in kilograms

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

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| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | THREE |  |  |  |

**STRAND/THEME/TOPIC:****MEASUREMENT**

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Mass (**Estimating mass**)**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to estimate mass by using a 5 kilogram mass to compare other masses.

**KEY INQUIRY QUESTION (s)**

How do we use given mass to compare other masses?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Imagination and creativity**
* **Problem solving**
 | * **Unity**
* **Respect**
* **Patriotism**
* **responsibility**
 | **Self-awareness****Self-esteem**  |

**LEARNING RESOURCES**

Beam balance.

Objects of different masses.

Mathematics pupil’s book 3 pg.171-172.

Mathematics teachers guide grade 3 pg. 136-137.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Review the previous lesson.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide learners in pairs or in groups to estimate and record mass of different objects up to 5 kilograms.

***Step 2:*** Learners in pairs or groups measure mass of different objects and record alongside the estimates. Ask learners to discuss how close the estimates were to measured mass.

***Step 3:*** Using examples in the learner’s book page 169, guide learners to estimate mass up to 5 kilograms.

**SUMMARY**

Review the lesson on mass by asking learners questions.

**CONCLUSION (Assessment of Learning)**

Learners to play digital games involving mass.

Give an assessment.

**EXTENSION OF ACTIVITIES**

Learners to practice measuring mass of items in their homes in kilograms

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | THREE |  |  |  |

**STRAND/THEME/TOPIC: MEASUREMENT**

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Capacity (**Adding capacity in Litres**)**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to add real life situations.

**KEY INQUIRY QUESTION (s)**

How can we add capacity in real life?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Imagination and creativity**
* **Problem solving**
 | * **Unity**
* **Respect**
* **Patriotism**
* **responsibility**
 | **Self-awareness****Self-esteem**  |

**LEARNING RESOURCES**

1 litre containers.

Water.

Mathematics pupil’s book 3 pg.173.

Mathematics teachers guide grade 3 pg.138.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Review the previous lesson.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide learners in pairs or groups to measure the capacity of two different containers. Discuss the safety precautions when using resources and materials.

***Step 2:*** Learners in pairs or groups to combine the water in the different containers and measure the resulting amount. Learners to discuss in pairs their experiences with other groups.

***Step 3:*** Using examples in the learner’s book page 170, guide learners to add capacity in real life situations.

**SUMMARY**

Review the lesson on capacity by asking learners questions.

**CONCLUSION (Assessment of Learning)**

Learners to play digital games involving capacity.

Give an assessment.

**EXTENSION OF ACTIVITIES**

Learners to practice measuring capacity of containers used for storing liquids at home.

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | THREE |  |  |  |

**STRAND/THEME/TOPIC: MEASUREMENT**

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Capacity (Subtracting capacity in Litres)**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to subtract capacity in litres in real life situations.

**KEY INQUIRY QUESTION (s)**

How can we subtract capacity in litres?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Imagination and creativity**
* **Problem solving**
 | * **Unity**
* **Respect**
* **Patriotism**
* **responsibility**
 | **Self-awareness****Self-esteem**  |

**LEARNING RESOURCES**

1 litre containers.

Water.

Mathematics pupil’s book 3 pg.174.

Mathematics teachers guide grade 3 pg.139.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Review the previous lesson.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide learners in pairs or groups to measure the capacity of two different containers. Discuss the safety precautions when using resources and materials.

***Step 2:*** Learners in pairs or groups to remove some litres of water from containers in activity one and pour it in another container.

***Step 3:*** Learners to measure the amount of water in containers in activity two and record. Let learners share their experiences.

***Step 3:*** Using examples in the learner’s book page 172, guide learners to subtract capacity in real life situations.

**SUMMARY**

Review the lesson on capacity by asking learners questions*.*

**CONCLUSION (Assessment of Learning)**

Learners to play digital games involving capacity.

Give an assessment.

**EXTENSION OF ACTIVITIES**

Learners to practice measuring capacity of containers used for storing liquids at home

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | THREE |  |  |  |

**STRAND/THEME/TOPIC: MEASUREMENT**

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Capacity (Estimating capacity)**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to estimate capacity up to 5 litres.

**KEY INQUIRY QUESTION (s)**

How can we estimate capacity?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Imagination and creativity**
* **Problem solving**
 | * **Unity**
* **Respect**
* **Patriotism**
* **responsibility**
 | **Self-awareness****Self-esteem**  |

**LEARNING RESOURCES**

1 litre containers.

Water.

Container of different capacities.

Mathematics pupil’s book 3 pg.175.

Mathematics teachers guide grade 3 pg.140.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Review the previous lesson.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide learners in groups or pairs to estimate and record capacity of the different containers up to 5 litres.

***Step 2:*** learners in pairs or groups to measure the capacity of different containers and record alongside the estimates. Ask learners to discuss how close the estimates were measured in capacity.

***Step 3:*** Using examples in the learner’s book page 173, guide learners to estimate the capacity up to 5 litres.

**SUMMARY**

Review the lesson on capacity by asking learners questions.

**CONCLUSION (Assessment of Learning)**

Learners to play digital games involving capacity

Give an assessment.

**EXTENSION OF ACTIVITIES**

Learners to practice measuring capacity of containers used for storing liquids at home.

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

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| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | THREE |  |  |  |

**STRAND/THEME/TOPIC:****MEASUREMENT**

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Time (Reading and telling Time ‘to’ the Hour)**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to read and tell time “to” the hour using the clock face.

**KEY INQUIRY QUESTION (s)**

How do you read time “to” the hour?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Imagination and creativity**
* **Problem solving**
 | * **Unity**
* **Respect**
* **Patriotism**
* **responsibility**
 | **Self-awareness****Self-esteem**  |

**LEARNING RESOURCES**

Clock face.

Mathematics pupil’s book 3 pg.176.

Mathematics teachers guide grade 3 pg.141-142.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to sing a song involving time.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide learners in pairs or group to read and tell time “to” the hour.

***Step 2:*** Learners in pairs or groups mark different times on their clock face and read and tell marked time “to” the hour.

***Step 3:*** Using the example in the learner’s book page 174, guide learners to read and tell time “to” the hour.

**SUMMARY**

*Review the lesson on time by asking learners questions.*

**CONCLUSION (Assessment of Learning)**

Learners to play digital games involving time.

Give an assessment.

**EXTENSION OF ACTIVITIES**

Learners to practice assisting their neighbours in keeping their compounds clean during holidays

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

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| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | THREE |  |  |  |

**STRAND/THEME/TOPIC:****MEASUREMENT**

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Time (Reading and telling using a Digital clock)**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to read and tell time using a digital clock.

**KEY INQUIRY QUESTION (s)**

How do you read and tell time on a digital clock?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Imagination and creativity**
* **Problem solving**
 | * **Unity**
* **Respect**
* **Patriotism**
* **responsibility**
 | **Self-awareness****Self-esteem**  |

**LEARNING RESOURCES**

Digital clock.

Mathematics pupil’s book 3 pg.177-178.

Mathematics teachers guide grade 3 pg.142.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to sing a song involving time

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide learners in pairs or group to read and tell time on a digital clock, using the 12 hour clock system.

***Step 2:*** Using the example in the learner’s book page 175, guide learners to read and tell time on a digital clock.

**SUMMARY**

Review the lesson on time by asking learners questions*.*

**CONCLUSION (Assessment of Learning)**

Learners to play digital games involving time

Give an assessment.

**EXTENSION OF ACTIVITIES**

Learners to practice assisting their neighbours in keeping their compounds clean during holidays

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

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| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | THREE |  |  |  |

**STRAND/THEME/TOPIC: MEASUREMENT**

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Time** (Writing time using “past” the hour**)**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to write time “past” the hour.

**KEY INQUIRY QUESTION (s)**

How do we write time “past” the hour?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Imagination and creativity**
* **Problem solving**
 | * **Unity**
* **Respect**
* **Patriotism**
* **responsibility**
 | **Self-awareness****Self-esteem**  |

**LEARNING RESOURCES**

Clock face.

Mathematics pupil’s book 3 pg.179

Mathematics teachers guide grade 3 pg.143.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to sing a song involving time.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Learners in pairs or groups mark different times on their clock face and read and write marked time “past” the hour.

***Step 2:*** Guide learners in pairs or group to read and write time “past” the hour.

***Step 3:*** Using the examples in the learner’s book page 177, guide learners to read and write time “past” the hour.

**SUMMARY**

Review the lesson on time by asking learners questions.

**CONCLUSION (Assessment of Learning)**

Learners to play digital games involving time

Give an assessment.

**EXTENSION OF ACTIVITIES**

Learners to practice assisting their neighbours in keeping their compounds clean during holidays

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

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| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | THREE |  |  |  |

**STRAND/THEME/TOPIC:****MEASUREMENT**

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Time (Writing time using “to” the hour)**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to write time “to” the hour.

**KEY INQUIRY QUESTION (s)**

How do we write time “to” the hour?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Imagination and creativity**
* **Problem solving**
 | * **Unity**
* **Respect**
* **Patriotism**
* **responsibility**
 | **Self-awareness****Self-esteem**  |

**LEARNING RESOURCES**

Clock face.

Mathematics pupil’s book 3 pg.180.

Mathematics teachers guide grade 3 pg.143-144.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to sing a song involving time.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Learners in pairs or groups mark time “to” the hour on their clock faces.

***Step 2:*** Guide learners in pairs or group to read and write time “to” the hour.

***Step 3:*** Using the examples in the learner’s book page 178, guide learners to read and write time “to” the hour.

**SUMMARY**

Review the lesson on time by asking learners questions*.*

**CONCLUSION (Assessment of Learning)**

Learners to play digital games involving time

Give an assessment.

**EXTENSION OF ACTIVITIES**

Learners to practice assisting their neighbours in keeping their compounds clean during holidays.

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | THREE |  |  |  |

**STRAND/THEME/TOPIC: MEASUREMENT**

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Money (**Shopping activities involving change**)**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to carry out shopping activities involving change.

**KEY INQUIRY QUESTION (s)**

What is change in money?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Imagination and creativity**
* **Problem solving**
 | * **Unity**
* **Respect**
* **Patriotism**
* **responsibility**
 | **Self-awareness****Self-esteem**  |

**LEARNING RESOURCES**

Kenyan currency notes.

Imitation money.

Mathematics pupil’s book 3 pg. 181-182.

Mathematics teachers guide grade 3 pg. 145-146.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to sing a song involving money.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide the learners in pairs or groups to role play giving change in the classroom shop.

***Step 2:*** Ask the share their experiences of getting change with other groups.

***Step 3:*** Using the activity in the learner’s book page 179, guide learners to carry out shopping activities involving change

**SUMMARY**

Review the lesson on money by asking learners questions*.*

**CONCLUSION (Assessment of Learning)**

Learners to play digital games involving money.

Give an assessment.

**EXTENSION OF ACTIVITIES**

Learners to practice assisting in counting money during school functions, harambees, churches etc.

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | THREE |  |  |  |

**STRAND/THEME/TOPIC: MEASUREMENT**

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Money (**Shopping activities involving balance**)**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to carry out shopping activities involving balance.

**KEY INQUIRY QUESTION (s)**

What is balance in money?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Imagination and creativity**
* **Problem solving**
 | * **Unity**
* **Respect**
* **Patriotism**
* **responsibility**
 | **Self-awareness****Self-esteem**  |

**LEARNING RESOURCES**

Kenyan currency notes.

Imitation money.

Mathematics pupil’s book 3 pg.183.

Mathematics teachers guide grade 3 pg. 146-147.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to sing a song involving money.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide the learners in pairs or groups to role play giving balance in the classroom shop.

***Step 2:*** Ask the share their experiences of getting change with other groups.

***Step 3:*** Using the activity in the learner’s book page 91, guide learners to carry out shopping activities involving balance.

**SUMMARY**

Review the lesson on money by asking learners questions*.*

**CONCLUSION (Assessment of Learning)**

Learners to play digital games involving money

Give an assessment.

**EXTENSION OF ACTIVITIES**

Learners to practice assisting in counting money during school functions, harambees, churches etc.

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | THREE |  |  |  |

**STRAND/THEME/TOPIC: MEASUREMENT**

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Money *(Adding and subtracting money involving shillings*)**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to add and subtract money up to sh. 1000.

**KEY INQUIRY QUESTION (s)**

How do we add and subtract money in shillings?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Imagination and creativity**
* **Problem solving**
 | * **Unity**
* **Respect**
* **Patriotism**
* **responsibility**
 | **Self-awareness****Self-esteem**  |

**LEARNING RESOURCES**

Kenyan currency notes.

Imitation money.

Mathematics pupil’s book 3 pg.183.

Mathematics teachers guide grade 3 pg. 146-147.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to sing a song involving money.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Provide learners with real and imitation money. Ask learners in pairs or groups to put together notes of different denominations and state their total value.

***Step 2:*** Learners in pairs or groups to take away some notes from the ones in activity one and state the value of the remainder. Learners to share their experiences with other groups.

***Step 3:*** Using the examples in the learner’s book page 182, guide learners to add and subtract money up to sh. 1000

**SUMMARY**

Review the lesson on money by asking learners questions*.*

**CONCLUSION (Assessment of Learning)**

Learners to play digital games involving money

Give an assessment.

**EXTENSION OF ACTIVITIES**

Learners to practice assisting in counting money during school functions, harambees, churches etc*.*

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | THREE |  |  |  |

**STRAND/THEME/TOPIC:****GEOMETRY**

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Position and Direction (Turning to the right)**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to move along a straight line from a point and turn to the right.

**KEY INQUIRY QUESTION (s)**

What do we do when we get to a road junction?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Imagination and creativity**
* **Problem solving**
 | * **Unity**
* **Respect**
* **Patriotism**
* **responsibility**
 | **Self-awareness****Self-esteem**  |

**LEARNING RESOURCES**

School compound.

Mathematics pupil’s book 3 pg.186.

Mathematics teachers guide grade 3 pg. 148-149.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to sing a song involving direction: ***when I reach the junction I turn turn….***

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide the learners in pairs or groups to discuss the direction to take after reaching a road junction. Learners to write possible directions to take at a road junction.

***Step 2:*** Guide the learners through an outdoor activity involving turning right. Assist the learners to identify the right hands. Discuss safety precautions when performing the activity.

***Step 3:*** Using the picture in the learner’s book page 184, discuss with the learners how to turn right from a point in real life situations.

**SUMMARY**

Review the lesson on position and direction y by asking learners questions.

**CONCLUSION (Assessment of Learning)**

Learners to play digital games involving positions and directions

Give an assessment.

**EXTENSION OF ACTIVITIES**

Learners to practice assisting in arranging seats in straight lines during school and community functions*.*

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | THREE |  |  |  |

**STRAND/THEME/TOPIC: GEOMETRY**

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Position and Direction (Turning to the left)**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to move along a straight line from a point and turn to the left.

**KEY INQUIRY QUESTION (s)**

What do we do when we get to a road junction?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Imagination and creativity**
* **Problem solving**
 | * **Unity**
* **Respect**
* **Patriotism**
* **responsibility**
 | **Self-awareness****Self-esteem**  |

**LEARNING RESOURCES**

School compound.

Mathematics pupil’s book 3 pg.187.

Mathematics teachers guide grade 3 pg. 149-150.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to sing a song involving direction**: *when I reach the junction I turn turn….***

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Take learners out of the classroom. Guide them to identify their left hands. Guide the learners to move along a straight line and then turn left.

***Step 2:*** Ask the learners in pairs to practice moving along straight lines from a point and then turning left.

***Step 3:*** Using the picture in the learner’s book page 185, discuss with the learners how to turn left from a point in real life situations.

**SUMMARY**

Review the lesson on position and direction y by asking learners questions*.*

**CONCLUSION (Assessment of Learning)**

Learners to play digital games involving positions and directions

Give an assessment.

**EXTENSION OF ACTIVITIES**

Learners to practice assisting in arranging seats in straight lines during school and community functions*.*

**REFLECTION ON THE LESSON/SELF-REMARKS**