**@15/- 0721634274**

**Scheme, notes, lesson plan Exams Jesma , targeter etc latest**

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

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

**STRAND/THEME/TOPIC:NUMBERS**

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Number*****concept (Ordinal number names (first to fifth)***

**Specific lesson learning outcome.**

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

**KEY INQUIRY QUESTION (s)**

1. 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.

Fields.

Pair of scissors.

Mathematics pupil’s book 3 pg.3-4.

Mathematics teachers guide grade 3 pg. 2-3.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to form groups of 6 and ask 5 of them to engage in a running competition.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Learners to form a queue as they complete the race at the finishing line.

***Step 2:*** Learner number 6 to assign ordinal numbers to the competitors as first, second, third, fourth and fifth.

***Step 3:*** Discuss the assigning of positions with learners with reference to activity 2.

***Step 4:*** Guide learners to use ordinal number names to identify positions. Use the example on learner’s book pg. 2

**SUMMARY**

Review the lesson and make summary

**CONCLUSION (Assessment of Learning)**

Learners to play digital games involving position.

**EXTENSION OF ACTIVITIES**

Learners to practice digital games involving positions at school and at home, e.g. during play activities.

**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 (Ordinal number symbols (1st to 5th)**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be to use ordinal number symbols to identify position from 1st to 5th

**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.

Books.

Water bottle.

Mathematics pupil’s book 3 pg.5-6.

Mathematics teachers guide grade 3 pg. 3-4.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to pair in groups to arrange 5 mathematics text books on their desks.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Learners to place number cards with ordinal number symbols 1st, 2nd, 3rd, 4th, and 5th on the books from the point of reference.

***Step 2:*** Discuss with the learners the assigning of positions with learners with reference to activity 2.

***Step 3:*** Using the example in the learner’s book page 4, guide learners to use ordinal number symbol 1st, 2nd, 3rd, 4th, and 5th.

**SUMMARY**

Review the lesson and make summary

**CONCLUSION (Assessment of Learning)**

Learners to play digital games involving position.

**EXTENSION OF ACTIVITIES**

Learners to practice digital games involving positions at school and at home, e.g. during play activities*.*

**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 (Ordinal number names (first to fifth)**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be to use ordinal number names to identify position from 6 to 10

**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.

Fields.

Mathematics pupil’s book 3 pg.7-8.

Mathematics teachers guide grade 3 pg. 4-5.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to sing a song on number positions for example: I am first, second, I am jumping…

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide learners to form groups of 11 and then ask 10 of them to engage in a running competition. Discuss safety precautions as they run.

***Step 2:*** Learner to form a queue as they complete the race at the finishing line. Learner number 11 to assign ordinal numbers to the competitors as first, second, third, fourth up to tenth.

***Step 3:*** Discuss the assigning of positions with learners with reference to activity 2.

***Step 4:*** Guide learners to use ordinal number names to identify positions. Use the example on learner’s book pg. 6

**SUMMARY**

Review the lesson and make summary

**CONCLUSION (Assessment of Learning)**

Learners to play digital games involving position.

**EXTENSION OF ACTIVITIES**

Learners to practice competition involving positions at school and at home, e.g. during play activities*.*

**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 (Ordinal number symbols (6th to 10th)**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be to use ordinal number names to identify position from 6th to 10th .

**KEY INQUIRY QUESTION (s)**

What do you consider in identifying the position of an item?

|  |  |  |
| --- | --- | --- |
| **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.

Fields.

Mathematics pupil’s book 3 pg.9-11.

Mathematics teachers guide grade 3 pg. 5-6.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to sing a song on number positions for example: I am first, second, I am jumping…

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide learners in pairs or in groups to arrange 11 mathematics text books on their desks from a reference point.

***Step 2:*** Learner to place number cards with ordinal number symbols 1st, 2nd, 3rd, 4th up 10th on the books from the reference point.

***Step 3:*** Discuss the assigning of positions with learners with reference to activity 2.

***Step 4:*** Guide learners to use ordinal number symbols 1st, 2nd, up to 10th. Use the example on learner’s book pg. 8

**SUMMARY**

Review the lesson on reading numbers

**CONCLUSION (Assessment of Learning)**

Learners to play digital games involving position.

**EXTENSION OF ACTIVITIES**

Learners to practice competition involving positions at school and at home, e.g. during play activities.

**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 Ones from 1 to 1000)**

**Specific lesson learning outcome.**

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

**KEY INQUIRY QUESTION (s)**

How do you count?

|  |  |  |
| --- | --- | --- |
| **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.12.

Mathematics teachers guide grade 3 pg. 7-8.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to count objects in ones forward.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide learners in pairs or in groups to count objects in ones both forward and backward. Discuss the safety precautions as they count.

***Step 2:*** Using the example in the learner’s book page 11, guide learners to count in ones 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: Whole Numbers (Counting in Twos)**

**Specific lesson learning outcome.**

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

**KEY INQUIRY QUESTION (s)**

How do you count?

|  |  |  |
| --- | --- | --- |
| **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.12.

Mathematics teachers guide grade 3 pg. 7-8.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to count desks in their class.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide learners in pairs or in groups to count objects in twos forward. Discuss the safety precautions as they count

***Step 2:*** Guide learners in pairs or in groups to count objects in twos both forward and backward. Discuss the safety precautions as they count

***Step 2:*** Using the example in the learner’s book page 12, guide learners to count in ones 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 (Ones and tens)**

**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.

Mathematics pupil’s book 3 pg.14-15.

Mathematics teachers guide grade 3 pg. 9.

**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 sticks.

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

***Step 3:*** Guide learners in pairs or in groups to represent various numbers using abacus. Discuss with them the safety precautions.

***Step 4:*** Ask the learners in pairs or in groups to identify ones and tens from the abacus.

***Step 5:*** Using the example in the learner’s book page 13, guide learners to identify place value of ones and 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: Reading numbers in symbols**

**Specific lesson learning outcome.**

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

**KEY INQUIRY QUESTION (s)**

What can 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.

Hundred number chart.

Mathematics pupil’s book 3 pg.16.

Mathematics teachers guide grade 3 pg. 10.

**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 between 1 to 100 in turns using the number chart.

***Step 2:*** Ask the learners read numbers as shown/displayed on flash cards

***Step 3:*** Using the activities in the learners book, 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 write numbers 1 to 50 in words.

**KEY INQUIRY QUESTION (s)**

How can numbers in symbols be written in words?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
|  | * **Unity** * **Respect** * **Patriotism** * **responsibility** |  |

**LEARNING RESOURCES**

Number chat with number symbols and number names.

Flash cards with number symbols.

Flash cards with numbers names.

Mathematics pupil’s book 3 pg.18.

Mathematics teachers guide grade 3 pg. 11-12.

**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 write numbers 1 to 50 in words.

***Step 2:*** Ask the learners in pairs or in groups to match number symbols with number words 1 to 50 using number chart.

***Step 3:*** Ask learners to write numbers 1 to 50 in words.

***Step 4:*** Using the activity in the learner’s book page 17, guide learner’s to write whole numbers 1 to 50 in words.

**SUMMARY**

Review the lesson on writing numbers in words.

**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 1 to 10.

**KEY INQUIRY QUESTION (s)**

How do you identify a missing number in a 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 line.

Mathematics pupil’s book 3 pg.19.

Mathematics teachers guide grade 3 pg. 13.

**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:*** Ask learners in pairs or groups to arrange numbers on number cards in an increasing order 1-10

***Step 2:*** Guide the learners to create a pattern by removing a card and skipping the next. Learners to write the resulting pattern.

***Step 3:*** Guide learners in pairs or groups to create patterns using number line.

***Step 4:*** Ask the learners in pairs or in groups to arrange numbers on number cards in a decreasing order 10 to 1.

***Step 5:*** Guide the learners to create a pattern by removing a card and skipping the next in a decreasing order and write the resulting pattern

***Step 6:*** Using examples in the learner’s book page 18, guide learners to work out 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 1 to 100.

**KEY INQUIRY QUESTION (s)**

How do you identify a missing number in a 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.20-21.

Mathematics teachers guide grade 3 pg. 14.

**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:*** Ask learners in pairs or groups to arrange numbers on number cards in an increasing order 1-100

***Step 2:*** Guide the learners in creating a pattern by removing a card(s) and skipping one or more to the next. Learners to write the resulting pattern.

***Step 3:*** Ask the learners in pairs or in groups to arrange numbers on number cards in a decreasing order 100 to 1

***Step 4:*** Guide the learners to create a pattern by removing a card(S) and skipping one or more to the next and write the resulting pattern

***Step 5:*** Using examples in the learner’s book page 19, guide learners to work out 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: Fractions (half as part of a whole)**

**Specific lesson learning outcome.**

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

**KEY INQUIRY QUESTION (s)**

How do we represent a half 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.22-23.

Mathematics teachers guide grade 3 pg. 15-16.

**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 cut outs. Discuss the safety precautions when handling sharp objects.

***Step 2:*** Guide learners to fold the circular cutouts into 2 equal parts.

***Step 3:*** Guide learners to identify one part as half of the whole.

***Step 4:*** Ask the learners to make rectangular cutouts and fold into 2 equal parts to get halves.

***Step 5:*** Using activities in the learner’s book page 21, guide learners to identify half as part of a whole.

**SUMMARY**

Review the lesson on fractions: half 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 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 (quarter as part of a whole)**

**Specific lesson learning outcome.**

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

**KEY INQUIRY QUESTION (s)**

How do we represent a quarter 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.24-25.

Mathematics teachers guide grade 3 pg. 16-17.

**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:*** Guide learners to fold the rectangular cutouts into 4 equal parts.

***Step 3:*** Guide learners to identify that each part is a quarter of the whole.

***Step 4:*** Using activities in the learner’s book page 23, guide learners to identify quarter as part of a whole.

**SUMMARY**

Review the lesson on fractions: quarter 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 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 (comparing a half and a Quarter)**

**Specific lesson learning outcome.**

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

**KEY INQUIRY QUESTION (s)**

How do we compare two fractions?

|  |  |  |
| --- | --- | --- |
| **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 rectangular cutouts.

Circular cutouts.

Pair of scissors.

Mathematics pupil’s book 3 pg.26.

Mathematics teachers guide grade 3 pg. 17-18.

**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 and rectangular cut outs. Discuss the safety precautions when handling sharp objects.

***Step 2:*** Ask the learners to fold the cutouts into 2 and 4 equal parts respectively.

***Step 3:*** Ask the learners to identify the half and the quarter parts respectively

***Step 4:*** Guide the learners to compare the half and the quarter

***Step 5:*** Using the activity in the learner’s book page 25, guide the learners to identify and compare half and quarter as part of a whole

**SUMMARY**

Review the lesson on fractions: comparing a half and a quarter.

**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 (A half as part of a Group)**

**Specific lesson learning outcome.**

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

**KEY INQUIRY QUESTION (s)**

How do we represent half 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 of assorted colours.

Sticks.

Mathematics pupil’s book 3 pg. 27-29

Mathematics teachers guide grade 3 pg. 19

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to prepare cut outs of objects of different colours.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide learners in pairs or in groups to share bottle tops equally and separate them into two equal groups.

***Step 2:*** Ask the learners to count the number of bottle tops each group has.

***Step 3:*** Guide learners to identify each group of bottle tops as half of the whole group.

***Step 4:*** Using the example in the learner’s book page 26, guide the learners to identify half as part of a group.

**SUMMARY**

Review the lesson on fractions: A half as part of a 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 1- 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 1-digit number without regrouping vertically and horizontally with sum not exceeding 1000.

**KEY INQUIRY QUESTION (s)**

How do we add 1 3-digit number to a 1-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. 30-32.

Mathematics teachers guide grade 3 pg. 20-21.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to count total number of desks in their class.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide learners in groups to use the abacus in adding a 3-digit number to a 1-digit number without regrouping. Discuss safety precautions when handling the resource material.

***Step 2:*** Guide learners in groups to discuss how to add a 3-digit number to a 1-digit number without regrouping vertically and horizontally.

***Step 3:*** Using the example in the learner’s book page 30, guide the learners to add a 3-digit number to a 1-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 1- 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 1-digit number with regrouping with a sum not exceeding 1000 vertically and horizontally.

**KEY INQUIRY QUESTION (s)**

How do we add 1 3-digit number to a 1-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.

Place value chart.

Abacus.

Mathematics pupil’s book 3 pg. 33-34.

Mathematics teachers guide grade 3 pg. 21-22.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to count total number of desks in their class.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide learners in in pairs or groups in using an abacus to add a 3-digit number to a 1-digit number with regrouping.

***Step 2:*** Ask the learners in pairs to discuss how to add a 3-digit number to a 1-digit number with regrouping vertically and horizontally.

***Step 3:*** Using the example in the learner’s book page 33, guide the learners to add a 3-digit number to a 1-digit number with 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 with a sum not exceeding 1000 vertically and horizontally.

**KEY INQUIRY QUESTION (s)**

How do we add 1 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. 35-37.

Mathematics teachers guide grade 3 pg. 22-23.

**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-digit number to a 2-digit number without regrouping vertically and horizontally.

***Step 2:*** Ask the learners in pairs to discuss how to add a 3-digit number to a 2-digit number without regrouping vertically and horizontally.

***Step 3:*** Using the example in the learner’s book page 34, 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 with single regrouping with a sum not exceeding 1000 vertically and horizontally.

**KEY INQUIRY QUESTION (s)**

How do we add 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.38-40.

Mathematics teachers guide grade 3 pg. 23-24.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to 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-digit number to a 2-digit number with single regrouping vertically and horizontally. Discuss safety precautions when handling the resource and materials

***Step 2:*** Ask the learners in pairs to discuss how to add a 3-digit number to a 2-digit number with single regrouping vertically and horizontally.

***Step 3:*** Using the example in the learner’s book page 38, guide the learners to add a 3-digit number to a 2-digit number with single 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-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 10.

**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.41-42.

Mathematics teachers guide grade 3 pg. 24.

**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 pairs or groups in using place value chart to add a 3-single digit numbers with sum not exceeding 10 using concrete objects and the number line. 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 number with sum not exceeding 10.

***Step 3:*** Using the example in the learner’s book page 40, guide the learners to add a 3-single digit numbers with sum not exceeding 10.

**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 500.

**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.43-44.

Mathematics teachers guide grade 3 pg. 25.

**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 two 3-digit numbers vertically and horizontally without regrouping with sum not exceeding 500.

***Step 2:*** Ask the learners in pairs to discuss how to add a two 3-digit numbers vertically and horizontally without regrouping with sum not exceeding 500.

***Step 3:*** Using the example in the learner’s book page 43, guide the learners to add a 3- digit numbers vertically and horizontally without regrouping with sum not exceeding 500.

**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 single regrouping with sum not exceeding 1000 vertically and horizontally.

**KEY INQUIRY QUESTION (s)**

How do we add two 3-digit numbers vertically?

|  |  |  |
| --- | --- | --- |
| **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.45-47.

Mathematics teachers guide grade 3 pg. 26.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to 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 two 3-digit numbers with single regrouping vertically.

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

***Step 3:*** Using the example in the learner’s book page 44, guide the learners to add a 3- digit numbers vertically and horizontally with single 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 (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 cards.

A hundred chart.

Pocket boards.

Mathematics pupil’s book 3 pg.48-49.

Mathematics teachers guide grade 3 pg. 27.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to count total number of desks in their class.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide learners in in pairs or groups to use number cards, hundred chart, and pocket boards to fill in the missing numbers in number patterns involving addition.

***Step 2:*** Learners in pairs to discuss and come up with different ways of filling in the missing numbers in number patterns up to 1000 involving addition.

***Step 3:*** Using the example in the learner’s book page 48, guide the learners to fill in 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 a 1-digit number from a 2-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 2-digit number without regrouping.

**KEY INQUIRY QUESTION (s)**

How do we subtract 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.51-52.

Mathematics teachers guide grade 3 pg. 28-29.

**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 in using the place value apparatus to subtract a 1-digit number from a 2-digit number without regrouping. Discuss the safety precautions when handling the resources and materials.

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

***Step 3:*** Using the example in the learner’s book page 50, guide the learners to subtract a 1-digit number from a 2-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-digit numbers)**

**Specific lesson learning outcome.**

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

**KEY INQUIRY QUESTION (s)**

How do we subtract 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 chart.

Abacus.

Mathematics pupil’s book 3 pg.53-55.

Mathematics teachers guide grade 3 pg. 30.

**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 to use the abacus in subtracting two 2-digit numbers without regrouping. Discuss the safety precautions when handling the resources and materials.

***Step 2:*** Learners in pairs 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 52, guide the learners to subtract two 2-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 a 1-digit number from a 2-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 2-digit number with single regrouping.

**KEY INQUIRY QUESTION (s)**

How do we subtract 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.

Bundles of sticks and loose sticks.

Place value chart.

Abacus.

Mathematics pupil’s book 3 pg.56-57.

Mathematics teachers guide grade 3 pg. 30-31.

**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 bundles of sticks and loose sticks to subtract a 1-diit number from a 2-digit number with single regrouping.

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

***Step 3:*** Using the example in the learner’s book page 56, guide the learners to subtract a 1-digit number from a 2-digit number with single 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 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.58-59.

Mathematics teachers guide grade 3 pg31-32.

**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 chart to subtract two 2-digit numbers with regrouping.

***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 57, 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 multiples of 10**)**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to subtract multiples of 10 up to 1000 without regrouping.

**KEY INQUIRY QUESTION (s)**

How do we subtract multiples of ten?

|  |  |  |
| --- | --- | --- |
| **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.146-147.

Mathematics teachers guide grade 3 pg. 121.

**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 subtracting multiples of 10 up to 1000 without 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 multiples of 10 up to 1000 without regrouping.

***Step 3:*** Using the example in the learner’s book page 144, guide the learners to subtract multiples of 10 up to 1000 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

**KEY INQUIRY QUESTION (s)**

How do we subtract 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.61-62.

Mathematics teachers guide grade 3 pg33-34.

**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 chart to subtract a 2-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 2-digit number from a 3-digit number without regrouping.

***Step 3:*** Using the example in the learner’s book page 60, guide the learners to subtract a 2-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 (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 100 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 cards.

A hundred chart.

Pocket boards.

Mathematics pupil’s book 3 pg.63-64.

Mathematics teachers guide grade 3 pg35.

**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 number cards/hundred chart/pocket boards to work out missing numbers in number patterns.

***Step 2:*** Learners in pairs or in groups to discuss and come up with different ways of working out missing numbers in number patterns up to 100 involving subtraction.

***Step 3:*** Using the example in the learner’s book page 62, guide the learners to work out missing numbers in number patterns up to 100 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 numbers 1 to 10 by 2 and 3**)**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to multiply numbers 1 to 10 by 2 and 3.

**KEY INQUIRY QUESTION (s)**

How do we use repeated addition to work out multiplication?

|  |  |  |
| --- | --- | --- |
| **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.

Number arrays.

Mathematics pupil’s book 3 pg.65-66.

Mathematics teachers guide grade 3 pg. 36-37.

**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 on using counters to multiply numbers 1 to 10 by 2 and 3 using repeated addition.

***Step 2:*** Learners in pairs or in groups to discuss and come up with different ways of working out multiplication as repeated addition.

***Step 3:*** Using the example in the learner’s book page 64, guide the learners to work out multiplication of numbers 1 to 10 by 2 and 3.

**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 1 to 10 by 4 and 5**)**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to multiply numbers 1 to 10 by 4 and 5.

**KEY INQUIRY QUESTION (s)**

How do we use multiplication table to work out multiplication?

|  |  |  |
| --- | --- | --- |
| **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.

Number arrays.

Mathematics pupil’s book 3 pg.67-68.

Mathematics teachers guide grade 3 pg. 37-38.

**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 on using counters to multiply numbers 1 to 10 by 4 and 5 using the multiplication table.

***Step 2:*** Learners in pairs or in groups to discuss and come up with different ways of working out multiplication of numbers 1 to 10 by 4 and 5

***Step 3:*** Using the example in the learner’s book page 66, guide the learners to work out multiplication of numbers 1 to 10 by 4 and 5 using a multiplication table.

**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 1 to 10 by 10**)**

**Specific lesson learning outcome.**

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

**KEY INQUIRY QUESTION (s)**

How do we use multiplication table to work out multiplication?

|  |  |  |
| --- | --- | --- |
| **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.

Number arrays.

Multiplication table.

Mathematics pupil’s book 3 pg.69-70.

Mathematics teachers guide grade 3 pg. 38-39.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Display the multiplication table on the black board.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide learners in pairs or in groups on using counters to multiply numbers 1 to 10 10 using the multiplication table.

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

***Step 3:*** Using the example in the learner’s book page 68, guide the learners to work out multiplication of numbers 1 to 10 by 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:**

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

**STRAND/THEME/TOPIC: NUMBERS**

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Division (**Dividing single digit numbers**)**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to divide single digit numbers through repeated subtraction.

**KEY INQUIRY QUESTION (s)**

How do we divide numbers using repeated subtraction?

|  |  |  |
| --- | --- | --- |
| **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.

Number line.

Mathematics pupil’s book 3 pg.71.

Mathematics teachers guide grade 3 pg. 40.

**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 form groups of objects. They take away from the group a specific number of counters at a time until all are finished. Count the number of times a group of objects have been removed from the larger group/Discuss safety precautions when using resources and material.

***Step 2:*** Guide learners to write division sentences from the repeated subtraction in activity one

***Step 3:*** Using the example in the learner’s book page 70, guide learners to divide single digit numbers through repeated subtraction.

**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 (**Division of up to 25 by 2, 3, 4 and 5**)**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to divide numbers up to 25 by 2, 3, 4 and 5.

**KEY INQUIRY QUESTION (s)**

How do we divide numbers using repeated subtraction?

|  |  |  |
| --- | --- | --- |
| **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.

Number line.

Mathematics pupil’s book 3 pg.72-74.

Mathematics teachers guide grade 3 pg. 41.

**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 form groups of counters. Ask learners to take away from the group a specific number of counters at a time until all are finished. Count the number of times a group of objects have been removed from the larger group. Discuss safety precautions when using resources and material.

***Step 2:*** Guide learners to skip a given number of steps backwards uniformly from a given number on the number line until they stop at zero. Ask the learners to count the number of jumps made.

***Step 3:*** Ask learners to write a division sentence as repeated subtraction.

***Step 4:*** Using examples in the learner’s book page 71, guide learners to divide numbers up to 25 by 2, 3, 4 and 5 through repeated subtraction.

**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 (Relationship between multiplication and Division)**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to relate division and multiplication using multiplication sentences u to 5× 5.

**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.75-76.

Mathematics teachers guide grade 3 pg. 42.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Display multiplication table on the blackboard.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide learners to read a given number in the multiplication table.

***Step 2:*** Guide learners to move horizontally on the row of the number and vertically in the column of the number to identify the number being multiplied.

***Step 3:*** Ask learners to write a division sentence as repeated subtraction.

***Step 4:*** Using examples in the learner’s book page 74, guide learners to discuss the relationship between division and multiplication using the multiplication table.

**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 (Measuring length in Metres)**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to measure length in metres.

**KEY INQUIRY QUESTION (s)**

How do we measure length?

|  |  |  |
| --- | --- | --- |
| **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.77

Mathematics teachers guide grade 3 pg. 44

**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 in pairs or groups to prepare one-metre sticks from a metre rule. Discuss safety precautions when using resources and materials.

***Step 2:*** Guide learners in pairs to measure the lengths of different objects in metres and share their experiences/findings.

***Step 3:*** Ask learners to write a division sentence as repeated subtraction.

***Step 4:*** Using examples in the learner’s book page 77, guide learners to measure length in metres of various objects.

**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:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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.

5 metre String.

Mathematics pupil’s book 3 pg.78-79.

Mathematics teachers guide grade 3 pg. 44-45.

**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 in pairs or groups to prepare 5-metre long strings with knots at intervals of 1 metre. Discuss safety precautions when using resources and materials.

***Step 2:*** Ask learners in pairs or groups to go out to the field and estimate various distances such as length of the football, basketball and net ball fields, tuition block, foot paths and record their estimate.

***Step 3:*** Ask learners in pairs or groups to measure and record lengths of the various distances using the 5 meter string.

***Step 4:*** Learners in pairs or groups to compare the estimates and the measured lengths to determine how close their estimates were. Ask the learners to share their findings with other groups.

***Step 5:*** Using examples in the learner’s book page 77, guide learners to estimate lengths.

**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:**

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

**STRAND/THEME/TOPIC: MEASUREMENT**

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

**Specific lesson learning outcome.**

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

**KEY INQUIRY QUESTION (s)**

How can we make a 1kg mass using a beam balance?

|  |  |  |
| --- | --- | --- |
| **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.

Packets of Maize seeds.

Packets of Bean seeds.

1 kilogram mass.

Chalkboard dusters.

Mathematics pupil’s book 3 pg.80.

Mathematics teachers guide grade 3 pg. 46-47.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Review the previous lesson.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Ask learners to collect sand or soil from the environment and provide them with beam balances. Guide learners on safety precautions when doing the activity.

***Step 2:*** Ask learners in pairs or groups to discuss how they will use the beam balances and soil or sand to make 1 kg mass.

***Step 3:*** Guide learners in pairs or groups in making 1 kilogram masses using the sand or soil and the beam balances

***Step 4:*** Guide learners in pairs or groups in measuring mass of other objects such as beans using the 1 kilogram mass. Ask the learners to share their experiences with other groups

***Step 5:*** Using examples in the learner’s book page 79, guide learners to measure mass in 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: Mass (Estimating mass)**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to estimate mass up to 5 kilograms.

**KEY INQUIRY QUESTION (s)**

How can we estimate 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**

Five 1-Kilogram.

Objects of different masses.

Mathematics pupil’s book 3 pg.81.

Mathematics teachers guide grade 3 pg. 48.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Review the previous lesson.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Provide learners in pairs or groups with objects of different masses and beam balances. Ask learners in pairs or groups to estimate masses of different objects and record

***Step 2:*** Ask learners in pairs or groups to discuss how they will use the beam balances and 1 kg masses to measure mass of different objects up to 5kg.

***Step 3:*** Guide learners in pairs or groups to measure mass of different objects using beam balance and the 1kg masses and record next to the estimate from activity 1. Ask learners to share their findings with other groups.

***Step 4:*** Using examples in the learner’s book page 80, 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 (Measuring capacity)**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to measure capacity in litres.

**KEY INQUIRY QUESTION (s)**

How can we measure 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 various capacities.

Mathematics pupil’s book 3 pg.82.

Mathematics teachers guide grade 3 pg.49-50

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Review the previous lesson.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Provide learners in pairs or groups with a 1-litre container and other containers of various capacities. Ask learners to discuss how to use the 1-litre container to measure the capacity of the other containers.

***Step 2:*** Ask learners in pairs or groups to discuss how they will use the beam balances and 1 kg masses to measure mass of different objects up to 5kg.

***Step 3:*** Guide learners in pairs or groups to use the 1-litre container to measure capacity of other containers and record. Ask learners to share their findings with other groups.

***Step 4:*** Using examples in the learner’s book page 81, guide learners to measure capacity of the containers.

**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 various capacities.

Mathematics pupil’s book 3 pg.83.

Mathematics teachers guide grade 3 pg.50-51.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Review the previous lesson.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Ask learners in groups or pairs to estimate capacity of the various containers and record their estimation.

***Step 2:*** Ask learners in pairs or groups to measure the capacity of containers in activity one and record alongside their estimation.

***Step 3:*** Learners in groups to discuss difference between the estimate and the actual capacity. Ask learners to share their findings with other groups.

***Step 4:*** Using examples in the learner’s book page 82, guide learners to estimate the capacity of containers.

**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: Time (**The Hour hand and Minute hand**)**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to identify the hour hand and the minute hand.

**KEY INQUIRY QUESTION (s)**

What is the difference between the hour and the minute hand of a 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**

Manila cutouts.

Pair of scissors.

Clock face.

Felt pen.

Mathematics pupil’s book 3 pg.84.

Mathematics teachers guide grade 3 pg.52-53.

**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 in groups to cut circular cut outs 15cm wide and two strips of Manila paper, a short and longer one. Discuss safety when handling resources and materials.

***Step 2:*** Guide learners to make a clock face with materials in (1) above, marking on the circular out numbers 1 to 12.

***Step 3:*** Guide learners to fix on the clock face the two strips at the center. Ask the learners to identify the hour hand and the minute hand using the clock face.

***Step 4:*** Using examples in the learner’s book page 83, guide learners to identify the hour hand and the minute hand.

**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: Time (**Relationship between the Hour hand and the minute hand**)**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to identify the relationship between the hour hand and the minute hand

**KEY INQUIRY QUESTION (s)**

What is the relationship between the hour and minute hand of a 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**

Manila cutouts.

Pair of scissors.

Clock face.

Felt pen.

Mathematics pupil’s book 3 pg.85.

Mathematics teachers guide grade 3 pg.53-54.

**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 in groups to discuss what they can see on the clock face prepared in the previous lesson. Ask learners to share with others what they can see on the clock face.

***Step 2:*** Discuss with the learners the relationship between the hour hand and the minute hand.

***Step 3:*** Using the activity in the learner’s book page 84, guide learners to relate the hour hand to the minute hand.

**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: Time (**Reading and telling Time by the Hour**)**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to read and tell time by the hour.

**KEY INQUIRY QUESTION (s)**

How do you read and tell time by 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.86.

Mathematics teachers guide grade 3 pg.55.

**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:*** Using the clock faces prepared from the previous lessons, guide learners in pairs or in groups to mark and tell time by the hour.

***Step 2:*** Ask the learners in airs to draw the clock face in their books, mark time by the hour and read to each other.

***Step 3:*** Using the activity in the learner’s book page 85, guide learners to read time by 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: Time (Reading and telling Time ‘past’ the hour)**

**Specific lesson learning outcome.**

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

**KEY INQUIRY QUESTION (s)**

How do you read and tell 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.87.

Mathematics teachers guide grade 3 pg.55-56.

**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:*** Using the clock faces prepared from the previous lessons, guide learners in pairs or in groups to mark and tell time “past” the hour.

***Step 2:*** Ask the learners in pairs to draw the clock face in their books, mark time “past” the hour and read to each other.

***Step 3:*** Using the activity in the learner’s book page 86, guide learners to read 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:**

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

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

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Money (Kenyan Currency Notes)**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to identify Kenyan currency notes up to Sh. 1000

**KEY INQUIRY QUESTION (s)**

How do you identify Kenyan currency notes?

|  |  |  |
| --- | --- | --- |
| **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.

Mathematics pupil’s book 3 pg.88.

Mathematics teachers guide grade 3 pg. 57.

**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 sort out Kenyan currency notes according to their values and features up to sh. 1000.

***Step 2:*** Ask the learners in pair or groups to discuss the features and values of the Kenyan currency notes. Ask learners from different groups to share the features identified in their groups.

***Step 3:*** Using the activity in the learner’s book page 87, guide learners to identify the features and values of the Kenyan currency notes.

**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 (Counting Money)**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to count money in different denominations up to sh. 1000

**KEY INQUIRY QUESTION (s)**

How do you identify Kenyan currency notes?

|  |  |  |
| --- | --- | --- |
| **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.

Mathematics pupil’s book 3 pg.89-90.

Mathematics teachers guide grade 3 pg. 58.

**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 put together notes of different denominations and state their total value.

***Step 2:*** Ask the share the total value of the notes with other groups.

***Step 3:*** Using the activity in the learner’s book page 88, guide learners to count money in different denominations 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:****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.91.

Mathematics teachers guide grade 3 pg. 58-59.

**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 90, 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.92.

Mathematics teachers guide grade 3 pg. 60.

**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:****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 you do when you 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.93.

Mathematics teachers guide grade 3 pg. 61-62.

**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 activity in the learner’s book page 92, guide 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 you do when you 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.94.

Mathematics teachers guide grade 3 pg. 62-63.

**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 93, 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**

**LESSON PLAN MATHEMATICS ACTIVITIES**

**Week: Lesson:**

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

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

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Shapes (Geometric shapes)**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to identify different types of lines and shapes.

**KEY INQUIRY QUESTION (s)**

What shapes can you identify in your school?

|  |  |  |
| --- | --- | --- |
| **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**

Pieces of string.

Rectangular, circular, Triangular, oval and square cut outs.

Mathematics pupil’s book 3 pg.95-96.

Mathematics teachers guide grade 3 pg. 64.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to identify shapes that exist in their class.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide learners in pairs or in groups to name, sort and group items of different shapes.

***Step 2:*** Ask the learners to draw different lines and shapes.

***Step 3:*** Ask the learners to display their work

***Step 4:*** Using the picture in the learner’s book page 94, discuss with the learners the different lines and shapes.

**SUMMARY**

Review the lesson on shapes by asking learners questions.

**CONCLUSION (Assessment of Learning)**

Learners to play digital games involving lines and shapes.

Give an assessment.

**EXTENSION OF ACTIVITIES**

Learners to practice to beautify walls in their homes with pattern drawn on paper.

**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: Shapes (Patterns)**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to make patterns using different shapes.

**KEY INQUIRY QUESTION (s)**

What patterns can you identify in your school?

|  |  |  |
| --- | --- | --- |
| **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**

Rectangular, circular, Triangular, oval and square cut outs.

Mathematics pupil’s book 3 pg.97.

Mathematics teachers guide grade 3 pg. 64-65.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Learners to identify shapes that exist in their class.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide learners in pairs to identify and draw different shapes.

***Step 2:*** Ask the learners in pairs to make patterns using different shapes.

***Step 3:*** Using the example in the learner’s book page 96, guide learners to make patterns using different shapes.

**SUMMARY**

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

**CONCLUSION (Assessment of Learning)**

Learners to play digital games involving shapes.

Give an assessment.

**EXTENSION OF ACTIVITIES**

Learners to practice to beautify walls in their homes with pattern drawn on paper.

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