P.3 LESSON NOTES

MATHEMATICS

TERM II

P.3 MATHEMATICS LESSON NOTES FOR TERM II

Date	Time	No. of pupils

THEME : Living things

SUB-THEME : Number patterns and sequences

SUB- TOPIC : Finding missing number in grouping

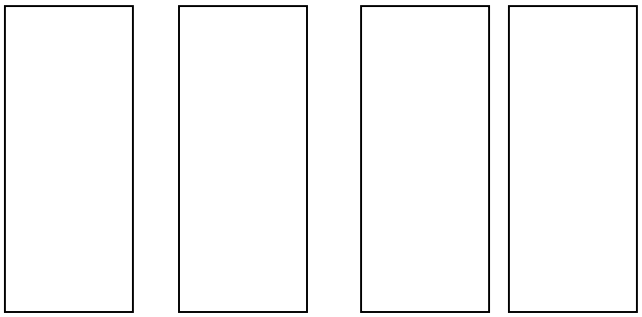
COMPETENCES :

- Finds the missing number
- Multiplies the number correctly

Ref: MK book 3 page 82

Content

Example 1



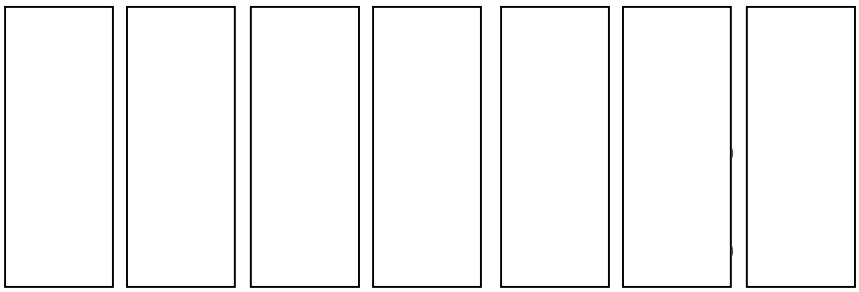
There are 4 groups of 2 balls

There are 8 balls grouped into twos.

4 x 2 = 8 and 8 ÷ 2 = 4

8 ÷ 4 = 2

Example 2



There are 7 groups of 3 cups

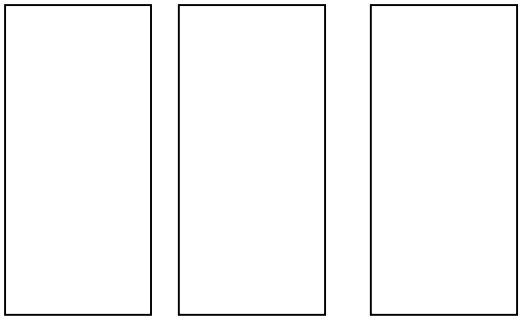
There are 21 cups grouped into 3

7 x 3 = 21 and 21 ÷ 3 = 7

21 ÷ 7 = 3

Activity

Fill in the missing number



There are _____ groups of 4 books

There are ___ books altogether

☐ X ☐ = ——**or**

☐ ÷ ☐ = _____

Evaluation activity : Mk book 3 page 82 and 83

Date	Time	No. of pupils

THEME : Our community

Topic : Number patterns and sequence

SUB- TOPIC : Fill in the missing numbers

Content : Counting in twos, threes, fours, fives and tens (Ascending)

Counting in twos, threes, fours, fives (descending)

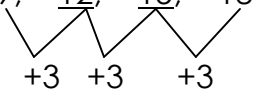
Examples

a) 0, 2, 4, 6, ____, 10, ____ 14.
b) 0, 3, 6, 9, ___, ___, 18
c) 4, 8, ___, 16, ____, ____, 18
d) 4, 8, ___, 16, ___, 24, _____, 32
e) 0, ____ 10, 15, ____, 25, ____

Evaluation activity : Mk book 3 page 84

1. 10, 12, 14, ___, ___ 20

2. 9, 12, 15, 18 ___ ___



3. 5, 10, ___, ___, 25

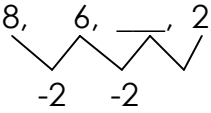
4. 10, 20, ___, ___, 50

5. 4, 8, ___

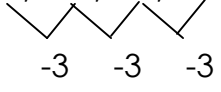
Counting in twos, threes, fours, fives, (descending)

Examples

a) 8, 6, ___, 2, 0



b) 9, 6, 3, 0



c) 50, 40, 30, 20, ____

-10 -10 - 10 -10

Evaluation activity

a) 90, 80, 70, ____, ___
b) 10, 8, 6, ___, ___
c) 25, 20, ___, ___

2. How many twos are in 12?
3. How many fives are in 20?

Date	Time	No. of pupils

THEME : Our community

SUB-THEME : Finding missing numbers in diagrams using diagrams

SUB- TOPIC : Addition using a web.

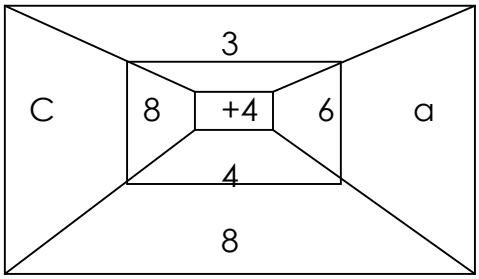
COMPETENCES :

- Finds the unknown

Example

Fill in the missing numbers

Ref: P.3 Maths lesson notes st. Appolo Kagwa schools



Outer part = answer

a) = 4 + 6
a) = 10

b) = 3 + 4

b) = 7

c) = 8 + 4

c) = 12

Evaluation activity: Mk book 3 page 81

Date	Time	No. of pupils

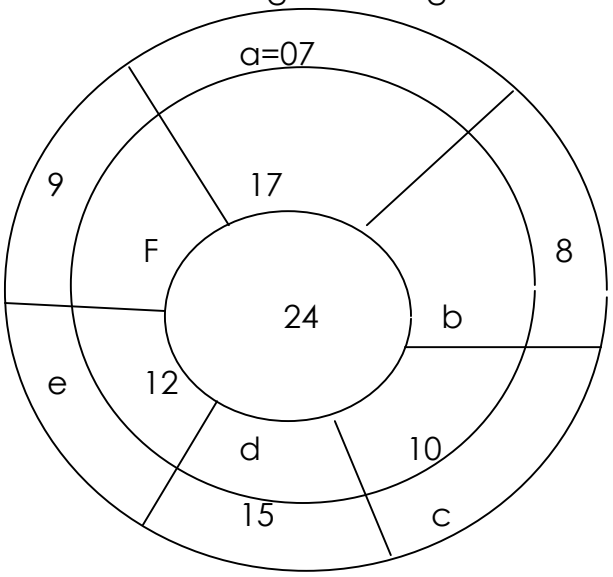
THEME : Our community

SUB-THEME : Finding missing numbers in diagrams

SUB- TOPIC : Sum at the centre of tables

Example

Find the missing number given the sum at the centre is 24



a = 24 – 17 b = 24 – 8 c = 24 – 10

a = 7 b = 16 c = 14

d = 24 – 15 e = 24 – 12 f= 24 – 9

d = 9 e = 12 f = 15

Lesson evaluation on page 81 Mk book 3

d) = 8 + 4

c) = 12

Evaluation activity : Mk book 3 page 81

Date	Time	No. of pupils

THEME : Our community

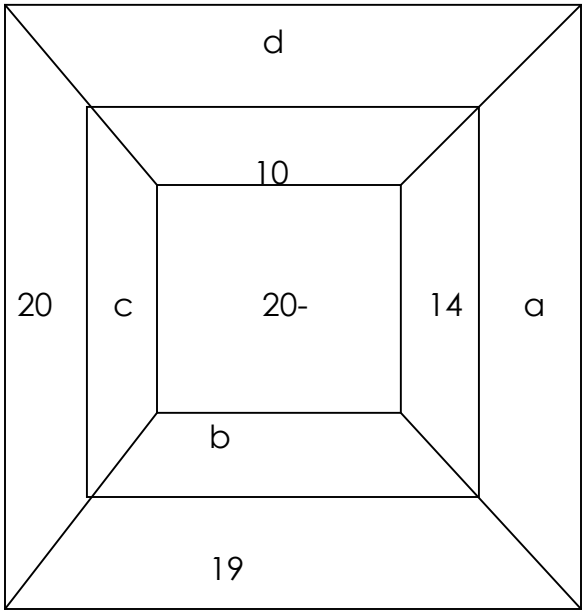
SUB-THEME : Finding missing numbers

SUB- TOPIC : Tables of subtraction

Competences : Identifies the group

Example

Fill in the missing number

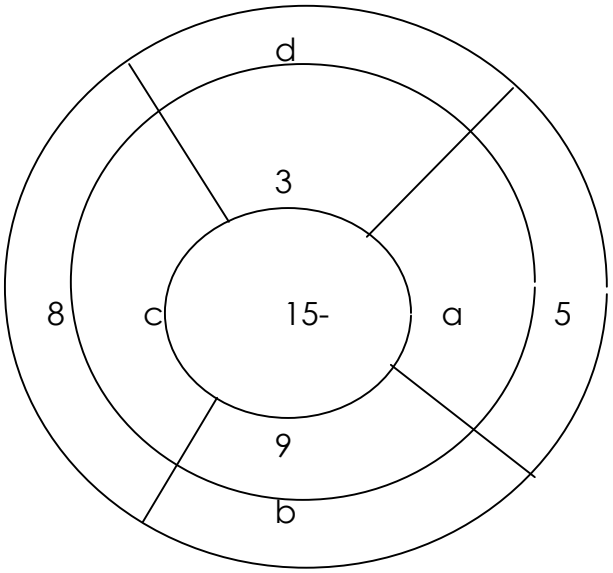


a = 20 – 14 b = 20 – 19 c = 20 – 20 d = 20 – 10

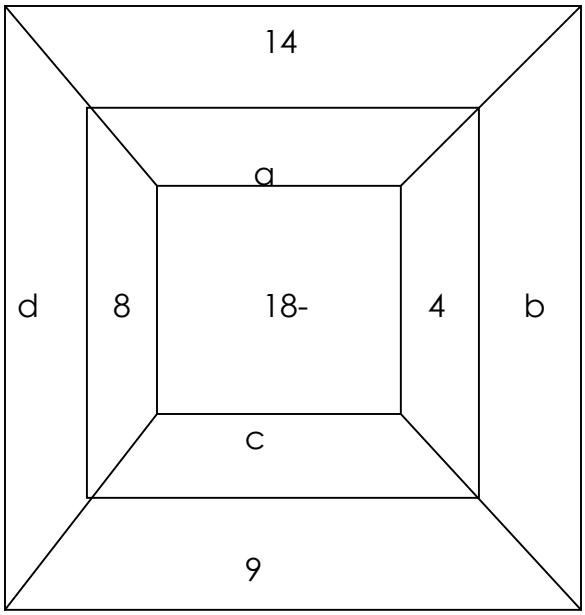
a = 6 b = 1 c = 0 d = 10

Fill in the missing number

Evaluation activity



Fill in the missing number



Date	Time	No. of pupils

THEME : Our community

SUB-THEME : Finding missing numbers in diagrams

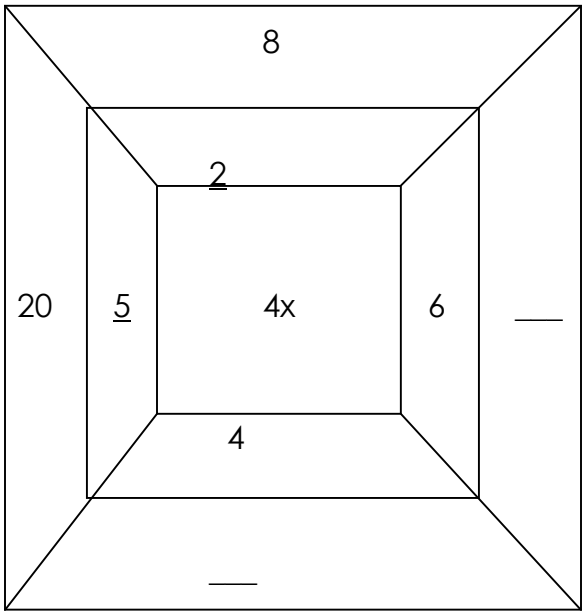
SUB- TOPIC : Multiplication

Competences :

- Identifies the two sides of the equation
- Finds the missing number by solving
- Fills in the missing number with the multiplication tabl.

Example

Fill in the missing number



Outer part = answer

Middle part = members in a group

Inner part = group

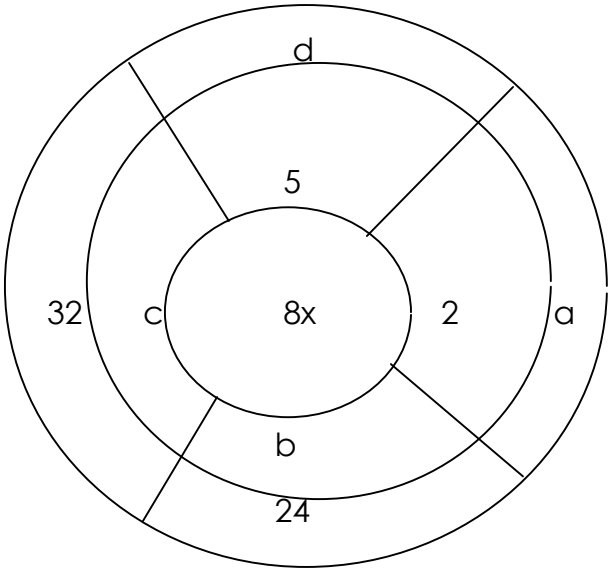
4 x 6 = 24

4 x 4 = 16

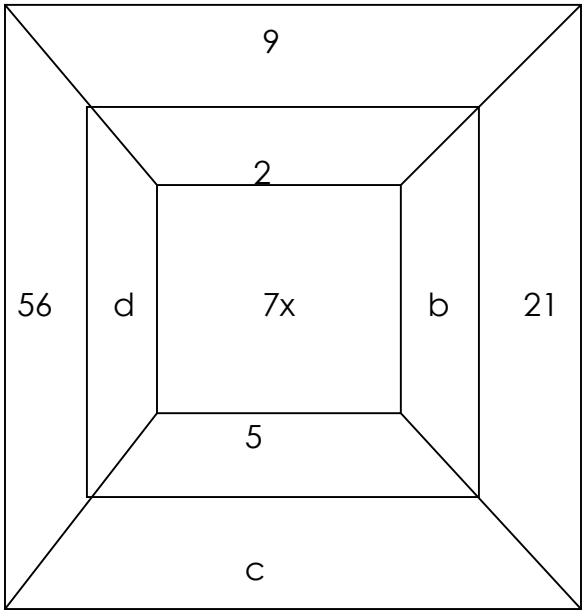
20 ÷4 = 5

8 ÷ 4 = 2

Lesson evaluation 1



Lesson evaluation 2



Date	Time	No. of pupils

THEME : Our community

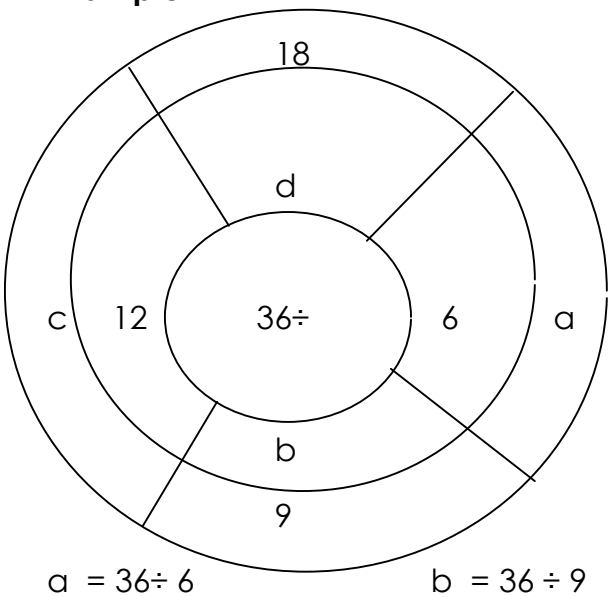
SUB-THEME : Number pattern and sequence

SUB- TOPIC : Finding the missing number by division

Competences :

- Divides the number to find unknown
- Fills in the missing numbers unknown
- The learner finds the missing number

Example

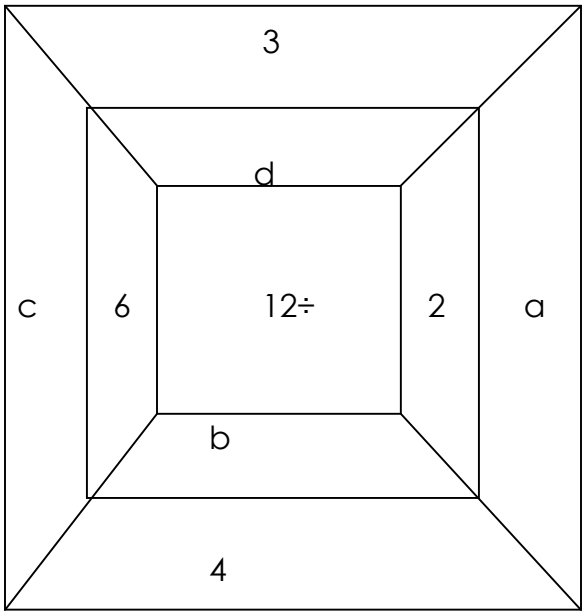


a = 36÷ 6 b = 36 ÷ 9 c = 36÷12 d = 36÷ 18

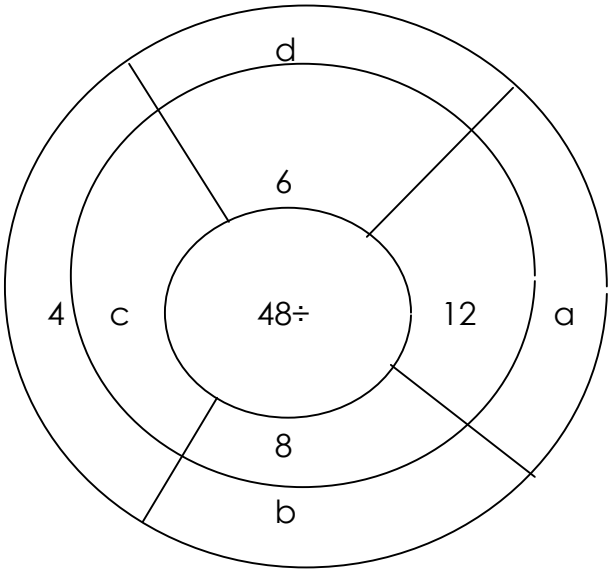
a = 6 b = 4 c = 3 d = 2

Fill in the missing number

Lesson evaluation 1



Fill in the missing number



Date	Time	No. of pupils

THEME : Our community

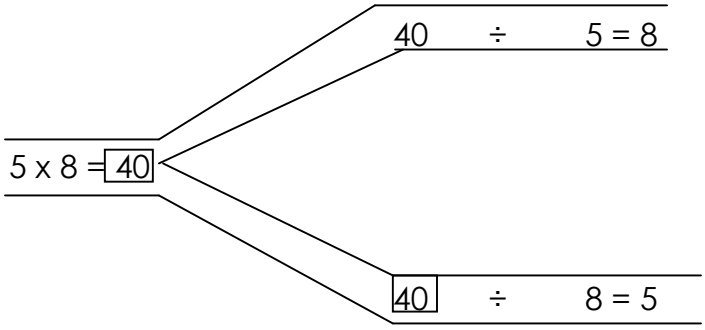
SUB- TOPIC : Finding the relationship between multiplication and division

Competences :

- Identifies the operational signs
- Finds the missing n8umbers
- Identifies the relationship between division and multiplication

REF: Mk. Book 3 page 86

Example



40 ÷ 5 = 8

□ = 8 x 5

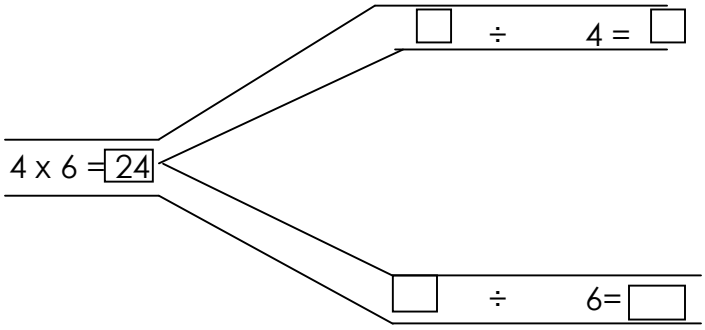
□ = 40.

Evaluation activity

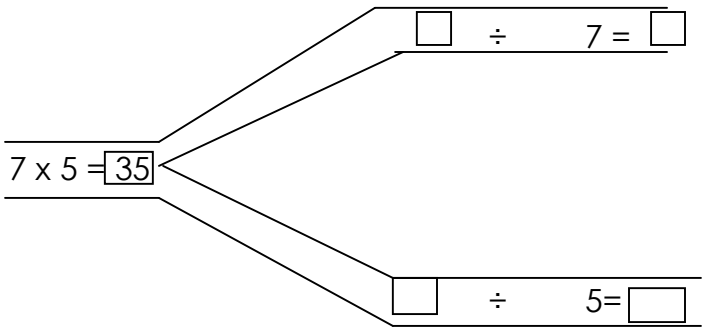
Fill in the blank space

REF: Mk. Book 3 page 86

1.



2.



3. Divide 90 ÷ 5

4. Divide 60 ÷ 4

5. Share 240 oranges equally among 6 children. How many oranges does each get?

Date	Time	No. of pupils

THEME : Our community

TOPIC : Number patterns and sequence

SUB- TOPIC : Finding missing in groups of twos, 3s, 4s, and 10s

Competences :

- Multiplies in 2s, 3s, 4s
- Groups in 2s, 3s, 4s
- Finds missing number in ascending order
- Finds missing in descending order

REF: Lesson notes St. Appolo Kagwa P.3, Mk book 3 page 88

Example 1

0, 2, 4, 6, __, __, __

Keep on adding 2

Begin with

0 + 2 = 2

2 + 2 = 4

4 + 2 = 6

6 + 2 = 8

8 + 2 = 10

0, 2, 4, 6, 8, 10, 12

Example 2

60, 55, 50, __, __, ___

Keep on subtracting 5.

Begin with 60

60 – 5 = 55

55 – 5 = 50

50 – 5 = 45

45 – 5 = 40

40 – 5 = 35

60, 55, 50, 45, 40, 35

Lesson evaluation

1. 0, 2, 4, 6, 8, ___,___,___
2. 2, 6, 10, 14, 18, ___, ___
3. 50, 48, 46, ___, ___, ___
4. 100, 90, ___, ___, ___, 50

Date	Time	No. of pupils

THEME : Our community

TOPIC : Number patterns and sequence

SUB- TOPIC : Counting and finding missing numbers in groups

Competences :

- Counts in 2s, 3s, 4s, 5s, and 10s .
- Fills in missing number

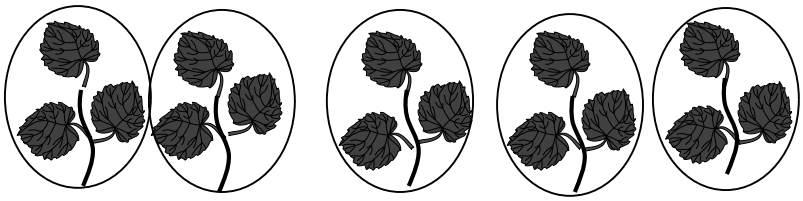
REF: Mk book 3 page 84

Examples

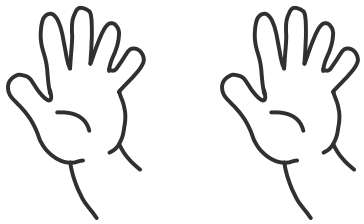
Example 1 1 x 2 = 1two = 2 = 2 2 x 2 = 2 twos = 2 + 2 = 4 3 x 2 = 3 twos = 2+ 2_+ 2 = 6 4 x 2 = 4 twos = 2 + 2+ 2 + 2 = 8	**Example 3: Multiplication by ten** 1 x 10 = 10 4 x 10 = 40 7 x 10 = 70 13 x 10 = ___ 15 x 10 = ____
Example 2 1 x 3 = 1 three = 3 2 x 3 = 2 three = 3 + 3 = 6 3 x 3 = 3 threes = 3 + 3 + 3 = 9 4 x 3 = 4 threes = 3 + 3 + 3 + 3 = 12	**Example 4** **Count in fives** 1 x 5 = 1 five = 5 2 x 5 = 2 fives = 5 + 5 = 10 3 x 5 = 3 fives = 5 + 5 + 5 = 15 4 x 5 = 4 fives = 5 + 5 + 5 + 5 + = 20

Activity

1. How many twos make up 8?
2. 8 threes means
3. What is the value of 8 fours using multiplication?
4. There are 5 stools with 3 legs each. What is the total number of legs?
5. The picture shoes leavers in groups of three



a) How many groups are shown.
b) How many leaves are there altogether
6. Find the value of 10 tens
7. One tray holds 6 cups. How many cups will 5 trays hold?
8. How many legs do 3 cows have?
9. One child has 10 fingers. How many fingers do 2 children have?



Date	Time	No. of pupils

THEME : Our community

TOPIC : Number patterns and sequence

SUB- TOPIC : Addition in Magic square

Competences :

- Completes the magic square
- Finds the magic sum
- Finds the unknown

REF: Mk book 3 page 87

Examples 1

Complete the magic

7	a	5
2	4	c
b	8	1

Magic sum

7 + 4 + 1

= 12

a + 7 + 5 = 12

a + 12 = 12

a = 12 – 12

a = 0

a = 12 – (4 + 8)

a= 12 - 12

a= 0

b = 12 – (8+ 1)

b = 12 – 9

b = 3

c = 12 – (2 +1)

c = 12 – 6

c = 6

□ + 7 + 5 = 12

⓪ + 7 + 5 = 12

a = 0

□ + Ø Ø Ø Ø Ø Ø Ø Ø Ø = 0 0 0 Ø Ø Ø Ø Ø Ø Ø Ø

□ = 3

Examples 2

Complete the magic

2	9	a
7	b	3
6	c	d

Magic sum

2 + 7 + 6

= 15

b + 2 + 9 = 15

b + 11 = 15

b = 15 – 10

b= 5

a = 12 – (2 + 9)

a = 12 - 11

a = 1

b = 12 – (7 + 3)

b = 12 – 10

b = 2

c = 12 – (9 + 2)

c = 12 - 11

c = 1

d = 12 – (1 + 3)

d = 12 - 4

d = 8

Activity

Fill in the missing number

8	1	6
a	5	b
4	c	d

Fill in the unknown numbers

8	1	6
a	5	b
4	c	d

a_____

b_____

c_____

d_____

Date	Time	No. of pupils

THEME : Keeping peace in our sub-county

TOPIC : Fractions

SUB- TOPIC : Naming of fractions

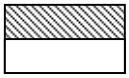
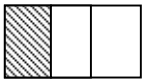
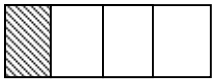
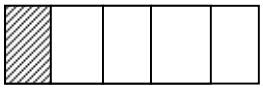
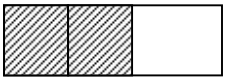
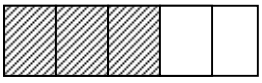
Competences :

- Defines a fraction
- Writes fractions and their equivalent
- Reads fractions
- Compares fractions

Understanding Maths Book 4 page 54, : Mk book 3 page 94

Definition:

A fraction is a part of a whole fraction

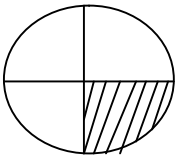
Fraction	words	Diagram
1	a whole	
$\frac{1}{2}$	a half	
$\frac{1}{3}$	a third	
$\frac{1}{4}$	a quarter	
$\frac{1}{5}$	a fifth	
$\frac{2}{3}$	two thirds	
$\frac{3}{5}$	three fifth	

The top number is a numerator and bottom number is denominator

Activity

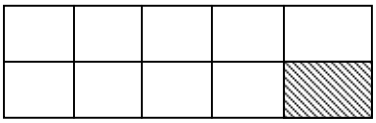
Write all fractions in words from 1 to 20

Name the shaded fraction

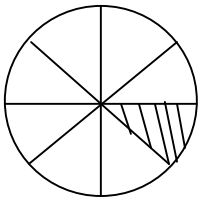
Fraction	Figures	Words
	_____	_____
	_____	_____
	_____	_____



_____ _____



_____ _____



_____ _____



_____ _____

Apply text book teaching in Mk book 3 page 94

Date	Time	No. of pupils

THEME : Keeping peace in our sub-county

TOPIC : Fractions

SUB- TOPIC : Comparing fractions using greater than or less than.

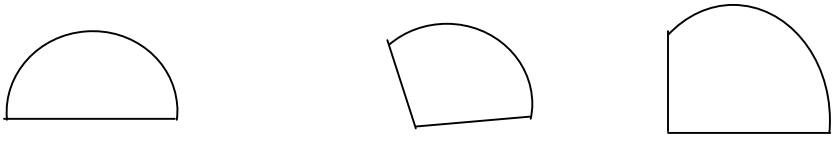
Competences :

- Identifies the size of fraction
- Orders fractions according to size
- Compares fractions using greater than less than.

Mk book 3 page 99

Content

Comparing fractions using greater than or less than



$\frac{1}{2}$ $\frac{1}{3}$ $\frac{1}{4}$

$\frac{1}{2}$ is greater than $\frac{1}{3}$

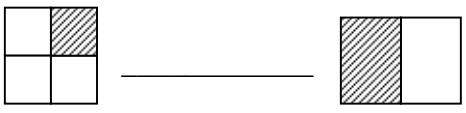
$\frac{1}{3}$ is greater than $\frac{1}{4}$

$\frac{1}{4}$ is less than $\frac{1}{3}$

$\frac{1}{3}$ is less than $\frac{1}{4}$

Activity

Use words "Greater than" or "Less than"

1. $\frac{1}{3}$ _____ $\frac{1}{2}$
2. $\frac{1}{2}$ _____ $\frac{1}{3}$
3. $\frac{1}{4}$ _____ $\frac{1}{4}$
4. $\frac{1}{2}$ _____ $\frac{1}{4}$
5. $\frac{4}{9}$ _____ $\frac{3}{9}$
6. $\frac{5}{12}$ _____ $\frac{2}{12}$
7.  _____
8. A quarter _____ an eighth
9. Arrange the fractions starting from the smallest to the biggest

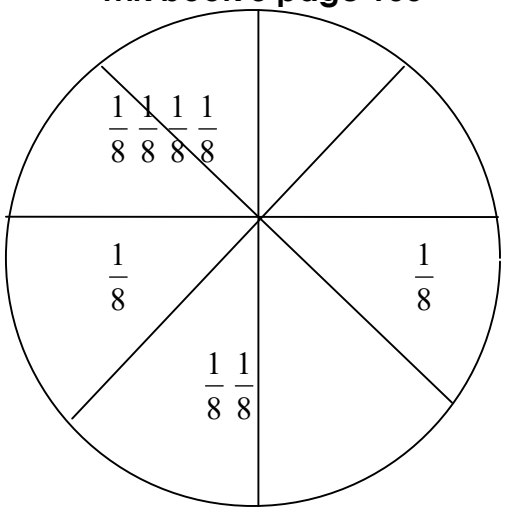
$\frac{1}{2}$ $\frac{1}{8}$ $\frac{1}{12}$ $\frac{1}{3}$

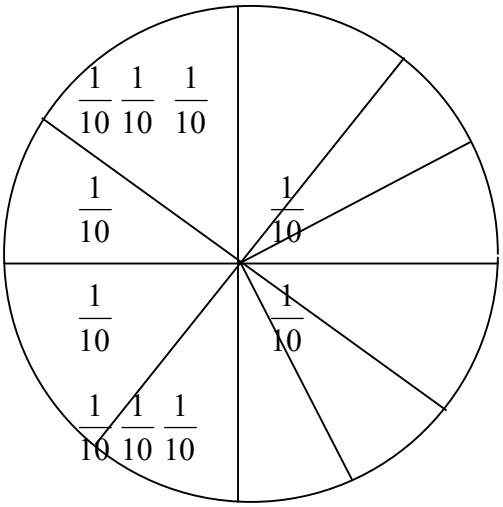
Date	Time	No. of pupils

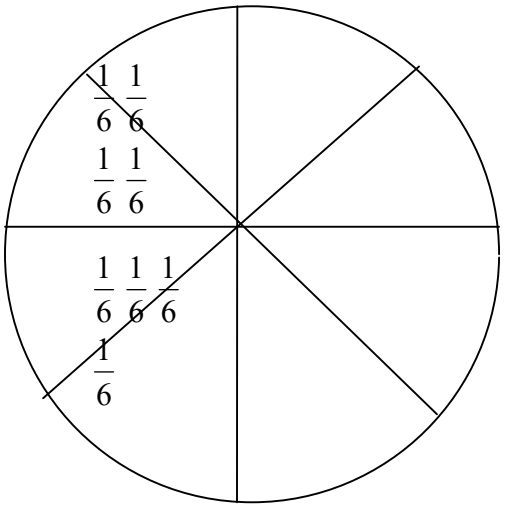
THEME : Keeping peace in our sub-county
TOPIC : Fractions
SUB- TOPIC : Comparing fractions using symbols
Competences :

- Identifies the size of the fraction
- Identifies the different symbols

Mk book 3 page 100







Fill in > greater than, = "equal to" or less than < using symbols

1. $\frac{1}{10}$ is less than $\frac{1}{8}$

   $\frac{1}{10} < \frac{1}{8}$

2. $\frac{1}{6}$ is greater than $\frac{1}{10}$

   $\frac{1}{6} > \frac{1}{10}$

Fill in > , < or =

a) $\frac{1}{7}$ _____ $\frac{1}{9}$

b) $\frac{1}{10}$ _____ $\frac{1}{8}$

c) $\frac{1}{9}$ _____ $\frac{1}{9}$

d) $\frac{1}{9}$ _____ $\frac{1}{7}$

e) $\frac{1}{5}$ _____ $\frac{1}{6}$

$\frac{4}{9}$ _____ $\frac{2}{9}$

$\frac{2}{8}$ _____ $\frac{4}{8}$

arrange the fractions starting from the biggest

$\frac{1}{2}\ \frac{1}{8}\ \frac{1}{4}\ \frac{1}{3}$

Date	Time	No. of pupils

THEME : Keeping peace in our sub-county

TOPIC : Fractions

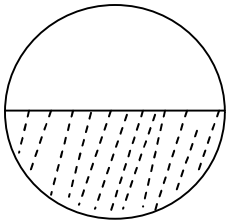
SUB- TOPIC : Shaded and unshaded fractions

Competences :

- Shades the given fraction
- Names the given fraction
- Writes the shaded ad unshaded fraction

Mk book 3 page 97

Example 1



1 of the 2 parts shaded $\frac{1}{2}$

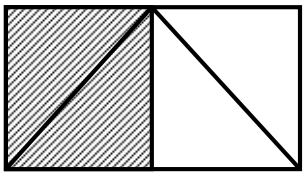


5 of the 9 parts shaded = $\frac{5}{8}$

1 of the 2 parts unshaded $\frac{1}{2}$

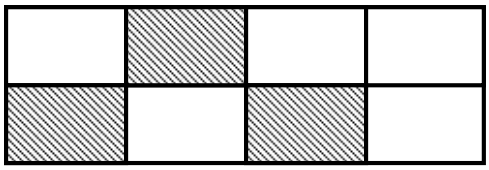
3 of the 8 parts unshaded = $\frac{3}{8}$

What fraction is shaded and unshaded?

1. 

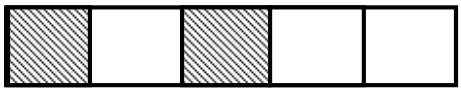
Shaded fraction = $\frac{2}{4}$

Unshaded fraction = $\frac{2}{4}$

2. 

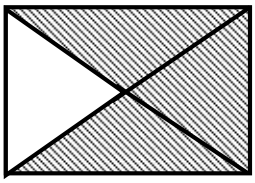
Shaded fraction = _____

Unshaded fraction =_____

3. 

Shaded fraction =_____

Unshaded fraction =_____

4. 

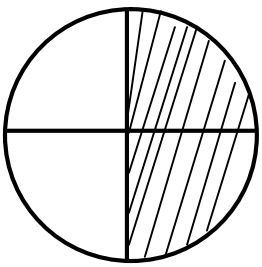
Shaded fraction = _____

Unshaded fraction =_____

Shade the given fraction

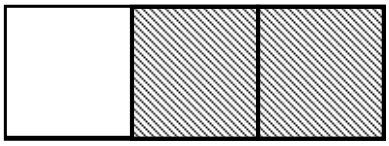
Example 1

Shade $\frac{2}{4}$



Example 2

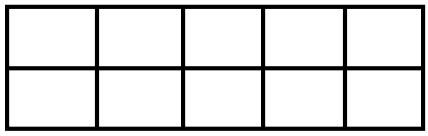
Shade $\frac{2}{3}$



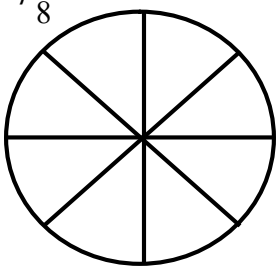
Activity

Shade the fractions below

a) $\frac{3}{10}$



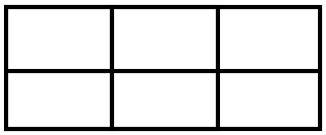
b) $\frac{3}{8}$



c) $\frac{4}{5}$



d) $\frac{4}{6}$



Date	Time	No. of pupils

THEME : Keeping peace in our sub-county

TOPIC : Fractions

SUB- TOPIC : Addition of fractions with same denominator.

Competences :

- Adds fractions with same denominator
- Reads and writes fractions
- Identifies the numerator and denominator

Ref: Mk book 3 page 101 and Page 104

Content

Example 1

Add: $\frac{2}{5} + \frac{1}{5}$

$$\frac{2}{5} + \frac{1}{5} = \frac{2+1}{5} = \frac{3}{5}$$

Example 2

$$\frac{1}{5} + \frac{1}{5} + \frac{2}{5} = \frac{1+4}{5} \quad \frac{2}{5}\text{ kg} \;\Big|\; + \quad \frac{1}{2} \quad \text{kg}$$

$$= \frac{4}{5}$$

Examples 3

A pupil reads $\frac{2}{8}$ of the book on Monday and $\frac{4}{8}$ of it on Tuesday. What fraction did the pupil read altogether?

Monday = $\frac{2}{8}$

Tuesday = $\frac{4}{8}$

Altogether = $\frac{2}{8} + \frac{4}{8}$

$= \frac{2+4}{8}$

$= \frac{6}{8}$

Activity

1. $\frac{1}{4} + \frac{2}{4}$

2. $\frac{1}{4} + \frac{1}{4} + \frac{1}{4}$

3. $\frac{1}{7} + \frac{2}{7} + \frac{4}{7}$

4. Find the sum of $\frac{7}{15}$ and $\frac{4}{15}$

5. Musa ate $\frac{7}{15}$ of the cake and Namugga ate $\frac{4}{15}$ of the cake. What fraction of the cake did they eat?

6. A teacher marked $\frac{2}{5}$ of the books in the morning and $\frac{3}{5}$ in the afternoon. What fraction of the books did the teacher mark?

Date	Time	No. of pupils

THEME : Keeping peace in our sub-county

TOPIC : Fractions

SUB- TOPIC : Subtraction of fractions

Competences :

- Reads the fractions of the same denominator
- Comprehends and solves problems
- Carries out the operations correctly

Ref: Mk book 3 page 107 and Page 108

Content

Example 1

Subtract $\frac{3}{4} - \frac{2}{4}$

$= \frac{3-2}{4} = \frac{1}{4}$

Example 2

A boy had $\frac{5}{6}$ of the cake. He ate $\frac{2}{6}$ of it.

What fraction remained $\frac{5}{6} - \frac{2}{6} = \frac{5-2}{6} = \frac{3}{6}$

Activity

1. Subtract $\frac{2}{3} - \frac{1}{3}$

2. Subtract $\frac{5}{9} - \frac{3}{9}$

3. A girl had an orange. She gave away $\frac{3}{4}$ to her sister. What fraction remained?

4. What is the difference between $\frac{3}{9}$ and $\frac{8}{9}$

5. A boy had $\frac{5}{6}$ of a cake. He ate $\frac{2}{6}$ of it. What fraction remained?

6. A pupil did $\frac{5}{9}$ of his homework. What fraction of the homework was left?

Date	Time	No. of pupils

THEME : Keeping peace in our sub-county

TOPIC : Fractions

SUB- TOPIC : Finding number of fractions in a whole

Competences :

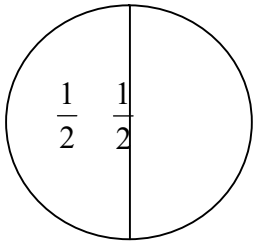
- Finds number of fractions in a whole
- Finds fractions of a group

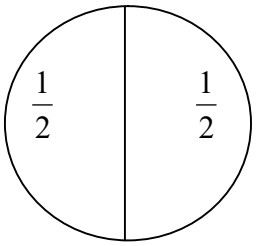
Ref: Mk book 3 page 107 and Page 108

Content

Examples

How many halves are in a 2 whole?





= **4 halves**

Examples

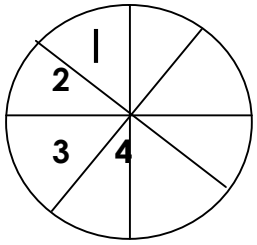
What is $\frac{1}{2}$ of 8

Note: The word of change to multiply

$\frac{1}{2}$ of 8 = $\frac{1}{2}$ x 8

$\frac{1 \times 8}{2} = \frac{8}{2} = 8 \div 2$

= 4



= 4 parts

OR 2 ÷ $\frac{1}{2}$ **= 2 X** $\frac{2}{1}$ **=** $\frac{4}{1}$

= 4

Exercise

1. How many quarters make 2 wholes?
2. How many quarters make 3 wholes?
3. What fraction is bigger $\frac{1}{2}$ or $\frac{1}{4}$
4. How many halves make 2 wholes?
5. What is $\frac{1}{2}$ of 10

Date	Time	No. of pupils

THEME : Keeping peace in our sub-county

TOPIC : Geometry

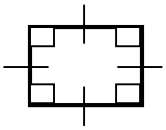
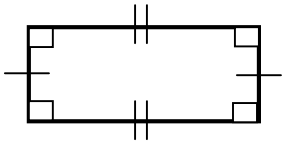
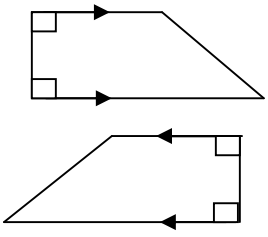
SUB- TOPIC : Introducing shapes and properties

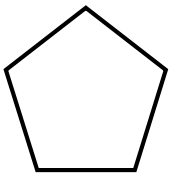
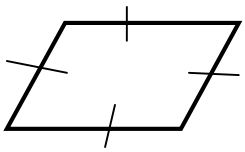
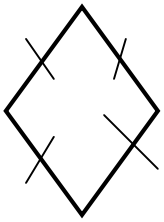
Competences :

- Identifies properties of shapes.
- Traces and copies shapes
- Identifies different shapes.

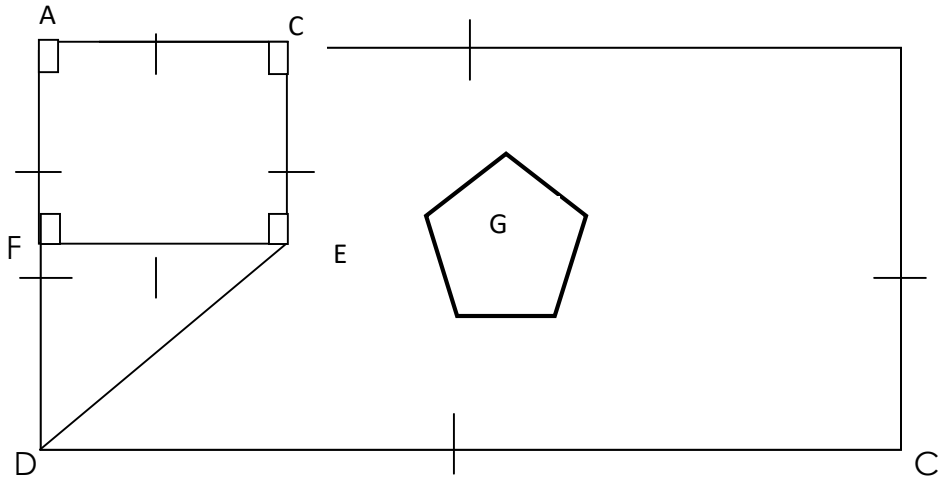
Content

Types of shapes

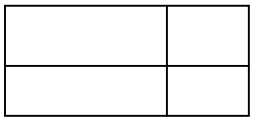
Shape	Name	properties
	**Square**	- All sides are equal - Has 4 sides - Has 4 right angle
	**Rectangle**	- Two opposite sides are equal. - Has 4 sides - Has 4 right angle
	**Trapezium**	- Two opposite sides are parallel. - Has 4 sides

	**Pentagon**	- Has 5 sides
 	**Rhombus** kite	- All sides are equal - Has 4 sides

Activity

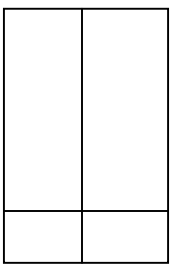


1. Name the shapes
   a) ABCD
   b) ACED
   c) ACEF
2. Name the figure marked G
3. Let us count the number of rectangles and squares



Square _____

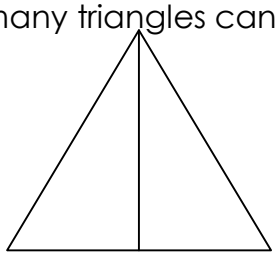
Rectangle _____



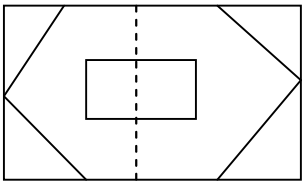
Square _____

Rectangle _____

4. How many triangles can you see?



5. Find the number of



Date	Time	No. of pupils

THEME : Keeping peace in our sub-county

TOPIC : Geometry

SUB- TOPIC : More shapes and properties

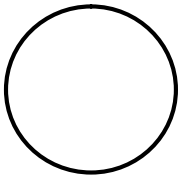
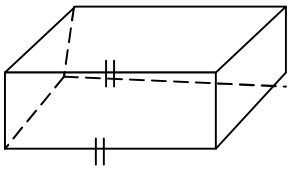
Competences :

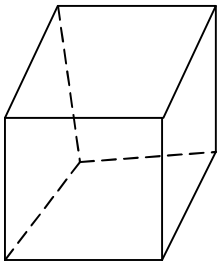
- Identifies shapes and properties.
- Draws more shapes
- Defines a polygon
- Identifies the number of sides

Mk pupils bks 3 pg 123

Content

A polygon is a closed shape made of sides

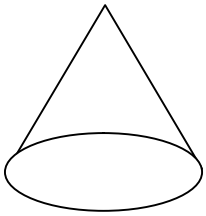
SOLID	**SHAPE**
	Circle
	Cylinder
	Cuboid



Cube



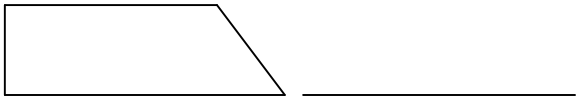
Hexagon

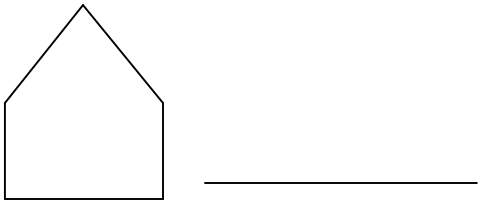


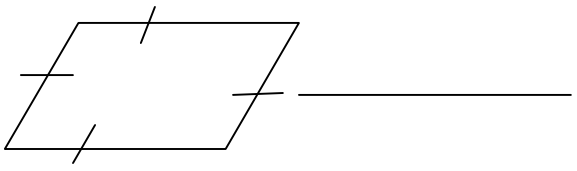
Cone

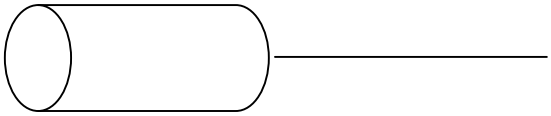
Activity

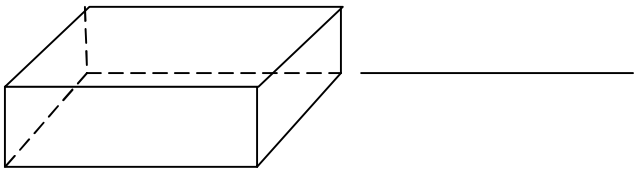
1. A square has _____ sides
2. _____ has 3 sides
3. A rectangle has _____ sides
4. Name the polygons below

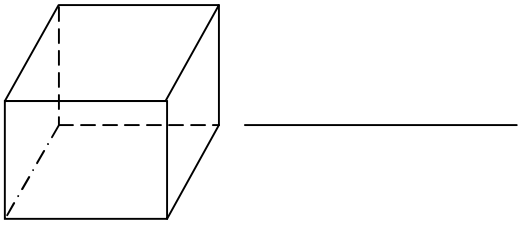












Date	Time	No. of pupils

THEME : Keeping peace in our sub-county

TOPIC : Graphs

SUB- TOPIC : Picture Graphs

Competences :

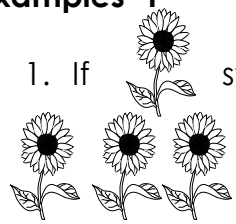
- Draws picture graphs
- Records picture graph
- Interprets information on picture graph
-

Mk pupils bks 3 pg 110

Content

When using pictographs, one picture stands for a given number of pictures

Examples 1

1. If  stands for 10 flowers. How many flowers are presented by

= (10 + 10 + 10) flowers

= 30 flowers

Examples 1

If  represents 3 trees. Draw a pictograph to represent 9 trees.

The pictograph below shows the number of books given to five pupils in different games. Study it and use it to answer the questions that follow.

Moses	
Alex	
Josephine	
Teo	
Haruna	

 Stands for 10 books

1 book stands for 10 books

Example

1. How many books did Moses get?
   Moses got (3 x 10) books
   30 books

   OR 10 + 10 + 10 = 30 books

ACTIVITY
Study the graph and answer the questions below

1. How many books did Josephine get?
2. How many books did Teo get?
3. How many more books Haruna get than Alex?
4. Who got the least number of books?
5. How many books did Teo and Haruna get altogether?
6. How many books were given out altogether?
7. If  represents 5 flowers. How many flowers are represented by? 

Date	Time	No. of pupils

THEME : Keeping peace in our sub-county

TOPIC : Graphs

SUB- TOPIC : Drawing simple picture graphs or pictographs

Competences :

- Draws simple pictographs
- Interprets information on pictographs
- Records information on pictographs

Mk pupils bks 3 pg 112

Content
Examples
Five girls were told to pick flowers from the garden and each picked the following

Rose picked 6 flowers

Jamila picked 3 flowers

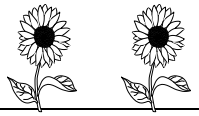
Anne picked 2 flowers

Felix picked 5 flowers

Sarah picked 6 flowers

This information can be drawn on the pictograph like the one below

The graph for Rose and Anne is drawn for you

Rose	
Jamila	
Anne	
Felix	
Sarah	

 = 1 flower

Activity

Mike sat at the road side and recorded the number of cars which passed by each day of the week. The results are shown on the table below.

Sunday	5 cars
Monday	10 cars
Tuesday	7 cars
Wednesday	9 cars
Thursday	2 cars
Friday	4 cars
Saturday	4 cars

1. Make a picture graph and on it show the information on it.
2. On which two days did Mike count the same number of days?
3. When did Mike count the least number of cars?
4. On which day did he count the biggest number of cars?
5. How many cars did he count in a week?

Date	Time	No. of pupils

THEME : Keeping peace in our sub-county

TOPIC : Graphs

SUB- TOPIC : Bar graphs or column graph

Competences :

- Draws a bar graph.
- Interprets information on bar graph.
- Records information on a bar graph.
- Solves word problem

Mk pupils bks 3 pg 113
Content

Information is recorded in block form called **a bar graph or column graph.**

A head teacher told 5 pupils to carry box of books to his office.

Rashin carried 5 boxes

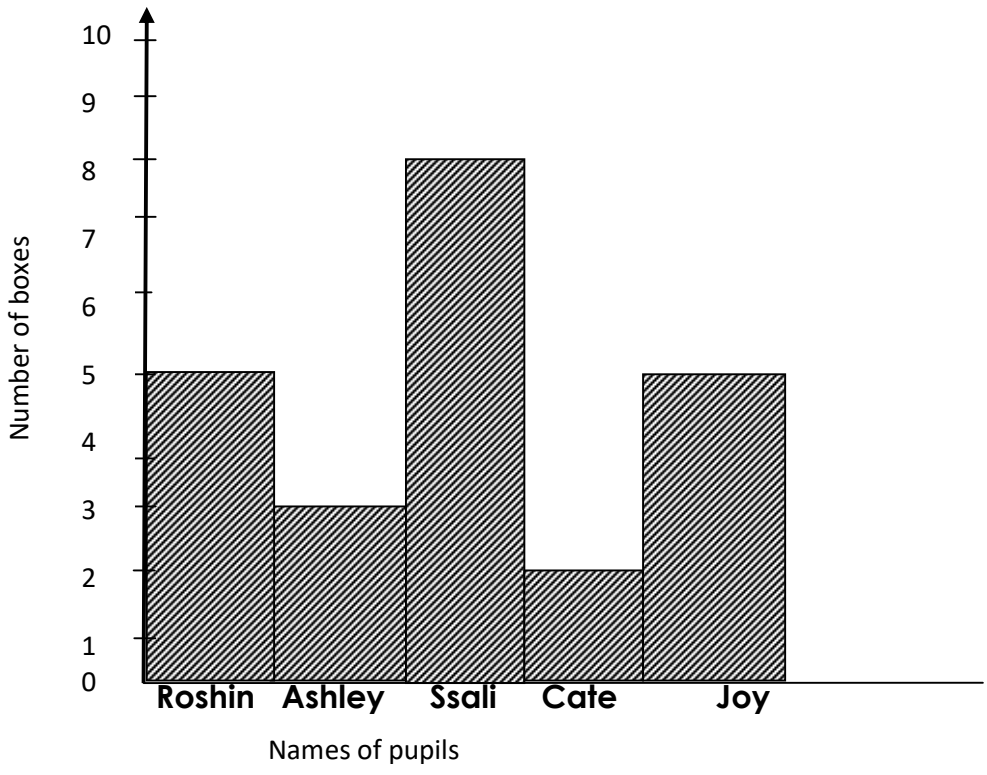
Ashley carried 3 boxes

Ssali carried 8 boxes

Cate carried 2 boxes

Joy carried 5 boxes

The above information is represented in the car graph below



Activity

1. Who carried the least number of boxes?
2. Who carried the largest number of boxes?
3. What was the total number of boxes carried by Ssali and Cate?
4. What is the difference between the biggest and the least number of boxes carried?
5. If each box has 50 books. How many books did Ashley carried?
6. What is the sum of boxes carried by Ashley and Cate?
7. How many more boxes did Ssali carry more than Roshin?
8. Find the total number of boxes carried by cate and Joy

Date	Time	No. of pupils

THEME : Keeping peace in our sub-county

TOPIC : Measures

SUB- TOPIC : money

Competences :

- Recognizes money currency
- Solves word problems of money.
- Identifies the amount of money given

Mk pupils bks 3 pg 176
Content

Recognition of money

Notes	**coins**
Sh 1000 note	50 coins
Sh. 2000 note	100 coins
Sh. 5000 note	200 coins
Sh. 10,000 note	500 coins
Sh. 20,000 note	1000 coins
Sh. 50,000 note	

Addition of money

Examples 1

Shs. 200 + Sh. 50

Sh. 200	0 + 0 = 0
+ Sh. 50	0 + 5 = 5
Sh. 250	2 + 0 = 2

Example 2

Sh. 1000 + sh. 500 + sh. 100

Sh. 1000
+ Sh. 500
Sh. 100

Sh. 1600

Example 3

I had 100 shillings. My father gave me 50 shillings. How much money do I have altogether

I had	**Sh. 100**
My father gave me	**Sh. 50**
	Sh. 150

Activity

1. Add Sh. 700 + Sh. 50
2. Add Sh. 450 + Sh. 200
3. Joy had **Sh. 50**. Her father gave her **Sh. 50** more. How much money did Joy have altogether?
4. Ada has **Sh. 400** . apio had **Sh. 350** and Auma had **Sh. 500.** How much money do they have altogether?
5. Mulungi sold a mango at **Sh. 550,** an orange at **Sh. 800** and a pineapple at **Sh 1000.** How much money do they have altogether?
6. Namusis goty **Sh. 600.** Her friend gave her **Sh. 500** more. How much money does she have now?

Date	Time	No. of pupils

THEME : Keeping peace in our sub-county

TOPIC : Measures

SUB- TOPIC : Subtraction of money

Competences :

- Identifies the money given.
- Comprehends and solves the word application.
- Subtracts the given word application.

Mk pupils bks 3 pg 180
Content

Subtraction of money

Example 1		**Example 2**	
Sh. 450 - sh. 350	**0 – 0 = 0**	**Sh. 700 - Sh. 350**	**0 – 0 = 0**
Sh. 450	**5 – 5 = 0**	**Sh. 700**	**10 – 5 = 5**
- Sh. 350	**4 – 3 = 1**	**- Sh. 350**	**6 – 3 = 3**
Sh. 100		**Sh. 350**	

Example 3

Mukasa had **Sh. 350.** He gave away **Sh. 100.** How much money did he remain with?

Mukasa had	**Sh. 350**	**0 – 0 = 0**
He gave away	**- Sh. 100**	**5 – 0 = 5**
He remained with	**250**	**3 – 1 = 2**

Activity

1. Subtract Sh. 100 – Sh. 50.
2. Subtract Sh. 400 – Sh. 150.
3. Subtract Sh. 1500 – Sh. 300.
4. Subtract Sh. 2000 – Sh. 1000.
5. My mother had Sh. 5000, she gave me Sh. 2000. How much money did she remain with?
6. Mukama had Sh. 2550. He lost Sh. 500. How much money did he remain with?
7. Carol had Sh. 2450. How much money did she remain with?
8. David had Sh. 6750. He gave Sh. 2870 to his young sister. How much money did he remain with?

Date	Time	No. of pupils

THEME : Keeping peace in our sub-county

TOPIC : Measures money

SUB- TOPIC : Shopping

Competences :

- Identifies the amount of money.
- Comprehends and values the word application.
- Interprets the shopping bill table correctly

Mk pupils bks 3 pg 182

Examples

The table below shows the price list from Mrs. Yiga's shop. Use it to answer the questions that follow.

Item	Price
A book for	**Sh. 700**
A pencil for	**Sh. 100**
An egg for	**Sh. 300**
A packet of salt for	**Sh. 500**
A bar of soap for	**Sh. 1000**
A loaf of bread for	**Sh. 800**
A Kg of sugar for	**Sh. 1200**

Examples

1. How much does a pencil cost? Sh. 100
2. What is the cost of an egg and a book
3. Kapere had Sh. 1500. He buys a kilogram of sugar and a pencil from Mrs. Yiga's shops
   a) How much money will he pay

1 Kg of sugar costs	**Sh. 1200**
1 pencil costs	**Sh. 100**
He will pay	**Sh. 1300**

Activity

1. Bbosa had Sh. 1300. He buys a bar of soap and a packet of salt. How much does he remain with.
2. Paul had Sh. 1200. He buys 3 eggs. How much does he remain with?
3. Ankunda had Sh. 5000. She buys a 2 kilogram of sugar and 2 eggs. How much money does she remain with?
4. Find the cost of 2 bars of soap and 2 kg of sugar.

Date	Time	No. of pupils

THEME : Keeping peace in our sub-county

TOPIC : Measures money

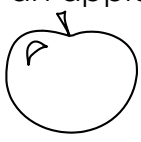
SUB- TOPIC : Shopping with pictorial

Competences :

- Identifies the money for the given item.
- Carries out the operation correctly.
- Comprehends and solves the word application.

Mk pupils bks 3 pg 184

Examples

A bag	an apple	pencil	book
			
Sh. 500	**Sh. 800**	**Sh. 100**	**Sh. 700**

a) What is the cost of 2 pencils?

1 pencil = Sh. 100

2 pencils = Sh. (2 x 100)

= Sh. 200

b) What is the cost of 3 bags and 2 books?

Bags = 3 x 500	**Sh. 1500**
Books = 2 x 700	**+Sh. 1400**
	Sh. 2900

Activity

1. Find the cost of 2 apples.
2. Prossy 2000/=. She bought a bag and an apple. How much money did she remain with?
3. Find the cost of a book and an apple.
4. My father had Sh. 300. He bought 3 books. How much money did he remain with?

Date	Time	No. of pupils

THEME : Keeping peace in our sub-county

TOPIC : Measures money

SUB- TOPIC : Multiplication of money

Competences :

- Multiples money correctly.
- Comprehends and solves the application questions.
- Fills in the shopping bill

Content
Examples 1

Multiply 3

Sh. 4 5 0	**sw**
x 6	0 x 6 = 0
Sh. 2 7 0 0	5 x 6 = 30
	6 x 4 = 24 +3 = 27

Example 2

One book costs Sh. 100. How much money will Angela pay for two books?

1 book costs = Sh. 100	**sw**
2 books cost = Sh.100	**0 x 2 = 0**
x 2	**0 x 2 = 0**
Sh. 200	**1 x 2 = 2**

Activity

1. A pencil costs Sh. 100. How much money will 1 pay for 4 pencils?
2. A small jerry can of paraffin costs Sh. 4000. What will 5 jerry can cost?
3. A kilogram of beans cost Sh. 600. How much will mother pay for 6 kilograms?
4. A piece of soap costs Sh. 150. What will be the cost of 5 pieces of soap?

Date	Time	No. of pupils

THEME : Keeping peace in our sub-county

TOPIC : Measures money

SUB- TOPIC : Division of money

Competences :

- Divides money correctly.
- Comprehends and interprets the word application
- Identifies the money given

Mk pupils bks 3 pg 187

Content
Examples 1
Divide Shs. 1200 by 3

```
      0400
   3 ) 1200
0 x 3= 0
       12
4 x 3  12
          0
0 x 3 =   0
          00
0 x 3 =   - 0
            0
```

sw

1 ÷ 3 = 0
12 ÷ 3 = 4
0 ÷ 3 = 0
0 ÷3 = 0

1 x 3 = 3
2 x 3 = 6
3 x 3 = 9
4 x 3 = 12

= **Sh. 400.**

Example 2

Mr. Kasule had Sh. 800. He shared it equally between his two children. How much did each child get?

```
      0400
   2 ) 800
4 x 2= 8
       00
0 x 2  - 0
         0 0
0 x 2 =  - 0
```

sw

8 ÷ 2 = 4
0 ÷ 2 = 0
0 ÷ 2 = 0

1 x 2 = 2
2 x 2 = 4
3 x 2 = 6
4 x 2 = 8

Sh. 800 ÷ 2 = Sh. 400

Activity

1. Divide Sh. 900 by 3
2. Divide Sh. 1200 by 4
3. Nakato has Sh. 860. She shared it between her two brothers. How much did each get?
4. Akello had Sh. 9750. She shared it equally among 5 boys. How much did each boy get?
5. Peter had Sh. 2500. He shared it equally among 5 boys. How much did each get?

Date	Time	No. of pupils

THEME : Keeping peace in our sub-county

TOPIC : Money

SUB- TOPIC : Completing the shopping bill table

Competences :

- Fills in the missing numbers
- Comprehends and solves problems
- Carries out operations
- Interprets the shopping bill table

Mk pupils bks 3 pg 183

Content
Examples 1

Complete the table

Item	Number of Items	Price for each	Amount
Tea leaves	3 packets	Sh. 400	Sh. 1200
Maize flour	2 kgs	Sh. 600	Sh. 1800
Bars of Soap	3 bars	Sh. 2100	Sh. 2100
Total			**Sh. 5,100**

Tea leaves
3 x Sh. 400
Sh. 400
x 3
sh. 1200

Maize flour
Sh. 600 x 3
Sh. 600
x 3
Sh. 1800

Bars of soap
Sh. 700 x 3
Sh. 7000
x 3
Sh. 2100

Activity

1. Fill in the missing number in the shopping bill table below

Item	Number of Items	Price for each	Amount
A pen	4 pens	Sh. 500	_____
Sugar	2 Kgs	Sh. 1200	_____
Salt	2 packets	Sh. 300	_____
Bread	2 loaves	Sh. 800	_____
Total			_____

Item	Number of Items	Price for each	Amount
an egg	4 eggs	Sh. 300	_____
Rice	3 kgs	Sh. 1200	_____
Blue band	3 tins	Sh. 1500	_____
Total			_____

Date	Time	No. of pupils

THEME : Living things

TOPIC : Measuring length

SUB- TOPIC : Measuring length of things

Competences :

- Identifies things we use to measure length.
- Uses standards and non - standards units
- Measures distance in metres

Mk pupils bks 3 pg 141

Content

Measuring length is about measuring distance

1 metre is made up of 100 centimetres

1 metre = 100cm

Measuring in meter

Objects	length of object in metres
Length of class room	_____
width of classroom	_____
length of blackboard	_____
length of a table	_____
length of exercise books	_____
length of bench	_____

Activity

1. Apply text book teaching in Mk bk 3 page 146

Date	Time	No. of pupils

THEME : Living things

TOPIC : Measuring length

SUB- TOPIC : Changing metres to centimetres

Competences :

- Identifies the units used to measure length
- Changes from metres to centimetres

Mk pupils bks 4, under standing maths bk 4 pg 153

Content

Changing metres to Centimetres

Examples 1

1. Convert 2m to centimetres

1m = 100cm

2m = (2 x 100) cm

= 200cm

Example 2

2. Change 10 m to cm

1m = 100cm

10m = (10 x 100) cm

10m = 1000cm

Example 3

How many Cm are in 13 m

1m = 100 cm

13m = (100 x 13)

13m = 1300 cm

Activity

1. Change 8m to centimeter
2. Convert 15m to centimeter
3. How many Cm are in 18 m.
4. Amina is 16m tall. Convert this height to cm
5. The length of Omonya's garden is 40m convert this length to cm.

Date	Time	No. of pupils

THEME : Living things

TOPIC : Measuring length

SUB- TOPIC : Changing centimetres to metres

Competences :

- Identifies the units
- Changes from centimetres to metres

under standing maths bk 4 pg 155

Content

Changing centimetres to metres

Example 1

Change 400 cm to m

1 cm = $\left(\frac{1}{100}\right)$**m**

400cm = $\left(\frac{1}{100} \text{ x } 400\right)$ m $= \frac{4}{1}m$

= 4 m

Example 2

Agnes bought a table cloth with a length of 150 cm. how many metres are there in 1500cm.

1 cm = $\left(\frac{1}{100}\right)$**m**

1500cm = $\left(\frac{1500}{100}\right)$ m

$\left(\frac{1}{100} \text{ x } 1500\right)$ m = $\frac{15}{1}m$

= 15 m

Activity

1. Change 800 cm to metres
2. Change 500 centimetre to metres.
3. Our verandar is 600cm long. Convert this length to metres.
4. The distance a round our school football field is 1500cm convert this distance to metres.

Date	Time	No. of pupils

THEME : Living things

TOPIC : Measuring length

SUB- TOPIC : Addition of metre and centimeter

Competences :

- Adds metres and centimetres
- Interprets the word application

Mk bk 3 maths pg 147 and pg 148

Content

Changing centimetres to metres

Example 1

Add 3 m + 42 cm + 4m + 17 cm

M	CM
3	42
+4	17
7	49

Example 2

Find the sum of 24m, 20cm and 19m , 15 cm

M	CM
24	20
+19	15
43	35

Example 3

The length of our blackboard is 10m, 35cm. The length of the P.5 class blackboard is 2m, 47cm. Find the length of the two blackboards.

M	CM
10	35
+ 2	47
12	82

Activity

1. Add the metres and centimetres

M	CM
3	42
+ 4	17

M	CM
24	24
+3	19

M	CM
1 3	29
+ 9	17

2. Musa's sugarcane is 1m 15 cm. ali's sugar is 1m 26 cm. Find the length of the 2 pieces of sugar cane.

3. Namale's mat is 2m 57cm long and Nakto's mat is 3m 36cm long. Find the total length of the two mats

Date	Time	No. of pupils

THEME : Living things

TOPIC : Measuring length

SUB- TOPIC : Subtraction of metre and centimeter

Competences :

- Subtracts metres and centimetres
- Interprets the word application

Mk bk 3 maths pg 149 and pg 148

Content

<u>Subtraction of metres and centimetres</u>

Example 1

Subtraction 6m 40cm from 8m 75 cm

M	**CM**
8	75
- 6	40
2	35

Example 2

What is the difference between 4m 20cm and 1m 12cm

M	**CM**
4	20
- 1	12
3	08

Activity

1. **Subtract the metres and centimetres**

M	**CM**	**M**	**CM**
7	15	19	74
- 6	13	- 6	35

M	CM
17	20
- 6	15

2. A trader had a ribbon 12m 56 cm long. He sold 4m 17 cm. Find the length of the remaining ribbon.
3. A carpenter had a piece of wood 10m 60cm long. He cut off 4m 15cm to make a bench. What length of the piece of wood was left?
4. Find the difference between 8m 60 cm and 2m 35cm.

Date	Time	No. of pupils

THEME : Living things

TOPIC : Measuring Capacity

SUB- TOPIC : Measuring and comparing different containers

Competences : Capacity is the amount of liquid a container can carry

- Identifies common liquids
- Identifies the units used to measure liquids.
- Compares half/ litres and litres
- Interprets the word application

Mk bk 3 maths pg 160 and pg 159

Content

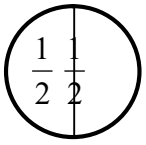
- **List common liquid**
- **Practical lesson**
- **Use text book teaching**

Measuring and comparing different containers

Example 1

1. How many mugs can fill a 1litre container?

1 mug = $\frac{1}{2}$ **litres**



2 mugs = $\left(\frac{1}{2} + \frac{1}{2}\right)$ **litres = 2mugs**

Example 2

2. How many litre jugs will fill a 5 litre jerry can?

   1 litre in a jerry can = 1 litre jug

   5 litres in a jerry can = (1 x 5) litre jugs

   = 5 litre jugs

Example 3

3. How many $\frac{1}{2}$ litre jugs will fill a 6 litre container?

   1 litre = 2 half litre

   6 litre = 2 x 6 half litre jugs

   = 12 half litre jugs

Activity

1. How many 1 litre cups will fill a 14 litre jerry can?
2. How many $\frac{1}{2}$ litre cups will fill a 10 litre jerry can?
3. How many 1 litre bottle will fill a 20 litre container?
4. How many $\frac{1}{2}$ litre bottle will fill a 15 litre container?

Date	Time	No. of pupils

THEME : Living things

TOPIC : Measuring Capacity

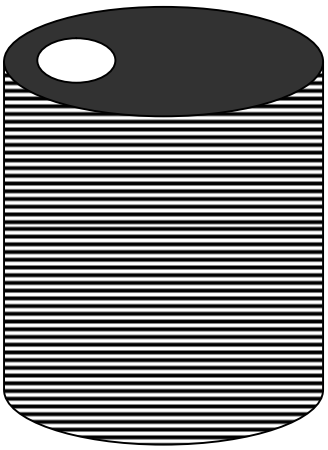
SUB- TOPIC : Addition of litres

Competences :

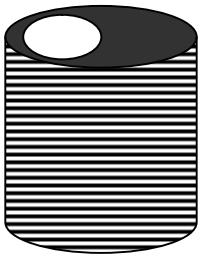
- Identifies the units used to measure liquid.
- Adds litres to correct place values
- Interprets the question given

Mk bk 3 maths pg 161 and pg 163

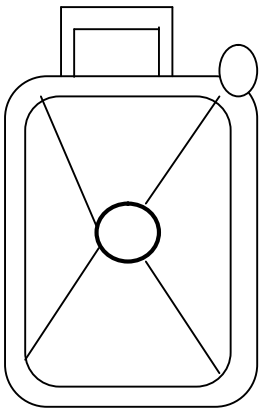
Content



Tank 1000 litres



Drum 200 litres



Jerry can 20 litres

Example 1

1. How many litres are there in the tank and the drum

a tank has 1000 litres
a drum has + 200 litres

1,200 litres

Activity

1. How many litres are there in a drum and a jerry can?
2. How many litres are there in a tank and 20 litres?
3. Add 150 litres and 350 litres.
4. Add 109 litres + 452 litres + 621 litres.
5. Nakafeero's pot holds 71 litres of water and Kato's pot holds 59 litres of water. Find the amount of water both pots holds?
6. Tank A contain 450 litres, tank B contains 247 litres tank C contains 898 litres. How many litres are in all three tanks?
7. Find the sum of 345 litres and 35 litres

Date	Time	No. of pupils

THEME : Living things

TOPIC : Measuring Capacity

SUB- TOPIC : Subtraction of litres

Competences :

- Identifies the units for measuring liquid.
- Subtracts litres correctly
- Interprets the question given correctly

Mk bk 3 maths pg 164 and pg 165

Content

Examples

1. Subtract 23 litres from 48 litres

4 8	**8 – 3 = 5**
- 2 3	**4 – 2 = 2**
2 5	

2. Mugoya boiled 175 litres of milk in a sauce pan 68 litres poured down. How many litres of milk remained.

   Mugoya boiled = **1 7 5 litres**

   Milk that poured = - **6 8 litres**

   107 litres

Activity

1. **Subtract the litres below**

4	3	6 litres	9	3	5 litres
-	5	7 litres	- 4	5	6litres

5	6	9 litres
-	5	4 litres

3. Mugumu bought 84 litres of soda. He served 62 litres of soda. How much soda was left?
4. Find the difference between 565 litres of paraffin and 498 litres of paraffin.
5. Take 1029 litres from 1282 litres of water.
6. Luyiga's petrol station sold 6498 litres of diesel. How much diesel was left if it had 8, 446 litres?

Date	Time	No. of pupils

THEME : Living things

TOPIC : Measuring weight

SUB- TOPIC : Comparing objects in weight

Competences :

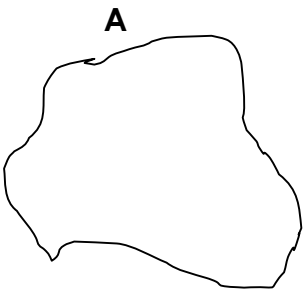
- Defines weight.
- Compares weight of different objects
- Using heavier, lighter to compare

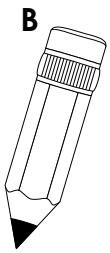
Mk pupils bk 3 maths pg 59

Content

Examples

Weight is how **heavy or light** can an object is



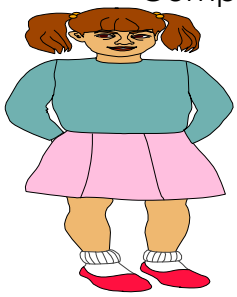


Stone **A** is **heavier** than pencil **B**

Pencil **B** is lighter than stone **A**

Activity

Compare the two people below



JOY = 80KG



Peace = 45kg

a) Who is heavier?
b) Who is fatter?
c) Find the total of Joy's weight and peace's weight
d) Find the difference between Joy's weight and peace's weight
e) Apply text book teaching
f)

Date	Time	No. of pupils

THEME : Living things

TOPIC : Measuring weight

SUB- TOPIC : Comparing objects in kilogram and grams

Competences :

- Tells various units of weight.
- Compares objects in weight.
- Identifies grams in a kilogram.
- Records the weight.

Mk pupils Bk 3 maths pg 170

Content

Comparing weight in kilograms and grams

Weight is measured using standard units

Kilogram (**kg**

Grams **(g)**

1 kg = 1000g

Stones used on the weighing scale

250g, 500g, 1kg, 2kg, 5kg

Use an experience using a weighing scale,

Lesson on compression of kg to grams

Date	Time	No. of pupils

THEME : Living things

TOPIC : Measuring weight

SUB- TOPIC : Adding kilograms (**kg)** and grams (**g)**

Competences :

- Identifies the units as kg and g
- Adds to their correct place values.
- Comprehends and solves the application questions.

Mk pupils Bk 3 maths pg 171 and 172

Content

Adding Kilograms (kg)

Examples

1. Add

	kg	**g**
	5	**250**
	+ 3	**150**
8	400	

2. Naiga has 4kg 280g of sugar. Her father gave her 3kg 25g. how much sugar does she have now?

	kg	**g**
	4	**280**
	+ 3	**25**
7	305	

Activity

Add the kilograms (**Kg)** and grams **(g)**

1.

kg	**g**
4	**250**
+ 2	**300**

2.

kg	**g**
12400	
+ 6	**350**

3.

kg	**g**
46	**640**
+17	**185**

4. Our head teacher bought 195kg 580g of maize flour. Her deputy bought 109kg 250g. how much did they buy altogether?

5. Kato weighs 17kg 280g. her sister weighs 20kg 25gm. Find their total weight.

6. Find the sum of 450kg 250g of salt, and 175kg 150g of salt

Date	Time	No. of pupils

THEME : Living things

TOPIC : Measuring weight

SUB- TOPIC : Subtracting kilograms (**kg)** and grams (**g)**

Competences :

- Identifies the units for measuring weight
- Subtracts kilogram and grams
- Comprehends and solves and application

Mk pupils Bk 3 maths pg 173 and 174
Content

Subtracting Kilograms (kg)and grams (g)

Examples

1. Take away **9kg 650g - 7kg 200g**

kg	g
9	650
- 7	200
2	450

2. Otim weighs 17 kg 750 and Okello weighs 20 kg 900kg

a) Who is heavier? Okello is heavier?

b) By how many kilograms is Okello heavier than Otim?

kg	g
20	900
- 17	750
3	150

Activity

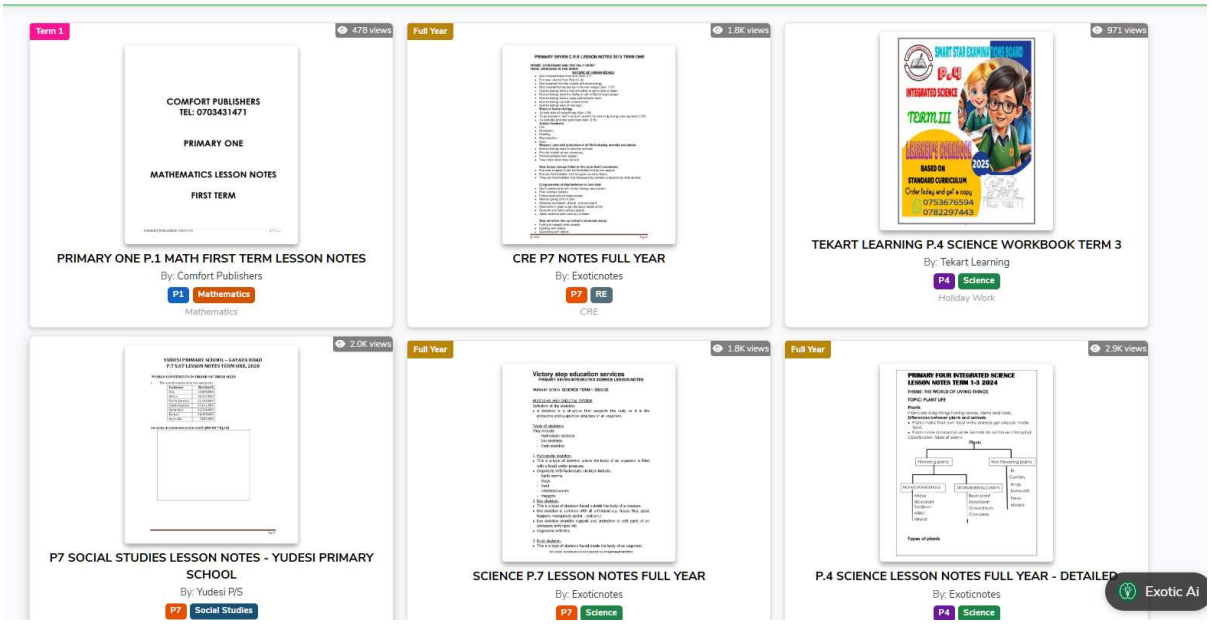
1. **Subtracting Kilograms (kg)and grams (g)**

kg	g
9	650
- 7	200

kg	g
13	940
- 7	180

2. Nakato had 8kg 500g of beans. She gave 2kg 100g of beans to her grand father. Find the amount of beans. She was left with?
3. Find the difference between 18kg 700g and 24kg 250g
4. Kiddu has 12kg 450 g of sugar. Kalemera has 21 kg 540g
   a) Who was more sugar?
   b) By how much?

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