

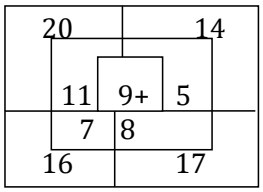
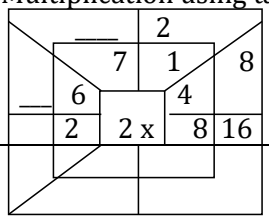
P.3 MATHEMATICS SCHEME OF WORK FOR SECOND TERM

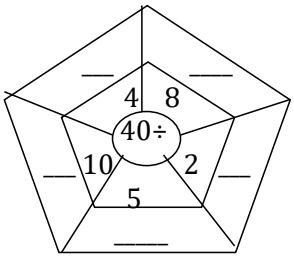
Expected learning outcome: The child acquires, appreciates and applies basic scientific knowledge about living things in day to day life.

WK	PD	THEME	SUB THEME	CONTENT	COMPETENCES	METHODS/ TECHNIQUES	ACTIVITIES	INDICATORS OF LIFE SKILLS AND VALUES	T/L AIDS	REF	REM
1 April phase	1	Living things	Animals in our sub county	revision(Orientation) Addition of 2, 3, and 4 digit number. e.g i) 4 3 6 ii 483+24 + 1 2 6 5 6 2 iii) 243 +263 b) more about addition (word problems)	The learner: -adds the given simple number b) arrange the digits according to the place values	Guided discovery Explanation	-adding numbers - regrouping numbers - counting numbers	-self esteem -logical thinking -empathy - differentiating - appreciation	-straws - counting sticks	Mk math book 3 page 40-41	

	2			Revision on: a) subtraction b) division c) multiplication d) multiplication tables 3, 4, 5, and 6 1. e.g multiplity: 4 2 3 X 7 2 9 6 1 ii) Find the product of 234 and 6 Revision:	The learner: i) Multiply the given numbers ii) revise the given work based on multiplication	Guided discovery Explanation	-multiplying numbers	-logical thinking -jigsaw		Curr guide book 3 page 49 Mk Mtc book 3 page 58 and 59	
	3			Dividion of 2 digit numbers a) Divide 48 by 2 24 2 ⌐ 48 - 4 08 - 8 0 =24	The learner a) Divides 2 digit numbers bu 2	Guided discovery Explanation	-multiplying numbers	-logical thinking		Curr guide book 3 page 49 Mk Mtc book 3 page 58 and 59	
	4			i) division of 3 digit numbers by 2, 3 and 4 a)with no remainder b) with a remainder. e.g i) 1864 ÷ 2 4 3 2 2 ⌐ 864	Learner -divides 2,3 and 4 digit number -identifies a 4 digit number	Guided discovery Explanation	-reading digit names -solving problem	-logical thinking -sharing -orderliness -creativity	Chalk board illustration	Curr guide book 3 page 48	

				-8 06 -6 04 -4 0 = 432	-divides with a remainder iv) divides 4 digit number by 5 with / with no remainder		-answering question			Mtc Mk book 3 page 72, 73 and 75 `	
	5			ii) 939 ÷2 469 r1 2⟌939 -8 13 -12 019 -18 01 =469r1 Revision on:		Guided discovery Explanation	-reading digit names -solving problem -answering question	-logical thinking -sharing -orderliness -creativity	Chalk board illustration	Curr guide book 3 page 48 Mtc Mk book 3 page 72, 73 and 75	
	6			Division of 3 digit numbers by 5 and 6 i) with no remainder ii) with a remainder e.g i) 545 ÷ 5	Learner -divides 2,3 and 4 digit number	Guided discovery	-reading digit names	-logical thinking -sharing -orderliness	Chalk board illustration	Curr guide book 3 page 48	

				109 5⟌545 - 5 045 45 00	-identifies a 4 digit number -divides with a remainder iv) divides 4 digit number by 5 with / with no remainder	Explanation	-solving problem -answering question	-creativity		Mtc Mk book 3 page 72, 73 and 75	
	7		Types of living things	Addition, multiplication and subtraction tables.  9 + 7 – 16 9 + 8 = 17 9 + ___ = 14 14- 9 = 5 9 + 11 20	Learner -identifies the clue -adds or subtracts correctly 3. fill in the missing numbers	Explanation Guided discovery Exposition	-identifying -adding -subtraction -fillinf in missing numbers	-logical thinking -problem solving	c/board illustration	Understanding math bk 3 page 42	
2	1	Living things	Types of living things	Multiplication using table.  	Learner; -multiplies correctly	Explanation Exposition	Multiplying Filling in missing numbers	Problem solving	Chalk board illustration	Understanding math bk 3	

				__ 9 3 18 6 2 x 4 = 8 2 x 1 = 2 2 x 7 = 14 2 x 6 = 12 2 x 2 = 4 2 x 9 = 18	-fills in the missing numbers					page 45	
	2	Living things	Types of living things	i)Division tables  40 ÷ 2 = 20 40 ÷ 8 = 5 40 ÷ 5 = 8 40 ÷ 10 = 4 40 ÷ 4 = 10 ii)The sum at the centre is **15** complete table below.0	Learner -divides correctly -fill in the missing numbers	Explanation Exposition	Dividing Filling in missing numbers	Problem solving Appreciation	Chalk board illustration	Understanding Math book 3 page 45	

	3	Living things	Types of living things	(ref. MTC BKs pg 45) Multiplication using commutative property e.g i) 2 x 3 = 6 and 3 x 2 = 6 ii) 5 x 4 = 20 and 4 x 5 = 20 iii) 3 x 7 = 21 so 7x 3 = 21 iv) 4 x 6 = 24 so 6 x 4 = 24	The learner -multiplies the digits -compares the multiplication statements -	Explanation Exposition	Dividing Filling in missing numbers	Problem solving Appreciation	Chalk board illustration	Mk Mtc book 3 page 85 and 86	
	4	Living things	Types of living things	Relationship between division and multiplication Complete the statements i) 2x 6 = 12 so 12 ÷ 6 = 2 ii) 4 x 4 = 20 so 20 ÷ $\underline{4}$ = $\underline{5}$ or 20 ÷ 5 = $\underline{4}$	The learner -compares division with multiplication -reads the digits while dividing and multiplying	Guided discovery - explanation	Dividing digits - answering the question	Logical thinking Effectiveness Assertiveness Sharing Think pair and share	-straws -chalk board illustration	Mk NTC book 3 3 page 81 82 and 83 Curr guide book 3 page 49	
	5	Living things	Care of insects, birds and animals	Completing the number patterns by counting in twos, threes and fours i) 0, 2, 4, 6, 8, 10 +2 +2 +2 + 2 +2 6 + 2 = 8 8+ 2 = 10 +3 +3 +3 ii) 1, 4, 7, 10, 13 10 + 3 = 13	The learner -compares division with multiplication -reads the digits while dividing and multiplying	Guided discovery - explanation	Dividing digits - answering the question	Logical thinking Effectiveness Assertiveness Sharing	-straws -chalk board illustration	Mk NTC book 3 3 page 81 82 and 83 Curr guide book 3	

				iii) 3, 6, 9, 12, ____ iv) 0,4,8,12, ___, ____				Think pair and share		page 49	
	6	Living things	Care of insects, birds and animals	Multiplyign in twos and threes. Examples 0 twos = 0 x 2 = 0 3 twos = 3 x 2 = 6 5 twos = 5 x 2 = 10 2 threes = 2 x 3 = 6 4 threes = 4 x 3 = 12 pair | 1 | 2 | 3 | 4 no of pairs | 2 | 4 | 6 | 8 3 x 2 = 6 4 x 2 = 8 10÷ 2 = 5	The learner -completes the given table -multiplies the digits -multiplies fours and fives -multiplies sixes and sevens -reads the digits correctly	Guided discovery -explanation	Writing Multiplying digits Answering question drawing the table of digits -filling in the table	Logical thinking Effectiveness Assertiveness Sharing Think pair and share	-chalk board illustration	Mk MTC book 3 3 page 89, 90 and 91 Curr guide book 3	
	7	Living things	Care of insects, birds and animals	Multiplying in fours and fives Examples 3 fours = 3 x 4 = 12 6 fours = 6 x 4 = 24 3 fives = 3 x 5 = 15 6 fives = 6 x 5 = 30 Square | 1 | 2 | 3 | 3 No of sides | 4 | 8 | 12 | 12 2 x 4 = 8 3 x 4 = 12	The learner -completes the given table -multiplies the digits -multiplies fours and fives -multiplies sixes and sevens	Guided discovery -explanation	Writing Multiplying digits Answering question	Logical thinking Effectiveness Assertiveness Sharing Think pair and share	-chalk board illustration	Mk MTC book 3 3 page 89, 90 and 91 Curr guide book 3	

<table>
<tr><td></td><td></td><td></td><td></td><td>12 ÷4 = 3</td><td>-reads the digits correctly</td><td></td><td>- drawing the table of digits

-filling in the table</td><td></td><td></td><td></td><td></td></tr>
<tr><td>3</td><td>1</td><td>Living things</td><td>Care of insects, birds and animals</td><td>Multiplying in sevens and sixes
1 seven = 1 x 7 = 7
3 sevens = 3 x 7 = 21
4 sevens = 4 x 7 = 28
2 sixes = 2 x 6 = 12
3 sixes = 3 x 6 = 18
8 sixes = 8 x 6 = 48
<table><tr><td>Week</td><td>1</td><td>2</td><td>3</td><td>5</td></tr><tr><td>No of days</td><td>7</td><td>14</td><td>31</td><td>35</td></tr></table>2 x 7 = 14
3 x 7 = 21
35 ÷ 7 =5</td><td>The learner
-completes the given table
-multiplies the digits
-multiplies fours and fives
-multiplies sixes and sevens
-reads the digits correctly</td><td>Guided discovery
- explanation</td><td>Writing

Multiplying digits

Answering question
- drawing the table of digits

-filling in the table</td><td>Logical thinking

Effectiveness
Assertiveness

Sharing

Think pair and share</td><td>-chalk board
illustration</td><td>Mk MTC book 3
3 page 89, 90 and 91

Curr guide book 3</td><td></td></tr>
<tr><td></td><td>2</td><td>Living things</td><td>Care of insects, birds and animals</td><td>Multiplying in nines and eight
a)1 nine = 1 x 9 = 9
2 nines = 2 x 9 = 27
4 nines = 4 x 9 = 36</td><td>The learner;
-multiplies the number
-interprets the digits in</td><td>Explanation

Question and</td><td>Sharing

Effectiveness</td><td>Multiplying</td><td>Chalk board
illustrations</td><td>Mk Mtc book 3
page 89 an d 90</td><td></td></tr>
</table>

<table>
<tr><td></td><td></td><td></td><td></td><td>9 nines = 9 x 9 = 81
b) 1 eight = 1 x 8 = 8
4 eights = 4 x 8 = 32
5 eights = 5 x 8 = 40
9 eights = 9 x 8 = 72
<table><tr><td>Box</td><td>1</td><td>2</td><td>3</td><td>4</td></tr><tr><td>No of sweets</td><td>8</td><td>16</td><td>24</td><td>32</td></tr></table>2 x 8 = 16
3 x 8 = 24
32 ÷ 8 = 4</td><td>multiplication
-completes the tables by multiplication and division
d) multiply in nines, eights and tens</td><td>answer

Discovery method</td><td></td><td>Answering questions

Reading words

Writing questions

Think pair and share</td><td></td><td>Curr guide book 3</td><td></td></tr>
<tr><td>June phase</td><td>3</td><td>Living things</td><td>Care of insects, birds and animals</td><td>Multiplying in tens
Example
1 ten = 1 x 10 = 10
4 tens = 4 x 10 = 40
6 tens = 6 x 10= 60
17 tens = 17x 10 = 170
12 tens = 12 x 10 = 120
<table><tr><td>house</td><td>1</td><td>2</td><td>4</td><td>6</td><td>7</td></tr><tr><td>No of pupils</td><td>10</td><td>20</td><td>40</td><td>60</td><td>70</td></tr></table>2 x 10 = 20
4 x 10 = 40
6 x 10 = 60
70 ÷ 10 = 7</td><td>The learner;
-multiplies the number
-interprets the digits in multiplication
-completes the tables by multiplication and division
d) multiply in nines, eights and tens</td><td>Explanation

Question and answer

Discovery method</td><td>Sharing

Effectiveness</td><td>Multiplying

Answering questions

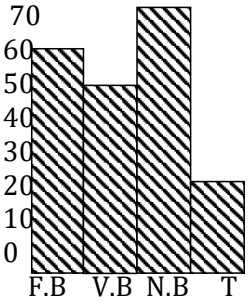
Reading words

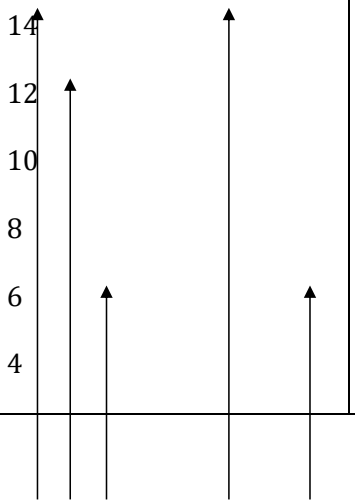
Writing questions

Think pair and share</td><td>Chalk board illustrations</td><td>Mk Mtc book 3 page 89 an d 90

Curr guide book 3</td><td></td></tr>
<tr><td></td><td>4</td><td>Living things</td><td>Care of insects, birds</td><td><u>Types of numbers</u>
-prime numbers (2,3,5,7,..)
-whole numbers (0,1,2,3,..)</td><td>The learner</td><td>Explanation</td><td>Sharing</td><td>-listing the numbers</td><td>Chalk board</td><td>Mk MTC book 3</td><td></td></tr>
</table>

			and animals	-natural numbers (1,2,3,..) -even numbers(2,4,6,8,..) -odd numbers (1,3,5,7,9,..) **<u>Even numbers</u>** Even numbers are numbers that are completely divisible by 2 and there is no remainder. 18, 20,22,24, …….	-identifies prime numbers -lists whole and natural numbers	Question and answer Discovery method	Effectiveness	-identifying -reading -writing -answering -drawing -market stall	illustration	page 89 and 90 Curr guide book 3	
	5	Living things	Care of insects, birds and animals	-<u>Odd numbers are</u> numbers that are divided by 2 and there is a remainder of 1 e.g 1,3,5,7,9,11,13 15, 17, 19 21, 23, 25, 27,29 -whole numbers (o,1,2,3,4,5,……) NOTE: All natural numbers are counting numbers.	The learner -identifies prime numbers -lists whole and natural numbers	Explanation Question and answer Discovery method	Sharing Effectiveness	-listing the numbers -identifying -reading -writing -answering -drawing -market stall	Chalk board illustration	Mk MTC book 3 page 89 and 90 Curr guide book 3	
	6	Living things	Care of insects,	Formation of numbers using digits e.g 7, 3, 4	The learner	Explanation	Sharing	-listing the numbers	Chalk board	Mk MTC	

	And 7		birds and animals NO of pupils	i) big numbers ii) <u>small numbers</u> <u>interpretation of graphs</u> <u>types of graphs</u> -line graphs -bar graphs -picto graphs A bar graph. The graph below shows the number of pupils who play games in P.3  ***Types of games*** a) How many pupils play football? = 70 pupils	-interprets the bar graph -identifies types of graphs -draws the bar graph accurately -describes the bar graph	Question and answer Discovery method	Effectiveness	-identifying -reading -writing -answering -drawing -market stall	illustration	book 3 page 89 and 90 Curr guide book 3	

				b) How many more pupils play football than volleyball 60 pupils -<u>50 pupils</u> <u>10 pupils</u> d)Which game is played by many pupils?						
4	1	Living things	Care of insects, birds and animals	<u>Line graph</u> The graph below shows Byaruhanga's cow and the milk collected in 5 days.  	The learner a) interprets the line graph b)describes the graph c) draw the line graph accurately	Explanation Guided discovery	Effectiveness Accuracy Comparing	Drawing Reading Identifying		Mk book 3 page 114 Curr guide book 3	

				2 0 —————————— Sun Mon Tue Wed Thur **Days of the week** **<u>Questions .</u>** a)On which day was the biggest amount of milk collected? b) How much milk was collected in five days? (12 +6+0+14+8)litres <u>=40 litres</u>							
4	2	Living things	Care of insects, birds and animals	Picto graph The picto graph below shows the number of eggs collected from Mr. Katu's poultry farm. Mon ○ ○ ○ ○ Tue ○ ○ Wed ○ ○ ○ Thur ○ ○ ○ ○ ○ Fri ○ ○ Sat ○ ○ ○ ○ ○ ○ a) How many eggs were collected on Monday and Tuesday? 4 +2 = 6 eggs	The learner; a)describes a picto graph -identifies the items on the picto graph -draws an accurate picto graph	Guided discovery Question and answer	Effectiveness Empathy Orderliness Appreciation	Drawing Writing Reading Answering Counting	A chart showing the pictograph	Mk book 3 page 112 and 113	

				b)How many more eggs were collected on Saturday than Friday 6 – 2 = 4 eggs c) When were few eggs collected on Tuesday and Friday							
	3	Living things	Care of insects, birds and animals	More about picto graphs e.g the picto graph below shows the number of books given to pupils in different games.  = 10 books Moses  Alex  John  Teo  a) Who has many books? b)Find the total number of books given to Alex and Moses together 40 + 20 40 +20 60 books c) How many books has John?	The learner; -describes the picto graph -use the given scale accurately -draw the graph given -identifying the features given in the graph	Guided discovery Question and answer Gallery walk	Effectiveness Empathy Orderliness Appreciation	Drawing Writing Reading Answering Counting	A chart showing the pictograph	Mk book 3 page 112 and 113	

	4	Living things	Care of insects, birds and animals	Representing information on the graph e.g show this information on the picto graph. Three girls collected the following flowers Maria = 4 flowers Brenda = 3 flowers Isha = 5 flowers Show the information above on the pictograph	The learner; -describes the picto graph -use the given scale accurately -draw the graph given -identifying the features given in the graph	Guided discovery Question and answer	Effectiveness Empathy Orderliness Appreciation	Drawing Writing Reading Answering Counting	A chart showing the pictograph	Mk book 3 page 112 and 113	
E.L.O The child appreciates the use of different plants and participates in crop production for self reliance											
	5	Living things	Plants in our subcounty/ Division	<u>Weight</u> -weight is the heaviness or lightness of an object. -Weight is measured in grams. Other units for weight are Dg, cg, dg, mg, kg, hg -Instruments used in weight.	The learner -describes weight -identifies the standard units for weight -reads words properly	Explanation	Effectiveness Appreciation Assertiveness	reading Writing	Chalk board illustration	Curr guide book 3 page 48 Mk book 3 page 113	
	6	Living things	Plants in our subcounty/ Division	<u>Comparing weight.</u> e.g Tom (40kg) Dan (80kg)	The learner =-compares weight -identifies weight of	Explanation Guided discussion	-self esteem -effectiveness -sharing	-reading -weighing -comparing objects -writing	A beam balance Weighing balance	Mk MTC book 3 page 167	

				1. Who is heavier? 2. Who is lighter? 3. Monica weighs 32kg and Jamillah weighs 23kg. Who is heavier that the other ? 4. Ali and Dan weigh 85kg. who is heavier?	different objects -uses the key words given that is lighter and heavier -reads and spells the key words that is -lighter -heavier -weight		-comparing -assertiveness		A scale balance A chart showing people/ objects weighing	and 168	
	7	Living things	Plants in our subcounty/ Division	Converting weight Changing kg to grams Kg hg dg g dg cg mg 1 0 0 0 1kg=1000g Example Change 9kg to grams 1kg = 1000g 9kg = (9 x 1000)g =9000 x g =9000g	The learner -compares kg and grams -converts weight kg to grams -identifies the bigger	Explanation Guided discussion	-self esteem -effectiveness -sharing -comparing -assertiveness	Reading Writing Solving problems Identifying Reading questions	Chalk board illustration Think, pair and share	Mk book 3 page 169 and 172	
5	1	Living things	Plants in our subcoun	Word problem involving converting weight	The learner -counts kg to grams in	Guided discovery	Appreciation	Reading Writing	Chalk board	Curr guide book 3	

			ty/ Division	e.g(i) Opio bought 8kg of meat. How many grams of meat did he buy? Bought 8kg 1kg = 1000g 8kg = (8 x 1000)g =8000g (ii)Opio bought 8000g of meat. How much meat did he buy in kilograms? 2 Kato weighs 12kg. What is his weight in grams?	word problems -converts weight from grams to kilograms	Explan ation	Compari ng Self esteem	Answering questions	illustrat ion	Mk MtC book 3 page 178	
5	3	Living things	Plants in our subcoun ty/ Division	<u>Converting grams to kilograms (kg)</u> e.g i) change 5000g to kg. Kg hg dg g dg cg mg 1 0 0 0 1kg = 1000g 1000g = 1kg 5000g = <u>1kg</u> x 5000g 1000g = 1kg x 5 = 5 kg 2. convert 4000g to kg 1000g = 1 kg 4000g = <u>1 kg</u> x 40000g 1000g = <u>1 kg</u> x 4000g 1000g =1kg x 4	The learner -counts kg to grams in word problems -converts weight from grams to kilograms	Guided discov ery Explan ation Think pair and share	Appreci ation Compari ng Self esteem	Reading Writing Answering questions	Chalk board illustrat ion	Curr guide book 3 Mk MtC book 3 page 178	

				=4kg.							
	2	Living things	Plants in our subcounty/ Division	Word problems a)John bought 8000g of meat. How much meat did he buy in kg? 1 kg = 1000g Kg hg dg g dg cg mg 1 0 0 0 1000g= 1kg 8000g = 1 kg x ~~8000g~~ ~~1000g~~ = 1kg x 8 = 8kg	The learner -converts grans to kilograms in word problem	Guided discovery	Appreciation Sharing -effectiveness	-reading Writing Answering questions Identifying	Chalk board illustration	Mk book 3 page 115 Curr guide book 3	
	4 and 5	Living things	Plants in our subcounty/ Division	Addition of weight Adding grams and kilograms 1kg=1000g Kg g 4 329 + 3 160 7 480 B Angeno had 8kg and 30kg of meat. Her sister gave her more 2kg and 223g of meat. How much meat did she have altogether? kg g Had 8 340	The learner a) adds grams and kilograms -adds grams and kilograms involving word problems	Appreciation Sharing Effectiveness	Guided discovery Explanation Question and answer	Reading Sharing Effectiveness	Chalk board illustration	Mk book 3 page 115 Curr guide book 3	

				Given + 2 223 10 563 Add 9kg 240g + 3kg 140g							
	6	Living things	Plants in our subcounty/ Division	Subtraction of weight. e.g kg g 8 346 - 4 213 4 133 2. subtract 12kg 960g -6kg 324g Word problems Dan bought 480g of millet. 3kg 240g were stolen. How many kg and g of millet remained? Kg g 9 480 - 3 240 6 240 That is 6kg and 240g of millet remained.	The learner a) subtracts grams and kilograms -adds grams and kilograms involving word problems	Appreciation Sharing Effectiveness	Guided discovery Explanation Question and answer	Reading Sharing Effectiveness	Chalk board illustration	Mk book 3 page 115 Curr guide book 3	
Expected learning outcome: The child understands and demonstrates proper management of resources											
	7	Managing resources in our sub	Saving resources	Money -define money -identifying money up to 50,000/= (Ugandan currency) -describing features found on money	The learner -describes money -identifies different types of money	-explanation -discussion	Self esteem Assertiveness		Real money	Mk MTC book 3 page 176	

		county		-types of money a) coins b) paper money	-recognizes features on different Uganda currency (notes)		-effectiveness				
6	1	Managing resources in our sub county	Saving resources	Addition of money Add sh 150 + sh. 50 150 <u>+ 50</u> <u>200</u> Add: 200 50 <u>+ 50</u> <u>300</u> Add sh 250 + sh 350 + sh 4500 Sh 4500 250 <u>+ 350</u> <u>5000</u>	The learner; -adds money -arranges money accordingly	-explanation -discussion -question and answer	Effectiveness -self awareness -self esteem	Adding money Observing Writing Reading Answering questions	Paper money Chalk board illustration	Mk book 3 page 177	
6	2	Managing resources in our sub county	Saving resources	Word problems. a) I had 800 shillings. My father gave me more 500 shillings. How much money did I have altogether? Had 800 shillings Given <u>+ 500 shillings</u>	The learner -reads and interprets words involving addition of money	-explanation -discussion -questi	Effectiveness -self awareness -self esteem	Adding money Observing Writing	Paper money Chalk board	Mk book 3 page 177	

				Now 1300 shillings 2. Find the sum of 9500 shillings and 3400 shillings 9500 shillings + 3400 shillings 12900 shillings	-reads the words given e.g -shillings -coins -sum	on and answer		Reading Answering questions	illustration		
	3	Managing resources in our sub county	Saving resources	Subtracting of money e.g subtract sh. 350 – sh 150 sh 350 -150 200 2. sh 8000 -4500 3500 Word problem More about subtraction of money 1. Mukwano had 9500 shilling. He bought a pen of 500 shillings. How much money did he remain with? Had 9500 shillings - 500 shillings 9000 shillings	The learner -subtracts money accordingly -arrange the digits accordingly -read and interprets words involving subtraction of money	Guided discovery Explanation	Sharing Appreciation Love and care -co-operation Effectiveness	Reading Answering Writing	Chalk board illustration	Curr guide book 3 Mk book 3 page 179	

	4	Managing resources in our sub county	Saving resources	Shopping bill A kg of salt costs 2300/= Bar of soap costs 4000/= Cups of tea costs 500/= A pen costs 300/= a) What is the cheapest item? b) Find the cost of a pen. c) How much money was spent on all the items? d) Find the cost of pens and a bar of soap	The learner -multiplies the given money and the items. -recognizes the price of different items -identifies kind of items given in the questions/ topics	Guided discovery Explanation	Sharing Appreciation Love and care -co-operation Effectiveness	Reading Answering Writing	Chalk board illustration Think pair and share	Curr guide book 3 Mk book 3 page 179	
	5	Managing resources in our sub county	Saving resources	Multiplication of money e.g A book costs 300/=. What is the cost of 2 similar books, 1 book costs 300/= X 2 = 600/= 2. Find the cost of 4 boos if each book costs 500/=	The learner -multiplies the given money and the items. -recognizes the price of different items -identifies kind of items given in the questions/ topics	Guided discovery Explanation	Sharing Appreciation Love and care -co-operation Effectiveness	Reading Answering Writing	Chalk board illustration Think pair and share	Curr guide book 3 Mk book 3 page 179	

<table>
<tr>
<td></td>
<td>6</td>
<td>Managing resources in our sub county</td>
<td>Saving resources</td>
<td>More about multiplication of money.
1. A book costs 800/= and a pen costs 300/=
a) Find the cost of 2 books and 3 pens.
Books Pens Total
800/= 300/= 1600/=
X 2 x 3 + 900
1600/= 900/= 2500/=
b)If Kamoga had 8500/= and bought 2 books and 3 pens. What would be his balance?</td>
<td>The learner
-multiplies the given money and the items.
-recognizes the price of different items
-identifies kind of items given in the questions/ topics</td>
<td>Guided discovery

Explanation</td>
<td>Sharing

Appreciation

Love and care
-co-operation
Effectiveness
-recognition</td>
<td>Reading

Answering

Writing

Answering

Identifying</td>
<td>Chalk board illustration

Think pair and share</td>
<td>Curr guide book 3 Mk book 3 page 179</td>
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<td>7</td>
<td>Managing resources in our sub county</td>
<td>Saving resources</td>
<td>Completing the table.
<table>
<tr><th>Item</th><th>No of items</th><th>Unit price</th><th>Amount</th></tr>
<tr><td>Tea leaves</td><td>2 packets</td><td>300</td><td>_____</td></tr>
<tr><td>Maize</td><td>3kg</td><td>800/=</td><td>_____</td></tr>
<tr><td>Milk</td><td>4 litres</td><td>300/=</td><td>1200/=</td></tr>
<tr><td>Salt</td><td>2kg</td><td>400/=</td><td></td></tr>
<tr><td>Sugar</td><td>3kg</td><td>600/=</td><td>1800</td></tr>
<tr><td>Soap</td><td>2 bars</td><td>2000/=</td><td>_____</td></tr>
</table></td>
<td>The learner
-complete the table of money
-recognize the money in the table</td>
<td>Guided discovery

Explanation</td>
<td>Sharing
-effectiveness
-love

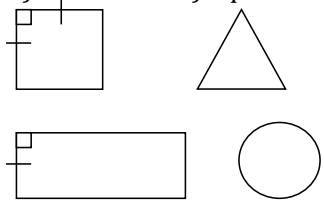
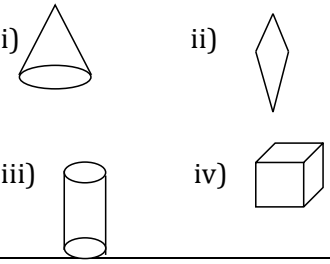
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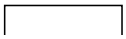
-logical thinking</td>
<td>Writing
-identifying

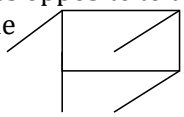
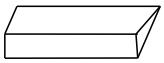
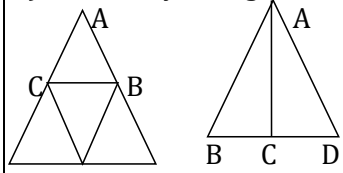
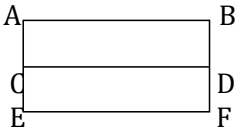
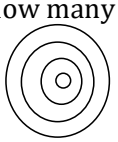
-recognizing
-answering
-reading</td>
<td>Chalk board illustration</td>
<td>Curr guide bk 3 page

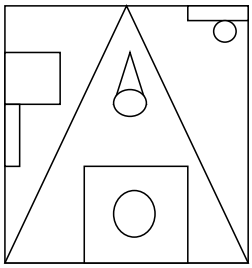
Mtc book 3 page 183</td>
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<td>7</td>
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<td></td>
<td></td>
<td>Division of money
a)share 800/= among 2 boys
400
2 ⟌ 800</td>
<td>The learner
-shares the given money</td>
<td>Guided discovery</td>
<td>Sharing
-effectiveness
-love</td>
<td>Writing
-identifying</td>
<td>Chalk board illustration</td>
<td>Curr guide bk 3 page</td>
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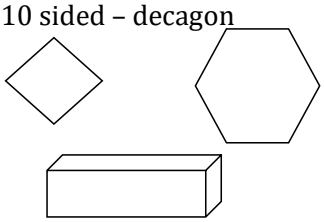
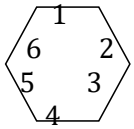
				4 x 2 = - 8 00 0x 2 = - 0 00 -0 0x2= 0 = 400/= b) 4 pupils shared 1200/=. How much money did each get? 1200 ÷ 4 0300 4 1200 - 0 0 x 4 12 3x4 -12 00 0x 4 0 - 0 00 0x 4 - 0 0 Each got 300/= 2. Ten boys shared 4800/=. How much money did each one get?	b) recognizes the money -divided the money accordingly	Explanation	Appreciation -logical thinking	-recognizing -answering -reading		Mtc book 3 page 183	
Expected learning out comes: the child understands and appreciates different ways of living harmoniously others.											
7	2	Keeping peace in our	Living in peace with others	Geometry Shapes Basic shapes	The learner -recognizes different shapes	Explanation	Accuracy	-drawing Reading	Cut out shapes	Curr guide book 3	

		sub county		i) triangle ii) rectangle iii) circle iv) square 	-draw shapes -accurately describe the shapes. -name the shapes drawn	Guided discovery	Efficiency Proportionality	Spelling words Identifying	A chart showing different shapes	Mtc Mk book 3 page	
	3	Keeping peace in our sub county	Living in peace with others	-describe each shape -naming the shapes Other shapes -cone -trapezium -cube -cuboid -kite Diagram of the above shapes e.g 	The learner -reads and pronounces the words -writes the words efficiently -draws the shapes given	Guided questions Discussion Explanation Round robbin	Effectiveness Creativity Appreciation Accuracy	Drawing Reading Writing Answering oral questions Spoiling words	A chart showing shapes	Mk Bk 3 page 118	
	4			Parts of a cube cuboid -a cube is made up of squares. -all sides are equal	The learner; -identifies parts of a cube and cuboid	Guided questions	Effectiveness	Drawing Reading	A chart showing shapes	Mk Bk 3 page 118	

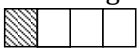
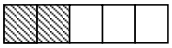


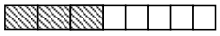
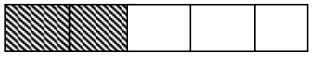
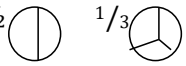
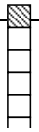
				-a cuboid is made up of rectangles opposite to the other side  A cube -count the number of -faces -edges -vertices  cuboid	-describe a cuboid -spell the words related to parts of a cuboid	Discussion Explanation	Creativity Appreciation Accuracy	Writing Answering oral questions Spoiling words			
	5	Keeping peace in our sub county	Living in peace with others	Number of shapes a) How many triangles?  b) How many rectangles  c) How many circles. 	The learner: a) Count and recognize number of shapes in one b)Draw the shapes accurately d) describe each shape drawn e) identify different kinds of shapes	Discussion Explanation Discovery method	Creativity Effectiveness Discovery method	Reading Writing Drawing Counting Identifying Answering Jigsaws	Chalk board illustration	Mtc Mk books page 119 Curr guide book 3 page 48	

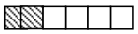
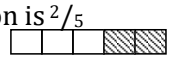
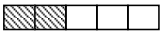
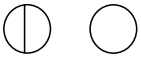
	6	Keeping peace in our sub county	Living in peace with others	Count the number of shapes from the diagram  a)triangle b) squares c) circles d) rectangle e) cone	The learner; a) Count and recognize number of shapes in one b)Draw the shapes accurately d) describe each shape drawn e) identify different kinds of shapes	Discussion Explanation Discovery method	Creativity Effectiveness Discovery method	Reading Writing Drawing Counting Identifying Answering Jigsaws	Chalk board illustration	Mtc Mk books page 119 Curr guide book 3 page 48	
8	7 and 1	Keeping peace in our sub county	Living in peace with others	**<u>Polygons</u>** A polygon is an enclosed shape with 3 or more sided Examples 3 sided –triangle 4 sides – quadrilateral 5 sides – pentagon 6 sides –hexagon 6 sides – septagon 8 sides - octagon	The learner; -spells the words properly -identifies examples of polygons -counts the sided of	Guided discovery -explanation -discussion	-creativity -accuracy -effectiveness	Drawing Answering Naming Identifying Reading	A chart showing different polygons	MTC MK book 3 page 123	

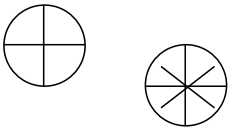
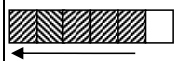
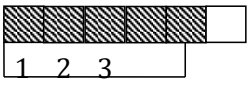
				9 sided - nonagon 10 sided – decagon  How many sided are they? 	different polygons -identifies some examples of quadrilateral and triangles -draws some polygons -defines polygons			Describing			
8	2 and 3	Keeping peace in our sub county	Child rights, needs and their importance	**<u>Fractions</u>** **<u>Definition</u>** A fraction is the part of a whole. Parts of a fraction i) numerator ii) denominator iii) whole number e.g $5\ ^{2}/_{3}$ types of fractions a) Mixed number b) unitary fractions c) Improper fractions Describe each type of a fraction	The learner; a)defines a fraction b) identifies parts of a fraction -describes each type of a fraction -reads and pronounces words properly -identifies examples of each type of a fraction	Explanation Discussion	Reading Recognizing Identifying Answering Writing	Effectiveness Creativity Sharing Love Appreciation	Chalk board illustration	MK MtC book 3 page 94	

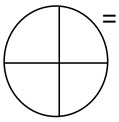
	5	Keeping peace in our sub county	Child rights, needs and their importance	**Examples of each type of fraction** Types of fraction E.g **unitary fraction** A fraction with 1 as a numerator. e.g ½, $^1/_9$, $^1/_8$, $^1/_{10}$, $^1/_{20}$ **mixed number.** a fraction with a whole number And a fraction e.g 2 ½ , 3 $^4/_6$, 2 $^2/_7$ **improper fraction** ' a fraction with a numerator bigger than a denominator e.g $^9/_4$, $^6/_3$, $^7/_5$, $^3/_2$ **proper fraction** a fraction with a denominator bigger than numerator	The learner; a)defines a fraction b) identify parts of a fraction c)describe each type of a fraction d) read and pronounce words properly e) identify examples of each types of fraction	Explanation Discussion reading Recognizing Identifying Answering Writing	-reading Recognizing Identifying Answering Writing	Effectiveness Creativity Sharing Love Appreciation	Chalk board illustration	Mk MTC book 3 page 94	
	5	Keeping peace in our sub county	Child rights, needs and their importance	**Naming fraction** e.g ½ a half or one half 1/3 a third or one third ¼ a quarter or one quarter 2/4 two quarters 3/5 three fifth 6/9 six ninth 2/3 two thirds	The leaner; -names and identifies fractions -write fractions and their names	Explanation Guided discovery	Creativity Self esteem Assertiveness	Reading Writing Answering Identifying -drawing	Cit outs for fraction Chalk board illustration	MTC MK book 3 page 95	

				1/6 a sixth one sixth			Love Appreci ation	-shading			
	6			Shading the given fractions on the diagram e.g ¼ = ¼  $^{2}/_{5}$  $^{3}/_{6}$  $^{4}/_{5}$=	The learner; -shade fractions on the diagrams -draw the diagrams properly	Guided discov ery	Creativit y Self esteem Assertiv eness Love Appreci ation	Reading Writing Answering Identifying -drawing -shading	Cit outs for fraction Chalk board illustrat ion	MTC MK book 3 page 95	
	7			More about shading the given fractions e.g shade ½ on the diagram.  $^{1}/_{2}$ x ~~6~~^{3} = 3 parts 1 x 3 = 3 parts	The learner -shades the given fraction properly -multiply a fraction to get the number of	- guided discov ery	Creativit y Self esteem Assertiv eness Love	Reading Writing Answering Identifying -drawing	Cut outs for fraction Chalk board illustrat ion	Unders tanding MTC book 3	

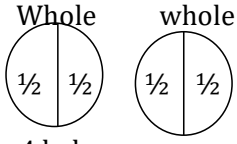
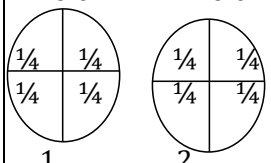
					parts to shade.		Appreci ation	-shading			
9	1	Keepi ng peace in our sub count y	Living in peace with others	 Identifying shaded and unshaded parts. e.g(i)Shaded fraction 2/5  (ii)Unshaded fraction 3/5	the learner -recognize the shaded and un shaded fraction	- explan ation - discus sion - demon stratio n	-sharing -love Appreci ation - friendsh ip - effective ness	Shading -reading Writing Recognizin g - identifying	Cut outs of fraction i.e papers	Mk MtC Book 3 page 97 and 98	
9	2 a n d 3	Keepi ng peace in our sub count y	Living in peace with others	**<u>Comparing fractions using bigger and smaller than</u>** e.g which fraction is bigger / smaller. a)$^1/_2$ and $^1/_3$ ½  $^1/_3$ is bigger than $^1/_3$ $^1/_3$ is smaller than ½ b) $^2/_6$ and $^1/_6$ 	The learner -comparing fractions using the given words. (bigger and smaller0 b) Draws the diagrams to complete fractions	Demon stratio n	Friendsh ip Effective ness	Recognizin g Identifying	Chalk board illustrat ion	MK book 3 page 99	

				 $^{2}/_{6}$ is bigger than $^{1}/_{6}$ c) ¼ and $^{1}/_{3}$							
	4 and 5	Keeping peace in our sub county	Living in peace with others	Writing the shaded and un shaded fraction -name the shaded fraction on the diagram. e.g  All parts = 5 Shaded parts = 2 Fraction is $^{2}/_{5}$ 2.  Shaded parts = 3 All parts = 6 fraction =$^{3}/_{6}$	The learner -shades the given fraction -recognizes the shaded fraction - Name the un-shaded fraction from the diagram	Assertiveness - friendship Love Appreciation	Shading Answering Reading Drawing	Chalk board illustration	Chalk board illustration Think pair and share	Mk MTC book 3 page	
	6 and 7	Keeping peace in our sub county	Living in peace with others	Naming the unshaded fraction e.g  ½ and $^{1}/_{3}$ -Comparing fractions using 3/5 > or <  ½ > $^{1}/_{3}$ <u>or ½ is greater than $^{1}/_{3}$</u>	The learner -compares fractions using diagrams -use symbols > or < to compare fractions	Guided discovery Discussion Demonstration	Sharing Friendship Effectiveness Assertiveness	Drawing Writing Comparing Answering	Cut outs of fraction e.g papers	MTC book 3 page 100	

				2. ¼ and $^1/_5$  ¼ > $^1/_5$ or ¼ is greater than $^1/_5$ <u>Ordering fractions .</u> a)ascending order b)descending order e.g $^1/_8$,$^1/_4$,$^1/_7$,$^1/_2$, $^1/_5$ ascending $^1/_2$, ¼, $^1/_5$,$^1/_7$, $^1/_8$ decending order $^1/_8$$^1/_7$, $^1/_5$, ¼,$^1/_2$						
10	1 and 2	Keeping peace in our sub county	Child's responsibility	Addition of fractions i) With diagrams E.g $^4/_6 + ^1/_6 = ^5/_6$  1 2 3 4 5/6 $^3/_6 + ^2/_6 = ^5/_6$  1 2 3 5/6	The learner -adds fractions using diagrams -adds fractions with no diagrams	Guided discovery Discussion Demonstration	Sharing Friendship Effectiveness Assertiveness	Drawing Writing Comparing Answering	Cut outs of fraction e.g papers	MTC book 3 page 100	
	3	Keeping peace	Child's responsibility	-Word problems involving addition of fractions. e.g Ali had $^2/_6$ of bread.	The learner -adds fractions in	Guided discovery	Sharing	Writing Drawing	Paper CUT OUTS	Mk MTC book's	

		in our sub county		- He was given another $^3/_6$ of bread. What fraction did he get altogether? Had $^2/_6 + ^3/_6 = \frac{2+3}{6} = \frac{5}{6}$	word problems. -recognizes fractions from words	Explanation	Effectiveness Love Cooperation Unity Self reliance	Answering Shading Reading		page 104 Curr guide book 3	
AUGUST PHASE	4	Keeping peace in our sub county	Child's responsibility	Subtracting of fractions using diagrams. e.g $^4/_6 - ^2/_6 = ^2/_6$  $=^2/_6$ $^4/_6$ 2. $^2/_4 - ^1/_4 = ¼$  $= ^1/_4$	The learner -subtracts fractions involving diagrams -draws and shades fractions.	Guided discovery Explanation	Sharing Effectiveness Love Cooperation Unity Self reliance	Writing Drawing Answering Shading Reading	Paper CUT OUTS	Mk MTC book's page 104 Curr guide book 3	
	5	Keeping peace in our sub	Child's responsibility	Sbtraction of fractions with no diagrams. $\frac{9}{10} - \frac{2}{10} = \frac{9-2}{10}$ $= \frac{7}{}$	The learner -subtracts fractions without diagrams.	Guided discovery	Love Appreciation	Answering Writing	Chalk board illustration	Mk MTC book 3 page 107	

		county		10 2. 6 – 2 = 6-2 12 12 12 = 4 12 3. 13 – 12 = 31 -12 40 40 40 = 1 40		-explanation Question and answer	Sharing Effectiveness	Discussing Reading			
	6	Keeping peace in our sub county	Child's responsibility	Word problems A boy had 5/6 of a cake. He ate 2/6 of it. Wha fraction of a cake remained? 5 - 2 = 5 -2 6 6 6 = 3 6	The learner -subtracts fractions in word problems -reads and interprets words properly	Guided discovery Explanation Question and answer	Love Appreciation Sharing Effectiveness	Answering Writing Discussing Reading	Chalk board illustration	Mk MTC book 3 page 107	
	7	Keeping peace in our sub county	Child's responsibility	Subtraction of fractions from a whole a) using diagrams e.g Subtract $^{2}/_{5}$ from a whole 1 – 3 5 5 – 3 = 5-3 5 5 5	The learner -reads words involving subtraction of fractions from a whole	Guided discovery Explanation	Love Appreciation Sharing Effectiveness	Answering Writing Discussing Reading	Chalk board illustration	Mk MTC book 3 page 107	

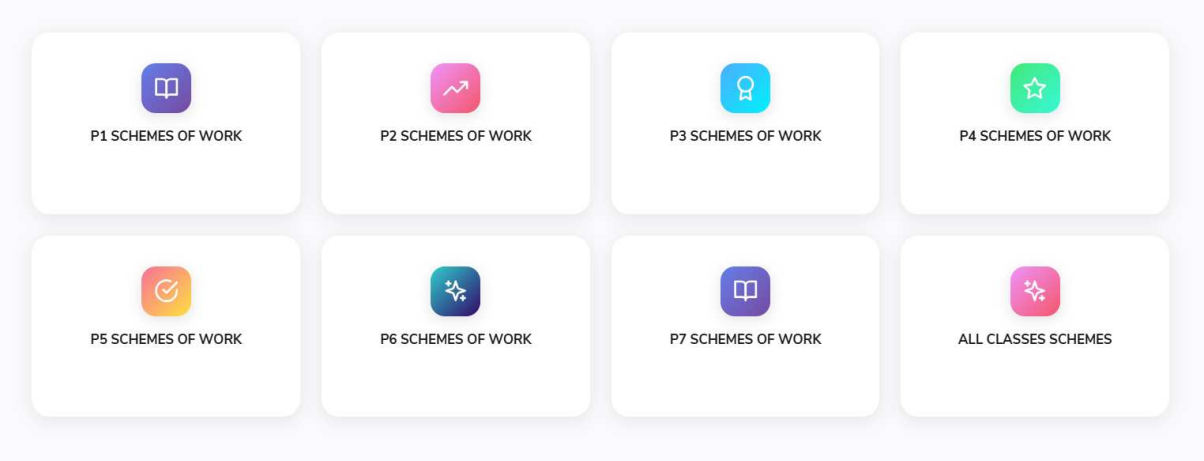
				= $\frac{2}{5}$ ie $^2/_5$ of a cake remained		Question and answer					
11	1	Keeping peace in our sub county	Child's responsibility	Counting halves and quarters from wholes e.g How many halves make 2 wholes. With diagrams Whole whole  = 4 halves b) 3 whole …? With no diagram 1 whole has 2 haves 2 wholes have 2 x 2 = 4 halves	The learner -counts numbers of halves in a whole using diagrams -describes halves in a whole without diagrams	Guided discovery Explanation Question and answer	Love Appreciation Sharing Effectiveness	Answering Writing Discussing Reading	Chalk board illustration	Mk MTC book 3 page 107	
	2	Keeping peace in our sub county	Child's responsibility	Counting quarters using diagrams a. How many quarters make 2 wholes? whole whole  1 2 = 8 quarters	The learner will Count quarters whole using diagrams	Guided discovery Explanation Question and answer	Love Appreciation Sharing Effectiveness	Answering Writing Discussing Reading	Chalk board illustration	Mk MTC book 3 page 107	

				b. How many quarters make 4 wholes?							
	3	Keeping peace in our sub county	Child's responsibility	With no diagrams a. How many quarters make 2 whole? 1 whole has 4 quarters 2 wholes have 2 x 4 = 8 quarters ii) 4 wholes 1 whole has 4 quarters 4 wholes have 4 x 4 = 16 quarters	The learner -identifies the number of quarters in a whole -uses diagrams to discover the quarters in a whole -finds the number of quarters by multiplication	Guided discovery Explanation Discussion	Sharing Logical thinking Friendship Empathy Self esteem Creative thinking	Observation Reading Discussion Answering	Cutouts Chalk board illustration	MTC book 3 page 109	
	4	Keeping peace in our sub county	Child's responsibility	Fill in missing numbers in fractions. e.g (i) $\frac{3}{9} + \frac{2}{9} = \frac{5}{9}$ $\square + 2 = 5$ $\square = 5 - 2$ $\square = 3$ $\frac{3}{9} + \frac{2}{9} = \frac{5}{9}$	The learner -finds the missing numbers in fractions by subtraction	Guided discovery Explanation Discussion	Sharing Logical thinking Friendship Empathy Self esteem	Observation Reading Discussion Answering	Cutouts Chalk board illustration `	MTC book 3 page 109	

							Creative thinking				
	5	Keeping peace in our sub county	Child's responsibility	(i)Subtraction of fractions $\frac{10}{12} - \frac{7}{12} = \frac{3}{12}$ $10 - \square = 3$ $\square = 10 - 3$ $= 7$ $\frac{10}{12} - \frac{7}{12} = \frac{3}{12}$ $\square - \frac{3}{10} = \frac{4}{10}$ $\square - 3 = 4$ $\square = 4 + 3$ $\square = 7$	The learner -multiplies fractions -recognises the fractions during multiplication	Guided discovery Explanation Discussion	Sharing Logical thinking Friendship Empathy self esteem Creative thinking	Observation Reading Discussion Answering	Cutouts Chalk board illustration `	MTC book 3 page 109	
	6	Keeping peace in our sub county	Child's responsibility	Multiplication of fractions e.g (i) $2/4 \times 1/3 = \frac{2 \times 1}{4 \times 3}$ $= \frac{2}{12}$ (ii) $^3/_9 \times {}_{2/4} = \frac{3 \times 2}{9 \times 4}$ $= \frac{6}{}$	The learner -multiplies fractions -recognisess the fractions during multiplication	Guided discovery Explanation Discussion	Sharing Logical thinking Friendship Empathy	Observation Reading Discussion Answering	Cutouts Chalk board illustration `	Understanding MTC book 3 page 48, 49 Curr guide book 3	

				36			Self esteem Creative thinking				
	7	Keeping peace in our sub county	Child's responsibility	Examples 1. What is ½ of 8 ½ x 8 $\frac{1}{\cancel{2}} \times \frac{\cancel{8}^{4}}{}$ = 1x4 = 4 2. Find the product of ¾ and 12 3. Work out $^{3}/_{6}$ of 12	The learner -multiples fractions -divided fractions -recognises the factors and mult,iples -reads the questions properly -answers the topiical questions effectively.	Guided discovery Discussion Question and answer Think pair and share	Effectiveness Logical thinking Sharing Perfectiveness Equality	Reading Writing questions Answering questions	Chalk board illustration	MTC understanding book 3 page 49 and 50	

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