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**WEEK 1: LESSON 1**

**Strand:** Numbers

**Sub Strand:** Number Concept

**Specific Learning Outcomes:**

**-By the end of the lesson, learners should be able to:**

1.Use ordinal number names to identify positions from first to fifth.

**Key Inquiry Question(s):**

How can we use ordinal numbers to describe our order or position in a line or queue?

**Learning Resources:**

- Flashcards with ordinal numbers (1st to 5th)

- Felt pens

- Fields for outdoor activity

- Pairs of scissors

- Tusome Pupils’ Book 3, pages 3-4

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson on counting and whole numbers.

- Ask students to recall what they learned about positions in a line.

- Display flashcards with the ordinal numbers 1st to 5th and read them out loud together.

- Discuss the concept of "first," "second," "third," "fourth," and "fifth" while connecting it to real-life situations such as lines at the school cafeteria or during games.

**Lesson Development (20 minutes):**

**Step 1:** Form a Queue

- Have the students line up in a straight line and explain that they will be using ordinal numbers to indicate their position.

- Once in line, have each student state their position out loud, e.g., “I am first!”

**Step 2:** Ordinal Number Flashcards

- Distribute ordinal number flashcards to each student.

- Have students take turns walking to the front of the class and showing their card while stating the corresponding ordinal number.

- Encourage a brief discussion about which positions come before and after each number.

**Step 3:** Team Relay Activity

- Divide students into two teams.

- Each team will send one representative to run to a designated spot and back to convey their 'position' in the relay.

- Each runner will announce their ordinal number as they return, saying “I was first!” or “I was second!”

**Step 4:** Creative Writing with Ordinal Numbers

- Ask students to write a short sentence or draw a picture of something that includes ordinal numbers, such as "I was the third to finish the race."

- Encourage them to share their sentences or drawings with the class.

**Conclusion (5 minutes):**

- Recap the key points: What are ordinal numbers and how do they tell us about positions?

- Conduct a brief interactive game where students raise their hands to show their ordinal number while you call out random positions (1st, 3rd, etc.).

- Preview: Mention that in the next lesson, they will learn how to use ordinal numbers in fun activities, like describing order in stories.

**Extended Activities:**

- Ordinal Numbers Bingo: Create a bingo card filled with ordinal numbers; students can mark the numbers as you call on them in random order.

- Ordinal Story Time: Ask students to bring a favorite book and look for places where ordinal numbers are used. They can share these examples in the next class.

- Positioning Game: Have a scavenger hunt where children must find objects and state their positions using ordinal numbers (e.g., “the toy is the first item I found!”).

**Teacher Self-Evaluation:**

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**WEEK 1: LESSON 2**

**Strand:** Numbers

**Sub Strand:** Number Concept

**Specific Learning Outcomes:**

**-By the end of the lesson, learners should be able to:**

1.Use ordinal number symbols to identify positions from 1st to 5th.

**Key Inquiry Question(s):**

- How can we arrange objects in order and identify their positions using ordinal numbers?

**Learning Resources:**

- Flash cards

- Felt pens

- Water bottles

- Tusome pupils’ book 3, pages 5-6

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a brief review of the previous lesson about counting and simple numbers.

- Engage the learners by asking them to talk about where they see numbers in their daily lives.

- Introduce ordinal numbers (1st, 2nd, 3rd, 4th, 5th) and discuss their meaning.

- Show learners the flashcards with ordinal numbers and briefly explain each position.

**Lesson Development (20 minutes):**

**Step 1:** Introduce Ordinal Numbers

- Explain what ordinal numbers are, using the flashcards for visual support.

- Show an example using a race (1st place, 2nd place, etc.) to make it relatable.

**Step 2:** Arrange the Water Bottles

- Distribute 5 colored water bottles to each group of students.

- Instruct them to line up the bottles in any order.

- Ask learners to name the order and write it down using ordinal numbers (1st, 2nd, 3rd, etc.).

**Step 3:** Match Number Cards to Positions

- Provide learners with number cards (1-5).

- Ask them to match the number cards to the appropriate position of the water bottles.

- Encourage discussion about why they placed each number card with each bottle (e.g., "The blue bottle is in 1st position because it is at the front").

**Step 4:** Sharing and Reflecting

- Have each group share their arrangement with the class.

- Encourage them to explain their reasoning using ordinal numbers.

- Highlight any interesting observations and corrections in understanding.

**Conclusion (5 minutes):**

- Summarize the key points learned: What are ordinal numbers and how do we use them?

- Conduct a brief interactive activity, such as calling out different ordinal positions and asking students to stand according to their ranks (1st, 2nd, 3rd, 4th, 5th).

- Prepare learners for the next session by previewing that they will learn about comparing and ordering numbers.

**Extended Activities:**

- Ordinal Number Hunt: Place items around the classroom and assign each item an ordinal number. Have students find and sort items based on their positions.

- Create a Race: Have students pretend they are in a race by designing a short race track in the playground and assigning ordinal placements to participants as they race.

- Book Reading: Read a story that involves characters finishing a race or a line, discussing the meanings of 'first', 'second', and so on, highlighting the use of ordinal numbers.

**Teacher Self-Evaluation:**

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**WEEK 1: LESSON 3**

**Strand:** Numbers

**Sub Strand:** Number Concept

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1.Use ordinal number names to identify positions from 6-10.

**Key Inquiry Questions:**

- How can we identify positions using ordinal numbers?

- How do we determine who finishes first, second, third, and so on?

**Learning Resources:**

- Flashcards with ordinal numbers

- Felt pens

- Open field

- Tusome pupils’ book 3, pages 7-8

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson on ordinal numbers (1st to 5th). Ask students to recall ordinal numbers they learned.

- Discuss the importance of being able to identify positions, especially during activities like races or games.

**Lesson Development (20 minutes):**

**Step 1:** Introduction to Ordinal Numbers

- Introduce ordinal numbers from 6th to 10th (6th, 7th, 8th, 9th, 10th).

- Use flashcards to display ordinal numbers and engage students by asking for examples in a real-life context (e.g., "6th place in a race").

**Step 2:** Group Activity - Race Setup

- Organize students into groups of 11 and take them outside to the field.

- Conduct a short race. While one student races, another will call out or point to participants as they finish.

- The students who finish will be assigned their ordinal positions (1st, 2nd, etc.) by the designated caller.

**Step 3:** Record the Results

- After the race, gather the students and ask them to record the positions of their classmates on the board or use felt pens to write on chart paper.

- Discuss the results as a group, reinforcing the ordinal numbers from 6th to 10th.

**Step 4:** Class Discussion and Conclusion

- Engage students in a discussion about how they felt about the race. Ask questions like: "Who came in 7th?" or "What position did you finish?"

- Encourage students to think of other situations where they might use ordinal numbers.

**Conclusion (5 minutes):**

- Summarize key points, highlighting how ordinal numbers help us understand positions in a sequence.

- Conduct a quick interactive game where students respond with their ordinal positions to prompts (e.g., "Who is 6th in line?").

- Preview what they will learn in the next session, which will focus on identifying and comparing larger sets of ordinal numbers.

**Extended Activities:**

- Ordinal Number Bingo: Create a bingo game using ordinal numbers where students can mark positions as they call them out.

- Ordinal Heights Activity: Have students measure each other's heights and arrange themselves from tallest to shortest, then label their positions using ordinal numbers.

- Story Time: Read a story where characters reach different positions in a race and have students identify and discuss the ordinal positions during or after the reading.

**Teacher Self-Evaluation:**

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**WEEK 1: LESSON 4**

**Strand:** Numbers

**Sub Strand:** Number concept

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1.Use ordinal number symbols to identify positions from 6th to 10th.

**Key Inquiry Question(s):**

- How can we arrange 11 books and use ordinal number symbols to show their order?

**Learning Resources:**

- Flashcards

- Felt pens

- Books (any selection available)

- Pairs of scissors

- Tusome pupils’ book 3, pages 9-11

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review Previous Lesson: Begin by asking students what they remember about ordinal numbers. Write a couple of examples on the board.

- Discuss Relevant Content: Display learning resources. Engage the class by asking questions like "What do we use ordinal numbers for?" and "Can anyone give an example of an ordinal number?"

**Lesson Development (20 minutes):**

**Step 1:** Arrange the Books

- Divide students into small groups.

- Provide each group with 11 books.

- Ask them to arrange the books in any order they choose.

**Step 2:** Identify Positions

- Once the books are arranged, guide each group to identify the positions of the books they’ve arranged (6th, 7th, 8th, 9th, and 10th).

- Ask each group to discuss how they can identify which book is in which position.

**Step 3:** Create Flash Cards

- Ask students to take flashcards and write down the ordinal number symbols for the 6th, 7th, 8th, 9th, and 10th positions based on the books they arranged.

- Encourage students to be creative with colors and decorations on their flashcards.

**Step 4:** Share and Explain

- Have each group share their arranged books with the class.

- Ask students to present their flashcards and explain what position each number corresponds to.

**Conclusion (5 minutes):**

- Summarize Key Points: Recap what ordinal numbers are and where we used them today.

- Interactive Activity: Play a quick game where you call out an ordinal number, and students must stand up if they are that ordinal position in the class lineup (e.g., "Who is 6th in line?").

- Preview Next Session: Mention that in the next class, they will learn about comparing numbers and how ordinal numbers relate to this.

**Extended Activities:**

- Ordinal Number Hunt: At home or in the classroom, students could go on an ordinal number hunt. They could find objects or items (e.g., furniture, toys) and label them with ordinal numbers from 1st to 10th.

- Story Time: Ask students to write a short story that includes at least five instances of ordinal numbers (e.g., "First, the dog barked. Next, the cat climbed the tree...").

**Teacher Self-Evaluation:**

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**WEEK 1: LESSON 5**

**Strand:** Numbers

**Sub Strand:** Whole Numbers

**Specific Learning Outcomes:**

**- the end of the lesson, learners should be able to:**

1.Count in ones forward and backward from 1 to 1000.

**Key Inquiry Question(s):**

- How can we arrange number cards in order?

- Can we count the cards in ones both forward and backward?

**Learning Resources:**

- Number cards

- Number line

- Number charts

- Counters

- Tusome Pupils’ Book 3, Page 12

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a review of the previous lesson on counting.

- Ask students to share how they count in ones and encourage them to demonstrate by counting from 1 to 20 together.

- Introduce the learning resources, especially focusing on the number cards, number line, and charts.

**Lesson Development (20 minutes):**

**Step 1:** Introduce Counting in Ones Forward

- Show the number line and explain how we can count in ones starting from 1. Demonstrate counting forwards to 20 using number cards and encourage students to join in.

- Distribute number cards to each student and ask them to arrange them in ascending order on their desks.

**Step 2:** Counting Backward in Ones

- Use the same number line to demonstrate counting backward from a selected number (e.g., 20 to 1).

- Invite students to practice counting backward together aloud, then challenge them to count back individually using their number cards.

**Step 3:** Group Activity

- Divide students into pairs and have them use their number cards to create a mini counting game. One student will lay out a sequence in ascending order, while the other counts forward and then backward from the highest number they laid out.

**Step 4:** Teacher-Led Review

- Gather the students around the number line. Ask questions like "What comes after 25?" or "What is one less than 15?" to encourage participation.

- Reinforce the connection between forward and backward counting.

**Conclusion (5 minutes):**

- Summarize the key points: counting in sequences both forwards and backward strengthens our understanding of numbers.

- Conduct a brief interactive activity such as a counting chant, where students count forward and backward in unison, using their number cards as a visual reference.

- Prepare learners for the next session by leading a discussion on larger numbers and how they relate to the counting activity.

**Extended Activities:**

- Counting Challenge: Have students create their own number lines at home, extending their counting practice to 1000. They can decorate it and bring it to class.

- Counting Songs: Encourage students to find or create songs that involve counting, either forwards or backwards. These can be performed in class.

- Number Hunt: Organize a “number hunt” in the classroom where students find and sequence hidden number cards.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 1**

**Strand:** Numbers

**Sub Strand:** Whole Numbers

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1.Count in twos forward and backward from 1-1000.

**Key Inquiry Question(s):**

- How do we count objects in twos forward and backward from 1-1000?

**Learning Resources:**

- Number cards

- Number line

- Number charts

- Counters

- Tusome pupils’ book 3, p. 13

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson, asking students to explain what they learned about counting.

- Guide learners to read and discuss the relevant content from the Tusome pupils’ book, focusing on the importance of counting by twos. Emphasize real-life examples (like pairs of shoes, animals, etc.) to make the concept relatable.

**Lesson Development (20 minutes):**

**Step 1:** Understanding Counting in Twos

- Begin with a demonstration of counting in twos using counters.

- Show how to group counters in pairs and explain that counting in twos means adding 2 each time (2, 4, 6, etc.).

- Ask students to help count aloud as you point to each pair.

**Step 2:** Counting Forward

- Use the number line to demonstrate counting forward in twos.

- Start at 0 and then jump to each even number, emphasizing the pattern.

- Encourage students to join in as you count together from 0 to 20 (2, 4, 6, 8, 10, ...).

**Step 3:** Counting Backward

- Transition to counting backward in twos using the number chart.

- Start at 20 and demonstrate counting backward (20, 18, 16, ...).

- Ask students to practice counting backward from different starting points and raise hands when they know the next number.

**Step 4:** Interactive Practice

- Hand out number cards and ask students to place them in order as they count in twos, both forward and backward.

- Pair students up and have them quiz each other, asking to identify the next number in counting sequences.

**Conclusion (5 minutes):**

- Summarize key points: counting in twos can be done both forward and backward and is important for understanding patterns.

- Conduct a brief interactive activity, such as a “two-by-two” relay where students quickly call out numbers in twos.

- Preview the next session: “Get ready to learn how counting in twos can help us add and subtract!”

**Extended Activities:**

- Counting Objects: Have students find 20 items at home (like pencils, coins, etc.) and count them in groups of two, creating a visual display.

- Twos Relay Race: Set up a counting race where students must hop or skip while calling out numbers they encounter when counting in twos.

- Pattern Recognition: Have students use colored paper to create patterns by coloring two squares at a time, exploring the concept of patterns while counting.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 2**

**Strand:** Numbers

**Sub Strand:** Whole Numbers

**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1.Identify place value up to tens.

**Key Inquiry Question(s):**

- How can we arrange bundles of sticks to explore place values of ones and tens?

**Learning Resources:**

- Bundles of sticks

- Abacus

- Counters

- Tusome pupils’ book 3, pages 14-15

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a quick review of the previous lesson about numbers. Ask students to give examples of one-digit and two-digit numbers.

- Guide learners to read and discuss pages 14-15 of the Tusome pupils' book, focusing on the concepts of place value.

**Lesson Development (20 minutes):**

**Step 1:** Introduction to Place Value

- Explain the concept of place value. Introduce the terms "ones" and "tens." Use visual aids, like drawing on the board, to show how 1 and 10 relate to each other.

**Step 2:** Using Bundles of Sticks

- Distribute bundles of sticks to each group. Instruct students to create one bundle of ten sticks and another group of six sticks.

- Ask learners to count the total number of sticks and then, as a class, discuss how many are in the tens place and how many are in the ones place.

**Step 3:** Identifying Place Value with Counters

- Use counters to reinforce understanding. Have students create different two-digit numbers using the counters (e.g., 23, 45).

- Encourage learners to explain how they know which digit is in the tens place and which is in the ones place.

**Step 4:** Practice with an Abacus

- Show students how to use an abacus to visualize place values. Demonstrate moving beads to represent different numbers in ones and tens.

- Give students time to practice assigning numbers on their own abacuses, reinforcing their understanding of tens and ones.

**Conclusion (5 minutes):**

- Summarize key points about place value and how we use ones and tens in numbers.

- Conduct a brief interactive activity, such as a place value game where learners identify numbers based on counters or stick bundles.

- Prepare learners for the next session by asking them to think about numbers they see in their environment that have tens and ones, possibly discussing how they use these numbers in everyday situations.

**Extended Activities:**

- Have students create their own flashcards with different two-digit numbers and practice identifying the place value at home.

- Set up a “place value scavenger hunt” where students find items grouped in tens and ones, such as packets of crayons, stickers, etc.

- Ask learners to create a simple story involving numbers that include a variety of ones and tens, reinforcing the concept through storytelling.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 3**

**Strand:** Numbers

**Sub Strand:** Whole numbers

**Specific Learning Outcomes:**

**-By the end of the lesson, learners should be able to:**

1.Read numbers 1-100 in symbols.

**Key Inquiry Question(s):**

- How can we read and say numbers from 1 to 100 in pairs using flashcards?

**Learning Resources:**

- Hundred number chart

- Flashcards

- Tusome pupils’ book 3, pg. 16

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing the previous lesson on number recognition. Ask learners questions like, "What number comes after 25?" to engage them.

- Distribute flashcards with numbers 1-100 and guide learners to read and discuss the numbers in pairs, reinforcing their understanding of the symbols.

**Lesson Development (20 minutes):**

**Step 1:** Introduce the Number Chart

- Display the hundred number chart on the board. Explain that it shows all the numbers from 1 to 100.

- Have students point to numbers as you say them aloud together as a class, focusing on correct pronunciation.

**Step 2:** Flashcard Reading Activity

- Divide students into pairs and give each pair a set of flashcards with different numbers from 1-100.

- Instruct each pair to take turns reading the numbers aloud to each other, while you circulate to provide support and encourage proper reading.

**Step 3:** Group Sharing

- Bring the class back together and ask a few pairs to share some of the numbers they practiced.

- Write any mispronounced numbers on the board and model how to pronounce them correctly.

**Step 4:** Number Matching Game

- Organize a simple matching game where students will match flashcards of numbers with their corresponding numbers on the hundred number chart.

- Let them work in pairs, and reinforce teamwork and collaboration.

**Conclusion (5 minutes):**

- Summarize the key points of the lesson: what was learned about reading and recognizing numbers.

- Conduct a brief interactive activity where each student can pick a number flashcard and read it aloud to the class.

- Preview the next session by asking, "What comes after 50?" and encourage learners to think about counting beyond 100.

**Extended Activities:**

- Number Scavenger Hunt: Create a scavenger hunt where learners find objects around the classroom or home that represent specific numbers (e.g., find three pencils, five books, etc.) and report back their findings.

- Create Your Own Number Book: Have students create a small booklet where they can write or draw illustrations of numbers from 1-100. They can use stickers or draw objects that match each number to reinforce the concept visually.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 4**

**Strand:** Numbers

**Sub Strand:** Whole numbers

**Specific Learning Outcomes:**

**-By the end of the lesson, the learner should be able to:**

1.Write numbers 1-50 in words.

**Key Inquiry Questions:**

- How can we match number symbols with their corresponding words?

**Learning Resources:**

- Number chart with number symbols and number names

- Flash cards with number symbols

- Flash cards with number names

- Tusome Pupils’ Book 3, pg. 18

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson on identifying and counting numbers.

- Show the number chart and read numbers aloud as a class.

- Discuss the concept of converting numbers from symbols to words.

**Lesson Development (20 minutes):**

**Step 1:** Introduction to Number Symbols and Words

- Present flash cards with number symbols from 1-50.

- Ask students to identify and say the first 10 numbers aloud as a class.

- Explain how we can express these numbers in words.

**Step 2:** Demonstrating Conversion

- Take a number symbol (e.g., 12) and model how to convert it to words by writing it on the board (twelve).

- Invite students to share what they think the words for other numbers would be.

**Step 3:** Matching Activity

- Distribute flash cards with number symbols and number names to groups of students.

- Have students work together to match number symbols with their corresponding names, ensuring they refer back to the number chart.

- Walk around to provide support and ensure all groups are engaged.

**Step 4:** Individual Practice

- Ask students to write down the words for numbers 1-50 on their own, using their flash cards as references.

- Encourage them to use the number chart for checking their spelling.

**Conclusion (5 minutes):**

- Summarize the key points of the lesson: matching number symbols to words and writing those words.

- Conduct a brief interactive game where students can call out a number symbol and the class responds with the corresponding word.

- Preview the next lesson on counting higher numbers and introductions to simple addition.

**Extended Activities:**

- Number Word Bingo: Create bingo cards with number words for students to play in pairs or small groups.

- Storytime Numbers: Ask students to write a short story that includes at least 5 numbers (1-50) written out in words.

- Flash Card Creation: Encourage students to create their own flash cards at home for numbers 51-100, so they can continue practicing.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 5**

**Strand:** Numbers

**Sub Strand:** Whole Numbers

**Specific Learning Outcome:**

**-By the end of the lesson, the learner should be able to:**

1.Read numbers 1-50 in words.

**Key Inquiry Question(s):**

- How can we arrange a number chart of 1-50 with symbols and match them with flash number names/words of the same?

**Learning Resources:**

- Number chart with number symbols (1-50) and number names (1-50)

- Flash cards with number names (words)

- Flash cards with number symbols (numbers)

- Tusome pupils’ book 3, pg. 17

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing the previous lesson on number recognition.

- Ask the students: "What numbers did we learn about last time?"

- Direct the learners to the number chart and briefly discuss the importance of recognizing numbers and their corresponding names.

**Lesson Development (20 minutes):**

**Step 1:** Introduction to Number Symbols and Names

- Show the number chart (1-50) and point out a few numbers.

- Ask students to read some of the numbers aloud, encouraging participation.

- Introduce the concept of writing number symbols as words using examples (e.g., 1 = one, 2 = two).

**Step 2:** Flash Card Matching Activity

- Distribute flash cards with number symbols to half the class and number names to the other half.

- Instruct students to move around the classroom and find their match by pairing number symbols with the correct word.

**Step 3:** Group Arrangement Activity

- Organize students into small groups.

- Give each group a complete set of number flash cards (1-50).

- Challenge them to arrange the cards in order from 1 to 50, using both symbols and words.

**Step 4:** Practice Reading and Writing

- Return to the number chart and write select numbers on the board.

- Ask students to read the numbers aloud, focusing on pronunciation.

- Have them practice writing a few numbers in words on their own using mini whiteboards or paper.

**Conclusion (5 minutes):**

- Summarize the key points: Recognizing numbers from 1-50 and understanding their word forms.

- Conduct a quick interactive quiz: "What is the word for 7?" to reinforce learning.

- Prepare students for the next session by introducing the concept of counting beyond 50, asking them, “What do you think comes after 50?”

**Extended Activities:**

- Number Hunt: Ask learners to find numbers in their environment (e.g., numbers in books, on street signs) and write them down along with their word forms.

- Story Writing: Encourage students to write a short story that includes at least five numbers from 1-50, using both symbols and words.

- Board Games: Create a simple board game where players must move forward by correctly matching number symbols to their names.

**Teacher Self-Evaluation:**

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**WEEK 3: LESSON 1**

**Strand:** Numbers

**Sub Strand:** Whole Numbers

**Specific Learning Outcomes:**

**-By the end of the lesson, learners should be able to:**

1.Work out missing number patterns from 1-10.

**Key Inquiry Question:**

- How can we find missing numbers in a sequence?

**Learning Resources:**

- Number cards

- Number line

- Tusome pupils’ book 3 pg., 19

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing the previous lesson on number sequences.

- Ask learners if they remember how to arrange numbers in order and discuss briefly.

- Introduce the concept of missing numbers and explain what they will be doing today.

**Lesson Development (20 minutes):**

**Step 1:** Understanding Number Order

- Have learners use the number cards to arrange numbers from 1 to 10 in ascending order.

- Emphasize the importance of ordering numbers correctly. Ask questions: "What comes after 3?" and "What comes before 6?"

**Step 2:** Removing Number Cards

- After they have arranged the numbers, instruct learners to remove two or three cards from their ordered sequence without telling them which numbers they've removed.

- Ask them to look at the remaining cards and think about what numbers are missing.

**Step 3:** Finding Missing Numbers

- Give each group a turn to share which numbers they think are missing and how they figured it out.

- Introduce the concept of a number line and show them how it helps to visualize missing numbers.

**Step 4:** Hands-On Practice

- Distribute a worksheet where learners can complete number sequences by filling in the missing numbers.

- Allow them to work in pairs to discuss and help each other find the missing numbers.

**Conclusion (5 minutes):**

- Summarize the key points learned from the lesson about number order and finding missing numbers.

- Conduct a brief interactive activity where learners can shout out missing numbers in a sequence provided by the teacher (e.g., 1, \_, 3, \_, 5).

- Preview the next session by asking: "What do you think happens when we go beyond 10? What patterns might we see?"

**Extended Activities:**

-Number Pattern Scavenger Hunt:

Have learners create a number pattern on paper, then place it around the classroom for their peers to find, fill in the missing numbers, and create their own missing sequence for others to solve.

- Creative Number Story:

Encourage learners to write a short story that includes a number pattern, helping them to see numbers in context and deepen their understanding of sequences.

**Teacher Self-Evaluation:**

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**WEEK 3: LESSON 2**

**Strand:** Numbers

**Sub-Strand:** Whole numbers

**Specific Learning Outcomes:**

**-By the end of the lesson, learners should be able to:**

1.Work out missing numbers in number patterns from 1 to 100.

**Key Inquiry Question:**

How can we identify missing numbers in a pattern?

**Learning Resources:**

- Number charts

- Number cards

- Number line

- Tusome pupils’ book 3, pages 20-21

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson by asking students to share what they learned about numbers and patterns.

- Introduce the key inquiry question and explain today’s objective: finding missing numbers in number patterns.

**Lesson Development (20 minutes):**

**Step 1:** Understanding Patterns

- Discuss what a number pattern is and provide examples (e.g., counting by 2s or 5s).

- Engage students in a conversation about how patterns might look and why they are important.

**Step 2:** Arranging Number Cards

- Distribute number cards (1-100) to students.

- Guide them to arrange the cards in increasing order from 1 to 100.

- After they have arranged the cards, remove a few cards to create a pattern.

**Step 3:** Identifying Missing Numbers

- Ask the students to look at the pattern created and identify which numbers are missing.

- Encourage them to work in pairs and discuss their findings.

**Step 4:** Sharing Solutions

- Have students share their identified missing numbers with the class.

- Discuss different ways to approach finding missing numbers in patterns.

**Conclusion (5 minutes):**

- Summarize the key points discussed: what patterns are and how to find missing numbers.

- Conduct a quick interactive game where students shout out missing numbers from a displayed pattern.

- Preview next session: “We will explore how patterns can help us with addition and subtraction.”

**Extended Activities:**

- Create your own number pattern: Have students make number patterns in their notebooks where they skip numbers or follow other rules.

- Real-life Patterns: Ask students to find and bring examples of patterns they encounter at home or in nature (e.g., tile patterns, leaf arrangements) to discuss in the next class.

**Teacher Self-Evaluation:**

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**WEEK 3: LESSON 3**

**Strand:** Numbers

**Sub Strand:** Fractions

**Specific Learning Outcome:**

**-By the end of the lesson, the learner should be able to:**

1.Identify half as part of a whole.

**Key Inquiry Question(s):**

- How can we understand and represent half as part of a whole by using circles?

**Learning Resources:**

- Manila cut outs (paper circles)

- Pair of scissors

- Tusome pupils’ book 3, pages 22-23

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson on shapes and how they can be divided into parts. Ask students to recall any shapes they learned about.

- Guide learners to read and discuss relevant content from their Tusome book, emphasizing what fractions are, and especially the concept of “half.”

**Lesson Development (20 minutes):**

**Step 1:** Introduction to Halves

- Explain what a half is and show a whole circle.

- Illustrate with the manila cut out: Hold up one full circle, and ask the class, “What happens if we divide it into two equal parts?”

- Engage students with questions: “What do we call each part?”

**Step 2:** Hands-On Activity - Folding

- Distribute the manila cut outs to each student.

- Instruct students to fold their circles in half carefully.

- Ask them to emphasize the crease, which shows where the circle will be cut.

**Step 3:** Cutting and Observing

- Guide students to cut along the crease they made.

- After cutting, ask them to lay the two pieces side by side.

- Discuss: “How many parts do we have now? What do we see?” Reinforce that each part is half of the circle.

**Step 4:** Drawing Representation

- Have the students draw two circles in their notebooks.

- Instruct them to show the whole circle and then draw the two halves next to it.

- Prompt students to label each part and identify that each half represents part of a whole circle.

**Conclusion (5 minutes):**

- Summarize key points: Review what a half is and how we can create halves from whole circles.

- Conduct a brief interactive activity: Ask learners to show with their hands how many halves make a whole, turning it into a participation game.

- Prepare learners for the next session: Briefly explain that they will learn about other fractions, such as quarters.

**Extended Activities:**

- Fraction Art: Encourage students to create their own fraction art by cutting various shapes (triangles, squares) into halves and quarters.

- Fraction Story: Ask students to write a short story or create a comic strip where characters have to split objects in half.

- Home Activity: Have students look for items at home that can be halved (like pieces of fruit) and bring in pictures or examples to share in the next class.

**Teacher Self-Evaluation:**

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**WEEK 3: LESSON 4**

**Strand:** Numbers

**Sub Strand:** Fractions

**Specific Learning Outcomes:**

**-By the end of the lesson, learners should be able to:**

1.Identify a quarter as part of a whole.

**Key Inquiry Question(s):**

- Can you cut a circular or rectangular cut-out into four equal parts?

**Learning Resources:**

- Manila cutouts

- Pairs of scissors

- Tusome pupils’ book 3, pages 24-25

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a quick review of the previous lesson on whole numbers and simple fractions.

- Invite students to share what they remember about fractions.

- Show the relevant pages in the Tusome book (pages 24-25) and discuss the idea of fractions as parts of a whole, focusing on quarters.

**Lesson Development (20 minutes):**

**Step 1:** Concept Introduction

- Explain that a quarter means one part of something that is divided into four equal parts.

- Use a circular manila cutout and demonstrate how it can be divided into four equal sections.

**Step 2:** Guided Practice

- Distribute manila cutouts and scissors to each student.

- Guide learners to fold their circular cutouts in half, then in half again to make four equal sections.

- Encourage them to cut along the folds to create quarters.

**Step 3:** Identification and Labeling

- Once students have their quarters, help them to identify each part.

- Ask them to label one part as "1/4" to represent one quarter of the whole.

- Discuss with them how many of those parts make up the whole (4 quarters = 1 whole).

**Step 4:** Application Activity

- Have students use their quarters to create different shapes by joining them together or separating them further.

- Encourage them to think about how many quarters it takes to make different fractions of whole objects (e.g., 2 quarters is 2/4, which is equal to a half).

**Conclusion (5 minutes):**

- Recap the essential points discussed: What a quarter is and how we can represent it as part of a whole.

- Conduct an interactive quiz where students can raise their hands to answer questions based on what they learned about quarters.

- Preview the next session: “Next, we’ll explore how to compare fractions and see how they fit together!”

**Extended Activities:**

- Fraction Hunt: Have students go around the classroom or their homes to find objects that can be divided into quarters (e.g., a pizza, a piece of paper) and draw them to share with the class.

- Art Integration: Ask students to create a fourth of a drawing using their colored quarters. For example, they could color 1 out of 4 different sections in a picture to demonstrate their understanding of quarters visually.

**Teacher Self-Evaluation:**

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**WEEK 3: LESSON 5**

**Strand:** Numbers

**Sub Strand:** Fractions

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1.Compare a half and a quarter as part of a whole.

**Key Inquiry Question(s):**

- How can we compare a half and a quarter using cutouts?

**Learning Resources:**

- Circular cutouts

- Manila rectangular cutouts

- Pairs of scissors

- Tusome pupils’ book 3, pg. 26

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin the lesson by reviewing what was learned in the previous class about whole numbers and fractions.

- Ask students questions to engage their memory, such as, “What does a fraction tell us about a whole?”

- Guide learners to read and discuss the relevant content from the Tusome book, focusing on the concepts of halves and quarters.

**Lesson Development (20 minutes):**

**Step 1:** Understanding Halves and Quarters

- Introduce the idea of halves and quarters by showing the circular cutouts.

- Explain that a half means dividing something into 2 equal parts, while a quarter means dividing it into 4 equal parts.

- Hold up the circular cutout and demonstrate folding it in half, then in quarters, showing the differences visually.

**Step 2:** Folding the Cutouts

- Distribute circular cutouts to each student and direct them to fold their cutouts in half first.

- Once they have practiced that, guide them to fold their cutouts into quarters.

- Encourage them to discuss with a partner how many parts they created in each case.

**Step 3:** Comparing Pieces

- Have students lay out their folded cutouts alongside each other.

- Ask guiding questions: “Which shape is bigger? How many quarters fit into a half?”

- Facilitate a class discussion to share observations about the sizes of the fractions.

**Step 4:** Visual Representation

- Using the manila rectangular cutouts, ask students to draw representations of a half and a quarter.

- Students can label their drawings and write a comparison sentence. For example, “A half is bigger than a quarter.”

**Conclusion (5 minutes):**

- Summarize the key points by highlighting that half is larger than a quarter.

- Conduct a brief interactive activity where students can hold up their cutouts and show which is which, reinforcing their learning.

- Prepare learners for the next session by asking, “What happens if we divide a whole into 8 equal parts?” This will create interest for future lessons on fractions.

**Extended Activities:**

- Fraction Art: Have students create a picture using shapes that can be divided into halves and quarters.

- Food Fractions: If possible, you could carry out an activity where students can cut fruits (like apples) into halves and quarters, discussing fractions in real-life contexts.

- Online Games: Recommend age-appropriate online fraction games to practice identifying and comparing fractions.

**Teacher Self-Evaluation:**

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**WEEK 4: LESSON 1**

**Strand:** Numbers

**Sub Strand:** Fractions

**Specific Learning Outcomes:**

**-By the end of the lesson, learners should be able to:**

1.Identify a half as part of a group.

**Key Inquiry Question(s):**

- How can we arrange 6 bottle tops with 3 black and 3 red to identify 6 as a whole and 3 as half?

**Learning Resources:**

- Bottle tops of assorted colors (3 black, 3 red)

- Sticks

- Tusome pupils’ book 3, pg. 27-29

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a quick review of the previous lesson on whole numbers.

-Guide the learners to look at pages 27-29 in their Tusome book. Discuss the key concepts about halves and whole, and how they relate to groups of objects.

**Lesson Development (20 minutes):**

**Step 1:** Introduction to Parts of a Whole

- Show the learners the 6 bottle tops arranged in 2 rows of 3 (3 black and 3 red). Explain that these tops represent a whole group of 6.

- Ask the question: "If we group these bottle tops, how can we find half of them?"

**Step 2:** Identifying Half

- Have students pick out 3 bottle tops from the 6. Count the remaining bottle tops together.

- Discuss how 3 tops are half of 6 using the term "half." Highlight that 3 is less than 6 and that it represents one part of two equal groups.

**Step 3:** Hands-On Activity

- In pairs, ask students to create their own groups of 6 using the available bottle tops.

- Guide them in choosing different colors while ensuring they have 3 of one color and 3 of another. Ask them to identify which group of tops they have, reiterating the concept of half.

**Step 4:** Sharing Findings

- Have each pair share their findings with the class.

- Encourage them to express what they learned about halves and how they were able to identify them through their groups.

**Conclusion (5 minutes):**

- Summarize key points: Today, we learned that half of 6 is 3.

- Conduct a brief interactive activity where each student holds up their own groups, and the class counts together.

- Prepare learners for the next lesson by introducing the idea of combining fractions, and ask them how they think halves might help with adding different groups together.

**Extended Activities:**

- Art Integration: Have students create a "Fraction Garden" using paper cutouts of different colored flowers. They can create groups of 12 flowers and then determine how many flowers are needed to represent half.

- Fraction Hunt: Plan a scavenger hunt in the classroom where learners find objects in pairs, discussing which items make up different fractions of a whole.

- Fraction Stories: Ask students to write a short story involving fractions, emphasizing their understanding of halves.

**Teacher Self-Evaluation:**

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**WEEK 4: LESSON 2**

**Strand:** Numbers

**Sub Strand:** Addition

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1.Add a 3-digit number to a 1-digit number without regrouping, vertically and horizontally, with a sum not exceeding 1000.

**Key Inquiry Question(s):**

- How do we add a 3-digit number to a 1-digit number without regrouping vertically and horizontally?

**Learning Resources:**

- Place value tins

- Place value chart

- Abacus

- Tusome pupils’ book 3, pages 30-32

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing the previous lesson on basic addition.

- Ask students to share some examples of adding smaller numbers they learned about.

- Guide learners to read sections of the Tusome pupils’ book, focusing on how to add larger numbers. Discuss the importance of place value in adding numbers.

**Lesson Development (20 minutes):**

**Step 1:** Understanding the Place Value

- Use the place value chart to explain the hundreds, tens, and units.

- Show students a sample 3-digit number (e.g., 245) and a 1-digit number (e.g., 6).

- Ask students to identify the place values in 245 (e.g., 2 is in the hundreds, 4 is in the tens, and 5 is in the units).

**Step 2:** Adding the Numbers

- Demonstrate how to add the 1-digit number to the 3-digit number using the place value chart without regrouping.

- For example:

- 245

+ 6

- Start with the units (5 + 6), point out that it does not exceed 10, so there’s no need to regroup.

- Write the answer (251) below for students to see.

**Step 3:** Guided Practice with the Class

- Provide a new example on the board (e.g., 432 + 5).

- Ask the class to work together to solve it, emphasizing the process of adding the units, then writing the answer below.

- Encourage learners to explain their thinking as they work.

**Step 4:** Independent Practice

- Hand out worksheets with various problems involving adding 3-digit numbers to 1-digit numbers without regrouping.

- Circulate around the room to provide support as needed, and ensure students are using strategies from earlier steps.

**Conclusion (5 minutes):**

- Summarize the key points of the lesson: understanding place value, adding without regrouping, and how we approach adding a 3-digit number with a 1-digit number.

- Conduct a brief interactive activity where learners can play a quick game using the place value tins to reinforce their understanding of addition.

- Preview the next session by hinting at introducing subtraction of 3-digit numbers and asking what they think might be different.

**Extended Activities:**

- Create a "Math Journal" where students can write about their addition experiences and provide examples of adding 3-digit and 1-digit numbers.

- Play a "Number Match" game where students find pairs of cards that add up to a certain total using 3-digit and 1-digit combinations.

- Have students create their own word problems involving adding a 3-digit number to a 1-digit number and share them with classmates.

**Teacher Self-Evaluation:**

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**WEEK 4: LESSON 3**

**Strand:** Numbers

**Sub Strand:** Addition

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1.Add a 3-digit number to a 1-digit number with regrouping, with the sum not exceeding 1000, both vertically and horizontally.

**Key Inquiry Question(s):**

- How can learners use an abacus to add a 3-digit number to a 1-digit number with regrouping?

**Learning Resources:**

- Place value tins

- Place value chart

- Abacus

- Tusome pupils’ book 3, pages 33-34

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson, focusing on single-digit addition.

- Guide learners through reading and discussing relevant content from the Tusome pupils' book, highlighting the importance of understanding 3-digit and 1-digit addition.

**Lesson Development (20 minutes):**

**Step 1:** Introduction to 3-Digit Addition

- Introduce the concept of a 3-digit number and a 1-digit number.

- Display an example on the board: 234 + 5.

- Discuss how the numbers are structured (hundreds, tens, and units).

**Step 2:** Using the Abacus

- Demonstrate how to represent the numbers using the abacus.

- Show how to move beads to add 5 to the number 234, emphasizing the regrouping process when adding to the units column.

- Encourage learners to follow along with their own abacuses.

**Step 3:** Vertical Addition with Regrouping

- Write the problem 234 + 5 vertically on the board.

- Model step-by-step how to add the units, tens, and hundreds, clearly labeling any regrouping that occurs.

- Have students practice adding two more examples using their place value charts.

**Step 4:** Horizontal Addition Practice

- Present an example like 342 + 6 horizontally on the board.

- Invite students to work in pairs to solve similar problems, guiding them to discuss and share their thought processes.

**Conclusion (5 minutes):**

- Summarize the key points learned during the lesson: understanding 3-digit and 1-digit addition, regrouping, and using the abacus.

- Engage students in a brief interactive game where they take turns solving an addition problem with a partner using the abacus.

- Preview the next session: “Next time, we’ll explore subtraction with 3-digit numbers!”

**Extended Activities:**

- Create a worksheet with mixed addition problems that include 3-digit and 1-digit numbers for additional practice.

- Have students make their own abacuses at home using materials such as straws and beads, then use it to practice addition with family members.

- Organize a “Math Relay” where students solve addition problems on a leaderboard, incorporating movement for fun, while practicing addition as a team.

**Teacher Self-Evaluation:**

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**WEEK 4: LESSON 4**

**Strand:** Numbers

**Sub Strand:** Addition

**Specific Learning Outcomes:**

**-By the end of the lesson, the learners should be able to:**

1.Add a 3-digit number to a 2-digit number without regrouping, with a sum not exceeding 1000, both vertically and horizontally.

**Key Inquiry Question(s):**

How can we use a place value chart to add a 3-digit number to a 2-digit number without regrouping?

**Learning Resources:**

- Place value tins

- Place value chart

- Abacus

- Tusome pupils’ book 3, pages 35-37

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin the lesson by reviewing key concepts from the previous lesson on addition.

- Have learners sit in pairs to discuss their understanding of addition.

- Guide learners to read and discuss relevant content from the learning resources to reinforce their foundational skills in addition.

**Lesson Development (20 minutes):**

**Step 1:** Introduce the Concept

- Explain what a 3-digit number and a 2-digit number are.

- Use the place value chart to demonstrate how to align numbers vertically, ensuring that all digits are in the correct columns (hundreds, tens, and units).

Example:

- 345 (3 hundreds, 4 tens, 5 units)

- + 67 (0 hundreds, 6 tens, 7 units)

- Draw a vertical addition problem on the board.

**Step 2:** Guided Practice

- Distribute place value charts to each student (or pair of students).

- Have them practice adding a few problems together, with your guidance. For example:

- 479

- + 38

- Walk around to check for understanding and assist where needed.

**Step 3:** Independent Practice

- Ask students to write and solve problems on their own using their place value charts, such as:

- 256 + 43

- 312 + 75

- Ensure they understand not to regroup and keep all their values aligned.

**Step 4:** Pair Sharing

- Let students share their answers with a partner. Check their work together and discuss what they learned.

- Encourage them to explain their process to each other to solidify understanding.

**Conclusion (5 minutes):**

- Summarize the key points: adding 3-digit and 2-digit numbers without regrouping and using a place value chart effectively.

- Conduct a brief interactive activity, such as a quick game where pairs can quiz each other using flashcards with addition problems.

- Prepare learners for the next session by giving a preview of how they will learn to add with regrouping.

**Extended Activities:**

- Home Activity: Encourage students to find real-life examples where they can add 3-digit and 2-digit numbers (e.g., prices of items while shopping).

- Math Games: Suggest online math games that focus on addition skills with numbers in the specified range.

**Teacher Self-Evaluation:**

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**WEEK 4: LESSON 5**

**Strand:** Numbers

**Sub Strand:** Addition

**Specific Learning Outcomes:**

**-By the end of the lesson, learners should be able to:**

1.Add a 3-digit number to a 2-digit number with single regrouping, with sums not exceeding 1000, both vertically and horizontally.

**Key Inquiry Question(s):**

- How can we use an abacus to add a 3-digit number to a 2-digit number with regrouping?

**Learning Resources:**

- Place value tins

- Place value chart

- Abacus

- Tusome pupils’ book 3 (pages 38-40)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin the lesson by reviewing the previous lesson, focusing on previous addition concepts.

- Read aloud and discuss the relevant content from the Tusome pupils’ book to refresh the students’ memory about addition and regrouping.

**Lesson Development (20 minutes):**

**Step 1:** Understanding Place Value

- Activity: Use the place value chart to show the values of numbers in the hundreds, tens, and units.

- Discussion: Ask students what happens when we add numbers that cause us to regroup.

**Step 2:** Demonstrating Addition with Regrouping

- Visual Aid: Use the abacus to demonstrate adding a 3-digit number (e.g., 256) to a 2-digit number (e.g., 47).

- Process: Show how to add the units, then the tens, and finally the hundreds, highlighting where regrouping happens (e.g. moving 1 ten to the hundreds).

**Step 3:** Guided Practice

- Activity in Pairs: Students will use place value tins and the abacus to practice adding their own numbers in pairs. One student acts as the ‘teacher’ guiding their partner through the process.

**Step 4:** Independent Practice

- Students will individually solve several addition problems from the Tusome pupils' book, using the abacus and place value charts for support. Walk around to provide assistance where needed.

**Conclusion (5 minutes):**

- Summarize the key points discussed in the lesson: the importance of place value, how to regroup, and steps for adding numbers.

- Conduct a quick interactive quiz where students call out answers to simple addition problems based on today’s lesson.

- Preview the next topic: introduction to subtraction and how it relates to addition.

**Extended Activities:**

- Home Activity: Provide a worksheet for students to practice additional problems at home, encouraging them to explain their reasoning to a family member.

- Math Station: Set up math stations in the classroom where students can rotate through various hands-on activities involving addition, such as using manipulatives or interactive games that reinforce regrouping.

**Teacher Self-Evaluation:**

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**WEEK 5: LESSON 1**

**Strand:** Numbers

**Sub Strand:** Addition

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1.Add 3 single digit numbers with a sum not exceeding 10.

**Key Inquiry Question(s):**

- How can we add 3 single digit numbers with a sum not exceeding 10 using concrete objects and the number line?

**Learning Resources:**

- Bottle tops, sticks, grains, number line, Tusome pupils' book 3, pages 41-42.

**Organization of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson on adding two single digit numbers.

- Discuss the importance of addition in real life, encouraging students to share examples.

- Introduce the focus of today’s lesson: adding three single-digit numbers.

**Lesson Development (20 minutes):**

**Step 1:** Introduction to Adding Three Numbers

- Begin by showing the students how to visualize three numbers using concrete objects. For example, use 2 bottle tops, 3 sticks, and 4 grains to represent the numbers 2, 3, and 4.

- Ask students to count and add them together. Highlight that we need to work with numbers that add up to 10 or less.

**Step 2:** Using the Number Line

- Introduce the number line. Demonstrate how to use a number line to add: Start at 0, jump to the first number, then from there jump forward to add the second number, and finally jump again to add the third number.

- Have students practice a few examples using their number lines.

**Step 3:** Group Activity

- Divide the class into small groups and give each group a set of objects (bottle tops, sticks, etc.).

- Instruct them to create their own addition problems by choosing three single-digit numbers. They will use the objects to visualize the addition and verify the sums.

**Step 4:** Class Share

- Have groups share their addition problems and results with the class. Encourage discussions about how they arrived at their sums and any strategies they used to ensure the sum did not exceed 10.

**Conclusion (5 minutes):**

- Summarize the key points of the lesson: how to add three single digit numbers and using concrete objects and a number line to visualize the problems.

- Facilitate a brief interactive activity, such as a quick quiz or a game, to reinforce the day’s learning.

- Preview the next session by telling students they will learn how to subtract numbers and relate it back to addition.

**Extended Activities:**

- Home Activity: Encourage learners to create addition stories at home where they combine items (like toys, snacks, etc.) and write down the addition sentences they come up with.

- Math Centers: Set up a math center where students can continuously practice adding three numbers with different materials such as dice, counters, or drawing pictures.

**Teacher Self-Evaluation:**

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**WEEK 5: LESSON 2**

**Strand:** Numbers

**Sub Strand:** Addition

**Specific Learning Outcomes:**

**-By the end of the lesson, the learner should be able to:**

1.Add two 3-digit numbers vertically and horizontally without regrouping, with the sum not exceeding 500.

**Key Inquiry Question(s):**

- How do we add two 3-digit numbers using a place value chart?

**Learning Resources:**

- Place Value Chart

- Place Value Tins

- Abacus

- Tusome Pupils’ Book 3 (pg. 43-44)

**Organization of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing what was learned in the previous lesson about addition and place values.

- Engage learners in a discussion about how important it is to understand numbers and their place values when adding.

- Read and discuss relevant content from the learning resources, ensuring students understand the concepts of hundreds, tens, and units.

**Lesson Development (20 minutes):**

**Step 1:** Understanding the Place Value Chart

- Introduce the place value chart again, explaining how it shows the value of each digit (hundreds, tens, ones).

- Use examples to demonstrate filling out the chart with a 3-digit number, breaking down the numbers into their place values.

**Step 2:** Adding Vertically

- Show students how to write two 3-digit numbers on top of each other (vertically) for addition.

- Explain that they should add the hundreds place first, then the tens place, and finally the ones place.

- Provide a simple example (e.g., 236 + 145) and work through it together, encouraging the use of the place value chart.

**Step 3:** Adding Horizontally

- Have learners practice adding two 3-digit numbers written side by side (horizontally).

- Use a similar example (e.g., 312 + 201) and model how to organize the numbers based on their place values.

- Allow students to practice a couple of problems with their partners.

**Step 4:** Practice with Place Value Tins

- Introduce the place value tins filled with counters; each tin represents hundreds, tens, and ones.

- Provide a new addition problem for students to physically manipulate the counters to find the sum before writing it down.

**Conclusion (5 minutes):**

- Summarize key points: the importance of place value, how to add vertically and horizontally, and the steps involved in each method.

- Conduct a brief interactive activity, such as a quick quiz where students can raise their hands to answer simple addition questions.

- Prepare students for the next session by asking them to think about why adding bigger numbers can sometimes require regrouping and what that means.

**Extended Activities:**

- Homework Assignment: Give students a worksheet with several 3-digit addition problems to complete at home with their parents.

- Math Games: Introduce online addition games that involve 3-digit numbers for extra practice.

- Group Activity: Organize a “Math Fair” where students create their own addition problems for classmates to solve using the place value method.

**Teacher Self-Evaluation:**

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**WEEK 5: LESSON 3**

**Strand:** Numbers

**Sub Strand:** Addition

**Specific Learning Outcomes:**

**-By the end of the lesson, the learner should be able to:**

1.Add two 3-digit numbers with single regrouping, with a sum not exceeding 1000, both vertically and horizontally.

**Key Inquiry Question(s):**

How can we use a place value chart to help us add two 3-digit numbers with single regrouping?

**Learning Resources:**

- Place value chart

- Place value tins

- Abacus

- Tusome pupils’ book 3 pages 45-47

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson on 2-digit addition with regrouping.

- Introduce the concept of adding 3-digit numbers and share the learning resources.

- Discuss the importance of place value in addition.

**Lesson Development (20 minutes):**

**Step 1:** Introduction to 3-Digit Numbers

- Explain what makes a number 3 digits (hundreds, tens, units).

- Use a place value chart to illustrate examples.

**Step 2:** Demonstration of Addition

- Write a simple problem on the board (e.g., 234 + 568).

- Demonstrate the addition vertically, starting from the rightmost column.

**Step 3:** Regrouping Explanation

- When the units add up to 10 or more, explain how to regroup.

- Show the regrouping process clearly on the place value chart.

**Step 4:** Practice with the Class

- Have learners practice a few problems together as a class, including both vertical and horizontal layouts.

- Use place value tins or an abacus for hands-on addition to reinforce learning.

**Conclusion (5 minutes):**

- Summarize the key points: adding 3-digit numbers, understanding regrouping, and using the place value chart.

- Conduct a brief interactive activity, such as a 'quick quiz' where students answer simple questions about addition.

- Preview the next session focusing on subtraction of 3-digit numbers.

**Extended Activities:**

- Encourage students to create their own 3-digit addition problems and solve them at home.

- Have learners use objects (like blocks or beads) to visually add 3-digit numbers with regrouping.

- Create a mini-math station with different addition problems for practice in pairs.

**Teacher Self-Evaluation:**

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**WEEK 5: LESSON 4**

**Strand:** Numbers

**Sub Strand:** Addition

**Specific Learning Outcomes:**

**- By the end of the lesson, learners will be able to:**

1.Fill in the missing numbers in number patterns up to 100 involving addition.

**Key Inquiry Question(s):**

- How can learners use number cards, a hundred chart, and pocket boards to identify and fill in missing numbers in patterns involving addition?

**Learning Resources:**

- Number cards

- Hundred chart

- Pocket boards

- Tusome pupils’ book 3, pages 48-50

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson on addition and number patterns.

- Engage learners in a quick discussion about what they learned, allowing them to share examples.

- Introduce the key inquiry question regarding how to find missing numbers in a pattern.

**Lesson Development (20 minutes):**

**Step 1:** Warm-Up Activity

- Show a simple addition equation on the board (e.g., 5 + 3 = ?).

- Ask students to solve it individually using number cards and then discuss their answers.

**Step 2:** Understanding Patterns

- Introduce a number pattern on the hundred chart (e.g., 2, 4, ?, 8, 10).

- Have students identify the rule (addition of 2) and fill in the missing number.

- Guide them to discuss how they arrived at their answers using addition.

**Step 3:** Interactive Group Work

- Divide students into small groups and give each group a set of number cards and a pocket board.

- Present them with several patterns missing numbers.

- Each group works collaboratively to find and fill in the missing numbers while using the hundred chart to assist them.

**Step 4:** Class Sharing

- Invite each group to share one of the patterns they worked on with the class.

- Encourage other students to ask questions or provide alternate solutions.

**Conclusion (5 minutes):**

- Summarize the key points discussed during the lesson, including strategies for finding missing numbers in addition patterns.

- Conduct a brief interactive activity, such as playing a “Guess the Missing Number” game, to reinforce understanding.

- Preview the next session by asking learners what they think comes after finding missing numbers (e.g. exploring addition with subtraction).

**Extended Activities:**

- Number Pattern Puzzle: Create a worksheet with different number patterns (some with missing numbers) for homework.

- Pattern Hunt: Ask students to look for number patterns in their environment (like page numbers in a book) and share their findings in the next class.

- Creative Storytelling: Encourage students to write a short story involving numbers and patterns, fostering creativity alongside mathematical thinking.

**Teacher Self-Evaluation:**

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**WEEK 5: LESSON 5**

**Strand:** Numbers

**Sub Strand:** Subtraction

**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1.Subtract a 1-digit number from a 2-digit number without regrouping.

**Key Inquiry Question(s):**

- How can we use place value materials to subtract a 1-digit number from a 2-digit number without regrouping?

**Learning Resources:**

- Place value tins

- Place value chart

- Abacus

- Tusome pupils’ book 3, pages 51-52

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson about place value and its importance in subtraction.

- Engage learners in a discussion about subtraction by asking them to share any experiences they have had with subtracting numbers.

- Introduce the lesson by stating that today they will learn how to subtract a 1-digit number from a 2-digit number without regrouping using the resources available.

**Lesson Development (20 minutes):**

**Step 1:** Understanding Subtraction

- Explain the concept of subtraction as "taking away." Use the place value chart to illustrate how to set up a subtraction problem, e.g., 34 - 2.

- Ask students to identify the numbers involved (the minuend and subtrahend) and what they represent.

**Step 2:** Using Place Value Tins

- Distribute place value tins with counters. Model how to represent the number 34 using the tins (3 tens and 4 ones).

- Guide students through the process of removing 2 counters from the ones place.

**Step 3:** Computation of Subtraction

- Show students how to calculate the result on their own by counting the remaining counters in the tins after removal.

- Reinforce the answer by writing the corresponding subtraction equation on the board (e.g., 34 - 2 = 32).

**Step 4:** Practice Together

- Provide learners with additional problems to solve as a class using their place value resources.

- Rotate around the classroom, offering support and checking for understanding as students work through problems such as 45 - 3 and 52 - 4.

**Conclusion (5 minutes):**

- Summarize key points: what subtraction means, how to set up a problem with place value, and the method used for subtracting a 1-digit number from a 2-digit number without regrouping.

- Conduct a brief interactive activity: present a subtraction problem and encourage students to show their answers using their place value materials or on their whiteboards.

- Prepare learners for the next session by introducing the idea of regrouping in subtraction, hinting it will be their next learning focus.

**Extended Activities:**

- Coloring Activity: Provide worksheets with pictures that have a certain number of objects. Ask learners to color a fixed number of objects (the subtrahend) and write down the corresponding subtraction sentence.

- Subtraction Games: Set up a subtraction race where students work in pairs to solve subtraction problems using dice. Each student rolls two dice, forms a number, and subtracts the second roll from the first.

- Home Connection: Encourage learners to find and solve subtraction problems at home using items such as toys or snacks, then share their experience in the next lesson.

**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 1**

**Strand:** Numbers

**Sub Strand:** Subtraction

**Specific Learning Outcomes:**

**-By the end of the lesson, students should be able to:**

1.Subtract two 2-digit numbers without regrouping.

**Key Inquiry Question(s):**

- How can we use an abacus to subtract two 2-digit numbers without regrouping?

**Learning Resources:**

- Place value tins

- Place value chart

- Abacus

- Tusome pupils’ book 3 pages 53-55

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a quick review of the previous lesson on addition.

- Guide students to read pages 53-55 from the Tusome pupils’ book, encouraging them to discuss how subtraction relates to their previous learning about addition.

**Lesson Development (20 minutes):**

**Step 1:** Understanding Subtraction

- Introduce the concept of subtraction as "taking away."

- Use the place value chart to show how we represent 2-digit numbers (tens and ones).

- Explain that when subtracting, we will start from the ones place and then move to the tens place.

**Step 2:** Demonstrating with the Abacus

- Show students how to set up two 2-digit numbers on the abacus.

- Example: To subtract 43 from 75, set 75 first.

- Guide learners to take away (subtract) by moving beads on the abacus from the ones column first, then the tens column.

- Have students practice setting up their own examples using the abacus.

**Step 3:** Hands-On Practice

- Divide students into pairs and provide them with place value tins and abacuses.

- Give each pair a set of subtraction problems (e.g., 52 - 23, 64 - 12).

- Allow them time to discuss and subtract the numbers using the tools.

**Step 4:** Sharing and Reflecting

- Ask a few pairs to share their subtraction problems and solutions with the class.

- Encourage students to explain their thinking and what strategies helped them.

**Conclusion (5 minutes):**

- Summarize key points about how to subtract two 2-digit numbers without regrouping.

- Reinforce the steps: setting up the numbers, taking away from the ones place first, and then the tens place.

- Conduct a brief interactive activity, like a math game where learners quickly solve subtraction problems on their own or in teams.

- Preview the next session by asking students to think about what happens when we have to subtract with regrouping.

**Extended Activities:**

- Subtraction Bingo: Create a bingo game where students fill their cards with answers to various 2-digit subtraction problems.

- Subtraction Stories: Encourage students to write short stories or word problems involving subtraction, which they can share with the class.

- Digital Subtraction Games: Explore educational websites or apps that focus on subtraction practice for additional engagement.

**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 2**

**Strand:** Numbers

**Sub Strand:** Subtraction

**Specific Learning Outcomes:**

**- By the end of the lesson, learners will be able to:**

1.Subtract a 1-digit number from a 2-digit number with single regrouping.

**Key Inquiry Question(s):**

- How can we use bundles of sticks and loose sticks to subtract a 1-digit number from a 2-digit number with single regrouping?

**Learning Resources:**

- Place value tins

- Place value chart

- Abacus

- Bundles of sticks and loose sticks

- Tusome pupils’ book 3, pg. 56-57

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson's content focused on subtraction.

- Guide learners to read and discuss pages 56-57 from the Tusome pupils’ book, highlighting key concepts of subtraction and regrouping.

**Lesson Development (20 minutes):**

**Step 1:** Introduction to Regrouping

- Explain regrouping using a simple example, such as 34 - 7.

- Show how we need to regroup from the tens place using visual aids (place value tins and the place value chart).

- Engage students by asking how many tens are in 34 and if we can take away 7 ones.

**Step** 2: Hands-on Activity

- Give each student a bundle of sticks representing tens and loose sticks representing ones.

- Assign different subtraction problems to pairs of students. For example, "34 - 7."

- Encourage them to physically manipulate the sticks to model the subtraction, demonstrating regrouping if necessary.

**Step 3:** Guided Practice

- Provide some examples on the board, such as 52 - 8 and 43 - 6.

- Solve these together as a class, and guide them to explain their thinking and use of sticks while doing the subtraction.

**Step 4:** Independent Practice

- Ask students to create their own subtraction problems using the sticks or a written practice sheet.

- Walk around to assist and support students as they work independently.

**Conclusion (5 minutes):**

- Summarize key points: the importance of regrouping in subtraction and how using physical objects can help us understand.

- Conduct a quick interactive activity, such as a “thumbs up/thumbs down” for understanding different subtraction problems based on group responses.

- Preview the next lesson by asking questions about adding with regrouping, sparking curiosity.

**Extended Activities:**

- Subtraction Art: Create subtraction flashcards, allowing learners to draw 2-digit pictures and subtract a 1-digit number, making a visual representation.

- Home Challenge: Encourage learners to find two-digit numbers at home (like prices on items) and practice subtracting 1-digit numbers, sharing their results in the next class.

**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 3**

**Strand:** Numbers

**Sub Strand:** Subtraction

**Specific Learning Outcomes:**

**-By the end of the lesson, learners should be able to:**

1.Subtract two 2-digit numbers with regrouping.

**Key Inquiry Question(s):**

How can we use a place value chart to subtract two 2-digit numbers with regrouping?

**Learning Resources:**

- Place value tins

- Place value chart

- Abacus

- Tusome pupils’ book 3, pages 58-59

**Organisation of Learning:**

**Introduction (5 minutes):**

- Start with a quick review of the previous lesson on basic subtraction.

- Show the learners the place value chart and discuss its significance in subtraction.

- Allow students to read and discuss relevant content from the Tusome pupils’ book, focusing on subtraction with regrouping.

**Lesson Development (20 minutes):**

**Step 1:** Understanding Regrouping

- Explain the concept of regrouping using a simple example (e.g., 54 - 27).

- Draw the numbers in the place value chart to show how to subtract from the ones place and regroup if needed.

- Engage learners by asking them questions about what happens when the top number is smaller than the bottom number in the ones place.

**Step 2:** Demonstration

- Use place value tins and an abacus to visually demonstrate the subtraction process for the earlier example.

- Guide students as they practice subtracting similar examples together, reinforcing the idea of regrouping.

**Step 3:** Guided Practice

- Provide learners with a few subtraction problems on the board (e.g., 72 - 49).

- Have students work in pairs to solve these problems using the place value chart.

- Walk around the classroom to offer support and check for understanding.

**Step 4:** Independent Practice

- Give students a worksheet with a few subtraction problems that require regrouping.

- Allow them time to complete this worksheet individually before moving to the conclusion.

**Conclusion (5 minutes):**

- Summarize key points covered in the lesson, including the importance of regrouping in subtraction.

- Conduct a brief interactive activity, such as a quick game asking students to share one subtraction fact they learned today.

- Preview the next session which will involve addition with regrouping, prompting students to think about how subtraction and addition are related.

**Extended Activities:**

- Home Practice: Provide a subtraction worksheet for homework that includes word problems requiring regrouping.

- Interactive Game: Organize a fun game where students can practice subtraction using flashcards. Each card could feature a different subtraction problem.

- Art Connection: Have students create a place value poster that explains regrouping with illustrations.

**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 4**

**Strand:** Numbers

**Sub Strand:** Subtraction

**Specific Learning Outcomes:**

**-By the end of the lesson, learners should be able to:**

1.Subtract multiples of 10 up to 100.

**Key Inquiry Question(s):**

How can we use place value charts to subtract multiples of 10 up to 100?

**Learning Resources:**

- Place value tins

- Place value chart

- Number line

- Abacus

- Tusome pupils’ book 3, pg. 60

**Organization of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing the previous lesson on addition and its relationship to subtraction.

- Guide learners to read and discuss the relevant content from the Tusome pupils’ book, emphasizing the importance of understanding place value in subtraction.

**Lesson Development (20 minutes):**

**Step 1:** Understanding Place Value

- Introduce the concept of place value using the place value chart.

- Explain that in subtraction, we need to understand how many tens are in the numbers we are working with.

- Example: Show the number 80 on the place value chart (8 tens).

**Step 2:** Connecting Subtraction with Multiples of 10

- Demonstrate how to subtract multiples of 10 using a simple example on the board (e.g., 80 - 30).

- Use the place value tins to visually represent the subtraction by removing tens.

- Show how 80 can be broken down into 70 (8 tens minus 3 tens = 5 tens).

**Step 3:** Practicing Together

- Guide the class through a few practice problems together (e.g., 70 - 40, 90 - 20).

- Have students use their abacuses and number lines to perform subtraction, counting down by tens.

- Encourage students to explain their thinking as they solve each problem.

**Step 4:** Independent Practice

- Distribute a worksheet with various subtraction problems involving multiples of 10 up to 100.

- Allow students to work independently, using the place value chart and other resources as needed.

**Conclusion (5 minutes):**

- Summarize the key points: What we learned about subtracting multiples of 10 and the importance of place value.

- Conduct a quick interactive activity, such as a "Subtraction Bingo," where students call out answers to subtraction problems.

- Preview the next session by asking: "What do you think will happen when we start subtracting larger numbers or combining addition and subtraction?"

**Extended Activities:**

- Create a "Subtraction Wall" in the classroom where students can post problems they created using multiples of 10.

- Encourage students to work in pairs to create a subtraction game using cards with multiples of 10.

- Use real-life examples, such as shopping, where students can practice calculating total costs by subtracting prices in multiples of 10.

**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 5**

**Strand:** Numbers

**Sub Strand:** Subtraction

**Specific Learning Outcomes:**

**-By the end of the lesson, learners should be able to:**

1.Subtract a 2-digit number from a 3-digit number without regrouping.

**Key Inquiry Questions:**

- How can we use a place value chart to help us subtract a 2-digit number from a 3-digit number without regrouping?

**Learning Resources:**

- Place value tins

- Place value chart

- Abacus

- Tusome pupils’ book 3, pages 61-62

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson on basic subtraction.

- Engage learners to read and discuss relevant content from their textbooks, highlighting key concepts of subtraction and place value.

**Lesson Development (20 minutes):**

**Step 1:** Introduction to Place Value

- Introduce the place value chart, explaining the concept of hundreds, tens, and ones.

- Use the abacus to demonstrate how numbers can be represented in different place values.

- Ask students to identify the place value of digits in selected 3-digit and 2-digit numbers.

**Step 2:** Demonstrating Subtraction Without Regrouping

- Present an example problem on the board (e.g., 432 - 21).

- Use the place value chart to visually show how to subtract the tens and ones separately, ensuring the understanding that no regrouping is necessary.

- Walk through the process together as a class.

**Step 3:** Guided Practice

- Have the students practice with you. Write another example (e.g., 326 - 15) on the board.

- Ask students to help you subtract step-by-step using the place value chart.

- Encourage students to move manipulatives (like counters) to visualize the subtraction.

**Step 4:** Independent Practice

- Provide the learners with a few subtraction problems to solve independently using a place value chart (e.g., 542 - 34, 215 - 12).

- Circulate the classroom to offer help where needed and ensure understanding of the concept.

**Conclusion (5 minutes):**

- Summarize key points: what subtracting a 2-digit number from a 3-digit number without regrouping looks like.

- Conduct a brief interactive quiz (e.g., “If I have 543 and I take away 25, what do I get?”) to reinforce the main topics.

- Prepare learners for the next session by introducing the idea of subtraction with regrouping and posing a question like, “What happens when we need to borrow?”

**Extended Activities:**

- Place Value Treasure Hunt: Have students work in pairs to create their own subtraction problems using place value charts and then swap problems with another pair to solve.

- Interactive Games: Use math games or online resources that focus on subtraction for additional practice, allowing students to reinforce skills in a fun way.

- Word Problems: Create simple word problems where students must subtract a 2-digit number, encouraging them to draw place value charts to assist with their solutions.

**Teacher Self-Evaluation:**

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**WEEK 7: LESSON 1**

**Strand:** Numbers

**Sub Strand:** Subtraction

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1.Work out missing numbers in number patterns up to 100 involving subtraction.

**Key Inquiry Question(s):**

How can we use number cards, a hundred chart, and pocket boards to work out the missing numbers in number patterns?

**Learning Resources:**

- Number cards

- Hundred chart

- Pocket boards

- Tusome pupils’ book 3, pages 63-64

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review Previous Lesson: Briefly discuss what students learned about subtraction in the last lesson.

- Discussion: Read from the Tusome pupil’s book and discuss relevant concepts about number patterns. Ask students how subtraction helps us find missing numbers.

**Lesson Development (20 minutes):**

**Step 1:** Understanding Patterns

- Introduce the concept of number patterns. Explain what a number pattern is and how subtraction fits into it.

- Show an example on the board: 10, 8, \_\_, 4. What number is missing?

- Use the hundred chart to visually guide students.

**Step 2:** Using Number Cards

- Distribute number cards to students.

- Provide a pattern involving subtraction, such as 20, 18, \_\_, 14.

- Have students work in pairs to find the missing number using their cards.

**Step 3:** Pocket Board Activity

- Give each student a pocket board.

- Present a new subtraction pattern like \_\_, 30, 28, 26.

- Students will write their answers on the pocket boards and hold them up for class discussion.

**Step 4:** Group Work

- Divide the class into small groups and provide them with different subtraction patterns to solve.

- Each group will present their answers and briefly explain how they found the missing numbers.

**Conclusion (5 minutes):**

- Summarize: Recap what we learned about finding missing numbers in subtraction patterns and the strategies we used.

- Interactive Activity: Play a quick game where you call out a pattern, and students shout out the missing numbers.

- Preview: Hint at the next lesson’s topic of adding numbers in patterns and ask them to think about how this might connect to what they’ve learned about subtraction.

**Extended Activities:**

- Homework Activity: Create your own number patterns at home using subtraction for family members to solve.

- Classroom Game: Set up a number pattern subtraction board game where students take turns rolling dice and moving spaces while solving missed number patterns.

**Teacher Self-Evaluation:**

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**WEEK 7: LESSON 2**

**Strand:** Numbers

**Sub Strand:** Multiplication

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1.Multiply numbers 1 to 10 by 2 and 3.

**Key Inquiry Question(s):**

- How can we use counters to multiply numbers 1 to 10 by 2 and 3 using repeated addition?

**Learning Resources:**

- Counters

- Number arrays

- Tusome pupils’ book 3, pages 65-66

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing the previous lesson on addition. Ask students to share what they remember about adding numbers.

- Introduce the concept of multiplication as a faster way to add groups of the same size.

- Guide students to read and discuss pages 65-66 from their Tusome pupils' book, making sure to highlight the idea of repeated addition as a way to understand multiplication.

**Lesson Development (20 minutes):**

**Step 1:** Introduction to Multiplication Basics

- Explain that multiplying by 2 means having two groups of a number.

- Use counters to demonstrate: "If we have 3 groups of 2, how many counters do we have in total?" Display the counters and count together.

- Write this as a repeated addition equation: \(2 + 2 + 2 = 6\) and the multiplication equation \(3 \times 2 = 6\).

**Step 2:** Practicing with Two

- Give each student or pair of students a set of counters.

- Provide different numbers (1 to 10) for them to practice multiplying by 2 using repeated addition with the counters. For example, if they take 4, they will add 2 four times: \(2 + 2 + 2 + 2\).

- Walk around to assist and ensure understanding. Ask students to write down their multiplication equations after they find the total using counters.

**Step 3:** Introduction to Multiplying by Three

- Transition to multiplying by 3. Explain this means having three groups of a number.

- Use the same counters to illustrate: "If we have 4 groups of 3, how many counters do we have?" Count them together, similar to Step 1.

- Write this as a repeated addition equation: \(3 + 3 + 3 + 3 = 12\) and the multiplication equation \(4 \times 3 = 12\).

**Step 4:** Practicing with Three

- Have students practice multiplying a variety of numbers (1 to 10) by 3 using their counters.

- Ask students to pair up and quiz each other. For instance, "What is 5 times 3?" Let them use counters to find the answer.

**Conclusion (5 minutes):**

- Summarize key points on how multiplication is repeated addition and how we can use counters to visualize this process.

- Reinforce learning objectives by asking students to share what they learned about multiplying by 2 and 3.

- Conduct a quick interactive activity where students form groups and share their multiplication findings with the class.

- Preview the next session: "Next time, we’ll learn how to multiply larger numbers and understand how multiplication helps in everyday life."

**Extended Activities:**

- Home Practice: Create a simple worksheet where students can practice multiplying by 2 and 3 using different numbers. Encourage them to use drawings or counters at home.

- Multiplication Games: Organize small group games that involve multiplication flashcards. Students can quiz each other and earn points for correct answers.

- Real-life Application: Ask students to find real-life examples where they use multiplication (for example, if they see 3 oranges in each bag, how many oranges are there in 5 bags?).

**Teacher Self-Evaluation:**

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**WEEK 7: LESSON 3**

**Strand:** Numbers

**Sub Strand:** Multiplication

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1.Multiply numbers 1 to 10 by 4 and 5.

**Key Inquiry Question(s):**

- How do we use multiplication tables to work out multiplication?

**Learning Resources:**

- Counters

- Number arrays

- Multiplication Tusome pupils’ book 3 pages 67-68

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a brief review of the previous lesson focusing on basic multiplication concepts.

- Engage learners by asking questions about their experiences with multiplication, guiding them to read relevant pages from the learning resources. Emphasize the importance of multiplication as repeated addition.

**Lesson Development (20 minutes):**

**Step 1:** Understanding Multiplication

- Discuss the concept of multiplication as groups of equal size. Use counters to demonstrate multiplying by 4 and 5. For example, show 4 groups of 3 counters to illustrate 4 x 3 = 12.

**Step 2:** Introduction to Multiplication Tables

- Introduce the multiplication tables for 4 and 5. Highlight the patterns in the tables, like skipping counts to find the results. For instance, show how to use the 4 times table (4, 8, 12, 16...) and the 5 times table (5, 10, 15, 20...).

**Step 3:** Guided Practice

- As a class, practice multiplying numbers from 1 to 10 by 4. Write on the board and ask students to solve problems together (e.g., 2 x 4 = ?). Encourage them to use the multiplication tables as a reference.

**Step 4:** Independent Practice

- Provide each student with a worksheet that includes multiplication problems for numbers 1 to 10 multiplied by 4 and 5. Allow students to work independently, using counters or their tables for support.

**Conclusion (5 minutes):**

- Summarize the key points discussed during the lesson: what multiplication is, how to use the multiplication tables for 4 and 5, and how to compute the products.

- Conduct a brief interactive quiz where students can raise their hands to answer multiplication questions, reinforcing the material learned.

- Prepare learners for the next lesson by generating curiosity about the next topic in multiplication (e.g., multiplying by larger numbers or introducing division).

**Extended Activities:**

- Multiplication Bingo: Create bingo cards with products of multiplication problems. As you call out multiplication questions (like "What is 4 times 3?"), students will cover the resulting answers on their cards.

- Skip Count Practice: Have students practice skip counting by 4s and 5s during morning routines or transitions.

- Math Journals: Encourage students to write about their strategies for multiplication or create visual ways to represent what multiplication means to them.

**Teacher Self-Evaluation:**

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**WEEK 7: LESSON 4**

**Strand:** Numbers

**Sub Strand:** Multiplication

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1.Multiply numbers 1 to 10 by 10.

**Key Inquiry Question(s):**

- How can we use the multiplication table to work out multiplication of numbers 1 to 10 by 10?

**Learning Resources:**

- Counters

- Number arrays

- Multiplication table

- Tusome pupils’ book 3, pages 69-70

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin the lesson by reviewing the previous lesson on basic multiplication concepts.

- Ask students about what they remember regarding multiplying numbers.

- Introduce today’s focus on multiplying numbers from 1 to 10 by 10 using the multiplication table.

- Guide learners to read selected parts of the Tusome pupils' book for context.

**Lesson Development (20 minutes):**

**Step 1:** Introduction of Multiplication by 10

- Write multiplication problems on the board (e.g., 1 x 10, 2 x 10, ... 10 x 10).

- Explain that multiplying by 10 makes the number larger.

- Demonstrate with counters or number arrays, visually showing how the groups of 10 are formed.

**Step 2:** Using the Multiplication Table

- Distribute multiplication tables to the students.

- Guide the students to locate the multiples of 10 in the table.

- Have them circle or highlight these products (10, 20, 30, ... 100).

**Step 3:** Pair Work

- Organize students into pairs and ask them to create their own multiplication problems using the numbers 1 to 10 multiplied by 10.

- Encourage them to use counters or number arrays to help visualize their answers.

**Step 4:** Share and Reflect

- Invite pairs to share one or two of their multiplication problems and solutions with the class.

- Ask the class to check each other’s work using the multiplication table for confirmation.

**Conclusion (5 minutes):**

- Summarize the key points of the lesson, emphasizing the multiplication of numbers 1 to 10 by 10.

- Conduct a quick interactive game, such as a “Multiplication Bingo,” where students fill in numbers based on multiplication problems called out.

- Prepare learners for the next session by introducing upcoming topics, including word problems involving multiplication.

**Extended Activities:**

- Provide additional worksheets with word problems that involve multiplying numbers 1 to 10 by 10.

- Encourage students to create a "Multiplication by 10" poster, showcasing different products (10, 20, 30, ... 100) with images representing these numbers.

- Suggest a classroom multiplication challenge where students can practice their multiplication skills in small groups.

**Teacher Self-Evaluation:**

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**WEEK 7: LESSON 5**

**Strand:** Numbers

**Sub Strand:** Division

**Specific Learning Outcomes:**

**- By the end of the lesson, students will be able to:**

1.Divide single-digit numbers through repeated subtraction.

**Key Inquiry Question(s):**

- How can we divide a larger group of objects into smaller groups by taking away a certain number of items at a time?

**Learning Resources:**

- Counters

- Number line

- Tusome pupils’ book 3, pages 69-70

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review: Begin with a quick review of the previous lesson on addition and subtraction, focusing on how we group objects or numbers.

- Discussion: Guide learners to read and discuss relevant content from pages 69-70 in their Tusome books. Emphasize how subtraction relates to division.

**Lesson Development (20 minutes):**

**Step 1:** Introduction to Repeated Subtraction

- Explain that dividing is like taking away a certain number of things from a group multiple times.

- Show how we can use counters to represent a division problem (e.g., "If we have 12 counters and want to divide them into groups of 3, how can we take them away?").

**Step 2:** Hands-On Group Activity

- Divide students into small groups and provide each group with 12 counters.

- Instruct them to take away 3 counters at a time, counting how many groups they make before all counters are gone.

- Encourage them to discuss within their groups how many times they subtracted.

**Step 3:** Sharing Results

- Have students come back together as a class and share how many times they were able to take away the counters.

- Write their answers on the board to illustrate how division is represented as repeated subtraction (e.g., 12 ÷ 3 = 4).

**Step 4:** Introduction of Symbols

- Introduce the division sign (÷) and how we can write their findings using division notation (e.g., 12 ÷ 3 = 4).

- Show how this is the same as saying “3 goes into 12 a total of 4 times.”

**Conclusion (5 minutes):**

- Summarize: Review the key points—what division is, how it relates to repeated subtraction, and the method they used.

- Interactive Activity: Quick recap game—call out a number and a group size, and have learners shout out how many groups they can make using repeated subtraction.

- Preview: Give a brief introduction to the next lesson topic (e.g., "Next time, we will learn how to solve division problems using a number line!").

**Extended Activities:**

- Division Bingo: Create bingo cards with different division problems.

- Worksheet: Provide additional practice worksheets with simple division questions guided by repeated subtraction.

- Real-Life Application: Ask students to practice by grouping items at home (like fruits or toys) and report back on their findings in the next class.

**Teacher Self-Evaluation:**

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**WEEK 8: LESSON 1**

**Strand:** Numbers

**Sub Strand:** Division

**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1.Divide numbers up to 25 by 3, 4, and 5 through repeated subtraction.

**Key Inquiry Question(s):**

How can we divide a group of counters into smaller groups by taking away the same amount each time?

**Learning Resources:**

- Counters

- Number line

- Tusome pupils’ book 3, pages 72-74

**Organisation of Learning:**

**Introduction (5 minutes):**

- Briefly review what was learned in the previous lesson related to numbers and simple division.

- Lead a discussion around the use of counters, showing how they can be helpful for division.

- Ask students to turn to the relevant pages in the Tusome book and identify any images or examples that refer to division and subtraction.

**Lesson Development (20 minutes):**

**Step 1:** Understanding Division through repeated subtraction

- Explain what division means using simple language. Describe it as "sharing" or "splitting" into equal parts.

- Introduce repeated subtraction as a method of dividing counters. If we have 12 counters and want to divide them into groups of 3, we can take away 3 counters several times.

**Step 2:** Hands-on Activity

- Divide students into small groups and give each group a set of counters (e.g., 20 counters).

- Ask them to take away groups of specific numbers (starting with 3), one at a time, and to count how many times they repeat this until all counters are used.

- Have students record the number of times they took away counters on their worksheets.

**Step 3:** Guided Practice

- Bring the class together and discuss the results from the group activity.

- Write examples on the board showing repeated subtraction:

- Example 1: 12 counters, take away 3: 12 - 3 = 9, then 9 - 3 = 6, then 6 - 3 = 3, then 3 - 3 = 0.

- Ask students how many times they subtracted 3 from 12; this is the same as saying 12 ÷ 3.

**Step 4:** Independent Practice

- Give each student a few problems to solve individually using repeated subtraction with different numbers (up to 25), e.g., 15 ÷ 5, 18 ÷ 4, showing their work step by step.

- Circulate the classroom to provide guidance as necessary.

**Conclusion (5 minutes):**

- Summarize the key points learned about how to divide numbers through repeated subtraction.

- Reinforce the connection between subtraction and division using counters.

- Conduct a brief interactive activity, asking students to explain the process to a partner or answer a few example problems for the class.

- Preview the next session by introducing how division can also be seen on a number line.

**Extended Activities:**

- Have students create their own division problems using real-life objects (e.g., fruits, toys) and solve them using repeated subtraction.

- Encourage students to practice with larger numbers or create word problems for their classmates to solve using counters.

**Teacher Self-Evaluation:**

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**WEEK 8: LESSON 2**

**Strand:** Numbers

**Sub Strand:** Division

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1.Relate division and multiplication using the multiplication table up to 5 by 5.

**Key Inquiry Question(s):**

- How can we use the multiplication table to understand division?

**Learning Resources:**

- Counters

- Number line

- Tusome Pupils' Book 3, pages 75-76

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the Previous Lesson: Begin with a quick recap of what students learned about multiplication in the last lesson. Ask a few questions to engage students.

- Discussion of Learning Resources: Show pages 75-76 from the Tusome book. Discuss the layout of the multiplication table and how multiplication and division are related.

**Lesson Development (20 minutes):**

**Step 1:** Introduce the Multiplication Table

- Explain how to read the multiplication table. Choose a specific number (e.g., 3) and show the row for 3 and the column for 3.

- Ask students to identify the products they see in that row and column.

**Step 2:** Connecting Division to Multiplication

- Demonstrate how division can be thought of as "how many times does this number fit into this other number?" For example, how many times does 3 fit into 12?

- Use the multiplication table to show that 3 times 4 equals 12, which means 12 divided by 3 equals 4.

**Step 3:** Hands-On Practice with Counters

- Have students use counters to create groups of the multiplication facts they explored. For example, group counters into sets of 3 to find how many groups can be made from 12 counters.

**Step 4:** Interactive Table Activity

- Distribute a blank multiplication table worksheet. Have students fill in missing products for multiplication problems (e.g., if 4 x \_\_\_ = 20) and then relate these to division problems (e.g., 20 ÷ 4 = \_\_\_).

**Conclusion (5 minutes):**

- Summarize Key Points: Recap how multiplication and division relate to each other using the multiplication table.

- Interactive Activity: Play a quick game where students call out multiplication facts, and peers reply with the corresponding division facts. For example, if one student says "5 x 2," the other students should respond with "10," or for division, "10 ÷ 2 = 5".

- Preview Next Session: Briefly introduce what students will learn in the next class, such as word problems involving division and multiplication.

**Extended Activities:**

- Multiplication and Division Games: Create simple card games where students match multiplication and division facts.

- Home Activity: Ask students to find items at home (like fruits or toys) and create their own multiplication and division problems using those items.

- Multiplication Table Bingo: Create bingo cards with multiplication facts and call out division facts for students to cover.

**Teacher Self-Evaluation:**

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**WEEK 8: LESSON 3**

**Strand:** Measurement

**Sub Strand:** Length

**Specific Learning Outcomes:**

**-By the end of the lesson, learners should be able to:**

1.Measure length in meters.

**Key Inquiry Question(s):**

- How can we create one-meter sticks from a meter rule, and how can we use them to measure objects?

**Learning Resources:**

- Meter rule

- Meter sticks (prepared from the meter rule)

- String

- Tusome pupils’ book 3 pg. 77

**Organisation of Learning:**

**Inroduction (5 minutes):**

- Start by reviewing what was covered in the previous lesson about measuring length.

- Have a brief class discussion about why measuring length is important in real life.

- Guide learners to read and discuss the relevant section in the Tusome pupils’ book, focusing on the importance of meters in measurement.

**Lesson Development (20 minutes):**

**Step 1:** Understanding Meters

- Explain what a meter is and how it relates to other units of measurement (for example, centimeters).

- Show the meter rule and how to identify one meter on it. Ask students to use their hands to estimate what one meter might look like in length.

**Step 2:** Creating Meter Sticks

- Demonstrate how to create a one-meter stick using the meter rule. Use a rectangular piece of cardboard or a long strip of paper.

- Have students work in pairs to create their own meter sticks. Each pair will mark off one meter on their stick using the meter rule.

**Step 3:** Measuring Objects

- Explain how to use their meter sticks to measure various objects around the classroom (e.g., desks, windows, etc.).

- In pairs, let students take turns measuring different objects and recording their lengths.

**Step 4:** Comparing Measurements

- Gather students back together to discuss their findings.

- Ask them to share which objects were shorter than one meter and which were longer. Discuss any surprises they encountered while measuring.

**Conclusion (5 minutes):**

- Summarize the key points learned in this lesson, reinforcing the idea of measuring length in meters.

- Conduct an interactive activity such as a quick game where students guess the length of an object before measuring it with their meter sticks.

- Prepare learners for the next session: introduce the idea of measuring other dimensions (like width and height) and what kinds of objects they might measure next.

**Extended Activities:**

- Object Hunt: Have students take their meter sticks home and measure household items. They can bring back their findings for a class discussion.

- Creative Projects: Challenge students to create a drawing or model of an object that is exactly one meter in length. They can use construction paper or other materials to represent the object accurately.

- Length Bingo: Create bingo cards with different lengths (in meters and centimeters) and have a game where students must measure objects to cover their cards.

**Teacher Self-Evaluation:**

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**WEEK 8: LESSON 4**

**Strand:** Measurement

**Sub Strand:** Length

**Specific Learning Outcomes:**

**-By the end of the lesson, learners should be able to:**

1.Estimate lengths up to 20 meters.

**Key Inquiry Questions:**

- How can we prepare a 5-meter-long string with knots at intervals of one meter?

- How can we estimate various distances in the field and then measure them using our string?

**Learning Resources:**

- Meter rule

- Meter sticks

- 5-meter string

- Tusome pupils’ book 3, pages 78-79

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson on measuring length and why measurement is important.

- Guide learners to read and discuss relevant content from the Tusome pupils’ book, focusing on the key concepts of estimating and measuring lengths.

**Lesson Development (20 minutes):**

**Step 1:** Understanding Length Measurement

- Discussion: Ask students what they know about measuring lengths. Introduce the meter as a standard unit of measurement.

- Demonstration: Use the meter sticks and meter rule to show how to measure objects in meters.

**Step 2:** Preparing Estimation Tools

- Activity: Instruct learners to prepare 5-meter-long strings with knots at each meter. Provide each student with string and guide them through tying the knots. This hands-on activity helps reinforce the understanding of meters.

**Step 3:** Estimating Various Distances

- Guided Practice: Explain to the students how to estimate distances before measuring. Take them outside to the field and encourage them to look at different distances (like a tree, a bench, etc.) and guess how many meters away they are.

**Step 4:** Measuring the Distances

- Active Learning: In small groups, have students use their prepared strings to measure the distances they estimated. Encourage them to compare their estimates with the actual measurements, discussing any differences they notice.

**Conclusion (5 minutes):**

- Summarize the key points of the lesson: the importance of estimating and measuring length in meters.

- Conduct a quick interactive quiz where students shout out if they think their estimates were higher or lower than the actual measurements.

- Prepare learners for the next session by giving them a sneak peek into topics about different measurement units.

**Extended Activities:**

- Home Assignment: Ask students to measure and estimate the length of common items at home (e.g., a table, a door, or a bed). They should write down their estimates and the actual measurements they find.

- Class Display: Create a "Measurement Wall" where students can post their findings from the home assignment, along with drawings of the items they measured, including their estimated and actual lengths.

**Teacher Self-Evaluation:**

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**WEEK 8: LESSON 5**

**Strand:** Measurement

**Sub Strand:** Mass

**Specific Learning Outcomes:**

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

**Key Inquiry Question(s):**

How can we collect sand or soil from the environment and use a beam balance to measure the mass of each item?

**Learning Resources:**

- Beam balances

- Packets of maize

- Packets of bean seeds

- 1-kilogram mass

- Chalkboard and dusters

- Mathematics textbooks

- Tusome Pupils’ Book 3, pg. 80

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review Previous Lesson: Begin by asking students what they remember about mass and measurement. Discuss the importance of measuring mass in everyday life.

- Discussion of Learning Resources: Introduce the beam balance and materials they'll use today. Read and discuss relevant content from the Tusome Pupils’ Book to refresh concepts related to mass.

**Lesson Development (20 minutes):**

**Step 1:** Introduction to Beam Balance

- Demonstrate how to use a beam balance by placing a known 1 kg mass on one side. Discuss how the balance works.

- Ask students what they notice about the position of the beam when it is balanced.

**Step 2:** Collecting Samples

- Take the class outside or to a designated area to collect sand or soil. Each student should collect a small amount of sand or soil in a container.

**Step 3:** Measuring with the Beam Balance

- Back in the classroom, provide each student or group with a beam balance and ask them to measure the mass of their collected sand or soil.

- Guide them to place their sample on one side and compare it with the known 1 kg mass on the other side. Encourage them to record their findings.

**Step 4:** Comparing Masses

- As a class, discuss the results. Ask questions like, “Did anyone have a mass that was equal to 1 kg?” or “How did your sand/soil compare to the 1 kg mass?”

- Direct students to discuss why some samples may have different masses.

**Conclusion (5 minutes):**

- Summarize Key Points: Recap what was learned about measuring mass and how the beam balance works. Emphasize the skill of measuring in kilograms.

- Interactive Activity: Have a quick quiz where students guess the mass of different objects around the classroom, discussing their reasoning.

- Preview Next Session: Inform students that they’ll learn more about other units of measurement in the next lesson.

**Extended Activities:**

- Home Activity: Ask students to find three objects at home and measure their mass using a kitchen scale. They can create a mini display in the classroom next week to share with their classmates.

- Classroom Project: Create a "Mass Wall" where students can post photos or drawings of items and their corresponding masses based on class measurements and home activities.

**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 1**

**Strand:** Measurement

**Sub Strand:** Mass

**Specific Learning Outcome:**

**- By the end of the lesson, learners should be able to:**

1.Estimate mass up to 5 kilograms.

**Key Inquiry Question:**

- How can we read and solve word problems involving fractions related to mass?

**Learning Resources:**

- Five 1-kilogram weights

- Objects of varying masses

- Tusome Pupils’ Book 3, Page 81

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a quick review of the previous lesson about weight and mass.

- Ask students to share how they measure mass at home or in their communities.

- Introduce the topic of estimating mass using relevant pages from the learning resource. Discuss the importance of knowing how to estimate mass.

**Lesson Development (20 minutes):**

**Step 1:** Introduction to Estimating Mass

- Briefly explain what mass is and how we measure it using kilograms.

- Show students the 1-kilogram weights and explain that they will use these to estimate the mass of various objects.

**Step 2:** Hands-On Estimation Activity

- Divide students into small groups. Give each group a variety of objects with known masses (e.g., a textbook, a small bag of potatoes, a toy).

- Instruct groups to estimate the mass of each object using the 1-kilogram weights to help visualize the measurement.

**Step 3:** Guided Practice with Word Problems

- Present word problems that involve estimating mass within the context of everyday situations. For example, "If a bag of apples weighs 3 kilograms, how much would 2 bags weigh?"

- Work through one example together as a class, then let groups solve additional problems collaboratively.

**Step 4:** Sharing Estimates and Problem Solutions

- Have each group share their estimates and solutions to the word problems.

- Encourage students to discuss how they arrived at their estimates and what strategies worked best for them.

**Conclusion (5 minutes):**

- Recap the key points discussed: what mass is, how to estimate mass, and how to solve related word problems.

- Conduct a brief interactive quiz or game where students guess the weight of different classroom items using kilograms as a guide.

- Provide a sneak peek into the next class by asking what they think happens when we measure mass in grams or how mass can change when we mix objects together.

**Extended Activities:**

- Mass Scavenger Hunt: Have students find items at home that they think weigh less than 1 kilogram, between 1 to 3 kilograms, and between 3 to 5 kilograms. They can bring a list of their findings to class.

- Cooking with Mass: If possible, plan for a simple cooking activity where students measure ingredients using kilograms. Discuss the importance of mass in cooking and baking.

- Mass Estimation Journal: Encourage students to keep a journal where they write down different things they weigh throughout the week and how they estimate their masses.

**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 2**

**Strand:** Measurement

**Sub Strand:** Capacity

**Specific Learning Outcome:**

**-By the end of the lesson, learners should be able to:**

1.Measure capacity in liters.

**Key Inquiry Question(s):**

- How can we compare and measure the capacity of different containers using a 1-liter container?

**Learning Resources:**

- 1-liter container

- Water

- Containers of various capacities (e.g., 250ml, 500ml, 2 liters)

- Tusome Pupils’ Book 3, pg. 82

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a quick review of the previous lesson on measurement.

- Discuss with the learners what they already know about capacity and measuring liquids.

- Introduce the concept of liters and show the 1-liter container.

- Encourage learners to share any prior experiences with measuring liquids.

**Lesson Development (20 minutes):**

**Step 1:** Explore Different Containers

- Have learners collect various containers.

- Ask them to predict which containers might hold more or less than 1 liter.

**Step 2:** Making Comparisons

- Show how to use the 1-liter container to fill other containers.

- Demonstrate by pouring water from the 1-liter container into a 2-liter container.

- Discuss with the class how many times they think they will need to fill the 1-liter container to fill the larger container.

**Step 3:** Measuring Capacity

- Allow each student to take a turn measuring the capacity of their own containers using the 1-liter container.

- Encourage them to note how many times they filled the 1-liter container to fill their container and discuss their findings with a classmate.

**Step 4:** Sharing Results

- Gather everyone back together and ask volunteers to share their findings.

- Discuss the containers: Which ones held more than 1 liter? Which held less?

- Reinforce the vocabulary of capacity and liters during this sharing session.

**Conclusion (5 minutes):**

- Summarize key points: What is capacity, and how can we measure it using a 1-liter container?

- Engage students in a brief interactive activity, such as a quick game where they guess the capacity of various classroom items.

- Preview the next lesson on another measurement topic, encouraging learners to think about what they might measure next.

**Extended Activities:**

- Home Activity: Ask students to measure the capacity of items at home (like bottles or jars) and report back with their findings.

- Art Connection: Provide students with materials to create their own measuring tools (e.g., marks on a plastic bottle) to take home and measure liquids during cooking with their family.

**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 3**

**Strand:** Measurement

**Sub Strand:** Capacity

**Specific Learning Outcome:**

**-By the end of the lesson, learners should be able to:**

1.Estimate capacity up to 5 litres.

**Key Inquiry Question(s):**

- How can we estimate the capacity of different objects?

- What is the difference between an estimate and the actual capacity?

**Learning Resources:**

- 1-litre container

- Various water containers of different capacities

- Tusome pupils’ book 3, pg. 83

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin the lesson with a quick review of the previous lesson on measurements. Ask students to recall what they learned about measuring liquids.

- Guide learners through the relevant content in Tusome pupils’ book, focusing on the concept of capacity and how we use estimates in everyday life.

**Lesson Development (20 minutes):**

**Step 1:** Introduction to Estimating Capacity

- Discuss what it means to estimate. Use simple examples, like estimating how much juice is in a glass.

- Show students a 1-litre container and explain that they will use it to help estimate larger volumes.

**Step 2:** Estimation Activity

- Divide the class into small groups and provide each group with various containers of different capacities.

- Ask each group to estimate the capacity of each container using the 1-litre container as a reference. Have them note their estimates.

**Step 3:** Measuring Actual Capacity

- After each group has made their estimates, bring the class back together.

- One by one, measure the actual capacity of the containers using water. Discuss the actual measurements in comparison to their estimates.

**Step 4:** Reflection and Discussion

- Engage students in a discussion about the differences between their estimates and actual measurements. Ask questions like:

- Why do you think some estimates were closer than others?

- When might it be important to estimate capacity rather than measuring it exactly?

**Conclusion (5 minutes):**

- Summarize the key points discussed, emphasizing the difference between estimation and actual measurement, and the importance of using both in real life.

- Reinforce learning objectives by asking students to share one thing they learned about estimating capacity.

- Prepare students for the next session by asking them to think about situations at home where they might need to estimate capacity (e.g., filling a bathtub, measuring ingredients for a recipe).

**Extended Activities:**

- Estimation Jar: Create a jar filled with small items (e.g., beans, marbles) and have students guess how many items are inside. After estimating, they can help count the items to find out the actual number.

- Home Practice: Ask students to pick three different containers at home and write down their estimates for each, along with the actual measurements after checking. They can share their findings in the next class.

**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 4**

**Strand:** Measurement

**Sub Strand:** Time

**Specific Learning Outcomes:**

**-By the end of the lesson, learners should be able to:**

1.dentify the hour hand and the minute hand on a clock.

**Key Inquiry Question(s):**

How can we make a clock and identify the hour and minute hand on a clock face?

**Learning Resources:**

- Manila cutouts

- Pair of scissors

- Clock face template

- Felt pen

- Tusome pupil’s book 3 pg. 84

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a brief review of what students learned in the previous lesson about telling time.

- Guide students to read from page 84 of their Tusome book. Discuss the parts of a clock, particularly focusing on the hour and minute hands. Ask questions like, "What does the hour hand do?" and "What about the minute hand?"

**Lesson Development (20 minutes):**

**Step 1:** Introduction to the Hands of the Clock

- Explain the difference between the hour hand and the minute hand.

- Show a visual aid like a poster or digital image of a clock) and point to each hand.

- Discuss how the hour hand is shorter and moves slowly around the clock, while the minute hand is longer and moves quickly.

**Step 2:** Making a Clock

- Hand out the Manila cutouts and introduce the clock face template.

- Instruct learners to cut out the clock face and the hour and minute hands.

- Guide them to attach the hands to the center of the clock face, ensuring that the hour hand is shorter and the minute hand is longer.

**Step 3:** Labeling the Clock

- Using the felt pen, have the students label the hour numbers (1 to 12) on their clock faces.

- Encourage them to also write a note next to the hands to remember which is which: "Hour Hand" and "Minute Hand."

**Step 4:** Practice Identifying the Hands

- Once the clocks are completed, ask students to show the hour and minute hand positions for different times you call out.

- For example, “Show me 3:00” or “Show me 6:30.” Walk around to assess understanding and provide help if needed.

**Conclusion (5 minutes):**

- Summarize the key points discussed during the lesson: the definitions of the hour hand and minute hand and how to create a clock.

- Conduct a brief interactive activity, such as a matching game where students match card images of clocks to the correct time expressions (e.g., 2:00, 7:30).

- Prepare learners for the next lesson by asking, “Next time, we will learn how to tell time on our clocks. What do you think we will do?”

**Extended Activities:**

- Encourage students to practice telling time at home using wall clocks or watches.

- Provide them with a worksheet where they can draw hands on different clock faces to show specific times.

- Organize a simple "clock scavenger hunt" where students will find and write down the times shown on clocks around the school or at home.

**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 5**

**Strand:** Measurement

**Sub Strand:** Time

**Specific Learning Outcome:**

**-By the end of the lesson, learners should be able to:**

1.Identify the relationship between the hour hand and the minute hand on a clock.

**Key Inquiry Question(s):**

- How do the hour hand and minute hand work together to tell time?

- What do we notice about the spaces on the clock between the hour and the minute?

**Learning Resources:**

- Manila cutouts (for making clock faces)

- Pair of scissors

- Clock face templates

- Felt pen

- Tusome pupils’ book 3, pg. 85

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a quick review of the previous lesson on telling time.

- Guide the students to read and discuss page 85 from the Tusome pupils' book, focusing on clocks and the hands that tell time.

- Emphasize the key concepts: hour hand and minute hand.

**Lesson Development (20 minutes):**

**Step 1:** Understanding the Clock

- Show a simple clock face marked from 1-12.

- Discuss what each number represents in terms of hours. Highlight that between each hour mark, there are smaller divisions for minutes.

**Step 2:** Exploring the Hour Hand

- Explain the function of the hour hand and how it moves slowly around the clock.

- Use a sample clock face cutout to demonstrate how the hour hand points to different numbers as time passes.

**Step 3:** Understanding the Minute Hand

- Explain the function of the minute hand and how it moves quickly around the clock.

- Illustrate how the minute hand reports minutes by counting the smaller divisions between the numbers.

**Step 4:** Relationship between the Hands

- Examine the relationship between the hour and minute hands. Show how they work together to show the exact time.

- Use the clock face cutouts to allow students to practice moving the hands to different times and observing how they interact.

**Conclusion (5 minutes):**

- Summarize the key points learned about the hour and minute hands and their relationship.

- Conduct an interactive activity where students can call out different times, and the class will move their clock hands to match that time.

- Preview the next lesson by asking students to think about what happens to the clock after the minute hand reaches 12.

**Extended Activities:**

- Have students create their own clock faces at home using manila cutouts and practice telling time with family members.

- Encourage students to keep a time diary for a week, noting what activities they do at different times of the day, using both the hour and minute hands in their descriptions.

**Teacher Self-Evaluation:**

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**WEEK 11: LESSON 1**

**Strand:** Measurement

**Sub Strand:** Time

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1.Read and tell time by the hour.

**Key Inquiry Question(s):**

- How can we mark, read, and tell time by the hour with our classmates?

**Learning Resources:**

- Manila cutouts

- Pair of scissors

- Clock face templates

- Felt pens

- Tusome Pupils’ Book 3, pg. 86

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a brief review of the previous lesson on measuring time.

- Encourage students to share what they remember.

- Introduce the topic of telling time by the hour using the clock face from the Tusome Pupils’ Book. Discuss the key concepts related to hours.

**Lesson Development (20 minutes):**

**Step 1:** Introduction to the Clock Face

- Show a large clock face and explain its parts: hour hand, minute hand, and number placements.

- Ask students to identify and point out the hour numbers.

**Step 2:** Demonstrating Telling Time by Hour

- Use a clock face to demonstrate how to tell the time by the hour (e.g., "When the hour hand points to 3, it is 3 o'clock.").

- Have students practice this by calling out different hour times as they see them on the example clock.

**Step 3:** Hands-On Activity with Manila Cutouts

- Divide students into pairs or small groups.

- Give each group a manila cutout of a clock face, scissors, and felt pens.

- Instruct them to create their own clock faces, marking the hours and drawing hands to indicate different times (e.g., 1 o'clock, 2 o'clock, etc.).

**Step 4:** Group Presentation

- Have students present their clock faces to the class, telling the time they've created.

- Encourage classmates to ask questions about the times shown.

**Conclusion (5 minutes):**

- Summarize the key points discussed in the lesson, reinforcing how to read and tell time by the hour.

- Conduct a brief interactive activity by asking students questions like, "What time is it if the hour hand is on 7?"

- Preview the next session on half-past times and encourage students to think about what they might discover regarding time.

**Extended Activities:**

- Clock Craft: Students can create a personal clock using paper plates, attaching movable clock hands with a brad fastener. They can decorate their clocks and practice telling time at home with family members.

- Time Scavenger Hunt: Set up a scavenger hunt where students seek out objects or pictures that represent certain hours of the day (e.g., lunch at 12 o'clock, bedtime at 8 o'clock).

- Time Journals: Encourage students to keep a 'time journal' for a week, noting what activities they do at different hours of the day.

**Teacher Self-Evaluation:**

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**WEEK 11: LESSON 2**

**Strand:** Measurement

**Sub Strand:** Time

**Specific Learning Outcome:**

**-By the end of the lesson, learners should be able to:**

Students will be able to read and tell time past the hour by the end of the lesson.

**Key Inquiry Question(s):**

How can we use a clock face to mark, read, and tell time past the hour?

**Learning Resources:**

- Clockface from Tusome Pupil Book 3, page 87

**Organisation of Learning:**

**Introduction (5 minutes):**

- Activity: Begin with a quick review of the previous lesson about telling time on the hour. Ask questions like, "What does it mean when the clock shows 3:00?"

- Discussion: Guide learners to look at the clock face on page 87. Discuss the hour hand and minute hand and how they work together to show time. Reinforce key concepts in simple language.

**Lesson Development (20 minutes):**

**Step 1:** Understanding the Clock Face

- Activity: Show a large clock face to the class. Identify the hour hand and minute hand. Explain how the hour hand points to the hour and the minute hand points to minutes.

- Discussion: Ask students, "What does it mean when the minute hand is on 12?" and "Can you show me where the hour hand would be if it was 1:00 PM?"

**Step 2:** Telling Time Past the Hour

- Activity: Illustrate how to read time past the hour. For example, show 1:15, and identify it as "quarter past 1." Use terms like "half past" and "quarter past."

- Practice: Hands-on activity where students use mini clock faces or draw their own to practice telling time, such as 2:10, 3:30, and 4:45.

**Step 3:** Group Practice

- Activity: In pairs, students will take turns asking each other to read different times from their clock faces. For example, “What time is it when the minute hand is on 6 and the hour hand is between 2 and 3?”

- Sharing: A few students can share times they created and how they found them.

**Step 4:** Individual Practice and Feedback

- Activity: Give each student a worksheet with various clock faces showing different times past the hour. Have them write down the times in words (e.g., “two fifteen”) next to each clock face.

- Feedback: Walk around and provide assistance, and ask students to explain how they determined the time.

**Conclusion (5 minutes):**

- Summary: Recap the main points learned about reading time past the hour. Ask students what they found interesting about telling time today.

- Interactive Activity: Conduct a quick game of "What time is it, Mr. Wolf?" to reinforce time telling in a fun way.

- Preview: Briefly introduce the next lesson topic: telling time to the nearest 5 minutes. Ask, "Have you noticed different times during your day?"

**Extended Activities:**

- Home Activity: Ask students to create a "Daily Time Log" at home where they note what they do at different times during the day (e.g., “I eat lunch at 12:30 p.m.”).

- Class Activity: Set up a "Classroom Clock" where students can rotate and demonstrate telling different times to their classmates.

**Teacher Self- Evaluation:**

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**WEEK 11: LESSON 3**

**Strand:** Measurement

**Sub Strand:** Money

**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1.Identify Kenyan currency notes up to 1000.

**Key Inquiry Question(s):**

- How can we sort out Kenyan currency notes according to their value?

**Learning Resources:**

- Kenyan currency notes

- Tusome pupils’ book 3, pg. 88

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson by asking students what they remember about money and its importance.

- Guide learners to read and discuss relevant content from the Tusome pupils’ book, focusing on Kenyan currency notes to ensure they understand the key concepts of identifying and differentiating notes.

**Lesson Development (20 minutes):**

**Step 1:** Introduction to Kenyan Currency

- Briefly introduce the different Kenyan currency notes (e.g., 50, 100, 200, 500, 1000).

- Show each note to the class and discuss its color, size, and any unique features.

**Step 2:** Sorting Activity

- Provide students with printed images or small replicas of the currency notes.

- In small groups, have students sort the notes from lowest to highest value. Encourage them to discuss why they ordered them that way.

**Step 3:** Identification Game

- Create a quick identification game where you hold up a note, and students must shout out its value.

- This can be made into a fun competition, giving points for correct answers.

**Step 4:** Mock Shopping Scenario

- Set up a mock store in the classroom with items priced using Kenyan currency.

- Students can use the notes to ‘buy’ items, practicing identifying and using different denominations. Have them give change to further practice their skills.

**Conclusion (5 minutes):**

- Summarize key points covered, such as the names and values of different notes.

- Conduct a brief interactive quiz to reinforce the main topics; for example, show a note and have students identify its value.

- Preview the next session, informing students that they will learn about how to add and subtract money in relation to shopping activities.

**Extended Activities:**

- Have students create their own currency note designs based on their imagined values and uses.

- Assign a homework task where students can identify the notes seen throughout the week in their local shops or markets and write about their experiences.

- Organize a “currency display” day where students can bring in copies or photos of international currency notes and share facts about them with the class.

**Teacher Self-Evaluation:**

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**WEEK 11: LESSON 4**

**Strand:** Measurement

**Sub Strand:** Money

**Specific Learning Outcomes:**

**-By the end of the lesson, the learner should be able to:**

1.Count money in different denominations up to 1000.

**Key Inquiry Question(s):**

- How can learners put together notes of different denominations and state their total value?

**Learning Resources:**

- Kenyan currency notes

- Tusome pupils’ book 3, pages 89-90

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a quick review of the previous lesson on basic addition and subtraction.

- Show learners the Kenyan currency notes (or images) and read the relevant content from the learning resources, emphasizing the values of different denominations.

**Lesson Development (20 minutes):**

**Step 1:** Identify Kenyan Currency Notes

- Introduce the different types of Kenyan currency notes (e.g., 50, 100, 200, 500, 1000 KES).

- Discuss the features of each note (color, size, and design).

- Engage learners in a short activity where they can match images of notes with their values.

**Step 2:** Hands-On Activity

- Provide learners with play money or printed images of different denominations.

- Ask them to create different combinations of notes that total specific amounts (e.g., "Make 600 KES using different notes").

- Walk around the classroom to assist students as they work through the activity, ensuring they understand how to count their combinations.

**Step 3:** Partner Work

- Pair up learners and ask them to work together to ask each other questions about money.

- Each student will state a total value using their play money, and their partner will check the correctness and explain how they counted the notes.

**Step 4:** Class Discussion

- Invite pairs to share different combinations they created and the value of the coins or notes they used.

- Discuss the importance of knowing how to count money in daily life and practicality.

**Conclusion (5 minutes):**

- Summarize the key points learned about different Kenyan currency notes and how to add them together.

- Conduct a brief interactive activity: Ask a few quick questions like “What is the value of one 500 note and three 200 notes?” and have learners respond.

- Give a quick preview: "Next time, we will be learning how to make change when buying things!"

**Extended Activities:**

- Home Activity: Ask learners to gather coins and notes from their environments and practice counting and creating different totals.

- Game: Create a classroom shop where learners can buy and sell items (e.g., toys, snacks) for play money, reinforcing counting and making change.

**Teacher Self-Evaluation:**

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**WEEK 11: LESSON 5**

**Strand:** Measurement

**Sub Strand:** Money

**Specific Learning Outcomes:**

**-By the end of the lesson, learners should be able to:**

1.Carry out shopping activities involving change.

**Key Inquiry Question:**

- How do we give and receive change when we shop?

**Learning Resources:**

- Kenyan currency notes

- Imitation money

- Tusome pupils’ book 3, pg. 91

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin the lesson by reviewing the previous lesson on identifying coins and notes. Ask questions like "What do we use money for?" to engage learners.

- Guide learners to read and discuss page 91 from the Tusome pupils' book that talks about shopping with money. Highlight the concept of change.

**Lesson Development (20 minutes):**

**Step 1:** Understanding Change

- Explain what change is and why it is important. Use real-life examples, such as "If you buy a toy for 50 shillings and give the cashier 100 shillings, how much change do you get back?"

- Show how to calculate change by subtracting the total cost from the amount given.

**Step 2:** Role-Playing a Shopping Scenario

- Set up a mock shop in the classroom. Divide learners into groups of shoppers and cashiers.

- Provide learners with imitation money and have them practice buying items and giving change.

**Step 3:** Practice Calculation

- After the role-play, ask each group to present one transaction they did, explaining how they calculated the change.

- Encourage students to use the counting-up method for change, starting from the purchase price to the amount tendered.

**Step 4:** Sharing Experiences

- Bring the class back together and ask each group to share their experiences.

- Discuss common mistakes and key takeaways to reinforce learning.

**Conclusion (5 minutes):**

- Summarize key points: what change is, why we give change, and how to calculate it.

- Conduct a quick quiz with questions like "If I buy a pencil for 20 shillings and pay with 50 shillings, how much change will I get?"

- Preview the next lesson: “Next time, we will learn about saving money and budgeting.”

**Extended Activities:**

- Currency Craft: Have students design their own currency using paper. They can create their own notes and coins and explain their value.

- Shopping Spree: Organize a classroom ‘shopping spree’ where students can ‘purchase’ items with imitation money during free time, practicing giving and receiving change.

**Teacher Self-Evaluation:**