P.3 MATHEMATICS SCHEME OF WORK FOR TERM ONE

E.L.O: ***The learner understands different ways of locating places and appreciates the various social groups in the Sub County / division.***

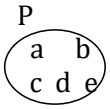
WK	PD	THEME	SUB THEME	CONTENT	COMPETENCES	METHOD	ACTIVITIES	INDICATORS OF LIFE SKILLS AND VALUES	T/LAIDS	REF	REM
1	1	OUR DIVISION	Name and location of our sub county	Sets A set is a collection of well-defined members. Naming and forming sets. a e i o u a set of vowels letters 0,1,2,3,4,5,6 A set of 7 numbers  A set of 4 pots	The learner -defines a set -names given sets -forms sets	-exposition -demonstration -problem solving think pair and share	-drawing sets -sorting elements	-effective communication -critical thinking -appreciation	-real objects -chalk board illustration	Mk pri Math Bk 3 page 1	

	2			Comparing sets M N a b 1 2 c d 3 4 5 Set M has 4 members Set N has 5 members Set N has more members than set M Set M has less members than set N	The learner -counts and finds the number of members in each set. -compares given sets using more or less	Brain storming -expositio n -guided discussio n	-sorting elements	-critical thinking -identity -problem solving	Real object s Chalk board illustr ation	Mk Prima ry Maths Bk 3 page 2 Under standi ng Maths Bk 3 page 2	
	3			Matching sets A B John fruit Mary bird dove animal cat boy mango girl Set A and B are matching sets E F 1 → a 2 → b 3 → c Set E has 4 members Set F has 3 members Set E and F are non-matching sets	The learner -compares sets using matching and non-matching	- demonst ration -guided discussio n - expositio n think pair and share	-matching sets -comparing sets using matching and non-matching	-belonging -problem solving	Chalk board illustr ation	Mk Prima ry math Bk 3 page 14-16	

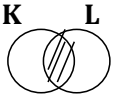
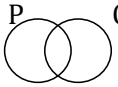
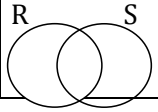
	4			Types of sets and their symbols Type symbol Intersection ∩ Union set ∪ Empty set ∅ Equal set = Not equal set ≠ Equivalent sets ↔ Subset ⊂ Universal set ∈ No of elements n( ) Non equivalent sets ↔ Member of ∈ Not a member of ∉	The learner -writes the symbol of each type set	-guided discovery -expositio n	A learner -identifies and writes symbols of types of sets	-appreciatio n -identity	Chalk board illustr ation	Mk Primary Math Bk 3 page 11 Understanding maths bk 3 page 3	
	5			**<u>Empty sets/ null sets</u>** Empty sets are sets with out members or elements. Examples Set Q has no members therefore it is an empty set Set B = { cows with 10 ears each} set B is an empty set Set Q = { snakes with legs} Set Q is an empty set. Set Q is ∅	A learner -defines empty sets -identifies empty sets from given sets	-demonst ration -expositio n -guided discussio n	-empty sets -identifying empty sets	-critical thinking -identity	-real object s -chalk board illustr ation	Mk Primary Math Bk 3 page 11 Under standing Math Bk 3 page 3	

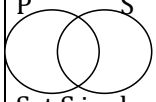
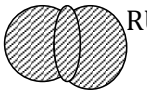
	6			**Equal sets** Equal sets are sets that have the same and equal number of elements Examples M={1,2,3,4} N= {3,1,4,2} Set M is equal to set N(M=N) Set P = {a, b, c, d, e} Q = [d, e, b, a, c} Set P is equal to set Q or P= Q	-defines equal sets -identify equal sets and gives examples of equal sets	-discussion -exposition -question answer	-defines equal sets -identifies equal sets	-logical thinking -identity -problem solving	Chalk board illustration	New Mk Pri MTC BK 3 page 5 Understanding Math Bk 3 page 5	
7				**Non equal sets** Non equal sets are sets that have the same type of members and different number of elements Examples Set X = {shoes, spoons, cups} Y = { shoes, flowers, spoons, cups} Set X is not equal to set Y Or=X≠ Y Set P = { a,e,i,o} Q – { a,e,i,o,u} Set P is not equal to set Q	-defines non equal sets -identifies non equal sets -suggests possible examples of non-equal sets	-exposition -discussion -guided discovery think pair and share	-defines non equal sets -identifies non equal sets from given sets	-identity -appreciation -logical thinking	Chalk board illustration	MK Primary MTC BK 3 page 6	

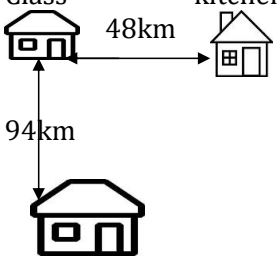
				Or P ≠ Q							
2	1			**<u>EQUIVALENT AND NON WQUIVALENT SETS</u>** Equivalent sets are sets that have different elements but the same number of elements Example Set P = {a,e,i,o,u} Q= { 1,2,3,4,5} Set P is equivalent to set Q Or P ↔ Q Set B ={ a, b, c, d} C= {1, 2, 3, 4, 5, 6 } Set B is not eqquivalent to set C B ↮ C Note: Non equivalent sets have different number and the type of elements.	A learner -defines equivalent and non-equivalent sets -identifies equivalent and non-equivalent sets	-expositio n -guided discussio n	-defines equivalent and non-equivalent sets -identifies equivalent and non-equivalent sets	-identity -logical thinking -problem solving	Chalk board illustr ation	MK Prima ry MTC BK 3 page 5	
	2			Joint sets are sets that have members shared in common. Disjoint sets are sets that do not have members shared in common A = { a, b, c, d} B = { a, e, i, o, u}	A learner -describes joint and disjoint sets -identifies members in joint sets	-expositio n -guided discussio n -demonst ration	-defines equivalent and non-equivalent sets -identifies equivalent and non-	-identity -logical thinking -problem solving	Chalk board illustr ation -real object s	MK Prima ry MTC BK 3 page 5	

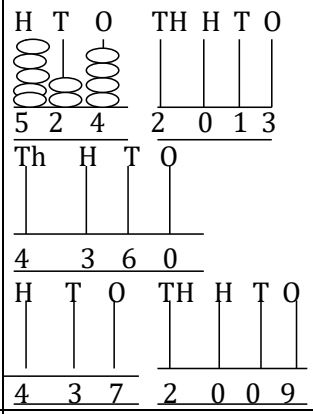
				A and B are joint sets P = {x,y,z} X = { 1,2,3,4} P and X are disjoint sets			equivalent sets				
	3			LISTING MEMBERS OF A SET/ COUNTING Examples  P=5 elements set P = {a,b,c,d,e} Set Y = {0, 2,4,6,8} N(Y) = 5 elements	-lists members of a given set -finds the number of elements in a set	-explanation -brain storming	-listing members of a set -finding the number of members in a set	-problem solving	Chalk board illustration -real objects	MK Primary MTC BK 3 page 5	
	4		Physical feature of our sub county	COMPARING SETS USING EQUAL, NON EQUAL, EQUIVALENT, NON EQUIVALENT, C D E F 0 a 4 2 2 b 2 4 4 c 0 6 Set C and D are equivalent sets Set D and E are matching sets Set E and F are not equal sets	-compares different given sets	-brain storming -exposition -explanation	-comparing different sets	-identity -critical thinking	Chalk board illustration	MK Primary MTC Bk 3 page 16	

	5			Joining sets **W** **X** a e a e b c i o a b c **Y** e o u W + X = { a,e,b,c,a,e,i,o} X+Y = {a, e, i, o, b, c,u} A{0,1,2} + B{2,3,4}= A + B ={0,1,2,3,4} Q={i,o,u} V= { d,e,f} Q+V= {i,o,u,d,e,f}	-joins small sets to form a big set	- expositio n -guided discussio n	-joining set -sorting elements	-problem solving -critical thinking	Chalk board illustr ation	MK Prima ry MTC Bk 3 page 17	
	6	Our divisio n	Physical features of our sub – county	UNION OF SETS Union set is a set containing all members of given sets with nomember repeated Example Set X = {a,b,c,d} Y = {1, 2, 3, 4} Find X ∪ Y X∪ Y = {a, b, c, d,1,2,3,4}	-defines union sets -finds union of given sets -counts the number of members -uses the symbol (∪}	- expositio n - explanati on -guided discussio n	-defining a union set -shading the union region -finding union of sets	-critical thinking -problem solving	Chalk board illustr ation	MK Pri MTC Bk 3 page 18	
	7			Intersection of sets (∩) Intersection of sets is a set that contains elements common to given sets	-defines intersectio n set -finds intersectio	- demonst ration	-defining intersectio n sets	-critical thinking -problem solving	-chalk board illustr ation	MK Pri MTC Bk 3 page 18	

				Given that Set W = { a,b,c,d,e} Z = {a,e,i,o,u} Find W∩Z W∩Z = {a,e,} Set P = { 0, 1, 4, 6, 8, 10} Q = { 1,2, 3, 4, 5, 6, 7} What is P ∩Q? P ∩Q = { 2, 4, 6}	n of given sets -counts the number of elements -uses the symbol (∩)	-expositio n	-shading intersectio n region -finding intersectio n of given notes				
3	1			**<u>VENN DIAGRAMS</u>** **<u>SHADING VENN DIAGRAMS</u>** Examples i) shade K∩L **K L**  ii) shade P – Q / P only P Q  etc	-shades the given regions -finds the difference in sets	-demonst ration -expositio n	-describing the shaded region and finding the difference in sets	-critical thinking -problem solving	Chalk board illustr ation	MK Pri MTC Bk 3 page 18	
	2			Describing the shaded regions Examples i)describe the shaded part R R S  R∩S	-describes the shaded region	-demonst ration -illustrati on	-identifying the shaded region	-critical thinking -problem solving	Chalk board illustr ation	MK Pri MTC Bk 3 page 18	

				P S R ∩ S  Set S is shaded R∪S  RUS is shaded							
	3	Our environment	Physical features of our sub county	**DIFFERENCE OF SETS** A – B is a set of elements in A only not in B. A – B can also be called A only A-B is read as A difference B. (A-B) e.g A B 1 0 5 2 4 6 3 A-B = {1, 2,3} ii) Given that K = {a,b,c,d} P = { 1, 2, c,d} P-K = {1,2}	-describes differences in sets -finds the difference in several sets -lists down members of given sets -counts members in given sets	-demonstration -guided discovery gallery walk	-describing difference of sets -shading given regions -finding the difference of sets	-identity -logical thinking -problem solving	Chalk board illustration	MK Pri MTC Bk 3 page 19	
	4			**MORE ABOUT SETS**	-study the Venn diagram	-illustration	-answering questions about the	Logical thinking	Chalk board	MK Pri MTC Bk 3	

				Study the venn diagram below and answer questions **X** **Y** 8 2 0 9 6 4 1 7 Find i) X ∩ Y ii) X ∪ Y iii) Y – X iv) n(X ∪ Y) v) list down members of set Y	and answer questions that follow	- explanation -brain storming	Venn diagram	-problem solving	illustration	page 19	
E.L.O: The child applies acquired skills and appreciated the benefits of participating in different activities											
	5	Livelihood in our sub county	Occupations of people in our sub county division and their importance	**<u>The map journey</u>** Class kitchen  Shop a) How far is the class from the kitchen b) Find the total journey from kitchen to the shop	A learner -identifies the journey in the school -finds the journey in addition	- explanation -guided discussion -brain storming	-reading the journey in the diagram - recognizing the distance	- assertiveness - recognizing - effectiveness	- school structure -chalk board illustration	Thematic curr book 3 page 9	
	6			Filling in missing numbers (in addition) a) 1,2,3,___, _____, 6,7,8,9	-reviews counting up to 1000	Question and answer	Filling in missing numbers	Critical thinking	Chalk board	MK Pri MTC Bk 3	

				b) 30, 31, 32, ___, ___, 35, ___, 37, 38 c) 200, 201, ___, ____, 204 **<u>Missing numbers in subtraction</u>** i) 30, 28, 26, 24, __, ___ ii) 100, 98, 96, __, ____ iii) 40, 30, 20, ____ counting in twos and threes etc 0,2,4,6,__,___ 0, 3, 6, 9, 12, ___, _____ 33, 36, 39, 42, ____, ____	and fill in missing numbers	-guided discussion		-problem solving	illustration	page 20	
	7		Soil	Writing numbers represented on the abacus  	-writes numbers represented on the abacus	-explanation -brain storming jigsaw	-writing numbers represented on the abacus	-creative thinking -effective communication	Chalk board illustration	MK Pri MTC Bk 3 page 9	
4	1			Identification of place values	-defines place value	-explanation	-defining place values	-identify	Chalk board	MK Pri MTC Bk 3	

				Place value is the position of a numer in a given numeral. Write the place value of each digit in 3049 Th H T O 3 0 4 9 Ones Tens Hundreds Thousands The place value of 9 is ones The place value of 3 in 3049 is thousands The place value of 9 is ones The place value of 3 in 3049 is thousands	-writes the place value of given numbers -uses bundles to show place values	-guided discussio n	-writing the place value of given digits in a numeral	- appreciatio n	illustr ation	page 35 Under standi ng Pri MTC Bk 3 page 11	
	2		Livelihoo d in our sub county	Writing place values of underlined digits Examples Th H T O 1 **2** 7 6 Ones Tens Hundreds Thousands	-writes place values of underline digits	-problem solving -guided discussio n	-writing place values of underlined digits	-identify - appreciatio n	Chalk board illustr ation	MK Pri MTC Bk 3 page 35 Under standi ng Pri MTC Bk 3	

				The place value of 2 in 1276 is hundred ii) **<u>8</u>**036 └── ones └── tens └── hundreds └── thousands the place value of 8 in 8036 is thousands						page 11	
	3			**<u>Finding values</u>** Value is the size of a digit in a numeral/ number. (how big) Exampales Find the value of each digit in 349 H T O 3 4 9 └── 9 x 1 = 9 └── 4 x 10 = 40 └── 3 x 100 = 300 ii) What is the value of 6 in 2632? Y = d x p 6 x 100 = 600 The value of 6 in 2632 is 600 N.B → value = digit x place value	-defines a place values of underline digits	- explanation - expositio n -guided discussio n	-defining a value -finding values of digits in several numbers	-critical thinking -problem solving	Chalk board illustr ation	Under standi ng Pri MTC Bk 3 page 10	

	4			WRITING FIGURES IN WORDS Examples Write in words H | T | O 7 | 8 | 9 seven hundred eighty nine TH | H | T | O 3 | 5 | 4 | 6 Three thousand five hundred forty six TH | H | T | O 2 | 0 | 3 | 4 Two thousand thirty four Note: Tens and ones are read as one number	-gives each digit in a place value -writes given number figures in words	-explanation -guided discussion -exposition brain storming	-writing figures in words	-logical thinking -problem solving	Chalk board illustration	Understanding Pri MTC Bk 3 page 10	
	5		Soil	Writing words in figures Examples 1. Two hundred twelve Two hundred = 200 Twelve = +1 2 212 2. seven hundred fifty two. Seven hundred 700 Fifty two + 52 752	-writes numbers in figures	-exposition -illustration -problem solving brain storming	-writing numbers in figures	-critical thinking -problem solving	Chalk board illustration	Understanding Pri MTC Bk 3 page 10	

				3. three thousand four hundre six Three thousand = 3000 Four hundred = 400 Six = + 6 3406							
	6			Writing expanded place values in short Examples i) 3 hundred + 5 tens + 9 ones = 530 ii)500 + 30 + 0 = 359 iii) 8 tens + 4 ones = 84 (8 x 10) + (4 x 1) 80 + 4 = 84	-writes expanded place values in short	-expositio n -guided discussio n -problem solving	-writing expanded place values in short	-critical thinking -problem solving	Chalk board illustr ation	MK prima ry MTC BK 3 page 23	
	7			WRITING NUMBERS IN EXPANDED FORM USING PLACE VALUES Examples H T O 2 3 4 One Tens Hundreds 234 = 2 hundreds+ 3 tens + 4 ones	-writes numbers in expanded form using place values	-guided discussio n -problem solving	-writing numbers in expanded form using place values	-critical thinking -problem solving	Chalk board illustr ation	MK prima ry MTC BK 3 page 23	
5	1			Expanding numbers using values	-writes single	-problem solving	Expanding numbers	Logical thinking	Chalk board	MK prima	

				Examples i) 415 = 4 hundreds + 1 tens + 5 ones (4x100) + (1 x 10) + (5x 1) 400 + 10 + 5 ii)2389 = 2 thousands + 3 hundreds + 8 tens + 9 ones (2x1000) + (3 x100) + (8 x 10) + (9x 1) 2000 + 300 + 80 + 9 H T O iii) 7 0 8 = 7 hundreds + 0 tens + 8 ones 700 + 0 + 7	numbers from expanded numbers	- expositio n -guided discussio n brain storming	using values		illustr ation	ry MTC BK 3 page 32	
	2		Natural causes of changes in the environm ent	Writing expanded numbers in short (single numeral) Examples What number is expanded to get i) 400 + 50 + 9 = 400 50 + 9 459 ii) 6000 + 300 + 50 + 8 6000	-writes single numeral from expanded numbers	-problem solving - expositio n -guided discussio n	-writing single numerals from expanded numbers	Problem solving Logical thinking	Chalk board illustr ation	MK prima ry MTC BK 3 page 32	

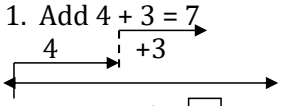
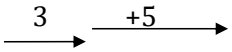
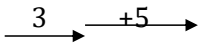
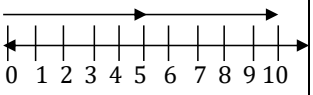
				300 50 + 8 6358							
	3		Changes in the environment through human activities	**ROMAN NUMERALS** 1→I 2→ II 3→III 4→ IV 5→V 6→ VI 7→VII 8→VIII 9→IX 20 →XX 40→~~X~~L 50 → L	-writes basic Roman Numerals 1 -100 -names basic numerals -writes roman numerals got by repeating 1 and X	-expositio n -guided discover y -brain storming	Writing roman numerals for numbers 1-100	-identity -appreciatio n	A chart showi ng roma n nume rals Chalk board illustr ation	MK Prima ry MTC Bk 5 page 37	
	4			**Basic numerals** 1 | 5 | 10 | 50 | 100 I | V | X | L | C Roman numerals got by repeating 1 and X 2 = 1 + 1 = II 20 = 10 + 10 = XX 3 = 1+1+1= III 30 = 10 + 10 +10 = XXX 35 =10 +10+10 +5 X + X + X + V =XXXV	-identify roman numerals by addition	Guided discover y -explanati on	-writing -reading -listing	-identity -appreciatio n	Chalk board illustr ation	MTC BK 5 page 37	

	5			Roman numerals got by addition or subtraction 6 = 5 + 1 = V + I = VI 7 = 5 + 2 V+II= VII 40 = 50 – 10 L-X = XL	-writes Roman numerals by adding or subtracting	-explanation -exposition	-writing roman numerals by adding or subtracting	Logical thinking and responsibility	Chalk board illustration	MTC BK 5 page 37	
	6		Changes in the environment through human activities	CHANGING HINDU ARABIC TO ROMAN NUMERALS Examples 15 = 10+ 5 X+ V =XV 15 = XV	-changes Hindu Arabic to Roman Numerals	-guided discussion -exposition -problem solving	-changing Hindu – Arabic to Roman Numerals	Problem solving Sharing Logical thinking	Chalk board illustration	MTC BK 5 page 37	
	7			CHANGING ROMAN NUMERALS TO HINDU ARABIC Examples XXV = XX + V 20 + 5 = 25 ii) XIV = X + IV 10 + 4 = 14	-changes Roman numerals to Hindu – Arabic	-explanation -problem solving Question and answer	-changing roman numerals to Hindu – Arabic	-logical thinking -problem solving	-chalk board illustration	MK Primary MTC Bk 5 Page 38	
6	1	Livelihood in our environment	Occupation of people in our sub-county and their importance	**ADDITION OF 2 DIGIT NUMBERS** Examples 1. add 39 + 40 = 79 39 + 40 79 2. Work out	-arranges and add the given numbers	-problem solving -guided discussion	-arranging and adding numbers	-identity -appreciation -problem solving	-chalk board illustration	MK Primary MTC Bk 5 Page 40	

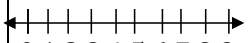
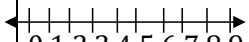
				i) 3 7 ii) 3 9 iii)4 8 + 2 5 + 6 1 + 6 3 6 2 100 1 1 1						Understanding Pri MtC BK 3 page 16-17	
	2			Word problems Examples 1. Ashaba had 32 mangoes and her sister gave her more 17 mangoes.. How many mangoes did she have altogether? 3 2 mangoes + 1 7 mangoes 4 9 mangoes Ashaba has 49 mangoes altogether	-reads, interprets and answers questions correctly.	-problem solving -guided discussion	-reading, interpreting and answering questions correctly	-identify -appreciation -problem	-chalk board illustration	MK Primary MTC Bk 5 Page 41	
	3			2. Find the sum of 67 and 46 6 7 + 4 6 113 3. Okot had 55 cows. His brother had 38 cows. How many cows did they have altogether? 5 5 cows + 3 8cows	-reads, interprets and answers questions correctly.	-problem solving -guided discussion	-reading, interpreting and answering questions correctly	-identify -appreciation -problem	-chalk board illustration	MK Primary MTC Bk 5 Page 41	

				9 3 cows They had 93 cows altogether							
	4			Addition of 3 digit numbers Example i) 2 2 4 ii) 1 8 2 + 3 1 5 + 4 5 6 5 3 9 6 3 8 iii) add 62 + 369 3 6 9 + 6 2 4 3 1	-arranges gives numbers and answer questions correctly	-group discussion question and answer -problem solving	-arranging numbers and adding correctly	-responsibility -problem solving	-chalk board illustration		
	5			WORD PROBLEMS Examples 1. A farmer picked 376 eggs on Monday and 462eggs Tuesday. How many eggs did he pick on the two days 3 7 6 eggs + 4 6 2eggs 8 3 8 eggs 2. A school has 248 boys and 724 girls. How many pupils are in the school? 2 4 8 boys + 7 2 4girls 9 7 2 pupils	-adds numbers correctly -reads, interprets and answer question correctly	Question and answer -problem solving -discussion	-reading, interpreting and answering questions correctly	-responsibility -problem solving	Chalk board illustration	MK Primary MTC Bk 5 Page 44 Understanding Pri MTC BK 3 page 20	

				There are 972 pupils in the school. 3. Find the sum of 200 and 84 200 + 84 284							
	6		Social services and their importance	ADDITION OF 4 AND 3 DIGIT NUMBERS Examples 1.add: 1684 + 215 1 6 8 4 +2 1 5 18 9 9 2. Find the sum of 4263 and 318 4 2 6 3 + 3 1 8 4 5 8 1 3. There are 2410 pupils in Kato P?S and 1359 pupils in Katwe P?S. How many pupils are in the two schools 2 4 1 0 pupils + 1 3 5 9pupils 3 7 6 9 pupils	-adds numbers correctly -reads, interprets and answer questions correctly	-problem solving -guided discovery brain storming	-adding numbers correctly -reading, interpreting and answering questions correctly	-responsibility -problem solving	Chalk board illustration	MK Primary MTC Bk 5 Page 47	
	7		Challenges in social services	Addition using a numberline Example	-adds numbers using a	-guided discovery	-adding numbers using a	-responsibility	Chalk board	New Mk 2000	

			and their possible solutions	1. Add 4 + 3 = 7  0 1 2 3 4 5 6 7 8 9 2. add 3 + 5 = 8  0 1 2 3 4 5 6 7 8 9  0 1 2 3 4 5 6 7 8 9	number line	-problem solving	number line	-problem solving	illustration	Bk 3 page 55	
7	1			Multplication using a number line e.g 2 x 3 2 x 3 = (3 + 3) 0 1 2 3 4 5 6 7 8 9 ii)2 x 5 2 x 5 → (5 + 5)  	-multiplies using a number line -describes multiplication as repeated addition	-guided discovery -explanation -demonstration	-adding -forming steps -drawing a number line	-identity -responsibility -logical thinking -problem solving	A chart showing the number line	MK MTC book 3 page 44 and 56	
E.L.O: The child appreciates environmental changes and applies the acquired knowledge and skills to manage the environment											

	2	Environment and weather in our sub-county	Air and the sun	Subtraction of 2 digit numbers a) subtract i) 78 – 35 7 8 - 3 5 4 3 ii) 93 – 58 9 3 - 5 8 3 5	-subtracts given numbers	-guided discovery -problem solving	-subtracting given numbers	-responsibility -problem solving	Chalk board illustration	MK Pri Mtc Bk 3 page 48	
	3		Air and the sun	WORD PROBLEM a. Sungura had 65 cows. He sold 43 cows. How many cows remained? 6 5 cows - 4 3 cows 2 2 cows b) In a box, there were 73 mangoes. 28 of them were bad. How many mangoes were good? 7 3 mangoes - 2 8mangoes 4 5 mangoes	-reads, interprets and answers questions correctly	-guided discussion -problem solving	-reading, interpreting and answering questions	Logical thinking -problem solving	Chalk board illustration	MK Pri Mtc Bk 3 page 48	
	4			Subtraction of numbers by re-grouping Examples	-subtracts numbers correctly	-guided discussion	Subtracting numbers correctly	-logical thinking -problem solving	Chalk board illustration	MK Pri Mtc Bk 3	

				Subtract a) 1 3 6 b) 4 4 1 - 8 6 - 2 6 8 5 0 1 7 3		-problem solving				page 48	
	5 and 6		Air and the sun	SUBTRACTION OF 4 DIGIT NUMBERS AND 4 PLUS WORD PROBLEMS Examples Work out; a) 2 4 3 2 b) 4 5 6 7 - 1 3 1 1 - 1 2 3 9 1 1 2 1 3 3 2 8	-subtracts numbers correctly -reads interprets and answers questions	-guided discussion -problem solving	-subtracting numbers correctly	Logical thinking -problem solving	Chalk board illustration	MK Pri Mtc Bk 3 page 52-54	
	7			Subtraction using a numberline Examples 7 -4 = 3  0 1 2 3 4 5 6 7 8 9 8 -6 = 2  0 1 2 3 4 5 6 7 8 9	-subtracts numbers using a number line	-explanation -guided discovery -problem solving	--subtracting numbers using a number line	-logical thinking -responsibility -problem solving	Chalk board illustration	MK Pri Mtc Bk 3 page 52-54	
8	1			Multiplication of digit numbers Find the product of i) 3 and 5 3 x 5 = 15 4 x 3 = 12 3 x 5 = 15 3 x 6 = 18 9 x 5 = 45 7 x 4 = 28 8 x 7 =56	-finds the product of 1 digit numbers	Brain storming -guided discovery -problem solving	-finding the product of numbers	Logical thinking Problem solving	Chalk board illustration	MK Pri Mtc Bk 3 page 55	

	2			Multiplication of 2 digit numbers with or without regrouping Examples Multiply: 3 4 4 1 3 4 X 2 x 5 x 3 6 8 2 0 5 1 0 2 1 7 7 8 X 2 x 3 3 4 2 3 4	-multiplies 2 digit numbers with 1 without regrouping	Explanation -guided discovery -problem solving	-multiplies 2 digit numbers with 1 without regrouping	-explanation -guided discovery -problem solving	Multiplying 2 digit numbers with 1 without regrouping	MK Pri Mtc Bk 3 page 55	
	3			Multiplication of 2 digit numbers with 1 Example 1 2 4 3 2 1 x 2 x 3 2 4 8 9 6 3 4 1 2 3 4 1 X 4 x 5 1 6 4 8 1 7 0 5	-multiplies 3 digit numbers with 1	-guided discovery -problem solving -brain storming	-Multiplying 3 digit numbers with 1	Logical thinking Problem solving	Chalk board illustration	MK Primary MTC BK 3 page 67 -68	
	4			Word problems on multiplication Examples 1. There are 7 days in a week. How many days are in 4 weeks? 1 week = 7 days 4 weeks = 4 x 7 = 28 days 2. In a dozen, there are 12 items. How	-reading the word problems -identifying the digits from the words	Guided discovery	Reading -identifying	-logical thinking	Chalk board illustration	MK Primary MTC bk 3 page 67 -68	

				many items are in 6 dozens? 1 2 X 6 72 items							
	5		Water	Rose gave 3 books to each pupil in P.3. If there are 41 pupils in P.3, how many books did Rose give out? 4 1 X 3 123 books Rose gave out 123 books	-reads, interprets and answers questions correctly	-guided discovery -problem solving	-reading , interpreting and answering questions correctly	-logical thinking -problem solving	Chalk board illustration	MK Primary MTC bk 3 page 69 - 71	
	6			Multiplication puzzles X 1 2 3 4 5 6 1 1 2 3 4 5 6 2 2 4 6 8 10 12 3 3 6 9 12 16 18 4 _ _ _ _ _ _ 5 6 10 15 20 25 30 2 x 2 = 4 3 x 2 = 6 4 x 2 = 8 5 x 3 = 15 4 x 5 = 20	-multiplies numbers in the multiplication puzzle	-guided discovery -problem solving	-multiplying to find missing numbers in the multiplication puzzles	-responsibility -creative thinking -problem solving	Chalk board illustration	MK Primary MTC bk 3 page 69 - 71	
	7			MAGIC SQUARES Fill in the missing numbers in the magic squares 7 | a = 0 | 5 b =2 | 4 | c= 6 3 | d= 8 | 1	-finds the total sum -forms and solves equations to find unknowns	-guided discovery -explanation	-finding the total sum -forming and solving equations	-logical thinking -identify -problem solving	-chalk board illustration	MK Primary MTC bk 3 page	

				Sum = 3 + 4 + 5 = 12 a + 7 + 5 = 12 a+ 12 = 12 a = 12 -12 a = 0 b + 7 + 3 =12 b + 10 = 12 b = 12-10 b = 2 c + 5 + 1 = 12 c + 6 = 12 c = 12-6 c= 6 d + 3 + 1 = 12 d + 4 = 12 d = 12 -4 d= 8	in the magic sum	-problem solving brain storming				69 - 71	
9	1 and 2		Water	Division of 1 digit number by 1 with no remainder Examples 1. Divide 8 by 2 4 2 ⌐ 8 - 8 18÷ 3= 4	-divide 1 digit numbers by 1	-demonstration -expositio n -problem solving	Dividing 1 digit number by 1	Problem solving	-chalk board illustr ation	MK Prima ry MTC bk 3 page 73	
	2			Division of 1 digit number by 1 with a remainder 2. share 9 mangoes between 2 boys	The learner divides one digit number by 1	Explanati on Expositio n	Dividing 1 digit number by 1	Problem solving	-chalk board illustr ation	MK Prima ry MTC bk 3	

				6r1 2 9 | 2,4,6,8,10 -8 1 Divide 7 ÷3 2r1 3 | 7 | 3, 6, 9,12 - 6 1 = 2 r 1	a)with a remainder b)without a remainder	Problem solving				page 73	
	3			Division of 2 digit numbers by 1 with no remainder Examples i) 22÷ 2 11 2 | 22 -2 2 = 11 - 2 22÷2=11 iii) 70÷ 7 1 0 7 | 70 -7 0 - 0	-divides digit numbers by 1 using long division a) Without a remainder b) without the remainder	-explanation -exposition -problem solving	Dividing 2 digit numbers by 1	Sharing -logical thinking -problem solving	-real objects -chalk board illustration	MK Primary MTC bk 3 page 73	`

	4			Division of 3 digits by 1 with no remainder Divide 42 by 3 14 3 ⟌42 - 3 3,6,9,12,15,18 12 =14 -12 Share 120 by 5 24 5⟌120 -10 =24 20 -20 =24	-divides 2 digit numbers by 1 using long division	-expositio n -guided discover y -problem solving mental work	-dividing 2 digit numbers by 1	Sharing -problem solving	Real object s -chalk board illustr ation	MK Prima ry NTC Bk 3 page 73-73	
	5			With a remainder e.g divide 123 ÷ 2 61 r1 2⟌12 3 -0 12 -12 00 3 61r1 -2 1	-divides 2 digit numbers by 1 using long division	-expositio n -guided discover y -problem solving	-dividing 2 digit numbers by 1	Sharing -problem solving	Real object s -chalk board illustr ation	MK Prima ry NTC Bk 3 page 73-73	
	6		Managing water	Word problem Examples Share 32 pencils equally amongst 4	-reads, interprets and answers	Explanati on Guided discover y	Reading, interpretin g and answering	Critical thinking -effective communica tion	Chalk board illustr ation	MK Pri MTC Bk 3 page 76-77	

				boy. How many pencils does each get? 8 5 ⟌ 32 8, 16, 24, 32, 40 - 32 = 8 Each gets 8 pencils 2. There are 125 pencils to be shared by 5 girls. How many sweets does each get? 25 4 ⟌ 125 -10 25 -25	questions correctly -divided numbers using long division correctly	Problem solving	questions correctly				
	7			ALGEBRA i)with addition a)□+ 3 = 9 b)□+8=13 9 -3 = 6 13-8 =5 c) 6 +□= 10 = 10-6 = 4	Solves for the unknown	Explanation Guided discovery Problem solving	-solves for the unknown	-logical thinking -problem solving	Chalk board illustration	MK Pri MTC Bk 3 page 192	` `
10	1			With subtraction □ - 3 = 7 □ = 7 + 3 □ = 10 □ - 8 = 5 □ =5 + 8	-solves for the unknowns	-guided discovery -problem solving	Solving for the unknown	Logical thinking Problem solving	Chalk board illustration	MK Pri MTC Bk 3 page 194	

				□ =13 □- 2 = 6 = 6+ 2 = 8		- expositio n					
	2			iii) with Multiplication □ x 3 = 15 4 x □= 28 =15÷3 =24÷4 =5 □ = 7 □X 2 =16 □x 8 = 40 =16 ÷ 2 = 40÷ 8 =8 =5	-solves for unknowns with division signs	-guided discover y -problem solving - expositio n	Solving for the unknown	Logical thinking Problem solving	Chalk board illustr ation	MK Pri MTC Bk 3 page 194	
	3 a n d 4			With division Examples 8÷□ =2 □ = 8÷2 □ =4 24 ÷ □= 4 = 24÷ 4 = 6 □ ÷ 3 =6 =6 x 3 = 18 With multiplication a)3x ___ 12 ___ = 12÷3 ___= 4 b)m x 5 = 20 m = 20÷5 m= 4	-solves for the unknowns	-guided discover y -problem solving - expositio n	Solving for the unknown	Logical thinking Problem solving	Chalk board illustr ation	MK Pri MTC Bk 3 page 194	

	5		Managing charges	More on Algebra a) 5 - □ = 3 5 -3 = □ □= 5-3 b) 9 - □ = 2 □ = 9 -2 □ = 5	A learner; -finds the unknowns -fills the unknown number in the spaces given -solves all the algebraic expression given	-guided discovery -brain storming -question and answer	-subtracting -brain storming -filling in -solve problems	-effectiveness -logical thinking -creative thinking	Chalk board illustration	Guided curr Bk 3 page 39 MK Pri MTC Bk 3 page 194	
	6			Find the unknown i)8 – y = 4 8-4 = y Y = 4 ii) 12- p = 3 12-3 = p P=12-3 P=9	A learner; -finds the unknowns -fills the unknown number in the spaces given -solves all the algebraic expression given	-guided discovery -brain storming -question and answer	-subtracting -brain storming -filling in -solve problems	-effectiveness -logical thinking -creative thinking	Chalk board illustration	Guided curr Bk 3 page 39 MK Pri MTC Bk 3 page 194	
	7			Find the unknown (division i)9÷3 = □ □ =9÷3 □ = 3	A LEARNER -finds the unknowns -fills the unknown number in	-guided discovery -brain storming	-subtracting -brain storming -filling in	-effectiveness -logical thinking	Chalk board illustration	Guided curr Bk 3 page 39	

				ii)12÷□ = 4 □ = 12÷4 □ =3 iii) 14÷ k = 7 k = 14÷7 k = 2	the spaces given -solves all the algebraic expression given	-question and answer	-solve problems	-creative thinking		MK Pri MTC Bk 3 page 194	