

P.3 MATHEMATICS SCHEME OF WORK FOR SECOND TERM Expected learning outcome: The child acquires, appreciates and applies basic scientific knowledge about living things in day to day life.

W	Р	THE	SUB	CONTENT	COMPETEN	METH	ACTIVIT	INDICATO	T/L	REF	R
К	D	ME	THEME		CES	ODS/	IES	RS OF LIFE	AIDS		Ε
						TECH		SKILLS			Μ
						NIQUE		AND			
						S		VALUES			
1	1	Living	Animals	revision(Orientation)	The learner:	Guided	-adding	-self	-straws	Mk	
		things	in our	Addition of 2, 3, and 4	-adds the	discov	numbers	esteem		math	
А			sub	digit number.	given simple	ery		-logical	-	book 3	
р			county	e.g i) 4 3 6 ii 483+24	number		-	thinking	countin	page	
r				+126	b) arrange	Explan	regroupi	-empathy	g sticks	40-41	
il				562	the digits	ation	ng	-			
р				iii) 243 +263	according to		numbers	differentiat			
h				b) more about addition	the place		-	ing			
а				(word problems)	values		counting	-			
S							numbers	appreciatio			
e								n			

	1							1	· · · ·
	2	Revision on:	The learner:	Guided	-	-logical		Curr	
		a) subtraction	i) Multiply	discov	multiply	thinking		guide	
		b) division	the given	ery	ing			book 3	
		c) multiplication	numbers		numbers	-jigsaw		page	
		d) multiplication tables	ii) revise the	Explan				49	
		3, 4, 5, and 6	given work	ation					
		1. e.g multiplity: 4 2 3	based on					Mk Mtc	
		X 7	multiplicatio					book 3	
		2961	n					page	
		ii) Find the product of 234						58 and	
		and 6						59	
								0,	
		Revision:							
	3	Dividion of 2 digit	The learner	Guided	-	-logical		Curr	
		numbers	a) Divides 2	discov	multiply	thinking		guide	
		a) Divide 48 by 2	digit	ery	ing	C C		book 3	
		24	numbers bu	5	numbers			page	
		2 48	2	Explan				49	
		- 4		ation					
		08						Mk Mtc	
		- 8						book 3	
								nage	
		-24						58 and	
		-21						50 and 59	
F	4	i) division of 3 digit	Learner	Guided	-reading	-logical	Chalk	Curr	
	_	numbers by 2, 3 and 4	-divides 2.3	discov	digit	thinking	board	guide	
		a) with no remainder	and 4 digit	erv	names	-sharing	illustrat	book 3	
		b) with a remainder.	number	5		-	ion	nage	
		e_{gi} 1864 \div 2	-identifies a	Explan	-solving	orderliness		48	
		432	4 digit	ation	nrohlem	-creativity		10	
		2 864	numher	auon	Problem	cicacivity			
			number		1				

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

	7		Types of	109 5545 -5 045 45 00 	 -identifies a 4 digit number -divides with a remainder iv) divides 4 digit number by 5 with / with no remainder Learner 	Explan ation Explan	-solving problem - answeri ng question	-creativity	c/boar	Mtc Mk book 3 page 72, 73 and 75 Unders	
			living things	and subtraction tables. $ \begin{array}{r} 20 & 14 \\ 11 & 9+ 5 \\ \hline 7 & 8 \\ 16 & 17 \\ \end{array} $ 9 + 7 - 16 9 + 8 = 17 9 + = 14 14- 9 = 5 9 + 11 20	-identifies the clue -adds or subtracts correctly 3. fill in the missing numbers	ation Guided discov ery Exposi tion	identifyi ng -adding - subtracti on -fillinf in missing numbers	thinking -problem solving	d illustrat ion	tanding math bk 3 page 42	
2	1	Living things	Types of living things	Multiplication using table. 7 1 8 6 2 2 x 8 16	Learner; -multiplies correctly	Explan ation Exposi tion	Multiply ing Filling in missing numbers	Problem solving	Chalk board illustrat ion	Unders tanding math bk 3	

			$\begin{array}{ccc} - & 9 & 3 \\ 18 & 6 \\ 2 x 4 = 8 \\ 2 x 1 = 2 \\ 2 x 7 = 14 \\ 2 x 6 = 12 \\ 2 x 2 = 4 \\ 2 x 9 = 18 \\ \end{array}$	-fills in the missing numbers					page 45	
2	Living things	Types of living things	i)Division tables $40 \div 2 = 20$ $40 \div 2 = 20$ $40 \div 8 = 5$ $40 \div 5 = 8$ $40 \div 10 = 4$ $40 \div 4 = 10$ ii)The sum at the centre is 15 complete table below.0	Learner -divides correctly -fill in the missing numbers	Explan ation Exposi tion	Dividing Filling in missing numbers	Problem solving Appreciati on	Chalk board illustrat ion	Unders tanding Math book 3 page 45	

2	Living	Types of	(rof MTC BKs pg 45)	The learner	Fynlan	Dividing	Problom	Chalk	Mlz Mtc	
5	things	living	Multiplication using	multiplies	ation	Eilling in	coluing	board	hook 2	
	unings	thinga		-multiplies	ation	rinnig in	Annagiati	illustrat	DOOK 3	
		unings	commutative property	the digits	г.	missing	Appreciati	inustrat	page	
			e.g 1) $2 \times 3 = 6$ and $3 \times 2 = 6$	-compares	Exposi	numbers	on	ion	85 and	
			6	the	tion				86	
			ii) 5 x 4 = 20 and 4 x 5 =	multiplicatio						
			20	n statements						
			iii) 3 x 7 = 21 so 7x 3 = 21	-						
			iv) 4 x 6 = 24 so 6 x 4 = 24							
4	Living	Types of	Relationship between	The learner	Guided	Dividing	Logical	-straws	Mk	
	things	living	division and	-compares	discov	digits	thinking	-chalk	NTC	
		things	multiplication	division with	ery	-		board	book 3	
			Complete the statements	multiplicatio	-	answeri	Effectivene	illustrat	3 page	
			i) 2x 6 = 12 so 12 ÷ 6 = 2	n	explan	ng the	SS	ion	81 82	
				-reads the	ation	question	Assertiven		and 83	
				digits while		-	ess			
			ii) 4 x 4 = 20	dividing and					Curr	
			so 20 ÷ 4 = 5	multiplying			Sharing		guide	
			or $20 \div 5 = 4$	19 0			U		book 3	
							Think pair		page	
							and share		49	
 5	Living	Care of	Completing the number	The learner	Guided	Dividing	Logical	-straws	Mk	
	things	insects	patterns by counting in	-compares	discov	digits	thinking	-chalk	NTC	
	<u>8</u> 5	hirds	twos, threes and fours	division with	erv	-		board	hook 3	
		and	i) 0 2 4 6 8 10	multiplicatio	-	answeri	Effectivene	illustrat	3 nage	
		animals	+7 +7 +7 +7 +7 +7	n	evnlan	ng the	ss	ion	81 82	
		ammais	$6 \pm 2 = 8$	-roads the	ation	question	Assertiven	1011	and 83	
1			$8 \pm 2 = 10$	digits while	ation	question			unu 05	
			13 13 13	dividing and			633		Curr	
1			+3 $+3$ $+3$ $+3$ $+3$ $+3$ $+3$ $+3$	multiplying			Sharing		guido	
1			11 J 1, 4, 7, 10, 13	multiplying			Sharing		guiue	
			10 + 3 = 13						DOOK 3	

			iii) 3, 6, 9, 12, iv) 0,4,8,12,,				Think pair and share		page 49	
6	Living things	Care of insects, birds and animals	Multiplyign in twos and threes. Examples 0 twos = 0 x 2 = 0 3 twos = 3 x 2 = 6 5 twos = 5 x 2 = 10 2 threes = 2 x 3 = 6 4 threes = 4 x 3 = 12 pair 1 2 3 4 no of pairs 2 4 6 8 3 x 2 = 6 4 x 2 = 8 10÷ 2 = 5	The learner -completes the given table -multiplies the digits -multiplies fours and fives -multiplies sixes and sevens -reads the digits correctly	Guided discov ery - explan ation	Writing Multiply ing digits Answeri ng question drawing the table of digits -filling in the table	Logical thinking Effectivene ss Assertiven ess Sharing Think pair and share	-chalk board illustrat ion	Mk MTC book 3 3 page 89, 90 and 91 Curr guide book 3	
7	Living things	Care of insects, birds and animals	Multiplying in fours and fives Examples 3 fours = $3 \times 4 = 12$ 6 fours = $6 \times 4 = 24$ 3 fives = $3 \times 5 = 15$ 6 fives = $6 \times 5 = 30$ Square 1 8 12 $2 \times 4 = 8$ $3 \times 4 = 12$	The learner -completes the given table -multiplies the digits -multiplies fours and fives -multiplies sixes and sevens	Guided discov ery - explan ation	Writing Multiply ing digits Answeri ng question	Logical thinking Effectivene ss Assertiven ess Sharing Think pair and share	-chalk board illustrat ion	Mk MTC book 3 3 page 89, 90 and 91 Curr guide book 3	

				12 ÷4 = 3	-reads the digits correctly		- drawing the table of digits				
							-filling in the table				
3	1	Living things	Care of insects, birds and animals	Multiplying in sevens and sixes 1 seven = 1 x 7 = 7 3 sevens = 3 x 7 = 21 4 sevens = 4 x 7 = 28 2 sixes = 2 x 6 = 12 3 sixes = 3 x 6 = 18 8 sixes = 8 x 6 = 48 $\frac{Week}{1}$ 2 3 5 $\frac{No \text{ of }}{\text{days}}$ 7 14 31 35 2 x 7 = 14 3 x 7 = 21 35 ÷ 7 = 5	The learner -completes the given table -multiplies the digits -multiplies fours and fives -multiplies sixes and sevens -reads the digits correctly	Guided discov ery - explan ation	Writing Multiply ing digits Answeri ng question - drawing the table of digits -filling in the table	Logical thinking Effectivene ss Assertiven ess Sharing Think pair and share	-chalk board illustrat ion	Mk MTC book 3 3 page 89, 90 and 91 Curr guide book 3	
	2	Living things	Care of insects, birds and animals	Multiplying in nines and eight a)1 nine = $1 \times 9 = 9$ 2 nines = $2 \times 9 = 27$ 4 nines = $4 \times 9 = 36$	The learner; -multiplies the number -interprets the digits in	Explan ation Questi on and	Sharing Effective ness	Multiplyin g	Chalk board illustrat ions	Mk Mtc book 3 page 89 an d 90	

$\frac{1}{s}$ $\frac{1}$	
$2 \times 8 = 16$ in nines,	
$32 \div 8 = 4$ eights and tens Think pair and share	
J 3 Living Care of Multiplying in tens The learner; Explan Sharing Multiplyin Chalk	Mk Mtc
u things insects, Example -multiplies ation g board	book 3
n birds $1 \text{ ten} = 1 \times 10 = 10$ the number Effective integration 10×10^{-10}	at page
e and $4 \text{ tens} = 4 \times 10 = 40$ -interprets Questi ness interprets of the digitation of an and the second seco	89 an u
p animals 0 tens = $0 \times 10 = 00$ the digits in 0 in and Aliswering $17 \text{ tons} = 17 \times 10 = 170$ multiplicatio answe	90
$\begin{array}{c} 17 \text{ tens} = 17 \times 10 = 170 \\ 12 \text{ tens} = 12 \times 10 = 120 \\ n \\ r \\ \end{array}$	Curr
$\begin{bmatrix} 1 \\ bou \end{bmatrix} = \begin{bmatrix} 12 \\ k \\ bou \end{bmatrix}$	guide
e	book 3
of 10 20 40 00 70 multiplicatio ery	
1 $1 $ $1 $ $1 $ $1 $ $1 $ $1 $ 1	
$\begin{array}{c ccccccccccccccccccccccccccccccccccc$	
d) multiply	
$70 \div 10 = 7$ in nines,	
eights and Think pair	
tens and share	
4 Living Care of <u>Types of numbers</u> The learner Explan Sharing -listing the Chalk	Mk
unings insects, -prime numbers (2,3,5,7,) ation numbers board	MIC book 2

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

A	birds	i) big numbers	-interprets		Effective	-	illustrat	book 3
n	and	ii) <u>small numbers</u>	the bar		ness	identifying	ion	page
d	animals	interpretation of graphs	graph	Questi				89 and
		types of graphs	-identifies	on and		-reading		90
		-line graphs	types of	answe				
7		-bar graphs	graphs	r		-writing		Curr
		-picto graphs	-draws the					guide
		A bar graph.	bar graph	Discov		-answering		book 3
		The graph below shows	accurately	ery				
		the number of pupils who	-describes	metho		-drawing		
		play games in P.3	the bar	d				
			graph			-market		
						stall		
		70						
	NO C							
	NO of							
	pupils							
		F.B V.B N.B T						
		Types of games						
		a) How many pupils play						
		football? = 70 pupils						

			b) How many more pupils play football than volleyball 60 pupils - <u>50 pupils</u> <u>10 pupils</u> d)Which game is played by many pupils?						
4	L Living things	Care of insects, birds and animals Litres of Milk	Line graph The graph below shows Byaruhanga's cow and the milk collected in 5 days.	The learner a) interprets the line graph b)describes the graph c) draw the line graph accurately	Explan ation Guided discov ery	Effective ness Accurac y Compari ng	Drawing Reading Identifying	Mk book 3 page 114 Curr guide book 3	

			2							
			0 — Sun Mon Tue Wed Thur Days of the week Questions . a)On which day was the biggest amount of milk collected? b) How much milk was collected in five days? (12 +6+0+14+8)litres <u>=40 litres</u>							
4 2	Living things	Care of insects, birds and animals	Picto graph The picto graph below shows the number of eggs collected from Mr. Katu's poultry farm. Mon OOO Tue OO Wed OOO Thur OOOO Fri OO Sat OOOOO a) How many eggs were collected on Monday and Tuesday? 4 +2 = 6 eggs	The learner; a)describes a picto graph -identifies the items on the picto graph -draws an accurate picto graph	Guided discov ery Questi on and answe r	Effective ness Empath y Orderlin ess Appreci ation	Drawing Writing Reading Answering Counting	A chart showin g the pictogr aph	Mk book 3 page 112 and 113	

			 b)How many more eggs were collected on Saturday than Friday 6 - 2 = 4 eggs c) When were few eggs collected on Tuesday and Friday 							
3	Living things	Care of insects, birds and animals	More about picto graphs e.g the picto graph below shows the number of books given to pupils in different games. = 10 books Moses Alex John Teo a) Who has many books? b)Find the total number of books given to Alex and Moses together 40 + 20 40 +20 60 books c) How many books has John?	The learner; -describes the picto graph -use the given scale accurately -draw the graph given -identifying the features given in the graph	Guided discov ery Questi on and answe r Gallery walk	Effective ness Empath y Orderlin ess Appreci ation	Drawing Writing Reading Answering Counting	A chart showin g the pictogr aph	Mk book 3 page 112 and 113	

	4	Living things	Care of insects, birds and animals	Representing information on the graph e.g show this information on the picto graph. Three girls collected the following flowers Maria = 4 flowers Brenda = 3 flowers Isha = 5 flowers Show the information above on the pictograph	The learner; -describes the picto graph -use the given scale accurately -draw the graph given -identifying the features given in the graph	Guided discov ery Questi on and answe r	Effective ness Empath y Orderlin ess Appreci ation	Drawing Writing Reading Answering Counting	A chart showin g the pictogr aph	Mk book 3 page 112 and 113	
E .	L.0	The chi	ld appreci	ates the use of different pla	nts and partici	pates in	crop prodi	iction for selj	f reliance		
	5	Living things	Plants in our subcoun ty/ Division	<u>Weight</u> -weight is the heaviness or lightness of an object. -Weight is measured in grams. Other units for weight are Dg, cg, dg, mg, kg, hg -Instruments used in weight.	The learner -describes weight -identifies the standard units for weight -reads words properly	Explan ation	Effective ness Appreci ation Assertiv eness	reading Writing	Chalk board illustrat ion	Curr guide book 3 page 48 Mk book 3 page 113	
	6	Living things	Plants in our subcoun ty/ Division	<u>Comparing weight.</u> e.g Tom (40kg) Dan (80kg)	The learner =-compares weight -identifies weight of	Explan ation Guided discus sion	-self esteem - effective ness -sharing	-reading -weighing - comparing objects -writing	A beam balance Weighi ng balance	Mk MTC book 3 page 167	

				 Who is heavier? Who is lighter? Monica weighs 32kg and Jamillah weighs 23kg. Who is heavier that the other ? Ali and Dan weigh 85kg. who is heavier? 	different objects -uses the key words given that is lighter and heavier -reads and spells the key words that is -lighter -heavier -weight		- compari ng - assertiv eness		A scale balance A chart showin g people/ objects weighi ng	and 168	
	7	Living things	Plants in our subcoun ty/ Division	Converting weight Changing kg to grams Kg hg dg g dg cg mg 1 0 0 0 1kg=1000g Example Change 9kg to grams 1kg = 1000g 9kg = (9 x 1000)g =9000 x g =9000g	The learner -compares kg and grams -converts weight kg to grams -identifies the bigger	Explan ation Guided discus sion	-self esteem - effective ness -sharing - compari ng - assertiv eness	Reading Writing Solving problems Identifying Reading questions	Chalk board illustrat ion Think, pair and share	Mk book 3 page 169 and 172	
5	1	Living things	Plants in our subcoun	Word problem involving converting weight	The learner -counts kg to grams in	Guided discov ery	Appreci ation	Reading Writing	Chalk board	Curr guide book 3	

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

			=4kg.							
2	Living things	Plants in our subcoun ty/ Division	Word problems a)John bought 8000g of meat. How much meat did he buy in kg? 1 kg = 1000g Kg hg dg g dg cg mg 1 0 0 0 1000g= 1kg 8000g = <u>1 kg x 8000g</u> <u>1000g</u> = 1kg x 8 = 8kg	The learner -converts grans to kilograms in word problem	Guided discov ery	Appreci ation Sharing - effective ness	-reading Writing Answering questions Identifying	Chalk board illustrat ion	Mk book 3 page 115 Curr guide book 3	
4 a n d 5	Living things	Plants in our subcoun ty/ Division	Addition of weightAdding grams andkilograms 1kg=1000gKgg4329+ 31607480B Angeno had 8kg and30kg of meat. Her sistergave her more 2kg and223g of meat. How muchmeat did she havealtogether?kggHad8340	The learner a) adds grams and kilograms -adds grams and kilograms involving word problems	Apprec iation Sharin g Effecti veness	Guided discover y Explanat ion Question and answer	Reading Sharing Effectivene ss	Chalk board illustrat ion	Mk book 3 page 115 Curr guide book 3	

			Given <u>+ 2 223</u>							
			10 563							
			Add 9kg 240g + 3kg 140g							
6	Living	Plants in	Subtraction of weight.	The learner	Apprec	Guided	Reading	Chalk	Mk	
	things	our	e.g kg g	a) subtracts	iation	discover		board	book 3	
		subcoun	8 346	grams and		у		illustrat	page	
		ty/	<u>- 4 213</u>	kilograms	Sharin		Sharing	ion	115	
		Division	4 133		g	Explanat				
			2. subtract 12kg 960g	-adds grams		ion			Curr	
			-6kg 324g	and			Effectivene		guide	
			Word problems	kilograms			SS		book 3	
			Dan bought 480g of millet.	involving	Effecti	Question				
			3kg 240g were stolen.	word	veness	and				
			How many kg and g of	problems		answer				
			millet remained?							
			Kg g							
			9 480							
			$\frac{-3}{240}$							
			$\frac{6}{240}$							
			That is 6kg and 240g of							
Enn	ated log	mina outo	millet remained.	a and domanat	natos pre	nonmana	a amont of no			
Exp	Mana	Souing	Monoy	The learner	rates pro	Solf	gement of re	Bool	Mlr	<u> </u>
'	malla	rosourc	dofino monov	doscribos	- ovnlan	ostoom		monov		
	ging	resourc	identifying monoy up to	-uescribes	ation	esteem		money	hook 2	
	resou	5	50.000/- (Ugandan)	idontifios	auon	Accortiv			DUUK 3	
				r -inchinges	1	DODELLIN	1	1	Udge	1
	in our		currency)	different		anacc			176	
	in our		currency)	different	- discus	eness			176	

		count y		-types of money a) coins b) paper money	-recognizes features on different Uganda currency (notes)		- effective ness				
6	1	Mana ging resou rces in our sub count y	Saving resourc es	Addition of money Add sh 150 + sh. 50 150 +50 200 Add: 200 50 +50 300 Add sh 250 + sh 350 + sh 4500 Sh 4500 250 +350 5000	The learner; -adds money -arranges money accordingly	- explan ation - discus sion - questi on and answe r	Effective ness -self awarene ss -self esteem	Adding money Observing Writing Reading Answering questions	Paper money Chalk board illustrat ion	Mk book 3 page 177	
6	2	Mana ging resou rces in our sub count y	Saving resourc es	Word problems. a) I had 800 shillings. My father gave me more 500 shillings. How much money did I have altogether? Had 800 shillings Given <u>+ 500 shillings</u>	The learner -reads and interprets words involving addition of money	- explan ation - discus sion - questi	Effective ness -self awarene ss -self esteem	Adding money Observing Writing	Paper money Chalk board	Mk book 3 page 177	

			Now <u>1300 shillings</u> 2. Find the sum of 9500 shillings and 3400 shillings 9500 shillings <u>+ 3400 shillings</u> <u>12900 shillings</u>	-reads the words given e.g -shillings -coins -sum	on and answe r		Reading Answering questions	illustrat ion		
3	Mana ging resou rces in our sub count y	Saving resourc es	Subtracting of money e.g subtract sh. 350 – sh 150 sh 350 -150 200 2. sh 8000 -4500 3500 Word problem More about subtraction of money 1. Mukwano had 9500 shilling. He bought a pen of 500 shillings. How much money did he remain with? Had 9500 shillings - 500 shillings	The learner -subtracts money accordingly -arrange the digits accordingly -read and interprets words involving subtraction of money	Guided discov ery Explan ation	Sharing Appreci ation Love and care -co- operatio n Effective ness	Reading Answering Writing	Chalk board illustrat ion	Curr guide book 3 Mk book 3 page 179	

 L .		_							_	r
4	Mana	Saving	Shopping bill	The learner	Guided	Sharing	Reading	Chalk	Curr	
	ging	resourc	A kg of salt costs 2300/=	-multiplies	discov			board	guide	
	resou	es	Bar of soap costs 4000/=	the given	ery	Appreci	Answering	illustrat	book 3	
	rces		Cups of tea costs 500/=	money and		ation		ion	Mk	
	in our		A pen costs 300/=	the items.	Explan				book 3	
	sub		a) What is the cheapest	-recognizes	ation		Writing		page	
	count		item?	the price of		Love		Think	179	
	у		b) Find the cost of a pen.	different		and care		pair		
			c) How much money was	items		-co-		and		
			spent on all the items?	-identifies		operatio		share		
			d) Find the cost of pens	kind of items		n				
			and a bar of soap	given in the						
				questions/		Effective				
				topics		ness				
5	Mana	Saving	Multiplication of money	The learner	Guided	Sharing	Reading	Chalk	Curr	
	ging	resourc	e.g	-multiplies	discov			board	guide	
	resou	es	A book costs 300/=. What	the given	ery	Appreci	Answering	illustrat	book 3	
	rces		is the cost of 2 similar	money and		ation		ion	Mk	
	in our		books,	the items.	Explan				book 3	
	sub		1 book costs 300/=	-recognizes	ation		Writing		page	
	count		X 2	the price of		Love		Think	179	
	у		= 600/=	different		and care		pair		
			2. Find the cost of 4 boos if	items		-CO-		and		
			each book costs 500/=	-identifies		operatio		share		
				kind of items		n				
				given in the						
				questions/		Effective				
				topics		ness				

_											
	6	Mana	Saving	More about multiplication	The learner	Guided	Sharing	Reading	Chalk	Curr	
		ging	resourc	of money.	-multiplies	discov			board	guide	
		resou	es	1. A book costs 800/= and	the given	ery	Appreci	Answering	illustrat	book 3	
		rces		a pen costs 300/=	money and		ation		ion	Mk	
		in our		a) Find the cost of 2 books	the items.	Explan				book 3	
		sub		and 3 pens.	-recognizes	ation	Love	Writing		page	
		count		Books Pens Total	the price of		and care		Think	179	
		у		800/= 300/= 1600/=	different		-CO-	Answering	pair		
				<u>X2 x3 + 900</u>	items		operatio		and		
				<u>1600/= 900/= 2500/=</u>	-identifies		n		share		
				b)If Kamoga had 8500/=	kind of items		Effective	Identifying			
				and bought 2 books and 3	given in the		ness				
				pens. What would be his	questions/		-				
				balance?	topics		recogniti				
							on				
	7	Mana	Saving	Completing the table.	The learner	Guided	Sharing	Writing	Chalk	Curr	
		ging	resourc	Item No of Unit Amount items price	-complete	discov	-	-	board	guide	
		resou	es	Tea 2 300	the table of	ery	effective	identifying	illustrat	bk 3 pa	
		rces		leaves packet	money		ness		ion	ge	
		in our		Maize 3kg 800/=	-recognize	Explan	-love	-			
		sub		Milk 4 litres 300/= 1200/	the money in	ation		recognizin		Mtc	
		count		=	the table		Appreci	g		book 3	
		у		Sait 2kg 400/=			ation	-answering		page	
				Sugar 3kg 600/= 1800				-reading		183	
				Soap 2 bars 2000/			-logical				
		<u> </u>					thinking				
7	1			Division of money	The learner	Guided	Sharing	Writing	Chalk	Curr	
				a)share 800/= among 2	-shares the	discov	-	-	board	guide	
				boys	given money	ery	effective	identifying	illustrat	bk 3 pa	
				400			ness		ion	ge	
				2 800			-love			1	

				4 x 2 = <u>-8</u>	b)	Explan		-		Mtc	
				00	recognizes	ation	Appreci	recognizin		book 3	
				$0 \ge 2 = -0$	the money		ation	g		page	
				00	-divided the			-answering		183	
				<u>-0</u>	money		-logical	-reading			
				0x2= 0	accordingly		thinking				
				= 400/=							
				b) 4 pupils shared 1200/=.							
				How much money did							
				each get?							
				1200 ÷ 4							
				0300							
				4_1200							
				<u>- 0</u>							
				0 x 4 12							
				3x4 <u>-12</u>							
				00							
				0x 4 0							
				<u>- 0</u>							
				00							
				0x 4 <u>- 0</u>							
				0							
				Each got 300/=							
				2. Ten boys shared							
				4800/=. How much money							
				did each one get?							
E	хре	cted lea	rning out	comes: the child understan	ds and appred	ciates dif	ferent way	ys of living h	armoniou	isly othe	rs.
7	2	Keepi	Living in	Geometry	The learner	Explan	Accurac	-drawing	Cut out	Curr	
		ng	peace	Shapes	-recognizes	ation	У		shapes	guide	
		peace	with	Basic shapes	different			Reading		book 3	
		in our	others		shapes						

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	sub count y		i) triangle ii) rectangle iii) circle iv) square	-draw shapes -accurately describe the shapes. -name the shapes drawn	Guided discov ery	Efficienc y Proporti onality	Spelling words Identifying	A chart showin g differen t shapes	Mtc Mk book 3 page	
3	Keepi ng peace in our sub count y	Living in peace with others	-describe each shape -naming the shapes Other shapes -cone -trapezium -cube -cuboid -kite Diagram of the above shapes e.g i) ii) iv	The learner -reads and pronounces the words -writes the words efficiently -draws the shapes given	Guided questi ons Discus sion Explan ation Round robbin	Effective ness Creativit y Appreci ation Accurac y	Drawing Reading Writing Answering oral questions Spoiling words	A chart showin g shapes	Mk Bk 3 page 118	
4			Parts of a cube cuboid -a cube is made up of squares. -all sides are equal	The learner; -identifies parts of a cube and cuboid	Guided questi ons	Effective ness	Drawing Reading	A chart showin g shapes	Mk Bk 3 page 118	

				-a cuboid is made up of	-describe a	Discus	Creativit	Writing			
				rectangles opposite to the	cuboid	sion	У				
				other side	-spell the						
					words	Explan	Appreci	Answering			
				A cube	related to	ation	ation	oral			
					parts of a			questions			
				-count the number of	cuboid		Accurac				
				-faces			У	Spoiling			
				-edges				words			
				-vertices cuboid							
	5	Keepi	Living in	Number of shapes	The learner:	Discus		Reading	Chalk	Mtc Mk	
		ng	peace	a) How many triangles?	a) Count and	sion	Creativit	***	board	books	
		peace	with		recognize		У	Writing	illustrat	page	
		in our	others		number of	Explan	D.C.		10n	119	
		sub			shapes in	ation	Effective	D .		C	
		count			one		ness	Drawing		Curr	
		У			h)Droxy the	Discour	Discourse			guide	
				F D E	ojDraw tile	DISCOV	Discover	Counting		DOOK 5	
					shapes	ery motho	y	Counting		page ∡o	
				B	accurately	d	methou			40	
					d) doccribo	u		Idontifying			
					and shape			Identifying			
				c) How many circles	drawn			Answering			
				c) now many encies.	urawn			misweing			
1								ligsaws			
1					e) identify			1.52445			
1					different						
1					kinds of						
					shapes						

	6	Keepi	Living in	Count the number of	The learner:	Discus		Reading	Chalk	Mtc Mk	Γ
		ng	peace	shapes from the diagram	a) Count and	sion	Creativit		board	books	
		peace	with		recognize		v	Writing	illustrat	page	
		in our	others		number of	Explan	5	0	ion	119	
		sub			shapes in	ation	Effective				
		count		$ \rightarrow 0 \setminus $	one		ness	Drawing		Curr	
		y						U		guide	
		U C			b)Draw the	Discov	Discover			book 3	
					shapes	ery	y	Counting		page	
					accurately	metho	method			48	
					-	d					
				a)triangle	d) describe			Identifying			
				b) squares	each shape						
				c) circles	drawn			Answering			
				d) rectangle							
				e) cone				Jigsaws			
					e) identify						
					different						
					kinds of						
					shapes						
	7	Keepi	Living in	Polygons	The learner;	Guided	-	Drawing	A chart	MTC	
	а	ng	peace	A polygon is an enclosed	-spells the	discov	creativit		showin	МК	
	n	peace	with	shape with 3 or more	words	ery	у	Answering	g	book 3	
	d	in our	others	sided	properly	-			differen	page	
	1	sub		Examples		explan	-	Naming	t	123	
		count		3 sided –triangle	-identifies	ation	accuracy		polygo		
		у		4 sides – quadrilateral	examples of			Identifying	ns		
				5 sides – pentagon	polygons	-	-				
				6 sides –hexagon	-counts the	discus	effective				
8				6 sides – septagon	sided of	sion	ness				
				8 sides - octagon				Reading			

				9 sided - nonagon	different						
				10 sided – decagon	polygons			Describing			
					-identifies			0			
					some						
					examples of						
					quadrilateral						
					and triangles						
					-draws some						
				How many sided are they?	polygons						
					-defines						
				$\left \begin{array}{c} 6 & 2 \end{array} \right $	polygons						
				5 3	1 90						
				4							
8	2	Keepi	Child	Fractions	The learner;	Explan	Reading	Effectivene	Chalk	МК	
	а	ng	rights,	Definition	a)defines a	ation		SS	board	MtC	
	n	peace	needs	A fraction is the part of a	fraction		Recogni		illustrat	book 3	
	d	in our	and	whole.	b) identifies	Discus	zing	Creativity	ion	page	
	3	sub	their		parts of a	sion				94	
		count	importa	Parts of a fraction	fraction		Identifyi				
		у	nce	i) numerator	-describes		ng	Sharing			
				ii) denominator	each type of						
				iii) whole number	a fraction		Answeri				
				e.g 5 ² / ₃	-reads and		ng	Love			
				types of fractions	pronounces						
	1			a) Mixed number	words			Appreciati			
	1			b) unitary fractions	properly		Writing	on			
	1			c) Improper fractions	-identifies						
	1			Describe each type of a	examples of						
				fraction	each type of						
					a fraction						

	5	Keepi	Child	Examples of each type of	The learner;	Explan	-reading	Effectivene	Chalk	Mk	
		ng	rights,	<u>fraction</u>	a)defines a	ation		SS	board	MTC	
		peace	needs	Types of fraction	fraction		Recogni		illustrat	book 3	
		in our	and	E.g	b) identify	Discus	zing	Creativity	ion	page	
		sub	their	unitary fraction	parts of a	sion				94	
		count	importa	A fraction with 1 as a	fraction	readin	Identifyi	Sharing			
		У	nce	numerator.	c)describe	g	ng				
				e.g ¹ / ₂ , ¹ / ₉ , ¹ / ₈ , ¹ / ₁₀ , ¹ / ₂₀	each type of						
				<u>mixed number.</u>	a fraction	Recog		Love			
				a fraction with a whole	d) read and	nizing	Answeri				
				number And a fraction	pronounce		ng	Appreciati			
				e.g 2 ½ , 3 4/6, 2 2/7	words	Identif		on			
				improper fraction '	properly	ying					
				a fraction with a	e) identify		Writing				
				numerator bigger than a	examples of	Answe					
				denominator	each types of	ring					
				e.g ⁹ / ₄ , ⁶ / ₃ , ⁷ / ₅ , ³ / ₂	fraction						
				proper fraction		Writin					
				a fraction with a		g					
				denominator bigger than							
				numerator							
<u> </u>	<u> </u>		<u></u>								
	5	Кеері	Child	Naming fraction	The leaner;	Explan	Creativit	Reading	Cit outs	MTC	
		ng	rights,	e.g $\frac{1}{2}$ a half or one half	-names and	ation	У	TAT	for	MK	
		peace	needs	1/3 a third or one third	identifies	0.11	0.16	Writing	fraction	book 3	
		in our	and	¹ / ₄ a quarter or one	fractions	Guided	Self			page	
		sub	their	quarter	-write	discov	esteem	Answering	Chalk	95	
1		count	importa	2/4 two quarters	fractions and	ery			board		
1		У	nce	3/5 three fifth	their names		Assertiv	Identifying	illustrat		
1				6/9 SIX ninth			eness	, ·	10n		
1	1			2/3 two thirds			1	-arawing			

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

				parts to		Approci	-shading			
				shaue.		ation				
9	Keepi ng peace in our sub count y	Living in peace with others	Identifying shaded and unshaded parts. e.g(i)Shaded fraction 2/5 (ii)Unshaded fraction 3/5	the learner -recognize the shaded and un shaded fraction	- explan ation - discus sion - demon stratio n	-sharing -love Appreci ation - friendsh ip - effective	Shading -reading Writing Recognizin g - identifying	Cut outs of fraction i.e papers	Mk MtC Book 3 page 97 and 98	
9 2 a n d 3	Keepi ng peace in our sub count y	Living in peace with others	Comparing fractions using bigger and smaller than e.g which fraction is bigger / smaller. a) $^{1}/_{2}$ and $^{1}/_{3}$ $^{1}/_{2}$ $^{1}/_{3}$ $^{1}/_{2}$ $^{1}/_{3}$ $^{1}/_{2}$ $^{1}/_{3}$ $^{1}/_{3}$ is smaller than $^{1}/_{2}$ b) $^{2}/_{6}$ and $^{1}/_{6}$	The learner -comparing fractions using the given words. (bigger and smaller0 b) Draws the diagrams to complete fractions	Demon stratio n	Friendsh ip Effective ness	Recognizin g Identifying	Chalk board illustrat ion	MK book 3 page 99	

			$^{2}/_{6}$ is bigger than $^{1}/_{6}$							
4 a n d 5	Keepi ng peace in our sub count y	Living in peace with others	C) ¹ / ₄ and ¹ / ₃ Writing the shaded and un shaded fraction -name the shaded fraction on the diagram. e.g All parts = 5 Shaded parts = 2 Fraction is ² / ₅ 2. Shaded parts = 3 All parts = 6 fraction = ³ / ₆	The learner -shades the given fraction -recognizes the shaded fraction - Name the un-shaded fraction from the diagram	Asserti veness - friends hip Love Apprec iation	Shading Answeri ng Reading Drawing	Chalk board illustration	Chalk board illustrat ion Think pair and share	Mk MTC book 3 page	
6 a d 7	Keepi ng peace in our sub count y	Living in peace with others	Naming the unshaded fraction e.g $1/2$ and $1/3$ -Comparing fractions using $3/5 > $ or < 1/2 > 1/3 or $1/2$ is greater than $1/3$	The learner -compares fractions using diagrams -use symbols > or < to compare fractions	Guided discov ery Discus sion Demon stratio n	Sharing Friendsh ip Effective ness Assertiv eness	Drawing Writing Comparing Answering	Cut outs of fraction e.g papers	MTC book 3 page 100	

				2. ¹ / ₄ and ¹ / ₅ 1/ ₄ > ¹ / ₅ or ¹ / ₄ is greater than ¹ / ₅ <u>Ordering fractions</u> . a)ascending order b)descending order e.g ¹ / ₈ , ¹ / ₄ , ¹ / ₇ , ¹ / ₂ , ¹ / ₅ ascending ¹ / ₂ , ¹ / ₄ , ¹ / ₅ , ¹ / ₇ , ¹ / ₈ decending order $1/_8^1/_7, ^1/_5, ^1/_4, ^1/_2$							
1	1	Keepi	Child's	Addition of fractions	The learner	Guided	Sharing	Drawing	Cut	MTC	
0	a n	neace	hility	F $\sigma \frac{4}{c} + \frac{1}{c} = \frac{5}{c}$	fractions	uiscov erv	Friendsh	Writing	fraction	DOOK S	
	d	in our	billey		using	cry	ip	Willing	e.g	100	
	2	sub			diagrams		-r	Comparing	papers		
		count		12345/6	-adds	Discus	Effective				
		У			fractions	sion	ness	Answering			
				$\frac{3}{6} + \frac{2}{6} = \frac{5}{6}$	with no	D	A				
					diagrams	Demon	Assertiv				
						stratio	eness				
				5/6		11					
	3	Keepi	Child's	-Word problems involving	The learner	Guided	Sharing	Writing	Paper	Mk	
		ng	responsi	addition of fractions.	-adds	discov			CUT	MTC	
		peace	bility	e.g Ali had $^{2}/_{6}$ of bread.	fractions in	ery		Drawing	OUTS	book's	

				_	-						
		in our		- He was given another $^{3}/_{6}$	word		Effective	Answering		page	
		sub		of bread. What fraction	problems.	Explan	ness			104	
		count		did he get altogether?	-recognizes	ation		Shading			
		V		Had $\frac{2}{6} + \frac{3}{6} = 2 + 3 = 5$	fractions		Love	0		Curr	
		5		6 6	from words		1010	Reading		guida	
				0 0	nom words		Coopora	Reading		book 2	
							tion			DOOK 3	
							tion				
							Unity				
							a. 14				
							Self				
							reliance				
А	4	Keepi	Child's	Subtracting of fractions	The learner	Guided	Sharing	Writing	Paper	Mk	
U		ng	responsi	using diagrams.	-subtracts	discov			CUT	MTC	
G		peace	bility	e.g	fractions	ery	Effective	Drawing	OUTS	book's	
U		in our		$\frac{4}{6} - \frac{2}{6} = \frac{2}{6}$	involving		ness	Answering		page	
S		sub		=2/6	diagrams	Explan		C		104	
Т		count			0	ation	Love	Shading			
Р		v		4/6	-draws and			0		Curr	
н		5		$2^{2}/_{4} - 1/_{4} = 1/_{4}$	shades		Coopera	Reading		guide	
Δ				$= \frac{1}{\sqrt{1 + \frac{1}{1 + \frac{1}{1 + \frac{1}{\sqrt{1 + \frac{1}{1 + \frac{1}{\sqrt{1 + \frac{1}}}}}}}}}}}}}}}}}}}}}}}}}}}}}}}}}}}}$	fractions		tion	neuuing		hook 3	
S					nactions.		cion			DOORD	
5 E							Unity				
Б							Unity				
							Colf				
							Sell				
	-					<u> </u>	reliance			2.0	
	5	Кеері	Child's	Sbtraction of fractions	The learner	Guided	Love	Answering	Chalk	Mk	
		ng	responsi	with no diagrams.	-subtracts	discov			board	MTC	
		peace	bility	9 - 2 = 9 - 2	fractions	ery	Appreci		illustrat	book 3	
		in our		10 10 10	without		ation	Writing	ion	page	
		sub		= <u>7</u>	diagrams.					107	

Γ		count		10		-	Sharing	Discussing			
		v		26 - 2 = 6 - 2		exnlan	0	2100000118			
		y		12 12 12 12		ation	Effective				
				$-\Lambda$		ation	ness	Reading			
				- <u>-</u> 12		Questi	11035	Reauling			
				12		Questi					
				2 12 12 - 21 12		on and					
				$3.\frac{15}{40} - \frac{12}{40} - \frac{51-12}{40}$		allswe					
				40 40 40		Г					
				$=$ $\frac{1}{10}$							
				40							
-	6	Kooni	Child's	Word problems	The learner	Cuidad	Lovo	Angworing	Challz	Mlz	
	0	ng	rocnonci	A box had 5 /6 of a calco	subtracts	discov	LOVE	Allsweinig	board		
		noaco	hility	Ho ato 2/6 of it	fractions in	ary	Approci		illuctrat	hook 2	
		in our	Diffy	Who froation of a calvo	II actions in	ery	Appreci	Waiting	ion	DOOKS	
		ni oui		wild if action of a cake	word	Euplon	ation	witting	1011	page 107	
		sud .			problems	Explan	C1 ·	D' '		107	
		count		5 - 2 = 5 - 2	, ,	ation	Sharing	Discussing			
		У		6 6 6	-reads and	<u> </u>					
				$=$ $\frac{3}{2}$	interprets	Questi	Effective				
				6	words	on and	ness	Reading			
					properly	answe					
			a 1 .1 11		_, ,	r	-				
	7	Кеері	Child's	Subtraction of fractions	The learner	Guided	Love	Answering	Chalk	Mk	
		ng	responsi	from a whole	-reads words	discov			board	MTC	
		peace	bility	a) using diagrams	involving	ery	Appreci		illustrat	book 3	
		in our		e.g Subtract ² / ₅ from a	subtraction		ation	Writing	ion	page	
		sub		whole	of fractions	Explan				107	
		count		1 – <u>3</u>	from a whole	ation	Sharing	Discussing			
		У		5							
				5 - 3 = 5 - 3			Effective				
				5 5 5			ness	Reading			

				$= \frac{2}{5}$ ie ² / ₅ of a cake remained		Questi on and answe r					
1 1	1	Keepi ng peace in our sub count y	Child's responsi bility	Counting halves and quarters from wholes e.g How many halves make 2 wholes. With diagrams Whole whole 1/2 $1/2$ $1/2$ $1/2= 4 halvesb) 3 whole?With no diagram1 whole has 2 haves2 wholes have 2 x 2= 4 halves$	The learner -counts numbers of halves in a whole using diagrams -describes halves in a whole without diagrams	Guided discov ery Explan ation Questi on and answe r	Love Appreci ation Sharing Effective ness	Answering Writing Discussing Reading	Chalk board illustrat ion	Mk MTC book 3 page 107	
	2	Keepi ng peace in our sub count y	Child's responsi bility	Counting quarters using diagrams a. How many quarters make 2 wholes? whole whole 1/4 $1/4$ $1/4$ $1/4$ $1/4$ $1/41/4$ $1/4$ $1/4$ $1/41/4$ $1/4$ $1/41/4$ $1/4$ $1/41/4$ $1/4$ $1/4$ $1/41/4$ $1/4$ $1/41/4$ $1/4$ $1/4$ $1/4$ $1/4$ $1/4$ $1/41/4$ $1/4$ 1	The learner will Count quarters whole using diagrams	Guided discov ery Explan ation Questi on and answe r	Love Appreci ation Sharing Effective ness	Answering Writing Discussing Reading	Chalk board illustrat ion	Mk MTC book 3 page 107	

			b. How many quarters make 4 wholes?							
3	Keepi ng peace in our sub count y	Child's responsi bility	With no diagrams a. How many quarters make 2 whole? 1 whole has 4 quarters 2 wholes have 2 x 4 = 8 <u>quarters</u> ii) 4 wholes 1 whole has 4 quarters 4 wholes have 4 x 4 <u>= 16 quarters</u>	The learner -identifies the number of quarters in a whole -uses diagrams to discover the quarters in a whole -finds the number of quarters by	Guided discov ery Explan ation Discus sion	Sharing Logical thinking Friendsh ip Empath y Self esteem	Observatio n Reading Discussion Answering	Cutouts Chalk board illustrat ion	MTC book 3 page 109	
				multiplicatio		Creative thinking				
4	Keepi ng peace in our sub count y	Child's responsi bility	Fill in missing numbers in fractions. e.g (i) 3 + 2 = 5 9 + 2 = 5 2 = 5 - 2 3 = 3 3 + 2 = 5 3 = 3 3 + 2 = 5 9 = 9 3 = 5 9 = 9	The learner -finds the missing numbers in fractions by subtraction	Guided discov ery Explan ation Discus sion	Sharing Logical thinking Friendsh ip Empath y Self esteem	Observatio n Reading Discussion Answering	Cutouts Chalk board illustrat ion`	MTC book 3 page 109	

						Creative thinking				
5	Keepi ng peace in our sub count y	Child's responsi bility	(i)Subtraction of fractions 10 - 7 = 3 $12 \ 12 \ 12$ 10 - 2 = 3 2 = 10 - 3 = 7 10 - 7 = 3 $12 \ 12 \ 12$ 2 - 3 = 4 $10 \ 10 \ 10$ - 3 = 4 = 4 + 3 = 7	The learner -multiplies fractions -recognises the fractions during multiplicatio n	Guided discov ery Explan ation Discus sion	Sharing Logical thinking Friendsh ip Empath y self esteem Creative thinking	Observatio n Reading Discussion Answering	Cutouts Chalk board illustrat ion`	MTC book 3 page 109	
6	Keepi ng peace in our sub count y	Child's responsi bility	Multiplication of fractions e.g (i)2/4×1/3= $\underline{2\times1}$ 4×3 $\underline{= 2/12}$ (ii) $3/9\times_{2/4=}\underline{3\times2}$ $9 \ge 4$ $\underline{= 6}$	The learner -multiplies fractions -recognisess the fractions during multiplicatio n	Guided discov ery Explan ation Discus sion	Sharing Logical thinking Friendsh ip Empath y	Observatio n Reading Discussion Answering	Cutouts Chalk board illustrat ion`	Unders tanding MTC book 3 page 48, 49 Curr guide book 3	

			36			Self esteem Creative thinking				
7	Keepi ng peace in our sub count y	Child's responsi bility	Examples 1. What is ½ of 8 ½ x 8 1 x 8 ⁴ 2 = 1x4 = 4 2. Find the product of ³ / ₄ and 12 3. Work out ³ / ₆ of 12	The learner -multiples fractions -divided fractions -recognises the factors and mult,iples -reads the questions properly -answers the topiical questions effectively.	Guided discov ery Discus sion Questi on and answe r Think pair and share	Effective ness Logical thinking Sharing Perfectiv eness Equality	Reading Writing questions Answering questions	Chalk board illustrat ion	MTC unders tanding book 3 page 49 and 50	