


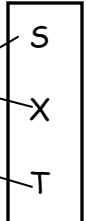
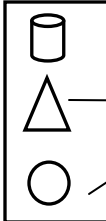
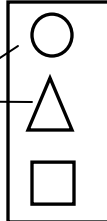
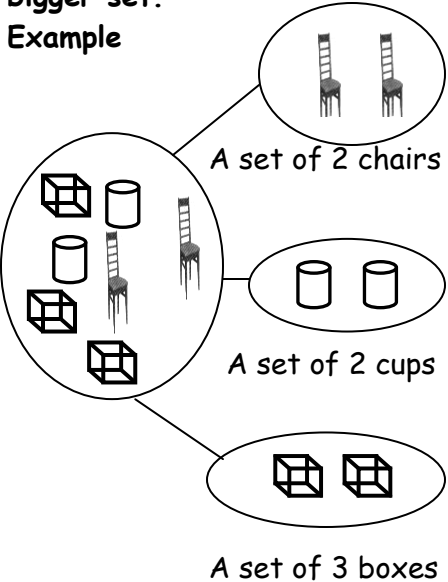
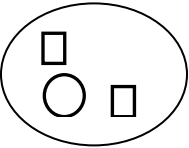
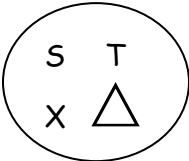



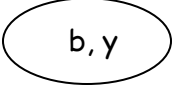
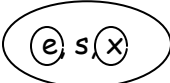

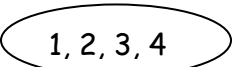
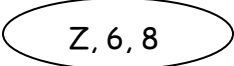
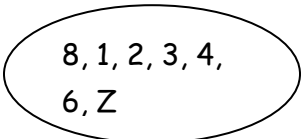


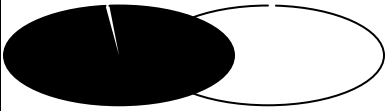
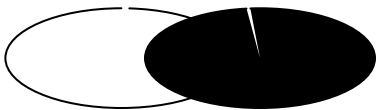
PRIMARY THREE MATHS SCHEME OF WORK FOR TERM 1 2018

W K	P D	THEME	SUB- THEME	CONTENT	COMPETENCES		METHODS	ACTIVITIES	LIFE SKILLS	T/L AIDS	REF
					SUBJECT	LANGUAGE					
1	1	OUR SUB-COUNTY	NAME AND LOCATION OF OUR SUB-COUNTY	Revision of counting numbers 0-99 SETS • Identifying and naming sets. • Define a set Examples of sets  A set of cups  A set of 4 chairs	The learner, 1) Identifies the numbers 2) Defines a set. 3) Gives examples of sets 4) Draws 5) Names 6) Counts the objects in the set.	The learner, 1) Reads the numbers 2) Reads and spells the words	• Question and answer • Guided discovery	• Counting • Reading • Naming • Identifying • Drawing	• Creative thinking • Effective communications • Self awareness	Real objects	MK bk 3 pg 1 & 2
	2			Matching and non matching sets. Examples <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;"> <p>S</p>  </div> <div style="text-align: center;"> <p>T</p>  </div> </div> <p>Set T and S are matching sets.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;"> <p>A</p>  </div> <div style="text-align: center;"> <p>B</p>  </div> </div> <p>Set A & B are non matching sets.</p>	The learner, 1) Identifies the matching and non matching sets.	The learner, 1) Spells the words	• Brain storming • Guided discovery				MK bk 3 pg 14

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1	3	OUR SUB-COUNTY	NAME AND LOCATION OF OUR SUB-COUNTY	Forming small sets from a bigger set. Example 	The learner, 1) Identifies the small sets from the big one. 2) Counts the objects 3) Draws the objects	The learner, 1) Reads the words 2) Spells the words	<ul style="list-style-type: none"> Guided discovery Question and answer Brain storming 	<ul style="list-style-type: none"> Forming Counting Drawing 	<ul style="list-style-type: none"> Creative thinking Observation Self awareness 	Real objects	MK bk 3 The Winners bk 3 pg 3
	4			Comparing sets using more /less than. <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> Y  </div> <div style="text-align: center;"> S  </div> </div> <ul style="list-style-type: none"> Set Y has 3 members Set S has 4 members Set S has <u>more</u> members than set Y. Set Y has less members than Set S. 	The learner, 1) Identifies the number in each set. 2) Compares using more and less. 3) Counts the members.	The learner, 1) Reads the words 2) Spells the words	<ul style="list-style-type: none"> Discussion Guided discovery Brain storming Question and answer 	<ul style="list-style-type: none"> Identifying Counting Comparing Drawing 	<ul style="list-style-type: none"> Self awareness Creative thinking 	Tins Shapes Books Pencils	MK bk 3 pg 2

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1	5	OUR SUB-COUNTY	NAME AND LOCATION OF OUR SUB-COUNTY	Identifying an empty set. <ul style="list-style-type: none"> Define empty set The symbol of empty set Examples of empty set A set of 2 girls with 5 eyes. A set of houses with legs. 	The learner, 1) Defines the empty set 2) Mentions the symbol 3) Gives examples of empty sets.	The learner, 1) Reads and spells the words	<ul style="list-style-type: none"> Guided discussion Guided discovery 	<ul style="list-style-type: none"> Drawing Identifying the set Giving examples Doing exercises 	<ul style="list-style-type: none"> Self awareness Creative thinking 	<ul style="list-style-type: none"> Tins Shapes Books Pencils 	
2	1			Equal and non equal sets <ul style="list-style-type: none"> Define them The symbols of equal and non equal sets Examples <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> X  </div> <div style="text-align: center;"> T  </div> </div> <p>Set X is equal to Set T Set X = T</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> Z  </div> <div style="text-align: center;"> P  </div> </div> <p>Set Z is not equal to P $Z \neq P$</p>	The learner, 1) Defines the sets 2) Identifies the symbols 3) Gives examples of sets	The learner, 1) Reads, counts and spells the words	<ul style="list-style-type: none"> Brain storming Guided discovery Guided discussion Question and answer 	<ul style="list-style-type: none"> Drawing Identifying the sets Giving examples 	<ul style="list-style-type: none"> Self awareness Creative thinking 		MK bk 3 pg 4
	2			Equivalent and non equivalent sets <ul style="list-style-type: none"> Define Symbol of the sets Examples <p>$P = \{a, e, I, z\}$ $B = \{1, 2, 3, 4\}$ P = 4 members ; B = 4 members Set P is equivalent to set B Set P \leftrightarrow B</p>	The learner, 1) Identifies the sets. 2) Describes the sets 3) Mentions the symbols 4) Gives examples	The learner, 1) Reads words 2) Spells the words 3) Pronounces the words	<ul style="list-style-type: none"> Guided discussion Brain storming Question and answer 	<ul style="list-style-type: none"> Identifying Naming Describing Mentioning Answering oral questions 	<ul style="list-style-type: none"> Self awareness Critical thinking 	<ul style="list-style-type: none"> Cups Pens Tins 	MK bk 3 pg

W K	P D	THEME	SUB- THEME	CONTENT	COMPETENCES		METHODS	ACTIVITIES	LIFE SKILLS	T/L AIDS	REF
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		OUR SUB-COUNTY	NAME AND LOCATION OF OUR SUB-COUNTY	$S = \{c, o, w\}$ $X = \{b, y\}$ Set S has 3 members; Set X has 2 members Set S is not equivalent to set X. $S \not\leftrightarrow X$ Listing the members in a given set.			•	•	•	•	
2	3			Intersection of sets • Define the sets • The symbol of the sets Examples <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> B  Common members $\{e, x\}$ Set B & W are intersecting sets </div> <div style="text-align: center;"> W  </div> </div>	The learner, 1) Defines the sets 2) Identifies the sets 3) Finds common elements 4) Mentions the symbol	The learner, Reads, writes and spells the words	• Brain storming • Guided discussion • Question and answer	• Drawing • Identifying • Listing • Answering oral questions	• Creative thinking • Self awareness • Effective communication	• Balls	Basic Comprehensive bk 3 pg 7
	4			Union sets • Define the set • The symbol of the sets Example Set V =  Set K =  Set V ∪ K = 	The learner, 1) Defines the set. 2) Finds the union 3) Mentions the symbol	The learner, Reads and spells the words.					

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2	5	OUR SUB-COUNTY	NAME AND LOCATION OF OUR SUB-COUNTY	Shading regions on the venn diagram Define the venn diagram Shade the different regions on the venn diagram. Set A  Set B 	The learner, 1) Defines the Venn diagram 2) Shades the different regions 3) Differentiates the regions	The learner, Spells the words.	<ul style="list-style-type: none"> Brain storming Guided discussion Explanation 	<ul style="list-style-type: none"> Shading the region Naming the regions 	<ul style="list-style-type: none"> Observation Self awareness Creative thinking 	• Balls	Basic Comprehensive bk 3 pg 11
3	1			Set symbols Name the set symbols \cup - Union set \cap - Intersection set $=$ - Equal set	The learner, 1) Names the set symbols 2) Writes and draws set symbols 3) States the meaning of each set symbol	The learner, Reads, writes, spells and pronounces the words	<ul style="list-style-type: none"> Guided discovery Brain storming 	<ul style="list-style-type: none"> Naming Writing Drawing 	<ul style="list-style-type: none"> Self awareness Creative thinking 		Tr's own collection
	2		Physical features of our sub-county	<ul style="list-style-type: none"> Revision on counting numbers from 0-99 Counting in 2's, 10's and 5's from 10 -100 	The learner, 1) Counts numbers 2) Writes the numbers 3) Fills in the numbers	The learner, Reads the words	<ul style="list-style-type: none"> Brain storming Guided discussion 	<ul style="list-style-type: none"> Counting 	<ul style="list-style-type: none"> Awareness Critical thinking 	• Sticks	

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					SUBJECT	LANGUAGE					
3	3	OUR SUB-COUNTY	PHYSICAL FEATURES OF OUR SUB-COUNTY	Numbers before, after and between. Examples 1) What number is after 6? 6, 7 2) Given 24, 26, 27. Number before 26 is 24 Number after 26 is 27 Number between 27 is 26	The learner, 1) Identifies the numbers before, between and after.	The learner, Reads and spells the words	<ul style="list-style-type: none"> Brain storming Guided discussion 	<ul style="list-style-type: none"> Identifying the numbers Recognising them 	<ul style="list-style-type: none"> Self awareness Critical thinking 	Cards	MK bk 3 pg 20
	4 & 5			Arranging numbers in ascending and descending order. Examples Arrange these in ascending order (from the smallest) 32, 24, 31, 30 24, 30, 31, 32 Arrange in descending order. 152, 157, 150, 158 158, 157, 152, 150	The learner, 1) Arranges the numbers in ascending and descending order 2) Counts	The learner, Reads the numbers correctly.	<ul style="list-style-type: none"> Question and answer Guided discussion 	<ul style="list-style-type: none"> Arranging the numbers Counting correctly. 	<ul style="list-style-type: none"> Self awareness 		Tr's own collection
4	1			Place values of numbers Define a place value Examples are; <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> T 4 Tens </div> <div style="text-align: center;"> O 2 Ones </div> </div> The place value of 4 is tens	The learner, 1) Defines the place values. 2) Writes the correct place values	The learner, Reads, pronounces and spells the words.	<ul style="list-style-type: none"> Question and answer Guided discovery 	<ul style="list-style-type: none"> Arranging the numbers correctly. 	<ul style="list-style-type: none"> Self awareness Critical thinking 		MK bk 3 pg 22 Basic Comprehensive bk 3 pg 15

W K	P D	THEME	SUB- THEME	CONTENT	COMPETENCES		METHODS	ACTIVITIE S	LIFE SKILLS	T/L AIDS	REF			
					SUBJECT	LANGUAGE								
4	2	OUR SUB-COUNTY	PHYSICAL FEATURES OF OUR SUB-COUNTY	<p>Showing the place values using the abacus. Example Which number is shown on the abacus?</p> <div><div><div>H</div><div>T</div><div>O</div></div><div><div><div></div></div><div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div><div>1</div><div>2</div><div>3</div></div></div> <p>Show 5123 on the abacus.</p> <div><div><div>TH</div><div>H</div><div>T</div><div>O</div></div><div><div><div></div><div></div><div></div><div></div></div><div><div></div></div><div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div><div>5</div><div>1</div><div>2</div><div>3</div></div></div>	The learner, 1) Draws the abacus 2) Counts the beads correctly. 3) Shows the numbers on the abacus	The learner, Reads the words correctly.	<ul style="list-style-type: none">• Question and answer• Brain storming• Explanati on	<ul style="list-style-type: none">• Drawing• Counting• Represent ing on the abacus	<ul style="list-style-type: none">• Self awarene ss	<ul style="list-style-type: none">• Abac us	MK bk 3 pg 22			
	3			<p>Finding the values of numbers. Example Find the value of 4 in 34</p> <div><div><div>T</div><div>O</div></div><div><div>3</div><div>4</div></div><div><div></div></div></div> <p>Ones = 4 × 1 = 4 The value of 4 is 4.</p>	The learner, 1) Finds the total value of the number 2)Identifies the difference between value and place value	The learner, Reads the words correctly.	<ul style="list-style-type: none">• Question and answer• Brain storming	<ul style="list-style-type: none">• Finding the value• Multiptyin g correctly.	<ul style="list-style-type: none">• Self awarene ss• Creative thinking					
	4			<p>Writing and reading number names. Example Write 362 in words.</p> <table><tr><td>H</td><td>T</td><td>O</td></tr><tr><td>3</td><td>6</td><td>2</td></tr></table>	H	T	O	3	6	2		The learner, 1) Finds the place values correctly. 2) Arranges the numbers correctly.	The learner, Reads, spells and pronounces the words correctly.	<ul style="list-style-type: none">• Question and answer• Brain storming
H	T	O												
3	6	2												

W K	P D	THEME	SUB- THEME	CONTENT	COMPETENCES		METHODS	ACTIVITIE S	LIFE SKILLS	T/L AIDS	REF
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		OUR SUB-COUNTY	PHYSICAL FEATURES OF OUR SUB-COUNTY	300 - Three hundred <u>62</u> - Sixty two 362 - Three hundred sixty two			•	•	•	• A chart • Cards	MK bk 3 pg 36
4	5			Writing number names as number symbols. Example Write two hundred sixty four in figures. Two hundred - 200 Sixty two - $\begin{array}{r} + 64 \\ 264 \end{array}$	The learner, 1) Finds the place values 2) Writes correct figures.	The learner, Spells and reads words correctly.	• Question and answer • Brain storming	• Naming • Writing	• Creative thinking • Self awarene ss		
5	1			Writing numbers in expanded form. Example Expand 312 $\begin{array}{ccc} \text{H} & \text{T} & \text{O} \\ 3 & 1 & 2 \\ & & \\ 300 & 10 & 2 \end{array}$ 2 ones = 2 x 1 = 2 1 tens = 1 x 10 = 10 3 hundreds = 3 x 100 = 300 300 + 10 + 2 OR 3 hundreds + 1 tens + 2 ones (3 x 100) + (1 x 10) + (2 x 1)	The learner, 1) Writes the given number in expanded form. 2) Multiplies correctly. 3) Arranges the work according to its place values.	The learner, Reads and pronounces the words correctly.	• Guided discussion • Guided discovery	• Expanding • Multiplying • Arranging correctly	• Creative thinking • Self awarene ss		Basic Comp rehensive bk 3 pg 19

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					SUBJECT	LANGUAGE															
5	2	OUR SUB-COUNTY	PHYSICAL FEATURES OF OUR SUB-COUNTY	Finding the expanded number (short form) Which number has been expanded? $700 + 40 + 8$ H T O 7 0 0 4 0 + 8 <hr style="width: 100px; margin: 0;"/> 7 4 8	The learner, 1) Arranges the numbers according to their place values	The learner, Reads the numbers correctly.	<ul style="list-style-type: none">• Question & answer• Brain storming	<ul style="list-style-type: none">• Arranging• Expanding• Answering oral questions	<ul style="list-style-type: none">• Self awarene ss• Creative thinking	<ul style="list-style-type: none">• A chart• Cards	Basic Comp rehensive bk 3 pg 18										
	3			Writing Roman numbers Define them Basic Roman Numerals <table border="1" style="margin: 10px auto; text-align: center;"><tr><td>Hindu</td><td>1</td><td>5</td><td>10</td><td>50</td></tr><tr><td>Romans</td><td>I</td><td>V</td><td>X</td><td>L</td></tr></table> <div style="display: flex; justify-content: space-between; margin-top: 10px;"><div>1 - I 2 - II 3 - III 4 - IV</div><div>6 - VI 7 - VII 8 - VIII 9 - IX</div></div>	Hindu	1	5	10	50	Romans	I	V	X	L	The learner, 1) Defines the Roman Numerals 2) Interprets the Roman Numerals 3) Names the types of Roman Numerals	The learner, Reads the numerals correctly.	<ul style="list-style-type: none">• Question and answer• Guided discussion	<ul style="list-style-type: none">• Interpreting the numerals• Naming the numerals			Basic Comp rehensive bk 3 pg 20
	Hindu			1	5	10	50														
Romans	I	V	X	L																	
4	Changing Hindu-Arabic numerals to Romans. Example Expand and change to Romans $19 = 10 + 9$ = X + IX = XIX $25 = 20 + 5$ = XX + V = XXV Changing Romans to Hindu-Arabic numerals. $XV = X + V$ = 10 + 5 = 15	The learner, 1) Interprets the Roman Numerals 2) Writes the Roman Numerals correctly.	The learner, Pronounces the numbers	<ul style="list-style-type: none">• Guided discovery• Brain storming	<ul style="list-style-type: none">• Interpreting the Romans• Answering and reading correctly.	<ul style="list-style-type: none">• Problem solving• Self awarene ss	<ul style="list-style-type: none">• A chart	Basic Comp rehensive bk 3 pg 21													

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5	5	LIVELIHOOD IN OUR SUB-COUNTY	OCCUPATION OF PEOPLE IN OUR SUB-COUNTY	Addition of numbers of 213 digit numbers. Example $\begin{array}{r} 2 \\ + 4 \\ \hline 6 \end{array}$ $\begin{array}{r} 3 6 \\ + 1 2 \\ \hline 4 8 \end{array}$ $\begin{array}{r} 3 1 \\ + 4 0 \\ \hline 7 1 \end{array}$ Word problems	The learner, 1) Adds the numbers correctly 2) Counts the numbers.	The learner, Reads the numbers correctly.	<ul style="list-style-type: none"> Brain storming Guided discussion 	<ul style="list-style-type: none"> Adding Counting Reading 	<ul style="list-style-type: none"> Self awareness Critical thinking 	<ul style="list-style-type: none"> A chart 	MK bk 3 pg 40 - 41
6	1			Addition of 213 digit number with carrying. a) $\begin{array}{r} 527 \\ + 26 \\ \hline 553 \end{array}$ $0 - 7 + 6 = 13$ $T - 2 + 2 = 4 + 1$ b) $\begin{array}{r} 637 \\ + 105 \\ \hline 742 \end{array}$	The learner, 1) Adds the numbers correctly. 2) Arranges and carries the numbers correctly.						
	2			Addition of word problems of 2 digit numbers. Example Ali has 52 pens, Lillia has 69 pens. How many do they have altogether? Ali has - 52 pens Lillian has - + 69 pens $\begin{array}{r} 52 \\ + 69 \\ \hline 121 \end{array}$ Altogether they have 121 pens.	The learner, 1) Arranges the numbers according to the place values. 2) Adds correctly. 3) Carries correctly.	The learner, Reads and interprets the word problems correctly.	<ul style="list-style-type: none"> Brain storming Guided discussion 	<ul style="list-style-type: none"> Interpreting Adding Answering oral questions 	<ul style="list-style-type: none"> Problem solving Creative thinking 	<ul style="list-style-type: none"> Pens Sticks 	MK bk 3 pg 42 - 43

W K	P D	THEME	SUB- THEME	CONTENT	COMPETENCES		METHODS	ACTIVITIES	LIFE SKILLS	T/L AIDS	REF
					SUBJECT	LANGUAGE					
6	3	LIVELIHOOD IN OUR SUB-COUNTY	OCCUPATION OF PEOPLE IN OUR SUB-COUNTY	Addition of 213 digit with carrying Example 1) $\begin{array}{r} 237 \\ + 14 \\ \hline 251 \end{array}$ 7 + 4 = 11 Write 1 under ones and carry 1 to tens. A farmer collects 362 eggs every Tuesday and 18 eggs every Thursday. How many eggs does he collect altogether? $\begin{array}{r} 362 \text{ eggs} \\ + 118 \text{ eggs} \\ \hline 480 \text{ eggs} \end{array}$ Write 0 under ones and 1 under tens. He collected 480 eggs altogether.	The learner, 1) Adds correctly. 2) Arranges the numbers correctly. 3) Counts the numbers.	The learner, Interprets the word problems correctly.	<ul style="list-style-type: none"> Brain storming Question and answer 	<ul style="list-style-type: none"> Adding Interpreting Arranging correctly. 	<ul style="list-style-type: none"> Problem solving Self awareness Critical thinking 	<ul style="list-style-type: none"> Pens Sticks 	MK bk 3 pg 45
	4			Addition of 4 digit numbers. Example 1) $\begin{array}{r} \text{TH H T O} \\ 4 \quad 3 \quad 8 \quad 1 \\ + \quad 2 \quad 1 \quad 7 \\ \hline 4 \quad 5 \quad 9 \quad 8 \end{array}$ 2) $\begin{array}{r} 6341 \\ + 33 \\ \hline 6374 \end{array}$	The learner, 1) Adds correctly. 2) Arranges them correctly 3) Counts the numbers	The learner, Reads and pronounces the words.	<ul style="list-style-type: none"> Guided discussion Question and answer 	<ul style="list-style-type: none"> Adding Reading Answering oral questions 	<ul style="list-style-type: none"> Critical thinking Self awareness 		MK bk 3 pg 47

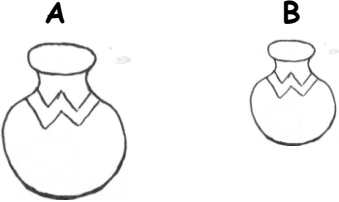
W K	P D	THEME	SUB- THEME	CONTENT	COMPETENCES		METHODS	ACTIVITIES	LIFE SKILLS	T/L AIDS	REF
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6	5	LIVELIHOOD IN OUR SUB-COUNTY	OCCUPATION OF PEOPLE IN OUR SUB-COUNTY	Subtraction without borrowing and word problems. Example $\begin{array}{r} T O \\ 59 \\ - 3 \\ \hline 56 \end{array}$ $\begin{array}{r} T O \\ 56 \\ - 24 \\ \hline 32 \end{array}$ $\begin{array}{r} 323 \\ - 122 \\ \hline 201 \end{array}$ Word problems Example What is 23 minus 11? $\begin{array}{r} 23 \\ - 11 \\ \hline 12 \end{array}$	The learner, 1) Subtracts the numbers correctly. 2) Arranges the numbers vertically.	The learner, Reads the numbers	<ul style="list-style-type: none"> Guided discussion Brain storming Question and answer 	<ul style="list-style-type: none"> Subtracting Arranging the numbers Reading Doing the exercises 	<ul style="list-style-type: none"> Problem solving Critical thinking 	<ul style="list-style-type: none"> Pens Sticks 	MK bk 3 pg 48
7	1			Subtraction of 2 digit numbers with borrowing and word problems. Example a) $\begin{array}{r} 30 \\ - 14 \\ \hline 16 \end{array}$ $\begin{array}{r} 0 - 4 = \text{impossible} \\ \text{borrow 1 from 3} = 2 \\ 2 - 1 = 1 \end{array}$ b) Reduce 82 by 47 $\begin{array}{r} 82 \\ - 47 \\ \hline 35 \end{array}$ $\begin{array}{r} 2 - 7 = \text{impossible} \\ \text{borrow 1 from 8} = 7 \\ 12 - 7 = 5 \\ 7 - 4 = 3 \end{array}$	The learner, 1) Subtracts the numbers 2) Arranges the numbers vertically	The learner, Reads the numbers	<ul style="list-style-type: none"> Brain storming Guided discovery 	<ul style="list-style-type: none"> Subtracting Arranging numbers 	<ul style="list-style-type: none"> Problem solving Critical thinking 		MK bk 3 pg 50

W K	P D	THEME	SUB- THEME	CONTENT	COMPETENCES		METHODS	ACTIVITIES	LIFE SKILLS	T/L AIDS	REF
					SUBJECT	LANGUAGE					
7	2	LIVELIHOOD IN OUR SUB-COUNTY	OCCUPATION OF PEOPLE IN OUR SUB-COUNTY	Subtraction of 3 digit numbers and word problems Example <div style="display: flex; justify-content: space-between;"> <div style="text-align: right;"> 230 - 14 <u>216</u> </div> <div> 0 - 4 = Impossible borrow 1 from 3 =2 10 - 4 = 6 T - 2 - 1 = 1 H - 2 - 0 = 2 </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="text-align: right;"> 365 - 237 <u>128</u> </div> <div> 5 - 7 = Impossible borrow </div> </div>	The learner, 1) Subtracts the numbers 2) Arranges the umbers vertically	The learner, Reads the numbers	<ul style="list-style-type: none"> Brain storming Guided discovery 	<ul style="list-style-type: none"> Subtracting Arranging numbers 	<ul style="list-style-type: none"> Problem solving Critical thinking 	<ul style="list-style-type: none"> Pens Sticks 	MK bk 3 pg 50
	3			Subtraction of 4 digit numbers. Example <div style="display: flex; justify-content: space-between;"> <div style="text-align: right;"> 4820 - 651 <u>4169</u> </div> <div> 0 - 1 = Imp 1 from 1 </div> </div>							
	4	OUR ENVIRONMENT IN OUR SUB-COUNTY	SOIL	Algebra Finding the missing numbers by subtracting. Example Find the number <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center;">4</div> <div style="margin: 0 5px;">+ 3 = 7</div> </div> <div style="margin-top: 10px;"> <div style="border: 1px solid black; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;"></div> = 7 - 3 </div> <div style="margin-top: 10px;"> <div style="border: 1px solid black; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;"></div> = 4 </div> <div style="margin-top: 10px;"> b) 4 + <div style="border: 1px solid black; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center;">5</div> = 9 </div> <div style="margin-top: 10px;"> <div style="border: 1px solid black; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;"></div> = 9 - 4 </div> <div style="margin-top: 10px;"> <div style="border: 1px solid black; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;"></div> = 5 </div>	The learner, 1) Subtracts the numbers correctly.	The learner, Reads the words and figures	<ul style="list-style-type: none"> Guided discussion Guided discovery 	<ul style="list-style-type: none"> Reading Subtracting 	<ul style="list-style-type: none"> Self awareness Critical thinking 		MK bk 3 pg 193

W K	P D	THEME	SUB- THEME	CONTENT	COMPETENCES		METHODS	ACTIVITIES	LIFE SKILLS	T/L AIDS	REF
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7	5	OUR ENVIRONMENT IN OUR SUB-COUNTY	SOIL	Finding the missing numbers by adding Example a) $\square - 3 = 8$ $\square = 8 + 3$ $\square = 11$ b) $h - 2 = 20$ $h - 2 + 2 = 20 + 2$ $h = 22$ OR $h - 2 = 20$ $h = 20 + 2$ $h = 22$	The learner, 1) Adds the numbers	The learner, Reads the numbers	<ul style="list-style-type: none"> Guided discovery Guided discussion Brain storming 	<ul style="list-style-type: none"> Adding correctly Answering oral questions 	<ul style="list-style-type: none"> Problem solving Critical thinking 	<ul style="list-style-type: none"> Pens Sticks 	Basic Comprehensive bk 3 pg 52
8	1			Length <ul style="list-style-type: none"> Define length Non standard units of length are hand span Materials used to measure length. Filling in and comparing m & cm 	The learner, 1) Defines 2) Mentions non standard units 3) Names the materials	The learner, Reads, pronounces and spells the words	<ul style="list-style-type: none"> Guided discovery Discussion Brain storming 	<ul style="list-style-type: none"> Defining Answering oral questions 	<ul style="list-style-type: none"> Problem solving Critical thinking 	<ul style="list-style-type: none"> Real objects 	Basic Comprehensive bk 3 pg 63
	2			Changing metres to centimetres. When changing metres to centimetres we multiply by 100. Example Change 3m to cm $1\text{m} = 100\text{ cm}$ $3\text{m} = 100 \times 3$	The learner, 1) Multiplies the numbers 2) Arranges the numbers correctly	The learner, Reads the words correctly.	<ul style="list-style-type: none"> Brain storming Guided discussion Question and answer 	<ul style="list-style-type: none"> Multiplying the questions Answering oral questions 	<ul style="list-style-type: none"> Problem solving Critical thinking 		

W K	P D	THEME	SUB- THEME	CONTENT	COMPETENCES		METHODS	ACTIVITIES	LIFE SKILLS	T/L AIDS	REF
					SUBJECT	LANGUAGE					
		OUR ENVIRONMENT IN OUR SUB-COUNTY	SOIL	100 <u>x 3</u> 300 cm 3m = 300 cm			•	•	•	•	Basic Com prehen sive bk 3 pg 63
8	3			Changing centimetres to metres. When changing cm to metres we divide by 100 Example Change 200 cm to metres. 100 cm = 1m 200 cm = 200 ÷ 100 200 100 200cm = 2m	The learner, 1) Divides the numbers 2) Arranges the numbers	The learner, Reads the words	• Brain storming • Guided discussion	• Dividing the numbers • Answering oral questions	• Problem solving • Critical thinking	• Real objects	
	4			Addition of metres and centimetres Examples a) Add 3m + 7m = 10m b) M CM 6 24 + 1 32 — — 7 56	The learner, 1) Adds the length correctly 2) Counts correctly	The learner, Reads the numbers	• Guided discovery • Question and answer • Brain storming	• Adding • Counting • Reading	• Problem solving • Critical thinking		Basic Com prehen sive bk 3 pg 65
	5			Word problems of addition of length Example Musa ate 2m 15cm of a sugarcane. Ali ate 3m 20cm of a sugarcane. Find the length both ate.	The learner, 1) Adds the length correctly. 2) Counts correctly.	The learner, Reads the numbers					

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					SUBJECT	LANGUAGE					
		OUR ENVIRONMENT IN OUR SUB-COUNTY	SOIL	$ \begin{array}{r} \text{M} \quad \text{CM} \\ \text{Musa} \quad 2 \quad 15 \\ \text{Ali} \quad + \quad 3 \quad 20 \\ \hline \text{Altogether} \quad 5 \quad 35 \end{array} $			•	•	•	• Real objects	Basic Comprehensive bk 3 pg 66
9	1			Subtraction of length Example $ \begin{array}{r} \text{M} \quad \text{CM} \qquad \qquad \text{M} \quad \text{CM} \\ 8 \quad 75 \qquad \qquad 4 \quad 83 \\ - 1 \quad 12 \qquad \qquad - 1 \quad 21 \\ \hline 7 \quad 63 \qquad \qquad 3 \quad 62 \end{array} $	The learner, 1) Subtracts the numbers correctly. 2) Arranges the numbers correctly.	The learner, 1) Reads the numbers 2) Interprets the numbers	• Brain storming • Guided discussion	• Subtracting • Doing the written exercise • Answering oral questions	• Problem solving • Critical thinking		
	2			Word problems Key words: minus, remain, reduce Example A trader had 7m 50cm of cloth. He sold 4m 10 cm of it. What length of cloth was left? $ \begin{array}{r} \text{M} \quad \text{CM} \\ 7 \quad 50 \\ - 4 \quad 10 \\ \hline 3 \quad 40 \end{array} $ He remained with 3m and 40 cm	The learner, 1) Subtracts the numbers correctly. 2) Arranges the numbers correctly.	The learner, Reads and interprets the numbers		• Subtracting • Doing the written exercise • Answering oral questions			
	3	OUR ENVIRONMENT AND WEATHER IN OUR SUB-COUNTY	AIR & SUN	Measuring capacity Define capacity Examples of liquids water, jik, milk Examples of different containers. e.g. bottles, jerrycans	The learner, 1) Defines 2) Names the liquids 3) Mentions the containers	The learner, Reads, spells and pronounces the words	• Brain storming • Guided discussion • Guided discovery	• Defining • Naming • Mentioning • Answering oral questions	• Critical thinking • Self awareness	• Pots • Bottles • Jerry can	Basic Comprehensive bk 3 pg 159

W K	P D	THEME	SUB- THEME	CONTENT	COMPETENCES		METHODS	ACTIVITIES	LIFE SKILLS	T/L AIDS	REF
					SUBJECT	LANGUAGE					
		OUR ENVIRONMENT AND WEATHER IN OUR SUB-COUNTY	AIR & SUN	Comparing capacity  Pot A has more water than pot B			•	•	•	•	
9	4			Comparing containers in litres. 1 litre = 2 half litres 2 litres = 2 + 2 = 4 half litres	The learner, 1) Compares the litres 2) Adding the litres	The learner, Reads and pronounces the litres	• Brain storming • Guided discussion • Guided discovery	• Defining • Naming • Mentioning • Answering oral questions	• Critical thinking • Self awareness	• Pots • Bottles • Jerry can	Basic Comprehension bk 3 pg 159
	5			Converting litres to millilitres When changing litres to millilitres use multiply by 1000ml Example Change 2l to milliliters 1l = 1000ml 2l = 1000 x 2 1000 x 2 2000ml 2l = 2000ml	The learner, 1) Multiplying the units correctly 2) Arranges the units correctly.	The learner, Reads the litres					

W K	P D	THEME	SUB- THEME	CONTENT	COMPETENCES		METHODS	ACTIVITIE S	LIFE SKILLS	T/L AIDS	REF		
					SUBJECT	LANGUAGE							
10	1	OUR ENVIRONMENT AND WEATHER IN OUR SUB-COUNTY	AIR & SUN	Addition of litres Examples Add 3 litres + 4 l = 7 litres 12 litres + 27 litres 39 litres Addition of litres and millilitres l ml 6 530 + 1 310 ----- 7 840	The learner, 1) Adds the units correctly 2) Arranges the units according to place values	The learner, Reads the units	• Brain storming • Guided discussion	• Adding • Answering the questions • Doing the work	• Problem solving • Critical thinking	• Pots • Bottl es • Jerry can	Basic Comp rehen sive bk 3 pg 85		
	2			Word problems with capacity Example Find the sum of 163 litres and 2333 litres 5163 litres + 2333 litres <u>7496 litres</u>	The learner, 1) Adds correctly. 2) Arranges the units according to place values	The learner, Reads the units and word problems					• Adding • Arranging the units	• Problem solving • Critical thinking • Self awarene ss	Basic Comp rehen sive bk 3 pg 85
	3			Subtraction of litres Example 39 litres 7349 l - 25 litres - 112 l <u>14 litres</u> <u>7237 l</u> L ML 8 700 - 5 600 <u>3</u> <u>100</u>	The learner, 1) Subtracts correctly 2) Arranges the units according to the place value.								Basic Comp rehen sive bk 3 pg 164

W K	P D	THEME	SUB- THEME	CONTENT	COMPETENCES		METHODS	ACTIVITIES	LIFE SKILLS	T/L AIDS	REF
					SUBJECT	LANGUAGE					
10	4	OUR ENVIRONMENT AND WEATHER IN OUR SUB-COUNTY	AIR & SUN	Word problems of subtraction of capacity Keywords: remain, minus, difference What is the difference between 56 litres and 24 l $\begin{array}{r} 56 \text{ l} \\ - 24 \text{ l} \\ \hline 32 \text{ l} \end{array}$	The learner, 1) Subtracts the numbers correctly. 2) Arranges the units according to the place value	The learner, 1) Reads and interprets the word problems	<ul style="list-style-type: none"> Guided discussion Brain storming 	<ul style="list-style-type: none"> Subtracting 			MK bk 3 pg 165
	5			Multiplication Multiplying by 2. How many things make a pair? Note: 2 things/items make a pair. A pair of shoes A pair of stockings	The learner, 1) Multiplies by 2 2) Groups in twos 3) Counts properly.	The learner, Interprets the pairs correctly.	<ul style="list-style-type: none"> Guided discussion Brain storming Guided discovery 	<ul style="list-style-type: none"> Multiplying Grouping Counting 	<ul style="list-style-type: none"> Accuracy Problem solving Reasoning 	<ul style="list-style-type: none"> Sticks Bottle tops 	MK bk 3 pg 55
11	1			More multiplication of 2 digit numbers. $\begin{array}{r} 10 \\ \times 2 \\ \hline 20 \end{array}$ $\begin{array}{r} 13 \\ \times 3 \\ \hline 39 \end{array}$	The learner, 1) Multiplies correctly and vertically	The learner Reads the numbers correctly.	<ul style="list-style-type: none"> Guided discussion Guided discovery 	<ul style="list-style-type: none"> Multiplying Reading Counting 			MK bk 3 pg 56
	2			Multiplying 2 digit number by carrying. $\begin{array}{r} \text{T O} \\ 24 \\ \times 3 \\ \hline 72 \end{array}$ O: $4 \times 3 = 12$ Write 2 under ones and take 1 to tens. Place value $2 \times 3 = 6 + 1 = 7$	The learner, 1) Multiplies correctly 2) Counts correctly 3) Regroups	The learner, Reads the numbers	<ul style="list-style-type: none"> Guided discussion Brain storming Question and answer 		<ul style="list-style-type: none"> Problem solving Reasoning Critical thinking 		MK bk 3 pg 57

W K	P D	THEME	SUB- THEME	CONTENT	COMPETENCES		METHODS	ACTIVITIES	LIFE SKILLS	T/L AIDS	REF
					SUBJECT	LANGUAGE					
11	3	OUR ENVIRONMENT AND WEATHER IN OUR SUB-COUNTY	AIR & SUN	Multiplication of 3 by 1 digit number. Example $\begin{array}{r} 234 \\ \times 2 \\ \hline 468 \end{array}$ O: $4 \times 2 = 8$ T: $3 \times 2 = 6$ H: $2 \times 2 = 4$ $\begin{array}{r} 123 \\ \times 4 \\ \hline 492 \end{array}$ O: $3 \times 4 = 12$ T: $2 \times 4 = 8$ H: $1 \times 4 = 4$ $8 + 1 = 9$	The learner, 1) Multiplies 2) Counts correctly 3) Regroups	The learner, Reads the numbers	<ul style="list-style-type: none"> Guided discussion Brain storming Question and answer 	<ul style="list-style-type: none"> Multiplying Reading Counting 	<ul style="list-style-type: none"> Problem solving Reasoning Critical thinking 	<ul style="list-style-type: none"> Sticks Bottle tops 	MK bk 3 pg 57
	4			Word problem with 2 digit numbers. Example A car has 4 wheels. How many wheels are there on 20 cars? 1 car = 4 wheels 20 cars = 20 $\begin{array}{r} \times 4 \\ \hline 80 \text{ wheels} \end{array}$ Multiplying using a numberline	The learner, 1) Multiplies 2) Counts 3) Arranges the numbers.	The learner, Interprets the word problems	<ul style="list-style-type: none"> Question and answer Brain storming 	<ul style="list-style-type: none"> Multiplying Counting Reading 	<ul style="list-style-type: none"> Accuracy Reasoning Problem solving 	<ul style="list-style-type: none"> A chart 	Basic Comprehensive bk 3 pg 39
	5			Division without remainder Example $8 \div 4 = 2$ $16 \div 2 = 8$ $\begin{array}{r} 3 \\ 3 \overline{)9} \end{array}$	The learner, 1) Divides properly.	The learner, Reads the numbers	<ul style="list-style-type: none"> Question and answer Guided discussion Guided discovery 	<ul style="list-style-type: none"> Dividing 	<ul style="list-style-type: none"> Logical reasoning Problem solving Accuracy Critical thinking 		MK bk 3 pg 72

W K	P D	THEME	SUB- THEME	CONTENT	COMPETENCES		METHODS	ACTIVITIES	LIFE SKILLS	T/L AIDS	REF
					SUBJECT	LANGUAGE					
11	6	OUR ENVIRONMENT AND WEATHER IN OUR SUB-COUNTY	AIR & SUN	Division with a remainder Example Divide: $8 \div 3 =$ $\begin{array}{r} 2 \text{ r } 2 \\ 3 \overline{) 8} \\ 3 \times 2 = \underline{6} \\ 2 \end{array}$ $8 \div 3 = 2 \text{ r } 2$	The learner, 1) Divides the number with a remainder 2) Writes the word remainder in short (r) after dividing	The learner, Reads the numbers	<ul style="list-style-type: none"> • Question and answer • Guided discussion • Guided discovery 	• Dividing	<ul style="list-style-type: none"> • Logical reasoning • Problem solving • Accuracy • Critical thinking 	• A chart	MK bk 3 pg 72
12	1			Dividing a 2 digit number using long division. Example Divide: 34 by 2 $\begin{array}{r} 17 \\ 2 \overline{) 34} \\ 1 \times 2 = \underline{2} \\ 14 \\ 7 \times 2 = \underline{14} \\ .. \end{array}$ $3 \div 2 = 1 \text{ r } 1$ $14 \div 2 = 7$	The learner, 1) Divides using long division 2) Subtracts correctly 3) Multiplies	The learner, Reads the words	<ul style="list-style-type: none"> • Guided discussion • Guided discovery 	<ul style="list-style-type: none"> • Sharing • Counting • Multiplying • Dividing • Answering oral questions 	<ul style="list-style-type: none"> • Accuracy • Problem solving • Critical thinking • Reasoning 	<ul style="list-style-type: none"> • Sticks • Balls 	
	2			Dividing with complex problems. (Where 0 is the first number) Example Divide 12 by 2 $\begin{array}{r} 06 \\ 2 \overline{) 12} \\ 0 \times 2 = \underline{0} \\ 12 \\ 6 \times 2 = \underline{12} \\ .. \end{array}$ $1 \div 2 = 0$ $12 \div 2 = 6$							

W K	P D	THEME	SUB- THEME	CONTENT	COMPETENCES		METHODS	ACTIVITIES	LIFE SKILLS	T/L AIDS	REF
					SUBJECT	LANGUAGE					
12	3	OUR ENVIRONMENT AND WEATHER IN OUR SUB-COUNTY	AIR & SUN	Word problems with division. (long division) Example Share, among Divide 18 bks among 3 boys $\begin{array}{r} 06 \\ 3 \overline{) 18} \end{array}$ $1 \div 3 = 0$ $0 \times 3 = 0$ $18 \div 3 = 6$ $\begin{array}{r} 18 \\ 6 \times 3 \overline{) 18} \\ \hline \end{array}$.. Each boy gets 6 bks	The learner, 1) Divides correctly 2) Subtracts 3) Multiplies correctly	The learner, Reads the statements and interprets the statements	<ul style="list-style-type: none"> Brain storming Question and answer 	<ul style="list-style-type: none"> Reading Dividing Interpreting Subtracting Multiplying Answering oral questions 	<ul style="list-style-type: none"> Reasoning Critical thinking Problem solving Accuracy 	<ul style="list-style-type: none"> Counters 	MK bk 3 pg 76