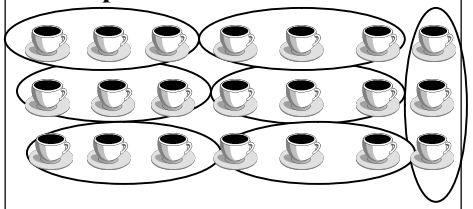
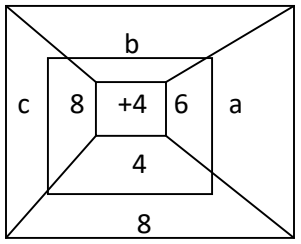
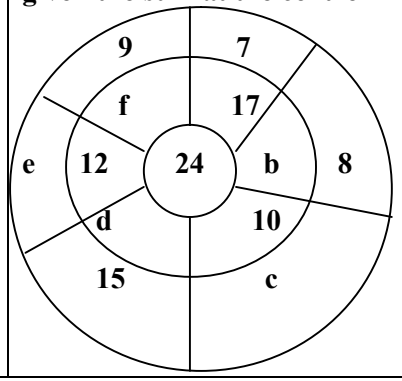
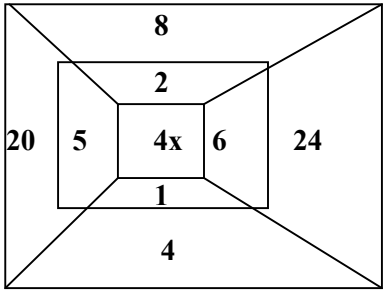
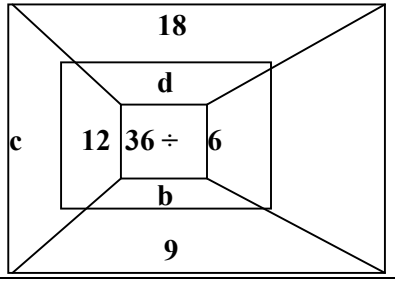
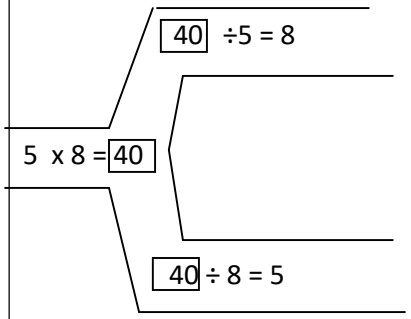
MATHEMATICS SCHEME OF WORK FOR PRIMARY 3 TERM II

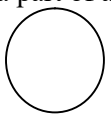
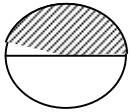
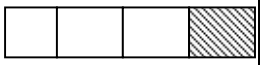
WK	PD	THEME	TOPIC	SUB – TOPIC	COMPETENCES		CONTENT	MTDS	ACTIVITY	LIFE SKILLS & VALUES	T/ L AIDS	REF
					LANGUAGE	SUBJECT						
1	1	**Living things**	**Number patterns and sequence**	Finding missing numbers in groups	- Finding missing numbers in grouping. - Multiple the numbers correctly.		**Finding the missing numbers in the groups** Example 1  There are 4 groups of 2 books. there are 8 balls grouped into twos **4 x 2 = 8** **8 ÷ 2 = 4** **Example 2**  There are 7 groups of 3 cups there are 21 cups group into 3	Guided discussion Question and answer techniques	Finding grouping Multiplying	- critical thinking Decision making Creative thinking	Sticks Straw Counters	Mk 3 pg 82
	2	**Our community**			- Counting in groups of two, three, four and fives. - Write the number patterns - Identifying the number sequence - Counting the number sequence		**Fill in the missing number** Examples 0, 2, 4, 6, 8, 10, 12, 14 +2 +2 + 2 + 2 +2 +2 + 2	Demonstration Observation	Counting Writing	Accuracy	Real object like orange	Mk bk 3 pg 84

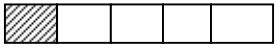
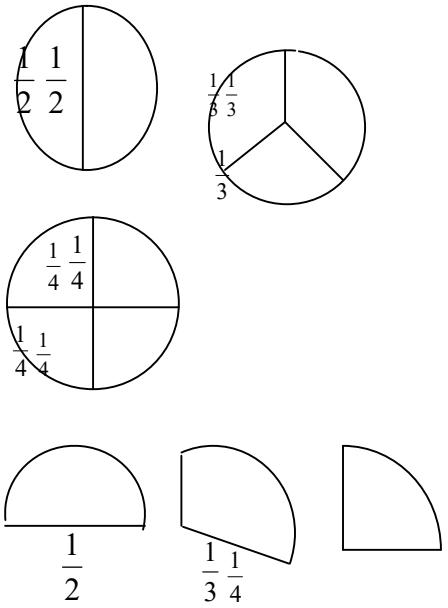
						0, 3, 6, 9, 12, 15, 18 +3 +3 + 3 + 3 +3 +3 4, 8, 12, 16, 20, 24, 28, 32 +4 +4 + 4 + 4 +4 +4 + 4					
	3				- Finding the missing numbers - Adds to find the unknown - Write the algebraic equations - Draws the correct web	**Adding using a web**  Outer part = answer a = 4 + 6 b = 3 + 4 a = 10 b = 7 c = 8 + 4 c = 12	Adding Finding Solving Guided discovery Demonstration	Adding Finding Solving	- Accuracy - Appreciation	Counters chalkboard Illustration	Mk pg 81
	4			**Adding using a web**	- Solves by finding the unknown given the sum at the centre . - Identifies the un known	**Finding the missing numbers given the sum at the centre**  	Guided discussion Demonstration	Solving Finding Identifying	- Accuracy - Negotiation - Effective communalization	Chart showing the web	Trs. Resources Mk pg 81

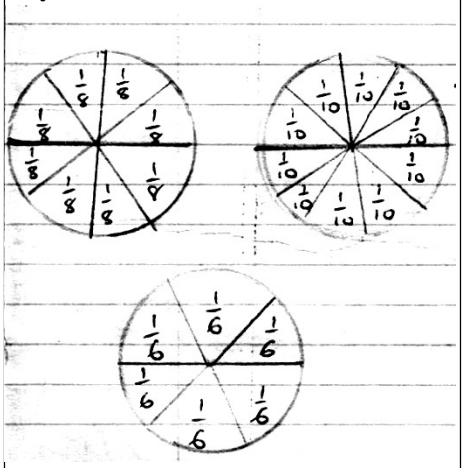
						a = 24 – 17 a = 7 c = 24 – 10 c = 14 e = 24 – 12 e = 12	b = 24 – 8 b = 16 d = 24 - 15 d = 9 f = 24 – 9 f = 15					
	5			**Finding the missing number by multiplying**	- The learner identifies the two sides of the equation - Finds the missing number by solving. - Fills in the missing number with the multiplication table	**Finding the missing numbers in the diagram**  Outer part = answer middle part = members in group inner part = group 4 x 6 = 24 4 x 4 = 16 20 ÷ 4 = 5 8 ÷ 4 = 2	Guided discussion Observation	Finding Solving Multiplying Solving Dividing	- Critical thinking - Decision making	A chart showing webs using multiplication	MK Pg 82
2	**1**	**Our Community**		**Finding the missing number by division**	- Finding the missing the number by division. - Fills in the unknown number - The learner solves to find the missing number	**Finding the missing numbers by division**  	Observation Guided discovery	Solving Interpreting Identifying	Critical thinking Appreciation	Chalk board illustration	Mk bk 3 pg 82

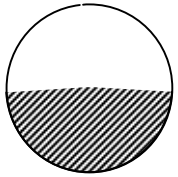
						a = 36 ÷ 6 **a = 9** **c = 36 ÷12** **c = 3**	**b = 36 ÷ 9** **b = 4** **d = 36 ÷ 18** **d = 2**					
	2				- Identifies the operational signs - Finds the missing number. - Identifies the relationship between division and multiplication - Solving the given fraction	**Finding the relationship between multiplication and division**  40 ÷5 = 8 7 = 8 x 5 = 40	Guided discovery Demonstration	Identifies Soling Finding	- Problem solving - Appreciation	A chart showing relationship between division and multiplication	
	3			**Finding missing numbers in group**	- Finds missing numbers in groups of 2, 3, 4. - Finds missing number ascending order - Finds missing number in descending order	**Finding missing numbers in groups of 2, 3, 4,** **Examples** 0, 2, 4, 6, 8, 10 Keep adding 2 Being with 0 + 2 = 2 2 + 2 = 4 4 + 2 = 6 6 + 2 = 8 8 + 2 = 10 **Example 2** 60, 55, 50, ___, ___, ___ Keep on subtracting 5	Guided discovery Observation Question and answer technique	Grouping Identifying Solving Finding	- Critical thinking - Responsibility		Mk bk 3 pg 88

						Begin with 60 60 – 5 = 55 55 – 5 = 50 50 – 5 = 45 45 = 5 = 40 40 – 5 = 35 60, 55, 50, 45, 40, 35					
	4				- Counts the missing numbers - Solves the number patterns - Identifies the number sequence - Multiplies the given number	**Counting and finding missing numbers in groups** **Example 1** 1 x 2 = 1 two = 2 = 2 2 x 2 = 2 twos = 2 + 2 = 4 3 x 2 = 3 two's = 2 + 2 + 2 =6 4 x 2 = 4 twos = 2 + 2 + 2 + 2 = 8 **Example 2** 1 x 3 = 1 three = 3 2 x 3 = 2 threes = 3 + 3 = 6 3 x 3 = 3 three = 3 + 3 + 3 = 9 4 x 3 = 4 three = 4 + 4 + 4 = 12 **Example 3** **Count in fives** 1 x 5 = 1 five = 5 2 x 5 = 2 fives = 5 + 5 = 10 3 x 5 = 3 fives = 5 + 5+ 5 = 15 4 x 5 = 4 fives = 5 + 5 + 5 + 5 = 20 **Example 4** **How many twos make up 8** 8 ÷ 2 = 4 **Example 5** Find the value of 8 four 8 four = 8 x 4 = 32 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4	Observation Guided Discovery	Identifying Multiplying Solving	- Problem solving - Responsibility	A chart showing multiplication table 3 and 4	Mk bks pg 84
	5			**Find the un known in a magic square**	- Completes the magic square - Finds the magic square - Finds the unknown - Solve the equation to find the unknown	**Find the missing number in a magic square**	Demonstration Guided discovery	Completing Finding Solving	Problem solving responsibility	A chart showing a magic square	Mk bk 3 pg 87

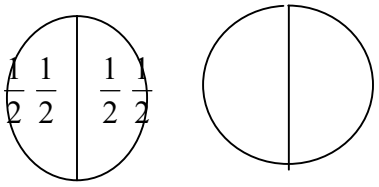
						Example 1 Complete the magic square 7 a 5 2 4 c b 8 1 Magic sum = 7 + 4 + 1 = 12 a = 12 – 12 a = 0 b = 7 + 2 = 12 b = 12 – 9 b = 3 c + 5 + 1 c = 12 – 6 c = 6					
3	**1**	**Keeping peace in our community**	**Fraction**	**Naming of fractions**	- Defines a fraction - Writes fractions and their equivalents - Reads fractions - Compares fractions	**Naming fractions** A fraction is a part of a whole 1 a whole  $\frac{1}{2}$ 	Observation Demonstration	Identifying Naming	Problem solving	A chart showing fraction	Mk bk 3 pg 94
					- Identifies the fraction - Names the fraction	$\frac{1}{3}$ a third  $\frac{1}{4}$ a quarter 	Guided discovery Observation	Identifying Naming Drawing	Critical thinking Problem solving		

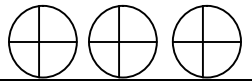
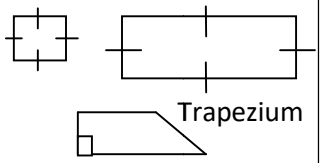
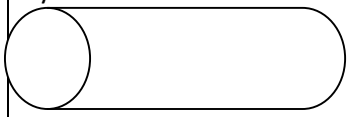
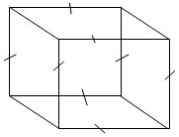
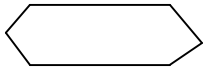
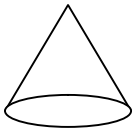
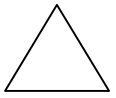
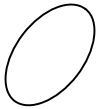
						$\frac{1}{5}$ a fifth  $\frac{2}{3}$  The top number is a numerator and the bottom number is a denominator.					
	2			**Comparing fractions**	- Identifies the size of fraction - Orders fractions according to size. - Compares fractions using great than and less than	**Comparing fractions using greater than and less than** 	Demonstration Guided discovery	Comparing Naming Drawing	-Responsibility and care		
				Comparing fractions using greater than or less than	- Identifies the size of faction - Order fraction according to size. - Compares fractions according to size	$\frac{1}{2}$ is greater that $\frac{1}{3}$ $\frac{1}{3}$ is greater than $\frac{1}{4}$ $\frac{1}{4}$ is less than $\frac{1}{3}$ $\frac{1}{3}$ is less than $\frac{1}{4}$	Guided discovery Observation	Identifying Ordering fractions in ascending order Descending	-Problem solving		Mk bk 3 page 99

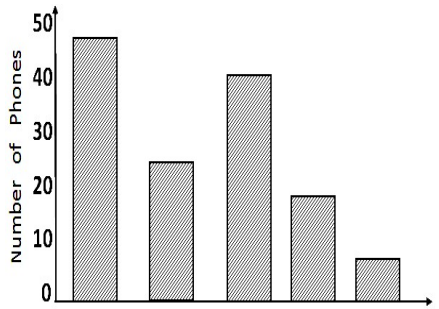
	3				- Identifies the size of the fraction - Identifies the different symbols - Compares the fraction according to the fraction according to size	**Comparing fractions using symbols**  Fill in > greater than, = equal to or less than < using symbols	Guided discovery Observation	Drawing Identifying	- Empathy - Responsibility		Mk bk 3 page 100
					-	$\frac{1}{10}$ is less than $\frac{1}{8}$ $\frac{1}{10} < \frac{1}{8}$ $\frac{1}{6}$ is greater than $\frac{1}{10}$ $\frac{1}{6} < \frac{1}{10}$ Use >< or = to complete a) $\frac{1}{2} > \frac{1}{4}$  b) $\frac{1}{6}$ $\frac{1}{3}$					

	4			Shade and un shade fraction	- Identifies the given fractions - Name the given fraction - Write the shaded and un shaded fraction	**Shaded and un shaded fractions** **Example 1**  1 of the 2 parts is shaded. The shaded fraction is $\frac{1}{2}$ 1 of the 2 parts is un shaded the un shaded fraction $\frac{1}{2}$ 5 of the 8 parts are shaded = $\frac{5}{8}$ 3 of the 8 parts are un shaded part = $\frac{3}{8}$	Guided discovery Question and answering techniques	Shading Identifying Naming	- Appreciation - Concern - Effect communication	A chart showing names of fraction	Mk bk 3 page 97

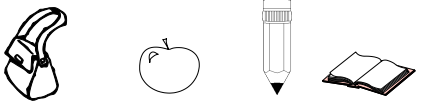
	5	**Keeping peace in our sub – county**	**Fractions**	**Addition of fractions**	- Adds fractions with the same denominator - Reads and writes fraction - Identifies the numerator and the denominator	**Addition of fraction with the same denominator** **Example 1** $\frac{2}{5} + \frac{1}{5} = \frac{2+1}{5} = \frac{3}{5}$ **Example 2** A pupil reads $\frac{2}{8}$ of the book on Monday and $\frac{4}{8}$ of it on Tuesday. What fraction did he read altogether. Monday $\frac{2}{8}$ Tuesday $\frac{4}{8}$ Altogether = $\frac{2}{8} + \frac{4}{8} = \frac{2+4}{8} = \frac{6}{8}$ **Example 3** $\frac{1}{5} + \frac{1}{5} + \frac{2}{5} = \frac{1+1+2}{5} = \frac{4}{5}$	Guided discovery Question and answer techniques	Reading Writing Adding	- Accuracy - Effect communication		Mk bk 3 page 101 nag page 104
4	**1**			**Subtraction of fractions**	- Reads fraction of the same denominator - Comprehends and solves problems - Carries out the operation correctly	**Subtraction of fractions** **Example** Subtraction $\frac{3}{4} - \frac{2}{4} = \frac{3-2}{4} = \frac{1}{4}$	Demonstration Observation	Reading Subtraction Comprehens	- Effect communication		Mk bk 3 pg 107 and

						Example 2 A boy had $\frac{5}{6}$ of the cake. He ate $\frac{2}{8}$ of it. What fraction remained? $\frac{5}{6} - \frac{2}{6} = \frac{5-2}{6} = \frac{3}{6}$ **Example 3** What is difference between $\frac{8}{12}$ and $\frac{2}{12}$ $\frac{8}{12} - \frac{2}{12} = \frac{6}{12}$	Guided discovery	ion	- Problem solving		108
	2			**Finding number of fraction in a whole**	Identifies properties of shapes Traces and copies shapes Identifies different shapes	- **Finding number of fractions in a whole** **Examples** How many halves are in 2 wholes  4 halves **Example 2** What is $\frac{1}{2}$ of 8 **Note.** The word "**of**" changes to multiply. $\frac{1}{2}$ of 8	- Guided discovery - Question and answer techniques	Identifying Drawing Tracing	Problem solving Critical thinking Accuracy	-	Trs resource bk mk bk 4 pg 73

						$\frac{1}{2}$ x 8 = $\frac{8}{2}$ 4 x 8 How many quarters are in 3 wholes  12 quarters					
	3		**Geometry**	Types of shapes	Square Rectangle  Trapezium	**Types of shapes** 2 dimensional shapes **Refer to lesson notes**	-			-	
	4		**Geometry**	Types of shapes	- Identifies shapes and properties. - Define a polygon - Identifies the number of sides - Draws different shapes	**Types of shapes and there properties** Cylinder  Cube  zigzag Hexagon  Cone  Triangle  Oval 	- Guided discovery - Question and answer techniques - Demonstration	Defining Identifying Drawing	Accuracy Problem solving Effective communication	- Boxes - Chalk board illustration	Mk bk 3 pg 123

	5			**Picture graph**	- Identifies the pictures representing a number. - Draws the pictures to represent a number - Identifies the picture representing graph - Interprets information	**Picture graphs** When using picture graphs one picture stands for a given number of picture **Example** If  stands the 10 flowers How many flowers are represented by  (10 + 10 + 10) flowers 30 flowers	Guided discovery	Defining Identifying	Accuracy Problem solving	- Real objects	
5	**1**				- Draws a column graph - Interprets the information on a graph. - Records information on a graph. Solves would problem	**Column graphs** Information is recorded in a bar form or column graph. Pupils carried 5 pupils to the head teachers office. Roshin carried 5 boxes Ashley carried 3 boxes Ssali carried 8 boxes Cate carried 2 boxes Joy carried 5 boxes The above information is repeated in.	- Observation - Guided discussion	Interpreting Drawing Recording	A accuracy Problem solving Critical thinking	- A chat showing a bar graph	Mk bk 3 pg 113
			Graphs	**Column graphs**	- Interprets information - Records information on a column graph		-	-			-

	2		**Measures**	**Money**	Recognizes money currency Solves word problem as money Identifies the amount of money Differentiates	**Money** Recognition of money Notes: Sh. 1000 note, Sh. 2000 note, Sh. 5000 note, Sh. 10,000 note, Sh20,000 note, Sh. 50,000 note Coins: Sh. 50, Sh. 100, Sh. 200, Sh. 500, sh. 1000	- Guided discussion - Observation	- Recognition - Identifies	Critical thinking Problem solving	Real paper notes and concern	- Mk bk 3 pg 176
						Addition of money **Example 1** **Sh. 200 + Sh. 50** **Sh. 200** **+Sh. 50** **Sh. 250**	Guided Discussion Observation	Recognition Identifying	Critical thinking Problem solving	Real paper notes and concern	Mk bk 3 pg 176 -
					Identifies money Differentiates paper money and coins Add money	**Content** **Example 2** **Sh. 1000 + sh. 500 + sh. 50** **Sh. 1000** **0 + 0 + 0 =0** **Sh. 500** **0 + 0 + 5 = 5** **+Sh. 50** **0 + 5 = 5** **Sh. 1550** **1 + 0 = 1** **Example 3** **I had sh. 100. My father gave me sh. 50. How much money do I have altogether** **Sh. 500** **0 + 0 = 0** **+sh. 50** **0 + 5 = 5** **Sh. 550** **5 + 0 = 5**	Guided discovery Observation	Adding Differentiating Identifying	Problem solving Critical thinking		

	3				- Identifies the money given - Comprehends and solves the word application - Subtracts the given word application	**Subtraction of money** **Example 1** **Sh. 450 - sh. 350** **Sh. 4 5 0** **- Sh. 3 5 0** **Sh. 1 5 0** **Example 2** **Sh. 700 - sh. 350** **Sh. 7 0 0** **- Sh. 3 5 0** **Sh. 3 5 0** **Mukasa had sh. 350. He gave a way sh. 100. How much money did he remain with** **Mukasa had sh. 3 5 0** **He gave a way – sh. 1 0 0** **Remained with sh. 2 5 0**	Guided discovery Question and answer techniques	Subtracting Comprehension	Problem solving Critical thinking	Real paper note and coins	- Mk bk pg 3 179
	4				- Identifies the amount of money. - Comprehends and solves word application. - Interprets the shopping list.	Shopping using pencils Refer to lesson notes	Guided discussion Observation	Adding Comprehending Interpreting	Problem solving Effective communication	Real paper notes and coins	- Mk bk 3 page 183
	5				- Identifies the money for the given item. - Carries out the operation correctly. - Comprehends and solves the word application	**Shopping with pictorials**  **Sh. 500 sh. 800 sh. 100 sh. 700** What is the cost of 2 pencil **1 pencil = Sh. 200** **2 pencils = Sh. 200 x 2** **= Sh. 400**	Guided discussion Question and answer technique	Identifying Comprending Solving	Effective communication Problem solving	Real objects like apple, pencil	- Mk bks pg 184

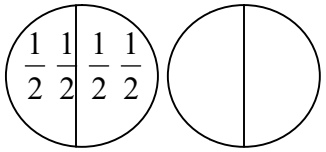
					-	**What is the cost of 3 bags and 2 book** **Bags = 3 x 500 = sh. 1500** **Books = 2 x 700 = sh.1400** **= sh.2900**					'
6	**1**	**Keeping peace in our sub – county**	**measure**	**Division of money**	- Divides money correctly - Comprehends and interprets the word application - Identifies the money given	**Division of money** Divides **sh. 1200 by 3** **0 400** 3 ⟌ 1200 **0 X 3 =0** **4 x 3= 1 2** **0 x 3 - -0** **0 x3 0** **00** **-0** **0** **Sh. 1200 ÷ 3 = Sh. 400** **Example 2** **Mr. Kasule had sh. 800. He shared it equally between his two children. How much did each child get?** **400** 2 ⟌ 800 **4 X 2 =8** **0 x 2= 1 2** **0x 2 - -0** **0 x2 0** **00** **-0** **0** **Sh. 800 ÷ 2 = Sh. 400** **Find the quotient of Sh. 3600 and 9**	Guided discussion Observation Question and answer techniques	Dividing Identifying Interpreting	Problem solving Critical thinking Effective communication	Real objects like pens and pencils Real paper	-

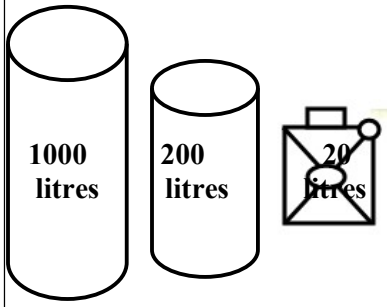
	2			**Money using a shopping bill table**	- Fills in the missing numbers - Comprehends and solve problem - Carries out operation - Interprets the shopping bill table	**Completing the shopping bill table** **Item** | **Number of items** | **Price** | **Amount** **Tea leaves** | 3 packets | **Sh**. 400 | Sh. 1200 **Flour** | 3kg | Sh. 600 | Sh. 1800 **Soap** | 3 bars | Sh. 700 | Sh. 2100 **Total** | | | **Sh. 5100** SW **Tea leaves** **Sh. 400** **X 3** **Sh. 1200** **3 x 0 = 0** **3 x 0 = 0** **3 x 4 = 12** SW **Maize flour** **Sh. 600** **X 3** **Sh. 1800** **0 x 3 = 0** **0 x 3 = 0** **6 x 3 = 18** SW **Soap** **Sh. 700** **X 3** **Sh. 2100** **0 x 3 = 0** **0 x 3 = 0** **7 x 3 = 21** **Total** **Shs. 1 2 0 0** **Shs. 1 8 0 0** **Shs. 2 1 0 0** **5 1 00**	Guided discovery Observations Demonstration	Identifying Filling Comprehending	Effective communication Problem solving	Real objects like soap, flour, tea leaves	- Ref. mk bk 3 page 183

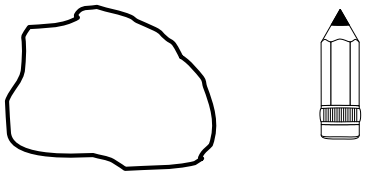
	3			**Measuring length of objects**	- Identifies things we use to measure length - Uses standard and non – standard units - Measures distance in metres and cm	**Measuring length of things/ objects** Measuring length is about measuring distance. 1metre is made up of 100 centimetre 1 metre = 100 cm object length of object in metre length of classroom _____ width of class _____ length of bb _____ length of table _____ length of tx bk _____ length of bench _____	Observation Question and answer techniques	Identifying Measuring Writing	Problem solving Effective communication		-
	4				- Identifies the units used. - Measures length using metres - Converts metres to centimetres	**Changing metres to centimetres** Convert 2 m to centimetres 1 m = 100cm 2m = (2 x 100) cm = 200 cm **Example 2** **Wasswa's rope is 15m long.** **Convert this length to 15 m** 1m = 100 cm 15m = 15 x 100 1500cm					- Mk bk 4 page 186 standradard maths bk 4

	5			**Changing centimeters to metre**	- Divides centmetres to get metres - Change centimetre to refer - Converts centimetres to metres	Changing centimetres to metres **Example 1** Change 400cm to M $1\ m = \frac{1}{100}\ m$ $400cm = \frac{1}{100} \times 400$ 1 x 4 4m **Example 2** Agnes bought a table cloth where length was 1500cm. convert this length to m. $1\ m = \frac{1}{100}\ m$ $1500cm = \frac{1}{100} \times 1500$ 1 x 15 15m	Guided discovery demonstration	Critical thinking Problem solving	Measuring Metre ruler		- Mk bk 4 page 155standradard maths bk 4 pg 153

7	**1**		**Living things**	Measure	Adds metre and centimetres Interprets the word application Solves the word application	Addition of metres and centimetres Add 3m 42cm + 4m 17 cm M CM 3 42 + 4 17 7 59 Example 2 The length of our blackboard is 10m 35cm. the length of the P5 class blackboard is 2m 47 cm. find the length of the two black board M CM 10 35 + 2 47 12 82 12 m and 82 cm	Guided discovery observation	Adding Interpreting Solving	Critical thinking Problem solving	Measuring tape 1 metres ruler	-
	2				- subtracts metres and centimetres Identifies the units Arranges numbers according to units Subtracts metres and centimetres Interprets the word application Identifies the units in the word application	**Subtracts metre and metres** **Examples** Subtraction 6m 40 cm from 8 m 75 cm M CM 8 75 - 6 40 2 35 What is the difference between 4m 20 cm an 1m 12 cm M CM 4 10 - 1 12 3 08	Guided discussion Observation Question and answer technique	Subtracting Identifying Arranging	Effective communication Accuracy	Measuring tape I metre ruler	- Mkbk3pg160

	3				- Identifies common liquids - Identifies the units used to measure liquid - Compares half litres and litres	**Measuring and comparing different containers** Common liquids are Mk pupils bk 3 pg. 160 and 159 Practical lesson Use text book teaching	Guided discussion Observation Question and answer technique	Measuring Comparing Identifying	Problem solving Critical thinking		-
	4			**Comparing different container**	Identifies common liquids Identifies units, used to measure liquids. Solve the word application Compares half litre and litre How many $\frac{1}{2}$ litre cups can fill a 5 litre jerry can.  How many half litre cups can fill a 2 litre bottle 	**Measuring and comparing different containers** **Example** **How many mugs can fill a 1 litre container** **1 mug = litre** **2 mugs = ($\frac{1}{2}$ + $\frac{1}{2}$) litre** **= 2 mugs**  $\frac{1}{2}\frac{1}{2}$ **= 1 litre** **How many $\frac{1}{2}$ liter cups can gill a 10 litre jerrycan** **1 litre = 2 ($\frac{1}{2}$ litres) cups** **10 litres = 2 x 10** **10 ($\frac{1}{2}$ litre cups)**	Guided discussion Observation Question and answer technique	Adding Identifying Arranging	Effective communication Accuracy	Real objects like mugs Jerry can	- Mk bk 3 pg 162

	5				- Identifies the units used to measure liquids - Adds litres to collect - Interprets the question given	Additions of litres  How many litres are there in the tank and the drum TANK = 1000 LITRES DRUM = + 200 1200	Guided discussion Observation Question and answer technique	Adding Identifying Arranging	Effective communication Accuracy	Real objects like mugs Jerry can	- Mk bk 3 pg 162
8	**1**			**Subtracting of liquids**	- identifies the units for measuring liquids - subtracts liquids correctly - interprets the questions correctly	**Subtraction of litres** Subtracts 23 litres from 48 litres 4 8 litres 8 – 3 = 5 - 2 3 litres 4 – 2 = 2 2 5 litres **Example 2** **Mugoya boiled 175 litres of milk in a sauce pan of 68 litres poured down. How many litres of milk remained** Mugoya boiled 1 7 5 Poured milked - 6 8 1 0 7 107 litres 4 3 6 Poured milked - 5 7 3 7 9 litres	Guided discussion Demonstration	Identifying Subtractions Interpreting	Creative thinking Effective communication	Real objects like jerry can	- mk bk 3 pg 164 and 165

	2			**Comparing objects in weight**	- Define weight - Compares weight of different objects - Using heavier or lighter	**Comparing objects in weight** Weight is how heavy or light an object **A** **B**  Stone A is heavier than pencil B Pencil B is lighter than stone A	Guided discovery Question and answer techniques	Comparing Defining	Critical thinking Problem solving Effective communication	Real objects like stone and pencil	- Mk pupil bk 3 pg 159
	3			**Comparing weight in kilograms and grams**	- Tells various units of weight - Identifies the units of weight - Compares objects in weights - Identifies grams in a kilogram -	**Comparing weight in kilogram and gram** Weight is measured using standard units Kilograms (kg) Grams (g) Stones used on the weighing scale are 250g, 500g 1kg, 2kg, 5kg Use an experiment using a weighing scale	Guided discussion Observation Inquiry	Identifying comparing According	Problem solving Critical thinking	Weighing scale weighing Weighing stones	- Mk bk 3 pg 170
	4				- Adding kilograms and grams - Solves the work application - Interprets the world application	**Measuring kilograms (kg) and grams (g)** **Add. Kg g** **5 250** **+ 3 150** **8 400** Naiga has 4kg 280g of sugar. Her father gave her 3kg 25g. How much sugar does she have now? **Add. Kg g** **4 280** **+ 3 25** **7 305**	Guided discussion Question and answer techniques	Solving Adding	Creative thinking Decision making	Chalk board \illustration	- Mk bk s 171 and 172

	5				- Identifies units foe measuring weight - Subtracts kilograms and gram - Comprehends and solves application	**Subtracting kilograms and grams** **Example 1** **Subtraction . Kg g** **9 650** **- 3 200** **2 450** **Example 2** **1.** Otim weighs 17kg, 750g and Okello weighs 20kg 900g **2.** Who is heavier? Okello by how many kilogram is okello heavier them otim **Subtraction . Kg g** **20 900** **- 17 750** **3 150** **3kg 150g**	Observation Guided discovery Question and answer	Identifying subtracting Solving Comprehend	Problem Solving Critical thinking	Chalk board illustration	-