**VICTORIOUS PRIMARY SCHOOL KAMPALA**

**P.3 MATHEMATICS LESSON NOTES TERM 1**

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| **Week I**  **Content**  **Week II**  **Lesson I**  **Theme**  **Sub-theme**  **Content**  **Evaluation activity** | **REVISION AND BEGINNING OF TERM EXAMS**  **Our Division / sub - county**  **Name and location of our Division / sub-county**  **Counting and finding missing numbers**  Numbers between 0 - 999 e.g.   1. 0, 1, 2, 3, 4, 5, \_\_\_ , \_\_\_ , \_\_\_ , 10 2. 11, 12, 13, 14, 15,\_\_\_ , \_\_\_ , \_\_\_ , \_\_\_ , 20 3. 52, 53, 54, 55, 56, 57, 58 4. 30, 40, 50, 60, 70, 80, 90, 100 5. 101 , 102 , 103 , \_\_\_ , \_\_\_ , \_\_\_ , \_\_\_ , 110 6. 111, 112 , 113 , 114 , \_\_\_ , \_\_\_ , \_\_\_ , \_\_\_ , \_\_\_ , 120 7. 121 , 222 , 123 , 124 , \_\_\_ , \_\_\_ , \_\_\_ , 128 , 129 , \_\_\_ 8. 131 , 132 , \_\_\_\_, 134 , \_\_\_\_ , 136 \_\_\_ , 138 , \_\_\_\_ 140 9. 500 , 501 , 502 , 503 , \_\_\_ , \_\_\_ , \_\_\_ , \_\_\_ , 510 10. 700 , 701 , 702 , 703 , \_\_\_ , \_\_\_ , \_\_\_ , \_\_\_ , 710 11. 900 , 901 , 902 , 903 , 904 , \_\_\_ , \_\_ , \_\_\_ , \_\_\_ , 910 12. 990 , 991 , 992 , 993 , 994 , \_\_ , \_\_\_ , \_\_\_ , \_\_\_ , 999   Counting orally.  I.M.S : A chart showing the numbers and counters e.g bottle tops  Reference: Primary school curriculum for Uganda book 3 page 9  Primary MTC for Uganda book 3 page 6 |
| **Week II**  **Lesson 2**  **Theme**  **Sub-theme**  **Content**  **Evaluation activity** | **Our sub-county / division**  **Name and location of our division**  **Counting in 2’s from 0 – 100**  **Examples**   1. 0 , 2 , 4, 6 , 8 , 10 , 12 , 14 , 16 , 18 2. 22 , 24 , 26 , 28 , 30 , 32 , 34 , 36 , 38 3. 40 , 42 , 44 , 46 , 48 , 50 , 52 , 54 , 56 , 58 4. 60 , 62 , 64 , 66 , 68 , 70 , 72 , 74 , 76 , 78 5. 80 , 82 , 84 , 86 , 88 , 90 , 92 , 94 , 96 , 98 6. 100 , 98 , 96 , 94 , 92 , 90 , 88 , 86 , 84   **Fill in the missing numbers below correctly**.   1. 20 , 22 , 24 , \_\_\_ , \_\_\_ , \_\_\_ , 2. 52 , 50 , 48 , \_\_\_ , \_\_\_ , \_\_\_ 3. 60 , 62 , 64 , \_\_\_\_ , \_\_\_\_ , \_\_\_\_ 4. 12 , 14 , 16 , \_\_\_\_ , \_\_\_\_ , \_\_\_\_ 5. 17 , 19 , 21 , \_\_\_\_ , \_\_\_ , 27 , \_\_\_\_ , 33 6. How many twos are in 10? 7. How many twos make 14? 8. 8 = \_\_\_\_ twos.   **T/L.AIDS: Counters, A chart with the numbers printed, photocopied work.**  **Reference: Primary school curriculum book 3**  **Primary MTC book 3 page 6**  **A new MK primary MTC book 3 page 84** |
| **Week II**  **Lesson 3**  **Theme:**  **Sub-theme**  **Content**  **Evaluation activity** | **Our sub-county / Division**  **Name and location of our sub-county.**  **Counting in 5’s from 0 – 100**  **Examples**   1. 0 , 5 , 10 , 15 , 20 , 25 , 30 , 35 , 40 2. 45 , 50 , 55 , 60 , 65 , 70 , 75 , 80 , 85 3. 95 , 90 , 85 , 80, 75 , 70 , 65 , 60 , 55 , 50 4. 15 , 20 , 25 , 30 , 35 , 40 , 45   **Complete the missing numbers in the sequence below.**   1. 5 , 10 , 15 , \_\_\_ , \_\_\_\_ , \_\_\_\_ 2. 80 , 75 , 70 , \_\_\_\_ , \_\_\_\_ , \_\_\_\_ 3. 35 , 40 , 45 , \_\_\_\_ , \_\_\_\_ , \_\_\_\_ 4. 0, 5 , 10 , \_\_\_ , \_\_\_ , \_\_\_ 5. 95 , 90 , 85 , \_\_\_ , \_\_\_ , \_\_\_\_ 6. 20 , 15 , \_\_\_\_ , \_\_\_\_ , \_\_\_\_ 7. 30 , 35 , \_\_\_\_ , \_\_\_\_ , 50 , 55, \_\_\_ , \_\_\_ 8. 65 , 70 , \_\_\_ , \_\_\_ , 85 , \_\_\_ , 90   **Reference: Primary MTC page 24**  **Primary school curriculum for Uganda book 3 page 9**  **Macmillan Primary MTC page 10**  **T/L.AIDS – A chart showing numbers counted in 5’s**  **Counters e.g bottle tops, straws**  **Photocopied work**  **Primary MTC 3 2000 tr’s guied page 11** |
| **Week II**  **Lesson 4**  **Theme**  **Sub-theme**  **Content**  **Evaluation activity** | **Our sub-county / division**  **Name and location of our sub-county**  **Counting in 10’s from 0 – 300**   1. 0 , 10 , 20 , 30 , 40 , 50 , 60 , 70 , 80 , 90 , 100 2. 50 , 60 , 70 , 80 , 90 , 100 , 110 , 120 , 130 3. 90 , 80 , 70 , 60 , 50 , 40 , 30 , 20 4. 200 , 210 , 220 , 230 , 240 , 250 , 260 , 270 , 280 5. 300 , 290 , 280 , 270 , 260 , 250 , 240 , 230 ,.   **Fill in the missing numbers correctly.**   1. 60, 50 , 40 , \_\_\_ , \_\_\_ , \_\_\_ , 0 2. 30 , 40 , 50 , \_\_\_ , \_\_\_\_ , \_\_\_ 3. 200 , 190 , 180 , \_\_\_ , \_\_\_ , \_\_\_ 4. 230 , 240 , \_\_\_ , \_\_\_ , 270 , 280 , \_\_\_ , \_\_\_ 5. 150 , 140 , 130 , \_\_\_ , \_\_\_ , \_\_\_ 6. 20 , 30 , 40 , \_\_\_ , \_\_\_ , \_\_\_ , 80 , 90 , \_\_\_ , \_\_\_   **Reference: Primary MTC book 3 page 24**  **A new primary MTC 2000 book 3 page 88**  **Primary school curriculum for Uganda book 3 page 9**  **Primary mtc 2000 tr’s guide book 3 page 11.**  **T/L.AIDS: A chart showing numbers counted in 10’s**  **Counters e.g stones , straws , sticks e.t.c** |
| **Week II**  **Lesson 5**  **Theme**  **Sub-theme**  **Content**  **Evaluation activity** | **Our sub-county . division**  **Name and location of our sub-county**  **Counting in 100’s from 0 – 2000**  Examples   1. 0 , 100 , 200 , 300 , 400 , 500 , 600 2. 700 , 800 , 900 , 1000 , 1100 , 1200 , 1300 3. 800 , 700 , 600 , 500 , 400 , 300 , 200 4. 1700 , 1600 , 1500 , 1400 , 1300 , 1200 , 1100 5. 900 , 1000 , 1100 , 1200 , 1300 , 1400 , 1500 6. 400 , 500 , 600 , 700 , 800 , 900 , 1000 7. 2000 , 1900 , 1800 , 1700 , 1600 , 1500 , 1400   **Complete the missing numbers in the sequence below.**   1. 500 , 400 , \_\_\_ , \_\_\_ , \_\_\_ , \_\_\_ 2. 600 , 700 , 800 , \_\_\_ , \_\_\_ , \_\_\_ 3. 1400 , 1300 , \_\_\_ , \_\_\_ , \_\_\_ , 900 , 800 4. 0 , 100 , 200 , \_\_ , \_\_\_ , 500 , 600 , \_\_\_ , \_\_\_ 5. 400 , \_\_\_ , 600 , 700 , \_\_\_ , \_\_\_ , 1000 6. 1500 , 1600 , 1700 , 1800 , \_\_\_ , \_\_\_   **Reference: Primary school curriculum for Uganda book 3 page9**  **Mk primary MTC 2000 book 3 pages 88 – 89**  **T/L.Aids: Counters , i.e sticks , bottle tops , stones e.t.c**   * **A chart showing numbers counted in 100s** |
| **Week II**  **Lesson 6**  **Theme**  **Sub-theme**  **Content** | **Our sub-county / division**  **Name and location of our sub-county**  **Place values for 3 digit numbers**   1. Find the place value of each digit in the number below;   H T O H T O  9 4 6  ones  Tens  Hundreds  9 4 6 = 9 4 6  9 4 6 = 9 hundreds 4 tens 6 ones.   1. What is the place value of 0 in 6 0 3?   H T O  6 0 3  tens  The place value of 0 in 603 is Tens   1. What is the place value of each of the underlined digits below? 2. 2 1 4 b) 3 7 0 c) 6 5 9   **Reference: Comprehensive mathematics pupils’ book for standard 3 age 1 , 2 and 3**  **Lets learn MTC book 3 page 1**  **A new mk primary mtc 2000 book 3 pages 21 – 22**  **T/L.AIDS: - A baci**   * **A chart showing the place values.** |
| **Week II**  **Lesson 7**  **Theme**  **Sub-theme**  **Content**  **Evaluation activity** | **Our sub-county / division**  **Physical features of our sub-county**  **Place value of 4 digit numbers**   1. Find the place value of each digit in the number below;-   TH H T O Th H T O  **5 6 4 3**  Ones  Tens  Hundreds  Thousands  \_\_\_ \_\_\_ \_\_\_ \_\_\_   1. TH H T O   5 6 4 3 = \_\_\_\_ Thousands \_\_\_\_ hundreds \_\_\_\_ Tens \_\_\_ ones   1. Find the place value of the underlined figure below.   8 3 5  **Solution**  H T O  8 3 5  Hundreds  The place value of the underlined figure is Hundreds.  **Write the following numbers shown on the abaci below.**  **H T O H T O H T O**  **\_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_**  2. Show these numbers on the abacus.  (i) 1 5 2 (ii) 8 0 5 (iii) 2 4 0 (iv) 6 3 2  3. Fill in hundreds, tens and ones correctly.  a) 4 1 4 = \_\_\_\_\_ hundreds \_\_\_\_ tens \_\_\_\_ ones.  b) 9 7 5 = \_\_\_\_ hundreds \_\_\_\_ tens \_\_\_\_ ones  c) 7 2 7 = \_\_\_\_ hundreds \_\_\_\_ tens \_\_\_\_ ones  4. Work out the place value of each digit in the numbers below:-  1. 2 0 8 2. 5 1 3 3. 4 9 0  5. Find the place value of 5 in each of the following  (i) 5 1 (ii) 6 0 5 (iii) 5 2 7  2. What is the place value of 2 in the number below:-  T H T O  2 7 4 6  Thousands  3. Find the place value of the underlined number in the figure below:-  T H T O  9 0 1 4  Hundreds  Activity:  1. Fill in Thousands, hundreds, Tens and Ones.   1. 4 5 7 0 \_\_\_ thousands \_\_\_\_ hundreds \_\_\_\_ tens \_\_\_\_ ones 2. 1 0 5 2 \_\_\_\_ thousands \_\_\_\_ hundreds \_\_\_\_ tens \_\_\_\_ ones 3. 6 3 8 9 \_\_\_\_ thousands \_\_\_\_ hundreds \_\_\_\_ tens \_\_\_\_ ones   2. Work out the place value of each digit in the numbers below:-   1. 7 0 2 4 2. 0 6 3 1 3. 9 1 5 8   3. What is the place value of 7 in the following number?  a) 3 6 5 7 b) 4 7 9 8 c) 7 8 0 0 d) 7 9 6 5  4. What is the place value of each of the underlined digits below?  a) 0 7 2 5 b) 4 8 3 1 c) 5 6 9 0 d) 2 7 9 8  **References: - Comprehensive Mathematics pupil’s book for standard 3 page 3**  **- Picfare Primary maths for P.3 and P.4 pages 46 – 48.**  **- Mk Primary maths book 3 pages 23 - 28**  **T/L.AIDS: - A chart showing the place values**   * **Chalkboard illustrations.** |
| **Week II**  **Lesson 8**  **Theme**  **Sub-theme**  **Content**  **Evaluation activity** | **Our sub-county / division**  **Physical features of our sub-county**  **Writing in words**  Write 3 0 5 in words  H T O  3 0 0 = Three hundred  + 5 = Five  3 0 5 = Three hundred five   1. T O   3 9 = 3 0 Thirty  + 9 nine  39 = Thirty nine   1. H T O   2 0 8 = 2 0 0 Two hundred  + 8 eight  2 0 8     1. T H T O 2. 7 4 3 5 = 7 0 0 0 + 4 0 0 + 3 0 + 5   Seven thousand four hundred five   1. **Write the following figure sin words.** 2. 2 9 b) 5 3 8 c) 1 0 0 1 d) 4 0 1 5 3. 8 1 8 f) 1 1 1 g) 9 9 9 h) 1 0 0 0   i) 6 4 3 5 j) 8 8 8 k) 4 4 4 l) 3 0 0 1  **Reference: Mk MTC book 3 page 23**  **Picfare math’s book 3 page 58**  **Primary mtc 2000 tr’s guide page 12**  **T/L.AIDS: A chart showing numbers written in words.** |
| **Week II**  **Lesson 9**  **Theme**  **Sub-theme**  **Content**  **Evaluation activity** | **Our sub-county / division**  **Physical features of our sub-county**  **Writing in figures**   1. Write the following in figures   a) One hundred forty  One hundred = 1 0 0  Forty = + 4 0  One hundred forty = 1 4 0  b) Four hundred  four hundred = 4 0 0  c) Seventy nine = 7 0 seventy  + 9 nine  7 9 seventy  d) One thousand one  One thousand = 1 0 0 0  One = + 1  One thousand one = 1 0 0 1  e) Six thousand three hundred forty one  six thousand = 6 0 0 0  Three hundred = + 3 0 0  Forty one = 4 1  Six thousand three hundred forty one = 6 3 4 1  **Write the following in figures**   1. Ninety nine 2. One hundred seven 3. Seven thousand seven hundred seventy seven 4. Eight hundred eighteen 5. One hundred eleven 6. Three hundred fourteen 7. Five hundred fifteen 8. Two thousand ten 9. Nine hundred twenty one 10. Sixty six 11. Fifteen 12. Forty one   **Reference: Mk mathematics book 3 page 24**  **Tr’s guide book 3 page 13**  **Picfare mtc book 3 page 58**  **Understanding mtc book 3 page 10**  **Mtc for primary four page 9**  **T/L.AIDS: A chart showing words written in figures.**  **Chalkboard illustration** |
| **Week II**  **Lesson 10**  **Theme**  **Sub-theme**  **Content**  **Evaluation activity** | **Our sub-county / division**  **Physical features of our sub-county**  **FINDING THE VALUES OF A NUMBER**  1. Find the value of 6 in 5 0 6 4  Solution  TH H T O  5 0 6 4  4 x 1 = 4  6 x 10 = 60  0 x 100 = 0  5 x 1000 = 5000  The value of 6 in 5 0 6 4 is 60  2. Show the value of the underlined digit 7 1 3 0  Solution  TH H T O  7 1 3 0  0 x 1 = 0  3 x 10 = 30  1 x 100 = 100  7 x 1000 = 7000  The value of 0 is 0  3. Work out the value of 8 in 8 5 2 6  Solution  TH H T O  8 5 2 6  6 x 1 = 6  2 x 10 = 20  5 x 100 = 500  8 x 1000 = 8000  The value of 8 is 8000   1. **Find the value of a in the following.**   a) 2 6 9 b) 9 7 1 4  c) 8 9 0 d) 3 9 5 8  2. Work out the values of the underlined digits.  (i) 6 8 3 3 (ii) 1 2 0 9 (iii) 5 0 7 4  (iv) 4 8 6 0 (v) 3 2 1 5 (vi) 0 7 7 4  (vii) 4 9 0 1 (viii) 7 9 7 6  **Reference: Mk mtc book 3 page 31 – 32**  **MTC for primary four page 11**  **T/L.AIDS: A chart showing the values of numbers.** |
| **Week III**  **Lesson I**  **Theme**  **Sub-theme**  **Content**  **Evaluation activity** | **Livelihood in our sub-county / division**  **Occupations of people in our sub-county.**  **EXPANDING NUMBERS**  Examples  1. Write the following numbers in expanded form.  a) 3 1  solution  T O T O  3 1 3 1  31 = (3 x 10) + ( 1 x 1) or 1 x 1 = 1  31 = 30 + 1 3 x 10 = 30  31 = 30 + 1  Solution  b) H T O 7 2 4  7 2 4 H T O = (7 x 100) + (2 x 10) + (4 x 1)  4 x 1 = 4  2 x 10 = 20 or 7 2 4 = 700 + 20 + 4  7 x 100 = 700  7 2 4 = 700 + 20 + 4  c) 8 0 6 9  TH H T O  8 0 6 9  8 0 6 9 = ( 8 x 1000) + ( 0 x 100 ) + ( 6 x 10 ) + ( 9 x 1)  8 0 9 = 8000 + 0 + 60 + 9  8 0 6 9 = 8000 + 0 + 60 + 9  Or  TH H T O  8 0 6 9  9 x 1  6 x 10  0 x 100  8 x 1000  = 8000 + 0 + 60 + 9  Or 8000 + 60 + 9  **Expand the following numbers correctly**:  1. 2 7 2. 4 3 1 3. 9 6 5 0 4. 182 5. 4 0 3 6. 6 4 7 3 7. 3 2 9 8. 5 5 0  **Reference: Mk Primary MTC page 23**  **Understanding mathematics page 19**  **Tr’s guide page 16**  **T/L.AIDS: A chart showing the expanded numbers**  **Chalkboard illustrations** |
| **Week III**  **Lesson 2**  **Theme**  **Sub-theme**  **Content**  **Evaluation activity** | **Livelihood in our sub-county / division**  **Occupations / importance of people in sub-county**  **Finding the expanded numbers.**  Examples  1. What numbers have been expanded to get the following?  a) 200 + 20 + 1 b) 3000 + 400 + 60 + 2  solution 3 0 0 0  2 0 0 + 4 0 0  + 2 0 6 0  1 2  2 2 1 3 4 6 2  c) 4000 + 50 + 9 d) 6000 + 30 e) 1000 + 90 + 1  4 0 0 0 6 0 0 0 1 0 0 0  + 5 0 + 3 0 + 9 0  9 6 0 3 0 1  4 0 5 9 1 0 9 1    **Find the expanded numbers in the following:**  1. 100 + 60 + 1 2. 4000 + 100 + 70 + 4 3. 5000 + 200 +30 + 6  4. 9000 + 20 5. 1000 + 5 6. 3000 + 300 + 30 + 3  7. 8000 + 50 + 5 8. 1000 + 100 + 10 + 1 9 . 6000 + 6  10. 2000 + 20 + 2  **Reference: MK MTC book 3 page 32**  **Understanding mathematics book 3 page 19**  **Picfare mtc book 3 page 59**  **T/L.AIDS: A chart with the expanded numbers**. |
| **Week III**  **Lesson 3**  **Theme**  **Sub-theme**  **Content** | **Livelihood in our sub-county / division**  **Occupations / importance of people in our sub-county.**  **Revision exercise**  1. Fill in the missing numbers correctly:  (i) 12 , 10 , 8 , \_\_\_ , \_\_\_\_  (ii) 0 , 5 ,10 , \_\_\_ , \_\_\_ , 25  2. Find the place value of each digit in the number below:-  4 0 7  3. 4 6 2 1  \_\_\_\_ thousands \_\_\_\_\_\_ hundreds \_\_\_\_\_\_ tens \_\_\_\_\_\_\_ ones  4. What is the place value of the underlined figure? 9 3 6 0  5. Complete the abacus below.  \_\_ \_\_ \_\_  6. Work out the place value of 6 in 6 1 4 3.  7. Write the following in words:  a) 111 b) 4 0 1 5  8. Write the following in figures.  a) One thousand one  b) Forty nine  9. Two thousand ten  10. Work out the values of the following showing each digit.  a) 3 8 b) 1 0 4 c) 5 6 9 0  11. What is the value of the underlined figure?  (i) 9 4 6 (ii) 7 2 0 1 (iii) 1 5 8 3  12. Expand the following numbers correctly.  (i) 4 7 (ii) 6 3 9 (iii) 5 0 2 (iv) 1 8 6 0  13. Find the expanded numbers:  a) 4000 + 100 + 10  b) 1000 + 7  c) 8000 + 90  **References: Lesson notes** |
| **Week III**  **Lesson 4**  **Theme**  **Sub-theme**  **Content**  **Evaluation activity** | **Livelihood in our sub-county / division**  **Occupations / importance of people in our sub-county.**  **SETS**  Definition  a set is a collection of well defined objects.  Examples  A set of vowel letters {a, e i, o, u}    A set of 4 balls      A set of 2 books  Note: Objects / things in a set are called members / elements.  A set of two trees  A set of 3 pots.  8 5  2 6 A set of numbers  9 7   1. Count and name the following sets:   (i)  E:\CURRENT BK UP\DESKTOP\Pictures\PIC 1\download.jpgE:\CURRENT BK UP\DESKTOP\Pictures\PIC 1\download.jpgE:\CURRENT BK UP\DESKTOP\Pictures\PIC 1\download.jpgE:\CURRENT BK UP\DESKTOP\Pictures\PIC 1\download.jpg \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ E:\CURRENT BK UP\DESKTOP\Pictures\PIC\apple.jpgE:\CURRENT BK UP\DESKTOP\Pictures\PIC\apple.jpgE:\CURRENT BK UP\DESKTOP\Pictures\PIC\apple.jpg \_\_\_\_\_\_\_\_\_\_\_\_  E:\CURRENT BK UP\DESKTOP\Pictures\PIC\apple.jpgE:\CURRENT BK UP\DESKTOP\Pictures\PIC\apple.jpgE:\CURRENT BK UP\DESKTOP\Pictures\PIC\apple.jpg   1. Draw the following sets. 2. A set of 8 pencils. 3. A set of 7 cars. 4. A set of 9 stools. 5. A set of 11 cups 6. A set of 5 boys 7. A set of 10 pieces of chalk   **Reference: Primary school curriculum book 3 page 9**  **Uganda Primary MTC book 3 page 1 -2**  **Primary MTC book 3 page 1**  **T/L.AIDS: Pens , flowers , leaves** |
| **Week III**  **Lesson 5**  **Theme**  **Sub- theme**  **Content**  **Evaluation activity** | **Livelihood in our sub-county / division**  **Occupations / importance of people in our sub-county**  **EQUAL / IDENTICAL SETS**  Equal sets are sets which have the same elements, members or objects**.**  **Note:** The elements and number must be the same in equal sets.  **Making new sets**  **W T**  E:\CURRENT BK UP\DESKTOP\Pictures\PIC\PHOTOS\buterfly.jpg  E:\CURRENT BK UP\DESKTOP\Pictures\PIC\ball.jpg  E:\CURRENT BK UP\DESKTOP\Pictures\PIC\PHOTOS\buterfly.jpg E:\CURRENT BK UP\DESKTOP\Pictures\PIC\ball.jpg  Set W and T have the same type of elements.  Set W and T both have 4 elements.  Set W and T are equal sets.  2. **V K**  a e  i o u u o  e a  i   * Set V and K have vowel letters * Set V and K both have 5 members * Set V and K are equal sets.  1. **A E**   5 Q r  7 6 s t  8   * Both set A and E have 4 members.   Compare the following sets using equal or not equal  (i) **I X**  E:\CURRENT BK UP\DESKTOP\Pictures\PIC\PHOTOS\BOOK.jpg  E:\CURRENT BK UP\DESKTOP\Pictures\PIC\PHOTOS\BOOK.jpg    Set I \_\_\_\_\_\_\_\_\_\_ set X  (ii)  **R**  **P** 5 3  0 4 0  5 1 4  3 1  Set R \_\_\_\_\_\_\_\_\_ set P  (iii) **A**  **B**  January August  March May May June  June March  Set A \_\_\_\_\_\_ set B  2. Fill in the blank space using or =  - Set A has numbers  - set E has letters  - Set A and E are not equal sets.  **Note:** The set symbols below:-  a)= \_\_\_ stands for equal sets.  b) \_\_\_\_ stands for not equal sets.  Examples.  **C N**    Set C is \_\_\_\_\_\_\_ set N  (ii) **L Z**  a c g i f h  b d h g a c  e f I d e b  Set L = Set Z  **S Y**  a) Cow goat Pat Okot  Dog pig hen Mike Jane  Set S \_\_\_\_ Set Y  b) **J M**  Set J \_\_\_\_\_\_\_ Set M  **Reference: Mk MTC book 3 pages 3 – 5**  **Picfare MTC book 3 pages 44 – 45**  **T/L.AIDS. Real objects i.e pencils , rulers , cups** |
| **Week III**  **Lesson 6**  **Theme**  **Sub-theme**  **Content**  **Activity** | **Livelihood in our sub-county / division**  **Occupations of people in our sub-county**  **EQUIVALENT AND NON EQIVALENT SETS**  These are sets with the same number of elements. Note: this does not regard the types of members or elements but only considers the number of elements only.  Examples.  1. **R S**  Juma 1  Mark 2  Dan 3  Okello 4   * Set R has 4 members * Set S ha s4 elements   Therefore Set R and S are equivalent sets.  2. **T U**  Set T has 3 members  Set U has 2 elements  Therefore T and U are Non-equivalent sets.    Note: The set symbol for equivalent sets is  Examples  A B  a 1  b d 2 3  c 4 5 Set A has 4 elements  Set B has 5 elements  Set A set B  Use either “Equivalent “ or Non-equivalent” to compare the following sets.  1. **B K**  E:\CURRENT BK UP\DESKTOP\Pictures\IMAGES\bat1.jpg E:\CURRENT BK UP\DESKTOP\Pictures\IMAGES\flower2.jpg  E:\CURRENT BK UP\DESKTOP\Pictures\PIC\ball.jpg  E:\CURRENT BK UP\DESKTOP\Pictures\IMAGES\basket9.jpg E:\CURRENT BK UP\DESKTOP\Pictures\IMAGES\TV2.jpg  Set B has \_\_\_\_\_\_ members  Set K has \_\_\_\_\_ members  Set B and K are \_\_\_\_\_ sets.  2. **M N**  a b a e  c d e i o  f g u  Set M and N are \_\_\_\_\_ sets  Use either or  3. **D H**  a c 1 2  b d 3 4  e 5  Set D \_\_\_\_\_ set H   1. **E F**   E:\CURRENT BK UP\DESKTOP\Pictures\IMAGES\basket9.jpg E:\CURRENT BK UP\DESKTOP\Pictures\IMAGES\flower2.jpg  E:\CURRENT BK UP\DESKTOP\Pictures\PIC\ball.jpg  E:\CURRENT BK UP\DESKTOP\Pictures\IMAGES\TV2.jpg  Set E \_\_\_\_\_\_\_\_ Set B.  **Reference: MTC for Uganda book 3 page 2**  **Understanding MTC book 3 page 2**  **Primary MTC book 3 page 4**  **T/L.AIDS: Books , pens , pieces of chalk** |
| **Week III**  **Lesson 7**  **Theme**  **Sub-theme**  **Content**  **Activity** | **Livelihood in our sub-county / division**  **Occupations of people in our division**  **Empty sets**  Definition:  An empty set is a set without any member.  The set symbol for empty sets are { } or  **Examples.**   1. A set with no members. Empty set 2. A set of a man with fifteen ears. Empty set 3. A set of stones talking. Empty set 4. A set of animals that are eaten. Not empty 5. A set of 15 flying birds Not empty   **Use “empty” or “not empty”**   1. A set of 3 goats with 6 tails = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2. A set of people who are women = \_\_\_\_\_\_\_\_\_\_\_\_\_ 3. A set of homes with 10 people = \_\_\_\_\_\_\_\_\_\_\_\_\_ 4. A set of 5 cars with one tyre = \_\_\_\_\_\_\_\_\_\_\_ 5. A set of 2 table with 3 legs = \_\_\_\_\_\_\_\_\_\_\_\_   2. Write any three examples of empty sets.  3. Name the set symbol below:-    = \_\_\_\_\_\_\_\_  **Reference: Primary MTC book 3 page 3**  **Mk MTC book 3 pages 11 – 12**  **T/L.AIDS. A chart showing empty sets**. |
| **Week III**  **Lesson 8**  **Theme**  **Sub-theme**  **Content**  **Evaluation activity** | **Livelihood in our sub-county / division**  **Occupations of people in our division**  **Intersection sets**  This is a set of common members / elements. Intersection sets are also called Joint sets. The set symbol for intersection sets is **∩**  **Examples**   1. Set A = {a, b, c, d , e} Set B = {a, e, i, o , u}   Find the intersection set.  Common members = { a , e}  Therefore intersection set = { a , e}   1. If K = { 0 , 2 , 4 , 6 , 8 , 10} D = { 0 , 1 , 2 , 3 , 4 , 5 , 6 }   Find K **∩** D  Solution  Common members = { 0 , 2 , 4 , 6 }  Therefore K ∩ D = {0 , 2 , 4 , 6 }  1. Peter **G Q** Grace  Jane Patrick  Joy Joy Ben  Find G ∩ Q  2. Given that K = { w ,x , y , z } , L = { m , n , o , x , p , z }  Find K ∩ L   1. If D = { p , q , r , s , t , u } , C = { t , u , v , w , x }   Find D ∩ C   1. E = { Red , green , black , orange , purple }   F = { white , red , green , yellow , orange }  Find E ∩ F   1. G = { 1 , 2 , 3 , 4 , 5 , 6 , 7 }   J = { 1 , 3 , 5 , 7 , 9 , 11 }  Find G ∩ J  **Reference: Picfare MTC book 3 page 46**  **Mk MTC book 3 page 10.**  **T/L.AIDS. Real objects** |
| **Week III**  **Lesson 9**  **Theme**  **Sub-theme**  **Content**  **Activity** | **Livelihood in our sub-county / division**  **Occupations of people in our division**  **Disjoint sets**  Disjoint sets are sets without any common members / elements.  In the disjoint set, the intersection is empty ( A ∩ B = or { } )  Examples   1. Given **A B**   pen radio  book rubber  pencil box  Find A ∩ B  **Solution**  Common elements = { } or  **Therefore Set A and B are disjoint sets.**   1. If C = { a, e , I , o , u } , K = { 1 , 2 , 3 , 4 , 5 }   Find C ∩ K  Solution  Common elements =  **Therefore set C and K are disjoint sets.**  1. Set K = { a , b , c , d , e , f } L = { g , h , I , j , k }  Find K ∩ L  2. Given P = { 0 , 2 , 4 , 6 , 8 } B = { 1 , 2 , 5 , 7 , 9 }  Find P ∩ B  3. Write disjoint or intersecting / joint sets.  a) B = { 1 , 3 , 5 , 7 , 9 }  C = { 2 , 3 , 5 , 7 , 8 , 9 }  Set B and C are \_\_\_\_\_\_\_\_\_ sets.  b) Set D = { a , b , c , d , e }  E = { 1 , 2 , 3 , 4 , 5 }  Set D and E are \_\_\_\_\_\_\_\_\_ sets.  c) Set M = { k , a , b , I , t , e }  H = { s , o , a , p }  Set M and H are \_\_\_\_\_\_\_\_\_\_ sets.  d) Set Y = { sun , Mon , Tue , Wed , Thur , Fri , Sat }  Z = { Jan , Feb , Feb , March , April , May }  Set Y and Z are \_\_\_\_\_\_\_\_\_\_\_\_\_ sets.  **Reference: Picfare MTC book 3 page 47**  **Mk MTC book 3 pages 15 – 16**  **T/L.AIDS. A chart showing disjoints sets.** |
| **Week III**  **Lesson 10**  **Theme**  **Sub-theme**  **Content**  **Activity** | **Livelihood in our sub-county / division**  **Occupations of people in our sub-county.**  **UNION SETS**  This is a set with all members of the given sets.  In a union set, the common members are written only once.  The set symbol for union set is U.  Examples.  1. **P M**  **E:\CURRENT BK UP\DESKTOP\Pictures\PIC\ball.jpg E:\CURRENT BK UP\DESKTOP\Pictures\PIC\ball.jpg**  Find P U M  Solution  Common members = { E:\CURRENT BK UP\DESKTOP\Pictures\PIC\ball.jpg }  Therefore P UM = { E:\CURRENT BK UP\DESKTOP\Pictures\PIC\ball.jpg , , , , }  2. A = { 0 , 2 , 4 , 6 , 8 , 10 } B = { 1 , 3 , 5 , 7 , 9 }  Find A U B.  Common elements = { }  A U B = { 0 , 2, 4 , 6 , 8 , 10 , 1 , 3 , 5 , 7 , 9 }  3. R = { a , b , c , d , e , f } K = { a , e , i , o , u } Find R U K  Solution  Common members = { a , e }  Therefore R U K = { a , e , b , c , d , f , i , o , u }   1. Set D = { b , c , d } C = { a , e , I , o , u } Find D U C. 2. Set B = { W , O , m , a , n } E = { m , a , n } Find B U E. 3. Set K = { x ,y , z } L = { p , q , r , s } Find K U L 4. Set Y = { 0 , 1 , 2 , 3 , 4 , 5 , 6 } W = { 1 , 3 , 5 , 7 , 9 } Find Y U W 5. Set A = { m , a , n , g , o } B = { o , r , a , n , g , e } Find A U B.   **Reference: Picfare MTC book 3 pages 47 – 48**  **T/L.AIDS. A chart showing the union set**. |
| **Week IV**  **Lesson 1**  **Theme**  **Sub-theme**  **Content**  **Activity** | **Livelihood in our sub-county**  **Importance of social services.**  **REGIONS OF A VENN DIAGRAM**  Examples  Name the following shaded regions  A B A B    Set A Set B  A U B A ∩ B  K P B M    Set K only or K - P Set M only or M - B   1. Shade the following regions on the venn diagrams below:-   D C E L      D U C E ∩ L  N J Q P    Set J only Set Q   1. Name the following shaded regions;   S G K M |
| **Week V**  **Lesson 3**  **Theme**  **Sub-theme**  **Content** | **Our Environment in our sub-county**  **Changes in our environment**  **Revision Exercise**  1. Add:  a) 1 5 7 b) 4 9 c) 61 + 73  + 2 4 2 + 7 0  2. Work out:-  a) 3 0 9 b) 6 4 2 c) 7 8  + 4 1 7 + 5 6 3 + 3 9  d) 2 7 6 + 4 3 3 =  e) 8 1 9 4 f) 1 9 9 9  + 1 3 4 7 + 0 3  3. Fill in the table below correctly:  \_\_\_  3  \_\_\_ 1 5 7 + 11 \_\_\_  23  4. A father invited 24 ladies and 43 gents on a birthday party. How many guests did he invite altogether?  5. In a coffee factory, 460 kg of coffee were produced in the morning, 289 kg in the afternoon and 942 in the evening. How many kg of coffee did the factory produce that day altogether?  6. What is the sum of 7 8 2 shillings and 1 8 9 shillings?  7. There are 43 children in P.3 Wise, 46 in P.3 Bright an d44 children in P.3 Clever. What is the total number of the children in the three classes?  8. What is the sum of 5 0 1 cows and 299 cows?  9. One man ran 127 km and the other one ran 77 km. How many kilometers did the men ran altogether?  10. In a certain village, there are 151 children, 207 women and 142 men. Find the total number of people found in that village altogether?  **Reference: MK MTC book 3 pages 44 – 46**  **Understanding MTC book 3 page 1 – 3**  **Picfare MTC book 3 page 19** |
| **Week V**  **Lesson 4**  **Theme**  **Sub-theme**  **Content**  **Activity** | **Our Environment in our sub-county**  **Changes in our environment.**  **Subtraction of numbers without regrouping.**  **Examples**  1. Subtract: 2 4 2. 9 7 8  - 1 3 - 4 3 6  1 1 5 4 2  3. Work out : 9 8 6 4. Take away: 8 7 5  - 3 2 - 2 0  9 5 4 8 5 5  1. Subtract the following correctly.  a) 7 8 b) 9 2 c) 5 9 d) 9 9 9  - 4 3 - 3 0 - 5 5 - 8 9  e) 9 8 0 f) 8 9 7 g) 5 1 2 h) 8 2 4  - 6 0 - 4 8 7 - 4 0 1 - 8 2 4  i) 6 3 7  - 0 1  **Reference: MK MTC book 3 page 48**  **Picfare MTC book 3 page 3 – 4**  **Primary MTC book 3 pages 20 – 21**  **T/L.AIDS. Counters e.g bottle tops , straws ,sticks , stones** |
| **Week V**  **Lesson 5**  **Theme**  **Sub-theme**  **Content**  **Activity** | **Our Environment in our sub-county**  **Changes in the Environment**  **Subtraction of numbers with regrouping**  **Examples** 16  1. Work out: 23 13 6 2. Subtract: 5 6 7 12  - 1 6 4 - 8 7  1 7 2 5 8 5  3. Solve: 4 7 11 4. What is 8 1 2  - 1 3 9 - 6 6 3  3 3 2 1 4 9  Subtract the following numbers correctly.  1. 3 6 2 2. 1 6 3 3. 4 2 7  - 7 1 - 8 6 - 3 5 8  4. 4 4 1 5. 7 6 4 6. 9 0 5  - 2 6 8 - 3 9 7 - 2 5 8    **Reference: MK MTC book 3 page 50**  **Picfare MTC book 3 page 5**  **Primary School MTC book 3 page 21 – 22**  **T/L.AIDS. Stones , sticks , pencils , straws e.t.c** |
| **Week V**  **Lesson 6**  **Theme**  **Sub-theme**  **Content** | **Our Environment in our sub-county / division**  **Changes in the Environment**  **Word problems in subtraction.**  **Key words**  Difference, minus , subtract , takeaway , more than , from , remove , greater than.  Examples.  1. What is the difference between 9 5 00 and 5 7 6 9  **Solution**  8 914 5 10010 0  - 5 7 6 9  Difference: 3 7 3 1  2. Subtract 4 3 from 91  **Solution**  8 9 1  - 4 3  4 8  **Reference: Picfare MTC book 3 page 6 – 7**  **Mk MTC book 3 pages 49 – 54**  **Understanding MTC book 3pages 19- 23**  **Primary MTC for Uganda book 3 page 25**  **T/L.AIDS. Seeds , straws , bottle tops e.t.c** |
| **Week V**  **Lesson 7**  **Theme**  **Sub-theme**  **Content**  **Activity** | **Our Environment in our sub-county**  **Changes in the environment**  **More on word problems involving subtraction**  **Examples**  1. Petiro had 1667 glasses. He fell and broke off 455 glasses. How many glasses have remained?  **Solution**  Had 1 6 6 7  Broke off - 4 5 5  Remained 1 2 1 2 eggs  2. By how many is 8 6 1 greater than 4 7 3  Solution  7 8 156 111  - 4 7 3  3 8 8  3. There are 101 pupils in a class. If 59 were present. Find the number of the pupils absent.  **Solution**  Total no. 0 1 91 0 11  Present: - 5 9  Absent: 0 4 2 pupils were absent.  4. In a marked of 738 people, 189 of were rotten. Find the number of the good mangoes.  Solution  Total no. 6 7 12 3 1 8  Ladies - 1 8 9  Men 5 4 9  5 4 9  1. Kapere bought 3987 mangoes. If 1499 of them were rotten. Find the number of the good mangoes.  2. What is the difference between 100 and 52.  3. Subtract: 175 from 890.  4. How many bottle tops remained if 895 got lost out of 1024.  5. Okello planted 9045 seeds. If 7958 germinated or grew. Find the number of seeds that did not grow.  Owino milked 5024 litres of milk. If 793 litres got poured. How much milk remained?  A container had 3568 tablets. The patients were given 1798 tablets. How many tablets remained?  Walumbe’s hen laid 6001 eggs. It hatched 473 chicks. Find the number of the eggs that did not hatch?  In a forest of 3146 trees. A carpenter cut down 55 trees. Find the number of trees remaining.  In a football team of 101 players, 97 players wore boots. Find the number of the players who did not wear boots.  **Reference: Picfare MTC book 3 pages 6 – 7**  **Primary MTC for Uganda book 3 page 25**  **Understanding MTC book 3 pages 19 – 23**  **MK MTC book 3 pages 49 – 54.** |
| **Week V**  **Lesson 8**  **Theme**  **Sub-theme**  **Content** | **Our Environment in our sub – county.**  **Changes in our Environment.**  **Subtraction using tables.**  **Examples**  1. Complete the tables below correctly.  **4 16**  **15 3 \_\_\_ 6 7 8 9**  **8 11 19 8 11 15 \_\_\_ 8 \_\_\_ 6**  **7 4 14 8 \_\_\_ 6 \_\_\_**  **12 15 13 \_\_\_ 6 \_\_\_ \_\_\_**  **12 6 \_\_\_ \_\_\_ \_\_\_**  **Reference: Study and complete the tables below carefully:**  **a) b)**    **8 6 9 9**  **5 13 12 31 8**  **7 4 7**  **c) \_\_\_ 6 18 7**  **25 \_\_\_ \_\_\_ \_\_\_**  **30 \_\_\_ \_\_\_ \_\_\_**  **18 \_\_\_ \_\_\_ \_\_\_**  **49 \_\_\_ \_\_\_ \_\_\_**  **Reference: MK MTC book 3 page 81**  **Understanding MTC book 3 page 25.**  **Primary MTC for P.3 page 22.**  **T/L.AIDS** |
| **Week V**  **Lesson 9**  **Theme**  **Sub-theme**  **Content**  **Activity** | **Our Environment in our sub-county**  **Changes in the Environment.**  **Addition and subtraction using a magic square.**  **Examples**  1. Fill in the missing numbers to complete the magic square below:-  7 a = 0 5 The sum of the numbers in the magic square = 12  b = 2 4 d = 6 3 + 4 + 5 = 12  3 c = 8 1  b + 7 + 3 = 12 c + 3 + 1 = 12 a+ 4 + 8 = 12 d + 1 + 5 = 12  b + 10 = 12 c + 4 = 12 a + 12 = 12 d + 6 = 12  b + 10 – 10 = 12 – 10 c + 4 – 4 = 12 – 4 a + 12 – 12 = 12 – 12 d +6 – 6 = 12 – 6  b = 2 c = 8 a = 0 d = 6  2. 8 z = 1 6  Y = 3 5 r = 7 The sum = 4 + 9 + 2 = 15  4 9 2  **Solution.**  Y + 8 + 4 = 15 z + 6 + 8 = 15 r + 6 + 2 = 15  Y + 12 = 15 z + 14 = 15 r + 8 + 15  Y + 12 – 12 = 15 – 12 z + 14 – 14 = 15 – 14 r + 8 – 8 = 15 – 8  Y = 3 z = 1 r = 7  **Complete the following magic square.**  a) 2 9 f b) b 8 3 c) 8 1 6 d) 9 k 7  7 b 3 6 x 2 t y z n 6 8  6 c d 5 w 7 h 9 2 5 r 3  **Reference: MK MTC book 3 page 87**  **Understanding MTC book 3 page 26.**  **T/L.AIDS.** |
| **Week V**  **Lesson 10**  **Theme**  **Sub-theme**  **Content** | **Our Environment in our division**  **Changes in our Environment**  **Revision Exercise**  1. Subtract:  a) 5 3 b) 8 1 9 c) 6 4 7  - 2 2 - 4 0 3 - 5 3 6  2. Work out the following numbers correctly:  a) 4 1 b) 2 1 0 7 c) 5 4 1  - 3 3 - 1 4 3 8 - 2 5 3  3. Subtract 89 from 100.  4. What is the difference between 9102 and 3567?  5. Kantu bought 1369 litres of petrol. He used 784 litres. How many litres did he remain with?  6. In a hall of 3115 people, 278 are man. What is the number of the women?  7. Complete the magic square below:  Y 9 2  8 1 6  b k z  8. Fill in the table below:  15  9 18 7  11  **Reference: Lesson notes** |
| **Week VI**  **Lesson**  **Theme**  **Sub-theme**  **Content**  **Activity** | **Environment and weather in our sub-county**  **Air and the sun**  **Operation on numbers**  **Multiplication of three digit numbers by 2 and 3**  **Examples**  1. 3 4 2 2. 6 0 4 3. 4 6 0 4. 7 0 8  x 2 x 2 x 3 x 3  6 8 4 12 0 8 1 3 8 0 21 2 4  **Multiply the following numbers correctly.**  1. 1 3 4 2. 9 0 4 3. 4 2 0  x 2 x 2 x 3  4. 2 0 9 5. 5 2 8 6. 6 2 9  x 3 x 2 x 3  7. 5 6 1 8. 4 9 0  x 3 x 2  **Reference: Mk MTC book 3 page 55**  **Uganda Primary MTC book 3 page 24 – 25**  **Primary school MTC book 3 page 36 – 37**  **Picfare MTC book 3 page 8 – 9**  **Understanding MTC book 3 page 35**  **Primary MTC for P.3 page 28** |
| **Week VI**  **Lesson 2**  **Theme**  **Sub-theme**  **Content**  **Activity** | **Environment and weather in our sub-county / division**  **Air and the sun**  **Multiplication of numbers by 4 and 5.**  **Examples**  (i) 6 0 (ii) 2 3 5 (iii) 9 0 4  x 4 x 4 x 4  24 0 9 4 0 36 1 6  (iv) 4 8 (v) 3 7 0 (vi) 2 0 9  x 5 x 5 x 5  2 4 0 18 5 0 10 4 5  **Multiply the following correctly.**  1. 5 1 2. 9 0 6 3. 2 4 5 4. 6 7 0  x 4 x 4 x 4 x 4  5. 2 9 6. 1 9 2 7. 2 1 0 8. 6 4 3  x 5 x 5 x 5 x 5  **Reference: Mk MTC book 3 page 64 – 66**  **Understanding MTC book 3 page 30**  **Picfare MTC book 3 page 8** |
| **Week VI**  **Lesson 3**  **Theme**  **Sub-theme**  **Content**  **Activity** | **Environment and weather in our sub-county**  **Air and the sun**  **Multiplying by 6 an d7**  **Examples**  (i) 2 3 (ii) 5 0 (iii) 2 1 5 (iv) 7 0 8  x 6 x 7 x 6 x 7  13 8 35 0 12 9 0 49 5 6  1. 2 9 2. 4 0 9 3. 1 6 4 4. 5 3 4  x 6 x 7 x 7 x 6  5. 1 4 0 6. 9 2 3 7. 5 1 1 8. 7 0 9  x 6 x 7 x 7 x 6  **Reference: Mk MTC book 3 page 64 – 67**  **Primary math’s book 3 page 31 – 32**  **Primary MTC for Uganda book 3 page 31 – 32** |
| **Week VI**  **Lesson 4**  **Theme**  **Sub-theme**  **Content**  **Activity** | **Environment and weather in our sub-county / division**  **Air and the sun**  **Multiplication by 8 and 9**  **Examples**  1. 3 2 2. 7 0 5 3. 2 7 4. 9 5 0  x 8 x 8 x 9 x 9  25 6 56 4 0 24 3 85 5 0  1. 2 3 2. 1 2 4 3. 2 0 7 4. 6 5 8  x 8 x 9 x 8 x 9  5. 2 2 9 6. 8 0 2 7. 1 6 5 8. 5 7 3  X 8 x 9 x 8 x 9  **Reference: MK MTC book 3 page 67 – 68**  **Primary MTC book 3 page 36 – 39**  **Primary MTC for Uganda book 3 page 33**  **T/L.AIDS.** |
| **Week VI**  **Lesson**  **Theme**  **Sub-theme**  **Content**  **Activity** | **Environment and weather in our sub-county / division**  **Air and the sun**  **Multiplication by 10.**  **Examples.**  a) 1 4 10 + 4 1 0 0 1 4  x 1 0 x 10 + 4 0 x 1 0  14 0 100 + 40 1 4 0 or 0 0  + 1 4  1 4 0  b) 8 4 8 4 8 0 4 4 0  x 1 0 x 1 0 x 10 + 8 0 0  0 0 or 8 4 0 800 + 40 8 4 0  + 8 4  8 4 0  a) Multiply the following numbers correctly:  (i) 2 5 (ii) 1 0 (iii) 5 0  x 1 0 x 1 0 x 1 0  (iv) 7 1 (v) 4 8 (vi) 6 9  x 1 0 x 1 0 x 1 0  **Reference: A new Mk Primary MTC 2000 book 3 page 69** |
| **Week VI**  **Lesson**  **Theme**  **Sub-theme**  **Content** | **Environment and weather in our sub- county**  **Air and sun**  **Multiplication tables**  **a)** X 0 1 2 3 4 5 6 7  1 0 1 2 3 4 5 6 7  2 0 2 4 6 8 10 12 14  3 0 3 6 9 12 15 18 21  4 0 4 8 12 16 20 24 28  5 0 5 10 15 20 25 30 35  6 0 6 12 18 24 30 36 42   1. 126     18  105 15 x 7 3 21  7  49  1. Complete the following tables correctly.  a) b)  \_\_\_  14  27 9  x 8 4  \_\_\_ 13 x 6 7 \_\_\_ 0  8 7  10  \_\_\_  **X 3 4 5 6**    **7**  **6 30**  **5 \_\_ 20 \_\_ \_\_**    **4 12 \_\_ \_\_ \_\_**    **3 18**  **2 10**    No of stools 1 2 5 4 8 10  No of legs 4 16 24  **Reference: Mk mtc book 3 page 70**  **Tr’s guide book 3 page 4**  **T/L.AIDS: Multiplication tables** |
| **Week VI**  **Lesson**  **Theme**  **Sub-theme**  **Content**  **Activity** | **Our Environment and weather**  **Air and sun**  **Word problems in multiplications.**  **Key words: Product , times , multiply**  **Examples.**  1. What is the product of 9 and 2?  Solution  9 x 2 = 18  Therefore the product is 18  2. How many days are there in 7 weeks?  Solution  1 week = 7 days   1. weeks = (7 x 7 ) days   Therefore 7 weeks = 49 days  3. Given that = 6 leaves on a tree.  How many leaves are represented by    Solution  1 leaf = 6 leaves  7 leaves = ( 6 x 7 ) leaves  Therefore 7 leaves = 42 leaves.  1. Multiply 14 books by 7  2. What is the product of 43 and 8?  3. Work out the product of 609 an d7.  4. If = 7 balls. How many balls are there in ?  5. Given that represents 8 faces in P.3 Bright.  How many faces are represented by ?  6. There are 56 pupils in a class. Each pupil was given 6 books. How many books were given out altogether?  7. In P.3 class, there are 24 boys in each stream at Victorious Primary School. If there are 6 streams, how many boys are there in P.3 classes altogether?  Reference: MK MTC book3 page s61 and 71  Understanding MTC book 3 pages 32 – 33  Picfare MTC book3 page 10  Uganda Primary MTC book 3 page 30. |
| **Week VI**  **Lesson 8**  **Theme**  **Sub-theme**  **Content**  **Activity** | **Environment and weather**  **Air and sun**  **Division as repeated subtraction**  (without remainders)  Examples  1. Divide 15 ÷ 3 2. Divide: 18 ÷ 3  Solution solution  15 – 3 = 12 1 18 – 3 = 15 1  12 – 3 = 9 2 15 – 3 = 12 2  9 – 3 = 6 3 12 – 3 = 9 3  6 – 3 = 3 4 9 – 3 = 6 4  3 – 3 = 0 5 6 – 3 = 3 5  **Therefore 15 ÷ 3 = 5** 3 – 3 = 0 6  **Therefore 18 ÷ 3 = 6**  Subtract the following using repeated subtraction.  1. 14 ÷ 3 = 2. 19 ÷ 2 = 3. 26 ÷ 4 = 4. 30 ÷ 7 =  5. 21 ÷ 5 = 6. 32 ÷ 9 = 7. 17 ÷ 3 = 8. 22 ÷ 4 =  **Reference: Picfare MTC book 3 page 12** |
| **Week VI**  **Lesson 10**  **Theme**  **Sub-theme**  **Content**  **Activity** | **Weather and Environment**  **Air and sun**  **Long division by 2 and 3. ( no remainder)**  Divide: 24 ÷ 2  12  2 2 4 2 ÷ 2 = 1  1x2 = 2 - 2 4 ÷ 2 = 2  4  2 x 2 = 4 - 4    Divide: 6 6 ÷ 3  22  3 6 6 6 ÷ 3 = 2  -6  2 x 3 = 6 0 6  2 x 3 = 6 - 6    **Divide the following using repeated subtraction.**  1. 12 ÷ 4 = 2. 24 ÷ 3 = 3. 25 ÷ 5 = 4. 32 ÷ 8 =  5. 21 ÷ 3 = 6. 28 ÷ 4 = 7. 30 ÷ 6 = 8. 36 ÷ 6 =  **Reference: Picfare MTC page 12** |
| **Week VI**  **Lesson 9**  **Theme**  **Sub-theme**  **Content**  **Activity** | **Environment and weather**  **Air and sun**  **Division as repeated subtraction**  **(with remainders)**  **Examples**  1. Divide 10 ÷ 3 2. 27 ÷ 4  Solution solution  10 – 3 = 7 1 27 – 4 = 23 1  7 – 3 = 4 2 23 – 4 = 19 2  4 – 3 = 1 3 19 – 4 = 15 3  Therefore 10 ÷ 3 = 3 remainder 1 15 – 4 = 11 4  11 – 4 = 7 5  7 – 4 = 3 6  Therefore 27 ÷ 4 = 6 remainder 3  a) 4 2 rem 1  2 8 5 8 ÷ 2 = 4  4x2 = 8 - 8 5÷ 2 = 2  2x2=4 0 5  - 4  1  **Therefore 85÷2 = 42 rem 1**  b) 1 5 5 ÷ 3  0 5 1 rem 2  3 1 5 5 1÷3 = 0  0x3 = 0 - 0 15 ÷ 3 = 5  1 5 5 ÷ 3 = 1  5x3 = 15 1 5  5  1x4 = 3 - 3  2  **Therefore 155 ÷ 3 = 51 rem 2**  Divide the following numbers below correctly.  (i) 45÷2 (ii) 317 ÷3 (iii) 1 3 7 ÷ 3 (iv) 55 ÷ 2  (v) 435 ÷ 3 (vi) 325 ÷ 3 (vii) 911 ÷ 3 (viii) 68 ÷ 3  **Activity**  Divide the following.   1. 68 ÷ 2 = 6. 69 ÷ 3 = 2. 42 ÷ 2 = 7. 36 ÷ 3 = 3. 84 ÷ 2 = 8. 99 ÷ 3 = 4. 20 ÷ 2 = 9. 30 ÷ 3 = 5. 60 ÷ 2 = 10. 60 ÷ 3 =   **Reference.**  **A new Mk MTC 2000 pupil’s book 3 page 72**  **Tr’s guide book 3 page 40** |
| **Week VII**  **Lesson**  **Theme**  **Sub-theme**  **Content**  **Activity** | **Weather and environment**  **Air and sun**  **Division (long division) wit remainders**  Examples  Divide: 85 by 2  Solution  a) 85 ÷ 2  **Divide the following correctly**   1. 416 ÷ 4 e) 144 ÷ 9 2. 162 ÷ 8 f) 384 ÷ 3 3. 135 ÷ 9 g) 505 ÷ 5 4. 430 ÷ 5 h) 378 ÷ 2   **Reference:**  **Tr’s guide book3 3 page 40**  **A new MK Primary MTC 2000 page 75**  **Picfare Primary revision MTC page 32**  **T/L.AIDS. Chalkboard , illustrations , counters** |
| **Week VII**  **Lesson 3**  **Theme**  **Sub-theme**  **Content** | **Environment and weather**  **Air and sun**  **Word problems in division**  Key words  Share , divide  **Reference: A new Mk Primary MTC 200 book 3 page 73 – 74.**  **Tr’s guide book 3 page 40**  **T/L.AIDS: Chalkboard illustrations , counters** |
| **Week VII**  **Lesson**  **Theme**  **Sub-theme**  **Content** | **Environment and weather**  **Air and sun**  **More on division**  **Examples**  Divide:  4 1 6 ÷ 8  Solution  0 5 2  8 4 1 6 4 ÷ 8 = 0  0x8 = 0 0  5 x 8 = 40 4 1 41 ÷ 8 = 5  - 4 0  2x8 = 16 0 1 6 16 ÷ 8 = 2  -1 6  **Therefore 416 ÷ 8 = 52**  Divide: 5 1 3 ÷ 9  Solution   1. 1 3 ÷ 9   0 5 7  9 5 1 3 5 ÷ 9 = 0  0 x 9 = 0 0 51 ÷ 9 = 5  5 1  5 x 9 = 45 4 5 63 ÷ 9 = 7  6 3  7x9=68 6 3  **Therefore 513 ÷ 9 = 57**  Examples  1. Share 15 sweets among 3 children.  How many oranges does each child get?  Solution.  15 ÷ 3  0 5  3 1 5 1 ÷ 3 = 0  0x3=0 0  5x3=15 1 5 15 ÷ 3 = 5  1 5  0 0  **Therefore each child got 5 oranges**  2. A mother had 176 mangoes. She shared them among 8 workers. How many did each get?  1 7 6 ÷ 8  0 2 2  8 1 7 6 1 ÷ 8 = 0  0x 8=0 0  2x8 = 16 1 7 17 ÷ 8 = 2 rem 1  2 x 8 = 16 1 6 16 ÷ 8 = 2  0 1 6  1 6  0 0  **Therefore each worker got 22 mangoes.**  **Activity**  1. Divide: 1 4 5 by 5  2.Share 25 boxes of chalk among 5 classes.  3. Wasenda had 36 pens. He shared them equally among his 6 sisters. How many pens did each get?  4. A certain farmer was given 160 bottles of sodas. He shared them equally among his 8 guests. How many did each person get?  5. There were 434 eggs to be shared among 8 people. Find how many each person will get.  6. Uncle John shared shillings 1500 among his 3 sons. How much did each person get?  **Reference:**  **Tr’s guide book 3 page 40.**  **Primary mathematics for Uganda book 3 pge 61**  **Mk MTC book 3 pages 76 – 77**  **T/L.AIDS.** |
| **Week VII**  **Lesson 4**  **Theme**  **Sub-theme**  **Content** | **Environment and weather**  **Air and sun**  **LENGTH**  Length refers to how long or short an object is. The standard unit for measuring length is metres (m) . there are smaller units like cm (centimeters) and millimeters (mm). We also have bigger units like kilometers (km)  **Practical measuring of different items.**   1. Measuring length of the classroom using strides. 2. The width of the classroom using a metre rule. 3. The length of the classroom door to the opposite wall. 4. The length of the chalkboard. 5. The length between the headteachers’ office to the school gate. 6. The length of the desks, tables, strings , sticks, chalkboard etc   **Reference:**  **Primary mathematics for Uganda pupils book 3 page 103**  **Comprehensive maths std 3 page 68**  **Lets learn MTC pupils book 3 page 38**  **Mk MTC pupils book 3 page 141**  **T/L.AIDS. Real objects like desks , tables , strings , sticks , chalkboard etc.** |
| **Week VII**  **Lesson 5**  **Theme**  **Sub-theme**  **Content** | **Environment and weather**  **Air and the sun**  **Measuring distance around figures.**  **Examples.**  1. Measure the distance around the chalk board below.  b a = 6 m  a d b= 10 m  c = 10 m  c d = 6 m  Total distance = 6m + 10m +6m + 10m  = 32 m  2. Measure the length around the exercise book.  W  PICFARE W = 4 cm  X = 7 cm  Z X Y = 4 cm  7 cm Z = 7 cm  Y  4 cm  Total distance = 4cm + 7cm + 4 cm + 7 cm  = 22 cm  **Activity.**  **Measure the distance around the following figures.**  **a \_\_\_\_\_\_\_\_\_\_\_\_**  **a b \_\_\_\_\_\_\_\_\_\_\_\_**  **d c \_\_\_\_\_\_\_\_\_\_\_\_**  **b d \_\_\_\_\_\_\_\_\_\_\_\_**  **c**  Total distance = **\_\_\_\_\_\_\_\_\_\_\_\_** |
| **Week VII**  **Lesson 6**  **Theme**  **Sub-theme**  **Content** | **Environment and weather**  **Air and the sun**  **Comparing length using taller / longer than , shorter than, greater than and less than.**  **Examples.**  1. A  B  Sugar cane a is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ sugar cane B  Sugar cane B is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ sugar cane A  2.  Kennedy  Joel  Joel is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Kennedy  Kennedy is \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Joel  3. 113 cm \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 210 cm  4. 135 m \_\_\_\_\_\_\_\_\_\_\_\_\_\_ 70 m  **Activity**  Use taller, longer, shorter, less or greater to complete correctly.  1.  M N  String M is \_\_\_\_\_\_\_\_\_\_ than string N.  String N is \_\_\_\_\_\_\_\_\_\_\_ than string M.  2. l l = \_\_\_\_\_\_\_\_\_  o m m = \_\_\_\_\_\_\_\_  n n = \_\_\_\_\_\_\_\_\_  0 = \_\_\_\_\_\_\_\_\_  Total distance = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  3. j i = \_\_\_\_\_\_\_\_\_\_\_\_  i j = \_\_\_\_\_\_\_\_\_\_\_\_  k k = \_\_\_\_\_\_\_\_\_\_\_\_  L = \_\_\_\_\_\_\_\_\_\_\_\_  n L  m  m \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ n \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Total distance = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  4. Use a string to measure the length of the following.  k  r \_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_  **References: Primary mathematics for Uganda book 3 page 105**  **Mk Primary mathematics 2000 page 145 – 146**  **Comprehensive MTC book 3 page 69 – 70**  **T/L.AIDS: real objects like rulers , strings , desks etc** |
| **Week VII**  **Lesson 7**  **Theme**  **Sub-theme**  **Content** | **Environment and weather**  **Air and the sun**  **Addition of length**  **Examples**  1. Add: 4 m + 3m + 5 m 2. Add: 20 cm + 8 cm + 6 cm  = ( 4 + 3 + 5)m = ( 20 + 8 + 6 ) cm  = 12 m = 34 cm  3. 4 5 m 4. 1 2 cm  + 1 0 m + 2 8 cm  5 5 m 7 0 cm  **Activity**  1. 5 m + 6 m + 7 m 5. 3 2 5 m  + 1 3 6 m  2. 2 7 4 m + 5 m  3. 28 m + 8 m + 2 m 6. 2 5 cm  4 8 cm  4. 2 1 6 m  + 3 4 2 m  7. 1 9  + 4 6  2.  **J**  **I**  Drum I is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ than drum J  Drum J is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ than drum I.  3.  **Beth**  **Barbra**  Beth is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ than Barbra  Barbra is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ than Beth  4. 114 cm is \_\_\_\_\_\_\_\_\_\_\_\_\_ than 118 cm  5. 124 cm is \_\_\_\_\_\_\_\_\_\_\_\_\_ than 110 cm.  6. 500 cm \_\_\_\_\_\_\_\_\_\_\_\_ than 5000 cm.  **Reference: Primary Mathematics for Uganda pupils book 3 page 108.**  **Comprehensive Mathematics pupils book 3 page 70 - 71**  **T/L.AIDS. Real objects e.g sugarcanes , pencils, strings ,strips cards , flash cards etc** |
| **Week VII**  **Lesson 8**  **Theme**  **Sub-theme**  **Content** | **Environment and weather**  **Air and the sun**  **Addition of metres and centimeters.**  Note: 1 metre = 100 cm  **Examples**  Add:  (i) m cm (ii) m cm  2 4 5 8 1 5  + 6 3 6 + 6 7 5  8 8 1 14 9 0  **Activity.**  **Add the following in metres and centimeters correctly.**  1. m cm 2. m cm 3. m cm  3 4 2 4 2 5 24 20  + 4 1 7 + 4 1 0 + 12 16  4. m cm 5. m cm 6. m cm  1 3 2 9 4 4 5 3 1 9  + 9 1 7 + 7 3 6 + 2 4 2 4  **Reference: MK MTC 2000 book 3 page 147**  **Comprehensive MTC book 3 page 71**  **Primary MTC for Uganda book 3 page 110 – 112** |
| **Week VII**  **Lesson 9**  **Theme**  **Sub-theme**  **Content** | Environment and weather  Air and the sun  Subtraction of length  Examples  (1) 1 7 m – 8 m (2) 23 cm – 10 cm  = (17 – 8) m = (23 – 10) cm  = 9 m = 13 cm  (3) 6 1 8 m (4) 6 8 cm  - 2 0 4 m - 1 6 cm  4 1 4 m 5 2 cm  **Activity**  **Subtract correctly.**  1. 12 m – 7m  2. 29 m – 8m  3. 812 m – 3m  4. 35 cm – 3 cm  5. 19 cm – 5 cm  6. 5 2 6 m 7. 7 2 cm 8. 9 0 cm  - 3 1 4 m - 4 8 cm - 4 6 cm  **T/L.AIDS: Flash cards , strip cards**  **Reference: Comprehensive MTC book 3 page 71**  **Primary mathematics for Uganda book 3 page 113** |
| **Week VII**  **Lesson 10**  **Theme**  **Sub-theme**  **Content** | **Environment and weather**  **Air and the sun**  **Subtraction of length in metres and centimeters**  Examples  1. Subtraction: 2. Subtraction  m cm m cm  6 4 0 7 7 5  - 3 1 0 - 4 3 8  3 3 0 3 3 7  Activity  m cm 2. m cm 3. m cm  7 1 5 6 5 0 5 5 5  - 6 1 3 - 4 3 0 - 2 4 8  4. m cm 5. m cm 6. m cm  4 60 10 25 15 75  -3 46 - 7 16 - 8 22  7. m cm 8. m cm  3 87 22 95  -1 53 - 11 20 |
|  |  |
|  |  |
| **Theme**  **Sub-theme**  **Content**  **Evaluation activity** | **Our Division**  **Physical features in our division**  **Numeration system and place values (abacus)**  Writing numbers on the abacus  **H T O TH H T O**  3 2 2 4 2 0 3  An exercise from the MK 2000 bk3 pg21 |
| **Theme**  **Sub-theme**  **Content**  **Evaluation activity** | **Our Division**  **Physical features in our division**  **Place values**  Filling in missing numbers in their place values e.g.   1. 603 = 6 hundreds 0 tens 3 ones 2. 14 = 1 tens 4 ones 3. 348 = 3 hundreds 4 tens 8 ones   Write these numbers   1. 3 hundreds 4 tens 5 ones = 345 2. 2 tens 6 ones = 26   An exercise from the MK 2000 Bk3 pg 222 and 223 |
| **Theme**  **Sub-theme**  **Content**  **Evaluation activity** | **Our Division**  **Physical features in our division**  **Finding place values**  e.g. TH T H O  1 2 3 4  4 is ones, 3 is tens, 2 is hundreds, 1 is thousands  Find the place value of 8 in the number: 4789  Solution: 4789    tens  The place value of 8 is tens  An exercise from primary MTC Bk3 page 35 |
| **Theme**  **Sub-theme**  **Content**  **Evaluation activity** | **Livelihood in our division**  **Social services and their importance**  **Writing figures in words**  e.g. Write 48 in words  solution: 48 = 40 forty  + 8 eight  48 forty eight  An exercise from MK 2000 Bk3 pg23 |
| **Theme**  **Sub-theme**  **Content**  **Evaluation activity** | **Livelihood in our division**  **Social services and their importance**  **Writing numbers in figures**  e.g. Write ‘Two hundred twelve’in figures  Two hundred = 200  Twelve = +12  Two hundred twelve 212  An exercise 2g Mk Bk3 pg24 |
| **Theme**  **Sub-theme**  **Content**  **Evaluation activity** | **Livelihood in our division**  **Social services and their importance**  **Roman numerals (I, V, X, L, C………)**  Converting Hindu Arabic numerals to Roman numerals  e.g. Convert 42 into Roman numerals  42 = 40 + 2  = XL + II  = XLII  An exercise from MK old edition pg 44 |
| **Theme**  **Sub-theme**  **Content**  **Evaluation activity** | **Livelihood in our division**  **Social services and their importance**  **Roman numerals**  Converting Roman numerals to Hindu Arabic numerals  e.g. Change VIII to Hindu Arabic numerals  VIII = 8  Change XXIV to Hindu Arabic numerals  XXIV = XX + IV  = 20 + 4  = 24  An exercise from MK old edition pg44 |
| **Theme**  **Sub-theme**  **Content**  **Evaluation activity** | **Livelihood in our division**  **Challenges in social services and their solutions**  **Types of numbers**  Even numbers  e.g. 0, 2, 4, 6, 8, 10, 12, 14, …………..  An exercise from MK 2000 Bk3 pg20 |
| **Theme**  **Sub-theme**  **Content**  **Evaluation activity** | **Livelihood in our division**  **Challenges in social services and their solutions**  **Types of numbers**  Odd numbers  e.g. 1, 3, 5, 7, 9, 11, 13, 15, …………..  An exercise from MK 2000 Bk3 pg20 |
| **Theme**  **Sub-theme**  **Content**  **Evaluation activity** | **Livelihood in our division**  **Challenges in social services and their solutions**  **Operation on whole numbers**  Addition of tens and ones vertically without carrying  1 1 add ones = 1 + 2 = 3  1 2 add tens = 1 + 1 = 2  2 3  **Word problems**  Ashabe had 32 mangoes, she picked 17 more mangoes. How many mangoes did she have altogether?  Solution  3 2 mangoes  + 1 7 mangoes  4 9  An exercise from MK 2000 bk3 pg 40 and 41 |
| **Theme**  **Sub-theme**  **Content**  **Evaluation activity** | **Livelihood in our division**  **Soil**  **Addition with carrying (vertically)**  e.g. 8 6 6 + 4 = 10  2 4  1 1 0  **Word problems**  Tushabe had 27 litres of milk. His mother gave him more 14 litres of milk. How many litres of milk did he have altogether?  Solution 2 7 litres 7 + 4 = 11  + 1 4 litres  4 1 litres  Exercise 3c from MK 2000 Bk3 pg 42 |
| **Theme**  **Sub-theme**  **Content**  **Evaluation activity** | **Livelihood in our division**  **Soil**  **Addition up to 4 place vales with and without carrying**  e.g. Add **TH H T O**  1 4 1 3  + 2 3 0  1 6 4 3  **Word problems**  A train carried 20 children, 23 men and 125 women. How many people did it carry altogether?  Solution Children 2 0  Men 2 3  Women + 1 2 5  Altogether 1 6 8 people  Exercise 3d from MK 2000 Bk3 pg43 |
| **Theme**  **Sub-theme**  **Content**  **Evaluation activity** | **Livelihood in our division**  **Soil**  **Addition using a number line**  e.g. Add: 2 + 8 =  0 1 2 3 4 5 6 7 8 9 10  2 + 8 = 10  Add: 5 + 3 =  0 1 2 3 4 5 6 7 8 9 10  5 + 3 = 8  Exercise 4k from Mk old edition Pg 55 |
| **Theme**  **Sub-theme**  **Content**  **Evaluation activity** | **Livelihood in our division**  **Soil**  **Word problems**  e.g. Sungura had 65 cows. He sold off 35. How many cows remained?  soln 6 5 5 – 5 = 0  ­- 3 5 6 – 3 = 3  3 0 cows  Exercise 4b from Mk 2000 bk3 pg49 |
| **Theme**  **Sub-theme**  **Content**  **Evaluation activity** | **Livelihood in our division**  **Soil**  **More subtraction**  e.g. 1 2 7 7 – 2 = 5  ­- 3 2 12 – 3 =  9 5  Exercise 4c from Mk 2000 Bk3 Pg50 |
| **Theme**  **Sub-theme**  **Content**  **Evaluation activity** | **Livelihood in our division**  **Soil**  **More subtraction**  e.g. Take away 53 from 91  9 1  ­- 5 3  3 8  Exercise 4d from Mk 2000 Bk3 Pg51 |
| **Theme**  **Sub-theme**  **Content**  **Evaluation activity** | **Livelihood in our division**  **Soil**  **Subtraction of 4 digit numbers**  e.g. 3 6 4 2  ­ - 3 2 1  3 3 2 1  Word problems e.g. on Pg 54 of MK 2000  **Evaluation activity**  Exercise 4e from Mk 2000 bk3 Pg 52 |
| **Theme**  **Sub-theme**  **Content**  **Evaluation activity** | **Livelihood in our division**  **Soil**  **Subtracting using a number line**  e.g. 5 - 3 =    0 1 2 3 4 5 6 7 8 9 10  5 - 3 = 2  An exercise from Trs resource book |
| **Theme**  **Sub-theme**  **Content**  **Evaluation activity** | **Livelihood in our division**  **Soil**  **Multiplication table (x2)**   1. Complete the table  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | No of pairs | 1 | 2 | 3 | 4 | 5 | | No. of legs | 2 | 4 | 6 | 8 | 10 |   3 4 3  x 2  6 8 6  Exercise 5a from Mk 2000 Bbk3 Pg 55 |
| **Theme**  **Sub-theme**  **Content**  **Evaluation activity** | **Livelihood in our division**  **Soil**  **Multiplication x2**  **Word problems**  e.g. How many eyes do 5 boys have?  Solution 5 x 2 = 10eyes  Exercise 6e from Mk Old edition pg65 |
| **Theme**  **Sub-theme**  **Content**  **Evaluation activity** | **Livelihood in our division**  **Soil**  **Multiplication table (x3)**  Complete the table   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | No of stools | 1 | 2 | 3 | 4 | 5 | | No. of legs | 3 | 6 | 9 | 12 | 15 |   1 4 4 x 3 = 12  X 3 3 x 1 = 3  4 2 3 + 1 = 4  Exercise 5d from Mk 2000 Bk3 Pg58 |
| **Theme**  **Sub-theme**  **Content**  **Evaluation activity** | **Livelihood in our division**  **Soil**  **Multiplication x3**  **Word problems**  e.g. One book has 12 pages. How many pages do 3 similar books have?  Solution  1 2 3 x 2 = 6  X 3 3 x 1 = 3  3 6 pages  Exercise 5e from Mk 2000 Bk3 pg 58 |
| **Theme**  **Sub-theme**  **Content**  **Evaluation activity** | **Livelihood in our division**  **Soil**  **Multiplication table (x4)**  Complete the table   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | No of cows | 1 | 2 | 3 | 4 | 5 | | No. of legs | 4 | 8 | 12 | 16 | 20 |   1 5 5 x 4 = 20  X 4 4 x 1 = 4  6 0 4 + 2 = 6  Exercise 5g from Mk 2000 Bk3 Ppg61 |
| **Theme**  **Sub-theme**  **Content**  **Evaluation activity** | **Livelihood in our division**  **Soil**  **Multiplication table (x6)**  Complete the table   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | No of insects | 1 | 2 | 3 | 4 | 5 | | No. of legs | 6 | 12 | 18 | 24 | 30 |   Multiply  1 2 3 6 x 3 = 18  X 6 6 x 2 = 12  7 3 8 12 + 1 = 13  6 x 1 = 6  6 + 1 = 7  Exercise 5L from Mk 2000 Bk3 Pg 65 |
| **Theme**  **Sub-theme**  **Content**  **Evaluation activity** | **Livelihood in our division**  **Soil**  **Multiplication x6 Word problems**  e.g. 1 kg of sugar costs 1200/=. What will be the cost of 6kg?  1 2 0 0 6 x 0 = 0  X 6 6 x 0 = 0  7 2 0 0 6 x 2 = 12  6 x 1 = 6  6 + 1 = 7  An exercise from Trs resource book |
| **Theme**  **Sub-theme**  **Content**  **Evaluation activity** | **Livelihood in our division**  **Soil**  **Multiplication x7**  e.g. Multiply  2 3 3 x 7 = 21  x 7 7 x 2 = 14  1 6 1 14 + 2 = 16  Exercise 5n from Mk 2000 Bk3 Pg66 |
| **Theme**  **Sub-theme**  **Content**  **Evaluation activity** | **Livelihood in our division**    **Natural causes of challenges in our environment**   1. Complete the table  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | No of weeks | 1 | 2 | 3 | 4 | 5 | 6 | | No. of days | 7 | 14 | 21 | 28 | 35 | 42 |  1. Word problems   e.g How many days are there in 3 weeks?  Solution : 7 x 3 = 21 days  An exercise from Trs resource book |
| **Theme**  **Sub-theme**  **Content**  **Evaluation activity** | **Livelihood in our division**  **Natural causes of challenges in our environment**  **Multiplication x8**  e.g. Multiply  3 2 8 x 2 = 16  x 8 8 x 3 = 24  2 5 6 24 + 1 = 25  Exercise 5p from Mk 2000 Bk3 Pg 67 |
| **Theme**  **Sub-theme**  **Content**  **Evaluation activity** | **Livelihood in our division**  **Natural causes of challenges in our environment**  Complete the table   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | No of spiders | 1 | 2 | 3 | 4 | 5 | 6 | | No. of legs | 8 | 16 | 24 | 32 | 40 | 48 |   How many legs do 2 spiders have?  8 x 2 = 16 legs  An exercise from Trs resource book |
|  | **Livelihood in our division**  **Natural causes of challenges in our environment**  **Word problems**  **An exercise book has 36 pages. How many pages do 9 exercise books have?**  e.g. Multiply  3 6 9 x 6= 54  x 9 9 x 3 = 27  3 2 4 27 + 5 = 32  **An exercise from teacher’s resource book.** |
| **Theme**  **Sub-theme**  **Content**  **Evaluation activity** | **Livelihood in our division**  **Natural causes of challenges in our environment**  **Multiplication table 10**  e.g. Multiply 32 x 10  3 2 3 2  X 1 0 x 1 0  3 2 0 0 0  **3 2**  **3 2 0**  Exercise 5t from Mk 2000 Bk3 Pg 69 |
| **Theme**  **Sub-theme**  **Content**  **Evaluation activity** | **Livelihood in our division**  **Natural causes of challenges in our environment**  **Word problems**  Complete the table   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | No of girls | 1 | 2 | 3 | 4 | 5 | 6 | | No. of fingers | 10 | 20 | 30 | 40 | 50 | 60 |   How many toes do 5 boys have?  1 0  x 5  5 0 toes  Exercise from Mk Bk3 Pg 97 |
| **Theme**  **Sub-theme**  **Content**  **Evaluation activity** | **Livelihood in our division**  **Natural causes of challenges in our environment**    **Multiplication by 12**  Complete the table   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | No of years | 1 | 2 | 3 | 4 | 5 | | No. of months | 12 | 24 | 26 | 48 | 60 |   How many books are there in 3 dozens of books?  1 2  x 3  3 6 books    An exercise from Trs collection |
| **Theme**  **Sub-theme**  **Content**  **Evaluation activity** | **Livelihood in our division**  **Changes in the environment through human activities**  **Multiplication when: Filling in the missing numbers**  e.g.  18  9  12 6 2x 4 8  3  6    Exercise 7a from Mk 2000 Bk3 Pg 82 |
| **Theme**  **Sub-theme**  **Content**  **Evaluation activity** | **` Livelihood in our division**  **Changes in the environment through human activities**  Multiplication as repeated addition.  e.g. 2 x 3 = 2 + 2 + 2  = 6  3 + 3 + 3 + 3 = 3 x 4  = 12  An exercise from Mk 2000 Bk3 Pgs 123, 124. |

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| **P.3 MATHEMATICS LESSON NOTES TERM 2** | |
| Topic  content  **Evaluation activity** | Lesson I  **Number facts and sequences**    **Filling in the missing numbers**  **Content: Counting in twos, threes, fours, fives and tens (ascending)**  Examples   1. 0, 2, 4, 6, \_\_\_, 10, \_\_\_, 14 2. 0, 3, 6, 9, \_\_\_\_, \_\_\_\_, 18 3. 4, 8, \_\_\_\_, 16, \_\_\_\_, 24, \_\_\_\_, 32 4. 0, \_\_\_, 10, 15, \_\_\_\_, 25, \_\_\_\_ 5. 10, 20, 30, \_\_\_, 50, \_\_\_\_   An activity in MK bk3 pg84 |
| Topic  Subtopic  content  **Evaluation activity** | Lesson 2  Number patterns and sequence    Filling in the missing numbers  Counting in twos, threes , fours , fives and tens (descending)  **Examples:**  16 , \_\_\_ , 12 , \_\_\_\_\_ , 8 , 6 , \_\_\_ , 2 , 0   1. 9, \_\_\_, 3, 0 2. 60, \_\_\_\_, 40, \_\_\_\_, 20, 100   An activity MK bk3 pg85 |
| Topic  Subtopic  content  **Evaluation activity** | **Lesson 3:**  **Number facts and sequences**  **Completing tables**  **Filling in the missing numbers (tables of addition)**  e.g.  b  3  c 8 +4 6 a    4  8  MK bk3 pg81 |
| Topic  Subtopic  content  **Evaluation activity** | **Lesson 4**  **Number facts and sequences**  **Completing tables**  **Tables of subtraction**  example  d  10  20 c 20- 14 a    b    19  Written exercise |
| Topic  Subtopic  content  **Evaluation activity** | **Lesson 5**  **Number facts and sequences**  **Completing tables**  **Tables involving multiplication and division**  Example  21  9 = 7 x 2 = 14    d 8  7x 2 a b = 21 ÷ 7  = 3  d  35  A written exercise |
| Topic  Subtopic  content  **Evaluation activity** | **Lesson 6**  **Number facts and sequences**  **Filling in the missing numbers**  **Relationship between multiplication and division**  Examples  12 ÷ 4 =  3 x 4 = 12  12 ÷ 3 =  An activity from MK bk3 pg86 |
| Topic  Subtopic  content  **Evaluation activity** | **Lesson 7**  **Number facts and sequences**  **Filling in the missing numbers**  **Sum at the centre of tables**  Example  The sum at the centre is 15. Find the missing numbers.  e.g.  b    3  c 3 15 7 a    d  11    An activity from MK bk3 pg81 |
| Topic  Subtopic  content  **Evaluation activity** | **Lesson 8**  **Number facts and sequences**  **Filling missing numbers**  **Completing magic square**  Examples   |  |  |  | | --- | --- | --- | | 7 | a | 5 | | 2 | 4 | c | | b | 8 | 1 |   Magic sum = 7 + 4 + 1 = 12  b + 2 + 7 = 12  b + a = \_\_\_\_  b + a + a = \_\_\_  b = 3  An activity from MK bk3 pg87 |
| Topic  Subtopic  content  **Evaluation activity** | **Lesson 9**  **Fractions**  **Naming fractions**  **Definition**  A fraction is a part of a whole.  Figure words  1 a whole  ½ a half  1/3 a third  ¼ a quarter  1/5 a fifth  2/3 two thirds  3/5 three fifth  A written exercise |
| Topic  Subtopic  content  **Evaluation activity** | **Lesson 10**  **Fractions**  **Comparing fractions**  **Comparing fractions using greater than or less than**  ½ 1/3    ½ is greater than 1/3  An activity from MK BK3 pg99-100 |
| Topic  Subtopic  content | **Lesson 11**  **Fractions**  **Comparing fractions**  **Comparing fractions using symbols**  i.e. >, < or =  a) 1/10 < 1/9  b) ¼ = ¼  c) 1/5 > 1/6 |
| Topic  Subtopic  content  **Evaluation** | **Lesson 12**  **Fractions**  **Shaded and unshaded fractions**  Examples   |  |  |  |  | | --- | --- | --- | --- | |  |  |  |  |  1. Shaded fraction = ¾ 2. Unshaded fraction = ¼  1. Shaded fraction = 2/5 2. Unshaded fraction = 3/5   An activity from MK bk3 pg97 |
| Topic  Subtopic  content  **Evaluation** | **Lesson 13**  **Fractions**  **Drawing and shading fractions**  **Examples**  Draw and shade the fractions below  ¾ 1/2  An activity from pg98 |
| Topic  Subtopic  content  **Evaluation** | **Lesson 14**  **Fractions**  **Addition of fractions**  **Examples**  a) 1 + 2 = 1 + 2 = 3  4 4 4 4  b) 5 + 4 = 5 + 4 = 9  10 10 10 10  Word problems  c) Find the sum of 7/15 and 4/15  7 + 4 = 7 + 4 = 11  15 15 15 15  An activity from MK bk3 pg104 and 103. |
| Topic  Subtopic  content  **Evaluation** | **Lesson 15**  **Fractions**  **Subtraction of fractions**  **Examples**  3 - 2 = 3 - 2 = 1  10 10 10 10  Word problems  Find the difference between 13/16 and 9/16.  13 - 9 = 13 - 9 = 4  16 16 16 16  A boy had 5/6 of a cake. He ate 2/6 of it. What fraction remained?  5 - 2 = 5 - 2 = 3  6 6 6 6  An activity from MK bk3 pg108 |
| Topic  Subtopic  content  **Evaluation** | **Lesson 16**  **Fractions**  **Finding number of fractions in a whole**  **Examples**   1. How many halves are in 2 wholes?   ½ ½ ½ ½  = 4 halves  An activity from teachers’ collection |
| Topic  Subtopic  content  **Evaluation** | **Lesson 17**  **Fractions**  **Fractions of a group**  **Examples**  What is a ½ of 8?  **Note:** The word ‘of’ changes to multiply  ½ of 8 = ½ x 8 = 1 x 8 = 8 = 8÷2 = 4  2 2  An activity from teachers’ collection |
| Topic  Subtopic  content  **Evaluation** | **Lesson 18**  **Graphs**  **Pictographs**  **Example**  The pictograph below shows the number of books given to the five best pupils in different games. Study it and use it to answer the questions below.  = 2 books   |  |  | | --- | --- | | Moses |  | | Alex |  | | Jose |  | | Teo |  | | Harna |  |   **Questions**:  a) What is the scale on the graph?  b) How many books has Moses?  3 x 2 = 6 books  An activity from MK bk3 pg115 |

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| Topic  Subtopic  content  **Evaluation** | **Lesson 19**  **Graphs**  **Bar graph**  **Content: Example**  **6 -**  **5 -**  **4 -**  **3 -**  **2 -**  **1 -**  **0 -**  **F/Ball V/Ball N/Ball Tennis**   1. How many pupils play football?   3 pupils   1. Which game is played by most children?   Volleyball   1. How many more pupils play football than netball?   4 – 2 = 2 more pupils  An activity from MK bk3 pg113-115 |
| Topic  Subtopic  content  **Evaluation** | **Lesson 20**  **Geometry**  **Types of shapes**  **Definition**  Geometry is a branch of mathematics that deals with the study of shapes and their properties.  Types of shapes   |  |  |  | | --- | --- | --- | | **Shape** | **Name** | **Properties** | |  | Square | * All sides are equal * Has 4 sides | |  | Rectangle | * Two opposite sides are equal * Has 4 sides | | or | Trapezium | * Two opposite sides are parallel * Has 4 sides | |  | Pentagon | * Has 5 sides | |  | Rhombus | * All sides are equal * Has 4 sides |   An activity from Understanding Mathematics BK3 pg63 and MK bk3 p117. |
| Topic  Subtopic  content  **Evaluation** | **Lesson 21**  **Geometry**  **Counting shapes**  **Example**   1. Count the rectangles   = 3 rectangles   1. Count the triangles   = 3 triangles   1. Count the squares   = 3 squares  An activity from MK bk3 pg118 |
| Topic  Subtopic  content  **Evaluation** | **Lesson 22**  **Measures**  **Days of the week**  **Listing the days of the week**  Sunday  Monday  Tuesday  Wednesday  Thursday  Friday  Saturday  **Questions**   1. What is the first day of the week? 2. What is the last day of the week? 3. Which day of the week comes after the first day of the week? 4. Name the day of the week that comes before a day Muslims go for prayers?   **An activity from MK Bk 3 Pg 126** |
| Topic  Subtopic  content  **Evaluation** | **Lesson 23**  **Measures**  **Changing weeks to days**  **Examples**  How many days are there in 2 weeks?  1 week has 7 days  2 weeks have (2 x 7)  = 14 days  An activity from MK bk3 pg126 |
| Topic  Subtopic  content  **Evaluation** | **Lesson 24**  **Measures**  **Changing days to weeks**  **Example**  Convert 21 days to weeks  Solution 7 days make a week  21 days make 21 = 3 weeks  7  An activity from teachers’ own collection |
| Topic  Subtopic  content  **Evaluation** | **Lesson 25**  **Measures**  **Completing tables about days and weeks**  **Examples**   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | **Weeks** | 1 | 2 | 3 | 4 |  |  | 7 | | **Days** | 7 | 14 |  |  | 35 | 42 |  |   1 x 7 2 x 7 35÷ 7  **1 - 7 days 14 7**  An activity from MK bk3 pg126 |
| Topic  Subtopic  content  **Evaluation** | **Lesson 26**  **Measures**  **Months of the year with their days**  **Listing months of the year**   1. January - 31 2. February - 28/29 3. March - 31 4. April - 30 5. May - 31 6. June - 30 7. July - 31 8. August - 31 9. September - 30 10. October - 31 11. November - 30 12. December - 31   Formulated questions by the teacher  Mk bk3 pg138 |
| Topic  Subtopic  content  **Evaluation** | **Lesson 28**  **Measures**  **Changing years to months**  **Example**  There are 12 months in a year. How many months are in 2 years?  1 year has 12 months  2 years have (2 x 12)  = 24 months  Mk bk3 pg139 |
| Topic  Subtopic  content  **Evaluation** | **Lesson 28**  **Measures**  **Changing months to years**  **Example**  How many years are in 36 months? (use repeated subtraction)  3 6  - 1 2 (1 year)  2 4  - 1 2 (1 year)  1 2  - 1 2 (1 year)  0 0  ∴ 3 years are in 36 months.  An activity from teacher’s own collection |
| Topic  Subtopic  content  **Evaluation** | **Lesson 29**  **Measures**  **Completing tables about months and years**  **Example**  Complete the table below   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Years** | 1 | 2 | 3 | 4 | …….. | | **Months** | 12 | 24 | 36 | ……. | 60 |   2 x 12 36 ÷ 12  = 24 months 3 years  An activity from MK bk3 pg139 |
| Topic  Subtopic  content  **Evaluation** | **Lesson 30**  **Measures**  **How old: (Finding one’s age)**  **Example**  Mike was born in 1989. How old was he in 1997?  1997  - 1989  0008 years  Mike was 8 years old  An activity from MK bk3 pg140 |
| Topic  Subtopic  content  **Evaluation** | **Lesson 32**  **Measures**  **Money**  **Recognition of money**  Notes Coins  1000 note 50 coin  50,000 note 100 coins  5000 note 200 coins  10000 note 500 coins  20000 note  Addition of money   1. (2)   Shs 200 shs 1000 + shs 500 + shs 100  Shs 50 shs 1000  Shs 250 shs 500  + shs 100  Shs 1600  An activity from MK bk3 pg176 and 178 |
| Topic  Subtopic  content  **Evaluation** | **Lesson 33**  **Measures**  **Money**  **Addition of money (word problems)**  Examples  I had 100 shillings. My father game me 50 shillings more. How much money do I have altogether?  I had 100 shillings  Father game me + 50 shillings  I have 150 shillings  Mk bk3 pg178 |
| Topic  Subtopic  content  **Evaluation** | **Lesson 34**  **Measures**  **Money**  **Subtraction of money (word problems)**  Example  Mukooza had shs 350. He gave away shs 100. How much money did he remain with?  Shs 350  - shs 100  Shs 250  Mk bk3 pg180 |
| Topic  Subtopic  content  **Evaluation** | **Lesson 36**  **Measures**  **Money**  **Shopping**  Example  The table below shows the price list in Mrs. Yiga’s shop. Use it to answer the questions that follow   |  |  | | --- | --- | | **Item** | **Price** | | A book | shs 100 | | A pencil | shs 250 | | An egg | shs 300 | | A bar of soap | shs 500 | | A kg of rice | shs 800 | | A pen | shs 200 |   Questions   1. How much does a pencil cost? 2. What is the cost of an egg and a pen?   Mk bk3 pg181 |
| Topic  Subtopic  content  **Evaluation** | **Lesson 37**  **Topic: Measures**  **Subtopic: Money**  **Content: Shopping with pictorial**  Example  A bag an apple A pencil a book    Shs 500 shs 800 shs 100 shs 300   1. What is the cost of 2 pencils?   Shs 100 x 2 = shs 200   1. What is the cost of 3 bags and 2 books?   Bags = 3 x 500 = shs 1500  Books = 2 x 300 = + shs 600  Shs 2100  From understanding mathematics bk 3 pg 73. |
| Topic  Subtopic  content  **Evaluation** | **Lesson 37**  **Measures**  **Money**  **Division of money**  Examples  Divide shs 1200 by 3  0400  3 1200 ∴ shs 1200 ÷ 3 = shs 400  0 x 3 = 0  12  4 x 3 = 12  00  MK bk3 pg187 |
| Topic  Subtopic  content  **Evaluation** | **Lesson 39**  **Measures**  **Money**  **Word problems involving division of money**  Example  Mr. Kasule had shs 800. He shared it equally between his two children. How much did each child get?  400  2 800  2 x 4 = 8  000  0 x 2 = 00  00  ∴ Each child gets shs 400  Mk bk3 og187 |