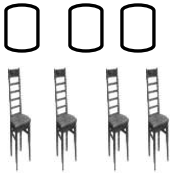
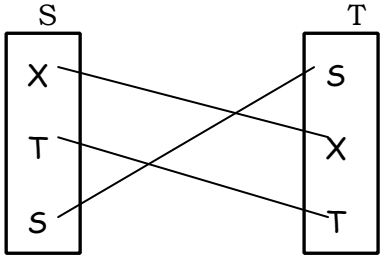
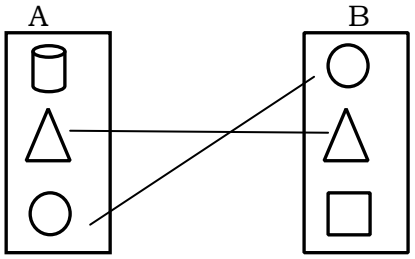
P.3 SCHEME OF WORK MATH TERM 1 2024

WK	PD	THEME	SUB-THEME	CONTENT	COMPETENCES		METHODS	ACTIVITIES	LIFE SKILLS	T/L AIDS	REF
					SUBJECT	LANGUAGE					
1	1	OUR SUB-COUNTY		Revision of counting numbers 099 **SETS** • Identifying and naming sets. • Define a set  **Examples of sets** — — — A set of cups A set of 4 chairs	The learner, 1) Identifies the numbers 2) Defines a set. 3) Gives examples of sets 4) Draws 5) Names 6) Counts the objects in the set.	The learner, 1) Reads the numbers 2) Reads and spells the words	• Question and answer • Guided discovery	• Counting • Reading • Naming • Identifying • Drawing	• Creative thinking • Effectiv e communications • Self awareness	Real objects	MK bk 3 pg 1 & 2

	2		NAME AND LOCATION OF OUR SUB-COUNTY	**Matching and non matchings sets.** **Examples**  Set T and S are matching sets.  Set A & B are non matching sets.	The learner, 1) Identifies the matching and non matching sets.	The learner, 1) Spells the words	• Brain storming • Guided discovery				MK bk 3 pg 14

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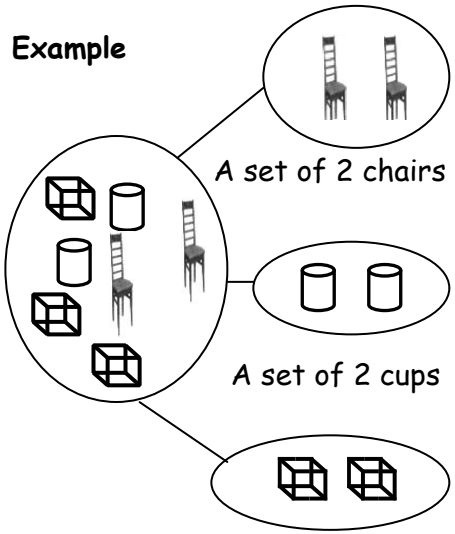
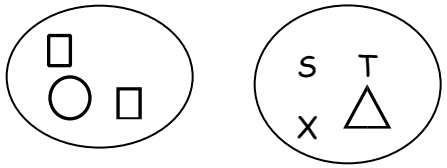
1	3	OUR SUB-COUNTY	NAME AND LOCATION OF OUR SUB-COUNTY	**Forming small sets from a** Example  **bigger set.**	The learner, 1) Identifies the small sets from the big one. 2) Counts the objects 3) Draws the objects	The learner, 1) Reads the words 2) Spells the words	• Guided discovery • Question and answer • Brain storming	• Forming • Counting • Drawing	• Creative thinking • Observation • Self awareness	Real objects	MK bk 3 The Winners bk 3 pg 3

	4			**Comparing sets using more /less than.** **Y** **S**  • Set Y has 3 members • Set S has 4 members • Set S has <u>more</u> members than set Y. • Set Y has less members than Set S.	The learner, 1) Identifies the number in each set. 2) Compares using more and less. 3) Counts the members.	The learner, 1) Reads the words 2) Spells the words	• Discussion • Guided discovery • Brain storming • Question and answer	• Identifying • Counting • Comparing • Drawing	• Self awareness • Creative thinking	• Tins • Shapes • Books • Pencils	MK bk 3 pg 2

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1	5	OUR SUB-COUNTY		**Identifying an empty set.** • Define empty set • The symbol of empty set □ Examples of empty set □ A set of 2 girls with 5 eyes. • A set of houses with legs.	The learner, 1) Defines the empty set 2) Mentions the symbol 3) Gives examples of empty sets.	The learner, 1) Reads and spells the words	• Guided discussion • Guided discovery	• Drawing • Identifying the set • Giving examples • Doing exercises	• Self awareness • Creative thinking	• Tins • Shapes • Books • Pencils	

2	1		NAME AND LOCATION OF OUR SUB-COUNTY	**Equal and non equal sets** • Define them • The symbols of equal and non equal sets **Examples** X: c, u, t T: c, t, u Set X is equal to Set T Set X = T Z: e, t, o P: b, y Set Z is not equal to P Z≠ P	The learner, 1) Defines the sets 2) Identifies the symbols 3) Gives examples of sets	The learner, 1) Reads, counts and spells the words	• Brain storming • Guided discovery • Guided discussion • Question and answer	• Drawing • Identifying the sets • Giving examples	• Self awareness • Creative thinking		MK bk 3 pg 4
	2			**Equivalent and non equivalent sets** • Define • Symbol of the sets **Examples** P = {a, e, I, z} B = 1, 2, 3, 4 P = 4 members ; B = 4 members Set P is equivalent to set B Set P ↔ B	The learner, 1) Identifies the sets. 2) Describes the sets 3) Mentions the symbols 4) Gives examples	The learner, 1) Reads words 2) Spells the words 3) Pronounces the words	• Guided discussion • Brain storming • Question and answer	• Identifying • Naming • Describing • Mentioning • Answering oral questions	• Self awareness • Critical thinking	• Cups • Pens • Tins	MK bk 3 pg

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		OUR SUB-COUNTY	NAME AND LOCATION OF OUR SUB-COUNTY	S = { c, o, w} X = { b, y} Set S has 3 members; Set X has 2 members Set S is not equivalent to set X. Set S ↔ X Listing the members in a given set.						
2	3			**Intersection of sets** • Define the sets • The symbol of the sets **Examples** **B** **W**  Common members { } e, x Set B & W are intersecting sets	The learner, 1) Defines the sets 2) Identifies the sets 3) Finds common elements 4) Mentions the symbol	The learner, Reads, writes and spells the words	• Brain storming • Guided discussion • Question and answer	• Drawing • Identifying • Listing • Answering oral questions	• Creative thinking • Self awareness • Effectiv e communication	Balls	Basic Comprehensive bk 3 pg 7
	4			**Union sets** • Define thel of the sets set • The symb 1, 2, 3, 4 **Example** Set V = Z, 6, 8 Set K = Set V∪ K = 8, 1, 2, 3, 4, 6, Z	The learner, 1) Defines the set. 2) Finds the union 3) Mentions the symbol	The learner, Reads and spells the words.					

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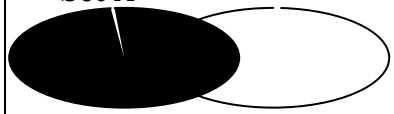
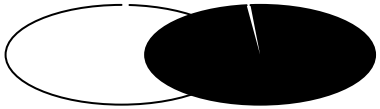
2	5	OUR SUB-COUNTY	NAME AND LOCATION OF OUR SUB-COUNTY	**Shading regions on the venn diagram** Define the venn diagram **Shade the different regions on the venn diagram.** Set A  Set B **A** **B** 	The learner, 1) Defines the Venn diagram 2) Shades the different regions 3)Differentiates the regions	The learner, Spells the words.	• Brain storming • Guided discussion • Explanation	• Shading • Drawing the region • Naming the regions	• Observation • Self awareness • Creative thinking	Balls	Basic Comprehensive bk 3 pg 11
3	1			**Set symbols** Name the set symbols ∪ - Union set ∩ - Intersection set = - Equal set	The learner, 1) Names the set symbols 2) Writes and draws set symbols 3) States the meaning of each set symbol	The learner, Reads, writes, spells and pronounces the words	• Guided discovery • Brain storming	• Naming • Writing • Drawing	• Self awareness • Creative thinking		Tr's own collection

	2		Physical features of our sub-county	• Revision on counting numbers from 0-99 • Counting in 2's , 10's and 5's from 10 -100	The learner, 1) Counts numbers 2) Writes the numbers 3) Fills in the numbers	The learner, Reads the words	• Brain storming • Guided discussion	Counting	• Awareness • Critical thinking	Sticks	

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3	3	OUR SUB-COUNTY	PHYSICAL FEATURES OF OUR SUB-COUNTY	**Numbers before, after and between. Examples** 1) What number is after 6? 6, 7 2) Given 24, 26, 27. Number before 26 is 24 Number after 26 is 27 Number between 27 is 26	The learner, 1) Identifies the numbers before, between and after.	The learner, Reads and spells the words	• Brain storming • Guided discussion	• Identifying the numbers • Recognising them	• Self awareness • Critical thinking	Cards	MK bk 3 pg 20
	4 & 5			**Arranging numbers in ascending and descending order.** **Examples** Arrange these in ascending order (from the smallest) 32, 24, 31, 30 24, 30, 31, 32 Arrange in descending oredr. 152, 157, 150, 158 158, 157, 152, 150	The learner, 1) Arranges the numbers in ascending and descending order 2) Counts	The learner, Reads the numbers correctly.	• Question and answer • Guided discussion	• Arranging the numbers • Counting correctly.	Self awareness		Tr's own collection

4	1			**Place values of numbers** **Define a place value** Examples are; T O 4 2 Ones Tens The place value of 4 is tens	The learner, 1) Defines the place values. 2) Writes the correct place values	The learner, Reads, pronounces and spells the words.	• Question and answer • Guided discovery	Arranging the numbers correctly.	• Self awareness • Critical thinking		MK bk 3 pg 22 Basic Comprehensive bk 3 pg 15

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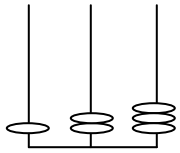
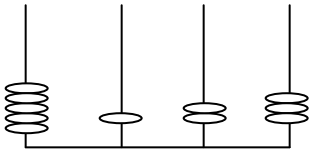
4	2	OUR SUB-COUNTY	PHYSICAL FEATURES OF OUR SUB-COUNTY	**Showing the place values using the abacus.** **Example** Which number is shown on the abacus? H T O  1 2 3 Show 5123 on the abacus. TH H T O  5 1 2 3	The learner, 1) Draws the abacus 2) Counts the beads correctly. 3) Shows the numbers on the abacus	The learner, Reads the words correctly.	• Question and answer • Brain storming • Explanation	• Drawing • Counting • Representing on the abacus	□ Self awareness	□ Abacus	MK bk 3 pg 22
	3			**Finding the values of numbers.** **Example** Find the value of 4 in 34 T O 3 4 Ones = 4 x 1 = 4 The value of 4 is 4.	The learner, 1) Finds the total value of the number 2)Identifies the difference between value and place value	The learner, Reads the words correctly.	• Question and answer • Brain storming	• Finding the value • Multiplying correctly.	• Self awareness • Creative thinking		
	4			**Writing and reading number names.** **Example** Write 362 in words. H T O 3 6 2	The learner, 1) Finds the place values correctly. 2) Arranges the	The learner, Reads, spells and pronounces the words correctly.	• Question and answer • Brain storming	• Reading • Writing • Arranging correctly. • Answering oral questions	• Creative thinking • Self awareness	• A chart • Cards	MK bk 3 pg 36

					numbers correctly.						

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		OUR SUB-COUNTY		300 – Three hundred 62 - Sixty two 362 – Three hundred sixty two						• A chart • Cards	MK bk 3 pg 36
4	5			**Writing number names as number symbols.** **Example** Write two hundred sixty four in figures. Two hundred – 200 Sixty two - + 64 264	The learner, 1) Finds the place values 2) Writes correct figures.	The learner, Spells and reads words correctly.	• Question and answer • Brain storming	• Naming • Writing	• Creative thinking • Self awareness		

5	1		PHYSICAL FEATURES OF OUR SUB-COUNTY	**Writing numbers in expanded form. Example** Expand 312 H T O 3 1 2 2 ones = 2 x 1 = 2 1 tens = 1 x 10 = 10 3 hundreds = 3 x 100 = 300 300 + 10 + 2 OR 3 hundreds + 1 tens + 2 ones (3 x 100) + (1 x 10) + (2 x 1)	The learner, 1) Writes the given number in expanded form. 2) Multiplies correctly. 3) Arranges the work according to its place values.	The learner, Reads and pronounces the words correctly.	• Guided discussion • Guided discovery	• Expanding • Multiplying • Arranging correctly	• Creative thinking • Self awareness		Basic Comprehensive bk 3 pg 19

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5	2	OUR SUB-COUNTY		**Finding the expanded number (short form)** Which number has been expanded? 700 + 40 + 8 H T O 7 0 0 4 0 + 8 7 4 8	The learner, 1) Arranges the numbers according to their place values	The learner, Reads the numbers correctly.	• Question & answer • Brain storming	• Arranging • Expanding • Answering oral questions	• Self awareness • Creative thinking	• A chart • Cards	Basic Comprehensive bk 3 pg 18

	3		PHYSICAL FEATURES OF OUR SUB-COUNTY	**Writing Roman numbers** Define them **Basic Roman Numerals** Hindu | 1 | 5 | 10 | 50 Romans | I | V | X | L 1 – I 6 - VI 2 – II 7 – VII 3 – III 8 – VIII 4 – IV 9 - IX	The learner, 1) Defines the Roman Numerals 2) Interprets the Roman Numerals 3) Names the types of Roman Numerals	The learner, Reads the numerals correctly.	• Question and answer • Guided discussion	• Interpreting the numerals • Naming the numerals			Basic Comprehensive bk 3 pg 20
	4			**Changing Hindu-Arabic numerals to Romans.** **Example** Expand and change to Romans 19 = 10 + 9 = X + IX = XIX 25 = 20 + 5 = XX + V = XXV Changing Romans to HinduArabic numerals. XV = X + V = 10 + 5 = 15	The learner, 1) Interprets the Roman Numerals 2) Writes the Roman Numerals correctly.	The learner, Pronounces the numbers	• Guided discovery • Brain storming	• Interpreting the Romans • Answering and reading correctly.	• Problem solving • Self awareness	A chart	Basic Comprehensive bk 3 pg 21

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5	5	LIVELIHOOD IN OUR SUB-COUNTY	OCCUPATION OF PEOPLE IN OUR SUB-COUNTY	**Addition of numbers of 213 digit numbers.** **Example** 2 + 4 = 6 3 6 + 1 2 = 4 8 3 1 + 4 0 = 7 1 Word problems	The learner, 1) Adds the numbers correctly 2) Counts the numbers.	The learner, Reads the numbers correctly.	• Brain storming • Guided discussion	• Adding • Counting • Reading	• Self awareness • Critical thinking	A chart	MK bk 3 pg 40 - 41
6	1			**Addition of 213 digit number with carrying.** a) 527 + 26 = 553 (0 - 7 + 6 = 13; T - 2 + 2 = 4 + 1) b) 637 + 105 = 742	The learner, 1) Adds the numbers correctly. 2) Arranges and carries the numbers correctly.						
	2			**Addition of word problems of 2 digit numbers.** **Example** Ali has 52 pens, Lillia has 69 pens. How many do they have altogether? Ali has - 52 pens Lillian has - + 69 pens 121 pens Altogether they have 121 pens.	The learner, 1) Arranges the numbers according to the place values. 2) Adds correctly. 3) Carries correctly.	The learner, Reads and interprets the word problems correctly.	• Brain storming • Guided discussion	• Interpreting • Adding • Answering oral questions	• Problem solving • Creative thinking	• Pens • Sticks	MK bk 3 pg 42 - 43

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6	3	LIVELIHOOD IN OUR SUB-COUNTY	OCCUPATION OF PEOPLE IN OUR SUB-COUNTY	**Addition of 213 digit with carrying** **Example** 1) 237 7 + 4 = 11 + 14 251 Write 1 under ones and carry 1 to tens. A farmer collects 362 eggs every Tuesday and 18 eggs every Thursday. How many eggs does he collect altogether? 362 eggs 2 + 8 = 10 + 118 eggs 480 eggs Write 0 under ones and 1 under tens. He collected 480 eggs altogether.	The learner, 1) Adds correctly. 2) Arranges the numbers correctly. 3) Counts the numbers.	The learner, Interprets the word problems correctly.	• Brain storming • Question and answer	• Adding • Interpreting • Arranging correctly.	• Problem solving • Self awareness • Critical thinking	• Pens • Sticks	MK bk 3 pg 45

	4			**Addition of 4 digit numbers. Example** 1) TH H T O 4 3 8 1 + 2 1 7 4 5 9 8 2) 6341 + 33 6374	The learner, 1) Adds correctly. 2) Arranges them correctly 3) Counts the numbers	The learner, Reads and pronounces the words.	• Guided discussion • Question and answer	• Adding • Reading • Answering oral questions	• Critical thinking • Self awarene ss		MK bk 3 pg 47

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6	5	LIVELIHOOD IN OUR SUB-COUNTY	OCCUPATION OF PEOPLE IN OUR SUB-COUNTY	**Subtraction withou borrowing and word problems. Example** T O T O 5 9 5 6 - 3 - 2 4 5 6 3 2 323 - 122 201 **Word problems Example** What is 23 minus 11? 23 - 11 12	The learner, 1) Subtracts the numbers correctly. 2) Arranges the numbers vertically.	The learner, Reads the numbers	• Guided discussion • Brain storming • Question and answer	• Subtracti ng • Arranging the numbers • Reading • Doing the exercises	• Problem solving • Critical thinking	• Pens • Stick s	MK bk 3 pg 48

7	1			**Subtraction of 2 digit numbers with borrowing and word problems.** **Example** a) 30 0 – 4 = impossible - 14 borrow 1 from 3 = 2 16 2 – 1 = 1 b) Reduce 82 by 47 82 2 – 7 = impossible - 47 borrow 1 from 8 = 7 35 12 – 7 = 5 7 – 4 = 3	The learner, 1) Subtracts the numbers 2) Arranges the numbers vertically	The learner, Reads the numbers	• Brain storming • Guided discovery	• Subtracting • Arranging numbers	• Problem solving • Critical thinking		MK bk 3 pg 50

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7	2			**Subtraction of 3 digit numbers and word problems** **Example** 230 0 -4 = Impossible - 14 borrow 1 from 3 =2 216 10 – 4 = 6 T – 2 – 1 = 1 H – 2 – 0 = 2 365 5 – 7 = Impossible - 237 borrow 128	The learner, 1) Subtracts the numbers 2) Arranges the umbers vertically	The learner, Reads the numbers	• Brain storming • Guided discovery	• Subtracting • Arranging numbers	• Problem solving • Critical thinking	• Pens • Sticks	MK bk 3 pg 50

	3	LIVELIHOOD IN OUR SUB-COUNTY	OCCUPATION OF PEOPLE IN OUR SUB-COUNTY	**Subtraction of 4 digit numbers.** **Example** 4820 0 – 1 = Imp - 651 1 from 1 4169								
	4	OUR ENVIRONMENT IN OUR SUB-COUNTY	SOIL	**Algebra** Finding the missing numbers by subtracting. **Example** Find the number [44] + 3 = 7 [ ] = 7 – 3 [ ] = 4 b) 4 + [5] = 9 [ ] = 9 - 4 [ ] = 5	The learner, 1) Subtracts the numbers correctly.	The learner, Reads the words and figures	• Guided discussion • Guided discovery	• Reading • Subtracting	• Self awareness • Critical thinking		MK bk 3 pg 193

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7	5	OUR ENVIRONMENT IN OUR SUB-COUNTY	SOIL	**Finding the missing numbers by adding** **Example** a) □ - 3 = 8 □ = 8 + 3 □ = 11 b) h – 2 = 20 h – 2 + 2 = 20 + 2 h = 22 OR h – 2 = 20 h = 20 + 2 h = 22	The learner, 1) Adds the numbers	The learner, Reads the numbers	• Guided discovery • Guided discussion • Brain storming	• Adding correctly • Answering oral questions	• Problem solving • Critical thinking	• Pens • Sticks	Basic Comprehensive bk 3 pg 52
8	1			**Length** • Define length • Non standard units of length are hand span • Materials used to measure length. • Filling in and comparing m & cm	The learner, 1) Defines 2) Mentions non standard units 3) Names the materials	The learner, Reads, pronounces and spells the words	• Guided discovery • Discussion • Brain storming	• Defining • Answering oral questions	• Problem solving • Critical thinking	□ Real objects	Basic Comprehensive bk 3 pg 63
	2			**Changing metres to centimetres.** When changing metres to centimetres we multiply by 100. Example Change 3m to cm 1m = 100 cm 3m = 100 x 3	The learner, 1) Multiplies the numbers 2) Arranges the numbers correctly	The learner, Reads the words correctly.	• Brain storming • Guided discussion • Question and answer	• Multiplying the questions • Answering oral questions	• Problem solving • Critical thinking		

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		OUR ENVIRONMENT IN OUR SUB-COUNTY	SOIL	100 x 3 300 cm 3m = 300 cm			□	□	□	□	Basic Comprehensive bk 3 pg 63
8	3			**Changing centimetres to metres.** When changing cm to metres we divide by 100 **Example** Change 200 cm to metres. 100 cm = 1m 200 cm = $\frac{200}{100}$ 200 ÷ 100 200cm = 2m	The learner, 1) Divides the numbers 2) Arranges the numbers	The learner, Reads the words	• Brain storming • Guided discussion	• Dividing the numbers • Answering oral questions	• Problem solving • Critical thinking	□ Real objects	
	4			**Addition of metres and centimetres** **Examples** a) Add 3m + 7m = 10m b) M CM 6 24 + 1 32 7 56	The learner, 1) Adds the length correctly 2) Counts correctly	The learner, Reads the numbers	• Guided discovery • Question and answer • Brain storming	• Adding • Counting • Reading	• Problem solving • Critical thinking		Basic Comprehensive bk 3 pg 65

	5			**Word problems of addition of length** **Example** Musa ate 2m 15cm of a sugarcane. Ali ate 3m 20cm of a sugarcane. Find the length both ate.	The learner, 1) Adds the length correctly. 2) Counts correctly.	The learner, Reads the numbers					

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			SOIL	M CM Musa 2 15 Ali + 3 20 Altogether 5 35			□	□	□	□ Real objects	
9	1			**Subtraction of length** **Example** M CM M CM 8 75 4 83 - 1 12 - 1 21 7 63 3 62	The learner, 1) Subtracts the numbers correctly. 2) Arranges the numbers correctly.	The learner, 1) Reads the numbers 2) Interprets the numbers	• Brain storming • Guided discussion	• Subtracting • Doing the written exercise • Answering oral questions	• Problem solving • Critical thinking		Basic Comprehensive bk 3 pg 66

	2	OUR ENVIRONMENT IN OUR SUB-COUNTY		**Word problems** **Key words:** minus, remain, reduce **Example** A trader had 7m 50cm of cloth. He sold 4m 10 cm of it. What length of cloth was left? M CM 7 50 - 4 10 3 40 He remained with 3m and 40 cm	The learner, 1) Subtracts the numbers correctly. 2) Arranges the numbers correctly.	The learner, Reads and interprets the numbers		• Subtracting • Doing the written exercise • Answering oral questions			
	3	OUR ENVIRONMENT AND WEATHER IN OUR SUB-COUNTY	AIR & SUN	**Measuring capacity** Define capacity **Examples of liquids** water, jik, milk **Examples of different containers.** e.g. bottles, jerrycans	The learner, 1) Defines 2) Names the liquids 3) Mentions the containers	The learner, Reads, spells and pronounces the words	• Brain storming • Guided discussion • Guided discovery	• Defining • Naming • Mentioning • Answering oral questions	• Critical thinking • Self awareness	• Pots • Bottles • Jerry can	Basic Comprehensive bk 3 pg 159

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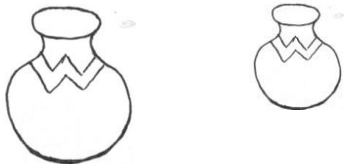
		OUR ENVIRONMENT AND WEATHER IN OUR SUB-COUNTY	AIR & SUN	**Comparing capacity** **A** **B**  Pot A has more water than pot B						
9	4			**Comparing containers in litres.** 1 litre = 2 half litres 2 litres = 2 + 2 = 4 half litres	The learner, 1) Compares the litres 2) Adding the litres	The learner, Reads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

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10	1		AIR & SUN	**Addition of litres** **Examples** Add 3 litres + 4 l = 7 litres 12 litres + 27 litres 39 litres Addition of litres and millilitres l ml 6 530 + 1 310 7 840	The learner, 1) Adds the units correctly 2) Arranges the units according to place values	The learner, Reads the units	• Brain storming • Guided discussion	• Adding • Answering the questions • Doing the work	• Problem solving • Critical thinking	• Pots • Bottles • Jerry can	Basic Comprehensive bk 3 pg 85
	2			**Word problems with capacity** **Example** Find the sum of 163 litres and 2333 litres 5163 litres + 2333 litres 7496 litres	The learner, 1) Adds correctly. 2) Arranges the units according to place values	The learner, Reads the units and word problems		• Adding • Arranging the units	• Problem solving • Critical thinking • Self awareness		Basic Comprehensive bk 3 pg 85

	3	OUR ENVIRONMENT AND WEATHER IN OUR SUB-COUNTY		**Subtraction of litres** **Example** 39 litres 7349 l - 25 litres - 112 l 14 litres 7237 l L ML 8 700 - 5 600 3 100	The learner, 1) Subtracts correctly 2) Arranges the units according to the place value.							Basic Comprehensive bk 3 pg 164

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10	4		AIR & SUN	**Word problems of subtraction of capacity** Keywords: remain, minus, difference What is the difference between 56 litres and 24 l 56 l - 24 l 32 l	The learner, 1) Subtracts the numbers correctly. 2) Arranges the units according to the place value	The learner, 1) Reads and interprets the word problems	• Guided discussion • Brain storming	Subtracting			MK bk 3 pg 165

	5	OUR ENVIRONMENT AND WEATHER IN OUR SUB-COUNTY		**Multiplication** Multiplying by 2. How many things make a pair? **Note:** 2 things/items make a pair. A pair of shoes A pair of stockings	The learner, 1) Multiplies by 2 2) Groups in twos 3) Counts properly.	The learner, Interprets the pairs correctly.	• Guided discussion • Brain storming • Guided discovery	• Multiplying • Grouping • Counting	• Accuracy • Problem solving • Reasoning	• Sticks • Bottle tops	MK bk 3 pg 55
11	1			**More multiplication of 2 digit numbers.** 10 0: 0 x 2 = 0 x 2 T: 1 X 2 = 2 20 13 0: 3x3 = 9 x 3 T: 1 X3 = 3 39	The learner, 1) Multiplies correctly and vertically	The learner Reads the numbers correctly.	• Guided discussion • Guided discovery	• Multiplying • Reading • Counting			MK bk 3 pg 56
	2			**Multiplying 2 digit number by carrying. T O** 2 4 O: 4 x 3 = 12 x 3 Write 2 under ones 7 2 and take 1 to tens. Place value 2 x 3 = 6 + 1 = 7	The learner, 1) Multiplies 2) Counts correctly 3) Regroups	The learner, Reads the numbers	• Guided discussion • Brain storming • Question and answer		• Problem solving • Reasoning • Critical thinking		MK bk 3 pg 57

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11	3	OUR ENVIRONMENT AND WEATHER IN OUR SUB-COUNTY	AIR & SUN	**Multiplication of 3 by 1 digit number.** **Example** 234 8 x 2 = 6 468 123 x 4 = 9 492 O: 4x2 = T: 3x2 H: 2x2 = 4 O: 3x4 = 12 T: 2x4 = 8 8 + 1 H: 1 x4 = 4	The learner, 1) Multiplies 2) Counts correctly 3) Regroups	The learner, Reads the numbers	• Guided discussion • Brain storming • Question and answer	• Multiplying • Reading • Counting	• Problem solving • Reasoning • Critical thinking	• Sticks • Bottle tops	MK bk 3 pg 57
	4			**Word problem with 2 digit numbers.** **Example** A car has 4 wheels. How many wheels are there on 20 cars? 1 car = 4 wheels 20 cars = 20 x 4 80 wheels **Multiplying using a numberline**	The learner, 1) Multiplies 2) Counts 3) Arranges the numbers.	The learner, Interprets the word problems	• Question and answer • Brain storming	• Multiplying • Counting • Reading	• Accuracy • Reasoning • Problem solving	□ A chart	Basic Comprehensive bk 3 pg 39
	5			**Division without remainder** **Example** 8 ÷ 4 = 2 16 ÷ 2 = 8 3 3 ⟌ 9	The learner, 1) Divides properly.	The learner, Reads the numbers	• Question and answer • Guided discussion • Guided discovery	□ Dividing	• Logical reasoning • Problem solving • Accuracy • Critical thinking	□	MK bk 3 pg 72

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11	6	OUR ENVIRONMENT AND WEATHER IN OUR SUB-COUNTY	AIR & SUN	**Division with a remainder Example** Divide: 8 ÷ 3 = 2 r 2 3 ⟌ 8 3 x 2 = - 6 2 8 ÷ 3 = 2 r 2	The learner, 1) Divides the number with a remainder 2) Writes the word remainder in short (r) after dividing	The learner, Reads the numbers	• Question and answer • Guided discussion • Guided discovery	□ Dividing	• Logical reasoning • Problem solving • Accuracy • Critical thinking	□ A chart	MK bk 3 pg 72
12	1			**Dividing a 2 digit number using long division. Example** Divide: 34 by 2 17 2 ⟌ 34 1x2 = -2 14 7x2 = -14 .. 3 ÷ 2 = 1 r 1 14 ÷ 2 = 7	The learner, 1) Divides using long division 2) Subtracts correctly 3) Multiplies	The learner, Reads the words	• Guided discussion • Guided discovery	• Sharing • Counting • Multiplying • Dividing • Answering oral questions	• Accuracy • Problem solving • Critical thinking • Reasoning	• Sticks • Balls	

	2			**Dividing with complex problems.** (Where 0 is the first number) Example Divide 12 by 2 06 2 ⌐ 12 1 ÷ 2 = 0 0x2= 0 12 ÷ 2 = 6 12 6x2= 12 ..							
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12	3	OUR ENVIRONMENT AND WEATHER IN OUR SUB-COUNTY	AIR & SUN	**Word problems with division. (long division)** **Example** Share, among Divide 18 bks among 3 boys 06 3 ⌐18 1 ÷ 3 = 0 0x3-0 18 ÷ 3 = 6 18 6x3 18 .. Each boy gets 6 bks	The learner, 1) Divides correctly 2) Subtracts 3) Multiplies correctly	The learner, Reads the statements and interprets the statements	• Brain storming • Question and answer	• Reading • Dividing • Interpreting • Subtracting • Multiplying • Answering oral questions	• Reasoning • Critical thinking • Problem solving • Accuracy	Counters	MK bk 3 pg 76