MATHEMATICS ACTIVITIES SCHEME OF WORK FOR GRADE 3 TERM 3

SCHOOL	GRADE	LEARNING AREA	TERM	YEAR
	3	MATHEMATICS ACTIVITIES	3	

Week	Lsn	Strand	Sub-strand	Specific learning outcomes	Key inquiry questions	Learning experiences	Learning resources	Assessment	Remarks
1	1	**Measurement**	Capacity	By the end of the lesson the learner should be able to add and subtract capacity in litres	What can we use to measure capacity?	Learners to add and subtract capacity in litres in real life situations	Containers Water Oxford mathematics activities learners book 3 page 124-125	Observation Written exercise Oral questions	
	2	**Measurement**	Capacity	By the end of the lesson the learner should be able to add and subtract capacity in litres	How can we solve word problems on capacity?	Learners to work out word problems that involves capacity in real life situations	Chalkboard Oxford mathematics activities learners book 3 page 126	Written questions Oral exercises	
	3	**Measurement**	Capacity	By the end of the lesson the learner should be able to add and subtract capacity in litres	How can you subtract capacity?	Learners to add and subtract capacity in litres in real life situations	Chalkboard Oxford mathematics activities learners book 3 page 127	Written exercise Oral question	
	4	**Measurement**	Capacity	By the end of the lesson the learner should be able to add and subtract capacity in litres	Can you work out the word problems on capacity?	Learners to work out word problems that involves capacity in real life situations	Chalkboard Oxford mathematics activities learners book 3 page 128	Written exercise Oral question	
	5	**Measurement**	Capacity	By the end of the lesson the learner should be able to work out mixed exercises on capacity	How can we work out problems on capacity?	Learners to add and subtract capacity in litres in real life situations	Chalkboard charts Oxford mathematics activities learners	Observation Written exercise	

							book 3 page 128		
2	1	**Measurement**	Time	By the end of the lesson the learner should be able to identify the minute as a unit of measuring time	How do we convert hours to minutes?	Learners to discuss the divisions on a clock face and what each division represents	Clock /watch Charts Oxford mathematics activities learners book 3 page 130	Observation Oral exercises Written exercises	
	2	**Measurement**	Time	By the end of the lesson the learner should be able to identify the minute as a unit of measuring time	How do you tell time by the hour?	Learners to read a clock face and tell their friends to read the time	Clock Charts Oxford mathematics activities learners book 3 page 131	Observation Oral exercise	
	3	**Measurement**	Time	By the end of the lesson the learner should be able to read and tell time using the digital clock	What is the time?	Learners in pairs/groups to read, tell and write time using ‘past’ and ‘to’ the hour	Clock Charts Oxford mathematics activities learners book 3 page 132	Observation Written exercises	
	4	**Measurement**	Time	By the end of the lesson the learner should be able to read and tell time using the digital clock	What is the time?	Learners in pairs/groups to read, tell and write time using ‘past’ and ‘to’ the hour	Clock Charts Oxford mathematics activities learners book 3 page 133	Observation Written exercises	
	5	**Measurement**	Time	By the end of the lesson the learner should be able to read and tell time using the digital clock	What is the time?	Learners in pairs/groups to read, tell and write time using ‘past’ and ‘to’ the hour	Clock Charts Oxford mathematics activities learners book 3 page 134	Observation Written exercises	
3	1	**Measurement**	Time	By the end of the lesson the learner should be able to write time using ’past’ and ‘to’ the hour	What is the time?	Learners in pairs/groups to read, tell and write time using ‘past’ and ‘to’	Clock Charts Oxford mathematics	Written exercises Observation	

						the hour	activities learners book 3 page 135		
	2	**Measurement**	Time	By the end of the lesson the learner should be able to read and write time using the digital clock	Can you read the time on the clock?	Learners to read and write time using the digital clock	Digital clock Work books Charts Oxford mathematics activities learners book 3 page 136	Observation Written exercise	
	3	**Measurement**	Time	By the end of the lesson the learner should be able to estimate time	What time do you take breakfast?	Learners to estimate the time they do they different activities	Digital clock Oxford mathematics activities learners book 3 page 138	Written exercise Oral exercise	
	4	**Measurement**	Time	By the end of the lesson the learner should be able to add and subtract time involving hours and minutes without conversation in real life situations	How do we add time?	Learners in pairs/groups to add and subtract time involving hours and minutes without conversion in real life situations	Oxford mathematics activities learners book 3 page 138	Written exercise Written exercise	
	5	**Measurement**	Time	By the end of the lesson the learner should be able to add and subtract time involving hours and minutes without conversation in real life situations	How do we subtract time?	Learners in pairs/groups to add and subtract time involving hours and minutes without conversion in real life situations	Oxford mathematics activities learners book 3 page 142	Oral exercise Written exercise	
4	1	**Measurement**	Money	By the end of the lesson the leaner should be able to identify Kenyan currency notes up to sh.1000	How much do you have?	Learners in pairs/groups to sort out Kenyan currency notes according to their values and features up to sh.1000	Shilling notes Oxford mathematics activities learners book 3 page 144	Written exercise Observation	

	2	**Measurement**	Money	By the end of the lesson the leaner should be able to identify Kenyan currency notes up to sh.1000	What is the total amount	Learners in pairs/groups to count money in different denominations up to sh.1000	Shilling notes Oxford mathematics activities learners book 3 page 146-147	Observation Oral exercises	
	3	**measurement**	Money	By the end of the lesson the leaner should be able to count money in all denominations up to sh.1000	What is the total amount of money?	Learners in pairs/groups to count money in different denominations up to sh.1000	Shilling notes Oxford mathematics activities learners book 3 page 147	Oral exercise Written exercises	
	4	**Measurement**	Money	By the end of the lesson the learner should be able to add and subtract money involving up to sh.1000	Can we add money?	Learners in pairs/groups to practice addition and subtraction of money in real life situations up to sh.1000	Shilling notes Oxford mathematics activities learners book 3 page 148	Written exercise	
	5	**Measurement**	Money	By the end of the lesson the learner should be able to add and subtract money involving up to sh.1000	How can we subtract money?	Learners in pairs/groups to practice addition and subtraction of money in real life situations up to sh.1000	Shilling notes Oxford mathematics activities learners book 3 page 149	Written exercise	
5	1	**Measurement**	Money	By the end of the lesson the learner should be able to carry out shopping activities involving change and balance	How much do you remain with?	Learners in pairs/groups to practice giving change and balance using limitation money up to sh.1000 in shopping activities	Shilling notes Oxford mathematics activities learners book 3 page 150	Oral exercise Written exercise	
	2	**Measurement**	Money	By the end of the lesson the learner should be able to carry out shopping activities involving change and balance	How much do you remain with?	Learners in pairs/groups to practice giving change and balance using limitation money up to sh.1000	Shilling notes Oxford mathematics activities learners book 3 page 151	Oral exercise Written exercise	

						in shopping activities			
	3	**Measurement**	Money	By the end of the lesson the learner should be able to relate money to goods and services up to sh.1000	What was your balance?	Learners in pairs/groups to practice giving change and balance using limitation money up to sh.1000 in shopping activities	Shilling notes Oxford mathematics activities learners book 3 page 153	Oral exercise Written exercise	
	4	**Measurement**	Money	By the end of the lesson the learner should be able to differentiate between needs and wants	What is the difference between a need and a want?	Learners in pairs/groups to classify needs and wants	Charts Oxford mathematics activities learners book 3 page 155	Written exercise Oral exercise	
	5	**Measurement**	Money	Learners in groups to appreciate spending and saving of money in the real-life situation	How do you save?	Learners in pairs/groups to classify needs and wants	Charts Oxford mathematics activities learners book 3 page 156	Written exercise Oral exercise	
6	1	**Geometry**	Position and direction	By the end of the lesson the learner should be able to move along a straight line from a point.	Can you move in a straight line?	Learners in pairs/ groups to move along a straight line from a given point.	Charts. Ropes Oxford mathematics activities learners book 3 page 158	Written exercise Oral exercise	
	2	**Geometry**	Position and direction	By the end of the lesson the learner should be able to turn to the right from a point.	Can you move to the right?	Learners in pairs/ groups to move straight along the outside of their classroom and then turn to the right.	Charts. Ropes Oxford mathematics activities learners book 3 page 159	Written exercise Oral exercise	
	3	**Geometry**	Position and direction	By the end of the lesson the learner should be able to turn to the left from a point.	Can you move straight and then to the left?	Learners in pairs/ groups to move straight along the outside of their classroom and then	Charts. Ropes Oxford mathematics activities learners	Written exercise Oral exercise	

						turn to the left.	book 3 page 160-161		
	4	**Geometry**	Position and direction	By the end of the lesson the learner should be able to turn to the left or right from a point.	What do you do when you get to a road junction?	Learners in pairs/ groups to move straight along the outside of their classroom and then turn to the left or right.	Charts. Ropes Oxford mathematics activities learners book 3 page 161	Written exercise Oral exercise	
	5	**Geometry**	Position and direction	By the end of the lesson the learner should be able to turn to the left or right from a point.	What do you do when you get to a road junction?	Learners to play digital games on movement.	Charts. Ropes Laptops Oxford mathematics activities learners book 3 page 162-163	Written exercise Oral exercise	
7	1	**Geometry**	Shapes	By the end of the lesson the learner should be able to sort different types of shapes.	Which shapes are these? How many shapes are green?	Learners to sort and group items of different shapes. Learners in pairs/ groups to discuss the types of lines making various types.	Charts. Cut-out shapes Oxford mathematics activities learners book 3 page 164	Written exercise Oral exercise	
	2	**Geometry**	Shapes	By the end of the lesson the leaner should be able to make patterns using different shapes.	Can you complete the pattern?	Learners to identify and name different shapes found in the school/class environment.	Charts. Cut-out shapes Oxford mathematics activities learners book 3 page 165	Oral exercise Written exercise	
	3	**Geometry**	Shapes	By the end of the lesson the leaner should be able to make patterns using different shapes.	How can we make patterns?	Learners to make different patterns using the five shapes	Charts. Cut-out shapes Oxford mathematics activities learners book 3 page 166	Oral exercise Written exercise Observation	

	4	**Geometry**	Shapes	By the end of the lesson the learner should be able appreciate making patterns involving rectangles, circles, triangles, ovals and squares	What shape can you draw?	Learners to in groups to make patterns, colour them and share with other groups	Charts. Cut-out shapes Oxford mathematics activities learners book 3 page 166	Oral exercise Written exercise Observation	
	5	**Geometry**	Shapes	By the end of the lesson the learner should be able to play digital games involving shapes and patterns	Which shape is this?	Learners in pairs/groups to play games that involves shapes and patterns	Laptops /tablets Playing cards	Observation Written exercise	
8	**ASSESMENT**								