GRADE THREE   **MATHEMATICS GRADE THREE TERM TWO YEAR 2018**

WEEK	LESSON	STRAND	SUB-STRAND	SPECIFIC LEARNING OUTCOMES	KEY ENQUIRY QUESTIONS	LEARNING EXPERIENCE	LEARNING RESOURCES	ASSESSMENT METHOD	REFLECTION
1	**PREPARATION**								
2	1 & 2	**Numbers**	Subtraction	By the end of the sub-strand, the learner should be able to: a) subtract up to 3- digit numbers without regrouping,	When do you regroup during subtraction?	Learners to work out subtraction of up to 3-digit numbers without regrouping in real life situations.	Realia Charts	Observation Oral Question Written Question	
	3 & 4	**Numbers**	Subtraction	By the end of the sub-strand, the learner should be able to: a) subtract up to 3- digit numbers without regrouping,	When do you regroup during subtraction?	Learners to work out subtraction of up to 3-digit numbers without regrouping in real life situations.	Realia Charts	Observation Oral Question Written Question	
	5	**Numbers**	Subtraction	By the end of the sub-strand, the learner should be able to: a) subtract up to 3- digit numbers without regrouping,	When do you regroup during subtraction?	Learners to work out subtraction of up to 3-digit numbers without regrouping in real life situations.	Realia Charts	Observation Oral Question Written Question	
3	1 & 2	**Numbers**	Subtraction	By the end of the sub-strand, the learner should be able to: a) subtract up to 3- digit numbers without regrouping,	When do you regroup during subtraction?	Learners to work out subtraction of up to 3-digit numbers without regrouping in real life situations.	Realia Charts	Observation Oral Question Written Question	
	3	**Numbers**	Subtraction	By the end of the sub-strand, the learner should be able to: a) subtract up to 3- digit numbers involving missing numbers with single	How do you identify the missing number in a number pattern?	Learners to work out missing numbers in subtraction of up to 3- digit numbers with	Realia Charts	Observation Oral Question Written Question	

				regrouping,		single regrouping using a variety of strategies such as number families.		
	4 & 5	**Numbers**	Subtraction	By the end of the sub-strand, the learner should be able to: a) subtract up to 3- digit numbers involving missing numbers with single regrouping,	How do you identify the missing number in a number pattern?	Learners to work out missing numbers in subtraction of up to 3- digit numbers with single regrouping using a variety of strategies such as number families.	Realia Charts	Observation Oral Question Written Question
4	1 & 2	**Numbers**	Subtraction	By the end of the sub-strand, the learner should be able to: a) subtract up to 3- digit numbers involving missing numbers with single regrouping,	How do you identify the missing number in a number pattern?	Learners to work out missing numbers in subtraction of up to 3- digit numbers with single regrouping using a variety of strategies such as number families.	Realia Charts	Observation Oral Question Written Question
	3	**Numbers**	Subtraction	By the end of the sub-strand, the learner should be able to: a) subtract up to 3- digit numbers involving missing numbers with single regrouping,	How do you identify the missing number in a number pattern?	Learners to play digital games involving subtraction.	Realia Charts	Observation Oral Question Written Question
	4 & 5	**Numbers**	Subtraction	By the end of the sub-strand, the learner should be able to: a) Work out missing numbers in number patterns	How do you identify the missing number in a number pattern?	Learners to discuss how to work out missing numbers in patterns involving	Realia Charts	Observation Oral Question Written Question

				involving subtraction up to 1000.		subtraction up to 1000.			
5	1 & 2	**Numbers**	Subtraction	By the end of the sub-strand, the learner should be able to: a) Work out missing numbers in number patterns involving subtraction up to 1000.	How do you identify the missing number in a number pattern?	Learners to discuss how to work out missing numbers in patterns involving subtraction up to 1000.	Realia Charts	Observation Oral Question Written Question	
	3 & 4	**Numbers**	Subtraction	By the end of the sub-strand, the learner should be able to: a) Work out missing numbers in number patterns involving subtraction up to 1000.	How do you identify the missing number in a number pattern?	Learners to discuss how to work out missing numbers in patterns involving subtraction up to 1000.	Realia Charts	Observation Oral Question Written Question	
	5	**Numbers**	Subtraction	By the end of the sub-strand, the learner should be able to: a) Work out missing numbers in number patterns involving subtraction up to 1000.	How do you identify the missing number in a number pattern?	Learners to discuss how to work out missing numbers in patterns involving subtraction up to 1000.	Realia Charts	Observation Oral Question Written Question	
6	1	**Numbers**	Multiplication	By the end of the sub-strand, the learner should be able to: multiply single digit numbers by numbers 1 & 2 in different contexts.	How can you work out multiplication using repeated addition?	Learners in pairs/groups to multiply single digit numbers by numbers1 & 2 using: a)groups of objects b)repeated addition	Realia Charts	Observation Oral Question Written Question	

	2	**Numbers**	Multiplication	By the end of the sub-strand, the learner should be able to: multiply single digit numbers by numbers 1 & 2 in different contexts.	How can we get the answer to a multiplication question using the multiplication table?	Learners in pairs/groups to multiply single digit numbers by numbers1 & 2 using: a)multiplication table.	Realia Charts	Observation Oral Question Written Question	
	3	**Numbers**	Multiplication	By the end of the sub-strand, the learner should be able to: multiply single digit numbers by numbers 3 & 4 in different contexts.	How can you work out multiplication using repeated addition?	Learners in pairs/groups to multiply single digit numbers by numbers 3 & 4 using: a)groups of objects b)repeated addition	Realia Charts	Observation Oral Question Written Question	
	4	**Numbers**	Multiplication	By the end of the sub-strand, the learner should be able to: multiply single digit numbers by numbers 3 & 4 in different contexts.	How can we get the answer to a multiplication question using the multiplication table?	Learners in pairs/groups to multiply single digit numbers by numbers3 & 4 using: a)multiplication table.	Realia Charts	Observation Oral Question Written Question	
	5	**Numbers**	Multiplication	By the end of the sub-strand, the learner should be able to: multiply single digit numbers by numbers 5 & 6 in different contexts.	How can you work out multiplication using repeated addition?	Learners in pairs/groups to multiply single digit numbers by numbers 5 & 6 using: a)groups of objects b)repeated addition	Realia Charts	Observation Oral Question Written Question	
6	1	**Numbers**	Multiplication	By the end of the sub-strand, the learner should be able to: multiply single digit numbers by numbers 5 & 6	How can we get the answer to a multiplication question using the multiplication	Learners in pairs/groups to multiply single digit numbers by numbers 5 & 6	Realia Charts	Observation Oral Question Written Question	

					in different contexts.	table?	using: a)multiplication table.		
	2	**Numbers**	Multiplication	By the end of the sub-strand, the learner should be able to: multiply single digit numbers by numbers 7 & 8 in different contexts.	How can you work out multiplication using repeated addition?	Learners in pairs/groups to multiply single digit numbers by numbers 7 & 8 using: a)groups of objects b)repeated addition	Realia Charts	Observation Oral Question Written Question	
	3	**Numbers**	Multiplication	By the end of the sub-strand, the learner should be able to: multiply single digit numbers by numbers 7 & 8 in different contexts.	How can we get the answer to a multiplication question using the multiplication table?	Learners in pairs/groups to multiply single digit numbers by numbers 7 & 8 using: a)multiplication table.	Realia Charts	Observation Oral Question Written Question	
	4	**Numbers**	Multiplication	By the end of the sub-strand, the learner should be able to: multiply single digit numbers by numbers 9 & 10 in different contexts.	How can you work out multiplication using repeated addition?	Learners in pairs/groups to multiply single digit numbers by numbers 9 & 10 using: a)groups of objects b)repeated addition	Realia Charts	Observation Oral Question Written Question	
	5	**Numbers**	Multiplication	By the end of the sub-strand, the learner should be able to: multiply single digit numbers by numbers 9 & 10 in different contexts.	How can we get the answer to a multiplication question using the multiplication table?	Learners in pairs/groups to multiply single digit numbers by numbers 9 & 10 using: a)multiplication table. Learners to play digital games	Realia Charts	Observation Oral Question Written Question	

						involving multiplication.		
7	1	**Numbers**	Division	By the end of the sub-strand, the learner should be able to: a) represent division as repeated subtraction up to 5 times,	How can we divide numbers using subtraction?	Learners to take away from a group a specific number of objects at a time until all are finished and then count the number of small groups formed.	Realia Charts	Observation Oral Question Written Question
	2	**Numbers**	Division	By the end of the sub-strand, the learner should be able to: a) represent division as repeated subtraction up to 5 times,	How can we divide numbers using subtraction?	Learners to take away from a group a specific number of objects at a time until all are finished and then count the number of small groups formed.	Realia Charts	Observation Oral Question Written Question
	3	**Numbers**	Division	By the end of the sub-strand, the learner should be able to: a) represent division as repeated subtraction up to 5 times,	How can we divide numbers using subtraction?	Learners to represent division as repeated subtraction up to 5 times.	Realia Charts	Observation Oral Question Written Question
	4	**Numbers**	Division	By the end of the sub-strand, the learner should be able to: a) represent division as repeated subtraction up to 5 times,	How can we divide numbers using subtraction?	Learners to represent division as repeated subtraction up to 5 times.	Realia Charts	Observation Oral Question Written Question
	5	**Numbers**	Division	By the end of the sub-strand, the learner should be able to:	How can we use the multiplication table to work out	Learners to discuss the relationship	Realia Charts	Observation Oral Question

				a)show relationship between multiplication and division using mathematical sentences up to 9×10 = 90.	division questions?	between division and multiplication using the multiplication table.		Written Question
8	1	**Numbers**	Division	By the end of the sub-strand, the learner should be able to: a)show relationship between multiplication and division using mathematical sentences up to 9×10 = 90.	How can we use the multiplication table to work out division questions?	Learners to discuss the relationship between division and multiplication using the multiplication table.	Realia Charts	Observation Oral Question Written Question
	2	**Numbers**	Division	By the end of the sub-strand, the learner should be able to: a)show relationship between multiplication and division using mathematical sentences up to 9×10 = 90.	How can we use the multiplication table to work out division questions?	Learners in pairs/ groups to practice how to divide numbers related to multiplication of up to $9 \times 10 = 90.$ Learners to play digital games involving division.	Realia Charts	Observation Oral Question Written Question
	3	**Numbers**	Division	By the end of the sub-strand, the learner should be able to: a)show relationship between multiplication and division using mathematical sentences up to 9×10 = 90.	How can we use the multiplication table to work out division questions?	Learners in pairs/ groups to practice how to divide numbers related to multiplication of up to $9 \times 10 = 90.$ Learners to play digital games involving division.	Realia Charts	Observation Oral Question Written Question

	4	**Measurement**	Length	By the end of the sub-strand, the learner should be able to: a) measure length in metres,	How do you measure the chalkboard using a metre stick?	Learners in pairs/groups to use metre sticks to measure various distances and record their results.	Realia Charts	Observation Oral Question Written Question	
	5	**Measurement**	Length	By the end of the sub-strand, the learner should be able to: a) measure length in metres,	How do you measure the chalkboard using a metre stick?	Learners to prepare 5 metres long strings with knots at intervals of one metre to measure long distances.	Realia Charts	Observation Oral Question Written Question	
9	1	**Measurement**	Length	By the end of the sub-strand, the learner should be able to: a) add and subtract length in metres,	How do you get the total length in metres of the 4 classroom walls?	Learners in groups to measure the lengths of the 4 walls in their classroom and add the lengths.	Realia Charts	Observation Oral Question Written Question	
	2	**Measurement**	Length	By the end of the sub-strand, the learner should be able to: a) add and subtract length in metres,	How do you get the difference in of the chalkboard and the wall it is fixed.	Learners to measure the length of the chalkboard and the wall it is fixed and work out the difference in length. Learners to work out questions involving addition and subtraction of length in metres based on real life situations.	Realia Charts	Observation Oral Question Written Question	
	3	**Measurement**	Length	By the end of the sub-	How do you	Learners in	Realia	Observation	

				strand, the learner should be able to: a) estimate length up to 20 metres.	measure the distance between the flag post and the staffroom using a 5 metres long string?	pairs/groups to estimate distances around the school up to 20 metres and measure to confirm. Learners to take videos of others measuring length then playback and discuss.	Charts	Oral Question Written Question	
	4	**Measurement**	Length	By the end of the sub-strand, the learner should be able to: a) estimate length up to 20 metres.	How do you measure the distance between the flag post and the staffroom using a 5 metres long string?	Learners in pairs/groups to estimate distances around the school up to 20 metres and measure to confirm. Learners to take videos of others measuring length then playback and discuss.	Realia Charts	Observation Oral Question Written Question	
	5	**Measurement**	Mass	By the end of the sub-strand, the learner should be able to: a) measure mass in kilograms,	How can you make a 1kg mass using a beam balance?	Learners to measure mass in kilograms using a beam balance.	Realia Charts	Observation Oral Question Written Question	
10	1	**Measurement**	Mass	By the end of the sub-strand, the learner should be able to: a) measure mass in kilograms,	How can you make a 1kg mass using a beam balance?	Learners to make masses of 1kg using sand/ soil by measuring against the kilogram standard unit.	Realia Charts	Observation Oral Question Written Question	
	2	**Measurement**	Mass	By the end of the sub-strand, the learner should be able to:	How can you make a 1kg mass using a beam balance?	Learners to add and subtract mass in kilograms in	Realia Charts	Observation Oral Question	

				a) add and subtract mass in kilograms,		real life situations.		Written Question
	3	**Measurement**	Mass	By the end of the sub-strand, the learner should be able to: a) add and subtract mass in kilograms,	How can you make a 1kg mass using a beam balance?	Learners to use a 5kg mass to compare other masses.	Realia Charts	Observation Oral Question Written Question
	4	**Measurement**	Mass	By the end of the sub-strand, the learner should be able to: a) estimate mass up to 5 kilograms.	How can you make a 1kg mass using a beam balance?	Learners to estimate mass up to 5kg and measure to confirm.	Realia Charts	Observation Oral Question Written Question
	5	**Measurement**	Mass	By the end of the sub-strand, the learner should be able to: a) estimate mass up to 5 kilograms.	How can you make a 1kg mass using a beam balance?	Learners to estimate mass up to 5kg and measure to confirm. Learners to play digital games involving mass.	Realia Charts	Observation Oral Question Written Question
11	1	**Measurement**	Capacity	By the end of the sub-strand, the learner should be able to: a) measure capacity in litres,	What can we use to measure capacity?	Learners in pairs/groups measure capacity of different containers in litres.	Realia Charts	Observation Oral Question Written Question
	2	**Measurement**	Capacity	By the end of the sub-strand, the learner should be able to: a) measure capacity in litres,	What can we use to measure capacity?	Learners in pairs/groups measure capacity of different containers in	Realia Charts	Observation Oral Question Written Question

						litres.		
	3	**Measurement**	Capacity	By the end of the sub-strand, the learner should be able to: a) 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.	Realia Charts	Observation Oral Question Written Question
	4	**Measurement**	Capacity	By the end of the sub-strand, the learner should be able to: a) 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.	Realia Charts	Observation Oral Question Written Question
	5	**Measurement**	Capacity	By the end of the sub-strand, the learner should be able to: a) 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.	Realia Charts	Observation Oral Question Written Question
12	1 & 2	**Measurement**	Capacity	By the end of the sub-strand, the learner should be able to: a) estimate capacity up to 5 litres.	What can we use to measure capacity?	Learners to estimate capacity up to 5 litres and measure to confirm.	Realia Charts	Observation Oral Question Written Question
	3	**Measurement**	Capacity	By the end of the sub-strand, the learner should be able to: a) estimate capacity up to 5 litres.	What can we use to measure capacity?	Learners to estimate capacity up to 5 litres and measure to confirm. Learners play digital games involving capacity.	Realia Charts	Observation Oral Question Written Question

	4	**Measurement**	Time	By the end of the sub-strand, the learner should be able to: a) 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.	Realia Charts	Observation Oral Question Written Question	
	5	**Measurement**	Time	By the end of the sub-strand, the learner should be able to: a) 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.	Realia Charts	Observation Oral Question Written Question	
13	1 & 2	**Measurement**	Time	By the end of the sub-strand, the learner should be able to: b) read and tell time using the digital clock,	How do we convert hours to minutes?	Learners to read time on a digital clock	Realia Charts	Observation Oral Question Written Question	
	3	**Measurement**	Time	By the end of the sub-strand, the learner should be able to: b) read and tell time using the digital clock,	How do we convert hours to minutes?	Learners in pairs/groups to discuss the relationship between hours and minutes using a clock face.	Realia Charts	Observation Oral Question Written Question	
	4 & 5	**Measurement**	Time	By the end of the sub-strand, the learner should be able to: c)read and tell time using 'past' and 'to' the hour using the clock face, d)write time using 'past' and 'to' the hour,	How do we convert hours to minutes?	Learners in pairs/groups to read, tell and write time using 'past' and 'to' the hour.	Realia Charts	Observation Oral Question Written Question	
14		**C.A.T**							