**MATHEMATICS ACTIVITIES SCHEME OF WORK FOR GRADE 3 TERM 3**

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| **SCHOOL** | **GRADE** | **LEARNING AREA** | **TERM** | **YEAR** |
|  | 3 | MATHEMATICS ACTIVITIES | 3 |  |

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| **W**  **e e**  **k** | **L**  **s n** | **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 |  |

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|  |  |  |  |  |  |  | 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 |  |

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|  |  |  |  |  |  | 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 |  |

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|  | 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 |  |

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|  |  |  |  |  |  | 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 |  |

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|  |  |  |  |  |  | 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 |  |

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|  | 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** | | | | | | | | |