# Grade 3 Mathematics

## Term 1 - 53 complete lesson plans

Ready to teach, in the KICD lesson-plan format | 30-minute lessons | PDF and editable Word

### ABOUT THIS PACK

53 complete, ready-to-teach Grade 3 Mathematics lesson plans for Term 1, covering number activities, whole numbers and addition.

### TOPICS IN THIS PACK

| Topic | Name | Lessons |
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| 1.1 | Number Activities | 8 |
| 1.2 | Whole Numbers | 20 |
| 1.3 | Addition | 25 |

### INSIDE EVERY LESSON PLAN

- The specific learning outcomes, key inquiry question, core competencies, values and PCIs, and the resources needed.
- A timed lesson flow: what the teacher does and what the learners do, from introduction to summary.
- The key content (a worked example, notes or a practical with its expected results), then four practice questions with the answers for the teacher.
- The common mistake to watch for, and ideas for learners who need support and for those ready for more.
- A four-level CBC assessment rubric (EE, ME, AE, BE), homework, and a blank reflection space to fill in after teaching.

### A TASTE OF LESSON 1

**Ordering objects from the smallest to the largest**

By the end of the lesson, the learner should be able to arrange real objects from the smallest to the largest

> **From small to big**
> Each group collects five stones of different sizes from the school compound.
> Put the smallest stone on the left. Find the next smallest and put it next to it. Go on until the largest stone is on the right.

You also receive this pack as an editable Word file, so you can change any lesson to suit your class before you print it. Lessons follow the order of the KICD curriculum design.

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# Ordering objects from the smallest to the largest

Strand 1.0 Numbers > Sub-strand 1.1 Number Activities | Lesson 1 of 8 | 30 minutes

| SCHOOL | TEACHER | DATE |
|---|---|---|
| CLASS / STREAM | TIME | ROLL (B / G) |

## SPECIFIC LEARNING OUTCOME(S)

By the end of the lesson, the learner should be able to arrange real objects from the smallest to the largest

## KEY INQUIRY QUESTION(S)

- How do we tell our positions in a competition?

## CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

| | | |
|---|---|---|
| COMPETENCY | **Communication and collaboration** | Learners explain their thinking to a partner and report their findings to the group. |
| COMPETENCY | **Digital literacy** | Learners use a phone, tablet or the class computer to explore or check the idea. |
| VALUE | **Integrity** | Learners record their own honest results and mark work truthfully. |
| VALUE | **Unity** | Learners share materials fairly and work as one team. |
| PCI | **Sports and games** | Developed through the activities in this lesson. |
| PCI | **Friendship formation** | Developed through the activities in this lesson. |

## LEARNING RESOURCES

Objects of different sizes: stones, sticks, leaves, bottle tops, books | Position cards 1st to 20th and word cards first to twentieth | A whistle and a marked running track or open field | A tablet or phone with a number game (where available)

## ORGANISATION OF LEARNING

Whole class for the introduction and the summary; pairs or groups of four to five for guided practice; individual work for the independent tasks.

## KEY WORDS

smallest | largest | order | position | first | second | third | twentieth | before | after

## THE LESSON AT A GLANCE

| Introduction | Teacher models | Guided practice | On their own | Wrap-up |
|---|---|---|---|---|
| 4 min | 7 min | 8 min | 7 min | 4 min |

## LESSON FLOW

| Stage | Minutes | The teacher | The learners |
|---|---|---|---|
| **Introduction** | 4 | Greet the class and ask: "Hold up a small stone and a big stone. Which one is bigger?" Take two or three answers, link them to earlier work, then state today's outcome. | Answer the starter question, recall what they already know and read the outcome aloud. |
| **Step 1: Teacher models** | 7 | Take learners through "From small to big" (learning activity on the next page), explaining as you go. Use objects of different sizes: stones, sticks, leaves, bottle tops, books, position cards 1st to 20th and word cards first to twentieth, a whistle and a marked running track or open field. Ask learners to predict what comes next before you show it. | Watch, predict the next step, ask questions and note the key steps in their exercise books. |
| **Step 2: Guided practice** | 8 | Give questions 1 and 2. Move round the groups, ask "How do you know?" and correct errors kindly on the spot. | Work in pairs or small groups, explain each step to a partner and check one another's answers. |
| **Step 3: Independent practice** | 7 | Set questions 3 and 4 for individual work. Mark as you walk round and note who needs help in the next lesson. | Work on their own, then swap books with a partner to check. |
| **Summary and conclusion** | 4 | Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "Which object comes last when we order from the smallest?" | Say the key idea in their own words and answer the exit question in the exercise book. |

## LEARNING ACTIVITY

**From small to big**

Each group collects five stones of different sizes from the school compound.

Put the smallest stone on the left. Find the next smallest and put it next to it. Go on until the largest stone is on the right.

Check: every stone is bigger than the one before it.

## PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

| No. | Question | Answer |
|---|---|---|
| 1 | Arrange three sticks from the shortest to the longest. | **Learner lays the sticks with the shortest first** |
| 2 | A pencil, a ruler and a chalk: which is the smallest? | **Usually the chalk (answers depend on the objects)** |
| 3 | Put four leaves in order from the smallest to the largest. | **Learner arranges the leaves correctly** |
| 4 | Which object comes last when we order from the smallest? | **The largest one** |

## WATCH OUT FOR

Learners look at one end only. Line the objects up at the same starting line before comparing.

## ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

| Level | What the learner can do |
|---|---|
| **Exceeds expectations (EE)** | Can arrange real objects from the smallest to the largest confidently and accurately, explain the method used, and apply the idea to new or unfamiliar problems. |
| **Meets expectations (ME)** | Can arrange real objects from the smallest to the largest accurately in familiar situations; notices and corrects slips without help. |
| **Approaches expectations (AE)** | Can partly arrange real objects from the smallest to the largest, or does so with prompts from the teacher or a partner; makes some errors. |
| **Below expectations (BE)** | Cannot yet arrange real objects from the smallest to the largest without direct help; needs the idea taught again with concrete objects. |

## SUPPORT AND EXTENSION

| | |
|---|---|
| **Learners who need support** | Order two objects first, then three. |
| **Learners ready for more** | Order six bottle tops and containers by size and draw them in order. (Answer: Drawing shows the objects from the smallest to the largest) |
| **Inclusion** | Seat learners with low vision near the board and read aloud whatever you write; use large, clear, tactile materials; allow extra time; pair with a patient partner; use gestures or Kenyan Sign Language for the key words. |

## HOMEWORK AND FOLLOW-UP

Redo questions 3 and 4 neatly in the exercise book. Then tell someone at home what you learned about "ordering objects from the smallest to the largest" and bring one question of your own to ask next lesson.

## TEACHER SELF-CHECK

- Did every learner get a turn to handle materials or explain their thinking?
- Did most learners meet the outcome? Write down the names of those who did not.
- Was the pace right — did any step take too long or too short a time?
- Which competency and value did I see learners showing?
- What will I change the next time I teach this lesson?

## REFLECTION ON THE LESSON / SELF-REMARKS

Write this after teaching - what worked, what to change, which learners need follow-up.

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# Ordering objects from the largest to the smallest

Strand 1.0 Numbers > Sub-strand 1.1 Number Activities | Lesson 2 of 8 | 30 minutes

| SCHOOL | TEACHER | DATE |
|---|---|---|
| CLASS / STREAM | TIME | ROLL (B / G) |

## SPECIFIC LEARNING OUTCOME(S)

By the end of the lesson, the learner should be able to arrange objects from the largest to the smallest and explain the order

## KEY INQUIRY QUESTION(S)

- How do we tell our positions in a competition?

## CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

| | | |
|---|---|---|
| COMPETENCY | **Communication and collaboration** | Learners explain their thinking to a partner and report their findings to the group. |
| COMPETENCY | **Digital literacy** | Learners use a phone, tablet or the class computer to explore or check the idea. |
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## LEARNING RESOURCES

Objects of different sizes: stones, sticks, leaves, bottle tops, books | Position cards 1st to 20th and word cards first to twentieth | A whistle and a marked running track or open field | A tablet or phone with a number game (where available)

## ORGANISATION OF LEARNING

Whole class for the introduction and the summary; pairs or groups of four to five for guided practice; individual work for the independent tasks.

## KEY WORDS

smallest | largest | order | position | first | second | third | twentieth | before | after

## THE LESSON AT A GLANCE

| Introduction | Teacher models | Guided practice | On their own | Wrap-up |
|---|---|---|---|---|
| 4 min | 7 min | 8 min | 7 min | 4 min |

## LESSON FLOW

| Stage | Minutes | The teacher | The learners |
|---|---|---|---|
| **Introduction** | 4 | Greet the class and ask: "Line up three learners from the tallest to the shortest." Take two or three answers, link them to earlier work, then state today's outcome. | Answer the starter question, recall what they already know and read the outcome aloud. |
| **Step 1: Teacher models** | 7 | Take learners through "From big to small" (learning activity on the next page), explaining as you go. Use objects of different sizes: stones, sticks, leaves, bottle tops, books, position cards 1st to 20th and word cards first to twentieth, a whistle and a marked running track or open field. Ask learners to predict what comes next before you show it. | Watch, predict the next step, ask questions and note the key steps in their exercise books. |
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| **Summary and conclusion** | 4 | Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "When ordering from the largest, which object is last?" | Say the key idea in their own words and answer the exit question in the exercise book. |

## LEARNING ACTIVITY

**From big to small**

Collect five books of different sizes.

Start with the largest book. Then choose the largest of the books that are left. Go on until the smallest book is last.

Say the order: largest, then smaller, then smaller, then the smallest.

## PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

| No. | Question | Answer |
|---|---|---|
| 1 | Order three containers from the largest to the smallest. | **Learner puts the largest first** |
| 2 | A mango, a bean and an orange: which comes first from the largest? | **Usually the mango or the orange, whichever is bigger; the bean is last** |
| 3 | Arrange five sticks from the longest to the shortest. | **Learner arranges correctly** |
| 4 | When ordering from the largest, which object is last? | **The smallest one** |