Grade 3 Mathematics

Term 2 - 48 complete lesson plans

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

ABOUT THIS PACK

48 complete, ready-to-teach Grade 3 Mathematics lesson plans for Term 2, covering subtraction, multiplication, division and fractions.

TOPICS IN THIS PACK

Topic	Name	Lessons
1.4	Subtraction	20
1.5	Multiplication	10
1.6	Division	8
1.7	Fractions	10

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

Taking away a 1-digit number from a 3-digit number

By the end of the lesson, the learner should be able to take away ones from a 3-digit number using place value tins

> **348 - 5**
> Show 348 in the tins: H 3, T 4, O 8.
> Take 5 counters out of the ones tin: 3 ones are left.

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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Taking away a 1-digit number from a 3-digit number

Strand 1.0 Numbers > Sub-strand 1.4 Subtraction | Lesson 1 of 20 | 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 take away ones from a 3-digit number using place value tins

KEY INQUIRY QUESTION(S)

- When do you regroup during subtraction?
- How do you identify the missing number in a number pattern involving subtraction?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Digital literacy**	Learners use a phone, tablet or the class computer to explore or check the idea.
COMPETENCY	**Creativity and imagination**	Learners make up their own examples, patterns or ways of showing the idea.
VALUE	**Unity**	Learners share materials fairly and work as one team.
VALUE	**Respect**	Learners listen while others explain and accept correction politely.
PCI	**Problem-solving skills**	Developed through the activities in this lesson.

LEARNING RESOURCES

Place value tins or pockets and an abacus (improvised) | Sticks in bundles of 10 and 100 | A place value chart and number cards | Dice | A tablet or phone with a subtraction 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

subtract | take away | minus | difference | left | remain | regroup | borrow | how many more

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: "I had 8 sweets and gave away 3. How many are left?" 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	Work through the worked example on the next page, thinking aloud. Use place value tins or pockets and an abacus (improvised), sticks in bundles of 10 and 100, a place value chart and number cards. Ask learners to predict each step 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: "465 - 3"	Say the key idea in their own words and answer the exit question in the exercise book.

WORKED EXAMPLE

348 - 5
Show 348 in the tins: H 3, T 4, O 8.
Take 5 counters out of the ones tin: 3 ones are left.
Read the tins: 343. So 348 - 5 = 343.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	279 - 6	**273**
2	586 - 4	**582**
3	937 - 7	**930**
4	465 - 3	**462**

WATCH OUT FOR

Learners take the 5 from the hundreds. Ones come out of the ones tin.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

Level	What the learner can do
Exceeds expectations (EE)	Can take away ones from a 3-digit number using place value tins confidently and accurately, explain the method used, and apply the idea to new or unfamiliar problems.
Meets expectations (ME)	Can take away ones from a 3-digit number using place value tins accurately in familiar situations; notices and corrects slips without help.
Approaches expectations (AE)	Can partly take away ones from a 3-digit number using place value tins, or does so with prompts from the teacher or a partner; makes some errors.
Below expectations (BE)	Cannot yet take away ones from a 3-digit number using place value tins without direct help; needs the idea taught again with concrete objects.

SUPPORT AND EXTENSION

Learners who need support	Count back in ones on the number line.
Learners ready for more	A tray had 768 eggs. 5 broke. How many good eggs are left? (Answer: 763 eggs)
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 "taking away a 1-digit number from a 3-digit number" 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.

ELIMU254

Taking away a 2-digit number on the abacus

Strand 1.0 Numbers > Sub-strand 1.4 Subtraction | Lesson 2 of 20 | 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 subtract a 2-digit number from a 3-digit number without regrouping using the abacus

KEY INQUIRY QUESTION(S)

- When do you regroup during subtraction?
- How do you identify the missing number in a number pattern involving subtraction?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Digital literacy**	Learners use a phone, tablet or the class computer to explore or check the idea.
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KEY WORDS

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THE LESSON AT A GLANCE

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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: "Show 35 on the abacus. How many tens and ones?" 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	Work through the worked example on the next page, thinking aloud. Use place value tins or pockets and an abacus (improvised), sticks in bundles of 10 and 100, a place value chart and number cards. Ask learners to predict each step before you show it.	Watch, predict the next step, ask questions and note the key steps in their exercise books.
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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: "745 - 40"	Say the key idea in their own words and answer the exit question in the exercise book.

WORKED EXAMPLE

568 - 35
Show 568 on the abacus: 5 hundreds, 6 tens, 8 ones.
Take away 5 beads from the ones rod (3 left) and 3 beads from the tens rod (3 left).
Read: 5 hundreds, 3 tens, 3 ones. So 568 - 35 = 533.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	476 - 24	**452**
2	659 - 37	**622**
3	898 - 56	**842**
4	745 - 40	**705**

WATCH OUT FOR

Learners take the tens digit from the ones rod. Say the place before removing beads.