Grade 3 Mathematics

Term 3 - 49 complete lesson plans

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

ABOUT THIS PACK

49 complete, ready-to-teach Grade 3 Mathematics lesson plans for Term 3, covering length, mass, capacity, time, money, position and direction and shapes.

TOPICS IN THIS PACK

Topic	Name	Lessons
2.1	Length	6
2.2	Mass	6
2.3	Capacity	8
2.4	Time	10
2.5	Money	10
3.1	Position and Direction	5
3.2	Shapes	4

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.

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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ELIMU254

Measuring with a metre stick

Strand 2.0 Measurement > Sub-strand 2.1 Length | Lesson 1 of 6 | 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 measure lengths in the classroom in metres with a metre stick and record them

KEY INQUIRY QUESTION(S)

- How can the length of a chalkboard be measured using a metre stick?
- How can the distance between the flag post and the staffroom be measured using a 5 metres long string?

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	**Critical thinking and problem-solving**	Learners choose a method, check their answers and give reasons for their choices.
VALUE	**Unity**	Learners share materials fairly and work as one team.
PCI	**Self-efficacy**	Developed through the activities in this lesson.
PCI	**Social cohesion**	Learners work in harmony, include everyone and settle differences peacefully.

LEARNING RESOURCES

Metre sticks (or improvised 1 m sticks cut and checked by the teacher) | A 5-metre string with a knot at every metre | Chalk to mark start and end points | A phone or tablet to record videos (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

length | distance | metre | m | metre stick | longer | shorter | estimate | difference

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: "How can the length of a chalkboard be measured using a metre stick?" 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 "Metre by metre" (learning activity on the next page), explaining as you go. Use metre sticks (or improvised 1 m sticks cut and checked by the teacher), a 5-metre string with a knot at every metre, chalk to mark start and end points. 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: "Measure the length of the classroom. Record it."	Say the key idea in their own words and answer the exit question in the exercise book.

LEARNING ACTIVITY

Metre by metre

Hold the metre stick at one end of the chalkboard. Mark the other end of the stick with chalk.

Move the stick so its start touches the mark. Count each move: 1 metre, 2 metres, 3 metres.

Record: The chalkboard is about 3 metres long (3 m). One learner holds, one marks, one counts and one records.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Measure the length of the classroom door space. Record it.	**Answers will vary; about 1 m**
2	Measure the length of the teacher's table.	**Answers will vary; about 1 m or 2 m**
3	What is the short way of writing "metre"?	**m**
4	Measure the length of the classroom. Record it.	**Answers will vary; for example 7 m**

WATCH OUT FOR

Learners leave gaps or overlap the stick. Put the start of the stick exactly on the chalk mark each time.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Measure a short distance (2 or 3 m) together first.
Learners ready for more	Find something in the classroom that is about 1 metre long. (Answer: Answers will vary; for example a window, a desk)
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 "measuring with a metre stick" 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.

Measuring long distances with a 5-metre string

Strand 2.0 Measurement > Sub-strand 2.1 Length | Lesson 2 of 6 | 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 make and use a knotted 5-metre string to measure distances outside

KEY INQUIRY QUESTION(S)

- How can the length of a chalkboard be measured using a metre stick?
- How can the distance between the flag post and the staffroom be measured using a 5 metres long string?

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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ORGANISATION OF LEARNING

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KEY WORDS

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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: "How can the distance between the flag post and the staffroom be measured using a 5 metres long string?" 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 "Knotted string (outside, away from the road)" (learning activity on the next page), explaining as you go. Use metre sticks (or improvised 1 m sticks cut and checked by the teacher), a 5-metre string with a knot at every metre, chalk to mark start and end points. 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: "Why do we hold the string tight?"	Say the key idea in their own words and answer the exit question in the exercise book.

LEARNING ACTIVITY

Knotted string (outside, away from the road)

Lay a string along a metre stick five times and tie a knot at the end of every metre: a 5-metre string.

One learner holds the string at the flag post; another walks it out tight towards the staffroom. Count the knots: 5 m. Mark the end, move the string and carry on: 5 m, 10 m, then count the extra knots, for example 10 m and 3 m more makes 13 m.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	How many knots show 1 metre each on a 5-metre string?	**5**
2	The string was laid out 2 full times. How far is that?	**10 m**
3	Measure from our classroom door to the next classroom door.	**Answers will vary**
4	Why do we hold the string tight?	**A loose string gives a wrong, shorter reading**