Week:1st

Class: primary 3

Topic: Division

Behavioural objectives:At the end of the lessonPupils should be able to:
1. divide whole number not exceeding 48, by 2,3,4,5 and 6 without remainder.
2. express whole not exceeding 48 as product of factors.
1Instructional material/Reference material: Textbook, charts and pictures.

Building Background /connection to prior knowledge : pupils are familiar with the topic.

Content:

Division

1. Division of whole numbers not exceeding 48 by 2, 3, 4, 5and 6 without remainder.

Examples:

25÷5=5

10÷ 2=5

36÷ 3=12

15÷ 5=3

16 ÷4=4
2. Factors of whole number not exceeding 48.1

Examples:

List the factors of the following numbers:

12=1,2,3,4,6 and 12

27=1,3,9and 27

24=1,2,3,4,6,8,12and 24

35=1, 5, 7and 35

28=1,2,4,7,14and28

Evaluation: Teacher ask Pupils questions as regards the topic.

Week:2nd

Class: primary 3

Topic: Division

Behavioural objectives: By the end of the topic Pupils should be able to:
1. find a missing factor in a given numbers.
2. distinguish between multiples and factors
3. carryout correct division in everyday activities.
2Instructional material/Reference material: Textbook, charts and pictures.

Building Background /connection to prior knowledge : pupils are familiar with the topic.

Content:

Division

1. Finding missing factors in a given number.

Examples

Find the missing factors in the following numbers below:

a. 24=1, 2 3_ _ _

Solution

24= 1,2,3,4,6,8,12,24

b. 30= -----,6,10,15,30

Solution

30=1,2,3,5,6,10,15,30

2. Factors and multiple of numbers.
3List the first five multiples of the following numbers:

4

6

5

10

4=4,8,12,16,20

6=6,12,18,24,30

5=5,10,15,20,25

10=10,20,30,40,50

Evaluation: Teacher ask Pupils questions as regards the topic.

Week:3rd

Class: primary 3

Topic: open sentences

Behavioural objectives: By the end of the lessonPupils should be able to:
find missing numbers in open sentences.
3Instructional material/Reference material: Textbook, charts and pictures

Building Background /connection to prior knowledge : pupils are familiar with the topic.

Content:

Open sentences

An open sentences is a sentence involving questions with a missing numbers. It involves filling in the missing gap in the sentence.

Examples:

Find the missing number in the questions below:

1. 7+ - = 9

2. 15_ - = 6

3. 9 + - = 3

Evaluation: Teacher ask Pupils questions as regards to the topic.

Week: 4th

Class: primary 3

Topic: open sentences

Behavioural objectives: At the end of the lesson Pupils should be able to:
1. identify the relationship between addition and subtraction.
2. solve related quantitative aptitude4questions

Instructional material/Reference material: Textbook, charts and pictures.

Building Background /connection to prior knowledge : pupils are familiar with the topic.

Content:

. Leads pupils to appreciate the relationship between + and -.

2. Guides pupils to solve quantitative aptitude problems on open sentences.4

Evaluation:Teacher ask pupils questions as regards the topic.

Week:5th

Class: primary 3

Topic: Money

Behavioural objectives: At the end of the lesson pupils should be able to:
1. change money not exceeding N20 into smaller unit.
2. shop effectively with money not greater than N20 using the idea of addition and subtraction.
5Instructional material/Reference material: Textbook, charts and pictures

Building Background /connection to prior knowledge : Pupils are familiar with the topic.

Content:

1. Guides pupils to realize that there are five 1k coins in a 5k coins, two 5k coins in a 10k coin, five 10k coins in a 50k coin etc.

2. Gives pupils 50k, ask them to change it into 10k coins etc.
3. Set up a shopping corner in the classroom with items such as empty packets of omo tins of geisha etc.
4. Appoints a pupils as shop keeper and another as a customerthe custmoer goes to the shop keeper to buy some items add up the cost and gives the shop keeper an amount5

Evaluation: Teacher ask Pupils questions as regards the topic.

Week:6th

Class: primary 3

Topic: Money

Behavioural objectives:At the end of the lesson Pupils should be able to:

perform simple multiplication involving money with product not exceeding N20.5

Instructional material/Reference material: Textbook, charts and pictures

Building Background /connection to prior knowledge : pupils are familiar with the topic.

Content:

1.Go mental skills with respect to multiplication of simple number e.g.
2x2, 5x2, 3x4,4x4
2. Guides discussion on problems involving multiplication of money with product not exceeding N20

Examples
12x3=36k
4x4=16.
6Evaluation: Teacher ask Pupils questions as regards the topic.

Week:7th

Class: primary 3

Topic: Length

Behavioural objectives: At the end of the lesson pupils should be able to:
1. measure the length and breadth or width of roomtable, building and straight edged materials etc.
2. mention importance/benefits of standard unit.6

Instructional material/Reference material: Textbook, charts and pictures

Building Background /connection to prior knowledge: Pupils are familiar with the topic.

Content:

1. Guides pupils to measure their table using hand span.
2. Records their result in a tabular form for pupils to see which
child has the longest span and who has the shortest span.
3. Estimates the length of various objects in their class.

4. Guides pupils to measure length of given objects using standard units.
5. Leads pupils to state the need for stanadrd measuring units in7

Instruments used for measuring includes:

1. Ropes
2. Tapes
3. Rulers
4. Desk.
5. Table
6. Hand span of the pupils

Importance of standard units

1. It gives us accurate measurements of the items.

2. It helps us to differentiate between large and small items

3.It saves time and energy

4. It reduces stress

5. It is faster.

Evaluation: Teacher ask Pupils questions as regards the topic.

Week: 8th

Class: primary 3

Topic: Length

Behavioural objectives:At the end of the lesson Pupils should be able to:
1. find perimeters of regular figures in meters and centimeters by measurement.
2. identify perimeter of regular shapes in their environment.7

Instructional material/Reference material: Textbook, charts and pictures

Building Background /connection to prior knowledge : Pupils are familiar with the topic

Content:

Length

Calculating the perimeter of plane shapes

A perimeter is the total distance round a shape. The total distance covered by an object is referred to as the perimeter.

The formula for the perimeter is 2(L+B)

L: Length and B : Breadth

Examples

Calculate the perimeter of the following :

1. Length 4cm and breadth 7cm

2. Length 6cm and breadth 4cm

Solutions

1. 2(L+B)

2(4+7)= 2(11) =22cm

2. 2(L+B)

2(6+4)= 2(10)= 20cm

Evaluation: Teacher ask questions as regards the topic.

Week:9th

Class: primary 3

Topic: Length

Behavioural objectives:At the end of the lesson Pupils should be able to:
1. compare their non standard measure e.g. arm length.
2. identify the difference in the non standard measures.
3. uses meters and centimeters as standard measuring

94. Identify the need for lengths and measurement using standard units9

Instructional material/Reference material: Textbook, charts and pictures

Building Background /connection to prior knowledge : pupils are familiar with the topic

Content:

i. Comparing non- standard measure e.g. arms length.
ii. Measurement in meters and centimeters.
9The teacher guides the pupils in measuring:

The length of the:

1.classroom

2. Table

3. Books

4. Chair and other objects in the classroom using the foot and hand span measurement, and write the value

Measuring the same objects with the use of standard measurement.

Compare the values gotten from both measuring approach.

Evaluation: Teacher ask questions as regards the topic.

Week:10th

Class: primary 3

Topic: Time

Behavioural objectives: At the end of the lesson Pupils should be able to: say time accurately in hours and minutes.

Instructional material/Reference material: Textbook, charts and pictures

Building Background /connection to prior knowledge : pupils are familiar with the topic

Content:

Time telling on the clock

1. Uses clock chart to demonstrate to the pupils on how to tell the time.
2. Leads pupils to state time in minutes, hours, “half past” and “quarter to”.

3. Designs activities that will enable pupils to state time in hours and minutes.10

Evaluation: Teacher ask Pupils questions as regards the topic.