

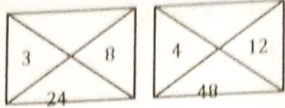
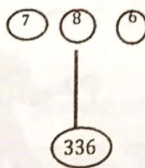
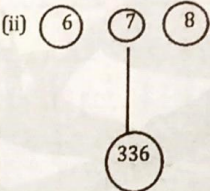


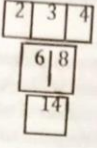
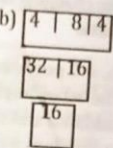
LAGOS STATE GOVERNMENT MINISTRY OF EDUCATION UNIFIED SCHEMES OF WORK FOR PRIMARY SCHOOLS

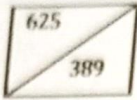
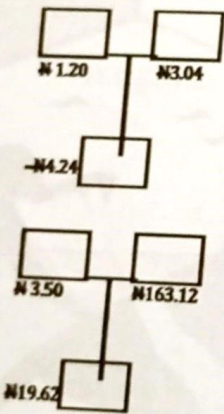
2nd TERM

SUBJECT: MATHEMATICS CLASS: PRIMARY 3

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1.	Revision of first term's work Counting Skill: Numbers 1-750 Resumption test/revision on counting and writing numerals up to 750.	By the end of the lesson, pupils should be able to: i. Recall some of the first term's work ii. Practice more on counting and grouping of numbers iii. Acquire more skills on fractions	-The pupils practice more questions on first term's work. -Pupils as a class answer questions on last term's work especially on counting, grouping of numbers and fractions.	-Communication and collaboration. -Critical thinking and problem solving	-first term past questions.
2.	FRACTIONS Counting Skill: Numbers from 751-770, 401-770 and 1-770 Writing Skill: Writing of the numbers Addition and subtraction of fractions with the same denominators. -Quantitative Reasoning Importance. -To differentiate between items of the same value. -used in sharing gifts or other items among people	By the end of the lesson, pupils should be able to: identify numbers from 751-770 order numbers from 1-770 count numbers 1-770 write numbers 401-770 in numerals and in words reverse the counting of the numbers skip count in 3s, 5s, 6s, 7s, 9s and 10s add fractions of the same denominators subtract fractions with the same denominator solve real life problems on fractions solve quantitative reasoning	-Pupils in pairs select fraction flash cards having the same denominators: Thus $\frac{3}{10}$ and $\frac{5}{10}$, and $\frac{1}{4}$ and $\frac{2}{4}$ etc -Pupils in groups add fractions with the same denominators e.g $\frac{3}{10} + \frac{4}{10} = \frac{3+4}{10} = \frac{7}{10}$ -Pupils in groups subtract fractions with the same denominators e.g $\frac{5}{7} - \frac{2}{7}$ $= \frac{5-2}{7} = \frac{3}{7}$ Quantitative reasoning Sample: <div style="display: flex; justify-content: space-around; align-items: center;"><div style="text-align: center;">$\begin{array}{c} \triangle \\ 2 \quad 1 \quad 3 \\ 4 \quad 4 \quad 4 \end{array}$</div><div style="text-align: center;">$\begin{array}{c} \triangle \\ 5 \quad 2 \quad 3 \\ 12 \quad 12 \quad 12 \end{array}$</div></div>	Communication and collaboration -Critical thinking and problems Solving -Leadership and personal development -creativity and imagination	-Cardboard showing addition and subtraction of fraction orange -site link www. Learhow.com video www. Calculator soup.com
3.	MULTIPLICATION OF NUMBERS. Counting Skill; Numbers 771-790, 1-790 Writing Skill: Writing of the	By the end of the lesson, pupils should be able to : identify numbers from 771-790 order numbers from 1-790 count numbers 1-790 write numbers 401-790 in numerals and words	-Pupils as a class recite multiplication tables of 2 to 5. -Pupils use repeated addition to multiply numbers e.g. $4 \times 5 = 4 + 4 + 4 + 4 + 4 = 20$ -Pupils in small groups multiply 2 digits number by 1 digit number e.g. (a) 3 4 (b) 4 5	-Communication and collaboration -Critical thinking and Problems Solving. -Leadership and personal development -Communication and collaboration	-Flash card -Chart -Orange Site link www.duckstevs.com Video link www.purplemath.com

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	<p>numbers.</p> <p>-Multiplication of 2 digits by 1 digit number</p> <p>-Quantitative Reasoning</p> <p>Importance</p> <p>-Banking Sector</p> <p>-Government offices</p> <p>-Collation of results in schools</p>	<p>reverse the counting of the numbers</p> <p>skip count in 3s, 5s, 6s, 7s, 9s and 10s</p> <p>recite multiplication tables of 2-5</p> <p>multiply 2 digits number by 1 digit number</p> <p>solve real life problems on multiplication</p> <p>solve quantitative reasoning questions on multiplication.</p>	<p>a) $\begin{array}{r} 3 \\ \times 2 \\ \hline 6 \end{array}$ b) $\begin{array}{r} 4 \\ \times 3 \\ \hline 12 \end{array}$</p> <p>-Pupils tell multiplication story and solve it.</p> <p>Quantitative Reasoning</p> 		
4.	<p>MULTIPLICATION OF NUMBERS</p> <p>Counting Skill:</p> <p>Numbers 791-810</p> <p>Writing Skill:</p> <p>Writing of the numbers.</p> <p>-Multiplication of three 1-digit numbers taking two at a time.</p>	<p>By the end of the lesson pupils should be able to:</p> <p>Identify numbers from 791 -810</p> <p>order numbers from 1 - 810</p> <p>count numbers 1 - 810</p> <p>write numbers 401 - 810 in numerals and words</p> <p>reverse the counting of the numbers</p> <p>skip count in 3s, 5s,</p>	<p>-Pupils in pairs solve multiplication of three 1-digit numbers taking two at a time</p> <p>e.g:</p> $\begin{array}{l} 4 \times 5 \times 6 \quad \text{OR} \quad = 4 \times 6 \times 5 \\ = (4 \times 5) \times 6 \quad = (4 \times 6) \times 5 \\ = 20 \times 6 \quad = 24 \times 5 \\ = 120 \quad = 120 \end{array}$	<p>-Communication and collaboration</p> <p>-critical thinking and problem solving</p> <p>-creativity and imagination</p>	<p>-Abacus</p> <p>-time table</p> <p>Site</p> <p>https://en.m.wikipedia.org</p> <p>-www.myhome</p> <p>Campus.com</p> <p>Video</p> <p>https://me</p> <p>youtube.com</p>
	<p>Importance:</p> <p>-Banking Sector</p> <p>-Buying and Selling</p> <p>-School results collation</p>	<p>6s, 7s, 9s and 10s</p> <p>multiply three 1-digit numbers</p> <p>taking two at a time</p> <p>solve real life problems on multiplication</p> <p>solve quantitative reasoning questions.</p>	<p>Quantitative Reasoning:</p> <p>(i) </p> <p>(ii) </p>		
5.	<p>MULTIPLICATION OF NUMBERS.</p> <p>Counting Skill:</p> <p>Numbers 811-830</p> <p>Writing Skill:</p> <p>Writing of the numbers.</p> <p>-Distributive rule</p>	<p>By the end of the lesson, pupils should be able to:</p> <p>Identify numbers from 811 -830</p> <p>order numbers from 1 - 830</p> <p>count numbers 1 - 830</p> <p>write numbers 401 - 830 in numerals and words</p> <p>reverse the counting of the</p>	<p>-Pupils as a class recite multiplication tables 2, 3, 5 and 10</p> <p>-Pupils in pairs use number cards to subtract and add some numbers;</p> <p>e.g. $8 + 3 = 11$</p> <p>$8 - 3 = 5$</p> <p>-Pupils in groups expand multiplication using distributive rules over addition and subtraction</p> <p>e.g.: (i) $2 \times (4 + 5)$</p> <p>$= (2 \times 4) + (2 \times 5)$</p>	<p>-communication and collaboration</p> <p>-critical thinking and personal development</p> <p>-creating and imagination</p>	<p>-counter</p> <p>-times table</p> <p>-bundle of stick</p> <p>WRB.HIYI</p> <p>www.my.homecampus.com</p> <p>video</p> <p>https://meyoutube.co</p>

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	<p>of multiplication over addition and subtraction</p> <p>-Quantitative Reasoning</p> <p><u>Importance:</u></p> <p>-School results collation</p> <p>-Banking sector</p> <p>-Government offices</p> <p>- Buying and selling</p>	<p>numbers</p> <p>skip count in 3s, 5s, 6s, 7s, 9s and 10s</p> <p>multiply simple numbers</p> <p>expand using distributive rules over addition and subtraction</p> <p>solve real life problems</p> <p>solve quantitative reasoning.</p>	<p>$= 8 + 10$</p> <p>$= 18$</p> <p>(ii) $3 \times (8 - 3)$</p> <p>$= (3 \times 8) - (3 \times 3)$</p> <p>$= 24 - 9$</p> <p>$= 15$</p> <p>Quantitative reasoning:</p> <p>Sample:</p> <p>(a) </p> <p>(b) </p>		m
6.	<p>DIVISION OF WHOLE NUMBERS</p> <p>Counting Skill:</p> <p>Numbers 831-850</p> <p>Writing Skill:</p> <p>Writing of the numbers.</p> <p>-Division without remainder</p> <p>-Factors of whole numbers not exceeding 48.</p> <p>-Quantitative Reasoning</p> <p>Importance:</p> <p>-Sharing of items among children</p> <p>-Calculation of average performance</p> <p>-Collation of school's results.</p>	<p>By the end of the lesson, pupils should be able to :</p> <p>identify numbers from 831 -850</p> <p>order numbers from 1 - 850</p> <p>count numbers 1 - 850</p> <p>write numbers 401 - 850 in numerals and words</p> <p>reverse the counting of the numbers</p> <p>skip count in 3s, 5s, 6s, 7s, 9s and 10s</p> <p>divide 2-digits number by 1-digit number without remainder</p> <p>express factors of whole numbers not exceeding 48</p> <p>solve real life problems on division</p> <p>solve quantitative reasoning on division.</p>	<p>-Pupils as a class, recite the multiplication table and are guided to realize that opposite of multiplication is division e.g</p> <p>$5 \times 2 = 10$</p> <p>$10 \div 2 = 5$</p> <p>-Pupils as a group write the factors of some numbers not exceeding 48. E.g.</p> <p>$6 = 2,3,6$</p> <p>$10 = 2,5,10$</p> <p>$24 = 2,3,4,6,8,12,24$</p>	<p>-Communication and Collaboration</p> <p>Critical thinking and Problem solving</p> <p>-Leadership and Personal development</p> <p>-Creativity and Imagination.</p>	<p>AUDIO VISUAL</p> <p>-counters</p> <p>-abacus</p> <p>-charts.</p> <p>Sites</p> <p>www.basic-mathematics.com</p> <p>video</p> <p>math">www.khamacade.my.org>math</p>
7	MID-TERM BREAK	MID-TERM BREAK	MID-TERM BREAK	MID-TERM BREAK	MID-TERM BREAK
8.	<p>OPEN SENTENCES</p> <p>Counting Skill:</p> <p>Numbers 1-400, 401-850 and 1-850</p> <p>Writing Skill:</p> <p>Writing of the numbers.</p> <p>-quantitative</p>	<p>By the end of the lesson,8. pupils should be able to:</p> <p>identify numbers from 401 -850</p> <p>order numbers from 1 - 850</p> <p>count numbers 1 - 850</p> <p>write numbers 401 - 850 in numerals and words</p> <p>reverse the counting of the numbers</p> <p>skip count in 3s, 5s, 6s, 7s, 9s and 10s</p>	<p>-Pupils as a class find the missing numbers in an open sentences e.g:</p> <p>$\square + 21 = 52$</p> <p>-Pupils as a class solve the addition and subtraction problems in open sentences. e.g:</p> <p>i) $508 - \square = 275$</p> <p>ii) $\square + 236 = 426$</p>	<p>-Communication & collaboration</p> <p>-Critical thinking and problem solving</p> <p>-Leadership and Personal Development</p>	<p>Video</p> <p>www.youtube.com</p>

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	SKILLS	RESOURCES
	reasoning Importance: -Useful in prediction -To know the value of variation of items -Measurement comparison.	find the missing numbers in open sentences identify different methods in solving addition and subtraction in open sentences solve real life problems on open sentence solve quantitative reasoning.	Quantitative Reasoning: Sample: 		
9(a)	Money Counting Skill: Numbers 851-870 Writing Skill: Writing of the numbers. -Changing money not exceeding N50 into smaller units -Addition and subtraction of money not exceeding N50 -Multiplication involving money; with product not more than N50 -Quantitative reasoning Importance: -To know the value of currency -Banking sector -Exchange rate -Buying and selling	By the end of the lesson, pupils should be able to: identify numbers from 851 -870 order numbers from 1 - 870 count numbers 1 - 870 write numbers 401 - 870 in numerals and words reverse the counting of the numbers skip count in 3s, 5s, 6s, 7s, 9s and 10s change naira to kobo and vice versa add and subtract money not exceeding N50 multiplication involving money with product not more than N200 solve real life problems on money solve quantitative reasoning on money.	a. Pupils in small groups participate in the changing of naira to kobo and kobo to naira. b. 4-5 pupils in a group demonstrate on the act of buying and selling that involves addition and subtraction of money. c. Pupils as a class respond to mental skill on multiplication. e.g. a. change N3.41 to kobo $N3.41 = N3 + 41\text{kobo}$ $= 300\text{k} + 41\text{k}$ $= 341\text{k}$ b. add N7.50 and N2.25 subtract N2.18 from N3.30 c. multiply N2.62 by 3. Quantitative reasoning Sample: 	-Communication and Collaboration -Critical thinking and Problems solving -Leadership and Personal development.	AUDIO VISUAL MATERIALS -Denominations of currency -Money chart - Dummy money Website www.mathgames.com video m.youtube.com
	Shopping: involving addition and subtraction not greater than N50. Importance: -buying and selling of items with money. -business transaction	i. perform a role play on buying and selling of commodities. ii. go for shopping effectively with money not greater than N100.	-Pupils as a group perform a drama on buying and selling using the shopping corner -Pupils as individuals go for shopping with money not more than N100 within the school premises.	-Communication and Collaboration -Citizenship -Creativity and Imagination -Leadership and Personal development.	-currency model samples of money Weblink www.education.com
Revision of second term work	12&13				