REPUBLIC OF KENYA

MINISTRY OF EDUCATION

COMPETENCY-BASED CURRICULUM (CBC)

GRADE 3 MATHEMATICAL ACTIVITIES

TERM 2 LESSON PLANS

2026 (Rationalised CBC)

— PREVIEW —

This is a 2-lesson preview. The full pack contains 36 lesson plans.

TEACHER'S NAME	_____
SCHOOL	_____
GRADE	3
TERM	Term 2
YEAR	2026

REFERENCE MATERIALS

1. Mathematical Activities Grade 3 Curriculum Design (KICD)
2. Approved Mathematics Grade 3 Learner's Book
3. Approved Mathematics Grade 3 Teacher's Guide
4. MTP Mathematics Activities Grade 3

CBC Edu Kenya · cbcedukenya.com

Aligned with KICD Curriculum Designs · Editable Word Document

Not an official MoE/KICD publication

SECTION A: DETAILED LESSON PLANS

The following lesson plans provide a detailed guide for selected lessons across Term 2. All plans follow the rationalised CBC format aligned with the KICD curriculum design for GRADE 3 MATHEMATICAL ACTIVITIES.

LESSON PLAN — WEEK 1, LESSON 1

Strand: **NUMBERS** | Sub-Strand: **Counting up to 1000**

SCHOOL	_____
LEARNING AREA	Mathematical Activities
GRADE	3
TERM	2
WEEK / LESSON	Week 1 | Lesson 1
STRAND	NUMBERS
SUB-STRAND	Counting up to 1000
SPECIFIC LEARNING OUTCOMES	By the end of the lesson, the learner should be able to: a) Count to 1000 b) Read 3-digit numerals c) Build number sense
KEY INQUIRY QUESTION(S)	How far can we count?
CORE COMPETENCY	Mathematical Reasoning; Critical Thinking; Self-Efficacy
VALUES	Accuracy, Patience, Perseverance
PERTINENT & CONTEMPORARY ISSUES (PCI)	Life Skills; Financial Literacy
LEARNING RESOURCES	Counters, charts

ORGANISATION OF LEARNING	
INTRODUCTION	(5 min) Greet the learners warmly and settle them. Briefly recap the previous lesson by asking one or two learners to share something they remember. Introduce today's focus on Counting up to 1000 by writing the key inquiry question on the board: "How far can we count?". Allow two to three learners to give quick answers — accept all responses without correcting yet. Tell learners that by the end of the lesson they will be able to count to 1000. Display the resources for the lesson (Counters, charts) so learners know what to expect.
STEP 1	(7 min) Whole-class minds-on activity. Group in hundreds, tens, ones. Hold up the relevant resource or write the key term on the board. Ask learners what they already know about it. Note 3-4 learner ideas on the board — these become anchors for the lesson. Link learners' ideas to the SLO: "Count to 1000". Manage the class actively — walk to the back of the room, call on learners by name, and keep the pace brisk so no one drifts.
STEP 2	(8 min) Direct teach with a worked example. Sing counting song. Demonstrate one full example on the board, thinking aloud as you go: name the step, do the step, check the step. Pause halfway and ask the class to predict the next step before you reveal it — this is your formative check. Re-state the inquiry question "How far can we count?" and answer it now using the example you just completed.

	Connect explicitly to the SLO: "Read 3-digit numerals". Invite one or two volunteers to come up and try the next example with you guiding — give immediate corrective feedback.
STEP 3	(8 min) Guided practice in pairs or small groups. practise Counting up to 1000 together in pairs. Distribute the practice task and put learners in pairs of mixed ability. Set a clear time limit (5 minutes for the task, 2 minutes for sharing). Walk around the room and listen in — pick up two pairs whose work is going well and one pair that is stuck. Differentiate as you go: for fast finishers, add a stretch question (e.g. "now try a harder example"); for learners who are stuck, scaffold by working through the first step together. Keep a low murmur in the room — silence usually means confusion, loud chatter usually means off-task.
STEP 4	(7 min) Independent application and formative assessment. apply Counting up to 1000 independently in a short task. Set a short individual task that mirrors the worked example but with different numbers, names, or context. While learners work, circulate and tick exercise books for two things only: did the learner attempt the task, and did they get the core idea right. This gives you a quick read on the class. After 5 minutes, call time and ask three learners to share their answers — choose one strong, one developing, and one who needs support. Affirm progress on the SLO: "Build number sense".
CONCLUSION	(5 min) Recap and exit ticket. Ask the whole class three quick questions to verify learning: (1) What is one new word or idea you learned today about Counting up to 1000? (2) How would you answer "How far can we count?" in one sentence? (3) Where could you use this learning outside the classroom? Take answers from different learners — including the quieter ones. Close by reminding learners of the values for the lesson and previewing the next lesson briefly. Affirm specific learners by name for effort, accuracy, or helpfulness during the lesson.
EXTENDED ACTIVITIES	Set a short, concrete task for home: ask learners to find one example of Counting up to 1000 in their environment (in the home, market, neighbourhood, or community) and bring evidence to the next lesson — a sketch, a written description, or a photograph if available. Fast finishers in class can begin this task immediately as enrichment. Encourage learners to discuss the lesson with a parent, sibling, or guardian — this strengthens learning at home and invites family involvement, which is a core CBC principle.
REFLECTION ON THE LESSON	_____

LESSON PLAN — WEEK 1, LESSON 2

Strand: **NUMBERS** | Sub-Strand: **Place Value (HTU)**

SCHOOL	_____
LEARNING AREA	Mathematical Activities
GRADE	3
TERM	2
WEEK / LESSON	Week 1 | Lesson 2
STRAND	NUMBERS
SUB-STRAND	Place Value (HTU)
SPECIFIC LEARNING OUTCOMES	By the end of the lesson, the learner should be able to: a) Identify hundreds, tens, ones b) Read 3-digit numerals c) Build place value
KEY INQUIRY QUESTION(S)	What does each digit mean?
CORE COMPETENCY	Mathematical Reasoning; Critical Thinking; Self-Efficacy
VALUES	Accuracy, Patience, Perseverance
PERTINENT & CONTEMPORARY ISSUES (PCI)	Life Skills; Financial Literacy
LEARNING RESOURCES	HTU chart, numeral cards

ORGANISATION OF LEARNING	
INTRODUCTION	(5 min) Greet the learners warmly and settle them. Briefly recap the previous lesson by asking one or two learners to share something they remember. Introduce today's focus on Place Value (HTU) by writing the key inquiry question on the board: "What does each digit mean?". Allow two to three learners to give quick answers — accept all responses without correcting yet. Tell learners that by the end of the lesson they will be able to identify hundreds, tens, ones. Display the resources for the lesson (HTU chart, numeral cards) so learners know what to expect.
STEP 1	(7 min) Whole-class minds-on activity. Use HTU chart. Hold up the relevant resource or write the key term on the board. Ask learners what they already know about it. Note 3-4 learner ideas on the board — these become anchors for the lesson. Link learners' ideas to the SLO: "Identify hundreds, tens, ones". Manage the class actively — walk to the back of the room, call on learners by name, and keep the pace brisk so no one drifts.
STEP 2	(8 min) Direct teach with a worked example. Sort numerals. Demonstrate one full example on the board, thinking aloud as you go: name the step, do the step, check the step. Pause halfway and ask the class to predict the next step before you reveal it — this is your formative check. Re-state the inquiry question "What does each digit mean?" and answer it now using the example you just completed. Connect explicitly to the SLO: "Read 3-digit numerals". Invite one or two volunteers to come up and try the next example with you guiding — give immediate corrective feedback.
STEP 3	(8 min) Guided practice in pairs or small groups. Pair drill. Distribute the practice task and put learners in pairs of mixed ability. Set a clear time limit (5 minutes for the task, 2 minutes for sharing).

	Walk around the room and listen in — pick up two pairs whose work is going well and one pair that is stuck. Differentiate as you go: for fast finishers, add a stretch question (e.g. "now try a harder example"); for learners who are stuck, scaffold by working through the first step together. Keep a low murmur in the room — silence usually means confusion, loud chatter usually means off-task.
STEP 4	(7 min) Independent application and formative assessment. apply Place Value (HTU) independently in a short task. Set a short individual task that mirrors the worked example but with different numbers, names, or context. While learners work, circulate and tick exercise books for two things only: did the learner attempt the task, and did they get the core idea right. This gives you a quick read on the class. After 5 minutes, call time and ask three learners to share their answers — choose one strong, one developing, and one who needs support. Affirm progress on the SLO: "Build place value".
CONCLUSION	(5 min) Recap and exit ticket. Ask the whole class three quick questions to verify learning: (1) What is one new word or idea you learned today about Place Value (HTU)? (2) How would you answer "What does each digit mean?" in one sentence? (3) Where could you use this learning outside the classroom? Take answers from different learners — including the quieter ones. Close by reminding learners of the values for the lesson and previewing the next lesson briefly. Affirm specific learners by name for effort, accuracy, or helpfulness during the lesson.
EXTENDED ACTIVITIES	Set a short, concrete task for home: ask learners to find one example of Place Value (HTU) in their environment (in the home, market, neighbourhood, or community) and bring evidence to the next lesson — a sketch, a written description, or a photograph if available. Fast finishers in class can begin this task immediately as enrichment. Encourage learners to discuss the lesson with a parent, sibling, or guardian — this strengthens learning at home and invites family involvement, which is a core CBC principle.
REFLECTION ON THE LESSON	_____

— END OF PREVIEW —

You have viewed 2 of 36 fully-detailed lesson plans. The complete pack covers every week of Term 2 (36 lessons) plus the full Scheme of Work.

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SECTION B: SCHEME OF WORK — GRADE 3 MATHEMATICAL ACTIVITIES TERM 2

School: _____ Teacher: _____ Year: 2026

WK	LSN	STRAND	SUB-STRAND	SPECIFIC LEARNING OUTCOMES	KEY INQUIRY QUESTION(S)	LEARNING EXPERIENCES	LEARNING RESOURCES	ASSESSMENT METHODS
1	1	Numbers	Counting up to 1000	a) Count to 1000 b) Read 3-digit numerals c) Build number sense	How far can we count?	Group in hundreds, tens, ones; sing counting song	Counters, charts	Oral, observation
1	2	Numbers	Place Value (HTU)	a) Identify hundreds, tens, ones b) Read 3-digit numerals c) Build place value	What does each digit mean?	Use HTU chart; sort numerals; pair drill	HTU chart, numeral cards	Written, oral
1	3	Numbers	Comparing 3-digit Numbers	a) Use >, <, = b) Compare 3-digit numbers c) Build reasoning	Which is bigger?	Compare HTU; pair sorting; signs drill	Number cards, signs	Written, peer
2	1	Numbers	Skip Counting	a) Count in 2s, 5s, 10s b) Count in 100s c) Build patterns	How can we count quickly?	Skip counting song; pair drill; pattern hunt	Counters, songs	Oral, peer
2	2	Numbers	Ordering Numbers	a) Order ascending b) Order descending c) Build sequence	Which comes before/after?	Number line; missing-number drill	Number line, cards	Written, oral
2	3	Numbers	Even and Odd	a) Identify even and odd b) Apply test of last digit c) Sort	Which numbers can pair?	Pair counters; sort cards; pattern	Counters, cards	Written, observation
3	1	Numbers	Addition (3-digit)	a) Add 3-digit numbers b) Use column method c) Build technique	How do we add hundreds?	Demonstrate column add; pair drill	Exercise book	Written, oral
3	2	Numbers	Addition with Regrouping	a) Carry to tens b) Carry to hundreds c) Build technique	What happens when ones make 10?	Demonstrate carry; pair work; verify	Counters, exercise book	Written, peer
3	3	Numbers	Addition Word Problems	a) Translate words to maths b) Solve c) Apply	How do we use addition daily?	Read stories; pair solve	Story cards	Written, oral
4	1	Numbers	Subtraction (3-digit)	a) Subtract 3-digit numbers b) Use column method c) Build technique	How do we take away hundreds?	Demonstrate; pair drill; verify	Exercise book	Written, oral
4	2	Numbers	Subtraction with Borrowing	a) Borrow from tens b) Borrow from hundreds c) Build technique	What if ones too small?	Demonstrate borrow; pair drill	Counters, exercise book	Written, peer
4	3	Numbers	Subtraction Word Problems	a) Translate words to maths b) Solve c) Apply	How do we use subtraction daily?	Read stories; pair solve	Story cards	Written, peer
5	1	Numbers	Multiplication — Repeated Addition	a) Understand × as repeated + b) Use arrays c) Build foundation	What is multiplication?	Show 3+3+3=3×3; arrays; pair drill	Counters, arrays	Written, oral

5	2	Numbers	Multiplication — Tables 2,5,10	a) Recite tables b) Apply to problems c) Build fluency	What is 5×4?	Sing tables; pair drill; flash card race	Times tables chart, cards	Oral, written
5	3	Numbers	Multiplication — Tables 3,4	a) Recite tables b) Apply to problems c) Build fluency	What is 4×6?	Sing tables; pair drill	Cards, chart	Oral, written
6	1	Numbers	Division — Sharing Equally	a) Divide by sharing b) Use objects c) Build foundation	How do we share equally?	Share counters; pair work; story problems	Counters, plates	Observation, oral
6	2	Numbers	Division — Tables	a) Apply division facts b) Connect to multiplication c) Build technique	How do × and ÷ link?	Show fact families; pair drill	Cards, chart	Written, peer
6	3	Numbers	Division Word Problems	a) Solve sharing problems b) Identify operation c) Apply	When do we divide?	Read stories; pair solve	Story cards	Written, peer
7	1	Money	Coins and Notes	a) Identify Kenyan currency b) State values c) Build money awareness	What money do we use?	Show real/pretend money; sort; pair quiz	Coins, notes	Oral, observation
7	2	Money	Money Sums	a) Add and subtract money b) Calculate change c) Apply maths	How much is left after I buy?	Pretend shop; calculate change; role play	Money, items	Written, role play
7	3	Money	Saving	a) Plan savings goal b) Track savings c) Build money habit	How can we save?	Savings chart; pair plan; commit	Charts, books	Written, peer
8	1	Measurement	Length (m, cm)	a) Measure in cm b) Convert cm/m c) Apply practical measurement	How long is the desk?	Measure with rulers; pair work; record	Rulers, tape measures	Written, observation
8	2	Measurement	Mass (kg, g)	a) Compare masses b) Use balance scale c) Build measurement	Which is heavier?	Use balance; sort; pair experiments	Balance, objects	Observation, peer
8	3	Measurement	Capacity (L, ml)	a) Measure liquid b) Compare capacity c) Build measurement	How much water?	Pour water; measure; pair experiments	Cups, jugs, water	Observation, peer
9	1	Geometry	2D Shapes Properties	a) Count sides and corners b) Compare shapes c) Build vocabulary	How are these shapes different?	Examine shapes; count; pair quiz	Shape cards, ruler	Oral, written
9	2	Geometry	3D Shapes Introduction	a) Identify cube, sphere, cylinder, cone b) Find examples c) Build awareness	What 3D shapes do we see?	Show real objects; sort; pair share	3D shapes, real objects	Oral, observation
9	3	Geometry	Patterns	a) Continue patterns b) Create own c) Build sequence	Can you continue the pattern?	Look; predict; pair create	Pattern cards, paper	Observation, peer
10	1	Time	Reading the Clock	a) Tell time to half-hour b) Read 6:30 etc c) Build precision	What is half past?	Demonstrate clock; pair drill; matching game	Clock face, cards	Written, peer

10	2	Time	Reading the Clock	a) Tell time to quarter-hour b) Read 6:15, 6:45 c) Build precision	What is a quarter past/to?	Demonstrate; pair drill	Clock face, cards	Written, peer
10	3	Time	Days, Weeks, Months	a) Identify days, weeks, months b) Use calendar c) Build calendar awareness	How many days in a week? Months in a year?	Show calendar; pair quiz	Calendar, song	Oral, observation
11	1	Numbers	Mental Maths	a) Solve mental addition b) Solve mental subtraction c) Build fluency	How fast can we calculate?	Quick-fire drills; pair race	Cards	Oral, peer
11	2	Application	Maths in the Market	a) Use money in shopping b) Calculate cost and change c) Apply	How much will I spend?	Pretend market; price tags; calculate	Pretend money, items	Role play, written
11	3	Application	Maths Games	a) Play number games b) Practise mental maths c) Build enjoyment	Which game did you enjoy?	Bingo; addition race; pair games	Game cards, dice	Observation, peer
12	1	All Strands	Term 2 Revision	a) Recap Term 2 b) Use multiple strategies c) Show progress	What did we learn?	Pair quiz; class game; share	Materials	Oral, peer
12	2	All Strands	Term 2 Revision	a) Apply learning b) Show practical skills c) Self-assess	How do we use this?	Practical tasks; share	Materials	Observation, oral
12	3	All Strands	Term 2 Assessment	a) Demonstrate skills b) Reflect c) Build readiness	Am I ready?	End-of-term assessment; reflection	Assessment paper	Written, self-assessment