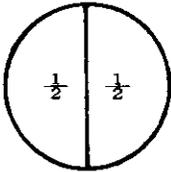


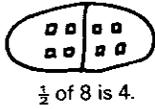
PRIMARY 3

Topics	Notes on Teaching/Suggestions for Pupils' Activities	Vocabulary	Equipment	Remarks
SECOND TERM				
3.11 5-digit numbers	Reading and writing of 5-digit numbers.	5-digit number.		
3.12 Factors	<p>1. Recognition of factors through making rectangular patterns: Making rectangular patterns with a fixed number of cubes (not more than 36), e.g.</p> <p align="center">Patterns from 6 cubes</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Recording: 2 rows of 3 $6 = 3 \times 2$</p> </div> <div style="text-align: center;">  <p>1 row of 6 $6 = 6 \times 1$</p> </div> </div> <p>2. Introduce the idea of factors after sufficient practical work. Discuss how to find out all the factors of a number.</p> <p>3. Discuss the relationship between factors and multiples, e.g. 1, 2, 3, 6 are factors of 6. 6 is a multiple of 1, 2, 3, 6.</p>	Rectangle; row; factor, divisible; multiple.	Mosaic tiles, cubes, pin-board, squared paper.	
3.13 Division Divisor 1 digit, dividend 3 digits.	<p>1. Examples include:</p> <p>(a) No remainder in hundreds or tens, e.g. $2 \overline{)468}, 2 \overline{)469}$</p> <p>(b) Remainders in one or more columns, e.g. $2 \overline{)356}, 3 \overline{)345}, 4 \overline{)125}$</p> <p>(c) Nought(s) in the dividend or the quotient, e.g. $2 \overline{)204}, 3 \overline{)301}, 4 \overline{)412}, 5 \overline{)100}$</p>			

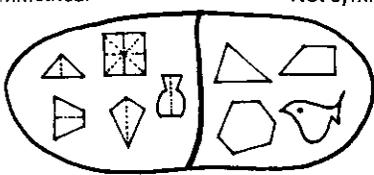
PRIMARY 3

Topics	Notes on Teaching/Suggestions for Pupils' Activities	Vocabulary	Equipment	Remarks
3.13 Division (Cont.)	2. Further understanding of the meanings of sharing and grouping through practical problems.	How many in each share, how many shares.		
3.14 Mixed operations	<p>Mixed operations of:</p> <p>(a) Multiplication and addition. (b) Multiplication and subtraction. (c) Division and addition. (d) Division and subtraction. (e) Multiplication and division.</p> <p>The number of operations in each sum should not exceed two and the numbers involved should be as simple as possible.</p>			
3.15 Money Changing units and four rules.	<p>1. Revision of reading and writing price tags, e.g. \$1.50*, 50¢.</p> <p>2. Changing dollars to cents, e.g. \$1.50=150¢ and vice versa.</p> <p>3. Simple calculations from shopping activities. Mixed amounts to be changed into cents for calculation.</p> <p>4. Pupils making up problems on money.</p>	Change; Change units.	Toy money, commodities for shopping games.	*As in Primary 2 the decimal point is used here merely as a marker separating the dollars and cents. There is no need to go into the idea of decimals yet.
3.16 Fractions Idea of fractions. Addition and subtraction of fractions with the same denominator.	<p>1. Recognition of a fraction as a part of one whole through paper folding or other practical activities. Stress the idea of dividing into equal parts.</p> <div style="text-align: center;">  </div>	Halves, thirds, quarters,	Paper, counters, fraction boards.	

PRIMARY 3

Topics	Notes on Teaching/Suggestions for Pupils' Activities	Vocabulary	Equipment	Remarks
3.16 Fractions (Cont.)	2. Discuss the use of fractions as met with in everyday life, e.g. $\frac{1}{2}$ spoonful, $\frac{1}{4}$ hour. 3. Recognition of the relationship between the number 1 and fractions, e.g. $1 = \frac{2}{2}, 1 = \frac{3}{3}$ 4. Recognition of another aspect of a fraction, a part of a set of objects, through sharing or partitioning, e.g.  $\frac{1}{2}$ of 8 is 4. 5. Adding and subtracting fractional parts and recording in mathematical sentences. The answers should be less than 1 and there is no need to reduce to the simplest form. 6. Discuss the results of the above and establish the method of addition and subtraction of fractions.	Fraction, numerator, denominator.		
3.17 Capacity Measuring activities. Litre.	1. Comparing size of containers using improvised units, e.g. "How many cupfuls in this bottle?" 2. Introduce the standard unit, the litre, and show 1-litre containers of different shapes. Let pupils measure the capacity of containers such as basins and buckets using the litre measure. 3. Collecting containers and comparing the marked contents with the maximum capacity of the containers. 4. Calibrating containers to make measuring jugs.	Deep, shallow; wide, narrow; holds more; capacity; litre(L)*.	Cups, tins, bottles, basins, buckets, water trough or sand trough, funnels; litre measures, litre box (10 cm x 10 cm x 10 cm).	*The symbol for litre is 'L' or 'l'. The Metrication Committee, Hong Kong, recommends the use of 'L'.
3.18 Shapes Tile patterns.	1. Making a number of cut-outs of the same shape and size and fitting them together to see if they can make tile patterns. Suggested shapes: square, rectangle, triangle, parallelogram, trapezium, quadrilateral, circle, pentagon, hexagon. 2. Display and discuss pupils' work.	Fit, tile; pattern; gap, space; overlap.	Colour paper or cardboard, scissors, paste.	

PRIMARY 3

Topics	Notes on Teaching/Suggestions for Pupils' Activities	Vocabulary	Equipment	Remarks
3.19 Symmetry	1. First idea of symmetry by cutting through folded paper or making ink blots. 2. Finding out symmetrical shapes from the environment. 3. Finding line(s) of symmetry of a shape by folding. 4. Making symmetrical shapes on the pin-board or squared paper. 5. Sorting shapes, e.g. <div style="display: flex; justify-content: space-around;"> Symmetrical Not symmetrical </div>  6. Designing symmetrical shapes or patterns*.	Balance, bisect; symmetry, line of symmetry, symmetrical.	Shapes, paper, ink, colour, scissors, pin-boards, rubber band, squared paper.	Line symmetry only.
3.20 Bar graphs	1. Making graphs of greater frequency counts, using one-to-two or one-to-ten representation on the graphs. 2. Discuss the graphs and encourage pupils to make interpretations.		Squared paper, colour markers, colour paper-strips.	*Joint activity with the Art and Craft subject.